

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

SUGGESTED ACTIVITIES FOR PRE-K1: 3 – 3.11 YEARS OLD	DOMAINS					
	PH+	SE	CV	CD	LD	CA
<p>QUARTER 3 Theme: My Community Weeks 1 and 2 Sub-Theme: We Have Beautiful Places in My Community</p> <p>Activity 1: My Family and I in the Community Objectives: 1. Repeat 5- to 8- word sentences correctly 2. Talk about at least one positive thing about one’s community 3. Express freely and with confidence one’s thoughts and feelings Materials: Manila paper, glue, scissors, crayons, pencil Procedure: 1. Ask the children to bring a picture of the community and their family the day before. In class, ask each child to come up front to show the picture of the community. If picture is not available, allow time for them to draw the community with their family. 2. Say these sentences and instruct the children to repeat the sentences you said: This is the picture of my community. My family lives in this community. We have neighbors in this community. Our neighbors are our friends. I play with my friends. 3. After saying the sentences, tell them to look outside the window, and observe the school, and the houses (if there are any visible). Tell them that these places, and all of their homes, are part of the community. Say together with the class: We are part of this community. 4. Then ask: What do you like in your community? 5. Let the children post their community portrait in one Manila paper.</p>						

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<p>Activity 2: Strolling Around the Community</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Use the senses to explore the environment 2. Imitate the sounds of animals, vehicles and other sounds 3. Identify the sounds heard 4. Distinguish the source and direction of sounds heard 5. Express ideas of what was seen and heard through creating a big map 6. Know common community landmarks 7. Attempt to read signs in then community 8. Demonstrate respect for others by formulating rules and following the rules <p>Materials: Manila paper/big cardboard box/used plastic mat, cartolina, crayons, scissors, glue</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Tell the children they will go on a community walk and formulate rules with the children. Then have an agreement that everyone will follow the rules: a) Hold on to hand of adult partner; b) Walk and do not run; c) Follow the path for walking. 2. Ask the children to use their senses and observe what they come across in the walk. 3. During the walk, stop for a while in places where there are many sounds heard. Ask the children to imitate the sounds: birds, animals, vehicles. Then ask them: Where do the sounds come from? 4. Point out the landmarks or important places in the community: school, church, market, municipal hall, hospital, etc. Let the children attempt to read signs found in the community. 5. When the children go back to their classroom, let them tell what they have seen and heard. 6. Plot a simple map of the community in a Manila paper together with the children. Put cut-outs of school, houses, hospital, market, fire station, and other landmarks on the map. Let the children describe the places. 7. Review the map with the children. 						

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<p>Activity 3: Community Twister Objectives: 1. Demonstrate attention and concentration on the activity 2. Develop body balance and coordination of large muscles in performing movements 3. Demonstrate interest and cooperation in the activity Materials: Community map made of Manila paper/used plastic mat Procedure: 1. Place the community map on the floor and review the contents. 2. Tell the children that they will play a game called Twister. The game will be played by 2-3 children at a time. Give one direction for each child like: Put your foot on the fire station, or Put your hand on the school, etc. 3. The children will try to follow the directions using their bodies. Applaud the children when they creatively move their bodies to do the directions.</p> <p>Activity 4: Counting Bottle Caps Objectives: 1. Demonstrate recognition and understanding of counting objects 1 to 6 2. Identify common landmarks 3. Demonstrate progress in fine motor skills Materials: Community map, bottle caps, number labels (1-6), girl and boy cut-outs Procedure: 1. Place different number labels (1-6) on the places in the community map. 2. Show the children the community map. Introduce the cut-outs of the boy and girl, and explain that they want to go to the different places in the community. 3. For them to go to the different places, they have to place the correct number of bottle caps. Each child takes his/her turn in counting the bottle caps to go to an area in the map.</p>						

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<p>Activity 5: Block Game Objectives: 1. Demonstrate understanding of concept of quantity 2. Practice fine motor skills in building blocks Materials: Paper/wood/rubber table-blocks, big dice Procedure: 1. Tell the children they will build a community using the blocks. 2. Children take turns rolling the dice, and counting the numbers on the face of the dice. Then give the child the corresponding number of blocks. They will use the blocks to construct community places. 3. Play with the dice until all the blocks are used. 4. Count with the class to see whose structure is the tallest.</p> <p>Activity 6: Storytime: Stories on Community Trips Objectives: 1. Demonstrate interest and understanding of a story listened to 2. Remain settled while listening to a story 3. Answer questions about the details of the story 4. Recall the sequence of events in the story Materials: Suggested Story: The Bremen Town Musicians Procedure: 1. Present the cover of the story and let the children describe the picture. Remind them to remain settled while listening to the story. 2. Unlock the difficult words. Read the title of the story and identify the author and illustrator. 3. Tell the story. (children can be grouped into different animals when making the sounds) 4. Ask questions about the story using what, where, when, who, and what if. 5. Ask the children to recall the sequence of the story.</p>						

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<p>Activity 7: Visit to a Shop in My Community</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Use the senses to explore the shop 2. Match pictures and printed labels 3. Spell one-word name/label of objects with correct sounds of letters 4. Demonstrate respect for others by following rules and agreements <p>Materials: Objects in the shop, pictures of the objects in the shop; word cards: sabon, gatas, bigas, baso, Plato</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Ask the children if they know any shop in the community (grocery, shoeshop, bookstore, etc). Tell them that they will visit a shop. 2. Remind the children to use their senses and observe what they have seen in the shop. 3. Give the agreed guidelines: a) Hold on to hand of adult companion; b)Walk and do not run; c)Be respectful when asking questions to elders. 4. When the trip is finished, discuss with the children what they have seen and learned. 5. Show the pictures of the goods displayed in the shop. Let the children match the pictures with printed labels. 6. Show the picture of “sabon”. Then let the children spell the word with correct sounds of letters. 7. Do the same with the spelling of the other words. <p>Activity 8: Artwork After My Shop Visit</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Demonstrate progress in fine motor and eye-hand coordination in drawing 2. Use paper and pencil in drawing from a model/pattern 3. Use paper, pencil or crayon in drawing lines and curves and other basic shapes 4. Express freely when showing and explaining his/her artwork <p>Materials: Paper, pencil, paint, crayons</p>						

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<p>Procedure:</p> <ol style="list-style-type: none"> 1. Review what happened during the shop visit. 2. Show a model shop then ask the children to draw a shop following the pattern. Let them use lines, curves and shapes in following the model. 3. Encourage them to share what they have drawn in front of the class. <p>Activity 9: Chart Making</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Sound off each letter of the classmate’s printed name before spelling it 2. Choose word labels found in the shop, sound off each of its letter before spelling it 3. Express interest and willingness in performing new and challenging tasks <p>Materials: Cartolina, marker pen, tape</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. In advance, make a chart that has columns that will contain the pictures and names of goods found in the shop. Ask the children to choose the good they like to be put in the chart. Then put the picture and the label. <p style="margin-left: 20px;">Example:</p> <table border="1" style="margin-left: 20px; border-collapse: collapse; width: 80%;"> <tr> <td style="padding: 5px;">Picture - Sabon</td> <td style="padding: 5px;">Picture - Gatas</td> <td style="padding: 5px;">Picture- Manika</td> <td style="padding: 5px;">Picture - Awto</td> <td style="padding: 5px;">Picture - Biskwit</td> </tr> <tr> <td style="padding: 5px; text-align: center;">Tom, Belen</td> <td style="padding: 5px; text-align: center;">Alma, Dante, Bob, Lena</td> <td style="padding: 5px; text-align: center;">Sam, Nene, Thelma</td> <td style="padding: 5px; text-align: center;">Henry, Cora, Nora</td> <td style="padding: 5px; text-align: center;">Willie, Marlou</td> </tr> </table> <ol style="list-style-type: none"> 2. Have the children print their own name on a metacard and place the card under the column that contains the good they like best. 3. For the first column, tell the children that they are going to sound off the letters of the goods and the letters of the names of the children who like the good. Then let them spell the name of the good and the names of the children. 4. Do the same for columns 2, 3, 4 and 5. 	Picture - Sabon	Picture - Gatas	Picture- Manika	Picture - Awto	Picture - Biskwit	Tom, Belen	Alma, Dante, Bob, Lena	Sam, Nene, Thelma	Henry, Cora, Nora	Willie, Marlou						
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<p>Activity 10: Pabili po!</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Demonstrate understanding of the concept of prices for the goods 2. Develop the concept of money 3. Express interest and enthusiasm on the activity of buying and paying <p>Materials: Money bills and coins: P10.00 bills, P5 coins, P1 coins, P.50 coins, P.25 coins; sample goods that can be brought to the classroom, price tags</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Introduce the price tag to children and explain that each item should be bought for a price. Ask them if they observed their mother/father/sibling buy at a store using money. 2. Show bills and coins: Demonstrate this to show an example of buying and paying. 3. Then let the children look at the goods and their price tags. They ask money from the teacher who acts as their mother to buy the goods they like. Make sure each child has a chance to buy something. <p>Activity 11: Our Community Class Book</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Recall the landmarks and the beautiful and unique places in the community 2. Practice healthy and positive relationship with others by cooperating in group activity 3. Develop progress in fine motor skill and eye-hand coordination <p>Materials: Scrapbook/album/clearbook, pens, cartolina, scissors, crayons</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Review the places in the community. Group the children according to which place they would like to draw and tell about it. Include photos whenever possible. 2. Assemble the artworks into a book, then decorate the pages. 3. Preview the book with the class. 						

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Activity 12: Community Helpers Hat

Objectives:

1. Demonstrate familiarization with different people in the community
2. Draw from observations
3. Demonstrate progress in fine motor skills and eye-hand coordination

Materials: Paper plate/recycled cardboards, paint, scissors

Procedure:

1. Show different pictures of community helpers.
2. Emphasize to the students the different hats they use when working.
3. Give each student a paper plate and make them choose which community helper hat they want to make.
4. Encourage them to choose different designs. Show them samples of finished works.
5. Let the children share what they did and allow them to show their work.



Activity 13: Kuya Barbero

Objectives:

1. Express ideas and interest during the participation story
2. Develop own simple story out of the thoughts and feelings with the use of pictures

Materials: Cut-out pictures of a barber and a hairdresser, scissors, mirror and other things found in the shop

Procedure:

1. Show a picture of a barber (barbero). Introduce him as Kuya Barbero named Bobby, who cuts boys' hair.
2. Show the picture of a hairdresser named Barbie. Let the children tell story about Lady Barbie's work, who cuts and curls girls' hair. She also puts nail polish on the toenails and fingernails of ladies.
3. Ask the children to make their own story about Kuya Barbero or Lady Barbie.

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<p>Activity 14: Sounding Off and Writing Letter Bb</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Produce or sound off “b” 2. Produce words with “b” sound 3. Exhibit skill on tracing within boundaries 4. Practice writing upper and lower case letter Bb 5. Show correct posture and paper position and proper holding and using the writing tool <p>Materials: Letter b: barbero, buhok, barya, bag, bilis, babae; lined pieces of paper with letter Bb in dotted lines</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Recall the word “barbero”. Ask the children its initial letter. 2. Review how to produce or sound off “b”. 3. Ask the children to give words that start with the “b” sound. 4. Introduce lowercase and uppercase “Bb”. Form capital “B” in the air then form small letter “b” in the air. Let the children imitate you. 5. Give to the children the pieces of paper with letter “Bb” in dotted lines. Ask them to connect the lines. 6. Ask them to copy first the “B” in one line of the paper, then the “b” in another line with models. 						
<p>Activity 15: Cutting Hair Day</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Demonstrate progress in fine motor skills and eye-hand coordination in cutting and pasting paper 2. Demonstrate concern by helping a peer who has difficulty in doing the task 3. Listen and recite a rhyme with actions <p>Materials: Yarn, sticks, scissors, glue, tape</p> <p>Suggested Rhyme: The Barber Snip, snip, clip, clip The barber cuts your hair</p>						

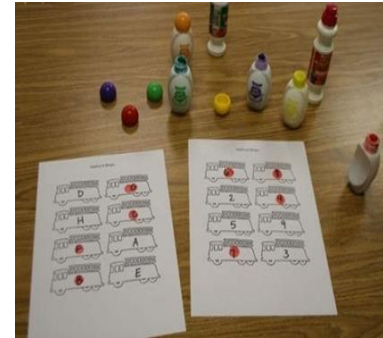


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<p style="text-align: center;">In between hair, All get special care</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Tell children that today is hair day, which means they will be barbers/hairdressers. Show children the stick puppets with long heads of hair, saying that these are the customers, and they want to have their hair cut. 2. Let them hold small sizes of scissors and cut the hair of the stick puppets, imitating a barber/hairdresser. 3. After cutting and styling their customer’s hair (they can add ribbons and accessories), let each child present their work. 4. Say the whole rhyme and let the children repeat after the teacher. 5. Then let the children say the rhyme with actions. <p>Activity 16: Storytime: Stories on Community Cooperation</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Demonstrate interest and understanding of a story listened to 2. Remain settled while listening to a story 3. Answer questions about the details of the story 4. Recall the sequence of events <p>Materials: Suggested Story: The Giant Turnip</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Show the title of the story. 2. Unlock the difficult words. 3. Read the title of the story and identify the author and illustrator. 4. Tell the story. 5. Ask questions about the story using what, where, when, who, and what if. 6. Ask the children to recall the sequence of the story. 						

