



**Learning Resource Package No. 6:
Suggested Activities for Pre-K2: 4 - 4.11 Years Old
April 2015**

Learning Resource Package No. 6:

Suggested Activities for Pre-K2:4-4.11 years old



LEARNING RESOURCE NO. 6: SUGGESTED ACTIVITIES FOR PRE-K2: 4 TO 4.11 YEARS OLD

INSTRUCTIONS ON THE USE OF THE SUGGESTED ACTIVITIES FOR PRE-K2: 4 to 4.11 YEARS OLD

1. The LRP. No 2 or the Standards, Competencies, Indicators and Domains for Pre-K2 which you have studied are the sources of the objectives in the Suggested Activities for Pre-K2.
2. Read, study and implement LRP No. 6 or the Suggested Activities for Pre-K2. The activities start with objectives and outline the materials and procedures. These are the activities that you will conduct every day in your Center together with the routine activities that you have chosen after the pre-assessment has been conducted to the young learners. The LRP. No. 7 or the Suggested Teaching Resources include action songs, poems, rhymes, and other creative activities that you can use in your daily activities.
3. Use the **mother tongue** in the conduct of your daily learning activities.

Learning Resource No. 6 features two matrices that show the organization of the suggested activities. The first matrix presents the domains and sub-domains covered as well as the number of competencies/indicators that are developed in the different activities.

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

LEARNING RESOURCE NO. 6: SUGGESTED ACTIVITIES FOR PRE-K2: 4 TO 4.11 YEARS OLD

MATRIX ON DOMAINS, SUB-DOMAINS AND COMPETENCIES/INDICATORS

FOR EARLY YEARS AGES 4 TO 4.11 YEARS OLD (PRE-K2)

NELF/NELC DOMAINS	Sub-Domains	No. of Competencies/ Indicators Developed
1. Physical Health, Well-Being and Motor Development	A. Physical Health, Well Being and Motor Development 1. Health Safety and Self Care 2. Gross Motor Skills 3. Fine Motor Skills	8 8 <u>8</u> 24
2. Social-Emotional Development 3. Character and Values Development	B. Social-Emotional Development and Character and Values Development (Integrated in all learning domains) 1. Self-Awareness and Capabilities 2. Relationship with Peers 3. Relationship with Familiar Adults	8 5 <u>4</u> 17
4. Cognitive/Intellectual Development 5. Language Development	C. Cognitive/Intellectual and Language Development Toward Early Literacy 1. Cognitive/Intellectual 2. Receptive/Expressive 3. Reading 4. Writing	6 11 13 <u>5</u> 35
6. Creative and Aesthetic Development	Integrated in all learning domains Music, Visual Arts, Drama, Dance and Creative Movement	5
	Total Number of Competencies	81

LEARNING RESOURCE NO. 6: SUGGESTED ACTIVITIES FOR PRE-K2: 4 TO 4.11 YEARS OLD

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

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

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

LEARNING RESOURCE NO. 6: SUGGESTED ACTIVITIES FOR PRE-K2: 4 TO 4.11 YEARS OLD

CURRICULUM MATRIX FOR EARLY YEARS AGES 4 TO 4.11 YEARS OLD (PRE-K2)

Quarter/Term and Suggested Content	Suggested Scope	Suggested Theme/ Sub-themes	Assessment and Expected Competencies	Suggested Resource Guide Activities (RGA) for Pre-Kindergarten 1
			Pre-Assessment Using ECCD Checklist	
<p>Quarter 1 – Self Identify</p>	<p>All about self and own family, members, roles, and activities family enjoys doing together</p> <p>How needs met, rights enjoyed, and love provided</p>	<p>THEME 1 : MORE ABOUT MYSELF AND MY SCHOOL WeekS 1 & 2: WHO AM I? Week 3: I AM SPECIAL Weeks 4 & 5: I BELONG TO A CLASS... Week 6: I HAVE FEELINGS Week 7 & 8: I CAN DO MANY THINGS... Weeks 9 & 10: I CAN KEEP MYSELF CLEAN AND HEALTHY</p> <p>Social-Emotional and Values and Character Development Themes Integrated/to be Integrated in the Activities: Building Self Confidence, Self-Esteem, Self-Regulation and Communication</p>	<p>Lesson Competencies/ Objectives:</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>WeekS 1 & 2: See RGA 1 - 19 Week 3: See RGA 1 - 15 WeekS 4 & 5: See RGA 1-16 Week 6: See RGA 1 - 10 Week 7 & 8: See RGA 1- 14 Weeks 9 & 10: See RGA 1 - 12</p>
<p>Quarter 2 – Family Interaction</p>	<p>Health and safety activities to promote healthy lifestyle</p>	<p>QUARTER 2</p> <p>THEME 2: MY FAMILY AND ME Weeks 1&2: I BELONG TO A FAMILY Week 3 & 4: OUR FAMILY HAS A HOME Week 5 & 6: OUR FAMILY WORKS TOGETHER Weeks 7&8: MY FAMILY KEEPS ME</p>	<p>Lesson Competencies/ Objectives:</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>Weeks 1&2: See RGA 1-18 Week 3 & 4: See RGA 1-14 Week 5 & 6: See RGA 1 - 30 Weeks 7&8: See RGA 1- 20 Week 9 & 10: See RGA 1-20</p>

LEARNING RESOURCE NO. 6: SUGGESTED ACTIVITIES FOR PRE-K2: 4 TO 4.11 YEARS OLD

Quarter/Term and Suggested Content	Suggested Scope	Suggested Theme/ Sub-themes	Assessment and Expected Competencies	Suggested Resource Guide Activities (RGA) for Pre-Kindergarten 1
		<p>HEALTHY AND SAFE Week 9 & 10: I LOVE MY FAMILY</p> <p>Social-Emotional and Values and Character Development Themes Integrated/to be Integrated in the Activities: Building Confidence, Relationships, Cooperation and Self Control</p>	<p>_____</p> <p>_____</p>	
<p>Quarter 3 – Interaction with Others and the Surroundings</p>	<p>Awareness and appreciation of the natural and physical environment</p> <p>Appreciation of one’s culture and heritage</p>	<p>QUARTER 3</p> <p>THEME 3: MY COMMUNITY Weeks 1&2: MY FRIENDS AND OTHERS Week 3 to 5: ME AND MY SURROUNDINGS Week 6 & 7: WE TAKE CARE OF OUR SURROUNDINGS Weeks 8 to 10 : HAPPY DAYS IN MY COMMUNITY</p> <p>Social-Emotional and Values and Character Development Themes Integrated/to be Integrated in the Activities: Building Curiosity and Sense of Purpose</p>	<p>Lesson Competencies/ Objectives:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Weeks 1&2: See RGA 1 - 17 Week 3 to 5: See RGA 1 - 34 Week 6 & 7: See RGA 1 - 32 Weeks 8 to 10 : See RGA 1 - 16</p>

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

LEARNING RESOURCE NO. 6: SUGGESTED ACTIVITIES (QUARTER 1) FOR PRE-K2: 4 TO 4.11 YEARS OLD

SUGGESTED ACTIVITIES FOR PRE-K2: 4 – 4.11 YEARS OLD	DOMAINS					
	PH+	SE	CV	CD	LD	CA
<p>QUARTER 1</p> <p>Theme: More About Myself and My School</p> <p>Weeks 1 and 2 Sub-Theme: Who am I?</p>						
<p>Activity 1: Name Tag</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Describe oneself to others by scribbling/drawing/ and telling self-known basic traits with positive statements as “I can,” I will,” and “I did” 2. Develop eye-hand coordination in coloring using appropriate materials 3. Demonstrate respect by returning things borrowed <p>Materials: Name tag, crayons, colored paper, school cut out, other accessible materials to be used for decorating</p> <p>Procedures:</p> <ol style="list-style-type: none"> 1. Give the children their name tags and let them scribble/draw oneself at the back of their name tags. 2. Distribute the coloring materials. 3. Let the children color their drawings and decorate the name tag with the materials provided. 4. Remind the children to return the coloring materials in the place where these were kept. 5. Then let them wear their name tags. 6. Give the children the opportunity to introduce themselves to their classmates as they share positive statements about themselves. 						
<p>Activity 2: Counting Birthday Candles</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Demonstrate the ability to store verbal information in short-term and long-term memory by: <ul style="list-style-type: none"> -identifying one’s age -counting objects that represent one’s age 2. Develop eye-hand coordination in coloring using appropriate materials 3. Demonstrate respect by returning things borrowed 						

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

LEARNING RESOURCE NO. 6: SUGGESTED ACTIVITIES (QUARTER 1) FOR PRE-K2: 4 TO 4.11 YEARS OLD

SUGGESTED ACTIVITIES FOR PRE-K2: 4 – 4.11 YEARS OLD	DOMAINS					
	PH+	SE	CV	CD	LD	CA
<p>Materials: Candle cut-outs, printed out cake on a sheet of paper, paste/glue</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Ask each child how old he/she is. 2. Distribute the paper and ask the children to count the correct number of candles equivalent to their age. 3. Children paste the candles on the cake and color these. 4. Remind children to return coloring materials in the place where these were kept. <p>Activity 3: Pass The Ball</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Demonstrate fine motor skills 2. Tell one’s name and say a positive statement about himself/herself <p>Materials: Ball, music player</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Children sit in a circle. 2. Music is played while the ball is being passed around. When the ball is being passed around, pause the music and let, the child holding the ball say his/her name and say something about themselves 3. Tell the children to say “Thank you” after hearing the introduction and let the child respond “You’re welcome.” 4. Play again the music until all the children are able to participate in the activity <p>Activity 4: Reciting a Rhyme: “ Everybody Has A Name”</p> <p>Objective:</p> <ol style="list-style-type: none"> 1. Express one’s thoughts and feelings freely with confidence, by scribbling/drawing oneself and telling one’s name 2. Demonstrate an understanding of spoken words by listening and reciting a rhyme <p>Material: Name card; Rhyme Chart Everybody Has a Name</p>						

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

LEARNING RESOURCE NO. 6: SUGGESTED ACTIVITIES (QUARTER 1) FOR PRE-K2: 4 TO 4.11 YEARS OLD

SUGGESTED ACTIVITIES FOR PRE-K2: 4 – 4.11 YEARS OLD	DOMAINS					
	PH+	SE	CV	CD	LD	CA
<p>has a name (2x) My name is _____.(Say the name 3x) It's exactly who I want to be.</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Let the children scribble/draw himself/herself on thjeir name card 2. Introduce the rhyme written in a poster with illustration. 3. Read the whole rhyme 4. Then ask the children to repeat the rhyme line by line after you. 5. Ask the children to raise their name card when they say “My name is _____ (3x).” 6. Let everyone recites the rhyme but only one child says “My name is _____ (3x).” Continue this until all children have introduced their names individually. <p>Activity 5: Tracing Straight and Curve Lines</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Demonstrate interest in using paper, crayons and pencils in tracing straight and curve lines 2. Demonstrate proper grip of crayon and pencil in tracing 3. Demonstrate respect by returning borrowed things <p>Materials: Straight and curve lines on the board and written on paper</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Present to the children different straight and curve lines on the board and ask them to describe these. 2. Demonstrate to the children how to trace lines on the board with their fore fingers and let them follow. 3. Distribute to each child the paper with different lines. 4. Demonstrate the proper way of holding the crayon and pencil. 5. Demonstrate how to trace the lines on the paper with the use of the crayons and pencils 6. Remind the children to return the crayons and pencils in their proper places. 						

