

LEARNING RESOURCE NO. 5: SUGGESTED ACTIVITIES (QUARTER 4) 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 4 Theme: God Created A Beautiful World For Us Weeks 1 and 2 Sub-Theme: I Have My Two Eyes to See</p> <p>Activity 1: Point It! Objectives: 1. Identify parts of one’s face with focus on the senses 2. Describe one’s color of the hair, eyes and skin 3. Match parts of the face with printed labels 4. Demonstrate respect for the needs of others by helping someone in a task Materials: Drawing of a face, labels of the parts of a face Procedure: 1. Ask the children to show their face. Let them name the parts. Ask them to describe the color of their hair, eyes and skin. 2. Show the picture of the face. Then let the children match the parts of the face with the printed labels. Tell them the use or functions of these parts. 3. Remind children to demonstrate respect for the needs of others by helping someone in the task. 4. Let them repeat the names of the parts of the face. Ask them: When we smell, what do we use? When we taste, what part do we use? 5. Sum up the discussion by telling them the different senses. Let them repeat the names of the different senses.</p> <p>Activity 2: Parts of the Face Objectives: 1. Identify the parts of the face 2. Complete the pattern of a face 3. Demonstrate eye-hand coordination through pasting and cutting Materials: Paper plates or cartons, paste or glue, scissors, old magazines or newspaper, yarn</p>						

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<p>Procedure:</p> <ol style="list-style-type: none"> 1. Distribute the materials to the children. 2. Give out the instructions: “The paper plate will be our face. As you can see, there are missing parts in our face. What are those? To complete our face, we will look for them in these magazines. You will look for two eyes, a nose, ears and mouth. Cut and paste them on the face. You can also put hair on it by cutting some yarn.” 3. Display their artworks. <p>Activity 3: Blank Face</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Identify the parts of the face 2. Complete the pattern of a face 3. Use malleable materials to model and represent the parts of the face 4. Demonstrate respect for the needs of others by helping someone in a difficult task <p>Materials: Bond paper with a drawing of a blank face, clay</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Show the blank face to the children. Ask them: “What do you see?” 2. Are there parts missing? What are these parts? 3. After discussing the missing parts, give the children the blank face worksheet and the clay. 4. Tell them: You will use the clay to make the missing parts of the face. Then you will put it on the paper to complete the face. 5. Remind the children to demonstrate respect for the needs of others by helping someone in a difficult task. 6. Post their works on the bulletin board. <p>Activity 4: Our Eyes</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Recognize the parts of the eyes 2. Understand basic characteristics of one’s own eyes 3. Match printed words with labels 						

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<p>4. Tell the number of syllables in the words</p> <p>5. Sing a song from memory</p> <p>Materials: Mirror, art materials. word cards: mata, kilay, pilikmata, balintataw (pupil of the eye)</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Explain to the class that today we will focus on eyes. Have the children look at their own eyes in a mirror. Talk about colors and size of the eyes, the eyebrows, eyelashes, and the pupil. 2. When children have already observed and shared about their eyes, ask them to help draw a big diagram of the eye. 3. Let the children label the diagram with the 4 parts by matching the printed picture with the labels: mata, kilay, pilikmata, balintataw. Review the parts with the children. 4. Ask the children to give the number of the syllables for the parts of the eye. Say: ma-ta, then let the children give the number of syllables. Do the same with the other words. 5. After the activity, sing the song “What Do You See?” <p style="text-align: center;">What Do You See?</p> <p style="text-align: center;">Oh, with your eyes what do you see? Oh, with your eyes what do you see? Oh, tell me what do you see with your eyes? (let 2-3 children answer) Oh, with your eyes what do you see?</p> <p>Activity 5: Paper Plate into Eye Shape</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Describe what their eyes can see around them 2. Produce or sound off “m” and words that start with “m” 3. Demonstrate eye-hand coordination through drawing and coloring 4. Repeat 5- to 7- word sentences correctly <p>Materials: Paper plate cut in eye shape, glue, crayons; m: mata, mesa, mapa, melon, manok, mais, mammon, mani, mansanas; Maganda ang mga mata mo., Ang puting mesa ay maliit., Ang mapa ay mayroong iba’t ibang kulay., Ang melon ay kulay berde at dilaw. Etc.</p>						

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<p>Procedure:</p> <ol style="list-style-type: none"> 1. Discuss with the children what the eyes can see. 2. Ask the children: What is the initial letter of “mata”? What can the eyes see in the surroundings that start with the “m” sound? Let the children say the words that start with “m”. 3. Tell the children that you are going to say sentences and they are going to repeat these. Say: Maganda ang mga mata mo. Let the children repeat the sentence. Do the same with the other sentences. 4. Present to the children the activity on making a paper plate into eye shape. Give guidelines for the activity: a) Give them the paper plate eye pattern, b) children draw a circle in the middle of the eye pattern, c) color the center of the eye pattern with a black circle, and d) then let them color the large circle with the color of their eyes. 5. Give the child a choice of brown or black construction paper to cut strips to paste onto the top and bottom of the eye pattern for eyelashes 6. Present their work in front and display in the art area. <p>Activity 6: My Eyes Can Do This!</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Describe how one uses his/her eyes in school and at home 2. Express ideas and feelings through a song with actions 3. Memorize the lyrics of a short song 4. Recognize and tell with confidence what one can do and honestly accept what one still cannot do 5. Help someone in a difficult task <p>Material: Copy of the song</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Ask children what are eyes for. Let them say: I use my eyes in school for _____; I use my eyes at home for _____. 2. Make a chart about the use of their eyes in school and at home. 3. Discuss and tell additional information about the eyes as the sense of sight. 4. Present the whole song then sing by line and let the children repeat after you. <p style="text-align: center;">What Eyes Can Do Song (Tune: Hokey Pokey)</p>						

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<p>You move your eyes up, (Look up) You move your eyes down. (Look down) You squeeze your eyes shut, (Shut your eyes) Then you make them go around. (Roll eyes) You do the blinky- blinky (Blink) And then you look from left to right. (Look from left to right) That's what our eyes can do. Whew!</p> <p>5. Let the children repeat singing the song with actions until they memorize the song. 6. Ask the children who could sing the song but could not do the actions yet. Let the other children help them.</p> <p>Activity 7: Blind Drawing Objectives: 1. Demonstrate understanding on the importance of sight 2. Listen, recite and memorize a short nursery rhyme Materials: Handkerchiefs for blindfolding and a rhyme Procedure: 1. Blindfold each child and ask him/her to draw a picture of himself/herself. 2. Let the child draw a picture of himself/herself again without the blindfold. 3. Discuss with the children how they feel when they were drawing with their eyes blindfolded. Ask: Why was it easier to draw using your eyes? 4. After discussion, teach the rhyme: My Eyes Here are my eyes, one and two I give a wink, so can you When they're open, I see the light When they're close, it's dark like night. 5. Ask the children the message of the rhyme. 6. Ask them to recite the rhyme until they can memorize this.</p>						

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<p>Activity 8: Observation and Memory Game</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Choose any 2 to 3 word labels for the parts of the face and sound off each letter before spelling it 2. Answer questions related to printed pictures of the parts of the face 3. Demonstrate respect by waiting for one’s turn <p>Materials: Picture of a face and word labels: mukha, mata, ilong, tainga, buhok</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Present the picture of the face then let the child match a part of the face with its label. Then let him/her sound off each letter of the word then spell it. Do this until all children have taken one label, sounding off each letter and spelling the word. 2. Ask questions about the part of the face. Example: Which part of the face helps you to see the people around? 3. Remind the children to wait for one’s turn in answering the questions. <p>Activity 9: Story Time - Stories about Eyes Suggested Story: Ang Alamat ng Pinya</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Sustain interest in listening attentively to a story 2. Answer questions about the story 3. Tell something about the characters of the story 4. Sing a song from memory <p>Procedure:</p> <ol style="list-style-type: none"> 1. Show the book and ask the children to describe what they can see in the cover page of the book. 2. Read the title of the book, the author and the illustrator. Explain that the author wrote the book and the illustrator drew the pictures in the book. Ask the children what they think the story will be about. 3. Read the story aloud to the children using Mother Tongue. 4. After reading, ask specific questions that use who, what, where and what if. 5. Ask the children to name the characters in the story and let them tell something about the characters. 						