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<p>Activity 17: Firetruck Bingo</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Demonstrate progress in letters/numbers recognition 2. Demonstrate interest and enthusiasm in joining the game <p>Materials: Bingo sheets, paint/markers, flashcard of 6 letters/numbers</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Draw 6 firetrucks on a paper. Put letter/numeral in the middle of each firetruck. Make sure each child has a copy. 2. Explain to the class that you will play Bingo. Announce and show on a flashcard the letter/numeral that they will find on their bingo papers, and they will stamp on that letter/number. 3. The first child to mark all the firetrucks will shout “bingo” to win the game. 						
<p>Activity 18: Writing Numeral 6</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Practice correct and proper sitting position, paper placement and holding of a writing tool 2. Practice writing numeral 6 with a model <p>Materials: Numeral 6 written in a flashcard, pieces of paper with numeral 6 written in dotted lines</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Show numeral 6 and let the children count their fingers from 1 to 6. 2. Demonstrate how to write numeral 6 on the air then let the children follow. 3. Distribute to the children the pieces of paper with numeral 6 written in dots. Then let the children connect the dots. 4. Ask the children to write numeral 6 on the sheet of paper using a model. 						



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<p>Activity 19: Stop, Drop, and Roll</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Practice challenging gross motor activities like running and jumping 2. Control one’s movements within allowed space without harming self and/or others 3. Demonstrate interest and enthusiasm in doing the activity 4. Produce or sound off s, d, and r <p>Materials: Shirt/plastic bag apron, red flames made of paper</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Paste red flames onto an old t-shirt/plastic bag apron. 2. Explain to the class that they will play a game of “Stop, Drop, and Roll”. This is the code used by firemen to stop a fire from causing serious injury. Practice the movements of running/jumping then stop when you drop to the floor and rolling with the children. 3. Show the shirt/plastic apron. Choose one child to put the shirt/plastic apron on and practice the stop, drop, and roll. When they have gotten the “flames” out, take off the shirt to show the flames are gone. 4. Give each child the chance to play the movements. 5. After the game, practice sounding off of s, d, and r. Then let each child say the letter name of s, d, and r. <p>Activity 20: Stay Low and Go</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Demonstrate body balance and coordination of large muscles in performing movements like crawling and walking while staying low 2. Help a peer who is ashamed to participate in the activity <p>Material: White sheet</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Explain to the class that when there is smoke inside a room, it is best to crouch and stay low so as not to inhale the smoke too much. Discuss in simple terms why it is bad to inhale smoke. 2. Ask a volunteer parent to assist you. Show the white sheet to the class and tell 						



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<p>the class that it will be the “smoke”. Hold the sheet and wave it.</p> <p>3. Let the children practice staying low and crawling underneath the sheet. Arrange them so that they are orderly in crawling. Encourage them to make sure that everyone of their classmates is able to crawl through the smoke.</p> <p>Activity 21: Just Like This Objectives:</p> <ol style="list-style-type: none"> 1. Develop body balance and coordination of large muscles in passing a pail and dancing 2. Express ideas and feelings through sing and dance activity 3. Create dance moves 4. Demonstrate enjoyment in doing the activity <p>Materials: Suggested Rhyme: Just Like This (To the tune of The Farmer in the Dell)</p> <p style="padding-left: 40px;">I whistle just like this I whistle just like this Just like a policeman I whistle just like this</p> <p style="padding-left: 40px;">*I clean just like this (street sweeper) *I cook just like this (chef) *I sell just like this (vendor) *I cut just like this (barber)</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Explain to the children on how to play the game: sing the whole song with actions and when song ends the teacher shows a flash card of a street sweeper/chef/vendor/barber. Then everyone has to do the action of the street sweeper/chef/vendor/barber. 2. Sing the whole song with actions then let the children repeat after you. 3. Start the game with the teacher showing the flashcards. 4. For the next game, let the children create dance steps instead of the actions done by the streep sweeper/chef/vendor/barber. 						

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<p>Activity 22: Tayo’y Maglaro Objectives:</p> <ol style="list-style-type: none"> 1. Demonstrate interest in listening to a story 2. Answer questions about the story 3. Identify words that start with letter Ll 4. Produce the initial sound “l” and the final sound of the words 5. Spell names and words <p>Materials: Pictures for story telling, flashcards of words that start with letter L: Loro, Lorenzo, lapis, Lara, lobo</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Tell a story about a child in a community. <ul style="list-style-type: none"> • <i>Sa Barangay Loro, mayroon isang bagong bata. Ang pangalan niya ay Lorenzo. Pumasok siya sa paaralan ng walang kakilala. Malungkot na malungkot siya. Nang pumasok siya sa silid-aralan, nangailangan siya ng lapis. Pinahiram siya ng katabi niyang si Lara ng lapis. Nang matapos ang klase, kinausap siya ni Lara at sinabing: “Laro tayong Lorenzo” Pagkauwi ni Lorenzo, tuwang tuwa ang kanyang nanay sa kanya kaya’t binigyan siya ng lobo. Naging masaya ang araw ni Lorenzo.</i> 2. Show the words that start with the letter Ll. Produce or sound off the initial letter “L” or “l”. Then let the children sound off final letter of the words: o, s, a 3. Then let the children spell the names and words. 						
<p>Activity 23: Stationery Store Objectives:</p> <ol style="list-style-type: none"> 1. Demonstrate awareness of the concept of buying and paying 2. Demonstrate progress in counting money 3. Demonstrate progress in fine motor skills and eye-hand coordination in writing a letter 4. Express ideas and feelings through a letter <p>Materials: Paper, envelopes, stickers, pennies</p> <p>Procedure:</p>						



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<p>1. A small store is set up at the table with paper, envelopes, and stickers.</p> <p>2. Place a poster that shows the cost of each item.</p> <p>3. When children buy the items, they count their money for payment.</p> <p>4. With the paper, envelope and sticker that they bought, encourage the children to write a letter to their mother or father. They could ask an adult to help in writing the letter.</p> <p>5. Children share with the class what they have written.</p> <p>Activity 24: Sounding Off and Writing Letter Ss</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Produce or sound off “s” 2. Produce words with “s” sound 3. Exhibit skill on tracing within boundaries 4. Practice writing upper and lower case letter Ss 5. Show correct posture and paper position and proper holding and using the writing tool <p>Materials: Letter s: Santo, siyam, siko, sako, sorbete, sapatos; pieces of paper with letter Ss written in dotted lines</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Show the name “Santo”. Ask the children its initial letter. 2. Demonstrate how to produce or sound off “s”. 3. Ask the children to give words that start with the “s” sound. 4. Introduce lowercase and uppercase “Ss”. Form capital “S” in the air then form small letter “s” in the air. Let the children imitate you. 5. Give to the children the pieces of paper with letter “Ss” in dotted lines. Ask them to connect the dots. 6. Ask them to copy first the “S” in one line of the paper, then the “s” in another line with models. 						

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Weeks 3 and 4: There Are Beautiful Plants Around Us

Activity 1: Plants Exploration

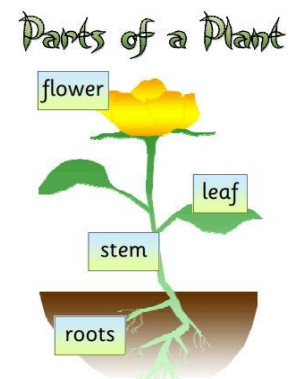
Objectives:

1. Use the senses to explore the environment
2. Give ideas of what was seen and heard through group discussion
3. Appreciate God’s creation by taking care of plants

Materials: Picture of a plant complete with intact roots, stem, leaves, and flowers/fruit, metacards

Suggested Song: **Plant a Seed (Tune of London Bridge)**

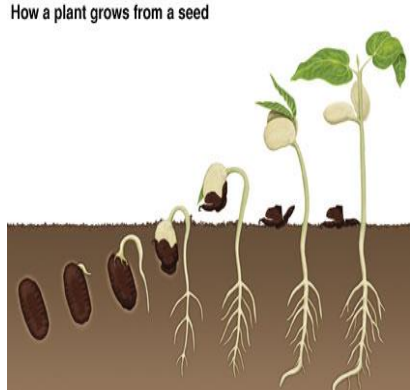
Plant a seed and water it
 Water it, water it
 Plant a seed and water it
 Then we’ll watch it grow
 Make sure that it’s in the sun
 In the sun, in the sun
 Make sure that it’s in the sun
 Then we’ll watch it grow



Procedure:

1. Ask the class to go outside and observe the plants around the school. Remind them of the rules when outside the Center.
2. Ask the children what they have seen, smelled, and heard.
3. Afterwards, show the children a picture of a plant complete with parts. Discuss the parts and what they do, then place metacards on the parts.
4. Teach the song by singing the whole song, then singing by line and let the children repeat each line.
5. Then let the children sing the whole song.
6. Ask the children who created the plants around us. Ask them, “How do we take care of the plants?”
7. Let the children thank God for creating the plants.

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

SUGGESTED ACTIVITIES FOR PRE-K1: 3 – 3.11 YEARS OLD	DOMAINS					
	PH+	SE	CV	CD	LD	CA
<p>Activity 2: Plants Come from Seeds</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Demonstrate understanding of the concept of seed growth 2. Imitate the pair of sounds heard 3. Identify if the pair of sounds heard are similar or different <p>Materials: Picture of seed growth, pots with soil, 3-4 seeds, water; words: halaman, ugat, dahon, sanga, bulaklak, buto</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Review the parts of the plant and the different characteristics of plants. 2. Show the seeds to the class. Explain to the class that plants come from these seeds. Show the process of a seed growing into a plant. 3. Have around 3-4 plant seeds for indoors and plant them with the class. Explain to them that plants need sunlight, water, and good soil to grow. 4. Tell the children that you are going to say pairs of sounds from the words of the different parts of the plants. Let them imitate the sounds heard. Say: h h; u a; d s; b b; o o; n k 5. Tell the children to determine whether the sounds they heard are similar or different. If similar, let them say “same” if they are not the same, let them say “different”. Say: a a; d d; s h; u b; b d; h h; n k; o o; u a 						
<p>How a plant grows from a seed</p> 						
<p>Activity 3: We Promise to Take Care of Our Plants</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Express ideas and feelings about taking care of plants through a pledge 2. Develop self-confidence by joining group discussions 3. Demonstrate progress in fine motor and eye-hand coordination through drawing and cutting 4. Demonstrate progress in counting (1-5) <p>Materials: Paper, scissors, pens, crayons</p>						

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<p>Suggested Song: Plant Song (Tune of Head, Shoulders, Knees, Toes) Flower, Stem, Leaves, and Roots Flower, Stem, Leaves, and Roots Flower, Stem, Leaves, and Roots So pretty in the morning (flower-head; stem-stomach; leaves-squiggly arms; roots-feet)</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Review the process of seed growing into a plant. Let the children act out the process. 2. Teach the song. 3. Ask the children what they can do with the potted seeds to make sure it grows to a healthy plant. Ask them if they are willing to promise that they will really do these things. Start the statement, “I promise to... (ex. water the plants; put them on sunlight; etc). 4. Make a pledge poster to be displayed near the plants. Ask children to decorate the poster. Read the pledges with the class. Count the pledges. <p>Activity 4: Writing Numeral 7</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Practice fine motr skills in holding a writing tool 2. Practice writing numeral 7 with a model <p>Materials: Numeral 7 written in a flashcard, pieces of paper with numeral 7 written in dotted lines</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Show numeral 7 and let the children count their fingers from 1 to 7. 2. Demonstrate how to write numeral 7 on the air then let the children follow. 3. Distribute to the children the pieces of paper with numeral 7 written in dots. Then let the children connect the dots. 4. Ask the children to write numeral 7 on the sheet of paper using a model. 						