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

LEARNING RESOURCE NO. 6: SUGGESTED ACTIVITIES (QUARTER 1) FOR PRE-K2: 4 TO 4.11 YEARS OLD

SUGGESTED ACTIVITIES FOR PRE-K2: 4 – 4.11 YEARS OLD	DOMAINS					
	PH+	SE	CV	CD	LD	CA
<p>Activity 6: Tracing to Writing the First and Last Letters of One’s Name on Ruled Paper</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Develop eye-hand coordination in tracing letters 2. Develop greater interest in using paper and the finger in tracing letters of one’s name 3. Show proper way of holding the pencil in tracing and writing the first and last letters of one’s name 4. Demonstrate attention and concentration on an activity <p>Materials: Name cards</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Provide children with their name cards. 2. Demonstrate the proper way of holding the pencil. 3. Let all the children independently trace over and write the first and last letters of their names with the use of the pencil <p>Activity 7: Connecting Broken Lines of Letters in One’s Name</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Develop eye-hand coordination 2. Show proper way of holding the crayons 3. Write one’s name using a pattern: connecting broken lines of the letters in one’s name <p>Materials: Names of children with letters written in broken lines</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Put the name cards with letters written in broken lines on the table. 2. Ask the children to pick out their own name card. 3. Show proper way of holding the crayon. 4. Let the children connect the broken letters of their names using crayons. 5. Display their names on the board. 						

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

LEARNING RESOURCE NO. 6: SUGGESTED ACTIVITIES (QUARTER 1) FOR PRE-K2: 4 TO 4.11 YEARS OLD

SUGGESTED ACTIVITIES FOR PRE-K2: 4 – 4.11 YEARS OLD	DOMAINS					
	PH+	SE	CV	CD	LD	CA
<p>Activity 8: Pabitin: Initial Letter of One’s Name Objectives: 1. Recognize the initial letter of one’s name 2. Practice healthy and positive relationship among the children Material: Initial letters of the names of the children Procedure: 1. Hang the initial letters of the children’s names in a bamboo pole. 2. Ask the children to locate the initial letter of their names then jump for the letter with accompanying music. The children can do the activity individually, by pairs or in small groups to ensure their safety.</p> <p>Activity 9: Letter Decorating Activity Objectives: 1. Identify the initial letter of one’s name 2. Develop eye-hand coordination 3. Demonstrate respect by returning borrowed things Materials: Name cards, cut-outs of the initial/beginning letter of the children’s name, crayons/colored pencils Procedure: 1. Say your name with the name card and point to the initial/beginning letter of your name. 2. Ask a child to pick out his/her name card and say his/her name. Then ask the child to point to the initial/beginning letter of her name. 3. Demonstrate how to decorate the letter. Distribute the coloring materials to the children. 4. Ask the children to get the cut-outs of the initial letter of their names. 5. Let the children decorate their cut-out letter by drawing objects they like around the letter. 6. Remind children to return the drawing materials in their proper place.</p>						

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

LEARNING RESOURCE NO. 6: SUGGESTED ACTIVITIES (QUARTER 1) FOR PRE-K2: 4 TO 4.11 YEARS OLD

SUGGESTED ACTIVITIES FOR PRE-K2: 4 – 4.11 YEARS OLD	DOMAINS					
	PH+	SE	CV	CD	LD	CA
<p>Activity 10: Cooperative Name Hunting</p> <p>Objective:</p> <ol style="list-style-type: none"> 1. Recognize one’s name and the classmates’ names 2. Practice healthy and positive relationship by making friends 3. Express feelings through polite actions and expressions <p>Materials: Names of the children; polite expressions: “Hello, I’m _____”. “Thank you”. “You’re welcome”.</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Display the names of the children on the table. 2. Let the children to look for one’s name from a group of names. Ask him/her to get the name of a classmate and give him/her with a smile and saying: Hello! I’m _____ (saying his/her own name). 3. Let the children also use the expression “Thank you” and “You’re welcome” in this activity. 4. Give each child the opportunity to give the names of all their classmates. <p>Activity 11: Naming and Sounding Off Letters of the Alphabet</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Relate the first and last letters of their names to the alphabet 2. Name and sound off the letters of the alphabet 3. Demonstrate attention and concentration on an activity <p>Materials: Name cards and the letters of the alphabet in groups :</p> <ol style="list-style-type: none"> 1) a e i o u; 2) b, c, d, f, g; 3) h, k, l, m, n; 4) p, r, s, t, w, y <p>Procedure:</p> <ol style="list-style-type: none"> 1. Remind the children to demonstrate attention and concentration on the activity. 2. Present the letters of the alphabet, then group them 3. Ask children to match the initial letter of their names to the letters of the alphabet. 4. Say the name of each letter of the alphabet then let the children follow. 						

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

LEARNING RESOURCE NO. 6: SUGGESTED ACTIVITIES (QUARTER 1) FOR PRE-K2: 4 TO 4.11 YEARS OLD

SUGGESTED ACTIVITIES FOR PRE-K2: 4 – 4.11 YEARS OLD	DOMAINS					
	PH+	SE	CV	CD	LD	CA
<p>5. Ask each child to give the name of the letters of the alphabet</p> <p>6. Give the name of the letters of the alphabet at random then ask children to point to the letter.</p> <p>7. Present the vowel letters: a e i o u and produce their sounds. Then let the children follow.</p> <p>8. Point randomly at a vowel and ask the children to sound them off</p> <p>9. Present the first group of consonant letters: b, c, d, f, g. Sound for each consonant and let the children follow.</p> <p>10. Point randomly at a consonant from this group of letters and ask the children to sound them off.</p> <p>11. Present the next group of consonant letters</p> <p>Activity 12: Alphabet Song Objectives:</p> <ol style="list-style-type: none"> 1. Demonstrate awareness of the names of the alphabet through a song 2. Express ideas and feelings through creative movements <p>Materials: CD recorder, alphabet song</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Play the alphabet song in the CD recorder. 2. Let the children listen to the song. 3. Let the children sing along with the alphabet song. 4. Let the children do body movements while they sing the alphabet song. <p>Activity 13: Sounding Off and Writing “Aa” Objectives:</p> <ol style="list-style-type: none"> 1. Produce “A” sound and words with “A” sound 2. Develop interest in using paper and a writing tool 3. Exhibit ability to trace 4. Practice writing upper and lower case letter of “Aa” 5. Show proper way to write on paper using the pencil <p>Materials: a: aso, anim, atis, alaga, amoy; lined pieces of paper with letter “Aa”</p>						

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

LEARNING RESOURCE NO. 6: SUGGESTED ACTIVITIES (QUARTER 1) FOR PRE-K2: 4 TO 4.11 YEARS OLD

SUGGESTED ACTIVITIES FOR PRE-K2: 4 – 4.11 YEARS OLD	DOMAINS					
	PH+	SE	CV	CD	LD	CA
<p>Procedure:</p> <ol style="list-style-type: none"> 1. Say names of children with initial/beginning letter “A”. Emphazide the “A” soundand let the children follow. 2. Let the children name words that start with “A” sound e.g aso, anim, atis, alaga, amoy. 3. The introduce letter “Aa”. 4. Form capital “A” in the air then form small letter “a” in the air. Let the children imitate you. 5. Give to the children the pieces of lined paper with capital letter “A” on one line and small letter “a” on another line 6. Tell the children to trace the letter with their forefinger and later on with the pencil. 7. Tell the children to copy the capital letter “A” first in one line of the paper. 8. Then let the children copy the small letter “a” in another line. <p>Activity 14: Drum Beats</p> <p>Objectives</p> <ol style="list-style-type: none"> 1. Count the syllables in children’s names 2. Demonstrate hand motor coordination 3. Demonstrate enjoyment in the activity <p>Materials: Drum and stick</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Show the children’s names and identify number of syllables through drum beats. Introduce one/two/three syllable names of the children. 2. Ask children to group themselves according to the number of syllables in their names: <div style="margin-left: 40px;"> Examples: Juan Maria Catherine Sol Sammy Lorena </div> 3. Direct the children to listen to 2/1/3 drum beats then guess whose name is tapped. 4. Ask each child to beat the drum according to the number of syllables in one’s name. 5. Then each child beat the drum according to the number of syllables of a classmate’s name and let the children guess whose name is tapped. 6. Make sure that the children are enjoying the activity. 						

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

LEARNING RESOURCE NO. 6: SUGGESTED ACTIVITIES (QUARTER 1) FOR PRE-K2: 4 TO 4.11 YEARS OLD

SUGGESTED ACTIVITIES FOR PRE-K2: 4 – 4.11 YEARS OLD	DOMAINS					
	PH+	SE	CV	CD	LD	CA
<p>Activity 15: Writing Numerals 0 and 1</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Develop greater interest in using paper and a writing tool 2. Exhibit skill on tracing 3. Practice writing numerals 0 and 1 4. Show proper way of writing on paper <p>Materials: Lined pieces of paper with numerals 0 and 1</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Give the children five name cards with numerals 0, 1,2,3,4,5 written on them 2. Then ask children to arrange the name cards from 0 to 5. 3. Then present numeral 0. 4. Form numeral 0 in the air then let the children imitate you. 5. Give the children pieces of paper with numeral 0. 6. Remind them how to write properly with a pencil. 7. Tell the children to trace numeral 0 with their fore finger then with the pencil. 8. Tell the children to copy the numeral 0 in one line of the paper. 9. Do the same with numeral 1. <p>Activity 16: Role Playing “ Where is the Sound”</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Identify the initial and final sounds in the children’s given names 2. Practice healthy and positive relationship by making friends with one to three members of the group <p>Materials: Two paper cups for each child, popsicle sticks (to serve as counters) sheets of paper, pencil and flash card of names with initial and final letters</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Group the class by 4s. Give each group two paper cups and place it separately on top of a sheet of paper. Label the paper with the “beginning” and “end”. Place the popsicle sticks in the middle of the table. 						

