

# LEARNING RESOURCE NO. 6: SUGGESTED ACTIVITIES (QUARTER 2) 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><b>QUARTER 2</b>  <b>Theme: My Family and Me</b>  <b>Weeks 1 and 2: Sub-Theme: I Belong To A Family</b></p> <p><b>Activity 1: Shape Frames: My Family</b>  <b>Objectives:</b>                      1. Develop eye-hand coordination in drawing and cutting                      2. Use materials and resources to explore in producing images                      3. Demonstrate respect by returning what was borrowed and keeping only things owned  <b>Materials:</b> Shape cut-outs, glue, crayons/colored markers, pencils  <b>Procedure:</b>                      1. Distribute shape cut-outs to the children and remind children to return all the materials after use.                      2. Ask them design a frame using the shape cut-outs.                      3. Ask them to draw their family portrait inside the frame.                      4. Let them present their family portrait with description.</p> <p><b>Activity 2: Family Portrait</b>  <b>Objectives:</b>                      1. Identify connections between self and other family members                      2. Tell stories about family members  <b>Materials:</b> Paper plates, yarn, crayons, markers or paint  <b>Procedure:</b>                      1. Using the portrait, let each child identify his /her self in the family portrait.                      2. Ask him/her: How many children are there in the family? Are you the first/eldest? Second? Third/Youngest?                      3. Ask the children tell stories about family members.                      4. Punch holes on the sides of the plate and thread the yarn through it.                      5. Let the children hang the family portraits on the wall.</p>						

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<p><b>Activity 3: Song: Lima ang Daliri</b></p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Express ideas and feelings through a song with creative movements</li> <li>2. Develop self-confidence by joining an activity</li> </ol> <p><b>Materials:</b> Song: Lima and Daliri                      Lima ang daliri ng aking kamay                      Si tatay, si nanay, si kuya, si ate                      At sino ang bulilit?                      Ako! Ako!                      Lima ang daliri ng aking kamay</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Post the lyrics of the song.</li> <li>2. Sing the entire song to the children.</li> <li>3. Demonstrate the actions of the song.</li> <li>4. Ask the children to repeat lyrics of the song.</li> <li>5. Ask the children to follow actions of the song as performed by teacher..</li> <li>6. Children sing and do the action of the song.</li> </ol> <p><b>Activity 4: Suggested Story: Si Hinlalaki (Aklat Adarna)</b></p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate interest and enthusiasm in listening to a story</li> <li>2. Participate in the discussion about the story heard</li> <li>3. Tell in own words the moral lesson of the story</li> </ol> <p><b>Material:</b> Suggested story: Si Hinlalaki</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Recall the song “Lima ang Daliri.</li> <li>2. Introduce the story “Si Hinlalaki” which is related to the song.</li> </ol>						

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<p>3. Tell the story with the use of your fingers.</p> <p>4. Ask the questions: Who are the children of Inang Kamay? Could you use your fingers in giving their names? What does each of them do? What happened when Hinlalato tried to carry the post? What is the lesson of the story?</p> <p><b>Activity 5: Family Tree</b>  <b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Identify words that rhyme</li> <li>2. Produce the initial and final sounds of names of family members</li> </ol> <p><b>Materials:</b> Word cards: nanay/mama, tatay/papa, lola, lolo, ate, bebe, nene, kuya, yaya; a family picture that includes “lola/lolo, yaya”</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Show a family picture (separate picture for each family member).</li> <li>2. Ask the children to identify the family members as they mention their names. Paste the word cards.</li> <li>3. Ask them: Which name of the family members rhyme? Let them repeat the words.</li> <li>4. Ask: What is the initial sound of nanay? Say the sound “n” Do the same for with other words.</li> <li>5. Ask: What is the final sound of nanay? Say the sound “y (ay)” Do the same with the other words.</li> <li>6. Show a family tree and let them paste the pictures on a tree following the order: lolo and lola; tatay/nanay(papa/mama); mga anak (from the eldest to the youngest); yaya</li> <li>7. Guide the students in pasting the picture of the members of the family.</li> <li>8. Label the pictures by pasting the corresponding word cards.</li> </ol> <p><b>Activity 6: Name the Family Members</b>  <b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Relate printed pictures of family members with printed names</li> <li>2. Sound off every letter in the names</li> <li>3. Demonstrate respect by:</li> </ol>						

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<p>- listening when someone is talking - waiting for one’s turn</p> <p><b>Materials:</b> Family pictures (assigned to the children the previous week together with the names of the family members), printed names of the family members</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Present the family pictures in front of the class.</li> <li>2. Ask each child identify his/her family picture and give the names of the family members.</li> <li>3. Summarize all the letters of the names of the family members.</li> <li>4. Present each letter then say the letter name. Then let the children repeat after you.</li> <li>5. Let the children say each letter name correctly.</li> </ol> <p><b>Activity 7: Different Families</b></p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate the ability to store verbal information in short and long term memory</li> <li>2. Participate in group activity and compare the number of family members</li> <li>3. Practice healthy and positive relationship with others</li> </ol> <p><b>Materials:</b> Use family pictures brought by the children; other pictures of: family without children, families with many children</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Ask the children to group a collection of family pictures by the number of family members</li> <li>2. Ask a child to present one group of family, lets say families with two members and let them count the members.</li> <li>3. Ask other children to present the other group of families</li> <li>4. Let each group compare two/three/four/five families according to number of family members.</li> </ol>						

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<p><b>Activity 8: Family Faces Mobiles</b></p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Express ideas and feelings as children see family members through:                             <ul style="list-style-type: none"> <li>- drawing,</li> <li>- body movement</li> </ul> </li> <li>2. Develop control with body and actions by controlling one’s movements within allowed space without harming self and others</li> </ol> <p><b>Materials:</b> Mask of the different members of the family or paper plate, rubber bands, coloring materials collage materials; glue, scissors, puncher</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Prepare masks of the different members of the family or ask the children to make face mobiles for one of their family members. Ask them to draw the face and decorate this according to the features of the chosen family member.</li> <li>2. Cut the holes for the eyes.</li> <li>3. Use the puncher to make holes at the sides of the plate. Attach the rubber bands for the ears.</li> <li>4. Let the children put on the mask/face mobile and let them show body movements of the chosen family member.</li> <li>5. When each child has done his/her part, let them tour around the room with their mask/face mobile showing the body movements of the chosen family members.</li> </ol> <p><b>Activity 9: Similarities and Differences of Families</b></p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Identify similarities and differences in pictures according to size, color, shape</li> <li>2. Develop self-confidence by joining group activities</li> </ol> <p><b>Materials:</b> Family Pictures</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Display the pictures of the families.</li> <li>2. Get two pictures and compare the families. Example: This family has 3 members while the other one has 5</li> </ol>						

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<p>members. The color of the hair of the grandmother is white. The color of the hair of the mother is black, the same with the children. The shape of the face of the baby is round. The baby is fat while the brother is thin.</p> <p>3. Ask the children to get two/three or more family pictures then let them compare according to the number/size of the family members.</p> <p>4. Do the same for the comparison according to the color and shape.</p> <p><b>Activity 10: Matching Pictures with Labels</b>  <b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Relate pictures with printed labels</li> <li>2. Name and sound off every letter in the labels</li> </ol> <p><b>Materials:</b> Pictures of family members, word cards: mother, father, baby, sister, brother</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Present the pictures of the family members in column A. Present the printed labels of the names of the family members in column B.</li> <li>2. Let the children draw lines that connect the pictures with the corresponding labels.</li> <li>3. Read each name in the word card. Then name the letter and sound off the letter. Ask the children repeat after you.</li> <li>4. Let each child point to a label and let him/her read each of the letter names and sound off the corresponding letters.</li> <li>5. Do the same with the other words.</li> </ol> <p><b>Activity 11: Letters of the Alphabet in Names of Family Members</b>  <b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Identify the name of every letter in the alphabet</li> <li>2. Sound off the letters of the alphabet</li> </ol> <p><b>Materials:</b> Letters of the alphabet; names of the members of the families of the children</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Assign the children to list the names of their father, mother and children the previous week.</li> <li>2. Display the names in a manila paper.</li> </ol>						

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<p>3. Ask the children to identify the names that start with letter A.</p> <p>4. Do the same with the other letters.</p> <p>5. Paste the names arranged alphabetically in another manila paper.</p> <p>6. Name each letter of the alphabet and let the children repeat after you.</p> <p>7. Say: Point to letter _____. Do this until all letters have been identified.</p> <p>8. Let the children say the letters of the alphabet.</p> <p>9. Produce the sound of each letter in the alphabet. Ask the children to repeat after you.</p> <p>10. Do the same with the other letters of the alphabet.</p> <p>11. Produce a sound then let a child point to the letter.</p> <p>12. Do the same activity until you complete giving sounds of all letters in the alphabet.</p> <p><b>Activity 12: Alphabet Song</b>  <b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Name the letters of the alphabet through a song</li> <li>2. Sing a song with rhythm</li> </ol> <p><b>Materials:</b> Alphabet Song  <b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Sing the whole song.</li> <li>2. Sing the song by line and let the children repeat after you.</li> <li>3. Then let the children sing the whole song.</li> </ol> <p><b>Activity 13: Sounding Off and Writing Oo</b>  <b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Sound off the letter “O”</li> <li>2. Develop greater interest in using paper and a writing tool</li> <li>3. Exhibit skill on tracing</li> <li>4. Practice writing upper “O” and lower case letter of “o”</li> </ol>						

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<p>5. Show correct posture, paper position and the proper way of holding and using the writing tool  <b>Materials:</b> O: opo, ola, okra, Oscar, Olga; lined pieces of paper with letter Oo in dotted lines  <b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Introduce the sound “o” and demonstrate how to produce it. Then let the children imitate you.</li> <li>2. Ask the children to enumerate words that start with the sound “O”: opo, ola, okra, Oscar, Olga</li> <li>3. Present letter “O”.</li> <li>4. Form capital “O” in the air then form small letter “o” in the air. Let the children imitate you.</li> <li>5. Give to the children the pieces of paper with letter “Oo” in dotted lines.</li> <li>6. Assist the children in sitting up with correct posture and for the correct paper position and the writing tool</li> <li>7. Tell the children to connect the lines.</li> <li>8. Tell the children to copy the “O” first in one line of the paper.</li> <li>9. Then let the children copy the “o” in another line.</li> </ol> <p><b>Activity 14: Who Uses This?</b>  <b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate a developing understanding of spoken words</li> <li>2. Express ideas and feelings through singing a song</li> </ol> <p><b>Materials:</b> Big socks, different things each family member uses: comb, clip, neck tie, shorts etc.                      make-up songs</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Introduce a guessing game. Call a child to the front to hold an object outside the sock then let him/her guess what object is inside the sock.</li> <li>2. Gives some clues and the child says what the object is.</li> <li>3. When the object is identified, the child says who among the family members use this object.</li> <li>4. When all the objects are identified, teacher presents a make-up songs with actions.</li> </ol> <p style="margin-left: 40px;">Examples: This is the way I comb my hair      This is the way father combs his hair                      I comb my hair, I comb my hair      Combs his hair, combs his hair                      Early in the morning.      Early in the morning.</p>						

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<p><b>Activity 15: Make Up Story: Family Day</b></p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate interest in listening to a story</li> <li>2. Ask and answer questions about the story</li> </ol> <p><b>Materials:</b> Teacher-made story with pictures: Family Day (Going to Church/ Going Shopping/ Having a Picnic)</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Give the title of the story with a picture. Then let the children ask questions about the story: Examples: Who are in the pictures? Is this a picture of a family? Who are the family members who went to ____? Why did the family members go to ____? Were they happy? Why?</li> <li>2. Tell the story to the children.</li> <li>3. Ask the children recall the questions they asked.</li> <li>4. Then let them answer the questions.</li> <li>5. Ask other important questions about the story and let the children answer the questions.</li> </ol> <p><b>Activity 16: Butterfly Families Go Free</b></p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Develop body balance and coordination of large muscles in performing movements</li> <li>2. Express ideas and feelings through creative movements with rhythm</li> <li>3. Develop impulse control with body and actions by mastering one’s movements within allowed space without harming self and others</li> </ol> <p><b>Materials:</b> Picture of butterflies, cassette recorder</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Group the children by 3s, comprising a butterfly family: father butterfly, mother butterfly and baby butterfly.</li> <li>2. The child not belonging to a family becomes the “It”.</li> <li>3. Father and mother butterflies hold hands and baby butterflies stand inside.</li> <li>4. Then play the music and the butterfly families do body movements in rhythm with the music.</li> <li>5. When the “It” shouts “Butterflies go Free”, the music stops. All baby butterflies fly to the other butterfly families.</li> </ol>						