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<p>Activity 5: Different Ways We Plant Seeds</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Demonstrate understanding of the concept on the different ways of planting 2. Express ideas and feelings based on prediction 3. Relate willingly and productively with others by joining in group discussions 4. Move places politely and with ease within the environment <p>Materials: Pot, soil, carrot top, monggo seeds, plastic bag, paper towel</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Tell the class that we will have an experiment. Explain to them that there are different ways that plants grow. Some plants can grow from a seed, others can grow from a root bulb. 2. Show first the monggo seeds. Place them inside a plastic bag (ziplock bag) with a wet paper towel. Place the bag in the sun. 3. Tell the class that they will observe if after 2 or more weeks the seeds will grow. Ask them to share their predictions about what will happen. 4. Next, show the carrot top. Put a little water in a pot of soil, then put the carrot top under it. Place the pot in the sun. 5. Ask the children to try to remember the steps in planting the monggo seed and the carrot top. 6. Make a simple chart on the steps. Ask the class what is similar and what is different with the two different ways of planting. 7. After a few weeks, let the children observe the changes in the two plants. <p>Activity 6: The Fields</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Express ideas and feelings by creating dance steps 2. Express ideas and feelings through artwork 3. Develop body balance and coordination of large muscles in performing dance steps 4. Develop fine motor and eye-hand coordination in pasting, painting, gluing <p>Materials: Dried leaves, flowers, twigs, glue, paper, crayons</p>						

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<p>Suggested Song: Little Plants (by Jean Warren)</p> <p>Out in the garden early in the morning (Stand straight and tall) See the little plants bending to and fro (Bend body back and forth) See the gentle breeze help them lift their arms (raise arms out at sides) Swish-swish, swish-swish, wave hello (Wave arms gently up and down)</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Teach the song to the class with actions. 2. Then let the children create their own dance steps for the song. Let them dance while singing the song. 3. Tell the class, “We will make our own field. Who has been in a field? What are the plants that you have seen? What are the other things you saw? You will now draw your own field using different materials. 4. Distribute the materials. Let them do their artwork. 5. Encourage them to share something about their artwork. Post their artworks next to each other to make a field in a part of the classroom. <p>Activity 7: Let’s Count Leaves</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Demonstrate progress in counting from 1-10 2. Demonstrate understanding of concept of less and more 3. Move places politely with ease within the class environment <p>Materials: Ten (10) Leaves of different sizes</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Place different kinds of leaves on the floor. Review again the function of leaves in a plant (produce the whole plant’s food). 2. Tell the class to count the leaves on the floor. Practice counting 1-10 by changing the number of leaves. 3. Make two groups using the leaves, one has more leaves while the other has less. Count with the children, and ask them to say which group has more leaves, and which has less. 4. Sing the “Little Plants” song. 						

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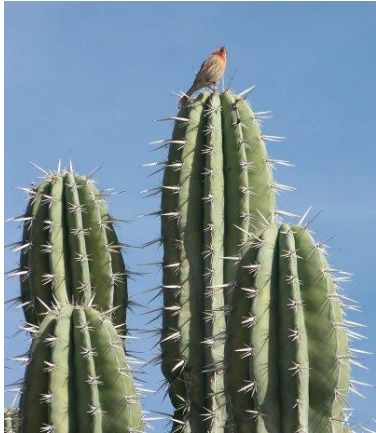
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<p>Activity 8: Complete the Plant Parts</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Develop flexibility and interest in completing a pattern (parts of the plant) 2. Practice the use of fine motor skills and eye-hand coordination in recalling image of a plant 3. Demonstrate respect by following game rules and agreements and not bullying or playing bad jokes <p>Materials: 4 Sets of stem, roots, leaves, flower</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Prepare the missing pieces of the plant in the classroom. Scatter them around. 2. Explain to the class that we need to build a plant using the parts lying around the classroom. Review the parts. 3. Let the children find the parts in each corner of the room. Remind them to get one item and give chance to other classmates to get their own item. 4. When all the parts are found, gather everyone in the middle of the room and assemble the parts. 5. Review the parts altogether. Write the parts in metacards and paste on the plants. 6. Afterwards, ask the children if they followed the game rules. <p>Activity 9: Storytime: Stories on Plants</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Demonstrate interest and understanding of a story listened to 2. Answer questions about the details of the story 3. Recall the sequence of events <p>Materials: Suggested Story: The Fox and the Seed</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Give the title of the story and let the children guess what the story is about. 2. Unlock the difficult words. 3. Read the title of the story and identify the author and illustrator. 4. Tell the story. 5. Ask questions about the story using what, where, when, who, and what if. 						

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<p>6. Ask the children to recall the sequence of the story.</p> <p>7. Ask the children to say in their own words the moral lesson they learned.</p> <p>Activity 10: Storytime: Stories on Plants Objectives:</p> <ol style="list-style-type: none"> 1. Demonstrate interest and understanding of a story listened to 2. Answer questions about the details of the story 3. Recall the sequence of events 4. Sustain attention and concentration on an activity <p>Materials: Suggested Story: Ang Kamatis ni Peles Procedure:</p> <ol style="list-style-type: none"> 1. Unlock the difficult words. 2. Read the title of the story and identify the author and illustrator. 3. Tell the story. 4. Ask questions about the story using what, where, when, who, and what if. 5. Ask the children to recall the sequence of the story. 6. Review the days of the week. <p>Activity 11: Storytime: Stories on Plants Objectives:</p> <ol style="list-style-type: none"> 1. Demonstrate interest and enthusiasm in reading story books 2. Listen to a story being read 3. Participate in the discussions about the story 4. Give in own words the moral lesson of the story <p>Materials: Suggested Story: The King and His Seed Procedure:</p> <ol style="list-style-type: none"> 1. Unlock the difficult words. 2. Read the title of the story and identify the author and illustrator. 						

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<p>3. Tell the story.</p> <p>4. Ask questions about the story using what, where, when, who, and what if.</p> <p>5. Ask the children to recall the sequence of the story.</p> <p>Activity 12: Storytime: Stories on Plants Objectives:</p> <ol style="list-style-type: none"> 1. Demonstrate interest and enthusiasm in reading story books 2. Listen to a story being read 3. Tell about the characters in the story 4. Give in own words the moral lesson of the story <p>Materials: Suggested Story: Mango Tree and Bamboo Tree</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Unlock the difficult words. 2. Read the title of the story and identify the author and illustrator. 3. Tell the story. 4. Ask questions about the story using what, where, when, who, and what if. 5. Ask the children to recall the sequence of the story. <p>Activity 13: Storytime: Stories on Plants Objectives:</p> <ol style="list-style-type: none"> 1. Demonstrate interest in listening a story about plants 2. Choose a story by theme 3. Participate in the discussions about the story 4. Recall important details of the story <p>Materials: Suggested Story: The Little Tree that Wished for Other Leaves Author: Friedrich Ruckert</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Unlock the difficult words. 						
						

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<p>2. Read the title of the story and identify the author and illustrator.</p> <p>3. Tell the story.</p> <p>4. Ask questions about the story using what, where, when, who, and what if.</p> <p>5. Ask the children to recall the sequence of the story.</p> <p>6. Show a picture/real cactus plant. Ask them if they know what plant it is. If they do not know, give basic information about the plant (e.g. it can store water inside to survive in hot areas; it is covered in needles).</p> <p>Activity 14: Seed Sorting Objectives:</p> <ol style="list-style-type: none"> 1. Group objects according to category: color, size 2. Display fine motor skills and eye-hand coordination in arranging seeds 3. Produce own sound patterns by clapping, stomping and patting individually and in group <p>Materials: 4 to 6 different kinds of seeds</p> <p style="padding-left: 40px;">Suggested Poem: Seeds</p> <p style="padding-left: 80px;">A little seed for me to sow A little earth to make it grow A little hole, a little pat, A little wish, and that is that, A little sun, a little shower. A little while - And then, a flower!</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Use 4 to 6 different kinds of seeds. Mix these seeds together into 5 sets. Ask the children to sort the seeds according to size and color. (biggest, smallest, color brown, color green, fattest). 2. Teach the poem with actions. 3. Let the children discover the rhythmic patterns of the poem. Let them produce the sound patterns by clapping, stomping and patting individually and in group. 						

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<p>Activity 15: Seed Shakers</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Demonstrate fine motor skills and eye-hand coordination in coloring, cutting, and pasting using age-appropriate materials 2. Produce individually and in-group ground patterns using the seed shakers 3. Create dance movements 4. Express interest and enthusiasm in doing the task <p>Materials: used bottles (ask children to bring a day before), different kinds of seeds, paper, pen, crayon, ribbon, glue, tape, scissors</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Announce to the class that we will make music using the seeds. Ask them to get their bottle/can. 2. Have each child get some seeds from your plastic bag. Assist them in putting those seeds into their bottle. Put different amount of seeds in their bottles for a varied sound effect. 3. Ask them to decorate their bottles. 4. When finished decorating, shake the bottles. Assign different counting and speed in shaking to create different rhythms. 5. Encourage the children to add dance movements when playing their seed shakers. <p>Activity 16: Mud Painting</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Demonstrate fine motor skills and eye-hand coordination in finger painting 2. Express ideas and feelings through variety of objects and materials 3. Express interest and enthusiasm in doing the task <p>Materials: Mud, newspapers, paper, washcloth, water</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Recall the different kinds of plants that you have seen. Tell them that they will make an artwork. 2. Show the container with mud. Explain that the mud will be their paint, and their fingers will be their paint brush. Count altogether the fingers. Explain to the children that they could use five/all fingers in painting 						

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<p>3. Making sure the floors are covered with newspaper, place the mud in the middle, and have the children stay near it. They will dab their hands on the mud, and make a painting using their fingers.</p> <p>4. When the children are done, encourage them to say something about their work.</p> <p>Activity 17: Fruit Seeds Objectives:</p> <ol style="list-style-type: none"> 1. Demonstrate progress in fine motor skill and eye-hand coordination in handling seeds 2. Modify actions based on new experience <p>Materials: Pictures of different fruits with seeds that can be eaten: pakwan, peanut, squash, langka (ask children to bring some pakwan seeds, peanut seeds, squash seeds, langka seeds), knife, plates</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Let the children describe the fruits in the pictures. Ask them if these fruits have seeds. Ask them what they could do with the seeds. 2. Explain to the children that these seeds could not only be planted but also eaten. 3. Ask the children to bring out the seeds that they have brought. Let them explain which seeds could be planted and also eaten. <p>Activity 18: Nature Walk Objectives:</p> <ol style="list-style-type: none"> 1. Use the senses to explore the environment 2. Share freely ideas and feelings verbally 3. Understand reasons behind rules and practices in the community 4. Throw garbage in appropriate designated area 5. Demonstrate respect for others by following rules and agreements <p>Materials: Plastic bags (ask children to bring)</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Tell the children that you will have a “Nature walk”. Remind them about the rules to follow when outside the Center. 2. Explain that each child will have a plastic bag they will use to collect leaves, sticks, acorns, and other things 						

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<p>in the environment.</p> <p>3. Afterwards, ask them about the items they have put in the bag. Discuss with them the things that can be used and thrown.</p> <p>4. Ask the children what they will do with the items that can be used.</p> <p>5. Let them recall the rules and practice in the community in throwing garbage. Discuss with the children the reasons for the rules and practices in garbage throwing. Let the children make decision on what to do with the garbage. Guide them on their decision to throw the garbage in the proper area/place in the environment following the rules and practice in the community.</p> <p>Activity 19: Nature Mosaic Objectives:</p> <ol style="list-style-type: none"> 1. Demonstrate fine motor skills and eye-hand coordination in making a mosaic 2. Express ideas and feelings through variety of objects and materials 3. Express interest and enthusiasm in doing the task <p>Materials: Items collected during Nature Walk, glue, crayons, Manila paper</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Using the items gathered in nature walk, make a big mosaic of a plant. Draw an outline of the roots, stem, leaves, and flower/fruit, then ask the class to glue the items inside the outline. 2. Let each child share what they observe when the mosaic is finished. Applaud them for joining the activity. <p>Activity 20: Move Like A Tree Objectives:</p> <ol style="list-style-type: none"> 1. Demonstrate body balance and coordination of large muscles in turning and swaying 2. Respond to rhythm, melody, dynamics, tone and form of music through creative movements and drama <p>Materials: CD/cassette player</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Ask the children to stand up. Tell them that they will act like trees. You will demonstrate how a tree grows. Start with the seed, show plant by kneeling down, then the tree is shown standing up. 2. Let the children copy what you demonstrated. 						

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<p>3. Add music to the movements. When children have mastered the moves, add others: tree on a windy day, tree on a rainy day, tree on a sunny day, etc.</p> <p>Activity 21: Roses Song Objectives:</p> <ol style="list-style-type: none"> 1. Demonstrate progress in counting 1 to 8 2. Develop body balance and coordination of large muscles in a challenging activity 3. Express ideas and feelings through creative movements <p>Materials: Japanese paper petals for head of students</p> <p style="padding-left: 40px;">Suggested Song: The Little Roses</p> <p style="padding-left: 80px;">Three little roses I once grew, White, and pink, and red roses. One little rose grew, grew, grew. It grew taller than the other two. The other two, the other two. It grew taller than the other two! (substitute 3 to 4, 5, 6, 7, 8)</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Teach the song: 2. After teaching the song, form a circle in the middle. Ask the children to sing it with actions. When the song says 3 roses, 3 children should go in the middle and move their heads side to side. 3. The rose that will grow taller will stand bit by bit while the other roses remain seated. Continue up to number 8. 4. Make sure each child gets a chance to go in the middle. 						