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

LEARNING RESOURCE NO. 6: SUGGESTED ACTIVITIES (QUARTER 1) FOR PRE-K2: 4 TO 4.11 YEARS OLD

SUGGESTED ACTIVITIES FOR PRE-K2: 4 – 4.11 YEARS OLD	DOMAINS					
	PH+	SE	CV	CD	LD	CA
<p>2. Explain to the groups that they are going to identify which sounds belongs in what cup from the names you are going to say. Examples: Where’s the “M” sound in Mary? (beginning) Where’s the “T” sound in Tom (beginning) and in Chit? (end)</p> <p>3. Once they know which sound to listen to, they will have to locate the position of the sound in the name.</p> <p>4. When they know where the sound is located, they get one popsicle stick and drop it in the corresponding cup.</p> <p>Activity 17: Birthday Months Objectives:</p> <ol style="list-style-type: none"> 1. Relate printed pictures with printed labels 2. Share experience with others 3. Demonstrate respect and politeness in asking and answering questions <p>Materials: A calendar indicating months of the year; paper, drawing and coloring materials, paste/glue</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Show a calendar with months of the year. 2. Ask the children their birthdates and group them according to their birth months. 3. Let the children draw their faces on the piece of paper and things associated with birthday celebration. Examples: cakes, candles, gifts, balloons and foods. 4. Let the children paste these on their birth months and dates in the calendar. 5. Discuss how do they celebrate their birthdays. <p>Activity 18: Story: My Birthday Objectives:</p> <ol style="list-style-type: none"> 1. Identify and choose familiar cartoon or character to represent oneself 2. Share story about his/her birthday through the cartoon 3. Demonstrate interest in listening to the story 						

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

LEARNING RESOURCE NO. 6: SUGGESTED ACTIVITIES (QUARTER 1) FOR PRE-K2: 4 TO 4.11 YEARS OLD

SUGGESTED ACTIVITIES FOR PRE-K2: 4 – 4.11 YEARS OLD	DOMAINS					
	PH+	SE	CV	CD	LD	CA
<p>Materials: Different pictures of cartoon (Mickey Mouse) or character (Pong Pagong)</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Let the children pick out the cartoon they like. 2. Ask them to use the cartoon to represent themselves. 3. Let the cartoon tell a story about your birthday. 4. Label the cartoons with the children’s names and display these in the room. <p>Activity 19: Birthday Song</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Express ideas and feelings through music and creative movements 2. Produce sounds using different instruments and other objects controlling their volume and tempo 3. Demonstrate care by patting another’s back or shoulder as a sign of affirmation <p>Material: Birthday Song</p> <p style="padding-left: 20px;">Happy birthday to you (2x)</p> <p style="padding-left: 20px;">Happy birthday, happy birthday, happy birthday to you!</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Gather together all the cartoons and characters with the children’s names. 2. Tell the children that all of you will sing a birthday song. 3. Introduce the whole song then let the children sing together with you. 4. Demonstrate how to use drums, cymbals, sticks, tambourine, bell, empty cans, pan, pots, spoons, forks, etc. 5. Distribute these instruments and use as accompaniment to the birthday song with emphasis on when to strike loud and soft sounds and fast and slow tempo 6. Then let the children play these as they sing the song. 7. Remind the children to pat another’s back or shoulder as a sign of affirmation of task done well. 						

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

LEARNING RESOURCE NO. 6: SUGGESTED ACTIVITIES (QUARTER 1) FOR PRE-K2: 4 TO 4.11 YEARS OLD

SUGGESTED ACTIVITIES FOR PRE-K2: 4 – 4.11 YEARS OLD	DOMAINS					
	PH+	SE	CV	CD	LD	CA
<p>Week 3 Sub-Theme: I Am Special</p> <p>Activity 1: Where Do I Belong? Objectives: 1. Participate in group activity and share one’s abilities using the statement “I can” 2. Demonstrate care by helping a peer who is shy to participate in the activity Materials: Different pictures cards of children doing an activity Procedure: 1. Ask the children to sit a circle. 2. Show the children the different picture cards showing children doing an activity e.i. riding a bike, climbing a tree, playing the piano, running with friends, etc. 3. Ask the children what they can do and let them respond by using the statement “I can _____.” 4. Remind the children to help their classmates to participate in the activity.</p> <p>Activity 2: I Can Follow a Pattern Objectives: 1. Demonstrate attention and concentration on an activity 2. Develop eye-hand coordination 3. Practice the use of the senses Materials: Cardboard (any kind) or old folders, toothpaste caps, bottle caps , seeds, shells, stones (painted with different colors) Procedure: 1. Draw figures of different patterns on cardboard e.i. zigzag line, form of lollipop, letter S 2. Give the child one cardboard/folder with one pattern at a time. 3. Instruct him/her to follow the pattern by putting the bottle caps from end to end and using his/her own color pattern. Children then exchange patterns/cardboards</p>						

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

LEARNING RESOURCE NO. 6: SUGGESTED ACTIVITIES (QUARTER 1) FOR PRE-K2: 4 TO 4.11 YEARS OLD

SUGGESTED ACTIVITIES FOR PRE-K2: 4 – 4.11 YEARS OLD	DOMAINS					
	PH+	SE	CV	CD	LD	CA
<p>Activity 3: I Like Playing Bubbles Objective: 1. Demonstrate progress in fine motor skills 2. Understand the use of objects Materials: Liquid detergent, water, straw Procedure: 1. Dilute liquid detergent in water. 2. Shape or form straw for blowing bubbles 3. Mix detergent in water, then blow bubbles with a straw into the air.</p> <p>Activity 4: Dressing Paper Dolls Objectives: 1. Use materials and resources to freely explore and express themselves 2. Produce variety of medium in dressing up paper dolls 3. Demonstrate the value of helping each other Materials: Boy and girl paper dolls, magazines, local materials, scissors, paste/glue, sheets of paper Procedure: 1. Group the children into 4. 2. Let the group choose their paper dolls 3. Ask them to create clothes for their doll. They can use magazines and any available materials in the surroundings. 4. Display the work of the children in the classroom.</p> <p>Activity 5: People Shape Objectives: 1. Demonstrate fine motor activity 2. Demonsrtate self-expression</p>						

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

LEARNING RESOURCE NO. 6: SUGGESTED ACTIVITIES (QUARTER 1) FOR PRE-K2: 4 TO 4.11 YEARS OLD

SUGGESTED ACTIVITIES FOR PRE-K2: 4 – 4.11 YEARS OLD	DOMAINS					
	PH+	SE	CV	CD	LD	CA
<p>3. Demonstrate enjoyment in doing an activity Materials: Magazines, scissors, pencil, paste/glue Procedure:</p> <ol style="list-style-type: none"> 1. Distribute sheets of paper and let the children draw an outline or pattern of a boy or a girl. Children are instructed to not use stick figures when drawing 2. Then ask them to cut circles, squares, triangles and rectangles from the colored pages of old magazines. 3. Allow them to choose which shapes they are going to paste on the image of the boy and the girl drawn on the bond paper. <p>Activity 6: What I Like to Wear Objective:</p> <ol style="list-style-type: none"> 1. Express with confidence one's own needs on things he/she likes wearing 2. Develop fine motor skills in dressing oneself 3. Demonstrate care by helping a peer to accomplish the task <p>Materials: Assorted clothes for girls and boys: damit, blusa, saya, kamiseta, t-shrit, pantalon, medyas, sapatos Procedure:</p> <ol style="list-style-type: none"> 1. Show different clothes, shoes, socks for boys and girls. 2. Then let the children dress themselves independently. 3. Ask each child to present himself/herself with the statement: I like to wear _____, _____ and _____. 4. After the picture taking, let the children undress themselves independently. <p>Activity 7: Picture Taking Objectives:</p> <ol style="list-style-type: none"> 1. Demonstrate self-confidence/esteem in what he/she wears 2. Express polite and courteous expressions as: "Please", "Thank you", "You're welcome" <p>Material: Camera Procedure:</p> <ol style="list-style-type: none"> 1. Show a camera to the children and let them know that they will have a picture taking with the clothes they 						

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

LEARNING RESOURCE NO. 6: SUGGESTED ACTIVITIES (QUARTER 1) FOR PRE-K2: 4 TO 4.11 YEARS OLD

SUGGESTED ACTIVITIES FOR PRE-K2: 4 – 4.11 YEARS OLD	DOMAINS					
	PH+	SE	CV	CD	LD	CA
<p>are wearing.</p> <ol style="list-style-type: none"> 2. Ask the children on how they should pose for the picture and why. 3. Remind them to say “please” if they want something and “thank you” to the person who gets the picture and “you’re welcome” if somebody says thank you to them 4. Ask somebody to get a picture of the children together with you. 5. Show the pictures to the class. 6. Ask each child to describe himself/herself (what he/she is wearing) in the picture. <p>Activity 8: Sounding Off and Writing “Ee”</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Produce “E” sound and words with “E” sound 2. Exhibit ability to trace 3. Show proper way of tracing and writing letter “Ee” 4. Practice writing the upper and lower case letter of “Ee” <p>Materials: e: Elena, elepante; lined pieces of paper with letter “Ee”</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Say names of children with initial/beginning letter “E”. Then produce the sound “E” and let the children follow. 2. Let the children name words that start with “E” sound and let them say the words e.g. Elena, elepante. 3. The introduce letter “Ee”. 4. Form capital “E” in the air then form small letter “e” in the air. Let the children imitate you. 5. Give to the children lined paper with capital letter “Ee” on one line and small letter “e” on another line. 6. Tell the children to trace the letter with their forefinger and later on with the pencil. 7. Tell the children to copy the capital letter “E” first in one line of the paper. 8. Then let the children copy the small letter “e” in another line. 						