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<p>6. Then teach the song below, Encourage the children to sing the song from memory.</p> <p style="text-align: center;">Song: BE CAREFUL</p> <p>With the class little *eyes be careful What you *see (2x) Little *eyes be careful What you *see (2x) For the good Lord above Is looking down with love Little *eyes be careful What you *see (2x)</p> <p>*ears – hear *tongue - taste *nose – smell *hands – touch</p> <p>Activity 10: Binoculars Objectives:</p> <ol style="list-style-type: none"> 1. Demonstrate understanding on the basic concept about binoculars 2. Demonstrate eye-hand coordination by pasting, cutting, coloring <p>Materials: Tissue paper rolls (2 pieces per child), paste/glue, crayons, things used for designing (old magazines, colored paper, newspaper, scotch tape/double-sided tape)</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Tell the children that they will make a binocular. Explain to them the use of binoculars. 2. Let the children design their tissue paper rolls. Tell them: You can design them by coloring or cutting different paper and pasting it. 3. After designing, help the children stick the two rolls. 4. Let them use these in looking at far objects. 						

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<p>Activity 11: I See the Treasure!</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Demonstrate body balance while treasure hunting 2. Demonstrate counting from 1-10 3. Recognize the colors of the treasures 4. Demonstrate respect for the rights of peers by allowing others to join the activity <p>Materials: Binoculars made in the previous activity, objects scattered around the classroom (different colors), sticker pasted on the objects, any container (treasure box)</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Tell the class: We need to find the missing treasures. The treasures have a sticker on them. A sticker like this. (Show a sample sticker.) Use your binoculars to find them. When you find one treasure, shout: I see a treasure! Remind the children to demonstrate respect for the rights of peers by allowing them to join in the activity. 2. Start the treasure hunt. After finding all the treasures, count the treasures. 3. Review the colors. Tell them: Let us count the treasures that are color red, yellow...etc. 4. Ask them: What sense did we use to look for the treasures? Let kids look at their eyes in a mirror. 5. Let them compare using their eyes alone and using it with binoculars. <p>Activity 12: What’s Missing?</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Name and count objects 2. Identify missing objects 3. Demonstrate understanding of the concept on taking care of the eyes <p>Materials: A box, objects that can fit in the box</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Present children with a box containing 10 small objects (button, scissors, ribbon, earring, spoon, etc.). Ask them to name and count the objects. 2. Have the children close their eyes, and then remove one object in the box. Let them open their eyes and 						

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<p>ask them what the missing item is.</p> <p>3. Continue the game, removing one object from the set. Ask the children to count the remaining items every time they have guessed what is missing.</p> <p>4. After the game, discuss the eyes. Ask questions like :Do you “see” anything when your eyes are closed? Why do you think we should close them? How do we take care of our eyes? Do we put pointy or sharp objects in our eyes? Do we rub our eyes using our hands? Add important information on taking care of the eyes.</p> <p>Activity 13: I Spy Objectives:</p> <ol style="list-style-type: none"> 1. Observe the classroom environment using the eyes 2. Analyze the clues given to determine what the item is 3. Express ideas and feelings through a song with actions 4. Sing a song from memory <p>Materials: Large finger-puppet of an eye</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Tell the children that everyone will play a game called, “I Spy”. Show the class the big finger- puppet of the eye, and explain that the eye will describe in detail the object that it has seen (Example: I spy something round, bright, and can be turned on and off – light). 2. Let children guess. If they are not able to guess, or give wrong answers, provide more clues. 3. At the end of the game, teach the song with actions: <p style="text-align: center;">I Have Two Eyes I have two eyes for me to see Things that are nice for you and me Look here, look there and please tell me Beautiful things that you can see.</p>						

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<p>Weeks 3 and 4 Sub-Theme: I Have My Two Ears To Hear</p> <p>Activity 1: Our Ears Objectives: 1. Recall the parts of the face 2. Share one’s experience on how to take care of the ears Materials: Drawing of a face used before Procedure: 1. Review the children on the parts of the face and their functions. 2. Focus the discussions on the ears. Ask them: How do you take care of your ears? Do you put small objects inside your ear? Do you clean your ears using cotton buds? Give important information on taking care of the ears.</p> <p>Activity 2: What Sounds Do You Like? Objectives: 1. Identify the sounds heard 2. Distinguish what are pleasant sounds and unpleasant sounds 3. Give substantive reasons why one likes or dislikes the sounds heard 4. Give additional details about the sounds they hear Materials: Procedure: 1. Ask the class: What sound do you like most? This might start some discussion on the things we hear. 2. Present using a tape recorder/video with some examples of pleasant and unpleasant sounds (growling dog, laughing baby, chirping birds, etc.). 3. Ask the children how they feel if they heard the pleasant and unpleasant sounds. Discuss how certain sounds can make us feel differently (Examples: sound of a baby crying, sound of thunder, vs. sound of soft music, sound of ice cream bell). 4. Let them say why they like the pleasant sounds and dislike the unpleasant sounds.</p>						

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<p>Activity 3: Musical Shakers</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Demonstrate eye-hand coordination through pasting, coloring, and designing 2. Construct their own musical instrument 3. Produce sound patterns using the musical instrument 4. Demonstrate respect by asking permission to use materials belonging to someone <p>Materials: 2 bottles per child, monggo seeds, rocks, rice grains, sand, pentel pen, colored papers, paste</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Tell the class: Today, we will make musical shakers using these bottles, mongo seeds, etc. 2. Distribute the two bottles per child. Let them design the bottles first. 3. After designing, let them pick the objects (sand, rocks, mongo seeds) they want to put inside. 4. Help them cover the bottles. 5. Remind the children to ask permission to use materials belonging to someone. 6. Let them shake their shakers in rhythm with the different sound patterns. <p>Activity 4: Sounds Everywhere</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Identify sounds in the environment 2. Distinguish the source and directions of the sounds heard 3. Demonstrate respect by waiting for one’s turn <p>Materials: Objects that produce sounds that can be displayed in the classroom: bells, chimes, etc.: CD with different sounds and CD player (if available); animal sounds</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Let the children close their eyes. Let them listen to the environment. 2. Let them open their eyes. Ask them what they heard. Let them try to identify the sounds they heard. You can list the sounds they heard. 3. Ask them where the source of the sound is and in what direction does the sound come from. 4. Remind the children to wait for one’s turn. 						

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<p>Activity 5: Animal Sounds</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Identify which animal produces the sound 2. Imitate the sounds of different animals 3. Demonstrate respect by listening when someone is talking 4. Sound off the letters of each name of the animals and spell the name <p>Materials: Animal names: aso, pusa, manok, baka, kambing, kalabaw</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Have a review on animal sounds. 2. Give the instructions. Tell them: I will produce an animal sound and you will guess which animal produces it. After giving the name of the animal, let the child sound off each letter of the name then spell the name. 3. Remind the children to demonstrate respect by listening when someone is talking. <p>Activity 6: Use Your Ears</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Identify sounds in the environment 2. Recite the rhyme with actions 3. Perform the movements with the rhyme <p>Materials : Copy of the rhyme</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Teach the rhyme to the class. Add actions to the rhyme. <ul style="list-style-type: none"> Use your ears, use your ears Listen now and hear! Use your ears, use your ears What kind of sound do you hear? 2. After reciting the rhyme, make a sound such as clap, a whistle, a stomp, etc. Let the children guess what sound you made. 						

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<p>Activity 7: Shake the Can and Guess</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Distinguish the source of the sound 2. Demonstrate eye-hand coordination in shaking the cans 3. Perform assigned task in pair activity <p>Materials: Cans, small objects (ex. coins, stones, sand, etc.), pictures of the objects, board chart with drawing of cans labeled with numbers</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Place small objects in cans labeled with numbers. The children will shake a can and try to guess what they think is making the sound. 2. The children will select among the pictures which they think is making the sound inside the can. They will paste the picture in the correct can number on the board chart. 3. They can work in pairs, one child could shake the can and one paste the picture on the chart. <p>Activity 8: I Hear These Things In...</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Identify the sounds heard 2. Recognize the common sources of sounds <p>Materials: Recorded file/video of different sounds, pictures of different places (ex. kitchen, garden, school, bathroom, etc.)</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Ask children to listen to the recorder/video and study the sound. 2. Children tell whichever place they think the sounds come from. 						