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<p>Activity 22: Sounding Off and Writing Letter Rr</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Produce or sound off “r” 2. Produce words with “r” sound 3. Exhibit skill on tracing within boundaries 4. Practice writing upper and lower case letter Rr 5. Show correct posture and paper position and proper holding and using the writing tool <p>Materials: Letter r: Ramon, relo, rosas, rimas, robot; lined pieces of paper with letter Rr in dotted lines</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Say the name Ramon”. Ask the children its initial letter. 2. Demonstrate how to produce or sound off “r”. Then let the children imitate you. 3. Ask the children to give words that start with the “r” sound. 4. Introduce lowercase and uppercase “Rr”. Form capital “R” in the air then form small letter “r” in the air. Let the children imitate you. 5. Give to the children the pieces of paper with letter “Rr” in dotted lines. Ask them to connect the lines. 6. Ask them to copy first the “R” in one line of the paper, then the “r” in another line with models. 						

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<p>Weeks 5 and 6 Sub-Theme: There Are Wonderful Animals Around Us</p> <p>Activity 1: The ABC Puppets Objectives: 1. Demonstrate progress in recognition of alphabet letters 2. Express ideas and feelings through song and movements Materials: Home-made puppets, basket, letters Procedure: 1. Introduce the puppets that you have. Tell them that the puppets brought some letters that they will recite. 2. Using one puppet, pick out a letter, while the other puppet will say it. Ask the children to repeat after you. 3. After 8 letters, use them as the initial sound of a sample word (ex. M – mango). The children can give suggestions on words that have the letter’s initial sound. 4. Use one puppet to lead the ABC song.</p> <p>Activity 2: Animals on Land Objectives: 1. Demonstrate understanding on the concept that some animals live on land 2. Enjoy listening to animal sounds 3. Imitate the sounds of animals that live in land 4. Use variety of movements to represent the land animals 5. Develop body balance and coordination of large muscles in performing movements Material: A poem Suggested Poem: Can You? Can you hop, hop, hop like a bunny? Can you bark, bark, bark like a dog? Can you run, run, run like a tiger? Can you meow, meow, meow like a cat? Can you crawl, crawl, crawl like a snake?</p>						

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<p style="text-align: center;">Can you march, march, march like a child? And sit as still as this? (<i>Suit actions to verbs</i>)</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Explain to the class that they will try to guess the animal that you will act out. Have them guess the animals in the song (bunny, dog, tiger, cat, snake). 2. After the guessing game, explain that these animals live on land. They move around in land, and they build their homes in land. 3. Let the children focus their attention on the sounds of animals which you will produce. Then let them imitate the sounds. 4. Teach the poem to the children. <p>Activity 3: Storytime: Stories on Land Animals</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Demonstrate interest and enthusiasm in reading story books 2. Listen to a story being read 3. Participate in the discussions about the story 4. Choose and describe the character of the story that one likes <p>Materials: Suggested Story: Goldilocks and the Three Bears</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Unlock the difficult words. 2. Read the title of the story and identify the author and illustrator. 3. Tell the story. 4. Discuss the story with the children by recalling the sequence of the story. 5. Let the children choose and describe the character in the story they like best. 						

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LEARNING RESOURCE NO. 5: SUGGESTED ACTIVITIES (QUARTER 3) 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>Activity 4: We’re Going on a Bear Hunt</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Develop body balance and coordination of large muscles in performing movements 2. Develop muscle control with body and actions through moving places politely with ease within the environment 3. Answer specific questions about the action story 4. Demonstrate enjoyment in doing the activity <p>Materials: Picture of a bear Suggested Action Story: We’re Going on a Bear Hunt Source: Greg & Steve CD, Kids in Action</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Tell the class that we will go on an adventure using our imagination. Ask them if they think they can hunt a bear. Show them a picture of a bear. 2. Teach the action story to the class: 3. Ask specific questions about the action story using who, what, where and what if. 4. Repeat the story. <p>Activity 5: Puppy and Kitty</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Recognize sounds by reciting a rhyme from memory 2. Give substantive reasons why one likes a dog or cat as a pet 3. Develop self-confidence in joining discussions <p>Materials: Sock/paper puppet of a cat and dog</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Ask the class who among them has a pet cat or dog. Ask them which animal they prefer if given a chance to have a pet. Let children share their reasons why they prefer a cat/dog. 2. Tell the class that they have two visitors, waiting inside a bag. Show them the puppets. Introduce them to the class. 						

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SUGGESTED ACTIVITIES FOR PRE-K1: 3 – 3.11 YEARS OLD	DOMAINS					
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<p>3. Using the puppets, tell two very short stories.</p> <p>4. When finished, repeat the stories but this time encourage participation from the children by letting them repeat the dog and cat's lines and actions.</p> <p>Activity 6: Kangaroo Objectives:</p> <ol style="list-style-type: none"> 1. Recognize sounds by reciting a rhyme from memory 2. Develop self-confidence in joining discussions 3. Develop body balance and coordination of large muscles in performing movements 4. Develop muscle control and body actions through moving places politely with ease within the environment <p>Materials: Picture of a kangaroo Procedure:</p> <ol style="list-style-type: none"> 1. Ask the class if they know what a kangaroo is. Explain briefly that kangaroos are land animals that hop and have a pouch where they bring their babies. Show a picture. 2. Ask them if they think they can be like kangaroos. Teach an action rhyme about a kangaroo. <p>Activity 7: Storytime: Stories on Land Animals Objectives:</p> <ol style="list-style-type: none"> 1. Demonstrate interest and enthusiasm in reading story books 2. Listen to a story being read 3. Participate in the discussions about the story 4. Answer specific questions <p>Materials: Suggested Story: Kangaroo, Kangaroo, Where Are You? Author: Robyn Safarian Procedure:</p> <ol style="list-style-type: none"> 1. Unlock the difficult words. 2. Read the title of the story and identify the author and illustrator. 3. Tell the story. 4. Ask questions about the story using what, where, when, who, and what if. 						

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<p>5. Ask the children to recall the sequence of the story.</p> <p>Activity 8: Storytime: Stories on Land Animals Objectives:</p> <ol style="list-style-type: none"> 1. Demonstrate interest and enthusiasm in reading story books 2. Listen to a story being read 3. Participate in the discussions about the story 4. Answer specific questions 5. Recall sequence of the story <p>Materials: Suggested Story: Cedric the Pig Author: Margo Fallis</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Unlock the difficult words. 2. Read the title of the story and identify the author. 3. Tell the story in mother tongue. 4. Ask questions about the story using what, where, when, who, and what if. 5. Ask the children to recall the sequence of the story. <p>Activity 9: Animal Art Objectives:</p> <ol style="list-style-type: none"> 1. Demonstrate progress in fine motor skills and eye-hand coordination in drawing, coloring and/or painting 2. Express ideas and feelings about the topic through an artwork 3. Draw from observations 4. Develop self-confidence by joining group discussions 5. Demonstrate progress in counting <p>Materials: Paper, pencil, crayons, paint</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Review the animals that have been discussed. Ask the class if they have a favorite animal. 2. Tell the children that they can have a zoo in the classroom. But, before the zoo opens, they have to make 						



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<p>animals using art materials.</p> <ol style="list-style-type: none"> 3. Give the materials and let children draw any animal that they like. 4. In one corner of the classroom, place a label “ZOO”. Place there the animals that the children made. 5. Let children explain their animal or help them share if they are too shy. 6. Practice counting using the animals (e.g. how many animals, how many feet/ears/eyes, how many have same colors, etc.). <p>Activity 10: Finding Syllables in Animal Names Objectives:</p> <ol style="list-style-type: none"> 1. Listen to 2- to 3-syllable words 2. Tell the number of syllables from the words heard 3. Connect pictures with names/labels 4. Spell names of animals <p>Materials: Pictures of aso, pusa, baboy, ahas, kangaroo and their word cards Procedure:</p> <ol style="list-style-type: none"> 1. Let the children recall the names of the animals they have studied. 2. Tell the children to listen to the names of the animals and count the number of syllables for each word. 3. Say: a-has, ba-boy, a-so, kangaro, pusa 4. Show the pictures of these animals and let the children match the pictures with the names/labels. 5. Let the children spell the names of the animals. <p>Activity 11: Sounding Off and Writing Letter Pp Objectives:</p> <ol style="list-style-type: none"> 1. Produce or sound off “p” 2. Produce words with “p” sound 3. Exhibit skill on tracing within boundaries 4. Practice writing upper and lower case of letter Pp 5. Show correct posture and paper position and proper holding and using the writing tool <p>Materials: Letter p: pusa, pula, pito, puto, plato, pandisal; lined pieces of paper with letter Pp in dotted lines</p>						

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<p>Procedure:</p> <ol style="list-style-type: none"> 1. Recall the word “pusa”. Ask the children its initial letter. 2. Demonstrate how to produce or sound off “p”. Then let the children imitate you. 3. Ask the children to give words that start with the “p” sound. 4. Introduce lowercase and uppercase “Pp”. Form capital “P” in the air then form small letter “p” in the air. Let the children imitate you. 5. Give to the children the pieces of paper with letter “Pp” in dotted lines. Ask them to connect the lines. 6. Ask them to copy first the “P” in one line of the paper, then the “p” in another line with models. <p>Activity 12: See the Animals</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Recognize sounds by reciting a rhyme from memory 2. Develop body balance and coordination of large muscles in performing movements 3. Develop muscle control with body and actions through moving places politely with ease within the environment <p>Materials: pictures of animals in the song; song written in cartolina/Manila paper</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Explain to the class that as they might have observed, animals move differently. Ask them which animal they can think of and demonstrate its movement. 2. Take note of the animals that the children have shared about. 3. Teach a song about animals in the zoo: 4. As you sing about each animal, do their actions. Add the animals that the children mentioned in the discussion. <p>Activity 13: Writing Numeral 8</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Practice correct and proper sitting position, paper placement and holding of a writing tool 2. Practice writing numeral 8 with a model <p>Materials: Numeral 8 written in a flashcard, pieces of paper with numeral 8 written in dotted lines</p>						

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<p>Procedure:</p> <ol style="list-style-type: none"> 1. Show numeral 8 and let the children count the animals they have studied if there are 8 already. 2. Demonstrate how to write numeral 8 on the air then let the children follow. 3. Distribute to the children the pieces of paper with numeral 8 written in dots. Then let the children connect the dots. 4. Ask the children to write numeral 8 on the sheet of paper using a model. <p>Activity 14: Animals in the Sea</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Demonstrate understanding of the concept that some animals live on water 2. Use variety of movements to represent the water animals 3. Develop body balance and coordination of large muscles in performing movements <p>Materials: Suggested Song: Animals in the Sea</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Explain to the class that they will try to guess the animal that you will act out. Have them guess: a fish, octopus, crabs, and shark. 2. After the guessing game, explain that these animals live on water. They can swim all day and breathe while underwater through their gills, and they build their homes in the sea. 3. Teach the song with actions. <p style="text-align: center;">Animals in the Sea</p> <p>The fishes in the sea go swim, swim, swim swim, swim, swim, swim, swim, swim The fishes in the sea go swim, swim, swim All through the Day.</p> <p>The sharks in the sea go chomp, chomp, chomp chomp, chomp, chomp, chomp, chomp, chomp The sharks in the sea go chomp, chomp, chomp All through the Day.</p>						

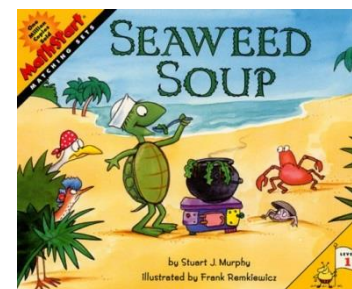
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<p>The octopus in the sea go wave, wave, wave wave, wave, wave, wave, wave, wave The octopus in the sea go wave, wave, wave All through the Day.</p> <p>The crabs in the sea go click, click, click click, click, click, click, click, click The crabs in the sea go click, click, click All through the Day.</p> <p>Activity 15: What is an Octopus? Objectives: 1. Recognize what an octopus is 2. Connect the picture with the label 3. Spell the word “octopus” correctly 4. Develop body balance and coordination of large muscles in performing movements Materials: Picture and video of octopus, word name/label: octopus Procedure: 1. Show a picture of an octopus. Explain briefly that an octopus is a sea creature that has eight long arms and a big head. The octopus’ eight hands have tentacles that can grow again if cut! It can change color to hide from other fish. And, it can squirt out black ink to protect itself. 2. If a short video is available, show it so that children will see how the octopus moves. If none, show a picture. 3. Let the children match the picture of the octopus with its word name or label. 4. Teach the poem: Octopus An octopus has Eight long arms (Hold up and wave four fingers on each hand) It lives in the sea, but don’t be alarmed (Wave hands back and forth to show no worry) He squirts out ink (Clap hands), when he is the prey</p>						

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<p>And grows a new arm when it's torn away. (Hold up arm as high as you can)</p> <p>5. Let the children spell the word "octopus".</p> <p>Activity 16: Storytime: Stories on Sea Animals Objectives:</p> <ol style="list-style-type: none"> 1. Demonstrate interest and enthusiasm in reading story books 2. Listen to a story being read 3. Participate in the discussion about the story 4. Answer specific questions 5. Tell own title of the story <p>Materials: Suggested Story: The Rainbow Fish Author: Marcus Pfister</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Unlock the difficult words. 2. Read the title of the story and identify the author. 3. Tell the story. 4. Ask questions about the story using what, where, when, who, and what if. 5. Ask the children to give their own title of the story. <p>Activity 17: Storytime: Stories on Sea Animals Objectives:</p> <ol style="list-style-type: none"> 1. Demonstrate interest and enthusiasm in reading story books 2. Listen to a story being read 3. Participate in the discussions about the story 4. Recall the sequence of the story <p>Materials: Suggested Story: Seaweed Soup Author: Stuart J. Murphy</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Unlock the difficult words. 						