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

LEARNING RESOURCE NO. 6: SUGGESTED ACTIVITIES (QUARTER 1) FOR PRE-K2: 4 TO 4.11 YEARS OLD

SUGGESTED ACTIVITIES FOR PRE-K2: 4 – 4.11 YEARS OLD	DOMAINS					
	PH+	SE	CV	CD	LD	CA
<p>Activity 9: Connecting Pictures and Labels Objective: 1. Relate printed pictures with printed labels Materials: Picture and word cards of the following <i>damit, blusa, saya, kamiseta, t-shirt, pantaloon, medyas, sapatos</i> Procedure: 1. Present the pictures and the word cards. 2. Ask a child to get a picture. Then say the word the picture. 3. Ask the child to pick out the correct word card that corresponds to what you said 4. Do the same for the other words. 5. Let the children look at each picture then let them read the label/name of the picture.</p> <p>Activity 10: Saying a Rhyme Objectives: 1. Recognize sounds 2. Recite a rhyme from memory Material: A rhyme: Gamit Ko Ako’y may tatlong blusa Berde, puti at pula. Bagong pantalon na may disenyo na dahon. Ternong medyas at sapatos Bili ni Lolo Marcos.</p> <p>Procedure: 1. Present the rhyme and recite it. 2. Ask the children: What is the rhyme about? 3. Recite by line then let the children repeat after you 4. Let the children recite the whole rhyme. 5. Say: There are words that rhyme like “blusa at pula”.</p>						

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

LEARNING RESOURCE NO. 6: SUGGESTED ACTIVITIES (QUARTER 1) FOR PRE-K2: 4 TO 4.11 YEARS OLD

SUGGESTED ACTIVITIES FOR PRE-K2: 4 – 4.11 YEARS OLD	DOMAINS					
	PH+	SE	CV	CD	LD	CA
<p>6. Ask: What other words rhyme?</p> <p>Activity 11: I Like to Play _____ Objectives:</p> <ol style="list-style-type: none"> 1. Develop body balance and coordination of large muscles in games 2. Demonstrate respect by following rules and agreements and exhibiting joy but with humility when one' group wins the game <p>Materials: Games: Running and throwing a ball in a pail; throwing and catching a ball; running and jumping to a bean bag</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Bring the children outside of the room and tell them they are going to have games. 2. Describe and demonstrate the each game and arrange the children in small groups. Ask them which game they like to do. 3. Give them the rules of the game i.e Stay in line and wait for your turn to play and follow the procedure given in playing the game. 4. Request the assistance of the adults to manage the games. <p>Activity 12: Make-Up Story About Different Children Objectives:</p> <ol style="list-style-type: none"> 1. Demonstrate understanding of the story listened to by telling about the characters of the story 2. Give in own words the lesson or insight of the story <p>Materials: A picture of five children with one child who is blind</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Present the picture then let the children describe it. 2. Make up a story of four children (Ana, Brit, Candy, Delia) and one blind child (Nestor). They are friends in school and the three children take care of Nestor but Delia does not like him ... 3. Tell the story to the children. 4. Ask: Who are the characters of the story? How do you describe each of them? 5. Ask the children to give their insights from the story in their own words. 						

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

LEARNING RESOURCE NO. 6: SUGGESTED ACTIVITIES (QUARTER 1) FOR PRE-K2: 4 TO 4.11 YEARS OLD

SUGGESTED ACTIVITIES FOR PRE-K2: 4 – 4.11 YEARS OLD	DOMAINS					
	PH+	SE	CV	CD	LD	CA
<p>Weeks 4 and 5 Sub-Theme: I Belong to a Class</p> <p>Activity 1: Follow the Leader Game Objectives: 1. Demonstrate motor activity for following directions in play 2. Demonstrate social skills Materials: CD player, blue bird song Procedure: 1. Ask children to sit in a circle. 2. Choose one child to be the leader. 3. Tell the leader to go around the circle while the song is being played. He/she taps the shoulder of his/her classmate who joins the leader in going around the circle. 4. Let the next child do the same thing. 5. The activity goes on until all the children are in one line.</p> <p>Activity 2: A Rhyme: Handa Na Ba Kayong Makinig Objectives: 1. Demonstrate a developing understanding of words by listening and reciting a rhyme 2. Express ideas and feelings through creative movements Material: A rhyme: Handa Na Ba Kayong Makinig Handa na ba kayong makinig Handa na ba kayong making Kung kayo’y handa na Isara ang bibig Ang mata nakatinggin Ang tenga nakikinig Sa kwentong aking bibigkasin</p>						

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

LEARNING RESOURCE NO. 6: SUGGESTED ACTIVITIES (QUARTER 1) FOR PRE-K2: 4 TO 4.11 YEARS OLD

SUGGESTED ACTIVITIES FOR PRE-K2: 4 – 4.11 YEARS OLD	DOMAINS					
	PH+	SE	CV	CD	LD	CA
<p>Procedure:</p> <ol style="list-style-type: none"> 1. Present the whole rhyme then present this by line and let the children follow after you. 2. Then let the children recite the whole rhyme. 3. Ask the children to show actions they way they understand the message in the rhyme. 4. Let the children recite the rhyme with actions. <p>Activity 3: Poster: Things in the Different Areas of the Center</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Relate printed pictures to printed labels 2. Name and sound off every letter in the label <p>Materials: A manila paper as poster; pencils, papers/coupon bonds, crayons and paste/glue; word cards: mesa, silya, pisara, bag, papel, lapis, larawan, aklat, etc.</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Ask the children to look around the classroom and identify the different things/objects they see inside the Center. 2. Let children to draw these objects/things. 3. Let them paste their drawing on the manila paper. 4. Show name cards of these objects 5. Present one word: mesa and ask the children to read the word. 6. Produce or sound off all letters of the word “mesa” and let the children repeat after you. 7. Then ask a child to say “mesa” and paste the word corresponding to the picture. 8. Get the word “silya.” Let the children sound off every letter of the word. 9. Then ask a child to say “silya” and let him/her paste the word to the corresponding picture. 10. Do the same with the other words. 11. When all words have been matched with the pictures, put up this poster on the wall. 						

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

LEARNING RESOURCE NO. 6: SUGGESTED ACTIVITIES (QUARTER 1) FOR PRE-K2: 4 TO 4.11 YEARS OLD

SUGGESTED ACTIVITIES FOR PRE-K2: 4 – 4.11 YEARS OLD	DOMAINS					
	PH+	SE	CV	CD	LD	CA
<p>Activity 4: Identifying 2, 3 or More Syllables in Words</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Recognize the number of syllables in words 2. Produce rhythmic patterns according to syllables by clapping, tapping, and using the drum and cymbals <p>Materials: Poster with the pictures of the things in the Center and their corresponding words; drum, cymbals</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Present the poster. 2. Then ask a child to read a word. Example: mesa. Ask: How many syllables are there in “mesa”? 3. Say: Yes. Two syllables “me-sa”. Clap your hands two times. Ask the children to say : me – sa and clap two times. 4. Do the same with the other words. <p>Activity 5: Color Match</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Relate objects according to their color 2. Demonstrate care by helping a peer who is shy to participate in the activity <p>Materials: One set of cards with different colors; objects with colors</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Place the different color cards face down in a box. 2. Place the corresponding object with colors on the tray. 3. Call on a child to get a color card form the box and match it with the corresponding object of the same color on the tray. 4. Remind the children to help the classmates who are shy to participate in the activity. 						

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

LEARNING RESOURCE NO. 6: SUGGESTED ACTIVITIES (QUARTER 1) FOR PRE-K2: 4 TO 4.11 YEARS OLD

SUGGESTED ACTIVITIES FOR PRE-K2: 4 – 4.11 YEARS OLD	DOMAINS					
	PH+	SE	CV	CD	LD	CA
<p>Activity 6: Shapes and Colors</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Develop greater interest in using paper and pencil through exhibiting skill on drawing shapes 2. Demonstrate better control in using crayons by observing line boundaries in coloring 3. Practice healthy and positive relationship with others <p>Materials: Blocks of different shapes; coloring materials: crayons, paint, colored pencils</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Present blocks of different shapes. Ask the children to identify the shapes: circle, triangle, square, oblong. 2. Ask children to draw different shapes of different sizes. 3. Let them color the shapes reminding them to color the shapes within line boundaries. 4. Children may encourage classmates to color within line boundaries <p>Activity 7: Label Decorating Activity</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Relate the classroom areas with the printed labels 2. Develop fine motor skills and eye-hand coordination through decorating <p>Materials: Classroom labels: “We Can Read” Corner, “We Can Build” Area, “We Can Create” Area, “We Can Act” Area, etc or stick with the traditional names such as Block Area, Reading Corner, Art Area, Dramatic Play; decorating materials, coloring materials</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Prepare the labels for each area. 2. Group the children according to the number of labels needed for the areas of the Center. 3. Distribute the labels and let the children decorate the labels using coloring materials and cut-outs of objects. 4. After decorating the labels, children match the labels with the corresponding areas. 5. Children post the labels in the different areas. 						