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<p>The “It” also flies to butterfly families.</p> <p>6. The child who does not get into a butterfly family becomes the next “It”.</p> <p><b>Activity 17: Story Time</b></p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Describe pictures in each page of the story</li> <li>2. Recall the lesson of the story</li> </ol> <p><b>Materials:</b> Suggested Stories with pictures that depict the story: This is My Family by Roger Mayer; All Kinds of Families by Norma Simon; Kayo Ba Ang Nanay Ko? by Anonymous</p> <p style="text-align: center;"><b>Kayo Ba Ang Nanay Ko?</b></p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Show the story book and ask the children to describe what they can see in the cover page of the book.</li> <li>2. Read the title of the book, the author and the illustrator. Explain that the author wrote the book and the illustrator drew the pictures in the book. Ask the children what they think the story will be about.</li> <li>3. Read the story aloud to the children.</li> <li>4. Ask questions about the story using who, what, who, where, when.</li> <li>5. Ask a question that will elicit the moral lesson of the story.</li> </ol>						

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<p><b>Activity 18: Sounding Off and Writing Uu</b></p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Produce or sound off “u”</li> <li>2. Develop greater interest in using paper and a writing tool</li> <li>3. Exhibit skill on tracing</li> <li>4. Practice writing upper and lower case letter of “u”</li> <li>5. Show correct posture and paper position and the proper way of holding and using the writing tool</li> </ol> <p><b>Materials: U:</b> upo, ulan, ugat, ulat; lined pieces of paper with letter Uu in dotted lines</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Introduce the sound “U” and demonstrate how to produce it. Then let the children imitate you.</li> <li>2. Let the children enumerate words that start with the sound “U”: upo, ulan, ugat, ulat</li> <li>3. Present letter “Uu”.</li> <li>4. Write capital “U” in the air then form small letter “u” in the air. Let the children imitate you.</li> <li>5. Give to the children the pieces of paper with letter “Uu” in dotted lines.</li> <li>6. Remind them to show correct posture and paper position and the proper way of holding and using the writing tool</li> <li>7. Tell the children to connect the lines.</li> <li>8. Tell the children to copy the “U” first in one line of the paper.</li> <li>9. Then let the children copy the “u” in another line.</li> </ol>						

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<p><b>Weeks 3 and 4: Our Family Has A Home</b></p> <p><b>Activity 1: Different Kinds of Houses</b>  <b>Objectives:</b>                      1. Demonstrate fine motor activity for self-expression through a drawing                      2. Utilize drawing materials with proper caution and care  <b>Materials:</b> Manila paper, papers, pencils, colored markers, crayons  <b>Procedure:</b>                      1. Ask each child to draw a house.                      2. Have children color his/her drawing.                      3. Remind them to utilize the drawing materials with proper care and caution.                      4. Let them paste their work on the manila paper for class display.</p> <p><b>Activity 2: Where is the House?</b>  <b>Objective:</b>                      1. Develop basic concepts pertaining to space as basis for understanding                      2. Tell which is left and right of objects (houses) facing oneself  <b>Materials:</b> Houses pasted on the manila paper; names of the children who drew the houses; a figure stick of a boy and girl; tape  <b>Procedure:</b>                      1. Show the names of the children who drew the houses and ask each one to paste his/her name on the house drawn.                      2. Facing the houses, put the figure stick of a girl on a space between two houses. Say: “This is me.” Then ask: “Whose house is at my right? left?”                      3. Ask each child to put the figure stick on the spot between two houses then ask: “Whose house is at your right? left?”</p>						

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<p><b>Activity 3: A Family Needs a Shelter</b></p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Express freely and with confidence one’s thoughts and feelings about a topic</li> <li>2. Demonstrate attention and concentration on an activity</li> </ol> <p><b>Materials:</b> Pictures of different houses made of wood or cement or combination of wood and cement; pictures of family members sleeping, cooking, eating, talking, etc.</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Show the pictures and asks children to describe each.</li> <li>2. Ask: “Who live in these houses?”</li> <li>3. Show pictures of family members sleeping, eating, cooking, talking, etc.</li> <li>4. Ask: Why do families live in a house?</li> <li>5. Ask each child tell why their families live in a house.</li> </ol> <p><b>Activity 4: Saying a Poem</b></p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate a developing understanding of spoken words and sounds</li> <li>2. Recognize sounds</li> <li>3. Listen and say a poem with rhyme and from memory</li> </ol> <p><b>Material:</b> Suggested Poem: Home</p> <p style="padding-left: 40px;"><b>Home</b></p> <p style="padding-left: 40px;">The house is a home Where father, mother and children live. A place to stay A place to play A place to be always happy.</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Present the poem to the children by giving the title.</li> <li>2. Recite the whole poem then recite it by line and ask the children to repeat after you.</li> <li>3. Recite the whole poem again together with the children.</li> <li>4. Ask children to say the whole poem with rhyme and from memory.</li> </ol>						

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# LEARNING RESOURCE NO. 6: SUGGESTED ACTIVITIES (QUARTER 2) 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><b>Activity 5: Shapes in Homes</b></p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate progress in fine motor skills and eye hand coordination by cutting within line boundaries</li> <li>2. Demonstrate fine motor activity for self-expression</li> <li>3. Utilize cutting materials with caution and care</li> </ol> <p><b>Materials:</b> Construction paper (shoe boxes), pairs of scissors, glue and oslo paper</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Divide the class into four groups with an assigned table.</li> <li>2. Place assorted construction paper with drawn shapes like squares, triangles, rectangles, and circles are placed on each table with glue and oslo paper.</li> <li>3. Remind the children to cut the shapes within line boundaries and to use the cutting materials with caution and care.</li> <li>4. Let the children in each group cut the shapes within line boundaries.</li> <li>5. Then let them make a house using the cut-out shapes by pasting these in the paper.</li> <li>6. Provide a place where children could display their work.</li> </ol> <p><b>Activity 6: House of Blocks</b></p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Express ideas by constructing 3-dimensional structure of a house using a variety of natural and found objects</li> <li>2. Express feelings and responses to an adult politely and courteously</li> </ol> <p><b>Materials:</b> Blocks, pieces of paper, other objects in the classroom</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Tell the children that each one will make his/her house with the use of the materials found in the room.</li> <li>2. Remind them that they can seek the help/support from an adult, if needed</li> <li>3. They could use blocks, paper or other objects found in the classroom without destroying these.</li> <li>4. After they make their houses, the teacher asks each child to describe his/her house (what it is made of, its</li> </ol>						

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SUGGESTED ACTIVITIES FOR PRE-K2: 4 – 4.11 YEARS OLD	DOMAINS					
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<p>color, etc.)</p> <p><b>Activity 7: Parts of the House</b>  <b>Objectives:</b>                      1. Listen to 1 to 3 or more syllable words that name the parts of the house                      2. Identify 1, 2 and 3 or more syllable-words of the parts of the house                      3. Sound off each and every syllable from the words heard  <b>Materials:</b> Pictures of the different parts of the house; word cards: a) bahay, sala, hagdan, banyo; b) kainan, lutuan/kusina, bintana; c) palikuran, paliguan, etc.  <b>Procedure:</b>                      1. Present the pictures of the different parts of the house by groups: a) for the names of the parts of the house with 2 syllables; b) for the parts of the house with 3 syllables c) for the parts of the house with 4 syllables                      2. Ask the children identify the parts of the house as shown in pictures.                      3. Say the words with 2 syllables (ba-hay) and let the children repeat after you. Then ask:”How many syllables are there in “ba-hay”? Let the children answer the question and ask the same question with the other 2-syllable words (sa-la, hag-dan, ban-yo).                      4. Do the same with the words having 3 and 4 syllables.                      5. Say: I’ll say the parts of the house. When you hear the part with 2 syllables, raise 2 fingers, for 3 syllable, raise 3 fingers, for 4 syllables, raise 4 fingers.                      6. Say: Now I am going to raise my fingers, you give the parts of the house. For 2 fingers, give the parts of the house with 2 syllables, 3 fingers for 3 syllables and 4 fingers for 4 syllables.”</p> <p><b>Activity 8: Make-Up Story: Who Made My House?</b>  <b>Objectives:</b>                      1. Demonstrate interest in listening to a story                      2. Ask and answer questions about the story  <b>Materials:</b> Teacher-made story with pictures: Who Made My House? (Father and mother made the house )  <b>Procedure:</b></p>						

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SUGGESTED ACTIVITIES FOR PRE-K2: 4 – 4.11 YEARS OLD	DOMAINS					
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<p>1. Give the title of the story with a picture. Then let the children ask questions about the story. Examples: Who are in the pictures? Is this a picture of a house? Who made the house? Why was the house made? Who stays in the house? What do the members of the family do in the house? Are they happy? Why?</p> <p>2. Tell the story with the pictures.</p> <p>3. After the story telling, let the children recall the questions and answer these.</p> <p><b>Activity 9: Things in the House</b>  <b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Recognize similarities and differences in a group of 3 to 5 pictures</li> <li>2. Demonstrate attention and concentration on an activity for 15-20 minutes</li> </ol> <p><b>Materials:</b> Pictures of 3 different tables; 3 different vases, 4 different beds, 6 similar chairs, 5 similar plates, cups, saucers, glasses, etc.</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Say: I will show you the different things that houses have. Show all the pictures that you have without grouping similar objects together.</li> <li>2. Say: Look at the pictures. Let's group together all objects that you put in the sala/bedroom/kitchen.</li> <li>3. After the children group together the objects, ask them: Which objects are similar? "Why do you say these objects are similar? Which objects are different? Why do you say they are different?"</li> <li>4. Arrange objects in different order: Example: a sala set, a table and a vase, three chairs, a table; 2 beds and a table; three plates and three glasses, etc.</li> <li>5. Ask the children: Which set has similar objects? Which set has different objects?</li> </ol> <p><b>Activity 10: Counting Things for the Rooms in the House</b>  <b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Develop basic concepts of number quantity relations for 1 to 10</li> <li>2. Utilize cutting material with proper caution and care</li> </ol> <p><b>Materials:</b> Magazines with pictures of things for the rooms in the house, pair of scissors, cardboard, construction paper and glue or tape</p> <p style="padding-left: 20px;">Living area: couch/sofa/chair and tables (sala – mga silya at mesa)</p>						

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<p>Dining area and kitchen: stove, pot, spoon, fork and etc. (kainan at lutuan o kusina– kalan, kaldero, palayok, sandok, pinggan,kutsara,tinidor, baso)                      Bedroom: bed, pillows blanket etc. (tulugan - higaan, unan, kumot)                      Bathroom: pail, soap etc. (paliguan, palikuran –timba, tabo, sabon)</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Begin by drawing an unfurnished model of a home on a large sheet of tag board.</li> <li>2. Include the basic rooms such as living room, bedroom, kitchen, bathroom, etc.</li> <li>3. Ask the children to cut the things that will be put in the different parts of the house from magazines</li> <li>4. Ask the children paste the things in the specific part of the house.</li> <li>5. Ask: Which part of the house has many things? Could you count the things?</li> <li>6. Say: Count the things found in the living room.</li> <li>7. Do the same with the things in the bedroom, kitchen, bathroom, toilet, etc.</li> </ol> <p><b>Activity 11: Writing Numerals 2 and 3</b></p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Develop greater interest in using paper and a writing tool</li> <li>2. Exhibit skill in tracing</li> <li>3. Demonstrate better control in holding a writing tool</li> <li>4. Show correct posture and paper position in writing numerals 2 and 3</li> </ol> <p><b>Materials:</b> Ruled pieces of paper with numerals 2 and 3 in dotted lines</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Introduce numeral 2.</li> <li>2. Write numeral 2 in the air then let the children imitate you.</li> <li>3. Give the pieces of paper with numeral 2 in dotted lines.</li> <li>4. Remind them to show correct posture, paper position and better control in holding the writing tool</li> <li>5. Tell the children to connect the lines.</li> <li>6. Tell the children to copy numeral 2 in one line of the paper.</li> <li>7. Introduce numeral 3.</li> <li>8. Form numeral 3 in the air then let the children imitate you.</li> <li>9. Give to the children the pieces of paper with numeral 3 in dotted lines.</li> </ol>						