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<p>2. Read the title of the story and identify the author. 3. Tell the story. 4. Ask questions about the story using what, where, when, who, and what if. 5. Ask the children to recall the sequence of the story.</p> <p>Activity 18: Sharks in the Sea Objectives: 1. Practice challenging gross motor activities such as crawling and swimming 2. Demonstrate movements of a fish and a shark 3. Demonstrate capability of following the game rules Materials: masking tape, gray paper, tape, scissors Procedure: 1. Use masking tape to outline a large circle on the floor. 2. Explain to the class: The circle is the sea, and we are the fish in it. One of us will be a shark (ask a child or get a volunteer). 3. The shark will stand in the middle of the “sea”. When the shark says, “Swim in the sea,” the rest of the children must quickly run while inside the sea while the shark tries to touch as many of them as s/he can. 4. Any child who is tagged will now be the shark. Repeat, until everyone gets their turn to be the shark.</p> <p>Activity 19: Our Aquarium Objectives: 1. Demonstrate fine motor skills and eye-hand coordination in drawing, painting and cutting 2. Demonstrate interest and willingness in performing the task 3. Develop confidence in expressing one’s ideas and feelings 4. Work on school assignment about how to take care of the animals in the aquarium Materials: Paper/cardboards, crayons, paint, pencil, scissors Procedure: 1. Explain to the class that we will make a giant aquarium for the classroom. They will have to think of the sea animals that they would like to live there.</p>						

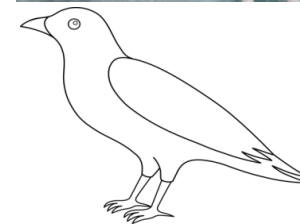
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<ol style="list-style-type: none"> 2. Distribute the art materials and let the children draw/paint the animal that they like. Never mind if there are two or more animals that are the same. 3. In one area of the classroom, place a sign that says Aquarium. You can add designs (coral reefs, bubbles) if you like. Make sure that the animals will fit there. 4. When the children are done with their artworks, encourage them to present what they did, and put the animal in the aquarium. 5. Review the contents of the aquarium. 6. Give the assignment to the children on asking parents/adults to give the information on how to take care of the aquarium. 7. Discuss the answer to the assignment on the next day. <p>Activity 20: Animals That Can Fly</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Demonstrate understanding of the concept that some animals can fly 2. Use variety of movements to represent the aerial animals 3. Develop body balance and coordination of large muscles in performing movements <p>Procedure:</p> <ol style="list-style-type: none"> 1. Explain to the class that they will try to guess the animal that you will act out. Have them guess a bird, bee, butterfly, and chicken. 2. After the guessing game, explain that these animals can fly. They can fly all day, and they build their homes in trees or big plants. 3. Have the children look outside for a few minutes and see if there are flying animals. 4. Teach the song: <div style="margin-left: 20px;"> Bird fly, flutter flit Through the open sky. Bird fly flutter flit Blue, blue sky. </div> 						

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<p>Activity 21: Feathers Everywhere!</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Demonstrate fine motor skills and eye-hand coordination in coloring and pasting within boundaries 2. Develop confidence in expressing one’s ideas and feelings <p>Materials: Glue/tape, paper, scissors, paint, real feather, outline of a bird on paper for each student</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Review to the class about animals that can fly, specifically birds. Ask them what action a bird does. 2. Explain to them that birds have feathers that protect them from sun and rain, and help them fly. If possible, show a real feather and let children touch it. 3. Cut the feathers in advance. Cut in different sizes. Use white paper. 4. Bring out the art materials. Ask children to color and design the feathers as they wish. Look again at the real feather to show that it can have different colors. 5. Ask the children to paste their colored feathers on their copy of the bird outline. 6. Let them share something about their work. Review again the use of feathers. <p>Activity 22: Our Friend the Bees</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Demonstrate understanding of the concept on the characteristics of bees 2. Recognize the sound of bees by reciting a rhyme <p>Materials: Picture of a bee</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Show a picture of a bee and ask children to identify the animal. Ask them what they know about bees. 2. Explain basic characteristics of bees: bees fly from flower to flower, sipping nectar and collecting pollen. They get the pollen from flowers, then spread these on the ground. These pollen will grow into plants! So bees actually help grow many plants. Bees live in a beehive. The queen bee lays eggs and the other bees 						



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<p>work hard to build the honeycomb. But, bees can sting so we have to be careful around them.</p> <p>3. Together with the class, make the buzz sound of bees.</p> <p>4. Teach the song: Five little bees Up in the trees Busy, buzzing bumblebees First they go to a flower Then they go to the hive Then they make some honey What a busy family of five!!</p> <p>Activity 23: Build a Honeycomb Objectives:</p> <ol style="list-style-type: none"> 1. Demonstrate progress in fine motor and eye-hand coordination in assembling the honeycomb 2. Demonstrate interest and concentration in performing the task 3. Ask permission to use materials belonging to someone <p>Materials: Honeycomb made of old cardboard</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Review the discussion on bees. State again that bees work hard when it comes to building their house – the honeycomb. 2. Show the hexagon cutouts. Ask the children to work in groups and make their honeycombs. Remind the children to ask permission when they want to use materials belonging to someone. 						



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<p>Activity 24: Storytime: Stories on Animals That Fly</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Demonstrate interest and enthusiasm in reading story books 2. Listen to a story being read 3. Participate in the discussions about the story 4. Retell a story heard <p>Materials: Suggested Story: Ang Mahiyaing Manok Author: Rebecca T. Añonuevo</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Unlock the difficult words. 2. Read the title of the story and identify the author and illustrator. 3. Tell the story. 4. Let the children answer specific questions about the story. 5. Let them retell the sequence of the story heard. <p>Activity 25: Storytime: Stories on Animals That Fly</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Demonstrate interest and enthusiasm in reading story books 2. Listen to a story being read 3. Participate in the discussions about the story 4. Choose and describe the character of the story that one likes best 5. Give in own words the moral lesson of the story <p>Materials: Suggested Story: Ang Mga Kwarto ni Salagubang Author: Robert Magnuson</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Unlock the difficult words. 2. Read the title of the story and identify the author and illustrator. 3. Tell the story. 						

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<p>4. Ask questions about the story using what, where, when, who, and what if.</p> <p>5. Ask the children to choose and describe the character/s of the story they like best.</p> <p>Activity 26: Where Do They Live? Objectives:</p> <ol style="list-style-type: none"> 1. Recall the different animals and their habitats 2. Remember the gist and details of the animal habitats from the stories read 3. Express freely and with confidence one’s thoughts and ideas <p>Materials: Big pictures/drawing of forest/grassland, sea, sky and trees, pictures/drawing of different land, sea, and aerial animals</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Review the three areas that animals can live: on land, in water, and in trees high above the sky. 2. Show big pictures/drawings of the following: forest/grasslands, sea, tall trees and clouds. 3. Show one animal at a time, and ask for volunteers who will paste the animal to which home it belongs. Continue until all the animals are in their respective habitats. <p>Activity 27: Different Animal Sounds Objectives:</p> <ol style="list-style-type: none"> 1. Recognize the different animal sounds 2. Imitate the sounds of different animals 3. Demonstrate interest in participating in the activity <p>Materials: Pictures of animals, audio recording of animal sounds</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Ask the children if they think animals talk. Let the children share their ideas. Let them share some animal sounds they know. 2. Start the guessing game. Tell them: I will play an animal sound and you will guess which animal has such sound. 3. Post the pictures of the animals on the board. Ask them to raise their hand if they want to answer. They will get the picture of the animal that made the sound. 						

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<p>4. When all the animals have been guessed, review the sounds.</p> <p>Activity 28: Different Animal Movements Objectives:</p> <ol style="list-style-type: none"> 1. Develop body balance and coordination of large muscles in performing movements 2. Use variety of movements to represent different animals 3. Remember the gist and details on movements of animals from the stories read 4. Demonstrate concentration in playing the game <p>Materials: Pictures of animals, audio music Procedure:</p> <ol style="list-style-type: none"> 1. Ask children if they remember the different movements that animals can make. 2. Tell the class that you will play a game of stop dance. Explain to them that you will show a picture of an animal, and they will move to the music using the animal’s movement. When the music stops, they should also stop moving. When you show another animal, they should automatically change to the movement of that animal. 3. Play the game. <p>Activity 29: Sounding Off and Writing Letter ‘D’ Objectives:</p> <ol style="list-style-type: none"> 1. Produce or sound off “D” 2. Produce words with “D” sound 3. Exhibit skill on tracing within boundaries 4. Practice writing upper and lower case of letter D 5. Show correct posture and paper position and proper holding and using the writing tool <p>Materials: Letter D: dagat, damo, dahon, damit, daliri; pieces of paper with letter D written in dotted lines Procedure:</p> <ol style="list-style-type: none"> 1. Recall the word “dagat”. Ask the children its initial letter. 2. Demonstrate how to produce or sound off “D”. 3. Ask the children to give words that start with the “D” sound. 						

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<p>4. Introduce lowercase and uppercase “D”. Form capital “D” in the air then form small letter “d” in the air. Let the children imitate you.</p> <p>5. Give to the children the pieces of paper with letter “D” in dotted lines. Ask them to connect the dots.</p> <p>6. Ask them to copy first the “D” in one line of the paper, then the “d” in another line with models.</p> <p>Activity 30: Writing Numeral 9</p> <p>Objectives:</p> <p>1. Practice correct and proper sitting position, paper placement and holding of a writing tool</p> <p>2. Practice writing numeral 9 with a model</p> <p>Materials: Numeral 9 written in a flashcard, pieces of paper with numeral 9 written in dotted lines</p> <p>Procedure:</p> <p>1. Show numeral 9 and let the children count all the animals they have studied if there are 9 already.</p> <p>2. Demonstrate how to write numeral 9 on the air then let the children follow.</p> <p>3. Distribute to the children the pieces of paper with numeral 9 written in dots. Then let the children connect the dots.</p> <p>4. Ask the children to write numeral 9 on the sheet of paper using a model.</p>						

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LEARNING RESOURCE NO. 5: SUGGESTED ACTIVITIES (QUARTER 3) 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>Week 7 Sub-Theme: Respect for Heroes and Others</p> <p>Activity 1: What Is A Hero? Objectives: 1. Demonstrate understanding of the concept of hero through a drawing 2. Express freely and with confidence one’s thoughts and feelings about heroes Materials: Video/pictures of heroic acts, paper, pencil, crayons, paint Procedure: 1. Ask children if they know what a “hero” is. Let them share what they know about the word. Ask them also if they know a hero. This can be anyone they know, a fictional character from a book/movie/television. 2. After they have shared, discuss the basic definition: a hero is someone who we admire because he/she is brave, respectful, and helpful. Discuss the three qualities and what they know about them. 3. Show pictures/video of people doing heroic deeds (ex. helping people during calamity; saving someone from danger, etc.) Let the children describe what is in the picture/video. 4. Let them describe a hero through an artwork. Encourage them to share something about their work.</p> <p>Activity 2: Superheroes Objectives: 1. Recall the ideas related to what a hero is 2. Demonstrate understanding of superheroes through a poster Materials: Picture/short video of 2 superheroes, art materials Procedure: 1. Review the concept of hero. Ask children if they know what a superhero is. Introduce at least 2 superheroes and discuss what makes them extraordinary. Discuss what is unique (ex. different superpowers) and what is common to them (e.g. being helpful, use their powers for good). 2. After discussion, make a class definition on a big colorful poster. The poster can include what is a superhero, their qualities, and their responsibilities. 3. Review what is in the poster and display it afterwards.</p>						