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

LEARNING RESOURCE NO. 6: SUGGESTED ACTIVITIES (QUARTER 1) FOR PRE-K2: 4 TO 4.11 YEARS OLD

SUGGESTED ACTIVITIES FOR PRE-K2: 4 – 4.11 YEARS OLD	DOMAINS					
	PH+	SE	CV	CD	LD	CA
<p>Activity 8: Building a Center Objectives: 1. Demonstrate progress in fine motor skills and eye-hand coordination by building blocks 2. Practice healthy and positive relationship with others by working cooperatively Procedure: 1. Introduce the activity to the children which is building the Center through the use of the blocks. 2. Remind the children that all will help in building the Center. 3. Allow the leaders of the class to get the blocks. 4. Let the children put the blocks together to make a Center. 5. Ask the children how difficult or easy in building the Center and why they feel that way.</p> <p>Activity 9: Pedro Says Objectives: 1. Develop understanding of the basic concepts pertaining to directions: left and right and up and down 2. Demostrate initiative by leading in following directions 3. Demonstrate respect by following directions given Material: None Procedure: 1. Choose a leader among the children to leads the game of Pedro Says. 2. The leader gives commands stating: “Pedro says”. Example: Pedro says, raise your left hand or point your right ear. (Children raise left hands) (Children point to right ears.) 3. Explain to the children that those who follow a command not beginning with “Pedro says” sits out the rest of the game. 4. The leader should make sure that he/she gives the commands in quick succession so that any child who follows commands not preceded by “Pedro says” will be caught.</p>						

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

LEARNING RESOURCE NO. 6: SUGGESTED ACTIVITIES (QUARTER 1) FOR PRE-K2: 4 TO 4.11 YEARS OLD

SUGGESTED ACTIVITIES FOR PRE-K2: 4 – 4.11 YEARS OLD	DOMAINS																			
	PH+	SE	CV	CD	LD	CA														
<p>Activity 10: Tasks and Routines in the Classroom</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Demonstrate interest and willingness in performing new and challenging tasks 2. Practice healthy and positive relationship with others by working cooperatively 3. Initiate in leading assigned activity 4. Demonstrate how to seek help or support of familiar adults <p>Materials:</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th colspan="2" style="text-align: center;">Teacher’s Helpers Chart</th> </tr> </thead> <tbody> <tr> <td style="width: 25%;">Weather Watchers</td> <td></td> </tr> <tr> <td>Prayer leaders</td> <td></td> </tr> <tr> <td>Day and Date Helper</td> <td></td> </tr> <tr> <td>Pencil Helper</td> <td></td> </tr> <tr> <td>Paper helper</td> <td></td> </tr> <tr> <td>Etc.</td> <td></td> </tr> </tbody> </table> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Discuss how children can do simple tasks and routines in school. 2. Explain the Teacher’s Helpers chart which shows who can help in tasks like: weather watcher, date helper, day helper, pencil helper, crayon helper, paper helper, pack away checker and other helpers. 3. Ask children to volunteer to help out in different tasks. 4. Get their names and paste their names beside the job in the Teacher’s Helpers Chart. 5. Assign monitors in class to find out if the tasks are done by the helpers. 6. Remind the children that they can seek the help/support from their classmates or an adult for their job. <p>Activity 11: Guess What I’m Doing Game</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Demonstrate attention and concentration on an activity 2. Develop self-confidence by joining in the activity <p>Materials: Song: Mag-isip Mag-isip – isip 1, 2, 3 Ano itong ginagawa ko?</p>	Teacher’s Helpers Chart		Weather Watchers		Prayer leaders		Day and Date Helper		Pencil Helper		Paper helper		Etc.							
Teacher’s Helpers Chart																				
Weather Watchers																				
Prayer leaders																				
Day and Date Helper																				
Pencil Helper																				
Paper helper																				
Etc.																				

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

LEARNING RESOURCE NO. 6: SUGGESTED ACTIVITIES (QUARTER 1) FOR PRE-K2: 4 TO 4.11 YEARS OLD

SUGGESTED ACTIVITIES FOR PRE-K2: 4 – 4.11 YEARS OLD		DOMAINS					
		PH+	SE	CV	CD	LD	CA
<p style="margin: 0;">Mag-isip – isip 1, 2, 3 Mag-isip – isip 1, 2, 3</p> <p style="margin: 0;">Sundan, sundan, sundan n'yo ako Ano itong ginagawa ko?</p> <p style="margin: 0;">Procedure:</p> <ol style="list-style-type: none"> 1. Tell the children to sit in a circle. 2. Assign a child to be the leader who will act out an activity done in the center, (ex. praying) while the rest of the children are singing. 3. After the song, the children will try to guess the actions of the leader. 4. The child who guesses the correct answer will be the next leader. <p style="margin: 0;">Activity 12: Poster: Things We Do in the Center</p> <p style="margin: 0;">Objectives:</p> <ol style="list-style-type: none"> 1. Relate activities done in the Center with the printed labels 2. Initiate in leading assigned task 3. Demonstrate fine motor activity for self-expression <p style="margin: 0;">Materials: A copy of class schedule, manila paper, sheets of papers, pencils, crayons and paste/glue; word cards containing the written activities</p> <p style="margin: 0;">Procedures:</p> <ol style="list-style-type: none"> 1. Show them the class schedule and describe this to them. 2. Distribute sheets of paper to the children. 3. Let them scribble/draw an activity they do in the center on each piece of paper. 4. Let them paste their drawings on the manila paper and label them e.g. “building blocks” “painting” “reading books” 5. With the word cards, let the children match the word cards with the corresponding labels e.g. “building blocks” drawing under the “blocks area” “painting” under the artn area “reading books” under the reading area 							

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

LEARNING RESOURCE NO. 6: SUGGESTED ACTIVITIES (QUARTER 1) FOR PRE-K2: 4 TO 4.11 YEARS OLD

SUGGESTED ACTIVITIES FOR PRE-K2: 4 – 4.11 YEARS OLD	DOMAINS					
	PH+	SE	CV	CD	LD	CA
<p>Activity 13: Paper Strips: Rules in the Center</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Demonstrate respect, empathy and care for others by following rules and agreements 2. Share known information in group discussions <p>Materials: paper strips (size 5'x12), pencil/ball pen</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Ask children to think of rules for each routine activities (meeting time , activity time, snack time, etc.).Then let them share these to the class. 2. Write down these rules on the strips of paper 3. Discuss with the children “Why do we need to follow these rules?” “ What would happen if we do not follow these rules?” <p>Activity 14: Sounding Off and Writing “li”</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Produce “l”sound and words with “i” sound 2. Exhibit ability to trace 3. Show proper way of tracing and writing letter “li” 4. Practice writing upper and lower case letter of “li” 5. Demonstrate attention and concentration on the activity <p>Materials: i: isa, ito, iyo, ilalim, itago; lined pieces of paper with letter “li”</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Demonstrate attention and concentration on the activity. 2. Say: “Ito ang larawan natin.” Ask the children the initial letter of “ito”. 3. Then produce the sound “l” and let the children follow. 4. The introduce letter “li”. 5. Let the children name words that start with “l” sound and let them say the words: isa, ito, iyo, ilalim, itago. 6. Form capital “l” in the air then form small letter “i” in the air. Let the children imitate you. 						

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

LEARNING RESOURCE NO. 6: SUGGESTED ACTIVITIES (QUARTER 1) FOR PRE-K2: 4 TO 4.11 YEARS OLD

SUGGESTED ACTIVITIES FOR PRE-K2: 4 – 4.11 YEARS OLD	DOMAINS					
	PH+	SE	CV	CD	LD	CA
<p>7. Give to the children the pieces of paper with letter “li”.</p> <p>8. Tell the children to trace the letter with their forefinger and later on with the pencil.</p> <p>9. Tell the children to copy the “l” first in one line of the paper.</p> <p>10. Then let the children copy the “l” in another line.</p> <p>Activity 15: Telling a Story</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Demonstrate interest and enthusiasm by listening to a story 2. Answer questions 3. Give in own words the moral lesson of the story <p>Material: A Story: Lai Lai, Ang Batang Pasaway, July 7, 2012, Wansapanatym Episode</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Present the title of the story then ask children what they think about the story. 2. Present the questions to be answered: <ul style="list-style-type: none"> Before telling the story: Kilala n’yo ba si Lai Lai? Kailangan ba nating sumunod sa mga patakaran? During the story telling: Bakit pinatawagan ng titser si Lai Lai sa paaralan? Ano ang ginawa ni Lai Lai? Bakit laging pinagsasabihan ng titser si Lai Lai? After the story telling: Bakit hindi sumusunod si Lai Lai sa mga patakaran? Sa hindi pagsunod sa mga patakaran, ano ang nangyari sa ate ni Lai Lai? Sino ang mahiwagang tao na nagging kaibigan ni Lai Lai? Bakit kailangan nating sumunod sa mga patakaran? 3. Ask the two questions before starting to tell the story. Then let the children answer the questions. 4. Tell the first part of the story. 						

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

LEARNING RESOURCE NO. 6: SUGGESTED ACTIVITIES (QUARTER 1) FOR PRE-K2: 4 TO 4.11 YEARS OLD

SUGGESTED ACTIVITIES FOR PRE-K2: 4 – 4.11 YEARS OLD	DOMAINS					
	PH+	SE	CV	CD	LD	CA
<p style="text-align: center;">Lai Lai, Ang Batang Pasaway</p> <p>Si Lai Lai ay isang batang hindi marunong sumunod sa mga alituntunin. Dahil sa kanyang pagiging pasaway isang mahiwagang tao ang magpaparusa sa kanya nagagawing magulo ang lahat ng karatulang na kapaskil sa kanyang paligid. Matututunan kaya ni Lai Lai na sumunod sa mga patakaran kapag nalagay na sa peligro ang lahat ng tao?</p> <ol style="list-style-type: none"> 5. Continue the story then ask again the questions. 6. Continue telling the last part of the story then ask the last set of questions. 7. Give children other situations related to the topic presented. Ask questions that will make them think or reflect on how they should conduct themselves in these situations. <p>Activity 16: Reading a Story</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Demonstrate interest and enthusiasm by listening attentively to the story 2. Answer questions about the story. <p>Material: A book with the story: <i>Bakit Matagal ang Sundo Ko</i> by Kristine Canon</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Show the book and ask the children to describe what they can see in the cover page of the book. 2. Read the title of the book, the author and the illustrator. Explain that the author wrote the book and the illustrator drew the pictures in the book. 3. Ask the children what they think the story will be about. 4. Read the story aloud to the children. 5. Ask the following questions after reading the story then let the children answer these: <ul style="list-style-type: none"> • Ano ang pangalan ng bata sa kuwento? • Saan nangyari ang kuwento? • Bakit siya malungkot? • Ano ang nararamdaman ng bata? Bakit? • Kung ikaw ang bata, ano ang iyong mararandaman? • Kung ikaw ang bata sa kwento, ano kaya ang pwede mong gawin habang nag-aantay ng sundo mo? 						