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<p>Activity 9: Search the Sound Objectives: 1. Distinguish the source and direction of the sound 2. Demonstrate coordination and balance while walking 3. Demonstrate cooperation during group play Materials: Blindfold, chimes/maracas or other objects that make a distinct sound Procedure: 1. Explain to the class that they will play a game. A pair of students will be blindfolded and will be asked to stand together in the middle of the classroom. Holding the sounding object (chimes/maracas), instruct them to try to guess the source of sounds and in what area of the classroom you are playing the sound. 2. The pair will go together and search for the sound. 3. All children will wait for their turn in being blindfolded. Other classmates are instructed to be very quiet so that only the sounding object will be heard.</p> <p>Activity 10: Listen to the Sounds Around Objectives: 1. Distinguish the source and direction of different sounds 2. Follow group activity procedures 3. Give details about the experience Materials: None Procedure: 1. Go to a park or any public place with the students. Make sure that they remember the rules on how to behave when outside the NCDC. 2. Explain that the game is called “Sound Search”. They will be quiet, and will only focus on the sounds. 3. Ask them to take note of the sounds that they hear (footsteps, wind, jeep horn, birds chirping clock, etc.). When they go back to the classroom, ask what sounds they remembered. 4. Let them describe the sounds heard.</p>						

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<p>Activity 11: Sound Counting Objectives: 1. Recognize the sound of dropped items 2. Practice counting from 1 to 10 3. Write numerals 1 to 10 Materials: Jar/can, marbles/coins Procedure: 1. Place a jar behind you. Explain to the class that coins/marbles will be dropped to the jar. 2. The children will count how many are dropped inside the jar by listening to the sounds. 3. Ask a child to count the items dropped inside the jar/can. Then let him/her write the last number that he/she said. Do the same activity at different speed in dropping the coins/marbles inside the jar/can.</p> <p>Activity 12: Freeze Dance Objectives: 1. Demonstrate accurate rhythm when dancing 2. Create dance steps 3. Demonstrate attention and concentration in the game 4. Demonstrate cooperation during group play Materials: Cassette/cd player Procedure: 1. Explain to the class that they will be playing in groups with 4-6 members each. 2. Explain that the groups will dance to the music that will be played. They can dance in any style and form. The rule is that when the music stops, they have to freeze. Groups that have a member who moved when the music stops will be out. The group that stays in the game the longest wins.</p>						

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<p>Activity 13: Musical Chairs</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Demonstrate body balance and coordination in dancing and sitting down 2. Demonstrate attention and concentration in the game 3. Accept politely when one is out in the game <p>Materials: Chairs, cassette/cd player</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Arrange the chairs into one big circle. The chairs should be one less than the total number of children. 2. Explain to the class that they will play musical chairs - a game where their listening skill is the key to winning. When there is music being played, they will stand and dance around the chairs. When the music stops, they will sit on a chair. The child who is not able to sit is out of the game. 3. The last child standing wins the game. <p>Activity 14: Class Band</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Demonstrate eye-hand coordination in cutting, folding, and drawing 2. Create a hand-made instrument 3. Produce sound patterns using the musical instrument <p>Materials: Art materials, recycled paper, folder, cartons, rubber band, pebbles</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Divide the class into three groups. The first group will make string instruments, the second will make percussion instruments, and the third group will make horn instruments. Have volunteer parents assist the children in making their instruments. 2. Ask the students to decorate their instrument. 3. When done, march around the room playing the instruments. Teach them about audio patterns by mixing up the timing of playing the instruments. 4. Through playing instruments you can practice counting – assign different numbers which they will play on the instrument (3 blows on the horn, 6 taps on drum, etc). 						

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	PH+	SE	CV	CD	LD	CA
<p>Activity 15: Robots</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Demonstrate body balance and coordination in jumping, raising arms, and other activities 2. Follow specific directions <p>Materials: A toy robot, a whistle</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Tell the children that today we will be robots. Ask them how they think robots act. 2. As robots, they must follow directions. Teach them the robot code: One beep means move your arm, two beeps mean jump, three beeps mean walk sideways, and so on. Make up instructions for the ‘robots’ to follow. 						

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<p>Week 5 Sub-Theme: I Have My Nose to Smell</p> <p>Activity 1: Story Time: Stories about Scent Objectives:</p> <ol style="list-style-type: none"> 1. Sustain interest in listening attentively 2. Answer questions about the story 3. Produce the sounds of “p” and “d” and words that start with “p” and “d” <p>Materials: Suggested Story: Princess Fanny and the Mysterious Smell Author: Jennifer Bryant word cards: p: paa, pato, palaro, paaralan, paso, puti; d: daliri, damo, daan, ditto, doon, dumi</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Show the book and ask the children to describe what they can see in the cover page of the book. 2. Unlock the difficult words. 3. Read the story to the children. 4. Ask questions while reading: What did Princess Fanny smell? What do you think the dragon will 5. Post-reading questions about the story guided by what, who, and when. Example: What did you like most about the story? 6. After the story, practice sounding of p (princesa) and d (dragon). Ask the children to give words with initial “p” and “d” sounds. <p>Activity 2: I Love My Nose Objectives:</p> <ol style="list-style-type: none"> 1. Recognize the basic function and features of the nose 2. Give ways on how to take care of the nose <p>Materials: Drawn face used for reviewing the parts of the face</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Review the parts of the face. Focus on the nose. 2. Ask them: What do you use your nose for? Explain that we all have noses, different shapes and sizes, and 						

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<p>all are used to smell.</p> <p>3. Ask them ways on how they care of their nose. Ask them: Do you put small objects inside our nose? Do we use tissue take paper to clean our nose? Give additional information about the nose.</p> <p>Activity 3: Fragrance Graph Objectives:</p> <ol style="list-style-type: none"> 1. Determine the smell one likes most 2. Practice counting 1 to 10 or more <p>Materials: 5 papers, 5 different perfumes or any fragrances, stickers (or any picture that the children can stick on the board), scotch tape</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Put some perfume on the five papers then post it on the board where the children can reach or smell it. 2. Give the instructions. Tell them: Everyone will come to the board one by one and smell the papers posted on the board. After you smell them, I will give you a sticker and I want you to vote on the smell you like best by sticking the sticker under the paper. 3. After everyone is done voting, count altogether the number of votes per paper and let the children write the numeral corresponding to the number of votes. Then announce the result. <p>Activity 4: Smell and Guess Objectives:</p> <ol style="list-style-type: none"> 1. Identify the objects based on their smell 2. Demonstrate attention and concentration during the game 3. Develop self-confidence by joining the activity <p>Materials: Old jars/cans, items with scent (banana peel, powder, onion, sampaguita, etc.)</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Fill the jars/cans with random items. Poke holes in the cover so children can smell each one. 2. Blindfold the child who will smell and guess the item inside. 						

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<p>3. The player who has the most correct guesses wins. Give credit to children who are able to guess two or more smells.</p> <p>Activity 5: Good or Bad Smell? Objectives: 1. Differentiate pleasant from unpleasant smell 2. Identify the objects based on their smell 3. Give substantive reasons for liking or disliking the smell Materials: Pictures/drawings of different items with smells Procedure: 1. Explain to the class: Smells can make our lives more enjoyable, but there are also some smells that we do not like. 2. Ask them if they can think of good/pleasant smells (perfume, candy, and soap) and bad/unpleasant smells (trash, smoke). 3. Show the pictures and let them identify whether the object has good/pleasant or bad/unpleasant smell. Give them time to explain why they like or dislike the smell.</p> <p>Activity 6: Chart of Smells Objectives: 1. Express which smell one prefers and which smell one does not like from a set of objects 2. Demonstrate eye-hand coordination in drawing and coloring within boundaries Materials: Coupon bond, art materials; pictures of: flowers, bubble gum, pencils/erasers with sweet smell. vinegar, sprays (ex. Lysol), garbage Procedure: 1. Create a big chart that has the headings: ‘I like the smell of ...’ and ‘I dislike the smell of’ 2. Ask each child to look at the pictures then pick out a picture and decide whether one likes the smell of the object or not. Then let the child put it in the chart. 3. Give the children a coupon bond and art materials. Let them draw the objects/things having the smell they like. Give them another coupon bond to draw the objects/things having the smell that they don’t like.</p>						

