

LEARNING RESOURCE NO. 6: SUGGESTED ACTIVITIES (QUARTER 3) 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

- c) giving gifts
- d) celebrating occasions together, etc.

Procedure:

1. Ask the children what are the good things that they do with neighbors.
2. Show pictures of neighbors that are: a) talking happily; b) cleaning together; c) giving gifts; d) celebrating occasions together.
3. Do a show and tell. A child will choose a picture and will tell something about it.

Activity 3: Story time: Stories on Community Trips

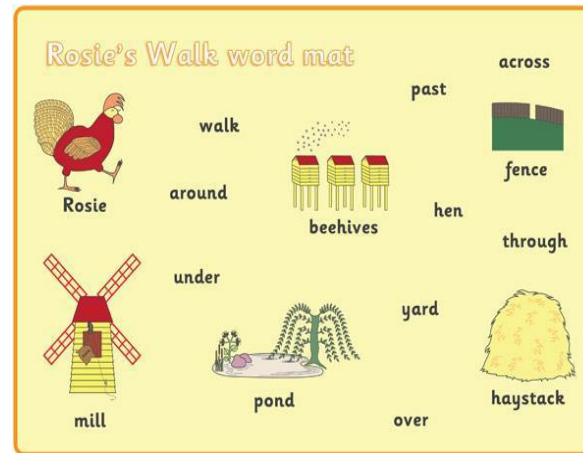
Objectives:

1. Demonstrate interest and understanding a story heard
2. Answer questions about the details of the story
3. Recall the sequence of events

Materials: Suggested Story: Rosie’s Walk by Pat Hutchins

Procedure:

1. Unlock the difficult words in the story through pictures.
2. Read the title of the story and identify the author and illustrator.
3. Ask questions about the story using what, where, when, who, what if.
4. Ask the children to recall the sequence of the story.
5. Then let each child draw what they have seen and heard. Let them color their drawings.
6. Let each child present his/her drawing and talk about it.



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<p>Activity 4: Community Walk</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Use the senses to explore the environment 2. Give ideas of what was seen and heard through a drawing 3. Demonstrate respect for others by following rules and agreements <p>Materials: Drawings of things seen in the environment; crayons</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Tell the children they will go on a community walk. 2. Ask the children to use their senses to observe and remember what they see and heard during the walk. 3. Give guidelines for children to follow: a) Hold on to the hand of his/her adult companion. b) Walk and do not run. c) Follow the path for walking. 4. When children go back to the classroom, ask the children whether they follow the rules and agreements and what happened to them. <p>Activity 5: What Did We See?</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Relate printed pictures with labels 2. Name and sound off every letter in the label <p>Materials: Word cards: houses, church, market, trees, flowers, street, cars, stores</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Ask the children what they saw the previous day. 2. Show the drawings/pictures of the places and things the children saw. 3. Post the pictures on the board then read the words in the word cards. 4. Let the children match the labels (word cards) with the pictures. 5. Present each word. Example: houses Read the word and let the children name and sound off each letter in the word. 6. Do the same with the other words. 						

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<p>Activity 6: Neighborhood Map Through a Collage Objectives:</p> <ol style="list-style-type: none"> 1. Demonstrate awareness and appreciation of the environment through a collage 2. Practice healthy and positive relationship with others by working cooperatively with them <p>Materials: Construction paper/ colored paper/ bond paper, dried leaves, seeds, sand, glue, etc.</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Divide the class into 3 groups. 2. Tell each group of children that they will make a neighborhood map showing the places. 3. Give each group construction papers, crayons, and markers. Invite the children to go out of the classroom and get actual things (leaves, seeds, sand) to represent the places. 4. Label each group’s drawings, writing the names of the places. 5. Let them include their houses and the NCDC in the map. 6. Ask the children to show the maps they drew and describe the places shown. 7. Ask them what the group did to finish the task. <p>Activity 7: Map Reading Objectives:</p> <ol style="list-style-type: none"> 1. Identify connections between self and places 2. Tell his/her connections to each printed place <p>Material: Teacher-made community map with important places</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Ask the children to look at the community map and review the places they identified. 2. Let the children analyze the places and the distances of the places from his/her house. 3. Ask:” Which place is near your house? Which place is near the NCDC? Which houses are near each other? Who lives near the NCDC/church/market/school?” etc. 						