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

LEARNING RESOURCE NO. 6: SUGGESTED ACTIVITIES (QUARTER 1) FOR PRE-K2: 4 TO 4.11 YEARS OLD

SUGGESTED ACTIVITIES FOR PRE-K2: 4 – 4.11 YEARS OLD	DOMAINS					
	PH+	SE	CV	CD	LD	CA
<p>Week 6 Sub-Theme: I Have Feelings</p> <p>Activity 1: Feelings Objectives: 1. Identify own emotions and express the feelings by using “I feel _____” 2. Identify emotional cues from adults and respond in a positive manner</p> <p>Materials: Drawings of happy, sad, angry, scared faces Procedure: 1. Present the different faces showing the emotions when happy, sad, angry, scared 2. Discuss with the children why they are happy, sad, angry and afraid. 3. Ask them to say: “I feel _____ because _____.” 4. Discuss situations when the father or mother is sad, angry, scared and the reasons why. 5. Discuss on how the children should react in a positive manner. 6. Then let the children say: “When father or mother is angry, I become _____.” (angry, sad, afraid)</p> <p>Activity 2: Simon Says Objectives: 1. Demonstrate interest by listening attentively 2. Demonstrate one’s emotions through facial expressions Material: Game: Simon Says Procedure: 1. Explain how the game works: Children will do what Simon will say. Example: Simon says “I’m happy. (or angry, or sad, or afraid) Then the children will show the happy face. 2. Say: I’ll act as Simon and let’s start the game. 3. Ask the children who would like to be the next Simon and give directions</p>						

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

LEARNING RESOURCE NO. 6: SUGGESTED ACTIVITIES (QUARTER 1) FOR PRE-K2: 4 TO 4.11 YEARS OLD

SUGGESTED ACTIVITIES FOR PRE-K2: 4 – 4.11 YEARS OLD	DOMAINS					
	PH+	SE	CV	CD	LD	CA
<p>Activity 3: People Who Make Me Happy</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Use materials and resources to explore and freely express oneself 2. Express with confidence the connections between self and people who make him/her happy <p>Materials: Picture of happy children with other people; pieces of paper with a happy face; drawing and coloring materials; materials in the environment</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Present the picture and ask the children to describe the picture. 2. Discuss with the children who are the people who make them happy. 3. Distribute a piece of paper with the drawing of a happy face on top. 4. Ask the children to scribble/draw, paint or make a collage showing the people that make them happy on the sheet of paper. 5. Let the children present their work and describe what they have drawn. <p>Activity 4: Similarities and Differences of Letters in Words</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Identify similarities and differences in letters 2. Identify and sound off letters that are similar and different <p>Materials: Word Cards: a) P M P; b) T T S B, c) L O A L, d) Y A B A, e) I I U I</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Say: I'm going to show you letters from the words that name the people who make you happy. You have to identify letters that are similar. 2. Show the first word card: P M P Ask: Which letters are similar? 3. Do the same with the second/third/fourth/fifth group of letters. 4. Show again the first group of letters: P M P Ask: Which letter is different? 5. Do the same with the second/third/fourth/fifth group of letters. 6. Ask the children to produce/sound off the similar letters in the first/second/third/fourth cards. 7. Then ask the children to produce/sound off the different letters in the first/second/third/fourth cards. 						

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

LEARNING RESOURCE NO. 6: SUGGESTED ACTIVITIES (QUARTER 1) FOR PRE-K2: 4 TO 4.11 YEARS OLD

SUGGESTED ACTIVITIES FOR PRE-K2: 4 – 4.11 YEARS OLD	DOMAINS					
	PH+	SE	CV	CD	LD	CA
<p>Activity 5: Role Playing: We Listen to Others</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Demonstrate an understanding of spoken words through listening 2. Respond appropriately to spoken words of sadness, anger and fear 3. Express response to emotions through creative body movements <p>Materials: Pictures of a mother crying, father who is angry, child who is afraid</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Present the first picture then ask the children: Why is mother crying? 2. Let the children answer the question. 3. Ask: What do you do when you see your mother crying? 4. Do the same activities for the next two pictures. 5. What do you do in situations that are unpleasant? What can you do to limit these situations from happening? <p>Activity 6: Song: When You're Happy and You Know It, Clap Your Hands</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Express ideas and feelings through a song and body movements 2. Demonstrate care for others by helping a peer who is ashamed to do the activity <p>Materials: Song: When You're Happy and You Know It, Clap Your Hands</p> <p style="padding-left: 40px;">When you're happy and you know it ,clap your hands (2x)</p> <p style="padding-left: 80px;">(stomp your feet)</p> <p style="padding-left: 80px;">(nod your head)</p> <p style="padding-left: 80px;">(sway your body)</p> <p style="padding-left: 40px;">When you're happy and you know it, your face will surely show it</p> <p style="padding-left: 40px;">When you're happy and you know it, clap your hands.</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Sing the whole song, then sing by line and let the children follow. 2. Let the children sing the whole song. 						

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

LEARNING RESOURCE NO. 6: SUGGESTED ACTIVITIES (QUARTER 1) FOR PRE-K2: 4 TO 4.11 YEARS OLD

SUGGESTED ACTIVITIES FOR PRE-K2: 4 – 4.11 YEARS OLD	DOMAINS					
	PH+	SE	CV	CD	LD	CA
<p>3. Show the action for each line then let the children follow.</p> <p>4. Sing the whole song with actions together with the children.</p> <p>Activity 7: What Makes Me Sad? Objectives:</p> <ol style="list-style-type: none"> 1. Recall events that make one sad 2. Express one’s thoughts and feelings through drawing and painting <p>Materials: Pictures of events that make the children sad</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Let the pupils bring pictures of events that make them sad a week before the lesson. 2. Collect the pictures and mount each picture in a cartolina. 3. Let the children describe the pictures that they brought to the class. 4. Ask questions after the children describe their pictures: When you were sad, what did you do? Who gave you comfort? Do you still feel sad now? What do you do to avoid being sad? <p>Activity 8: Sad Stories Make Me Cry Objectives:</p> <ol style="list-style-type: none"> 1. Develop own story from a series of 3 pictures 2. Give own title to the story <p>Materials: Pictures brought by the children showing events that make them sad</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Divide the children in 3 groups. Let each child describe the sad event /story in the pictures. 2. Ask questions about the story for the children to answer. 3. .Ask the children how they feel about the story. 4. Process the answers of the children to find resolution or acceptance. 						

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

LEARNING RESOURCE NO. 6: SUGGESTED ACTIVITIES (QUARTER 1) FOR PRE-K2: 4 TO 4.11 YEARS OLD

SUGGESTED ACTIVITIES FOR PRE-K2: 4 – 4.11 YEARS OLD	DOMAINS					
	PH+	SE	CV	CD	LD	CA
<p>Activity 9: Reading a Story Related to Feelings Objectives: 1. Demonstrate interest and enthusiasm in listening to the story read 2. Participate in the discussion of the story. Material: Story from a book related to feelings Procedure: 1. Present the title of the story and its cover. Then let the children describe this. 2. Read the story by page then ask questions for the children to answer. 3. At the end of the story, ask the children: What do you feel about the story? Why?</p> <p>Activity 10: Drawing Lines and Shapes Within Boundaries of People’s Faces Objectives: 1. Use materials to explore and express themselves freely 2. Demonstrate the observation of boundaries in cutting, drawing and coloring objects 3. Describe the emotions shown by the faces Materials: Pictures of faces in the magazines; drawing and coloring materials, scissors and glue Procedure: 1. Ask the children to cut faces of people in magazines observing boundaries. 2. Let them draw lines and shapes on the person’s face. 3. Let them color the lines and shapes observing boundaries. 4. Then let them paste their work in a manila paper. 5. Ask: What have you discovered about your art work? Could you still see the emotions in the faces of the people?</p>						

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

LEARNING RESOURCE NO. 6: SUGGESTED ACTIVITIES (QUARTER 1) FOR PRE-K2: 4 TO 4.11 YEARS OLD

SUGGESTED ACTIVITIES FOR PRE-K2: 4 – 4.11 YEARS OLD	DOMAINS					
	PH+	SE	CV	CD	LD	CA
<p>Weeks 7 and 8 Sub-Theme: I Can Do Many Things</p> <p>Activity 1: Hand Prints Using Finger Paint Objectives: 1. Use materials and resources to explore and express themselves freely 2. Demonstrate interest and willingness in performing new and challenging task Materials: Finger paint; big old shirts; manila/kraft paper; pans/plates for finger paint Procedure: 1. Prepare paint on the pan/plate. 2. Ask the children to line up and each child places his/her hand on the paint. 3. Ask each child to press his/her hand on kraft paper. 4. Then write his/her name under each handprint.</p> <p>Activity 2: “Walking Song” to the tune of “Open Shut Them” Objectives: 1. Express ideas and feelings through an action song 2. Demonstrate enjoyment in the activity Materials: CD player, song Procedure: 1. Post the lyrics of the song. 2. Play the music. 3. Sing with the song played. 4. Ask the children to sing along with the music played. 5. Demonstrate the actions of the song then let the children follow. 6. Let the children sing with actions along with the music.</p>						

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

LEARNING RESOURCE NO. 6: SUGGESTED ACTIVITIES (QUARTER 1) FOR PRE-K2: 4 TO 4.11 YEARS OLD

SUGGESTED ACTIVITIES FOR PRE-K2: 4 – 4.11 YEARS OLD	DOMAINS					
	PH+	SE	CV	CD	LD	CA
<p>Activity 3: Duck Duck Goose</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Demonstrate interest and enthusiasm in the activity by following directions 2. Demonstrate enjoyment in playing a game <p>Materials: None</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Introduce the game and indicate a spot. 2. All the players sit cross-legged in a wide circle as if they are the ducks. 3. Pick one child to be the fox. 4. The fox walks slowly around the outside of the circle, tapping the top of each duck’s head lightly while saying “duck” with each tap. 5. After few moments of this, the fox chooses a goose by tapping one player’s head and calling out “goose”. The goose must quickly rise and chase the fox around the circle, trying to tag him before he reaches the spot where the duck became the goose. <p>Activity 4: Stringing Macaroni Shells (With letters of the alphabet)</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Identify the name and sound off every letter of the alphabet 2. Practice fine motor skills by stringing objects <p>Materials: Macaroni shells with the letters of the alphabet, string</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Divide the children in 3 groups and give each group a set of macaroni shells with the letters of the alphabet. 2. Ask each group to string the letters of the alphabet consecutively. 3. Then let them name the letters of the alphabet. 4. Then ask them to produce or sound off the letters of the alphabet. 						