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<p>10. Tell the children to connect the lines.</p> <p>11. Tell the children to copy numeral 3 in one line of the paper.</p> <p><b>Activity 12: Toy House (Bahay Bahayan)</b>  <b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Plan and organize a simple, familiar activity</li> <li>2. Develop self-confidence by joining group game</li> <li>3. Demonstrate how to seek help/support from adult</li> </ol> <p><b>Materials:</b> Things to build house to be brought by the teachers: pieces of cloth, mats, chairs, foods, etc.</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Divide the class into 4 groups and talk about the house they are going to build. Give them the time to build the house.</li> <li>2. Give each group a designated place to build the house and put the things needed.</li> <li>3. Remind them that they can seek help/support from an adult</li> <li>4. Let them plan on how to build the house and the things they will put in the house.</li> <li>5. Let them get the thing they need from the pile of things put in a corner.</li> <li>6. Let them build their houses and put the things they need.</li> <li>7. When the house is completed, give each group the time to talk about their house.</li> </ol> <p><b>Activity 13: Poem: Ang Aming Tahanan</b>  <b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate a developing understanding of spoken words and sounds</li> <li>2. Recognize sounds</li> <li>3. Listen and say a poem with rhyme and from memory</li> </ol> <p><b>Material: Tula: Aming Tahanan</b></p> <p style="padding-left: 40px;">Laki ng tahanan            Katamtaman lamang.            Mayroong bakuran            Na maraming halaman.</p>						

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<p>May pagmamahalan Sa aming tahanan. Sa puso ng lahat Isa ng kayamanan.</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Present the poem to the children by giving the title.</li> <li>2. Recite the whole poem, then by line and ask the children to repeat after you.</li> <li>3. Recite the whole poem again with the children.</li> <li>4. Ask children to say the whole poem with rhyme and from memory.</li> </ol> <p><b>Activity 14: Sounding Off and Writing Tt</b></p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Produce the sound “T” and words with initial sound “T”</li> <li>2. Develop greater interest in using paper and a writing tool</li> <li>3. Exhibit skill in tracing</li> <li>4. Show correct posture and paper position and the proper way of holding a writing tool</li> <li>5. Practice writing upper and lower case letter of “Tt”</li> </ol> <p><b>Materials: T:</b> tahanan, tao, tali, tatlo, turo, tamis; lined pieces of paper with letter “Tt” in dotted lines</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Present the sound “T” and demonstrate how to produce it. Then let the children imitate you.</li> <li>2. Ask the children to give words that start with the sound “T”: tahanan, tao, tali, tatlo, turo, tamis</li> <li>3. Introduce letter “Tt”.</li> <li>4. Form capital “T” in the air then form small letter “t” in the air. Let the children imitate you.</li> <li>5. Give to the children the pieces of paper with letter “Tt” in dotted lines.</li> <li>6. Remind them to show correct posture and paper position and the proper way of holding a writing tool</li> <li>7. Tell the children to connect the lines.</li> <li>8. Tell the children to copy the “T” first in one line of the paper.</li> <li>9. Then let the children copy the “t” in another line.</li> </ol>						

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<p><b>Weeks 5 &amp; 6: Our Family Works Together</b></p> <p><b>Activity 1: Things I Learned From My Family</b>  <b>Objectives:</b>                      1. Demonstrate fine motor activity through drawing                      2. Utilize drawing materials with proper caution and care                      3. Demonstrate respect by returning what was borrowed  <b>Materials:</b> Crayons/colored paper, bond or construction paper, barbeque sticks, yarn  <b>Procedure:</b>                      1. Have the children draw pictures of the different things family members have taught them to do.                      2. Examples: eat, bathe, help clean the house and preparing food, etc.                      3. Let them color and help them copy the labels of their drawing                      4. Hang the drawing using yarn on the barbecue stick or hanger.</p> <p><b>Activity 2: Collage and Sequencing</b>  <b>Objectives:</b>                      1. Express ideas and feelings of what family does together through a collage                      2. Develop progress in eye-hand coordination in new and challenging activity  <b>Materials:</b> Old magazines, glue and paper, picture cards of events that take place in a sequence  <b>Procedure:</b>                      1. Provide different magazines.                      2. Children browse the magazines and choose pictures of family activities.                      3. Children tear the pictures and paste them on the paper.                      4. Provide a place where children could display their art work.</p>						

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<p><b>Activity 3: Family Rainbow</b>  <b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate the ability to store verbal information in short and long term memory</li> <li>2. Name the days of the week</li> <li>3. Share personal experiences on what family members do everyday</li> </ol> <p><b>Materials:</b> Drawing of a rainbow with the days of the week; pictures of activities that family members do</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Ask the children to describe the rainbow.</li> <li>2. Introduce the days of the week written on the rainbow and tell them the rainbow could appear any days of the week when there is sun and if it is likely to rain because of the moist in the air. Read each day and ask the children to repeat after you.</li> <li>3. Ask the children to say the days of the week.</li> <li>4. Let the children look at the different activities that family members do.</li> <li>5. Let them pick one activity and paste this on the day that it is done.</li> <li>6. Do the same with the other activities.</li> <li>7. Let the children describe the activities done on the different days of the week.</li> </ol> <p><b>Activity 4: Song: We Work for the Family</b>  <b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Express ideas and feelings through a song</li> <li>2. Play simple accompaniments through rhythmic claps</li> </ol> <p><b>Materials:</b> Song: It's You, It's Me, It's Us Who Build the Family            (Tune: It's Love that Makes the World Go Round)            It's you, it's me, it's us who build the family (3 X)            It's us who build the family.</p>						

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<p style="text-align: center;">Roll over the ocean, roll over the sea Come and do you part and build a family Roll over the ocean, roll over the sea Come and do you part and build a family.</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Let the children do the rhythmic claps in 2/2 time signature (1, 2 - 1, 2 - 1, 2 – 1,2).</li> <li>2. Sing the whole song while the children do the rhythmic claps in 2/2 time signature.</li> <li>3. Sing by line and let the children repeat after you.</li> <li>4. Ask the children sing the whole song together with you.</li> <li>5. Divide the class into two groups: A and B. Group A will sing the song while Group B will do the rhythmic claps. Then Group A will do the rhythmic claps while Group B will sing the song.</li> <li>6. Then let all the children sing the whole song together with you with rhythmic claps.</li> </ol> <p><b>Activity 5: I Spy Cleaning Materials at Home</b></p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Identify similarities and differences in pictures of cleaning materials</li> <li>2. Demonstrate the ability to store verbal information in short term and long term memory by counting the cleaning materials</li> <li>3. Demonstrate empathy by helping a peer who is ashamed in doing a task</li> </ol> <p><b>Materials:</b> Pictures of cleaning materials: 2 same soaps, 2 same brooms and 1 which is different, 3 same brushes with 1 broom, 3 same rugs, 3 different plastic bags, 3 same mops and 1 different mop, etc.</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Ask children to bring pictures of cleaning materials.</li> <li>2. Display these materials on the table.</li> <li>3. Ask children to name these materials.</li> <li>4. Remind children to help classmates who are shy to participate in the class activity.</li> <li>5. Let them identify similar pictures of cleaning materials. Ask: Why do you say these pictures are similar?</li> <li>6. Show two or three pictures of brooms. Ask: Are these similar or different? Why?</li> </ol>						

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<p>7. Do the same with the other pictures.</p> <p>8. Let the children count the materials from 1 to 10.</p> <p><b>Activity 6: Letter Families Flash Cards</b>  <b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Recognize similarities and differences of letters in a group of 3 to 5 printed letters</li> <li>2. Demonstrate and express care for others by patting another’s back and shoulder as a sign of affirmation</li> </ol> <p><b>Materials:</b> Flash cards: A E A; I I E U; U O A U; E O E O A; A E I O I</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Remind children to pat another’s back and shoulder of classmates who participate in the activity.</li> <li>2. Lay out the letter flash cards on the table.</li> <li>3. Show the first letter flash card (A E A). Ask: Which letter is different?</li> <li>4. Do the same with the next set of words.</li> <li>5. Show the first flash card again (A E A). Ask: Which letters are the same? Or Which letters are similar?</li> <li>6. Do the same with the next set of letters.</li> </ol> <p><b>Activity 7: Word Families Flash Cards</b>  <b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Recognize similarities and differences of words in a group of 3 to 5 printed words</li> <li>2. Show care for others by patting another’s back and shoulder as a sign of affirmation</li> </ol> <p><b>Materials:</b> Flash cards: ate ate ulo; ulo ale ale; itik itim itim asim; lolo, lola, lolo lobo bola; etc</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Remind children to pat another’s back and shoulder of classmates who participate in the activity.</li> <li>2. Lay out the word flash cards on the table.</li> <li>3. Show the first word flash card. Ask: Which word is different?</li> <li>4. Do the same with the next set of words.</li> <li>5. Show the first flash card. Ask: Which words are the same? Or which words are similar?</li> <li>6. Do the same with the next set of words.</li> </ol>						

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<p><b>Activity 8: Coloring/Painting of Household Chores</b></p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Tell his/her connections between self and people in printed materials</li> <li>2. Express what one thinks and feels through the use of colors/paints</li> <li>3. Demonstrate the skill of coloring/painting within line boundaries</li> </ol> <p><b>Materials:</b> Pictures of families with children doing household chores</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Show a picture of a family (mother, father, children) doing household chores.</li> <li>2. Ask the children to describe what the family members are doing.</li> <li>3. Say: If this is your family, which among these children represent you? Request one child to point to the picture. Then ask: Where is your father in the picture? What is he doing? Where is your mother in the picture? What is she doing? What are you doing in this picture?</li> <li>4. Do the same with the other pictures.</li> <li>5. Distribute the crayons and paint to the children.</li> <li>6. Remind the children to color/paint within line boundaries.</li> <li>7. Ask each child choose a picture of a family he or she wants. Let him/her color/paint the child that represents himself/herself.</li> <li>8. Ask the children to present their art work. Then ask: Why do you color yourself blue? Let the child answer the question.</li> </ol> <p><b>Activity 9: Action Song: This is the Way I Clean My Room</b></p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Express ideas and feelings through an action song</li> <li>2. Respond to a song through creative movements</li> </ol> <p><b>Material:</b> Action Song: This is the way I Clean My Room (Tune: This is the Way I Brush My Teeth) This is the way I clean my room I clean my room 2X</p>						

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## SUGGESTED ACTIVITIES FOR PRE-K2: 4 – 4.11 YEARS OLD

### DOMAINS

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This is the way I clean my room so early in the morning.  
(Substitute “clean my room” with mop the floor/wash the plates)

### Procedure:

1. Sing the whole song.
2. Sing by line and let the children repeat after you.
3. Let the children sing the whole song together with you.
4. Show the actions for each line and let the children imitate you.
5. Sing the whole song with action and let the children imitate you.
6. Sing the whole song with action together with the children.
7. Let the children sing the whole with their creative movements.

### Activity 10: Venn Diagram Group Activity

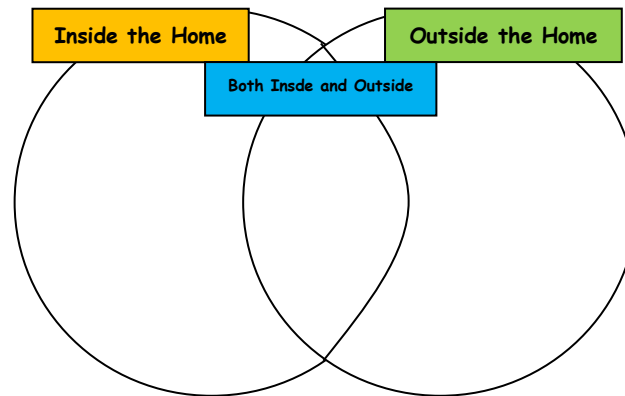
#### Objectives:

1. Develop new ideas or concepts between existing ideas
2. Count the number of chores

**Materials:** Home chores, Venn Diagram Chart, markers

#### Procedure:

1. Show the class the Venn Diagram Chart and explain that the class has to think of the different chores done inside the home and outside the home.
2. As the children give answers, write down the chores inside the designated circles (inside home, outside home, or both inside and outside the home).
3. Discuss that some chores are both done inside and outside the home (e.g. sweeping), but some chores are only for inside the home and there are also chores which are done only outside the home.
4. After writing the chores down, the class reviews the