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<p>Activity 8: Build A Community</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Construct structure using a variety of natural and found objects 2. Demonstrate attention and concentration on the activity 3. Practice healthy and positive relationship with others by working cooperatively with them <p>Materials: Various objects</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Ask the children to identify the different shapes of the blocks. 2. Tell the class to build a community starting with a set of blocks that will serve as the NCDC. 3. Let each child put up the following places using natural and found objects: <ul style="list-style-type: none"> Market Church Grocery School Police station Fire station Etc. 4. Label the places. 5. Ask the children on how they help the others in the activity. 						
<p>Activity 9: Sounding Off and Writing The Letter “Ss”</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Produce “S” sound and words starting with the letter with “S” sound 2. Develop eye-hand coordination in writing using appropriate materials 3. Practice writing capital and small letter of “Ss” <p>Materials: s: <i>sala, sisiw, siyam, sakay, sakit</i>; lined pieces of paper with letter “Ss” in dotted lines</p>						

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<p>Procedure:</p> <ol style="list-style-type: none"> 1. Recall the word <i>sala</i>. Ask the children its initial letter. 2. Demonstrate how to produce “s” sound and let the children follow. 3. Ask children to say words that begins with the sound “S”. 4. The introduce letter “S”. 5. Give to the children the pieces of paper with letter “S” in dotted lines. 6. Tell the children to connect the lines. 7. Tell the children to copy the capital letter “S” first in one line of paper. 8. Then let the children copy the small letter “s” in another line. <p>Activity 10: Places and Services of Community Helpers</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Demonstrate interest in understanding a story 2. Recall important details in the story 3. Use variety of body movements to represent the services provided by the community helpers <p>Materials: Make-up story with pictures: Places and Services of Community Helpers: hospital – doctor, nurses; police station – policeman; school – teacher; church - priest</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Tell a story about the places and services of community helpers with pictures. 2. After the story, ask the children to choose a picture and recall the details about the picture. (where the office/establishment is located and the services provided by the community helpers) 3. Do the same with the other pictures. 4. Do an action song with the children showing the services provided by the community helpers 						

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<p>Activity 11: Story Time: Stories about Cooperation, Community Helpers, Sharing</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Demonstrate interest and enthusiasm in reading storybooks 2. Listen to a story being read 3. Participate in the discussions about the story 4. Give in own words the moral lesson of the story <p>Materials: A book: Suggested Story: Stone Soup by Heather Forest</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Show the book and ask the children to describe what they can see in the cover page of the book. 2. Read the title of the book, the author, and illustrator. 3. Read the story and make sure that all children are listening. 4. Ask questions about the story guided by who, what, when, where, what if and let all children participate in the discussions. 5. Ask: “What is the moral lesson of the story?” <p>Activity 12: Letter Name</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Relate printed pictures with printed labels 2. Name and sound off every letter in a word <p>Materials: Pictures of the community helpers; word cards: <i>doktor, nars, guro, polis, titser, pari</i></p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Show pictures of the different community helpers and post these on the board. 2. Ask the children to name the people depicted in the pictures. As the name is given, ask one child to get the word card and match this with the picture. If no one do it correctly, do it by yourself. 3. Show pictures of the different community helpers and post these on the board. 4. Let the children read the printed labels with the pictures. 5. Get one word (<i>doctor</i>) and name every letter of the word. 						