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

LEARNING RESOURCE NO. 6: SUGGESTED ACTIVITIES (QUARTER 1) FOR PRE-K2: 4 TO 4.11 YEARS OLD

SUGGESTED ACTIVITIES FOR PRE-K2: 4 – 4.11 YEARS OLD	DOMAINS					
	PH+	SE	CV	CD	LD	CA
<p>Activity 5: Letter Fishing Game</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Recognize and identify letters of the alphabet by naming and producing the sound 2. Demonstrate fine motor activity <p>Materials: Fish cut-outs (that have the upper and lower case letters A-Z written on them) with paper clip, fishing rod with magnet</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Set up a “fishing area” where fish with shapes are placed on the floor. 2. Children take turns using the fishing rod to catch a “fish”. 3. When a child catches a “fish” he identifies the letter written on the fish. Then he/she produces/sounds off the letter. 4. Then the next child takes his turn. 						
<p>Activity 6: Same and Different Parts of the Body</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Identify similarities/differences in pictures according to symbols 2. Demonstrate care by helping a peer to do the activity correctly <p>Materials: Picture cards, category cards; prepare several cards with similar parts of the body as well as different parts of the body figures</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Ask each child pick out 2 picture cards and tell whether the pictures are the same or different from one another 2. If they are the same, have him place this under the category card “SAME”. Let the child explain why the figures are the same. 3. If the pictures are different from each other, have him place this under the category card “DIFFERENT”. 4. Let the child explain why the figures are different from each other. 						

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

LEARNING RESOURCE NO. 6: SUGGESTED ACTIVITIES (QUARTER 1) FOR PRE-K2: 4 TO 4.11 YEARS OLD

SUGGESTED ACTIVITIES FOR PRE-K2: 4 – 4.11 YEARS OLD	DOMAINS					
	PH+	SE	CV	CD	LD	CA
<p>Activity 7: Blue Up / Red Down</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Practice body coordination while running 2. Demonstrate interest and willingness in performing new task <p>Materials: None</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. An “it” or a leader is chosen by the children. He/she is made to stand at the end with his/her back to the children. 2. The children stand in a line behind the “it” at the distance of 10 to 12 feet away. 3. When the “it” shouts, “Hello! Blue Up!”, the children run as fast as they can towards him. 4. When the “it” calls, “Hello! Red Down!”, the children quickly sit down before the “it”. The “it” turns around and look for children running. 5. Children caught still running, must go back to the starting line. 6. Steps 3 and 4 are repeated and the first child to reach the “it” wins and gets the chance to be the next “it”. <p>Activity 8: Body Parts Puzzle</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Develop eye-hand coordination in tracing and cutting lines within boundaries 2. Develop flexibility, inventiveness and interest in making and solving a puzzle 3. Demonstrate how to seek help or support of adults <p>Materials: 2 pcs. of card board (½ inches long and 11 ½ inches wide) crayons or markers and cutter</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Tell children that they are going to make a puzzle and demonstrate the steps to them 2. Remind them that they can seek the help/support of an adult. 3. Divide the children into 4 groups and let them do the following activities: <ul style="list-style-type: none"> - Get the 2 pieces of card board and trace the outline of the body of a girl or boy on one card board. - Draw features of the face, body and clothes, or use cut-outs from old magazine and paste on the cardboard. 						

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

LEARNING RESOURCE NO. 6: SUGGESTED ACTIVITIES (QUARTER 1) FOR PRE-K2: 4 TO 4.11 YEARS OLD

SUGGESTED ACTIVITIES FOR PRE-K2: 4 – 4.11 YEARS OLD	DOMAINS					
	PH+	SE	CV	CD	LD	CA
<p>- Using the cutter, cut out the drawn figure from the cardboard. - Paste the cardboard with the drawn figures on the other cardboard to make this stronger. - Cut body into 5-6 pieces to make the puzzle.</p> <p>4. Remove the pieces and ask children to place/put the puzzle pieces together. 5. Ask the groups to exchange their puzzles so that all of them could experience putting the pieces of the puzzles correctly.</p> <p>Activity 9: Finding Words that Rhyme Objectives:</p> <ol style="list-style-type: none"> 1. Give pair of words that rhyme from a song 2. Express ideas and feelings through body movements <p>Materials: Song: Isa, Dalawa, Tatlo</p> <p style="padding-left: 40px;">Isa, Dalawa, Tatlo Una-unahan tayo Apat, lima, anim Sa balong malalim Pito, walo, siyam Lakad parang langgam Pagdating ng sampu Ang lahat ay umupo</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Sing the whole song and sing line by line. Ask the children to sing after you. 2. Then let the children sing the whole song together with you. 3. Introduce the actions of the song and let the children imitate you. 4. Let the children sing the whole song with actions. 5. Then ask the children: Which word rhymes with ‘tatlo’? (tayo) Which word rhymes with ‘anim’? (malalim) Which word rhymes with ‘siyam’? (langgam) 6. Ask the children to give words from the song that rhyme. 						

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

LEARNING RESOURCE NO. 6: SUGGESTED ACTIVITIES (QUARTER 1) FOR PRE-K2: 4 TO 4.11 YEARS OLD

SUGGESTED ACTIVITIES FOR PRE-K2: 4 – 4.11 YEARS OLD	DOMAINS					
	PH+	SE	CV	CD	LD	CA
<p>Activity 10: Horizontal and Vertical Line Tracing</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Develop eye-hand coordination from left to right/up and down while tracing lines 2. Work on activity with minimal supervision <p>Materials: Pieces of paper with vertical/horizontal lines drawn in dashes, in dots and in full lines; pencils</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Show an example of full drawn vertical and horizontal lines and ask the children to trace using their pencils. 2. Then show the lines drawn in dots and dashes and let the children connect these. Then let them trace the lines again. 3. Distribute the pieces of paper with the horizontal and vertical lines drawn. Then ask the children to start the activity with minimal supervision. <p>Activity 11: The Class Band</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Use materials and resources to explore and express oneself freely 2. Explore means for producing sounds with musical instruments and other objects <p>Materials: Natural objects: handkerchief, comb, pots, pans, bottles, cans, etc; musical instruments: drum, cymbals, castanets, bamboo flutes</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Present the natural objects and the musical instruments to the children and let them identify each. . 2. Let them explore in playing the different instruments. 3. Tell the children that you are going to have a band. 4. Show how they may synchronize the playing of the instruments. 5. Give time for the children to practice playing their instruments correctly. <p>Activity 12: Pictures of What Children Can Do</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Express ideas and feelings about themselves through drawing 						

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

LEARNING RESOURCE NO. 6: SUGGESTED ACTIVITIES (QUARTER 1) FOR PRE-K2: 4 TO 4.11 YEARS OLD

SUGGESTED ACTIVITIES FOR PRE-K2: 4 – 4.11 YEARS OLD	DOMAINS					
	PH+	SE	CV	CD	LD	CA
<p>2. Demonstrate self-confidence in describing what one can do</p> <p>Materials: Pictures of what children can do; drawing materials Procedure:</p> <ol style="list-style-type: none"> 1. Discuss with the children what they have been doing in school and at home. 2. Show pictures of children doing lots of things. Ask: Which of these are you also doing? 3. Let the children draw the things that they can do in school or at home. Each of them should draw 3 to 5 pictures. <p>Activity 13: Children’s Stories: I Can Do Many Things Objectives:</p> <ol style="list-style-type: none"> 1. Develop own story from a series of 3 to 5 pictures 2. Answer specific questions about the story <p>Materials: Pictures drawn by the children in the previous activity</p> <ol style="list-style-type: none"> 1. Distribute to pictures the children drew from the previous activity 2. Let them develop a story using the 3 to 5 pictures 3. When the children are ready, begin the presentation of their stories.. 4. Ask questions about the story after each child presents the story. Then let the other children answer the questions. <p>Activity 14: Surprising Story Objectives:</p> <ol style="list-style-type: none"> 1. Demonstrate a developing understanding of the story by telling about the characters of the story 2. Give the theme of the story <p>Material: A story: The Ant and the Chrysalis (From Aesop’s Fables Collection) Procedure:</p> <ol style="list-style-type: none"> 1. Present to the children the title of the story and ask them to listen. 2. Tell the story. 3. Ask: Who are the characters in the story? How do you describe each character? What did the ant say to the chrysalis? What lesson can we pick up from the story? How should one deal with/ behave toward another? 						

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

LEARNING RESOURCE NO. 6: SUGGESTED ACTIVITIES (QUARTER 1) FOR PRE-K2: 4 TO 4.11 YEARS OLD

SUGGESTED ACTIVITIES FOR PRE-K2: 4 – 4.11 YEARS OLD	DOMAINS					
	PH+	SE	CV	CD	LD	CA
<p>Weeks 9 and 10 Sub- Theme: I Can Keep Myself Clean and Healthy</p> <p>Activity 1: Paper Plate: Make a Meal Objectives:</p> <ol style="list-style-type: none"> 1. Express ideas, thoughts and feelings through a creative work 2. Demonstrate progress in fine motor skills and eye-hand coordination by demonstrating how to cut within line boundaries <p>Materials: Magazines with pictures of foods good for children, scissors, paper plate, paste/glue</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Discuss with the children the foods they like to eat. 2. Present the pictures of foods in the magazines and tell children that these are foods that make children healthy and strong. 3. Distribute to the children the paper plates. 4. Ask each one to cut out foods in the magazine and paste these in the paper plate. 5. Let the children present and describe their paper plates. <p>Activity 2: Listen to Health Talk Objectives:</p> <ol style="list-style-type: none"> 1. Demonstrate respect by listening actively to a speaker 2. Identify foods that can make children healthy <p>Materials: Resource Speaker: any health worker (Nurse or Barangay Health Worker), Magazines, sheets of paper, glue</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Invite resource speaker either a nurse or barangay health worker. 2. Ask the resource speaker to discuss the different foods which can make children healthy. 3. After the talk, ask pupils to collect all pictures of foods which can make them healthy and glue them on paper. 						