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<p>Activity 7: What If I Can't Smell? Objectives: 1. Understand how smell is connected to taste 2. Recall the ways on how to take care of one's nose 3. Follow directions and rules in the task Materials: juice drink Procedure: 1. Explain to the class a small experiment to test what happens if we can't smell. 2. Provide small amount of juice drink to them. Ask the children to have a sip. Let them share what they tasted. 3. Now, ask them to sip again, but this time they pinch their nose. You can demonstrate with a child, holding the child's nose gently when he/she sips again the juice. 4. Explain that our nose helps us in tasting our food. If you can't smell food, you can't taste it well. 5. Emphasize the importance of smell and review again how to take care of nose.</p> <p>Activity 8: Same or Different Smell Objectives: 1. Distinguish if the smells are same or different 2. Demonstrate attention and concentration during the task Materials: Pairs of jars or film canisters with pinholes in the top for each of the following scented items: (use cotton balls for the liquid scents) Vanilla extract, vinegar, rubbing alcohol, coffee, perfume, banana, powder Procedure: 1. Blindfold each child on his/her turn to smell. 2. Once the blindfold has been securely placed, let the child smell two canisters at a time and tell if they have the same scent or not. 3. Have the children look for the pair of canisters that have identical scents.</p>						

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<p>Activity 9: Search with Your Nose</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Demonstrate motor coordination and balance in walking 2. Determine the source and direction of the smell 3. Demonstrate attention and concentration during the task <p>Materials: Perfume/cologne, blindfold</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. The game will be played in batches of 6 students per batch. One child will be blindfolded, while 2 to 3 of the other children will be sprayed with the perfume/cologne. 2. The blindfolded child should use his/her nose to try to figure out where the perfumed children are located. The blindfolded child is given 2 minutes to search the scented classmate. 						

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<p>Week 6 Sub-Theme : I Have My Tongue To Taste The Food I Eat</p> <p>Activity 1: Taking Care of My Tongue and Mouth Objectives:</p> <ol style="list-style-type: none"> 1. Recognize the basic function of mouth and tongue 2. Give ways on how to take care of the mouth and tongue <p>Materials: Drawn face used for reviewing the parts of the face</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Review the parts of the face and the senses already discussed. 2. After reviewing, ask them: What do we use to taste our food? 3. Explain in simple terms that our tongues are covered by taste buds that allow us to taste things. 4. Ask children the tastes that they know (sweet, sour, salty, bitter). 5. Ask them, “How do we take care of our mouth and tongue? Do we brush our teeth every day? Do we brush our tongue?” <p>Activity 2: Taste It! Oh It’s Sweet! Objectives:</p> <ol style="list-style-type: none"> 1. Identify the sweet taste 2. Identify foods that have sweet taste 3. Sound off all letters in the name of the food and spell the name <p>Materials: Foods that are sweet (e.g. sugar, candy, mango, etc.) printed materials with different foods</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Distribute the sweet foods to the children then let them taste these. Ask them what the taste is. Let them say how they feel with the sweet foods. 2. Ask the children to name one kind of food which tastes sweet. 3. Make them aware that after eating sweet foods they must drink a lot of water and brush their teeth. Ask them why, then explain further afterwards. 4. Give them printed sheets with different foods. 						

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<p>5. Ask them to color only those foods that are sweet.</p> <p>6. Let a child present his/her work. Let him sound off all letters of the name of a sweet food and spell it. Let the other children do the same.</p> <p>Activity 3: Taste It! Oh It's Sour! Objectives:</p> <ol style="list-style-type: none"> 1. Identify the sour taste 2. Distinguish foods that have sour taste 3. Sound off all letters of the name of the food and spell it <p>Materials: Basket, samples of sweet and sour foods (e.g. calamansi, tamarind, mango, chocolate)</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Review about the sweet taste. Let the children name foods that are sweet. 2. Introduce the sour taste. Show the basket with different foods that are sweet and sour. 3. Let each child taste a little of each food. Let them identify the foods which are sour. Let them share their observations on how one feels with the sour taste. 4. Ask a child to name a sour food. Let him/her sound off all the letters of the name then let him/her spell it. Let the other children do the same. <p>Activity 4: Taste It! Oh It's Salty! Objectives:</p> <ol style="list-style-type: none"> 1. Distinguish foods that have salty taste 2. Group objects in pictures according to taste: sweet, sour, salty 3. Sound off letters of the name of the food and spell the name <p>Materials: Plate, samples of sweet, sour, and salty foods (e.g. calamansi, tamarind, candy, sugar, salt, peanuts, chips)</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Review about the sweet and sour taste. Let the children name foods that are sweet and sour. 2. Introduce the salty taste. Show the plate with different foods that have sweet, sour, and salty tastes. 3. Let each child taste a little of each food. Let them share their observations on how salty foods taste like 						

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<p>and how it is compared to sweet and sour tastes.</p> <ol style="list-style-type: none"> 4. Ask them to put together foods that are sweet, sour, or salty. 5. After categorizing, review the names of the foods with salty taste. 6. Ask a child to name a salty food. Let him/her sound off all letters in the name and spell it. Ask the other children do the same. <p>Activity 5: Taste It! Oh It's Bitter!</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Identify the bitter taste 2. Distinguish foods that taste bitter 3. Categorize foods according to taste 4. Name a food with bitter taste, sound off all letters in the name and spell it <p>Materials: Plate, samples of sweet, sour, salty, and bitter foods (e.g. candy, calamansi, peanuts, cacao, coffee)</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Review the sweet, sour, and salty tastes. Ask children if they can remember what foods have these tastes. 2. Introduce the bitter taste. Show the plate with the sample foods. 3. Let each child taste a little of each food. Let them share their observations about bitter taste and how it is when compared to sweet, sour, and salty tastes. 4. Ask children to group together the foods according to taste. Afterwards, focus on the bitter foods. 5. Let a child name a food with a bitter taste. Let him/her sound off all letters of the name and spell it. <p>Activity 6: Different Tastes!</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Recall the four kinds of taste 2. Understand the taste maps in the tongue 3. Distinguish between the four different tastes 4. Express freely one's own emotions on the taste of foods <p>Materials: One sour food, one salty food, one sweet food and one bitter food (ask the children to</p>						

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<p>bring the foods), food containers</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Review the four kinds of taste. 2. Discuss the tastes in relation to our tongue – different tastes are activated in different parts of the tongue as shown in this tongue map. 3. Let the children bring out their foods. Ask some of the children what food they brought. 4. Let the children eat a bite of the food they brought. Let them express freely their emotions on the taste of their food. Ask the children: What is the taste of the food you ate? How do you feel about its taste? Do you like the taste? Let the children answer the questions. <p>Activity 7 : Taste Sorting</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Categorize foods according to tastes: sweet, sour, salty, and bitter 2. Share own ideas and feelings about the tastes of foods 3. Develop his/her own simple story about the tastes of food <p>Materials: 2-3 items of food that are sweet, sour, salty, bitter; chart; metacards, marker pen</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Show the class the random foods. Ask them the names of the foods. 2. Have each child taste each food in small amounts. They can discuss with each other about the tastes. 3. Present a chart with the four tastes: sweet, sour, salty, bitter. Then ask the children to categorize the foods as shown in the chart. For each category, let the children name the foods and write these down in the metacards and post the metacards on the board. 4. Ask children to choose from the foods and try to draw them. Paste the drawings next to the metacards. 5. Let the children develop their own story about the tastes of the foods they have eaten. 6. Let them share their stories in class. 						

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<p>Activity 8 : Story time: Stories about Eating Objectives: 1. Sustain interest in listening attentively to a story 2. Answer questions about the story 3. Retell the story heard Materials: Suggested Story: Goldilocks and the Three Bears Procedure: 1. Show the book and ask the children to describe what they can see in the cover page of the book. Unlock the difficult words. Read the story to the children. 2. Ask while-reading questions: What did Goldilocks eat? What do you think will happen to Goldilocks? If you were Goldilocks, what will you do? 2. Post-reading questions about the story guided by what, who, when, and: What did you like most about the story? 3. Let the children retell the story heard. 4. An additional activity could be cooking and tasting porridge, oatmeal, lugaw, and others.</p> <p>Activity 9: Humpty Dumpty, the Egg Objectives: 1. Demonstrate eye-hand coordination by cracking egg, picking shells, pasting, and coloring within boundaries 2. Recite and memorize a rhyme 3. Relate the rhyme to real-life observations 4. Create an artwork using eggshells Materials: Hard-boiled egg, art materials Procedure: 1. Ask the children to bring hardboiled egg for this activity. 2. Introduce the rhyme about Humpty Dumpty:</p>						

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<p style="text-align: center;">Humpty Dumpty sat on a wall, Humpty Dumpty had a great fall; All the king’s horses and all the king’s men Couldn’t put Humpty together again.</p> <p>3. Ask the children to bring out their boiled egg. Recite the rhyme again with the children, this time acting out the story. On the part of the “great fall”, tell them to roll the egg to crack the shells.</p> <p>4. Let them eat the egg. After, observe the shells, if the rhyme is true that it cannot be put together again.</p> <p>5. Let the children recite the rhyme until they memorize it.</p> <p>6. Bring out the art materials. Ask the children to create an artwork about Humpty Dumpty using the eggshells.</p> <p>7. Let them present their artwork to the class.</p> <p>Activity 10: Foods That Start with the “s” Sound</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Name foods that that have initial “s” sound 2. Express creatively thoughts and feelings about foods with initial “s” sound 3. Practice the writing strokes of letter s <p>Materials: Metacards, pen; word cards: s: sopas, sabaw, suka, salmon, salabat, saging, santol, sinigang, sinangag, suman, sili</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Ask the children to think of foods that have the initial “s” sound. 2. Write their answers one by one on metacards. 3. After all their suggestions, review the metacards. Let the children describe the foods and give their feelings when they eat it. 4. Ask children to write the letter s in the air. 						