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<p>6. Read the sound of the letters. 7. Ask the children name every letter of the word “doctor”. 8. Ask each child to get a word and let him/her name every letter of the word. Then give the sound of the letters. 9. Do the same with the other words.</p> <p>Activity 13: Dress Up and Role Play the Community Helpers Objectives:</p> <ol style="list-style-type: none"> 1. Express ideas and feelings through variety of objects and materials 2. Appreciate how others do the same thing differently 3. Demonstrate how to ask for help or support from familiar adult <p>Materials: Local materials for dresses Procedure:</p> <ol style="list-style-type: none"> 1. Ask the children to dress up as a local community helper. 2. Let them know that they can ask for help or support of an adult, if needed. 3. Give each child a chance to talk about the community helper that he/she represents. 4. Give the children a chance to appreciate what the others wore. Ask them what they like and why. <p>Activity 14: Game: Let’s Go To... Objectives:</p> <ol style="list-style-type: none"> 1. Develop body balance and coordination of large muscles in performing movements. 2. Develop muscle control with body and actions with ease by moving through places in the environment <p>Materials: Actual actions:</p> <table style="margin-left: 20px; border: none;"> <tr> <td style="padding-right: 20px;">Hop</td> <td>to the school</td> </tr> <tr> <td>Gallop</td> <td>to the church</td> </tr> <tr> <td>Tip toe</td> <td>to the grocery</td> </tr> <tr> <td>Run</td> <td>to the fire station</td> </tr> <tr> <td>Jog</td> <td>to the police station</td> </tr> </table>	Hop	to the school	Gallop	to the church	Tip toe	to the grocery	Run	to the fire station	Jog	to the police station						
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<p>Procedure:</p> <ol style="list-style-type: none"> 1. Tell the children to think of certain movements to go to places that are posted in different parts of the room. Write down the movements/actions that the children will mention. If the children could not give the movements/actions, give examples 2. Ask the children to demonstrate the movements and action. 3. Remind the children to carefully move between spaces and avoid hurting others. 4. Ask: Who would like to “hop?” Let two children do the actions. 5. Do the same with the other movements. <p>Activity 15: Story about Cooperation, Community Helpers, Sharing</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Demonstrate interest in listening to a story 2. Answer questions about the story <p>Materials: A book, Suggested Story: Whose Hat? by Margaret Miller (Greenwillow)</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Show the book and ask the children to describe what they can see in the cover page. 2. Read the title of the book, the author and the illustrator. 3. Ask questions about the story guided by who, what, when, where, what if. <p>Activity 16: Let’s Dance with a Hat</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Express ideas and feelings through a dance 2. Use symbols to represent a musical form 3. Demonstrate enjoyment in doing an activity <p>Materials: Different hats (street cleaner, fire fighter, teacher, doctor, nurse) musical recorder, CD</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Show pictures of different community helpers with their hats. 						

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<p>2. Ask the children why they think the hats look a certain way and have a certain color.</p> <p>3. Give each child a hat of a community helper.</p> <p>4. Ask the children to create body movements wearing the hat and using the hat in different movements.</p> <p>5. Play the music and let the children dance with the music using the hat in different movements.</p> <p>6. After the activity, ask the children how they feel.</p> <p>Activity 17: Making “Thank You” Card</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Use materials and resources to explore and freely express oneself 2. Demonstrate better control in holding writing tool in coloring and tracing letters observing line boundaries 3. Express feelings and thoughts politely and courteously on the desire or request of an adult <p>Materials: Pieces of paper, crayons, pencil, scissors, paint, glue, samples of cards, etc.</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Discuss ways of showing gratitude to the community helpers. 2. Show to them samples of cards. 3. Tell them that they can ask help or support from an adult, if needed. Ask them how they should ask help from an adult. 4. Let the children prepare the card using the available art materials and other resources. 5. Print a thank you note that children could trace or color then paste this on the card. 6. Ask each child to talk about his/her card and to whom it will be given. 						