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

LEARNING RESOURCE NO. 6: SUGGESTED ACTIVITIES (QUARTER 1) FOR PRE-K2: 4 TO 4.11 YEARS OLD

SUGGESTED ACTIVITIES FOR PRE-K2: 4 – 4.11 YEARS OLD	DOMAINS					
	PH+	SE	CV	CD	LD	CA
<p>Activity 3: Demonstration on How to Brush Teeth Properly</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Develop independence in brushing one’s teeth properly 2. Express ideas freely why one has to brush his/her teeth properly <p>Materials: water, toothpaste, toothbrush, mirror</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Demonstrate to the children the proper brushing of teeth (up, down, sides, left and right). 2. Let everybody do the activity. 3. Ask the children why they need to brush their teeth properly. 4. Ask them who is the person that takes care of our teeth? 5. Let the children tell their own story in visiting a dentist. <p>Activity 4: Role Play of a Dentist</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Express ideas and feelings through a role play 2. Demonstrate enjoyment in the participation of the activity <p>Materials: Toy dentist instrument replica</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Ask a child to portray as a dentist. 2. Three children play as patients. 3. The child-patient will show his/her teeth and the dentist examines, cleans or pulls out a decayed tooth. 4. Give all the children the opportunity to act as a dentist or the patient. <p>Activity 5: Storytelling: Ang Batang Tamad Mag-sipilyo</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Demonstrate creativity in reading by giving own title and theme of the story 2. Give in own words the moral lesson of the story <p>Material: A Story: Ang Batang Tamad Mag-sipilyo</p>						

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

LEARNING RESOURCE NO. 6: SUGGESTED ACTIVITIES (QUARTER 1) FOR PRE-K2: 4 TO 4.11 YEARS OLD

SUGGESTED ACTIVITIES FOR PRE-K2: 4 – 4.11 YEARS OLD	DOMAINS					
	PH+	SE	CV	CD	LD	CA
<p>Procedure:</p> <ol style="list-style-type: none"> 1. Give the title of the story. 2. Tell the story to the children. <p style="text-align: center;">Ang Batang Tamad Mag-sipilyo</p> <p>Si Daniel ay isang batang mahilig matulog at mag-laro subalit kanyang kinatatamagan ang pagligo at pag-sisipilyo ng ngipin. Isang araw galing sa palaruan si Daniel at siya umuwi para magpahinga’t makatulog. Habang nakahiga ay biglang may mga papadating na tunog at nang ito ay kanyang makita, isang malaking sipilyo, baso, timba, sabon, at iba pang malalaking bagay na sa kanya ay humahabol, takot na takot si Daniel habang tumatakbo. Hingal na hingal siya, at nagising si Daniel, “panaginip lang pala, akala ko totoo na” ang sabi niya. “Mag mula ngayon maglilinis na ako ng katawan at ng ngipin.”</p> <ol style="list-style-type: none"> 3. Ask questions to the children: What did Daniel do after playing? What happened to Daniel while he was sleeping? 4. Ask another set of questions to the children: What title could you also give to the story? What is the theme of the story? What is the moral lesson that you get from the story? <p>Activity 6: Poster Making on How to Keep our Hair Clean</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Express freely and with confidence one’s thoughts and feelings 2. Use materials and resources to explore and freely express oneself <p>Materials: Pictures of keeping hair clean, back of old calendar, 10 pcs. of ¼ bond paper, glue, scissor, crayons, marking pen</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Let the group discuss among themselves on how to keep hair clean. 2. Provide the group with materials needed. 3. Let each group cut and paste the pictures of washing hair, taking a bath, applying shampoo, combing, going to the barbershop or beauty parlor 4. Paste the pictures using glue on the back of old calendar. 5. With the poster, ask the children why it is necessary to keep our hair clean and also why we need to go to the barbershop or beauty parlor. 						

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

LEARNING RESOURCE NO. 6: SUGGESTED ACTIVITIES (QUARTER 1) FOR PRE-K2: 4 TO 4.11 YEARS OLD

SUGGESTED ACTIVITIES FOR PRE-K2: 4 – 4.11 YEARS OLD	DOMAINS					
	PH+	SE	CV	CD	LD	CA
<p>Activity 7: Visiting a Barbershop or a Parlor</p> <p>Objectives:</p> <ol style="list-style-type: none"> Express what one sees and observes Demonstrate enjoyment in the participation of the activity <p>Materials: Barbershop and parlor</p> <p>Procedure:</p> <ol style="list-style-type: none"> Arrange for a visit to the barbershop and a parlor. Tell the children that they are going to visit a barbershop and a parlor. Let them recall the rules that they need to follow. Bring the children to the parlor and the barber shop. Let the children observe the two places and the people inside those places. Let them share their own experiences about their haircuts. When the children are back in the classroom, discuss what they have observed. Ask them if they followed the rules set. <p>Activity 8: Keeping Our Nose, Ears and Body Clean</p> <p>Objective:</p> <ol style="list-style-type: none"> Develop independence in the practice of keeping our nose, ears and body clean <p>Materials: Soap, water, cotton buds, paper napkin, clean towels and clothes</p> <p>Procedure:</p> <ol style="list-style-type: none"> Present the actual materials for cleaning one’s body. Discuss with the children on how to take a bath with soap and water and using clean towel and clothes. Demonstrate how to clean the nose with a napkin and the ears with cotton buds. Caution the children that they need the help of their mother/father/family member to clean their nose and ears. Ask: Why do we need to clean our body and other parts of the body? How often do we need to take a bath? Remind the children practice the grooming habit every morning before leaving the house. Teacher may add in her arrival routine the checking of the hands, fingernails, clothing, etc of the children for cleanliness 						

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

LEARNING RESOURCE NO. 6: SUGGESTED ACTIVITIES (QUARTER 1) FOR PRE-K2: 4 TO 4.11 YEARS OLD

SUGGESTED ACTIVITIES FOR PRE-K2: 4 – 4.11 YEARS OLD	DOMAINS					
	PH+	SE	CV	CD	LD	CA
<p>Activity 9: Role Playing: Taking a Bath</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Demonstrate short-term and long-term memory by naming the materials/things needed for taking a bath 2. Demonstrate the proper way of taking a bath <p>Procedure:</p> <ol style="list-style-type: none"> 1. Discuss the activity of role playing in the class 2. Ask for a child to volunteer and act out the proper way of taking a bath. Give to the child the materials/things needed in taking a bath. 3. Ask child to show how to properly take a bath while the others are asked to observe. 4. After the role playing, ask the other children to give their comments. You should also give your comments. <p>Activity 10: Poem: Malinis Ako</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Demonstrate a developing understanding of spoken words and sounds by listening and reciting a poem. 2. Express ideas and feeling through creative body movement <p>Material: Poem: Malinis Ako</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Read the whole poem then read the poem by line and let the children repeat after you. <p style="padding-left: 40px;">Malinis Ako Malinis, malinis ako Mula ulo hanggang paa Tingnan mo ang ayos ko Walang dumi kahit ano Maghilamos kana sana at hugasan pati paa Suklayin ang 'yong buhok At humanda sa pagpasok</p> <ol style="list-style-type: none"> 2. Let the children say the whole poem. 3. Then let them do creative movements as an interpretation to the way they understand the message of the poem. 						

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

LEARNING RESOURCE NO. 6: SUGGESTED ACTIVITIES (QUARTER 1) FOR PRE-K2: 4 TO 4.11 YEARS OLD

SUGGESTED ACTIVITIES FOR PRE-K2: 4 – 4.11 YEARS OLD	DOMAINS					
	PH+	SE	CV	CD	LD	CA
<p>Activity 11: Story: Ang Mukha ni Bitoy</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Demonstrate interest in understanding the story by retelling the story heard 2. Give in own words the moral lesson of the story <p>Material: A Story: Ang Mukha ni Bitoy</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Present the title of the story and let the children tell what they think about the story. 2. Tell the story. <p style="text-align: center;">Ang Mukha ni Bitoy</p> <p>Alam ni Bitoy na umaga na pero wala siyang makita. Hindi rin niya naririnig ang tunog ng orasan na gumigising sa kanya tuwing umaga. Hindi rin niya naaamoy ang luto ni nanay. Gusto niya magsalita pero di niya magawa. Dahan dahan niya itinaas ang dalawa niyang kamay. Hinawakan ang kanyang mukha. Nagpapadyak siya at nagiiling, paran bang sinasabi, nasaan ang mukha ko? Nasaan ang mata ko? Nasaan ang tenga ko? Nasaan ang ilong ko? Nasaan ang bibig ko? Naririto kami ang sabay sabay na wika ng mga bahagi ng mukha. Hindi mo kami kasi nililinis, pinababayaan mo kami. Umiling iling si Bitoy na para bang sinasabi na lilinisin ko na kayo, mayamaya pa. Nagtakbuhan sa mukha ni Bitoy ang dalawang mata, ang dalawang tenga, ang ilong at ang bibig. Tuwang tuwa si Bitoy ng humarap sa salamin. Nakakakita na siya. Nakakarinig at naaamoy na ang luto ni nanay. Pagkaraan, tuloy tuloy si Bitoy sa banyo.</p> <ol style="list-style-type: none"> 3. Ask questions to the children: Who is the character in the story? What happened to Bitoy? Who could retell the story? What is the moral lesson of the story? 						
<p>Activity 12: Games Can Make Me Healthy</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Develop body balance and coordination of large muscles in performing games 2. Demonstrate independence in starting group games <p>Materials: Games</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Tell the children that there are four games that they can choose to play. Explain one game at a time. 						

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

LEARNING RESOURCE NO. 6: SUGGESTED ACTIVITIES (QUARTER 1) FOR PRE-K2: 4 TO 4.11 YEARS OLD

SUGGESTED ACTIVITIES FOR PRE-K2: 4 – 4.11 YEARS OLD	DOMAINS					
	PH+	SE	CV	CD	LD	CA
<p>2. Then ask children to choose which game do they like to play: Group A will play Batty Bowling, Group B will play Name-It Ball, Group C is for Blind Walk and Group D is for Blind Snakes.</p> <p>3. Adult-volunteers help the teacher in the management of the games.</p> <p>Games to Choose:</p> <p>Group A: Batty Bowling. Find a number of silly or odd items that can be knocked over by a ball, such as a plastic milk carton, a candlestick, a stand-up doll, a plastic vase of flowers, a pizza box, a tower of empty cans, an umbrella stand, an empty oatmeal container, and a book. Line them up like bowling pins and let the bowlers try to knock them over with volleyballs, tennis balls, or golf balls.</p> <p>Group B: Name-It Ball. Have players form a circle. Give one player a rubber ball. That player selects a category, such as "candy bars." He or she then bounces the ball to another player in the circle, who must catch the ball, state an item from the category, such as "Snickers," and keep the ball moving to the next player. If the player can't name an item, holds the ball too long, or repeats an item, he or she is out.</p> <p>Group C: Blind Walk. Create an obstacle path from one end of the yard to the other. Line up the contestants and let them have a good look at the path. One at a time, blindfold the children and have them walk the path without looking. Note each player's time on the scoreboard.</p> <p>Group D: Blind Snakes. Set up a number of sprinklers in between a starting line and a finish line. Have the kids try to run from one end to the other without getting sprayed. Have one of the kids control the faucet, turning it on and off at random. Award ribbons to the kids who play the longest without getting wet.</p>						

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