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# LEARNING RESOURCE NO. 6: SUGGESTED ACTIVITIES (QUARTER 2) 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>chores that are listed. They may also count the number of chores in each section of the Venn Diagram and compare which part has the most and least chores written.</p> <p><b>Activity 11: Writing Numeral 4</b>  <b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Develop greater interest in using paper and a writing tool</li> <li>2. Exhibit skill in tracing</li> <li>3. Demonstrate better control in holding a writing tool</li> <li>4. Show correct posture and the proper way of holding and using the writing tool</li> <li>5. Write numeral 4 correctly</li> </ol> <p><b>Materials:</b> Ruled pieces of paper with numeral 4 in dotted lines  <b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Introduce numeral 4.</li> <li>2. Write numeral 4 in the air then let the children imitate you.</li> <li>3. Remind children to show correct posture and the proper way of holding and using the writing tool</li> <li>4. Give to the children the pieces of paper with numeral 4 in dotted lines.</li> <li>5. Tell the children to connect the lines.</li> <li>6. Tell the children to copy numeral 4 in one line of the paper.</li> </ol> <p><b>Activity 12: Family Chores</b>  <b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Listen to 1 to 3 or more syllable words related to family chores</li> <li>2. Identify 1, 2 and 3 or more syllable words related to family chores</li> <li>3. Ssound off each and every syllable from the words heard</li> </ol> <p><b>Materials:</b> Pictures of the different family chores done by each family member; word cards: a) tatay – nag-aayos</p>						

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**LEARNING RESOURCE NO. 6: SUGGESTED ACTIVITIES (QUARTER 2) FOR PRE-K2: 4 TO 4.11 YEARS OLD**

SUGGESTED ACTIVITIES FOR PRE-K2: 4 – 4.11 YEARS OLD	DOMAINS					
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<p>ng atip/hagdan; tumutulong sa nanay b) nanay – nag-aalaga ng bata, nagluluto, naglalaba c) anak - naglilinis ng bahay, naghuhugas ng pinggan, nagpapainom ng gatas sa kapatid</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Present the pictures of the different family chores that each member does. Then let the children describe the pictures.</li> <li>2. Group the words that have : a) 2 syllables: a-tip, hag-dan, ba-ta, a-nak, ping-gan; b) 4 syllables: nag-a-a-yos, nag-lu-lu-to, nag-hu-hu-gas, nag-li-li-nis, nag-la-la-ba, tu-mu-tu-long, and c) 5 syllables: nag-a-a-la-ga, nag-pa-pa-i-nom</li> <li>3. Say the words with 2 syllables and let the children repeat after you. Then ask: How many syllables are a. there in _____ ?</li> <li>4. Do the same with the words having 4 and 5 syllables.</li> <li>5. Say: I'll say the family chores. When you hear the chores with 2 syllables, raise 2 fingers, for 4 syllables, raise 4 fingers and for 5 syllables, raise 5 fingers.</li> <li>6. Say: Now I am going to raise my fingers, you give the words for the family chores. For 2 fingers, give the family chores with 2 syllables, 4 fingers for 4 syllables and 5 fingers for 5 syllables."</li> </ol> <p><b>Activity 13: Sounding Off and Writing H</b></p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Produce the sound "H" and words with initial "H" sound</li> <li>2. Develop greater interest in using paper and a writing tool</li> <li>3. Exhibit skill in tracing</li> <li>4. Practice writing upper and lower case letter of "H"</li> <li>5. Practice correct posture and paper position and the proper way of holding and using the writing tool</li> </ol> <p><b>Materials:</b> hugas, halik, hanap, halika, hilik; lined pieces of paper with letter "H" in dotted lines</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Recall the word "hugas" and let the children identify the initial letter of the word.</li> <li>2. Present the sound "H" and demonstrate how to produce it. Then let the children imitate you.</li> <li>3. Ask the children to give words that start with the sound "H": hugas, halik, hanap, halika, hilik</li> <li>4. Introduce letter "Hh".</li> </ol>						

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# LEARNING RESOURCE NO. 6: SUGGESTED ACTIVITIES (QUARTER 2) FOR PRE-K2: 4 TO 4.11 YEARS OLD

## SUGGESTED ACTIVITIES FOR PRE-K2: 4 – 4.11 YEARS OLD

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5. Form capital “H” in the air then form small letter “h” in the air. Let the children imitate you.
6. Remind children to practice correct posture and paper position and the proper way of holding and using the writing tool.
7. Give to the children the pieces of paper with letter “Hh” in dotted lines.
8. Tell the children to connect the lines.
9. Tell the children to copy the “H” first in one line of the paper.
10. Then let the children copy the “h” in another line.

### Activity 14: Home Chores Collage

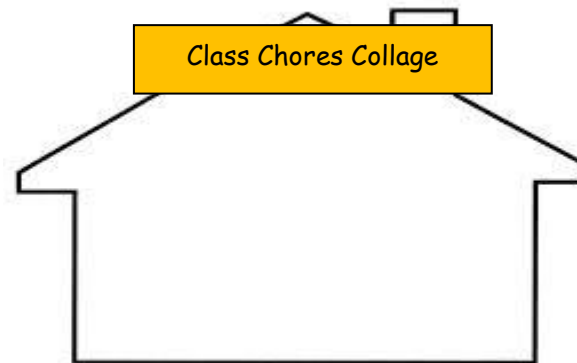
#### Objectives:

1. Use materials and resources in producing a collage
2. Express feelings and thoughts politely when requesting assistance of an adult

**Materials:** House-shaped poster, local materials for the collage, drawings/pictures of home chores from previous activities, glue/adhesive tape

#### Procedure:

1. Present the house-shaped poster and let children paste different local materials for the collage.
2. Remind children that they can seek the help/support of an adult
3. Show the different drawings/pictures of home chores and let the children and paste these on the house collage. Allow each child to add drawings of home chores if there are still spaces.





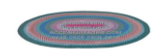
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SUGGESTED ACTIVITIES FOR PRE-K2: 4 – 4.11 YEARS OLD	DOMAINS					
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<p><b>Activity 15: Forward and Backward Steps in Walking and Running Chores Relay</b></p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate forward and backward steps with equal spacing motion in walking and running</li> <li>2. Develop interest and willingness in performing challenging tasks</li> </ol> <p><b>Materials:</b> Actual demonstration of walking and running forward and backward with equal spacing</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Set up two stations which will require the children to enact chores (Station A: Walking to the Market Station B: Running to the Fire Station).</li> <li>2. Demonstrate walking and running forward and backward with equal spacing.</li> <li>3. Divide the children into two teams and ask them to line up.</li> <li>4. The first child in Station A walks to the market with forward steps and then go back to the starting line with backward steps. When the first child reaches the starting line, the second child starts to walk to the market with forward steps and back to the starting line with equal spacing motion.</li> <li>5. The first child in Station B runs to the fire station with forward steps and then go back to the starting line with backward steps. When the first child reaches the starting line, the second child starts to run to the market.</li> <li>6. When all children in Stations A and B complete the tasks, children in Station A will go to Station B and the children in Station B will go to Station A.</li> <li>7. Let them do the same activities.</li> </ol> <p><b>Activity 16: Role Play When Helping</b></p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Practice healthy and positive relationship with others</li> <li>2. Express feelings through polite actions and courteous language</li> <li>3. Use a variety of body movements and dramatic expressions</li> </ol> <p><b>Materials:</b> Drawings/Pictures of families with children doing household chores who are smiling and happy</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Divide the children in 3 groups.</li> <li>2. Provide each group with pictures and let them discuss about the pictures.</li> </ol>						

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SUGGESTED ACTIVITIES FOR PRE-K2: 4 – 4.11 YEARS OLD	DOMAINS					
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<p>3. Introduce the expressions: “Please help me.” “Thank you.” “You’re welcome.”</p> <p>4. Let the children discuss how to role play each picture and who will do this. Let them practice their roles.</p> <p>5. Ask each group to show their role playing.</p> <p>6. Discuss with the children on how the activity was done by each one.</p> <p>7. Appreciate the children’s presentation by clapping and saying positive observations.</p> <p><b>Activity 17: Matching Pictures with Labels</b></p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Relate printed pictures with printed labels</li> <li>2. Recognize words that rhyme</li> <li>3. Give pairs of words that have similar or different initial and final sounds</li> </ol> <p><b>Materials:</b> Matching worksheet, word cards: walis, timba, basahan (for each child), linis, alis, tabo, wala, dami, tubig, dilig, basa, balot, dumi, letters of the alphabet</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Show the worksheet below to the children and let them identify the cleaning materials included in the worksheet.</li> <li>2. Ask the children to choose the word that corresponds to the picture. Let them paste the word. Do the same with the other pictures.</li> <li>3. Present the words: walis, timba, basahan, linis, alis, tabo, wala, dami, tubig, dilig, basa, balot, dumi</li> <li>4. Show letter “W”. Ask children to pick out the word which has initial “W”. (walis wala) Let the children name the letter and read the words: walis and wala.</li> <li>5. Do the same with words that start with letters: “T, B, D”.</li> <li>6. Show letter “A”. Ask children to pick out the words with final “A” sound: timba, wala. Let the children name the letter and read the words: timba and wala</li> <li>7. Do the same with letters: S, G</li> </ol>						
<div style="border: 1px solid black; padding: 10px; margin-top: 20px;"> <p>Name: _____</p> <p>Choose the name of the cleaning material from the three rhyming words:</p> <div style="display: flex; justify-content: space-around; align-items: flex-start; margin-top: 10px;"> <div style="text-align: center;"> <p>1. _____</p>  </div> <div style="text-align: center;"> <p>2. _____</p>  </div> <div style="text-align: center;"> <p>3. _____</p>  </div> </div> </div>						

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SUGGESTED ACTIVITIES FOR PRE-K2: 4 – 4.11 YEARS OLD	DOMAINS					
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<p>8. Read all the words and let children repeat after you.</p> <p>9. Ask: Which words rhyme with walis? (linis, alis) dami? (dumi) tubig? (dilig)</p> <p>10. Say all the words that rhyme and let the children repeat after you.</p> <p><b>Activity 18: Saying a Rhyme</b></p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate a developing understanding of spoken words and sounds by listening and saying a rhyme</li> <li>2. Produce rhythmic patterns through unpitched percussion instruments</li> </ol> <p><b>Materials:</b> Rhyme: Walis, alis dumi (2x)                      Daming dumi (2x)                      Tubig, tubig, dilig, dilig, dilig (2x)                      Alis dumi, alis dumi (2x)</p> <p>Percussion instruments: drum, cymbals; pots, pans</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Present the rhyme then read the whole rhyme.</li> <li>2. Read the rhyme by line then let the children repeat after you.</li> <li>3. Ask the children say the whole rhyme.</li> <li>4. Show the rhythm of the rhyme by clapping. Then let the children imitate your clapping.</li> <li>5. Ask the children do the clapping while you recite the rhyme.</li> <li>6. Ask the children recite the rhyme while you do the clapping.</li> <li>7. Let the children recite the rhyme while clapping together with you.</li> <li>8. Let the children use the percussion instruments or pots/pans/spoons instead of clapping.</li> <li>9. Divide the class in two groups. One group says the rhyme while the other group plays the percussion instruments or the pans/pots/spoons. Exchange the activity of the groups.</li> </ol>						

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# LEARNING RESOURCE NO. 6: SUGGESTED ACTIVITIES (QUARTER 2) FOR PRE-K2: 4 TO 4.11 YEARS OLD

## SUGGESTED ACTIVITIES FOR PRE-K2: 4 – 4.11 YEARS OLD

### DOMAINS

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### Activity 19: Chores Worksheet

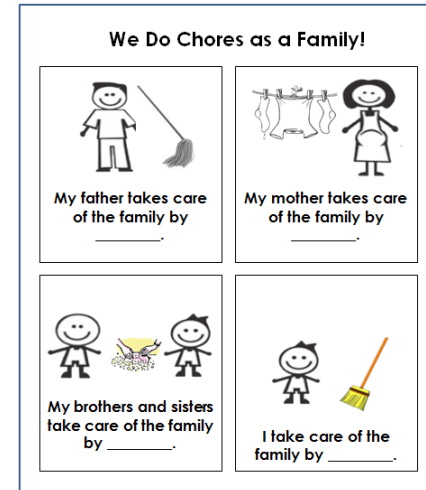
#### Objectives:

1. Recall concepts learned by relating pictures with the correct labels
2. Learn how to seek help or support of familiar adult when needed

#### Materials: Chores Worksheet

#### Procedure:

1. Recall with the children what each family member contributes to the home through chores.
2. Ask about the chores done by their parents, their siblings, and the chores that they do.
3. Tell the children: Today, we are going to create a book for our class to show how all the members of their family help each other at home.
4. Show a blank worksheet. Read the sentences that they will complete at the bottom. Say: We are going to fill our class book with the drawings that we will make today. Draw each member of your family in these boxes. Show what chores they do at home.
5. Distribute the worksheet. Tell the children to make sure that there are spaces for each drawing for the sentences or labels.
6. After the children have done their drawings in the four boxes, let them think of the sentences/labels for the drawings. Write these sentences/labels below the drawings.
7. Let the children seek help from an adult to write the sentences/labels below the drawings.