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<p>Activity 11: Peanut Butter Play Dough</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Demonstrate eye-hand coordination through clay molding 2. Use malleable material in creating a model 3. Develop self-confidence in doing an activity <p>Materials: Peanut butter, powdered milk</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Arrange the class into one big circle. Tell the children that they will make peanut butter play dough. 2. Demonstrate mixing the peanut butter (1 cup) and powder milk (1 cup or enough to make the mixture dry enough not to stick to the hands). 3. Give them the play dough and let them create artworks with it. 4. When their creations are finished they can eat these. <p>Activity 12: Same Look, Same Taste?</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Recall the four kinds of taste 2. Demonstrate understanding on how appearance and taste of foods can be different <p>Materials: Foods that look the same but taste differently (e.g. salt and white sugar, vinegar and syrup, chocolate powder and coffee powder, milk chocolate and dark chocolate, etc.), metacards, marker pen</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Review the class on the four kinds of taste. 2. Show the pair of foods. Let the children describe the appearance of the foods and evaluate their taste. Ask: Are the appearance of the foods the same? Are the tastes the same? 3. Discuss that foods may look alike but the tastes could be different. 						

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<p>Week 7 Sub-Theme: I Have Skin All Over My Body To Feel</p> <p>Activity 1: My Skin Has Layers Objectives: 1. Demonstrate understanding on the parts of their skin 2. Describe what they feel about their skin 3. Tell how one takes care of the skin Materials: Chart of the skin with label, word charts Procedure: 1. Discuss and tell the 3 parts of the skin: outer layer, which is what we can see; middle layer, which is where our sweat comes from; and inner layer, which is made of fat. 2. Have children look, touch and let them feel their skin. 3. Let them label the parts of the skin and say something about it in their own words. 4. Then let them tell how they take care of the skin. Give additional information on taking care of the skin.</p> <p>Activity 2: My Skin is All Over Objectives: 1. Demonstrate understanding on the basic concepts about the skin 2. Give substantive reasons why the body is covered with skin 3. Practice eye-hand coordination in drawing 4. Demonstrate cooperation in doing the activity Materials: Pencil and crayons, manila paper Procedure: 1. Let the children observe that their whole body is covered with skin. Ask them what reasons they could think of why they are covered with skin. 2. Have children examine their skin and touch it. Discuss if skin is the same all around the body, or different in some parts of the body.</p>						

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<p>3. Let them draw their body on a paper and color their skin with brown.</p> <p>4. Ask them the importance of the skin in their own words and give additional information.</p> <p>5. Let the children present their work in front of the class and describe how their skin looks like.</p> <p>Activity 3: The Way I Take Care of My Skin Objectives:</p> <ol style="list-style-type: none"> Express ideas and thoughts through a song Describe what one feels about his/her skin Discuss facts about how to take care of the skin <p>Materials: Chart of skin with different colors</p> <p>Procedure:</p> <ol style="list-style-type: none"> Sing the song first before the lesson. Let the children sing with you. <p style="margin-left: 40px;">“Sense of Touch”</p> <p style="margin-left: 80px;">Skin, skin, We're covered in skin, Skin gives our sense of touch, Skin, skin, We're covered in skin, Skin can touch so much...</p> <p style="margin-left: 80px;">Touch is feeling, Hot or cold, Touch is feeling, Rough or smooth, Touch is feeling, Hard or soft for me...</p> <p style="margin-left: 80px;">(http://www.youtube.com/watch?v=8_4hv64gLto)</p> Ask the children the message of the song: What does the skin do to the body? What is used for touching? Or What is your sense of touch? What feelings do you experience when you touch something? 						

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<p>3. Discuss ways of taking care of the skin. Give additional information or facts in taking care of one’s skin, e.g. a) wear a hat, b) cover your body from the heat of the sun, c) wear sunscreen, d) wear sunglasses, and e) look for a shady area when your are outside.</p> <p>Activity 4: Story Time: Stories about Skin Objectives:</p> <ol style="list-style-type: none"> 1. Remain settled while listening to a story 2. Choose a story from a book 3. Answer questions about the story 4. Give the moral lesson of the story <p>Materials: Suggested Story: Ang Alamat ng Gagamba Procedure:</p> <ol style="list-style-type: none"> 1. Show the book and ask the children to describe what they can see in the cover page of the book. 2. Unlock the difficult words. 3. Read the story to the children in Mother Tongue. 4. Ask while-reading questions: Anong gawain mahusay si Arakne? Ano sa tingin ninyo ang mangyayari sa kanya? 5. Post-reading questions about the story guided by what, who, when, and: What did you like most about the story? 6. Ask the children to give the moral lesson of the story. <p>Activity 5: Guess What It Is Objectives:</p> <ol style="list-style-type: none"> 1. Demonstrate understanding on the types of skin: smooth and rough through touching 2. Share one’s experience in taking care of the skin <p>Materials: Magic box, objects Procedure:</p> <ol style="list-style-type: none"> 1. Review the other senses that were discussed. 2. Introduce the sense of touch. 						

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<p style="text-align: center;">Feely Box or Bag</p> <p>Bring a cloth bag or a box with a hole in it. Bring items that have different textures (sandpaper, wet cotton balls, cooked pasta). Add one item and let the children feel and guess.</p> <p style="text-align: center;">Flannel Textures</p> <p>Make flannel pieces that have different textures. Give one to each child. Have them describe what their piece feels like and then place it on the board. Help them feel the texture; rough, smooth, slippery, etc.</p> <p>3. Invite the children to run their fingers on the palm of their other hand, to the arms and then to the shoulder. Let them do it again with fingers of their other hand. Let them also touch their face. Let them evaluate if their skin is smooth or rough.</p> <p>4. Introduce the words: smooth or rough then let the children describe what is smooth and rough based on the sense of feeling.</p> <p>5. Recall the children’s experience on the texture of the skin. Ask: Why do you think your skin is smooth? Rough? Ask them: How do you take care of your skin? Do you clean it with soap? Do you cut your skin using pointed objects? Do you take a bath every day? Etc. After the children answer the questions, give additional information on taking care of the skin.</p> <p>Activity 6: Touch and Feel</p> <p>Objectives:</p> <ol style="list-style-type: none"> Identify the texture of an objects Describe objects that are smooth or rough <p>Materials: Objects with different textures (rock, silk, plastic, sandpaper, etc.), container or box</p> <p>Procedure:</p> <ol style="list-style-type: none"> Put the different objects in the big box. Give the instructions to the children: “Get one object and tell whether the object is smooth or rough.” After all the objects are taken, let the children put together all objects according to texture: smooth and rough. 						