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<p>Weeks 3 to 5 Sub-Theme: Me and My Surroundings</p> <p>Activity 1: Different Houses Near School Objectives: 1. Use the senses to explore the environment 2. Create art work to represent ideas Materials: Colored paper, white paper, crayons, paint, pieces of cloth, dried leaves, seeds, sand, glue, scissors Procedure: 1. Ask the children to recall what houses they have seen on their way to the Center and how these houses are decorated. 2. Ask the children to share their observations in the class: describing the number of houses, the materials they are made of, colors/paint of the house and plants. 3. Ask the children to represent these houses through drawing, painting, collage or a combination of these. 4. Give them the materials. 5. When the children complete their art work, display these on the art board.</p> <p>Activity 2: How Do Houses Look Like? Objectives: 1. Describe and compare houses 2. Identify similarities and differences in pictures Materials: Houses made by the children in Activity 1 Procedure: 1. Ask the children look closely on the houses they drew the previous day. 2. Ask: Which houses are similar? Why? Let the children answer the questions. 3. Ask: Which houses are different? Why? Let the children answer the questions.</p>						

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<p>4. Discuss the different materials that houses are made of: bamboo, pawid, sawali, wood, concrete, etc.</p> <p>5. Discuss about the size and the color/painting.</p> <p>6. Ask: Which among the houses are beautiful? Why do you think these are beautiful? What make these houses beautiful?</p> <p>Activity 3: I Go to the Center Everyday</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Describe the Center in one's own words 2. Demonstrate care for classmates by encouraging them to participate in doing a task <p>Procedure:</p> <ol style="list-style-type: none"> 1. Ask the children share their descriptions of the Center: where it is located, the materials used, its size, color, and the different areas in the room. Let them also describe the things found in the Center. 2. Remind them to help other children who are too shy to participate in the activity. 3. Ask: Which is your favorite area in the Center? Why? 4. Show a big drawing of the NCDC. Ask the children to summarize the description through the following statements. Let them select the words inside the parenthesis that describe their ideas and feelings about the NCDC: <p style="margin-left: 40px;">My school is the NCDC. It is found at _____. It is (big, small). Its colors are (red, blue, orange, white) There are lots of (toys, books) in the Center. I feel (happy, sad) when I am here.</p>						

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<p>Activity 4: My Siblings Go to the Big School</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Describe the big school where their siblings go to 2. Recognize sounds by reciting a rhyme from memory <p>Procedure:</p> <ol style="list-style-type: none"> 1. Before the discussion, tell the children to ask their brothers and sisters about their big school: where it is located, its size, color, how different is this from the Center. 2. Discuss with the children about their siblings' school. 3. Ask: Where does your brother/sister go to school? How does he/she describe the school? 4. Ask: What is the difference between this Center and the big school of your brother/sister? 5. Do a rhyme or song related to the topic. <p>Activity 5: School Days</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Demonstrate the ability to store verbal information in short and long-term memory by: <ul style="list-style-type: none"> - reciting the days of the week - counting the days of the week 2. Develop the basic concept of time by knowing the difference of yesterday, today and tomorrow <p>Materials: A calendar</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Show a calendar and introduce the days of the week. 2. Ask: Which days do you go to the Center? How about your brother/sister? Which days do they go to school? Which days do you not go to school? Which days does your brother/sister not go to school? 3. Recite the days of the week and let the children repeat after you. 4. Then let each child say the days of the week independently. 5. Ask the children look at the calendar. Then ask them "What day is today? What day was yesterday? What day is tomorrow?" 						

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<p>6. Say: Let’s find out how many days are there in a week.</p> <p>7. Let the children count the days of the week.</p> <p>8. Then let each child count the days of the week.</p> <p>Activity 6: Sounding Off and Writing Letter “Bb”</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Produce “B” sound and words starting with the letter with “B” sound 2. Develop eye-hand coordination in writing using appropriate materials 3. Practice writing capital and small letter of “Bb” <p>Materials: b: <i>bata, baboy, bahay, bulsa, babae</i>; Lined pieces of paper with letter Ff in dotted lines</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Recall the word <i>bata</i>. Ask the children its initial letter. 2. Demonstrate how to produce letter “B” sound, then let the children follow. 3. Ask the children to give words that start with letter “Bb” sound (for example, ‘bat’) 4. Then introduce capital letter “B”. 5. Give to the children the pieces of paper with capital letter “B” and small letter “b” printed in dotted lines. 6. Instruct the children to connect the lines. 7. Tell the children to copy capital letter “B” in one line of the paper and small letter “b” in the next line. <p>Activity 7: Writing Numerals 6 and 7</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Demonstrate interest in using paper and a writing tool 2. Practice proper grip of writing materials 3. Demonstrate the practice of returning borrowed things <p>Materials: Stones, Lined pieces of paper with numerals 6 and 7 in dotted lines</p>						