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**LEARNING RESOURCE NO. 6: SUGGESTED ACTIVITIES (QUARTER 2) FOR PRE-K2: 4 TO 4.11 YEARS OLD**

SUGGESTED ACTIVITIES FOR PRE-K2: 4 – 4.11 YEARS OLD	DOMAINS					
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<p><b>Activity 20: Sounding Off and Writing Mm</b></p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Produce the sound “M” and words with initial “M” sound</li> <li>2. Develop greater interest in using paper and a writing tool</li> <li>3. Exhibit skill in tracing</li> <li>4. Practice writing upper and lower case letter of “Mm”</li> <li>5. Practice correct posture and paper position and the proper way of holding and using the writing tool</li> </ol> <p><b>Materials: M:</b> mama, mano, mesa, musmos, marami; lined pieces of paper with letter “Mm” in dotted lines</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Recall the word “mama” and let the children identify the initial letter of the word.</li> <li>2. Present the sound “m” and demonstrate how to produce it. Then let the children imitate you.</li> <li>3. Ask the children to give words that start with the sound “M”.</li> <li>4. Introduce letter “Mm”.</li> <li>5. Form capital “M” in the air then form small letter “m” in the air. Let the children imitate you.</li> <li>6. Remind children to practice correct posture and paper position and the proper way of holding and using the writing tool.</li> <li>7. Give to the children the pieces of paper with letter “Mm” in dotted lines.</li> <li>8. Tell the children to connect the lines.</li> <li>9. Tell the children to copy the “M” first in one line of the paper.</li> <li>10. Then let the children copy the “m” in another line.</li> </ol> <p><b>Activity 21: Poem: Ang Aking Pamilya</b></p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate a developing understanding of spoken words and sounds by listening and reciting/saying a poem</li> <li>2. Recognize words that rhyme from poems</li> <li>3. Identify positive characteristics shown by the members of the family</li> </ol> <p><b>Material:</b> Poem: Ang Aking Pamilya</p>						

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SUGGESTED ACTIVITIES FOR PRE-K2: 4 – 4.11 YEARS OLD	DOMAINS					
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<p><b>Dito si Ina</b> Isa, dalawa, dito na si Ina Tatlo, apat, may basket na hawak Lima, anim, ating salubungin Pito, walo, sa kusina tayo Siyam, sampu, tumulong magluto</p> <p><b>Si Ina at Ama</b> Masipag ang aking Ama Gayundin ang aking Ina Humahanap sila nang ikakabubuhay Kaya't panahon nila ay inilaan, Sa aming pamilya, sa kapwa at bayan.</p> <p><b>Tumutulong Ako</b> Tumutulong ako Kay ate at kay Inay Sa paglilinis ng bakuran At loob ng bahay Sa pagdidilig ng halaman At pagtanim ng gulay.</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Tell the children that they will learn poems about the family with the title “Ang Aking Pamilya”.</li> <li>2. Present the first poem “Dito na si Ina.” Recite the whole poem then recite it by line and let the children repeat after you. Then let the children say the whole poem from memory.</li> <li>3. Show the word “Ina”. Ask children what words rhyme with “Ina”. Do the same with the words: dito, sampu.</li> <li>4. Then ask the children to identify the positive characteristics of “Ina”. Let them tell the class to name the positive characteristics of their mother.</li> <li>5. Follow the steps 1 and 2 in presenting the second poem.</li> </ol>						

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<p>6. Show the word “Ama”. Ask the children what words rhyme with “Ama”. Do the same with the word: amin.</p> <p>7. Let the children name the positive characteristics of “Ina and Ama.”</p> <p>8. Follow the same activities for the third poem.</p> <p><b>Activity 22: Story: Kamay ni Nanay</b>  <b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate a developing understanding of the story listened to</li> <li>2. Tell about the characters of the story</li> </ol> <p><b>Material:</b> A story: Kamay ni Nanay</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Recall the poem yesterday.</li> <li>2. Introduce the story “Kamay ni Nanay” and ask the children what they think about the story.</li> <li>3. Tell the story.</li> </ol> <p style="text-align: center;"><b>Kamay ni Nanay</b></p> <p>Ang Nanay ko ay napakalinis. Lahat ng sulok ng bahay naming ay winawalis. Walis dito, walis doon, punas dito, punas doon, pag may nakitang labahan agad nitong nilalabhan. Nakakatuwa si Nanay di mo makitang napapagod. Nakikita ko syang masaya sa lahat ng gawaing bahay. Kaya ang ginawa ko tinutulungan ko sya sa pag-aabot ng mga bagay na kanyang kailangan. Sa anumang uri ng gawain ay sinusundan ko si Nanay upang makatulong at mapagaan sa kaniyang ginagawa.</p> <p>Pagpasok ni Nanay sa kusina upang magluto ng kakainin naming, agad dampot ni Nanay ang kutsilyo upang hiwain ang mga pansahog ng isda at karne pati na ang mga gulay. Ang sabi ko, “Nanay ano po ang pwede kong maitulong?” “Anak pakiabot mo ang mga gulay na nasa basket” sagot ni nanay. Pakiramdam ko natuwa si Nanay sa akin. Nakita ko ang kalat sa kwarto ko agad kong tinupi ang mga gamit ko upang di na ito gawin pa ni Nanay. Pagsapit ng gabi naramdaman ko na ang antok, sa aking higagan tumabi si Nanay at hinagod ang ulo at buhok ko unti-unting napikit ang mata ko. Pagkagising ko sa umaga nakita ko uli si Nanay na naglilinis ng buong bahay.</p> <p>4. Ask the questions: Who are the characters of the story? How will you describe the mother? How will you describe her child? Do you like the story? Why”</p>						

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**SUGGESTED ACTIVITIES FOR PRE-K2: 4 – 4.11 YEARS OLD**

**DOMAINS**

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**Activity 23: Story Telling About a Family Reunion**

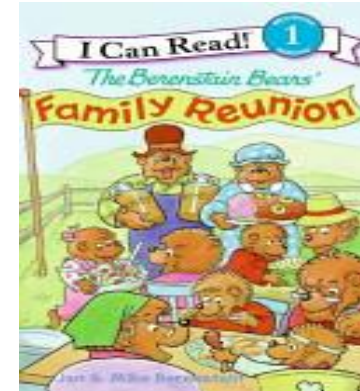
**Objectives:**

1. To listen attentively to the story.
2. Answer questions about the story.

**Materials:** book, any story about family; Suggested Story:  
The Berenstain Bears' Family

**Procedure:**

1. Show the book and ask the children to describe what they see in the cover page of the book.
2. Read the title of the book, the author and the illustrator. Explain that the author wrote the book and the illustrator drew the pictures in the book. Ask the children what they think the story will be about.
3. Read the story aloud to the children.
4. Ask the following questions about the story guided by what, who, where, when: Who will come to visit the bear family? What is a reunion? Do you also have family reunions? How did the bear family prepare for the reunion? Why do you think did the bear family prepare well for their relatives? If you will have a family reunion, what will you do to help in the preparations? How will your relatives feel during the reunion?
5. After the story telling, the class may sing the song "This is the Way We..." for chores done outside the home using musical instruments in the previous activity.



**Activity 24: Writing Numeral 5**

**Objectives:**

1. Develop greater interest in using paper and a writing tool
2. Exhibit skill in tracing
3. Demonstrate better control in holding a writing tool
4. Show correct posture and the proper way of holding and using the writing tool
5. Write numeral 5 correctly

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SUGGESTED ACTIVITIES FOR PRE-K2: 4 – 4.11 YEARS OLD	DOMAINS					
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<p><b>Materials:</b> Ruled pieces of paper with numeral 5 in dotted lines</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Introduce numeral 5.</li> <li>2. Form numeral 5 in the air then let the children imitate you.</li> <li>3. Remind children to show correct posture and the proper way of holding and using the writing tool</li> <li>4. Give to the children the pieces of paper with numeral 5 in dotted lines.</li> <li>5. Tell the children to connect the lines.</li> <li>6. Tell the children to copy numeral 5 in one line of the paper.</li> </ol> <p><b>Activity 25: Act Like a Family Member Doing Chores</b></p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Recall the chores done by each member in the family</li> <li>2. Dramatize the chores done by the members of their family</li> <li>3. Demonstrate enjoyment when doing an activity</li> </ol> <p><b>Materials:</b> Props for dramatic play (cleaning tools, clothes for father, mother, and younger siblings; class book from Worksheets: “We Do Chores as a Family”)</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Introduce the dramatic play activity to the children by saying: We are going to use the drawings you made earlier for our special activity today. We will do a pretend game together using your drawings in the class book.</li> <li>2. Show the box of props. Take out each item to show what the box contains. Have the children identify the cleaning materials. As for the clothes, ask the children to guess which family member they think will wear that clothing.</li> <li>3. Demonstrate how to dramatize a chore in front. Say: I will choose one drawing from your book and I will act it out here in front. You will guess the member of the family and the chore that this member is doing.</li> <li>4. Act out one of the drawings from the book. Use the props from the box. Ask for a volunteer to guess the family member you pretended to be. When the children guess correctly, ask for another volunteer to guess the chore that you are doing. If all their guesses are correct, show the illustration from the book that they chose to act out to confirm their guesses.</li> <li>5. Call a child to try dramatizing his or her drawing. Guide the child in picking the props to use. Let the child act</li> </ol>						

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# LEARNING RESOURCE NO. 6: SUGGESTED ACTIVITIES (QUARTER 2) FOR PRE-K2: 4 TO 4.11 YEARS OLD

SUGGESTED ACTIVITIES FOR PRE-K2: 4 – 4.11 YEARS OLD	DOMAINS					
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<p>out the picture in front of the group and guide the rest of the class in guessing the member of the family being imitated and the chore that he/she is doing to help the family.</p> <p>6. Follow this procedure for at least 3 children volunteers.</p> <p><b>Activity 26: Story Telling</b>  <b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate interest and enthusiasm by listening attentively to a story</li> <li>2. Recall the sequence of events in the story</li> <li>3. Retell the story according to events</li> </ol> <p><b>Materials:</b> Any story about family; suggested story: Alamat ng Pinya (Lampara)</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Show the book to the children and ask the children to describe what they can see in the cover page of the book.</li> <li>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.</li> <li>3. Asks the children what they think the story will be about.</li> <li>4. Read the story aloud to the children.</li> <li>5. Ask the children to recall the sequence of the events of the story by answering the following questions: : Examples: Who is the girl in the story? What happened to her? What did she do first? the next? etc.</li> <li>6. Then ask the children to retell the story according to events.</li> </ol>						



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<p><b>Activity 27: Role Playing a Story</b></p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate interest and enthusiasm in listening to a story read</li> <li>2. Recall the sequence of events in the story</li> <li>3. Retell the story through role playing</li> </ol> <p><b>Material:</b> Suggested Story: The Relatives Came</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Present the cover and title of the story book. Ask children to describe the picture.</li> <li>2. Present the following questions which are to be answered after reading the story: Examples: Who came to the house? Why did the relative come to the house? What chores and activities did the family do when the relatives came to their house?</li> <li>3. Read the story and after reading the story let the children answer the questions highlighting the events that happened.</li> <li>4. Group the class into 3. Ask each group to retell the story by role playing. Help each group to identify those who will participate in the role playing.</li> <li>5. Give the groups practice their role playing before the actual role playing.</li> <li>6. Thank the children for doing the activity well.</li> </ol>						
 <p><b>Activity 28: Family Helpers</b></p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Express ideas and feelings through a song</li> <li>2. Produce rhythmic patterns by clapping, patting or playing instruments (drum, cymbals, sticks, bell)</li> </ol> <p><b>Material:</b> A song: Family Helpers (Tune: The More We Get Together)</p> <p>It's fun to be a helper, a helper, a helper          It's fun to be a helper, just any time.          Oh, I can set the table, the table, the table          Oh, I can set the table at dinner time</p>						