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LEARNING RESOURCE NO. 5: SUGGESTED ACTIVITIES (QUARTER 4) 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>2. Let the children describe the objects that are smooth. Then let them describe the objects that are rough.</p> <p>Activity 7: Singing the Senses Objectives: 1. Express what one thinks and feels through a song with actions 2. Enjoy singing a song with actions Materials: Song: Singing the Senses Singing the Senses (To the tune of "Bingo") We use five senses everyday To help us learn and play. See, hear, smell, touch, taste See, hear, smell, touch, taste See, hear, smell, touch, taste We use these everyday.</p> <p>Procedure: 1. Present the whole song then sing the song by line with actions then let the children repeat after you. 2. Ask the children on the message of the song. 3. Let the children sing the song with actions until they have memorized it.</p>						

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SUGGESTED ACTIVITIES FOR PRE-K1: 3– 3.11 YEARS OLD	DOMAINS					
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Week 8 Sub-Theme: What Is The Weather? Is It Sunny Or Rainy?						
<p>Activity 1: The Sky</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Demonstrate understanding on the concept of weather 2. Tell the two kinds of weather: sunny and rainy <p>Materials : Picture of a clear sky, pictures of sunny and rainy days</p> <p>Procedure :</p> <ol style="list-style-type: none"> 1. Take the children outside of the classroom and show them the sky. Let them look at the clouds, the sun, the trees and the birds. 2. Allow them to observe what they see outside. Point to the sun. Ask: What do you feel right now? If it's hot, what do you do? 3. Back to the classroom show to the kids the picture of a sunny day. Later on, show the picture of a rainy day to provide contrast. 4. Present the types of weather: There are two types of weather: sunny and rainy. Ask the children: When do you say it's a sunny day? How do you feel when it's a sunny day? Let the children answer the questions. Then give another set of questions: When do you say it's a rainy day? What do you do on a rainy? Let the children answer the questions. <p>Activity 2: It's a Sunny Day!</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Describe a sunny day 2. Develop his or her own story out of the thoughts and feelings expressed <p>Materials: Pictures of different activities done on sunny days, real objects like fan, electric fan, air conditioning unit</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Post the different pictures of activities usually done on sunny days. Then ask the children to describe a sunny day. Let them tell something about each picture. Let them relate such pictures to their own 						

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SUGGESTED ACTIVITIES FOR PRE-K1: 3– 3.11 YEARS OLD	DOMAINS					
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<p>experiences.</p> <p>2. Present situations. For example: Sonia was in the park one sunny day. She enjoyed walking around with her friends. They played by running around and around the park, until all of them got tired. Everybody was perspiring. Ask: What do you think will they get to cool themselves? (Get a fan).</p> <p>3. Continue by presenting other similar situations for the kids to be able to express freely about the given situations.</p> <p>4. Ask the children to develop their own story on the activities they do on a sunny day. Let them share the story with their classmates.</p> <p>Activity 3: The Sun Objectives:</p> <ol style="list-style-type: none"> 1. Use writing and drawing materials such as pencil and crayons correctly and with ease 2. Practice fine motor skills for self-expressions such as coloring and drawing straight and curved lines <p>Materials: Pencil, crayons, bond paper, picture of a sun</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Revisit the outdoor activity about a sunny day experience. Show once again the pictures of different activities done on a sunny day. Allow children to share once again all what they learned about sunny day. 2. Ask children to put out their pencils, crayons, and other materials. 3. Allow the children to express freely on paper their own concept of a sunny day by drawing a sun and coloring it. 4. Let them say something about the drawing they have done. <p>Activity 4: Reciting a Poem: Monkey Hot Objectives:</p> <ol style="list-style-type: none"> 1. Listen, recite and memorize a short poem 2. Enjoy saying a poem <p>Materials: A Poem</p>						

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<p>Monkey Hot Monkey, Monkey hot! Are you alright? What is in your hand? A fan, a fan!</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Present the poem to the children. Tell them to listen. 2. Ask questions about the poem. 3. Lead them in reciting the poem. 4. Encourage them to memorize the poem. <p>Activity 5: Story Time: The Monkey and the Sun</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Remain settled in listening attentively to the story 2. Ask and answer questions about the story <p>Materials: Suggested Story: The Monkey and the Sun</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Have the children comfortably seated and give the title of the story. Then let the children ask questions about the story. 2. Tell the story to the children: <p style="text-align: center;"><i>The Monkey and the Sun</i></p> <p>One sunny day, the monkey was happily jumping from one tree to the other. “Hello there”, the monkey was calling the other monkeys around. No one answered. “Where are they?” said the monkey. “I’m alone. It’s so hot! What will I do? Ah, there’s a river. I think I will go down and swim!” The monkey happily jumped into the river. “Wow, now I’m okay! It’s so cool. I like it!” All of a sudden, the monkey heard laughter somewhere. (make a monkey sound) “Ah, so you are all here.” “Yeah, it’s cool here.” They all joined together and continued to make fun. The sun was smiling and happily waving its hand to the happy monkeys.</p> <ol style="list-style-type: none"> 3. Let the children answer the questions they raised earlier. 4. Ask the children to relate the story to their actual experiences. 						

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<p>Activity 6: A Rainy Day! Objectives: 1. Describe a rainy day 2. Tell what activities can be done during rainy days Materials: Pictures showing varied activities done on rainy days, real objects used on rainy days Procedure: 1. Show the pictures depicting different activities done during rainy days. 2. Allow children to make observations about the pictures. 3. Let them describe a rainy day. Encourage them to talk and say something about the pictures.</p> <p>Activity 7: Reciting a Poem: Rain, Rain Go Away Objectives: 1. Demonstrate interest in understanding the poem listened to 2. Recite the poem with feelings Materials: Copy of the poem, umbrella Procedure: 1. Recite the poem. Read it again, this time with an umbrella. 2. Ask the children the message of the poem. 3. Encourage each child to recite the poem using an umbrella.</p> <p style="text-align: center;">Rain, Rain Go Away Rain, rain go away Come again another day, Little _____ (give one’s name) wants to play Rain, rain go away.</p>						

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<p>Activity 8: Tracing Lines Objectives: 1. Demonstrate progress in fine motor skills and eye-hand coordination 2. Trace lines to form different shapes of raindrops 3. Enjoy doing the activity Materials: Pencil, bond paper Procedure: 1. Show a picture of a rainy day. 2. Ask them to put out their pencils and bond paper. 3. Trace lines to form shapes of raindrops.</p> <p>Activity 9: Is It Sunny or Rainy? Objectives: 1. Demonstrate the ability to know the logic of events and draw accurate conclusion by evaluating the facts presented 2. Tell which is a sunny and a rainy day 3. Participate in a group activity and follow rules set Materials: Pictures of situations that depict the activities done on sunny and rainy days Procedure: 1. Explain to the children the activity. Say: There are pictures scattered on the floor. When the music is played, all of you will move around. When the music stops, all of you will pick up a picture that you want. Study the picture and tell me whether the activity is done on a sunny or rainy day. 2. Start the activity. 3. After the activity, ask each child to identify whether it is a sunny or rainy day. Then ask him/her to explain the answer.</p>						

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<p>Activity 10: Posting Pictures</p> <p>Objectives:</p> <ol style="list-style-type: none"> Express ideas and feelings through visual art Use materials and resources to explore and freely express oneself Describe one’s art work <p>Materials: Pencils, crayons, colored paper, natural objects: leaves, seeds, rice bran; glue</p> <p>Procedure:</p> <ol style="list-style-type: none"> Explain to the children that they are going to create two pictures, one showing a sunny day and the other a rainy day. They can choose the materials they want to use. Let the children choose the materials they need and start making the pictures. Ask the children to present their art work and describe it. Let them scribble the caption: Sunny Day/Rainy Day. On a ready bulletin board, allot a space for each picture display categorizing the pictures: sunny day and rainy day. 						

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<p>Week 9 Sub-Theme: How Do You Feel When It is Sunny or Rainy?</p> <p>Activity 1: A Cloudy Day? Objectives: 1. Express one’s feelings through a song 2. Describe a cloudy day Materials: Pictures of a cloudy day; a song</p> <p>Song : A Cloudy Day Today (Tune : A Farmer in the Dell) A cloudy day today (2x) How do you feel A cloudy day today.</p> <p>Procedure: 1. Sing the song, A Cloudy Day Today. 2. Show pictures of a cloudy day. Allow children to describe the pictures shown.</p> <p>Activity 2: Is it Sunny, Cloudy or Rainy? Objectives: 1. Appreciate each kind of weather 2. Categorize each kind of weather according to the pictures shown Materials: Pictures showing sunny, cloudy rainy days Procedure: 1. Post the pictures depicting different kinds of weather. 2. Allow the children to appreciate each picture: What makes a sunny day beautiful? 3. What makes a cloudy day beautiful? What makes a rainy day beautiful? Then let them describe each picture. 4. Introduce a guessing game. Tell them that the teacher will show the action then the children are going to guess the weather. Example: Teacher uses a fan. Children guess by saying: It’s a sunny day. This activity goes on until everybody has expressed description of the weather.</p>						

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<p>Activity 3: Weather Puzzle</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Relate puzzle pieces a picture of a particular kind of weather 2. Develop self-confidence in expressing his/her ideas about the picture formed 3. Develop fine motor skills and eye-hand coordination <p>Materials: Picture puzzles of different kinds of weather</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Give each child a picture puzzle of a particular kind of weather. 2. Allow each child to put together the puzzle pieces to completed the picture of a particular weather. 3. Let each child shall say something about the formed picture. <p>Activity 4: My Letter Yy</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Produce and sound off letter “y” 2. Produce and sound off words with initial “y” sound 3. Write the upper and lower case letter Yy with proper posture and the correct handling of paper and pencil <p>Materials: Picture cards with labels: y: yoyo, yaya, yaman, yamot, yahoo; pieces of paper with Yy written in dots</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Show the picture card of “yoyo”. Then let the children identify the initial sound. 2. Let the children sound off the initial letter “y” as in yoyo. 3. Proceed with the other pictures and let the children say the words. 4. Show on the board how to write capital letter “Y” and the small letter “y” on the board. 5. Distribute pieces of paper with letters Yy in dots. Ask the children to connect the dots. 6. Let them write the “Yy” letter in their paper with models. 						