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<p>Activity 3: I Am A Superhero</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Develop body balance and coordination of large muscles in performing movement patterns 2. Express ideas creatively 3. Develop self-confidence by expressing ideas and feelings <p>Materials: Paper, scissors, crayons, pencil, glue</p> <p>Suggested Story: I'm A Superhero (Tune: I'm a Little Teapot)</p> <p>I'm a superhero with my star I help people near and far If you have a problem, call on me I will be there 1, 2, 3</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Recall what characteristics of heroes and superheroes are. 2. Introduce the action song: 3. Ask the children, "If you could have superhero power/s, what would they be and what will you do with your power/s?" 4. After discussion, ask children to do a colorful profile of their own superhero identity. They will think of a name, costume, and power/s. 5. Encourage them to share in class their work. <p>Activity 4: Role Play of Heroes</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Express ideas and feelings through variety of objects and materials 2. Choose a story theme on heroism 3. Pretend to be a character in his/her own story 4. Develop self-confidence by joining a group role play <p>Materials: Blanket or towel, recycled cardboard masks, stick, hat, other props</p>						

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<p>Procedure:</p> <ol style="list-style-type: none"> 1. Ask children to dress up in different props for superheroes. Instruct them to take turns and give everyone a chance to dress up and act as hero. 2. Let them create a story on how a hero helps other people. 3. Ask some children to pretend to be the hero in the role-playing game. 4. Congratulate them for performing in class. <p>Activity 5: S is for Superhero</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Produce or sound off “s” 2. Produce words with initial “s” sound 3. Develop greater interest in using paper and a writing tool 4. Exhibit skill on tracing 5. Practice writing upper and lowercase letter “Ss” 6. Show correct posture and paper position <p>Materials: Lined pieces of paper with letter Ss in dotted lines</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Recall the word “superhero”. Ask the children its initial letter. 2. Demonstrate how to produce the lowercase s and uppercase S. Then let the children follow. 3. Ask the children to give words that start with s: song, story, sigla, sikat, sipag 4. Give the children the paper and instruct them to trace the dotted lines. 5. Ask the children to design a superhero logo next to the letter Ss. <p>Activity 6: The Hero in Me</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Describe/share personal experiences or known information about good deeds done for others 2. Develop self-confidence by expressing ideas and feelings <p>Procedure:</p> <ol style="list-style-type: none"> 1. Review the characteristics of heroes and superheroes. This time, encourage the children to recognize that 						

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<p>ordinary people, like them, can be heroes. Ask them about an experience where they helped someone (e.g. “I made friends with my new neighbor”, or “I helped Mama clean the house”, or “”, etc.).</p> <p>2. Make sure each student who shares gets a round of applause. When all students had their turn, congratulate them for being little heroes.</p> <p>Activity 7: Storytime: Stories on Heroes Objectives:</p> <ol style="list-style-type: none"> 1. Demonstrate interest and understanding of a story listened to 2. Answer questions about the details of the story 3. Recall the sequence of events <p>Materials: Suggested Story: Robin Hood</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Unlock the difficult words (ex. England, tax, archer) 2. Read the title of the story and identify the author. 3. Tell the story. 4. Ask questions about the story using what, where, when, who, and what if. 5. Ask the children to recall the sequence of the story. <p>Activity 8: Storytime: Stories on Heroes Objectives:</p> <ol style="list-style-type: none"> 1. Demonstrate interest and understanding of a story listened to 2. Answer questions about the details of the story 3. Recall the sequence of events <p>Materials: Suggested Story: Papel de Liha (Adarna) Author: Ompong Remigio Illustrator: Beth Parrocha-Doctolera</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Unlock the difficult words. 						

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<p>2. Read the title of the story and identify the author and illustrator.</p> <p>3. Tell the story.</p> <p>4. Ask questions about the story using what, where, when, who, and what if.</p> <p>5. Ask the children to recall the sequence of the story.</p> <p>Activity 9: National Heroes Objectives:</p> <ol style="list-style-type: none"> 1. Demonstrate interest and understanding of national heroes and their achievements 2. Exhibit skill on tracing within boundaries <p>Materials: Pictures of national heroes (Rizal and Bonifacio), coloring sheets of the heroes</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Review the concept of heroes. Indicate that some heroes do small good things, while some do very important things. Introduce at least two national heroes. 2. Give a short description of these heroes (their life story, their achievements, impact on the country). Discuss with the children what they think about these heroes. 3. After discussion, ask them to color the sheet with the face of the two heroes. Next to the faces, they will trace the letters ‘R’ and ‘B’ using tracing lines. <p>Activity 10: Heroes in our Community Objectives:</p> <ol style="list-style-type: none"> 1. Demonstrate respect for the visitors 2. Express thoughts and questions politely and courteously <p>Procedure:</p> <ol style="list-style-type: none"> 1. Invite everyday heroes to school to discuss their occupations. Possibilities include: firefighter, police officer, nurse, veterinarian, etc. 2. Remind the children about how they should behave towards a visitor (e.g. Be polite, Listen to the visitor, do not talk while the visitor is speaking in front) 3. Introduce the visitor. Let him/her explain their daily activities, equipment, training, and share why they enjoy their jobs. 						

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<p>4. Encourage children to ask appropriate questions after the visitor’s talk.</p> <p>5. Discuss with the class how the visitor acts like a hero.</p> <p>Activity 11: Thank You, My Hero! Objectives:</p> <ol style="list-style-type: none"> 1. Use materials and resources to explore and freely express oneself 2. Demonstrate better control in holding a writing tool in coloring and tracing letters 3. Express feelings and thoughts politely and courteously on the request of an adult 4. Make a card from observations <p>Materials: pieces of paper, ribbon, marker pens, pencil, crayons, paint, glue, sample medal</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Review the concept of a hero. 2. Show them the sample of a medal. Ask them to think of a hero whom they will give a medal to. 3. The medal should have a big “Thank You” that they can trace. Let the children decorate the medal using available art materials. 4. Ask each child to talk about to whom the medal is for and what it says. <p>Activity 12: Sounding Off and Writing Letter Nn Objectives:</p> <ol style="list-style-type: none"> 1. Produce or sound off “n” 3. Produce words with “n” sound 4. Exhibit skill on tracing within boundaries 5. Practice writing upper and lower case letter Nn 6. Show correct posture and paper position and proper holding and using the writing tool <p>Materials: Letter n: Nanay, noo, nars, niyog, nakuha; pieces of paper with letter Nn written in dotted lines</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Recall the word “nanay”. Ask the children its initial letter. 2. Demonstrate how to produce or sound off “n”. 3. Ask the children to give words that start with the “n” sound. 						

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<p>4. Introduce lowercase and uppercase “Nn”. Form capital “N” in the air then form small letter “n” in the air. Let the children imitate you.</p> <p>5. Give the children pieces of paper with letter “Nn” in dotted lines. Ask them to connect the dots.</p> <p>6. Ask them to copy first the “N” in one line of the paper, then the “n” in another line with models.</p> <p>Activity 13: Writing Numeral 10</p> <p>Objectives:</p> <p>1. Practice correct and proper sitting position, paper placement and holding of a writing tool</p> <p>2. Practice writing numeral 10 with a model</p> <p>Materials: Numeral 10 written in a flashcard, pieces of paper with numeral 10 written in dotted lines</p> <p>Procedure:</p> <p>1. Show numeral 10 and let the children count all their fingers.</p> <p>2. Demonstrate how to write numeral 10 on the air then let the children follow.</p> <p>3. Distribute the pieces of paper with numeral 10 written in dots. Let the children connect the dots.</p> <p>4. Ask the children to write numeral 10 on the sheet of paper using a model.</p>						

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<p>Weeks 8 and 9 Sub-Theme: Fiesta and Other Celebrations in Our Community</p> <p>Activity 1: Fiesta Celebration Objectives:</p> <ol style="list-style-type: none"> 1. Develop awareness about their community culture 2. Practice healthy and positive relationship with others by sharing experiences 3. Express oneself freely about their experiences 4. Demonstrate progress in fine motor skills and eye-hand coordination through role playing 5. Tell the number of syllables from the words heard <p>Materials: Pictures of the community during fiesta and a happy family; Santo, simbahan, litson, pasta, kakanin</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Present to the children the pictures one by one and let them name it. 2. Ask them to describe each picture. 3. Let them express their feelings about it. 4. Group them into two and let each group discuss what happened during the fiesta. 5. Let them act out on what they have observed during fiesta. 6. Tell the children that they are going to tell the number of syllables from the words spoken by the teacher. Say: San-to, lit-son, sim-ba-han, pas-ta, ka-ka-nin <p>Activity 2: Story Telling about Community Celebration Objectives:</p> <ol style="list-style-type: none"> 1. Demonstrate interest and understanding of a story listened to 2. Answer questions about details of the story 3. Share personal experience related to the story heard <p>Materials: Picture of trumpet Suggested Story: The Happy Trumpet</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Recall the fiesta celebration. Ask the children if they have seen and heard the community band playing 						

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<p>during the fiesta. Ask them the different musical instruments used by the band members.</p> <ol style="list-style-type: none"> 2. Present the story by showing a picture of a trumpet. 3. Unlock difficult words. 4. Tell the story. 5. Let the children answer specific questions about the story using who, what, where and when. 6. Let the children share their experience when they heard the band playing during the fiesta and the instrument they like best. <p>Activity 3: Holy Week Objectives:</p> <ol style="list-style-type: none"> 1. Demonstrate understanding on the concept of worshipping God 2. Go to place of worship with the family 3. Show appropriate behavior in places of worship 4. Express oneself freely about their experiences 5. Work on school assignment with minimal supervision <p>Materials: Pictures about the holy week: people going to church, station of the cross</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Present to the children pictures about the holy week. 2. Ask them to describe the pictures. 3. Tell them that the church is celebrating a holy week usually in the month of April. Show them the calendar of the year where the Holy Week is indicated. 4. Ask the children if they have experienced going to church during the holy week. Ask them what they do in church and how do they behave in church. 5. Give them an assignment to interview their mother on what the family will do in the coming Holy Week. 6. Discuss the assignment in the following day. 						

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<p>Activity 4: Santacruzán</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Demonstrate understanding on the concept of worshipping God 2. Demonstrate respect on how people worship God 3. Demonstrate progress in fine motor skills and eye-hand coordination through coloring a picture within boundaries <p>Materials: Pictures of Santacruzán in the community, paper, pencil</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Present to the children pictures about the Santacruzán. 2. Let them describe the pictures. 3. Let them realize that the Santacruzán is usually done during the holy week. Tell something about Santacruzán for them to understand what it is all about. 4. Ask them if their families have also joined the Santacruzán in their community and what are the values that get from the Santacruzán. 5. Distribute the printed pictures about Santacruzán and let the children color these. 6. Display the work of the children. <p>Activity 5: It's Mother's Day</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Listen, recite and memorize a short rhyme 2. Express oneself properly and freely when describing one's mother 3. Practice fine motor skills and eye-hand coordination in decorating a card <p>Materials: A rhyme, bond paper, pencil, crayons, poster of a mother</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Recite the whole rhyme and let the children follow after you. <p style="text-align: center;">Mother's Day Rhyme For my Mother Here are flowers</p>						

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<p>For a very special day Just for you On Mother’s Day.</p> <ol style="list-style-type: none"> Let the children recite the rhyme and memorize this. Present the poster of a mother. Discuss with the children on what their mother does at home. Ask them on what they could give to their mother, on mother’s day ax a sign of gratitude. Give instruciones on creating a simple Mother’s Day Card. Distribute to the children the materials needed. After the cards are done, let them give this card to their mother after class. <p>Activity 6: Popsicle Sticks Mother’s Day Craft Objectives:</p> <ol style="list-style-type: none"> Relate willingly and productively in sharing ideas and experiences Demonstrate self-confidence by joining in small group activity Practice fine motor skills and eye-hand coordination in decorating a card Make a card from observations <p>Materials: Popsicle sticks, 8 buttons or stickers, colored paper, pencil, crayons and picture of their mother</p> <p>Procedure:</p> <ol style="list-style-type: none"> Ask the child when is the celebration of Mother’s Day. Encourage children to tell something about their mother. Ask them how they bond with their mother; what are the things they do together at home or outside the house? Tell them that you are going to make a card for their mother using popsicle sticks and buttons. Give instructions and give the materials to the children. Let them create the Mother’s Day Card using popsicle sticks and buttons. After the card is done, let the children give this card to their mother after the class. 						