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<p>Oh, I can dry the dishes, the dishes, the dishes Oh, I can dry the dishes, and make them shine.</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Present the whole song. Then present this by line and let the children repeat after you.</li> <li>2. Then let the children sing the whole song.</li> <li>3. Demonstrate to the children how to do rhythmic claps, taps or playing instruments in time with the song.</li> <li>4. Ask the children clap/tap/play the instruments while you sing the song.</li> <li>5. Divide the class into 2. Group 1 will sing the song while Group 2 will play the instruments, clap and tap to accompany the song.</li> <li>6. Let the two groups exchange their activity.</li> </ol> <p><b>Activity 29: Story: Papel de Liha</b></p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate a developing understanding of a story</li> <li>2. Tell about the characters of the story</li> </ol> <p><b>Material:</b> A story: Papel de Liha (Adarna)</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Present the title of the story with the picture.</li> <li>2. Ask the children to describe the picture.</li> <li>3. Tell the story from the book.</li> <li>4. After reading the story, the following questions may be asked: What chores does the mother do in the story? Why is her hand likened to a papel de liha?</li> <li>5. Ask the children to describe the characters of the story.</li> <li>6. Then ask: If you were the child, what will you do to help your mother?</li> </ol>						



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<p><b>Activity 30: My Favorite Animal Family</b></p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate creativity in reading</li> <li>2. Make up a story about the favorite animal family with pictures</li> </ol> <p><b>Materials:</b> Children’s own stories about animals with pictures; magazines with animal pictures; drawing materials</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Ask the children of their favorite animal characters.</li> <li>2. Tell them that they are going to make up stories about their families.</li> <li>3. Group the children according to their favorite animal.</li> <li>4. Then let each group make a story about their favorite animal and its family.</li> <li>5. Let them make pictures to accompany their story. They can draw or cut pictures from the magazines and paste these in a sheet of paper.</li> <li>6. Ask each group present their story with the pictures.</li> <li>7. Appreciate the children for the stories they have made up.</li> </ol>						

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<p><b>Weeks 7 and 8: My Family Keeps Me Healthy and Safe</b></p> <p><b>Activity 1: Growing Up</b>  <b>Objectives:</b>                      1. Express ideas and feelings about himself/herself                      2. Practice healthy and positive relationship with others by sharing experiences  <b>Materials:</b> Family pictures of children while they were babies, toddlers and at present  <b>Procedure:</b>                      1. Assign the children to bring their family pictures when they were babies, toddlers and their present pictures.                      2. Display the pictures on a manila paper.                      3. Let the children tell stories about their own pictures.                      4. Ask questions on who took care of them when they were babies and toddlers and how they were taken care of.                      5. With the use of the pictures, compare the children when they were babies and toddlers and now that they are already 4 years old. Ask the children the differences and what contributed to the changes.</p> <p><b>Activity 2: Foods Needed by the Body</b>  <b>Objectives:</b>                      1. Express what one thinks, sees and feels through drawing                      2. Demonstrate appreciation by enjoying art activity  <b>Materials:</b> Real food/pictures/clay or wood models of fruits, vegetable or meat products, etc.; crayons, paper  <b>Procedure:</b>                      1. Children have already been assigned to bring real food/pictures/clay or wood models.                      2. Prepare the table for real foods or the board for pictures the children brought.                      3. Ask the children to bring in front and describe the picture or foods that they brought.                      4. Ask them share why they brought that particular food.                      5. Ask them to draw the foods they have seen and color these.                      6. Post their drawing on the board and ask children what they like in what they have done and what others have done.</p>						

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## SUGGESTED ACTIVITIES FOR PRE-K2: 4 – 4.11 YEARS OLD

### DOMAINS

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### Activity 3: Nutritious Foods Good for the Body

#### Objectives:

1. Relate printed pictures with printed labels
2. Express one's thoughts and feelings
3. Develop self-confidence by joining the class activity

**Materials:** Pictures of a) foods that give energy, b) foods that help us grow, c) foods that help make our bones and teeth strong, d) foods that make us healthy

#### Procedure:

1. Refer to the food groups.
2. Scatter the pictures of foods on the table.
3. Prepare paper bags properly labelled with foods that can a) give energy, b) help us grow, c) can make our bones and teeth strong, and d) make us healthy.
4. Ask the children what foods they think a) give energy, b) help us grow, c) can make our bones, and teeth strong, and 5) make us healthy.
5. Ask one child at a time to pick a picture and place it inside the paper bag to where it belongs.
6. Repeat until all the pictures are inside the paper bags.
7. Remove all the pictures in one bag one at a time and repetitively say its name and what good does it do for the body. Example: This is \_\_\_\_\_. It makes me/my \_\_\_\_\_./It gives me \_\_\_\_\_.
8. Repeat until all the bags are empty.

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<p><b>Activity 4: Crayon Etching</b></p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Explore what happens when colors are mixed</li> <li>2. Demonstrate enjoyment in doing art activity</li> </ol> <p><b>Materials:</b> Oslo paper, crayons, tissue paper, pointed marking tool like a ballpen cap or barbecue stick</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Color the surface of the oslo paper using bright colored crayons such as red, yellow, etc.</li> <li>2. When the crayon has a shiny surface, color over the bright colors with black, dark blue, or any other dark color.</li> <li>3. Polish the dark surface with tissue paper until it shines.</li> <li>4. Use a blunt object such as a ballpen cap or barbecue stick to scratch through the dark crayon for the bright colors to appear.</li> <li>5. Make patterns and designs of different foods that make the body healthy.</li> </ol> <p><b>Activity 5: Word Domino</b></p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Identify letters and produce the sounds of these letters</li> <li>2. Identify similarities of the initial and final letters of the words</li> </ol> <p><b>Materials:</b> Cardboard or Illustration, cutter, ruler, colored paper, crayon or paint, black ball pen or marker; Letters in the cards: KANIN, ABOKADO, KARNE, ISDA, KAMATIS, MAIS, ADOBO, MANGGA, MELON, ATIS, BAYABAS</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Cut the cardboard or illustration board into 30 small rectangular pieces.</li> <li>2. Mark the middle portion of the card crosswise and put different colors on each part using paint or colored paper.</li> <li>3. Print upper case letters of the words on each half of the cardboard.</li> <li>4. Place one word domino in front of the child. (KANIN) Ask one child to put a word with the same initial letter of the word “KANIN”. Example: KANIN, KARNE, KAMATIS. Do the same with the other words with similar initial letter.</li> <li>5. Then ask the children produce the letters of each word.</li> <li>6. Do the same with the similar final letter of the words following steps 4 - 5.</li> </ol>						

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<p><b>Activity 6: Breadcrumb Clay</b></p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate progress in fine motor skills and eye hand coordination in molding clay</li> <li>2. Demonstrate care by patting another’s back or shoulder as a sign of affirmation</li> </ol> <p><b>Materials:</b> Ingredients for the breadcrumb clay: stale white bread, glue</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Air dry some white bread for 1-2 days.</li> <li>2. Crush the bread completely and make into crumbs.</li> <li>3. Mix in the glue until clay consistency.</li> <li>4. Mold as in clay. Color with poster paint if desired.</li> </ol> <p><b>Activity 7: Tugma</b></p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate a developing understanding of spoken words and sounds by listening and reciting a nursery rhyme</li> <li>2. Identify words that rhyme</li> </ol> <p><b>Materials:</b> Tugma: Tinutulungan Ko Si Nanay  Nagluluto si Nanay,  Pinuputol ang gulay.  Sinaing binabantayan.  Ang luto ay tama lamang.  Luto na ang lahat,  Kanin at ulam masarap,  Tulong-tulong ang pamilya,  Sa kainang masaya.</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Present the whole rhyme then say the rhyme by line and let the children follow after you.</li> </ol>						

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<p>2. Then let the children say the whole rhyme.</p> <p>3. Tell the children that they are going to identify words that rhyme.</p> <p>4. Show the word “nanay” then ask: What word rhymes with “nanay”?</p> <p>5. When the answer “gulay” is given, let the children say the rhyming words: nanay – gulay.</p> <p>6. Do the same with the words: binabantayan - lamang; lahat – masarap; pamilya – masaya.</p> <p><b>Activity 8: One – to – One</b>  <b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Relate pictures with numerals</li> <li>2. Say numerals 1 to 5</li> </ol> <p><b>Materials:</b> Pictures/Drawings of: isang kalabasa, dalawang upo, tatlong itlog, apat na batong, limang talong; numerals 1 to 5</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Present pictures of foods and ask children to describe these and what they do to the body. Ask also if they eat these foods.</li> <li>2. Tell the children that they are going to match the foods to the corresponding numeral.</li> <li>3. Assign a child to get a picture. Ask another child to choose the corresponding numeral. Then let another child say the numeral.</li> <li>4. Do the same activity with the remaining pictures and numerals.</li> </ol> <p><b>Activity 9: Role Playing: Going to the Market</b>  <b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate balance and coordination while walking</li> <li>2. Practice healthy and positive relationship by avoid bullying others</li> </ol> <p><b>Materials:</b> Mini-market in the class; cut-outs of different foods</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Divide the class into 3 groups.</li> </ol>						

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<p>2. Tell them that they will have an activity which is going to market.</p> <p>3. Ask each group that one will play as the vendor and the others as the buyers.</p> <p>4. Provide each group with paper bag.</p> <p>5. Once they are done with shopping, let them bring out what they got.</p> <p>6. Ask each group to tell why they choose these foods.</p> <p><b>Activity 10: Rhymes</b>  <b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate a developing understanding of spoken words and sounds by listening and reciting a nursery rhyme</li> <li>2. Identify words that rhyme</li> </ol> <p><b>Material:</b> Rhymes</p> <p style="padding-left: 20px;">Isda, itlog, karne, Kainin natin para lumaki.</p> <p style="padding-left: 20px;">Iba't-ibang gulay, Pampahaba ng buhay.</p> <p style="padding-left: 20px;">Gatas, mantikilya, keso, Pinatitibay ang buto.</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Present the whole rhyme then say the rhyme by line and let the children follow after you.</li> <li>2. Then let the children say the whole rhyme.</li> <li>3. Tell the children that they are going to identify words that rhyme.</li> <li>4. Show the word “karne” then ask: What word rhymes with “karne”?</li> <li>5. When the answer “lumaki” is given, let the children say the rhyming words: karne – lumaki.</li> <li>6. Do the same with the words “gulay” and “keso”.</li> </ol>						

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<p><b>Activity 11: Song: Oras ng Pagkain (Tono: Magtanim Ay Di Biro)</b></p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Express ideas and feelings through a song</li> <li>2. Explore producing sounds with musical instruments and objects as accompaniment to a song</li> </ol> <p><b>Material:</b> Awit: Oras ng Pagkain ; musical instruments: drum, cymbals, sticks, tambourines, pots, pans, etc.</p> <p style="padding-left: 40px;">Tayo ay kumakain, Tatlong beses ‘sang araw Almusal, tanghalian</p> <p style="padding-left: 40px;">Mayroon pang hapunan, Sa umaga - almusal, Sa tanghali – tanghalian. Sa gabi - hapunan. May meryenda pa minsan.</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Sing the whole song and sing by line and let the children repeat after you.</li> <li>2. Then let the children sing the whole song.</li> <li>3. Let the children select the musical instruments and objects and let them explore playing these to accompany the song.</li> <li>4. Divide the class into 2 groups. One group will sing the song while the other group will play the musical instruments and other objects to accompany the song. Then exchange the activity of the two groups.</li> </ol> <p><b>Activity 12 : Paper Weaving for Place Mats</b></p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate progress in fine motor skills and eye-hand coordination in paper weaving</li> <li>2. Produce a place mat design with repetitive patterns</li> </ol> <p><b>Materials:</b> Strips of construction paper; models in weaving</p>						

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<p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Show a place mat made of paper weaving. Ask the children on the use of the place mat.</li> <li>2. Explain to the children that they are going to make placemats through paper weaving.</li> <li>3. Distribute to the children strips of construction paper (1 inch per strip) and demonstrate how to weave the paper.</li> <li>4. Then let the children do the weaving following the model you showed to them.</li> </ol> <p><b>Activity 13: Riddles</b></p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Express one’s thoughts and feelings based on one’s experiences</li> <li>2. Demonstrate enjoyment in participating an activity</li> </ol> <p><b>Materials:</b> Illustrations/Dawings: saging, pinya, atis, langka, dalandan, kalamansi, kangkong, cabbage, talong, kangkong</p> <p style="text-align: center;"><b>Riddles</b></p> <p>Kulayan ang Sagot: Marami itong mata, Di naman nakakakita. (saging, pinya)</p> <p>Magaspang ang balat, Malaki ang prutas. Dilaw ang laman. Mabango at mabuto. (atis, langka)</p> <p>Makatas, minsan ay maasim, Minsan ay matamis. Masarap na juice</p>						