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<p>Activity 5: Story Time: Yummy, Yummy Yam on a Sunny Day</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Listen attentively to the story 2. Ask questions about the story 3. Copy words starting and ending in Yy 4. Relate pictures with printed words <p>Materials: Copy of the story, picture cards, word cards with letter Yy</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Read the story. Set standards for the children to listen attentively. <p style="text-align: center;">Yummy, Yummy Yam on a Sunny Day</p> <p>One sunny day, Mommy came home with a box. “ Mommy, Mommy you’re home!” said Yoly. “Wow, what’s in the box? She asked. “It’s something sweet! answered Mommy. “ Mommy, can we open it now?’ quipped Yoly. “Okay, my dear Yoly.” “Oh! It’s a yam, yummy, yummy yam! “Yoly yelling as she eats the yam.</p> <ol style="list-style-type: none"> 2 Ask questions about the story. 3 With the story posted on a chart, allow the children to read and pick out the words with initial and final letters Yy. 4 Show a picture card. Then after saying the name of the picture on the card, ask the children to get the corresponding name card. 5 Ask the children to put out their papers and pencils for them to write the words with initial and final letter Yy with the models. 						

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<p>Activity 6: Outdoor Play</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Use left and right leg/foot alternately in hopping with proper balance and coordination 2. Recognize and tell with confidence what one can do as well as honestly accept what one cannot still do 3. Help someone in a difficult task <p>Material: Teacher demonstrating left and right hopping</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Start by saying that it is enjoyable to play outside when it is a sunny day. Let the children do jumping on place and jumping from one place to another. 2. Introduce the next activity which is hopping. Demonstrate using the left and right leg/foot alternately in hopping with proper balance and coordination. Then let the children follow. 3. Count 1 to 8; 8 to 1 for the children to do the hopping. 4. Ask the children who among them could do jumping but have difficulty hopping. Ask for volunteers to help those who have yet to learn hopping. <p>Activity 7: How Do I Feel Today?</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Express what one feels 2. Relate descriptions of weather to appropriate clothing and other materials 3. Describe and compare outfits for various kinds of weather <p>Materials: Pictures of different kinds of weather, different kinds of outfits, real objects like fan, umbrella, coat, electric fan, tent etc.</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Show to the children previously shown pictures of different weather conditions. As simple recall ask them to name each kind of weather. 2. Present pictures/real samples of outfits appropriate for each kind of weather. Allow them to name each. For example, show them a picture of a jacket, a sleeveless dress, a raincoat, etc. 3. With the picture of a sun, post the question: How do I feel today? Lead the children to express their 						

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<p>feelings. Proceed with the rest of the pictures about other weather conditions.</p> <p>4. Play a game. With the pictures of different weather conditions, let the children pick the kind of outfit appropriate to wear. The children getting most of the correct answers will win the game.</p> <p>5. With some real samples of outfits, allow them to differentiate which outfits are appropriate for each kind of weather. Lead them kids which materials on display are also appropriate to use. (umbrella, jacket, raincoat, etc.)</p> <p>Activity 8: A Song for You and Me Objectives:</p> <ol style="list-style-type: none"> 1. Sing a song with correct tone, rhythm and actions 2. Demonstrate enjoyment in doing the activity 3. Answer specific questions <p>Materials: Song: A Song for You and Me (Tune: A Farmer in the Dell)</p> <p style="padding-left: 40px;">It's hot, it's hot, it's hot It's cold, it's cold, it's cold I love the sun I love the rain Wherever I am in.</p> <p>Procedure :</p> <ol style="list-style-type: none"> 1. Post the pictures of a sun and the raindrops. 2. Present the song "A Song for You and Me" by singing it to the tune of "A Farmer in the Dell". Present some actions based on the words found in the song. 3. Lead the children in singing the song including the actions. <p>Activity 9: Picture Pasting Objectives:</p> <ol style="list-style-type: none"> 1. Explore producing art work through pasting cut-outs 2. Demonstrate enjoyment in the activity being done. 						

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<p>Materials: Cut-outs of materials about weather, bond paper, pair of scissors, paste/glue</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Recall the different activities which can be done during sunny, rainy and stormy days. Show the different outfits worn during such days. 2. Lay out cutouts of pictures of materials used during different weather conditions. 3. Show the art materials the children will use during the activity. Give instructions on how to go about it. 4. Group the kids into three, representing the 3 kinds of weather. 5. Ask each group to put together the cut-outs they have pasted. All materials used on sunny days like a fan, umbrella, etc. will be grouped as one to represent the sunny day. The same will be followed for the remaining pasted materials. <p>Activity 10: Throwing a Ball and Hitting a Target</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Practice coordination of large muscles in throwing a ball and hitting the target 2. Demonstrate respect by waiting for one’s turn 3. Develop self-confidence in joining a game <p>Materials: Two (2) balls and a drum</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Introduce the game to the children. Explain that there will be two groups. The first two children in line will throw the balls into the drum. This will be followed by the next children in line. 2. The child whose ball enters the drum could be given a rest. 3. The child whose ball does not enter the drum will fall in line again. He/she will be at the last in the line. 4. Let the children start the game. Remind the children to wait for one’s turn. <p>Activity 11: Costume Parade</p> <p>Objectives :</p> <ol style="list-style-type: none"> 1. Recognize similarities and differences of outfits worn in different weather conditions 2. Describe and compare outfits 3. Develop self-confidence in walking through a simple parade 						

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<p>Materials: Pictures of materials used during different weather conditions, real material counterparts (previously asked or assigned for the kids to bring,) music</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Bring out all real objects/materials used/worn during different weather conditions. Allow them to identify each. Call the kids one by one. Let each child describe the similarities and differences of each material. 2. Present back the materials. For example, show a jacket. Say: this is a jacket. Ask: When do you wear this? (This goes on until all the materials have been presented and discussed). 3. Tell the children to get ready for a simple parade. Ask them to put out the outfits assigned for them to bring. Let them describe the outfit and the weather when this should be worn. 4. Give them time to wear their outfit for the costume parade. 5. Play music to accompany the kids in a simple walk/parade where all them are wearing the assigned outfit. <p>Activity 12: Words Related to Weather</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Produce and sound off the initial and final sounds of words related to clothing 2. Sound off all letters of a word and spell 3. Write the initial and final letters of the words <p>Materials: Pictures with words: <i>araw, ulan, ulap, kapote, paying, jacket, sweater, bota, sapatos, tsinelas, medyas, sando</i></p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Show the pictures with the labels/word names 2. Ask the children to produce or sound off the initial (a, u, k, p, j, s, b, t, and m) and final (w, n, p, o, g, t, r, s) letters of words. 3. Show the first picture with the label/word name. Let the children sound off all letters then ask them to spell the word. Do the same with the other words. 						