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<p>Activity 7: A Song for Mother</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Express one’s thoughts and feelings through a song 2. Echo rhythmic patterns through clapping, patting or playing instruments and objects <p>Material: A song; musical instruments and other objects</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Sing the whole song and let the children repeat after you. <p style="text-align: center;">A Hug From You</p> <p style="text-align: center;">Sung to: "Mary had a little lamb"</p> <p style="text-align: center;">It's nice to get a hug from you, Hug from you, Hug from you. It's nice to get a hug from you, So, let's give one right now.</p> <ol style="list-style-type: none"> 2. Let them echo the rhythmic pattern of the song through clapping, patting and playing instruments and other objects. 3. Let them sing the song with the accompaniment of the musical instruments and objects. 4. Tell the children to sing this song when they will give their card to their mother. <p>Activity 8: Let's Pretend to Be Mamas/Mommies and Papas/ Daddies</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Express oneself freely by pretending to be Mamas/Papas 2. Demonstrate self-confidence and independence through one’s to ability to play alone 3. Relate willingly and productively with others by sharing ideas and experiences with others <p>Materials: Teddy bears/ dolls, bear/doll clothes accessories, table, chairs, play cars</p>						

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<p>Procedure:</p> <ol style="list-style-type: none"> 1. Assemble items and lay those down on the table (make sure everyone has its own doll/bear). 2. Tell the children we can pretend to be mommies/daddies: “We take care of dolls or bears just like our mommies/daddies who take care of us.” Get their dolls/teddy bears. 3. Now tell them to dress the bear, feed it, rock it to sleep and sing the bear a song. 4. Let them enjoy pretending to be a mother or father. You can ask some questions while they are playing: “What are you doing to your doll or baby? What is the song you are singing for your bear or baby?” 5. Talk about the things the mothers do to us. How thankful we are for the things our mothers do for us, especially teaching us, and we also thank God for giving us our moms and dads. <p>Activity 9: Storytime: Suggested Story: Mother’s Hand</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Demonstrate interest and understanding of a story listened to 2. Answers questions about details of the story 3. Demonstrate progress on eye-hand coordination by making a necklace <p>Materials: Picture of heart, paste, colored paper, pencil, scissors, paper, glue</p> <p style="padding-left: 20px;">Suggested Story: Mother’s Hand Author: Arthur S. Maxwell, adapted by Karen Flowers</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Present the story by showing some pictures or words from the story that you are going to read. 2. Unlock difficult words. 3. Read the story. 4. Ask children how do they feel after hearing the story and encourage them to ask questions. 5. Tell something more about the story for them to fully understand the moral lesson and tell them how lucky we are to have our mothers in our side. 6. Tell them about the activity and give guidelines in doing the Mother’s Day Necklace Craft. a) Bring out all the materials, b) draw a heart shape on a bond paper c) write “I Love You, Mama/Mom/Nanay/ Inay d) now you can put some glitters or stickers, you can draw and paste some designs e) make it dry and you can add color, and f) punch a hole on the two sides and put the yarn on it as a lace. 7. Let everyone wear it and present their work in front. 						

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<p>Activity 10: Father’s Day Gift Card Tie</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Demonstrate love and respect to one’s father 2. Express oneself properly and freely when describing one’s father 3. Practice individual activity and develop eye-hand coordination using fine motor skills 4. Follow directions in doing an activity <p>Materials: Printed materials of tie, card stock paper, markers, ribbons, stickers, glue, scissors, pencil</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Present to the children the whole rhyme and add some actions. 2. Then let the children recite and memorize the rhyme. <div style="text-align: center;"> <p>Daddy, I Love You Daddy, I love you For all that you do I’ll kiss you and hug you ‘Cause you love me, too.</p> </div>  <ol style="list-style-type: none"> 3. Have them look at the picture of a father. 4. Ask them if their father is also doing some work at home 5. Ask them if their father is also caring and lovable. Encourage everyone to talk. 6. Give instructions and materials for the art activity: a) cut the printed materials of a tie, b) paste the card stock paper for the note to father, and c) paste/draw some designs on the tie. 7. Let the children create the simple Father’s Day Card Tie. 8. Let the children give the card to their father after the class. 						

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<p>Activity 11: Daddy’s Day!</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Practice simple directions in performing simple exercises like doing actions of a song/rhyme/poem 2. Express oneself properly and freely during discussions 3. Relate willingly and productively with others by helping each other about the task <p>Materials: Charts for the song, rhyme and poem; picture of a father</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Have a discussion about father with the children. Ask questions to them about their father and let them answer the questions. Encourage them also to ask questions. 2. After the discussions, present to them the song, rhyme and poem one at a time. 3. Make them repeat after you sing the whole song or recite the rhyme/poem. <p>Song: I Love, Love, Love You Dad</p> <p>Tune: Row, Row, Row Your Boat</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>I love, love, love you, Dad You are really smart. I'll love you forever and ever and ever, Always in my heart.</p> </div> <div style="width: 45%;"> <p>Poem: Daddy, I Love You</p> <p>Daddy, I love you For all that you do. I'll kiss you and hug you 'Cause you love me, too. You feed me and need me To teach you to play. So smile because I love you On this Happy Father's Day.</p> </div> </div> <p>Rhyme: My Dad</p> <p>My dad is tall My dad is strong He's as smart as he can be So why does it seem That he works so hard Just to keep up with little me!</p> <p>Make sure they get the correct actions and tune of the song or they can say the rymes and poem correctly.</p> <ol style="list-style-type: none"> 4. They can help each other do the activities. 						

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

SUGGESTED ACTIVITIES FOR PRE-K1: 3 – 3.11 YEARS OLD	DOMAINS					
	PH+	SE	CV	CD	LD	CA
<p>Activity 12: King Dad Crown</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Express oneself properly and freely during discussion 2. Describe the most familiar characteristics of one’s father 3. Show good values to others by extending help in doing task 4. Follow directions in doing an activity <p>Materials: Picture of a father and crown, paste, color gold paper, pencil, scissors, bond paper, stapler or tape</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Recall the activities that focus on the father. 2. Present the new activity to the children which is making a crown for father. You can ask them who serves as the king in the family so that you can relate father as the king at home. 3. Give guidelines: a) cut the gold paper into crown shape, b) use stickers to add the words “King Dad”, c) decorate the crown and e) staple or tape the end together. 4. Give them all the materials.They can start working on Dad’s crown. 5. Let them show their work in front of the class <p>Activity 13: Pumpkin’s Mask</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Relate willingly and productively with others 2. Share ideas and experiences with others 3. Connect actions with words 4. Demonstrate progress in motor skills and/or eye-hand coordination through dancing, acting and making Halloween crafts 5. Follow directions in doing an activity <p>Materials: Paper plate, green yarn, crayons and small stickers; action words in flashcards</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Present to the children a simple song/ poem and create actions. You can choose one below: 						

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<p>Ghost Finger Play I saw a ghost (fingers circle eyes) He saw me too (point to yourself) I waved at him (wave your hand) But he said, “BOO!”</p>	<p>Bats are Sleeping Bats are sleeping, Bats are sleeping, Upside down, Upside down, Sleeping in the morning Waiting for the night to come To fly around To fly around.</p>						
<p>2. Let them recite the lines and do the actions of the poem/song. 3. Let them do it again altogether until they got the correct actions. 4. Let the children match the actions with the words. 5. Tell something about Halloween and encourage them to share what they do during halloween in their house/ community. 6. After sharing, give them instructions and all the materials needed for the activity: a) draw face on back of the paper plate, b) cut out the eyes, nose and mouth, c) decorate the rest of the mask, d) punch a hole in eah side of the mask, e) tie a length of green yarn to each side of the mask, and g.) you can help others if you are done. 7. Present their work in front and tell them to fit it. They can wear it for tomorow’s activity.</p>							
<p>Activity 14: Halloween Treats! Objectives: 1. Demonstrate understanding on the concept of All Saints and All Souls Day 2. Share ideas and experiences with others 3. Connect real objects with their labels 4. Demonstrate self-confidence and cooperation in joining the activity 5. Demonstrate progress in gross motor skills and eye-hand coordination through the activity</p>							
<p>Materials: Pictures of All Saints and All Souls Day activities, candies, wafer,</p>							



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<p>chocolates, gelatine, small baskets, pumpkin mask and their word cards</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Show the pictures to the children and let them describe the pictures. 2. Discuss about facts of All Saints and All Souls Day. 3. Encourage them to ask questions about the topic. 4. Let them wear their own masks and hold their baskets before you tour them around the nearby houses of their classmates. (Before doing the activity make sure you already informed the parents to prepare some goodies on their house to be given to the children.) 5. After the Halloween Treats make sure they go back to the NCDC with their treats. Let the children match the real objects (treats) with their labels/names. 6. Let them enjoy their treats and they can also share these with the other children. <p>Activity 15: Paper Roll Angel Craft!</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Express oneself about their feelings 2. Develop progress in fine motor skills and eye-hand coordination through the activities 3. Practice and show good values to others by being honest 4. Follow directions in doing an activity <p>Materials: Paper, pencil, crayons, glue, yellow yarn, scissors</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Let the children recall the discussion about All Saints and All Souls Day. 2. Explain to the children that the Day of the Dead is the other name of All Souls Day. 3. Relate angels to your discussion and present the activity which is making an angel through a paper roll. 4. Give the directions before the activity: a) draw your two (2) hands on a paper, b) cut it using scissors, c) roll a paper as the body of the angel, d) draw face at the top on the rolled paper, and e) punch a hole at the back of the face and put yarn on it to serve as holder. 5. Show their work in front and they can hang it in the window of the classroom. 						



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<p>6. Count all the angels around the classroom.</p> <p>7. Let them write on their one sheet of paper the number of angels that they have made.</p> <p>8. Check their work.</p> <p>Activity 16: Christmas Tree Decor</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Develop understanding on the concept of Christmas 2. Connect the objects with the labels 3. Help someone in a difficult task 4. Demonstrate progress in fine motor skills and eye-hand coordination in decorating <p>Materials: Yellow, red and orange colored paper, yarn, Christmas Tree and their labels</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Let the children sing a short Christmas song. Ask them when Christmas celebrated and why. 2. Present them the picture of a Christmas Tree. 3. Tell something about Christmas and encourage them to talk also. 4. Let the children make their own Christmas decor for the classroom Christmas tree. 5. Give them all the materials and let them design their own Christmas decor. 6. Let them help each other to finish the task. 7. Let them put the Christmas decor on the classroom Christmas tree. <p>Activity 17: Paper Chain</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Sustain attention and concentration on the activity 2. Relate experiences in sequence as these happened 3. Show concern to others by helping them do the activity 4. Demonstrate progress in fine motor skills and eye-hand coordination in folding 5. Follow directions in doing an activity 						



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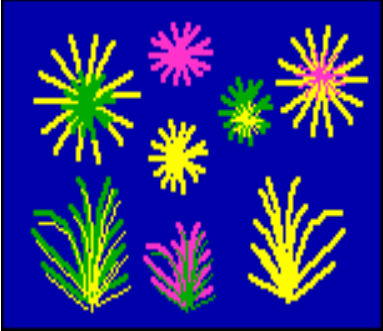
SUGGESTED ACTIVITIES FOR PRE-K1: 3 – 3.11 YEARS OLD	DOMAINS					
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<p>Materials: scissors, glue, light , ruler, pencil, colored papers and old news papers</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Tell something about Christmas and Christmas decorations before doing the activity. 2. Let them talk and share about their decoration at home. 3. Let them go to there previous groupmates to explain that they are going to make a paper chain by group. 4. Give the guidelines in doing the activity: a) trace a line on the colored paper to have an equal size before they cut into strips, b) they can also cut the strips into 2 or 3 parts, c) make strips as small circles, d) glue the two sides, e) create more circles and put it all together to make a long paper chain. 5. Ask the children to relate their experiences in making paper chain in sequence. 6. Let them present their work and after that they can hang it on their Christmas Tree inside the classroom. <p>Activity 18: Nature’s Golden Treasures</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Observe, feel and describe natural and man-made objects 2. Explore creating decorations from natural objects 3. Demonstrate appropriate behaviour and follow agreed rules for the trip <p>Materials: Old newspapers pinecones, dried leave, other natural objects and yarn or string, gold paint, paint brush, glitter glue or glitter and glue</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Tell something about your surroundings and ask them: “What things can you produce using our nature’s treasures?” Encourage them to talk and express themselves freely. 2. Let the children prepare to form a line for the nature work. Tell children to observe, feel and describe natural and man-made objects. 3. Let them collect natural objects: fallen plant parts such as pinecones, dried leaves and others. Encourage to collect objects with varied shapes and textures. Wash hands when returning indoors. Parent volunteers are also there to guide the pupils. 4. Ask pupils to cover their work areas with old newspapers. After spreading out their collection pieces, they will identify the names of the tress and plants from which the natural items fell. 5. With supervision, they are going to paint their plant materials with gold paint using a paint brush. Dry. 						