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<p>Lalo na't malamig. (dalandan, kalamansi)</p> <p>Mabilog na kumpol na dahon, Parang bolang gumugulong. (kangkong, cabbage).</p> <p>Madahong gulay, Berde ang kulay. Masarap sa sinigang. (talong, kangkong)</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Explain to the children that they are going to have riddles and discuss with them what riddles are,</li> <li>2. Present the first riddle and show the possible answers: saging, papaya. Let the children guess the answer and the child who gives the correct answer will be given the drawing which he/she will color.</li> <li>3. Do the same with the other riddles.</li> </ol> <p><b>Activity 14: Sounding Off and Writing Kk</b></p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Produce the sound “K” and words with initial “K” sound</li> <li>2. Develop greater interest in using paper and a writing tool</li> <li>3. Exhibit skill in tracing</li> <li>4. Practice writing upper and lower case letter of “Kk”</li> <li>5. Practice correct posture and paper position and the proper way of holding and using the writing tool</li> </ol> <p><b>Materials: K:</b> kamay, kalo, kuko, kalabasa, kalamansi; lined pieces of paper with letter “Kk” in dotted lines</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Recall the word “kamay” and let the children identify the initial letter of the word.</li> <li>2. Present the sound “k” and demonstrate how to produce it. Then let the children imitate you.</li> <li>3. Ask the children to give words that start with the sound “k”.</li> </ol>						

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# LEARNING RESOURCE NO. 6: SUGGESTED ACTIVITIES (QUARTER 2) 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>4. Introduce letter “Kk”.</p> <p>5. Form capital “K” in the air then form small letter “k” in the air. Let the children imitate you.</p> <p>6. Remind children to practice correct posture and paper position and the proper way of holding and using the writing tool.</p> <p>7. Give to the children the pieces of paper with letter “Kk” in dotted lines.</p> <p>8. Tell the children to connect the lines.</p> <p>9. Tell the children to copy the “K” first in one line of the paper.</p> <p>10. Then let the children copy the “k” in another line.</p> <p><b>Activity 15: Indoor or Outdoor: Toss and Catch the Ball and You’ll Get a Fruit!</b></p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Develop body balance and coordination in tossing and catching ball</li> <li>2. Demonstrate respect by waiting for one’s turn</li> </ol> <p><b>Material:</b> Medium – sized rubber or plastic ball</p> <p><b>Procedures:</b></p> <ol style="list-style-type: none"> <li>1. Let the children choose a leader.</li> <li>2. Form one circle with the leader at the center.</li> <li>3. Upon signal of the teacher, the leader tosses the ball one at a time.</li> <li>4. As one child catches the ball, he tosses it back to the leader. The next child gets his turn to catch the ball.</li> <li>5. Give an opportunity for the other children to become leaders.</li> <li>6. Fruits will be given to the children for demonstrating respect for each other.</li> </ol> <p><b>Activity 16: My Favorite Foods</b></p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate creativity in reading</li> <li>2. Make a story about the favorite foods with pictures</li> </ol> <p><b>Materials:</b> Children’s own stories about foods with pictures; magazines with pictures of foods; drawing</p>						

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<p style="text-align: center;">materials</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Ask the children of their favorite foods.</li> <li>2. Tell them that they are going to make stories about foods that they like.</li> <li>3. Group the children according to their favorite foods.</li> <li>4. Then let each group make a story about the foods they like .</li> <li>5. Let them make pictures to accompany their story. They can draw or cut pictures from the magazines and paste these in a sheet of paper.</li> <li>6. Let each group present their story with the pictures.</li> <li>7. Appreciate the children for the stories they have made.</li> </ol> <p><b>Activity 17: We Keep Our Home Safe: Don't Play with Pointed Objects</b></p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Relate objects with printed words</li> <li>2. Demonstrate understanding of safety from pointed objects</li> </ol> <p><b>Materials:</b> pictures or real objects of pair of scissors, knives, safety pins, rods; word labels of these objects</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Show the pictures of pointed objects and let the children describe their uses.</li> <li>2. Show the word labels and let the children match the word with the corresponding objects.</li> <li>3. Turn the attention of the children on the pointed part of the objects and ask them what could likely happen if they will play with them. Ask them if their parents reminded them of what to do with these pointed objects at home.</li> <li>4. Let them think what they should do with these objects to avoid being hurt.</li> <li>5. Make them realize the danger if they will be using the materials unsupervised.</li> </ol>						

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<p><b>Activity 18: We Keep Our Home Safe: Don't Play with Matches and Lighted Candles</b></p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Relate objects with printed words</li> <li>2. Demonstrate understanding of safety from pointed objects</li> </ol> <p><b>Materials:</b> Pictures/videos of houses on fire; children playing with matches and/or lighted candles</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Ask the children if they have seen a fire.</li> <li>2. Let the children share their experience and what they felt while seeing the fire.</li> <li>3. Show the video/pictures of houses on fire.</li> <li>4. Discuss with them the possible causes of fire like children playing with matches and lighted candles.</li> <li>5. Ask them what they should do with matches and candles.</li> <li>6. If they need to use these things, remind them to ask their parents' help</li> <li>7. Make them realize the danger if they will be using the materials unsupervised.</li> </ol> <p><b>Activity 19: Story: Help Prevent Fire</b></p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate a developing understanding of a story</li> <li>2. Recall the sequence of events</li> </ol> <p><b>Material:</b> Any story about preventing fire</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Present the title of the story with the picture.</li> <li>2. Ask the children to describe the picture.</li> <li>3. Tell the story.</li> <li>4. After reading the story, the following questions may be asked: What happened one ordinary day? How did the people know there was fire? Where did they go? Who helped them? What was the cause of the fire? According to the fireman, how should children prevent fire? Do you like the story? Why?</li> </ol>						

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<p><b>Activity 20: Outdoor Games: Fireman, May I?</b></p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Develop body balance and coordination of large muscles in performing movements</li> <li>2. Demonstrate interest and willingness in performing new and challenging task</li> </ol> <p><b>Materials:</b> Attire of a fireman, pail, hose, water</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Explain to the children that they will have a game in putting out a fire.</li> <li>2. Ask one child to dress up like a fireman who is in charge of putting out the fire.</li> <li>3. Children stand in one line, 2 meters away from the fireman and ran to him and say: Fireman, may I help? As soon as the fireman says “Yes”, the child gets the hose/pail and act like putting out the fire.</li> <li>4. Then the child goes back to his original place.</li> <li>5. Give the children the opportunity to be the fireman.</li> </ol>						

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<p><b>Weeks 9 and 10: Sub-theme: I Love My Family</b></p> <p><b>Activity 1: Finger Paint</b>  <b>Objectives:</b>                      1. Use materials and resources to explore and freely express oneself                      2. Demonstrate respect by returning things/materials in their proper places  <b>Materials:</b> 2 cups laundry starch (gawgaw), 1 cup water, 3 cups soap flakes or shavings, food coloring, oslo paper  <b>Procedure:</b>                      1. Ask children to add food coloring to water.                      2. Let them dissolve the starch in water and slowly add the soap shavings.                      3. Let them mix until thick.                      4. Ask children to dip fingers into the mixtures and make designs like heart, happy face, etc. or write their names and names of the family members on the oslo paper.                      5. Ask the children to wash their hands after the activity.                      6. Remind children to return things/materials to their proper places.</p> <p><b>Activity 2: Rhyme: Mag-anak</b>  <b>Objectives:</b>                      1. Produce first and Last sounds of familiar names                      2. Give pairs of words that rhyme from nursery rhymes  <b>Materials:</b> Rhyme: Mag – anak; word cards: Nanay, Tatay, Ama, Ina                      Ang Nanay natin ay mahalín                      Ang Tatay natin ay gayun din                      Utos nila ay ating susundin                      Kapatid ay huwag aawayin</p>						

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<p style="margin: 0;">Mahal ko si Ama Gayundin si Ina Kung sila ay wala Anong lungkot kaya.</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Recite/Read the whole rhyme and then recite/read by line and let the children repeat after you.</li> <li>2. Then let the children recite the whole rhyme.</li> <li>3. Show the word “Nanay”. Ask: What the initial letter of “Nanay”? Let a child produce the sound “N”.Then let all children say the sound “N”.</li> <li>4. Do the same with the words: Tatay, Ama, Ina</li> <li>5. Show again the word “Nanay”. Ask: What is the final letter of “Nanay”? Let a child produce “y” then let all the children say the sound “y”.</li> <li>6. Do the same with the words: Tatay, Ama, Ina.</li> <li>7. Say: Now we are going to look for words that rhyme. Ask: What word rhyme with “Nanay”? Show the words: Nanay - Tatay. Say: Please say the two words that rhyme.</li> <li>8. Do the same with the words: Ama - Ina.</li> <li>9. Say: Let’s listen again to the rhyme. Recite the first two lines. Ask: What two words rhyme? Let’s say the two words that rhyme: mahain - gayun din.</li> <li>10. Do the same with the other word that rhyme: susundin-aawayin; wala – kaya.</li> </ol> <p><b>Activity 3: Block Play House: A Hundred Ways to Get There</b></p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Develop the basic concept of 3- dimensional or space figures</li> <li>2. Develop new ideas between existing 3-dimensional or space figures by building a house using blocks</li> <li>3. Practice healthy and positive relationship with others through working cooperatively</li> </ol> <p><b>Materials:</b> Table, toy blocks</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Ask the children: Where do families live? How is your house made?</li> <li>2. Introduce the activity which is building a house through different blocks.</li> </ol>						

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<p>3. Divide the children in 3 groups.</p> <p>4. Provide the 3 groups with different sizes of blocks.</p> <p>5. Ask the group explore the blocks: colors, sizes, dimension, length, and weight.</p> <p>6. Let them share their observations.</p> <p>7. Encourage the group to build the structure of a house.</p> <p>8. Ask the children how the group made the house.</p> <p><b>Activity 4: Letter Making of Names of Family Members</b></p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate better and improved eye-hand coordination and left to right direction in forming letters</li> <li>2. Write letters following patterns: arrows and numbers</li> </ol> <p><b>Materials:</b> Cardboard, glue, buttons, or beans</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. On separate piece of cardboard, draw each letter of the names of family members of the children in class and outline them in Block style.</li> <li>2. Use numbers and arrows to demonstrate how letters are formed.</li> <li>3. Distribute name cards with letters in Block style to each child.</li> <li>4. Let each child place beans or bottoms within the outline of each block letter.</li> <li>5. Let the children trace the beans or buttons with their fore finger and verbalize whether the finger goes up, down or to the right, etc.</li> <li>6. Distribute letters with arrows and numbers.</li> <li>7. Let them use the arrows and numbers as a guide in forming/writing the letters.</li> </ol> <p><b>Activity 5: Love Box</b></p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Relate pictures with printed words</li> <li>2. Express ideas and feelings freely</li> </ol> <p><b>Materials:</b> Pictures of a baby rattle, a tooth brush, a comb, a baby bottle, dress, shirt, blouse, pants, etc. and</p>						

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<p style="text-align: center;">Corresponding word cards</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Place objects used by family members into the Love Box.</li> <li>2. Let each child get an object from the Love Box, feel it and identify it. Then let him get the corresponding name of the object from the word cards.</li> <li>3. Then ask: Who will use this object?</li> <li>4. Do the same with the other objects in the Love Box.</li> </ol> <p><b>Activity 6: Shoe Model for Brother/Sister</b></p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Use materials and resources to explore and freely express oneself</li> <li>2. Demonstrate progress in eye-hand coordination in creating shoe models</li> </ol> <p><b>Materials:</b> 2 shoe boxes of the same size; shoe lace for sneakers (rubber shoes); art or construction paper, glues, tape, pair of scissors.</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Assign the children to bring the drawing of the right and left foot of their brother/sister.</li> <li>2. Demonstrate to the children how to make shoe model for their brother or sister</li> <li>3. Ask children to make a hole on the side of a shoe box, big enough for the brother's/sister's right foot to fit in.</li> <li>4. Let them punch six holes on the cover of the shoe box for the shoe lace and let them put on the shoe lace.</li> <li>5. Ask them to put the cover on the box, then fit and secure them together with the tape.</li> <li>6. Decorate the shoe model box with art paper.</li> <li>7. Do the same with the left foot.</li> </ol> <p><b>Activity 7: Birthdays of Each Family Member</b></p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Relate the names of the family members with their birthdays (month and day) through the assistance of an adult</li> <li>2. Demonstrate the ability to store verbal information in short-term and long-term memory by reciting the months</li> </ol>						