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<p>Procedure:</p> <ol style="list-style-type: none"> 1. Ask children to count from 1 to 6. 2. Ask the children count the object (6 pieces of stone) while showing them. 3. Then present numeral 6. 4. Give the children pieces of paper with numeral 6 printed in dotted lines. 5. Remind them how to sit properly when writing. 6. Tell the children to connect the lines. 7. Tell the children to copy the numeral 6 in one line of the paper. 8. Do the same with numeral 7. <p>Activity 8: We Will Visit A School</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Participate in a group activity 2. Tell the names of familiar things found inside and outside of the school 3. Follow rules and agreements <p>Procedure:</p> <ol style="list-style-type: none"> 1. Inform the children they will go on a school visit. 2. Tell the children to use their senses to describe all the things they see, hear, and smell inside and outside the school. 3. Give guidelines for children to follow: a) Hold on to the hand of his/her adult companion. b) Walk only, do not run. c) Follow the path for walking. 4. While they are on tour of the school, asks: What are the things you see, hear and smell? The same question will be asked on their way back to the Center. 5. When the children are back in the Center, discuss with the children the following: <ul style="list-style-type: none"> What did you see? What do the students look like? What were they doing? What do the teachers look like? What did you see in the 						

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<p>rooms and outside? What do you like about the school?</p> <p>6. Ask children whether they followed the rules and agreements.</p> <p>Activity 9: Maze Going to Important Places Objective:</p> <ol style="list-style-type: none"> 1. Develop basic concepts pertaining to space and symbols as bases for understanding direction 2. Help a peer who is ashamed to participate in the activity <p>Materials: Map in a maze form where 3 churches, a school, grocery, market, houses are found</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Present the maze where the important places are found 2. Remind children to help those who are ashamed too shy to participate in the activity. 3. Ask: “What is the symbol of the church? What is the symbol of a school? A grocery? A market?” 4. Instruct the children to locate the churches/market/school/grocery. 5. Ask: “Which is near the church? grocery?” 6. Ask: “Which is farthest from the school? market?” <p>Activity 10: Story time: Stories about Going to Church/Mosque Objectives:</p> <ol style="list-style-type: none"> 1. Demonstrate interest in understanding a story listened to 2. Recall important details of the story 3. Develop self-confidence by encouraging children to communicate <p>Material: Suggested Story: <i>Si Maria, ang Batang Tahimik</i></p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Read the story to the class. 						

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<p style="text-align: center;">Si Maria, ang Batang Tahimik</p> <p><i>Unang araw ng pagpasok sa paaralan ni Maria. Nakilala niya ang kanyang mga kaklase. Siya ay malungkot sa kadahilanang napilitan ang kanyang mga magulang na lumipat sa Maynila sa kadahilanang magulo sa lugar nila sa Mindanao.</i></p> <p><i>Walang pumapansin kay Maria hanggang sa ipinakilala siya ng kanyang guro. Sinabing siya ay isang muslim kailangan galangin ang kanyang sariling relihiyon. Kaya nung naglaro sila Melody, Venice at Barbara mga katolikong bata ay isinali nila si Maria. Kaya masayang-masaya na umuwi si Maria sa kanilang tahanan at ikinuwento sa kanyang ina at ama ang nangyari sa kanyang unang araw sa pagpasok.</i></p> <p>2. Ask questions about the details of the story guided by who, what, when, where, what if.</p> <p>3. Ask: What is the theme of the story?</p> <p>Activity 11: Chart of Our Religions</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Develop the ability to make-up own story from a series of 3 to 5 pictures 2. Participate in discussion about the story heard <p>Procedure:</p> <ol style="list-style-type: none"> 1. Review the children’s religion and church where they each belong. 2. Create a chart to indicate the children and the teacher’s religion. (Catholic, Mormon, Muslim, etc.) 3. Instruct the children to make a symbol for their religion. 4. Ask each child to tell a story about their religion using 3 to 5 pictures. 5. Tell them they can ask help or support from an adult to draw the pictures of their story. 6. Let each child tell his/her stories with the pictures. 7. Ask questions about the stories using who, what, where, when. 						