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<p>6. Demonstrate how the product can be used to decorate their nature items using their imaginations. Allow time for students to experiment and design the item. Dry the materials.</p> <p>7. Add hanger of ribbon, string or yarn. Ask them to hang their artwork as ornaments, use as gifts, display or decorations at home.</p> <p>8. Ask the students about the natural materials they use. Ask them also about the man-made objects that they use.</p> <p>Activity 19: Story Telling : Stories About Christmas Objectives:</p> <ol style="list-style-type: none"> 1. Remain settled while listening to a story 2. Name important characters in the story and give the moral lesson of the story 3. Participate in discussions about the pictures in the story <p>Materials: Puzzle of Santa Claus, Christmas Tree, list Suggested Story: A Christmas Dream</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Present the story by showing some pictures or words from the story that you are going to read. 2. Read the story. 3. Ask how children feel after hearing the story and encourage them to participate in discussing the story. 4. Let them name the characters of the story and give the moral lesson of the story. . <p>Activity 20: Fireworks on New Year’s Day Objectives:</p> <ol style="list-style-type: none"> 1. Demonstrate understanding on the concept of New Year’s Day 2. Demonstrate creativity in artworks 3. Demonstrate progress in fine motor skills and eye-hand coordination through painting 4. Follow directions in doing an activity <p>Materials: Glitters, glue, dark colored paper and old newspapers</p>						

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<p>Procedure:</p> <ol style="list-style-type: none"> 1. Show the children a new ‘fireworks’ clap and let them familiarize themselves with the action and sound. 2. Do it all together and encourage someone to lead in front while others will follow him/her. 3. Relate fireworks in the lesson while presenting facts about the New Years Day. 4. Encourage children to share their experiences during New Year’s Day. Have time for everyone to share their feelings about the occasion. 5. Tell them about the activity and give them the directions: a) work on old newspapers, b) put the black colored paper on newspapers and all the materials, c) experiment with the design/ shape of fireworks that you want on the paper using glue, d) sprinkle glitter onto the glue, e) slide the excess glitter off your colored black paper and back into the glitter container, f) repeat steps d and e, and g) let it dry. 6. Present their work in front of the class. <div style="text-align: center; margin: 10px 0;">  </div> <p>Activity 21: Sounding Off and Writing Letter LI</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Produce or sound off “l” 2. Produce words with “l” sound 3. Exhibit skill on tracing within boundaries 4. Practice writing the upper and lower case letter LI 5. Show correct posture and paper position and proper holding and using the writing tool <p>Materials: Letter l: lola, lolo, lima, litson, lapit, laruan; pieces of paper with letter LI written in dotted lines</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Prepresent the word “lola”. Ask the children its initial letter. 2. Demonstrate how to produce or sound off “l”. 3. Ask the children to give words that start with the “l” sound. 4. Introduce lowercase and uppercase “Ll”. Form capital “L” in the air then form small letter “l” in the air. Let 							

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<p>the children imitate you.</p> <p>5. Give to the children the pieces of paper with letter “L” in dotted lines. Ask them to connect the dots.</p> <p>6. Ask them to copy first the “L” in one line of the paper, then the “l” in another line with models.</p> <p style="text-align: center; margin: 20px 0;">Week 10 Sub-Theme: Products In Our Community</p> <p>Activity 1: Fruits in Our Community</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Identify available fruits in the community 2. Express oneself properly about the fruits he/she likes 3. Connect pictures with labels/names 4. Demonstrate independence in doing the activity 5. Practice fine motor skills and eye-hand coordination in coloring within boundaries <p>Materials: Printed materials of fruits, fresh fruits such as banana, apple, mango, santol and etc.</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Show the fruits in front and let them tell the names. 2. Have children look at each fruit and let them describe the fruits. 3. Ask them to share their feelings about the fruit they like. 4. Give the printed materials. 5. Let the children color the materials within boundaries. 6. Present their work and display in class. 7. Ask children to bring their favorite fruit to the class the following day. <p>Activity 2: Name it! Eat it!</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Name available fruits in the community and spell their names 2. Express oneself properly and freely in describing the fruits 3. Share own fruits with others 						

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<p>4. Use malleable material to model and represent fruits</p> <p>5. Practice eye-hand coordination in using clay</p> <p>Materials: Fresh fruits such as banana, atis, mango, santol and etc.</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Ask the children to present their favorite fruits in front and let them name these and spell the name for each fruit. 2. Have children describe the fruits and give the reasons why they like the fruits. 3. Make sure that they can share their favorite food to others. 4. Create a fruit using clay (play dough time) for display in the classroom. <p>Activity 3: Community Flowers Collage</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Recognize available flowers in the community and connect the pictures with the printed names 2. Demonstrate creativity in making collage 3. Demonstrate fine motor skills and eye-hand coordination in cutting and pasting within boundaries <p>Materials: Printed materials of flowers, glue, scissors, paper, pencil, crayons, ½ Manila paper; word cards of the names of flowers</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Present pictures of flowers that are available in the community. 2. Let the children name the flowers and match the pictures with the printed labels. 3. Then introduce the next activity which is making a Community Flowers Collage. 4. Group the children into four. Give them directions first before giving all the materials: a). color all the flowers that can be found in the community b) cut all the colored flowers c) paste these on the Manila paper, and d). design the Manila paper for their Community Flowers Collage. 5. Let them present their work by naming the flowers on their Community Flowers Collage. 						

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<p>Activity 4: My Favorite Delicacies Objectives: 1. Name and describe the available delicacies in the community 2. Use malleable materials to model and represent the delicacies in the community 3. Demonstrate creativity in using manipulative materials 4. Demonstrate fine motor skills and eye-hand coordination in playdough Materials: Playdough/clay, pictures of delicacies Procedure: 1. Present pictures of delicacies and let the children name and describe these. 2. Discuss with the children additional information about the delicacies. 3. Let them name and identify their favorite delicacy and ask them why they like it most. 4. Tell them that they will have an activity and they are going to create their favorite delicacy using clay/play dough. 5. Let them work on their own. 6. Let them present their work in front.</p> <p>Activity 5: Making Banana Delight /Fruits Salad Objectives: 1. Use left and right hands in slicing fruits 2. Express empathy, care and concern by helping others 3. Demonstrate correct and proper self-feeding Materials: Banana, coconut, pineapple, a can of evaporated & condensed milk, knife, small & big bowl, spoon, glass, saucer Procedure: 1. Tell them to move at the back to set-up and arrange first the chair around the table with the help of volunteer parents. 2. Put all the materials needed on the wide table. Make sure they have all the materials for the activity. 3. Call their names one by one and tell them to sit around the wide table. (Make sure they already washed</p>						

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<p>their hands) Volunteer parents can assist them while going to their seats.</p> <p>4. Give the directions: a) Slice banana & pineapple. b) Shred the coconut. c) Place in a bowl. d) Put condensed and evap milk. e) Stir/mix all the fruits with the condensed and evap milk. f) Chill before serving/or serve to the children and eat. g) Clean all the mess in the table h) Clean their hands after.</p> <p>5. Allow them to bring all the foods that were left.</p> <p>Activity 6: Sketch me a Picture Objectives:</p> <ol style="list-style-type: none"> 1. Observe and identify all the things they they see around them 2. Demonstrate appropriate behaviour during outdoor activity 3. Demonstrate fine motor skills and eye-hand coordination in drawing / sketching <p>Materials: Bond paper/ sketch pad pencil Procedure:</p> <ol style="list-style-type: none"> 1. Encourage children to tell about things that they see in their backyard or neighbors. 2. Let everyone talk. You can add questions for them to tell more about their surroundings. 3. Tell them to prepare their sketch pad or bond paper for the activity. 4. Advise children to go with their groupmates and form their line near the door of the center. 5. Tell them that they are going to draw/ sketch all the things that they are going to see outside the classroom. Ask everyone to be observant. 6. Let them present their work in front and tell something about it. <p>Activity 7: Shells, Rocks, Seaweeds Collage Objectives:</p> <ol style="list-style-type: none"> 1. Demonstrate creativity in building an aquarium 2. Practice the habit of being in the company of adult/s when going to crowded places or outside 3. Demonstrate fine and gross motor skills and eye-hand coordination in walking while picking object in the seashore 						

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<p>Materials: Shells, rocks or stone, seaweeds, small coral reefs ,small baskets</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Make sure that you have at least 2 or 3 parent volunteers to help you before doing the activity. 2. Ask the children if they are familiar with things found in the sea or seashore.Let everyone share and tell what they see when they go to the seashore. 3. Tell some additional words about things found in the seashore and why they are important. 4. Ask them to get ready for gathering shells, rocks, seaweeds at the seashore with the help of some parent volunteers. 5. Give guidelines: a) Pick objects that are found in the sea. B) Pick and put these in the basket. c) Watch your steps while picking objects. d) Always listen to your teacher and parents volunteers. e) Bring all those objects in the classroom. f) Count all the objects that they got outside and tell the teacher how many were counted. g) Prepare for the next activity. 6. Let them go with their groupmates at the assigned table before doing the activity. 7. Give them the Cartoon Acqaurium and put all the things that they got from the seashore. Design it and they can also draw some fishes. 8. Present their work in front with confidence. <p>Activity 8: Rock Paper Weight</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Show creativity and self-confidence in the doing activity 2. Demonstrate independence and can follow directions 3. Demonstrate fine motor skills and eye-hand coordination in painting <p>Materials: Glue, scissors, paper, pencil, rocks, paint, paint brush old newspapers/other scraps</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Before the activity, make sure they brought their own rocks for the activity. 2. Tell them about rocks and relate it in the activity for today. 3. Let them bring out all the materials for the activity. 4. Give the guidelines. a) Put the old newspapers on the floor as workspace to cover and protect the floor from mess. b) Put all the materials on the floor covered with newspapers or other scrap c) Paint the stone/s 						

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<p>and rock/s that you have. d) After 5 to 10 mins draw your own design on the painted stone/ rocks. f) Wait until it dries.</p> <p>5. Present your work in front.</p> <p>Activity 9: Painted Pebbles Mosaic</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Show originality and creativity in making a mosaic 2. Express kindness to others by helping them in a difficult task 3. Demonstrate progress in fine motor skills and eye-hand coordination <p>Materials: Glue, scissors, paper, pencil, paint, old newspapers</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Explain to them that you are going to take a nature walk (be sure to bring your bucket). While you are walking, tell them to keep a look out for small pebbles and rocks. 2. Ask them to put the rocks they will find into the bucket. Encourage them to pick out rocks and pebbles that dare different shapes and of varying (small) sizes. 3. When you return from the walk, set up a workspace for your children. Cover the area with newspaper so that if they make a mess, it's easy to clean the area. Have your children prepare to paint by putting on the smock. 4. Make small puddles of paint on paper plate. Use at least three different colors. Challenge your child to identify colors on the plate. 5. Encourage them to dip rocks in the paint. Explain that the goal is to cover as much of each rock with the paint. 6. Separate the rocks into color goups and let them dry. You might need to adjust the rocks while they're drying to ensure they don't stick to the newspaper and guarantee that they dry completely. 7. Now they can draw whatever design they like on the piece of cardboard. The design will serve as her guide for positioning the rocks. 8. Help your child decide which colored rocks will go where and then label the cardboard with their names. 9. Lay the cardboard on a flat surface. Have your child glue each rock to its designated color area. For 						



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<p>example, yellow rocks would go in the "yellow" area, green rocks in the "green," etc. Let the glue dry. 10. Let them present their work in front.</p> <p>Activity 10: Mat Weaving Objectives: 1. Relate willingly and productively in doing the activity 2. Demonstrate appropriate behavior in doing the task 3. Develop progress in motor skills and eye-hand coordination in weaving Materials: Colored paper strips, bond paper, pencil, glue and scissors Procedure: 1. Tell something about products in the community like handwoven products such as bag, hat, slippers, etc. 2. Prepare all the materials needed and name each of them. 3. Demonstrate to the children how to do the weaving. Do it slowly in front and after the demonstration you can give now the materials so that they can follow. 4. Do it again in front and instruct them follow you. Parent volunteer/s can also assist the children in doing the activity. 5. Let the children do it on their own and help them if they find it really hard for them. 6. Now, they can paste it on the paper but only the upper side of the mat so that everyone can see how they do it. 7. Ask the students to present their work in front and talk about their experience.</p>						