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<p>Week 10 Sub-Theme: What Do We Do on a Stormy Weather?</p> <p>Activity 1: Viewing Time Objectives:</p> <ol style="list-style-type: none"> 1. Use the senses while watching a movie clip on stormy weather 2. Give ideas of what was seen and heard 3. Relate pictures with printed words <p>Materials: Television, movie clip, pictures and word cards: maulan, mahangin, madilim, baha</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Flash to the class a picture of a stormy weather. Allow children to discuss about the picture. Ask: How do you feel when it's a stormy day? What do you wear on a stormy day? 2. Tell the kids they will be watching a movie clip covering a stormy day. 3. Set the standards on watching a movie. 4. Ask them questions on what they have seen and heard. <ul style="list-style-type: none"> - What can you say about the movie? - What did you see? How were the trees, the sea moving? - How about the children who were outside? What did they wear? 5. How do you think the children felt? 6. Show pictures happening on a stormy weather. Flash the cards with printed words about the pictures. 7. Ask the kids to label correspondingly the pictures with the word cards. <p>Activity 2: Story Time: One Stormy Day Objectives:</p> <ol style="list-style-type: none"> 1. Listen to a story from pictures 2. Participate in the discussions of pictures in the story 3. Answer specific questions 4. Arrange 3 to 4 pictures in sequence to make up a story <p>Materials: Pictures about the story</p>						

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<p>Procedure :</p> <ol style="list-style-type: none"> 1. Tell the story with the pictures. Let the children participate in the discussions of pictures in the story. <p style="text-align: center; margin: 5px 0;">One Stormy Day</p> <p style="margin: 5px 0;">One morning, RC looked out of the window. “Wow! what a day!” RC could not help but shout beginning to get scared of what he saw outside. Branches of trees are swaying, rain not stopping. “Oh Mommy, come please. Look outside.” Mommy came running. “Why RC, what’s out there? Oh, it’s raining and the wind is blowing. It’s getting cold. Come, let me close the window and get settled.” Mommy told RC.</p> 2. Ask questions about the story. <ul style="list-style-type: none"> - What did RC see one day? - What did RC feel? - Whom did RC call? - When there is a storm, aside from the rain, what else do you observe? - If you are to choose between sunny and stormy weather, which will you choose? Why? 3. Let the children arrange 3 to 5 pictures in sequence to make up the story. <p style="margin-top: 20px;">Activity 3: A Stormy Weather</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1 Give ideas on what was seen and heard 2 Relate pictures with printed words 3 Repeat 5 to 8 word sentences correctly <p>Materials: A movie clip re stormy weather, pictures with word labels: ulan, hangin, baha, kahoy, niyog</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Introduce a movie clip on a stormy weather. 2. Set standards on watching a movie. 						

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LEARNING RESOURCE NO. 5: SUGGESTED ACTIVITIES (QUARTER 4) FOR PRE-K1: 3 TO 3.11 YEARS OLD

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<p>3. Ask specific questions about the short movie.</p> <ul style="list-style-type: none"> - What did you see in the movie? - Describe the trees. - How about the sky? - Did you see children? Where do you think were they? <p>4. Flash some pictures showing stormy weather. Present at the same time the corresponding words phrases and let the children match the pictures with the words.</p> <p>5. Tell the children: I'm going to say sentences using the words, repeat after me: Malakas ang ulan sa paligid. Malakas ang hangin sa itaas at sa ibaba. Maraming kahoy at niyog ang nadala sa baha,</p> <p>Activity 4: Story Time: I Can't Play Objectives:</p> <ol style="list-style-type: none"> 1. Sustain interest and concentration in listening to a story 2. Choose a story and tell the reason for choice 3. Answer specific questions 4. Describe the characters in the story <p>Materials: Pictures of a puppy and a kitten, name cards of puppy and kitten</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Allow the children to choose a story then ask them their reasons for choosing this story. 2. Present the story. Flash the pictures of a puppy and a kitten. <div style="padding-left: 40px;"> <p>Once there was a puppy and a kitten. They live in the same house. The puppy said to the kitten, "Arf, arf, arf, come let us play." "But we can't go out, meow, meow, meow," answered the kitten. "Why, what's out there?" asked the puppy. "Can't you hear? There's a storm! Look at the trees, The branches are swaying. It's raining. It's wet all around." answered the lonely kitten. "Arf, arf, arf, oh I'm sad. I can't play. How I love to play today." said the puppy. "Meow, meow, meow, me too, I can't play."</p> </div> 3. Post the story on a chart. 4. Ask specific questions. Be ready with the pictures of the puppy and the kitten and so with the name cards 						

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<p>of the two.</p> <ul style="list-style-type: none"> - Who are the two main characters in the story? - What do they want to do that day? - Why were the two not able to play that day? - Since there was a storm and the two can't go out, what do you think the two will do instead? <p>5. Let the children describe the characters of the story.</p> <p>Activity 5: Poem About a Stormy Weather</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1 Listen and recite a poem 2 Answer specific questions about the poem 3 Show actions with the poem <p>Materials: Copy of the poem on a chart, accompanying picture about the poem Suggested poem: A Storm</p> <p style="text-align: center;">A Storm</p> <p style="text-align: center;">Look at the sky A blue sky no more, Look at the trees Branches swaying Left and right. Look at the street All wet here and there.</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Present the poem and recite the whole poem. 2. Recite the poem and ask the children to repeat after you. 3. Ask the following questions to the children: <ul style="list-style-type: none"> - How do you describe the sky? - What can say about the trees? 						

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<ul style="list-style-type: none"> - And how about the street? - Why do you think such are happening? <p>4. Perform actions with the poem.</p> <p>Activity 6: My Story on a Stormy Day Objectives:</p> <ol style="list-style-type: none"> 1. Prepare a self-made 2- to 3- page story book using 2 to 3 series of drawn pictures 2. Express feelings and thoughts about the story 3. Answer specific questions <p>Materials: Pencil, crayons, bond paper Procedure:</p> <ol style="list-style-type: none"> 1. Recall the movie clip about a stormy day. 2. Tell the children to draw 2 or 3 pictures of what they have seen to form a story. 3. Let them to tell their own story about the pictures. 4. Ask questions about the story then let the other children answer the questions. <p>Activity 7: Indoor Game Objectives:</p> <ol style="list-style-type: none"> 1. Express what one sees, thinks and feels through body movements 2. Respond to musical instrument through the movement of trees during stormy days 3. Develop body balance and coordination in performing the movements <p>Materials: A drum, tambourine or taped music Procedure:</p> <ol style="list-style-type: none"> 1. Gather all the children and let them form a semi-circle. 2. Tell them that this is one activity that is usually done when there is a storm. 3. Beat the drum or any preferred instrument and let them sway their bodies as if they are swaying like the trees on stormy days. 						

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<p>Activity 8: A Song to Sing Objectives: 1. Express one’s thoughts and feelings through a song 2. Use musical instruments or objects to accompany the song Materials: Songs to sing during indoor activities, musical instruments like drum, maracas, sticks, etc. Procedure: 1. Give the title of the song. Read the whole song posted on a chart.</p> <p style="text-align: center;">Let Me Sing a Song <i>(Tune: Are You Sleeping?)</i></p> <p style="margin-left: 40px;">A What is going on, what is going on? B Here we are, here we are A What are you doing, what are you doing? B Making some fun, making some fun.</p> <p>2. Group the children into two. 3. Tell them that the song will be sung alternately by each group, groups A and B. 4. Sing the song by line. Let each group concerned to repeat after you. 5. Let the children choose the musical instrument they want to use.</p> <p>Activity 9: Let’s Go and Clean Objectives: 1. Develop the ability to make a story by sequencing a set of pictures 2. Express the story in mind through the pictures Materials: Pictures about a stormy day, things to do after a storm Procedure: 1. Tell the children that they will come up with a story about a stormy day. 2. Show the pictures they will arrange to come up with the story. 3. Ask some to share to the class the story they made with the help of the pictures 4. Ask the children to name the things we need to do after a storm.</p>						

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<p>Activity 10: What I Like to do During a Storm Objectives: 1. Express one’s thoughts and ideas during certain occasions 2. Name things you like to do during stormy days Materials: Pencil, paper, pin for posting Procedure: 1. Recall and ask the children to describe a stormy day. 2. Allow them to express their thoughts and ideas on what they like to do during stormy days. 3. Ask them to name or list the things they like to do on a stormy day.</p> <p>Activity 11: Guessing Game Objectives: 1. Demonstrate interest and enthusiasm through a game 2. Relate picture cards with name/word cards 3. Develop rules for a game and follow these Materials: Pictures on different weather conditions, word cards, other common materials used in different weather conditions Procedure: 1. Introduce the guessing game. 2. Set some rules to observe during the game. 3. Divide the class into two groups. 4. Post the pictures depicting different weather conditions. You give the question for them to guess the kind of weather. One from each group will get the corresponding picture for his/her answer. The group which gets the most number of correct answers wins the game.</p>						