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<p>of the year with some errors</p> <p><b>Materials:</b> Calendar, pentel pen</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Children bring to class the names of the family members and their birthdays prepared with the assistance of an adult.</li> <li>2. Show a calendar then read the months of the year and let the children repeat after you.</li> <li>3. Show the month of January. Ask the children if they have a family member with a birthday in January.</li> <li>4. Get the names and write these names in the corresponding date of their birthdays.</li> <li>5. Do the same with those born in February until December.</li> <li>6. Then ask the children to name the months of the year from January to December.</li> </ol> <p><b>Activity 8: A Model Birthday Card</b></p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Express thoughts and feelings through a birthday card</li> <li>2. Demonstrate enjoyment in making a birthday card</li> <li>3. Demonstrate how to seek help or support of familiar adult</li> </ol> <p><b>Materials:</b> Old birthday cards, glue, pens, colors, pieces of white paper</p> <ol style="list-style-type: none"> <li>1. Ask the children bring old birthday cards to the class as assigned a week ago.</li> <li>2. Ask the children who among their family members will be celebrating their birthday soon because they will make a birthday card for these persons.</li> <li>3. Let the children put out the birthday cards that they brought from home and tell them this is the model for the birthday card that they will make.</li> <li>4. Have the children fold a piece of paper into two.</li> <li>5. Let them cut the picture in the birthday card and paste it in front as the cover.</li> <li>6. On the inner side, ask the children to draw something for the person who will be celebrating the birthday.</li> <li>7. Help the children put some greetings by asking the help/assistance of the adult to write the greetings.</li> <li>8. Ask the child to give the card.</li> </ol>						

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<p><b>Activity 9: Story of Birthday Celebrations</b></p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Narrate the events in birthday celebrations</li> <li>2. Retell a story through a simple group presentation</li> <li>3. Demonstrate healthy relationship by working cooperatively with others</li> </ol> <p><b>Materials:</b> Pictures of the children’s birthday celebrations</p> <p><b>Procedures:</b></p> <ol style="list-style-type: none"> <li>1. Children should have been asked on the previous day to bring pictures of their birthday celebration.</li> <li>2. Ask the children to share how he/she celebrated the birthdays while showing the pictures they brought.</li> <li>3. Group the class into 3 groups. Ask each group to retell their stories through group presentation.</li> <li>4. Let each group discuss their stories with the pictures. Then let them practice their group presentation.</li> <li>5. Ask each group to present its birthday celebrations story.</li> <li>6. After the presentation, discuss how the group worked for the presentation. Then congratulate each group for the good job.</li> </ol> <p><b>Activity 10: Family Members Pray Together</b></p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Express freely and with confidence one’s thoughts and feelings</li> <li>2. Demonstrate appreciation on the value of praying together</li> </ol> <p><b>Materials:</b> Pictures of families praying together.</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Show the picture of families praying together.</li> <li>2. Ask the children to describe the pictures.</li> <li>3. Ask: Why do families pray? To whom do you pray? What do you do when praying?</li> <li>4. Let the children share how their families pray together.</li> </ol>						

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<p><b>Activity 11: Father and Mother Show Love and Care to the Children</b></p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Relate one’s experience on how the father and mother show love to the children</li> <li>2. Demonstrate appreciation on the love shown by the father and mother</li> </ol> <p><b>Materials:</b> Pictures of mother and father taking care of the children: providing food, cleaning and providing them a bath, dressing them, taking them to school, taking them to the park/mall, etc.</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Show the pictures to the children then ask: Which picture shows what your mother and father do to you?</li> <li>2. Let the children share other things that their mother and father do to them.</li> <li>3. Ask: Why do your father and mother do these to you? Are you happy with what they have done?</li> <li>4. Ask: What do you say to them? (Thank you, Mama and Papa; I love you, Mama and Papa). Then let the children say these expressions.</li> </ol> <p><b>Activity 12: Children Show Love and Respect to Their Mother, Father, Brother and Sister</b></p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate love and respect to family members</li> <li>2. Share experiences with others</li> </ol> <p><b>Materials:</b> Pictures of children showing love and respect to family members</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Show pictures of children showing love and respect to family members.</li> <li>2. Let them share experiences on how they show love and respect to the family members.</li> <li>3. Model to the children in saying the expressions: I love you. I’m sorry. I’m happy to be with you. Thank you. Can I help you? Please.</li> <li>4. Show one picture again and ask the children what is the appropriate expression that a child should say in the situation shown in the picture. Do this for the other pictures.</li> </ol>						

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<p><b>Activity 13: Song: It’s Love, It’s Love, It’s Love that Makes the World Go Round</b></p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Express ideas and feelings through a song</li> <li>2. Respond to rhythm, melody and form of music through creative movements</li> </ol> <p><b>Material:</b> A song: It’s Love, It’s Love, It’s Love that Makes the World Go Round</p> <p style="padding-left: 40px;">It’s Love, It’s Love, It’s Love that Makes the World Go Round (3x) It’s love that makes the world go round.</p> <p style="padding-left: 40px;">Roll it over the ocean, roll it over the sea) Roll it over the ocean in the deep blue sea) (2x) (Substitute Love with I, You, We, Family)</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Say all the lines of the song then say each line and let the children repeat after you.</li> <li>2. Sing the whole song then sing by line and ask children to repeat after you.</li> <li>3. Then let the children sing the whole song.</li> <li>4. Introduce the actions for each line and let the children repeat after you.</li> <li>5. Then let the children do the actions for the whole song.</li> <li>6. Let the children sing the song with actions.</li> </ol> <p><b>Activity 14: Say Polite Greetings and Leave Takings Such as “Po”, “Opo”, and “Thank You”</b></p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate respect by using good greetings and polite expressions to family members and others</li> <li>2. Demonstrate self-confidence in using the polite expressions</li> </ol> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Begin the activity by asking children what are the polite expressions</li> <li>2. Then ask them to say: “Po”, “Opo”, “Thank you”, “Good morning”, “Good afternoon”, “Excuse me” and “Please”.</li> <li>3. Give situations where children could practice saying the polite expressions.</li> </ol>						

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# LEARNING RESOURCE NO. 6: SUGGESTED ACTIVITIES (QUARTER 2) 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>4. Create actual situations that will motive children to answer you using the correct polite expression. Examples: “Good morning Nilo”. “Here’s your bag, Nancy.” “Are you going out, Carlos? What should you say?”</p> <p><b>Activity 15: Chart: What I Do (Drawing of a Smiling Face) and What I Do Not Do (Drawing of a Sad Face)</b>  <b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Express creatively thoughts and feelings about personal experiences</li> <li>2. Demonstrate attention and concentration on an activity</li> </ol> <p><b>Materials:</b> Pictures of children kissing hands of parents; signaling “good bye” to the people in the house; child who gets angry with his/her brother; child who runs from a parent who called him/her; child who smiles when the mother gives her a gift; child who quarrels with her elder sister; etc.; chart with 3 columns, the first column contain the pictures, the second column the drawing with the happy face and the third column the drawing of a sad face; cut-outs of happy faces and sad faces, glue/paste</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Show the chart with pictures and ask children to describe these</li> <li>2. Explain to the children that if they are doing what the picture shows, paste the happy face, if not paste the sad face.</li> <li>3. Start with the first picture and ask three children to choose whether they will paste the happy or sad face.</li> <li>4. Do the same with the other pictures.</li> <li>5. After the chart is completed, ask: What are you going to do in the situations where there are sad faces? Happy faces?</li> </ol> <p><b>Activity 16: Rhyme: Five Little Children</b>  <b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Listen and recite a rhyme with finger plays</li> <li>2. Demonstrate enjoyment in reciting a rhyme</li> </ol> <p><b>Material:</b> Rhyme : Five Little Children</p>						

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<p>(Hold up, point to little, middle, index fingers, thumb.)                      Here are five little children,                      Quite a happy few.                      They do so many things, that children like to do.                      This little girl says “Good morning”.                      This little boy says “Thank you.”                      To their father, mother, brother and sister.                      The other three children say “I love you, mother, I love you, father”.</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Recite the whole rhyme and then by line and let the children follow after you.</li> <li>2. Ask the children recite the whole rhyme.</li> <li>3. Present the finger play that accompanies each line then let the children follow after you.</li> <li>4. Then let the children do the finger play for all lines in the rhyme.</li> <li>5. Let the children say the rhyme with the finger play together with you.</li> <li>6. Then let the children say the rhyme with the finger play independently.</li> </ol> <p><b>Activity 17: Mario’s Special Day</b></p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate interest and enthusiasm in listening to a story</li> <li>2. Recall and retell the events of the story heard</li> </ol> <p><b>Material:</b> Story: Mario’s Special Day (Aklat Adarna)</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Present the title of the story and let children anticipate what the story is all about.</li> <li>2. Tell the story.</li> <li>3. Ask the following questions: Where will Mario and his Mom and Dad go on that day? What did Mario see in his Mom and Dad’s bedroom? What did Mario find during breakfast? What did Mario find in the bathroom? What did Mario see in all parts of the house? How does Mario feel? Why is the story entitled “Mario’s Special Day?”</li> <li>4. Ask some children to retell the story according to events.</li> </ol>						

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**LEARNING RESOURCE NO. 6: SUGGESTED ACTIVITIES (QUARTER 2) FOR PRE-K2: 4 TO 4.11 YEARS OLD**

SUGGESTED ACTIVITIES FOR PRE-K2: 4 – 4.11 YEARS OLD	DOMAINS					
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<p><b>Activity 18: Song: Papa is Special (Tune: Where’s is Thumbkin?)</b>  <b>Objectives:</b>                      1. Express ideas and feelings through a song                      2. Use a variety of body movements and dramatic expressions  <b>Material: Song 1: Papa is Special (Tune: Where is Thumbkin?)</b>                      Papa is special, Papa is special                      Yes he is, yes he is,                      Papa is special, Papa is special,                      I love him. I love him.                      (Change Papa to Mama, Brother, Sister, Baby)</p> <p><b>Song 2: The Family’s in the House</b>                      (Tune: The farmer in the Dell)</p> <p>The father’s in the house                      The father’s in the house fa. .la. . .la . La la la la                      The father’s in the house.</p> <p>The father takes the mother (one child grabs hand of another)                      The father takes the mother fa. .la. . .la . La la la la                      The father takes the mother</p> <p>The mother takes the brother (one child grabs hand of another)                      The mother takes the brother fa. .la. . .la . La la la la                      The mother takes the brother</p> <p>The brother takes the sister (one child grabs hand of another)                      The brother takes the sister fa. .la. . .la . La la la la                      The brother takes the sister.</p> <p>The sister takes the babay (one child grabs hand of another)</p>						

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<p>The sister takes the baby fa. .la. . .la . La la la la The sister takes the baby</p> <p>The baby takes grandma (one child grabs hand of another) The baby takes grandma fa. .la. . .la . La la la la The baby takes grandma.</p> <p>Grandma takes grandpa (one child grabs hand of another) Grandma takes grandpa fa. .la. . .la . La la la la Grandma takes grandpa.</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Sing the whole song (Song 1) then let the children sing with you.</li> <li>2. Let the children create their own body movements in rhythm with the music.</li> <li>3. Let the children sing the whole song with the body movements.</li> <li>4. Do the same with Song 2.</li> </ol> <p><b>Activity 19: Outdoor Game: Father Says Start Hopping, Jumping, Crawling, Running</b></p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Develop balance and body coordination in hopping, jumping, crawling and running</li> <li>2. Express empathy and care by helping a peer do the different tasks</li> </ol> <p><b>Material:</b> Demonstration on hopping, jumping, crawling and running</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate to the children the actions of hopping, jumping, crawling and running then ask them to do these actions.</li> <li>2. Remind the children to help a peer do the actions correctly.</li> <li>3. Ask the children to fall in line 2 meters away from the circle. Begin the game when the first child on the line says: “Father says start” so he/she crosses the circle by hopping, “jumping, crawling, and running. Once the circle has been crossed, the next child takes the place and say: “Father says start” so he/she follows what the first child did.</li> </ol>						

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<p>4. Encourage all children to participate in the game.</p> <p><b>Activity 20: Creating a Thank You Card</b>  <b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Use existing materials and resources to create a “Thank you” card</li> <li>2. Develop eye-hand coordination in making a “Thank you” card</li> </ol> <p><b>Materials:</b> Old thank you cards, glue, pens, colors, scissors</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Ask the children to bring out the old “Thank you” cards they brought from home.</li> <li>2. Have them to fold a piece of paper into two.</li> <li>3. Cut the pictures and paste it in front as the cover.</li> <li>4. On the inner side, ask the children to draw something for the family member to whom the card will be given.</li> </ol> <p>Help the child to put some greetings by asking the help of an adult to write what he/she wants to say to the person.</p>						

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