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<p>Activity 12: Story time: Stories about Going to Marketplace</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Demonstrate interest and enthusiasm in listening to a story 2. Tell about the characters in the story 3. Tell the moral lesson of the story <p>Material: Suggested Story: A Day in the Market (Adarna)</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Ask: Who among you saw a market? Have you been there? Would you like to go there with your parents? What are the things you can see in a market? Can you name some? Do you want to go there for some time? Do you want to go there again? Let the children answer these questions. 2. Read the story to class. 3. (Summary: A little girl is taken by her mother's trip to the market, where the little girl is amazed by all the sights, sounds, smells, tastes, and other experiences. She promised her mother that she wouldn't point to things at the market and ask to buy them, and at the end of the day, the little girl is rewarded for her patience and obedience.) 4. Ask: Who are the characters in the story? Please describe the child/mother. 5. Ask: What is the moral lesson of the story? <p>Activity 13: Bahay Kubo</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Express ideas and feelings about the environment through music 2. Respond to rhythm and melody through creative movements 3. Practice the habit of eating fruits and vegetables <p>Materials: Song: Bahay Kubo</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Teach the <i>Bahay Kubo</i> song. Sing the song with real pictures or with real vegetables so that the children can see what the song is all about. 2. Discuss about the nutritious value of the fruits and vegetables. 						

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<p>3. Let the children sing the song together with you.</p> <p>4. Add rhythmic movements/creative movements in time with the melody of the song.</p> <p>5. Advise the children to practice eating fruits and vegetables.</p> <p>Activity 14: Grocery Store Art Activity Objectives:</p> <ol style="list-style-type: none"> 1. Use materials and resources to express themselves freely 2. Demonstrate progress in fine motor skills using appropriate materials 3. Demonstrate interest and willingness in performing new and challenging task <p>Materials: Popsicle sticks, plastic, available materials in the surroundings</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Divide the class into 3 groups. 2. Instruct the children use available materials (ex. Popsicle sticks, plastic) to make the mini store. 3. Ask children to display items for sale in the grocery store. 4. Let the children present the grocery store and describe the store. <p>Activity 15: Dramatic Play: <i>Pabili Po</i> Objectives:</p> <ol style="list-style-type: none"> 1. Develop own story using the market as setting 2. Demonstrate concepts of money, addition and subtraction by counting fingers or objects 3. Demonstrate respect, empathy and care for others <p>Materials: Items for the market, money bills and coins</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Let the children set up a market in the room using the available materials in the Center. Label each item with corresponding the prizes. 2. Inform the children that they will have a dramatic play entitled, <i>Pabili Po</i>. 3. Provide costumes and props if available. 						

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<p>4. Discuss the roles of the buyers and the vendors.</p> <p>5. Include simple money problems (ex. Addition, Subtraction) in the role play, including the concept of <i>Magkano ang sukli ko?</i></p> <p>6. Give the children an opportunity to volunteer for their roles as the vendors and buyers.</p> <p>7. Present the dramatic play.</p> <p>8. Remind the children to recognize children’s good work of their peers.</p> <p>Activity 16: Story time: Stories about Buying Goods</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Demonstrate a developing understanding of the story 2. Tell about the characters of the story 3. Give the theme of the story <p>Materials: Suggested Story: Gift of the Magi by O. Henry</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Ask the children: Have you received a gift from someone before? How about giving a gift to someone? What did you feel?” 2. Show the book to the children. Discuss the cover page, title and author. 3. Unlock the difficult words. 4. Read the story. 5. Questions: Before reading, ask them:” Have you ever received gifts? What kind of gift made you very happy?” And while reading, “What do you think will Della and Jim do?” After reading,” Who are the characters in the story? Describe each. What part did you like most? Why?” 						

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<p>Activity 17: Stick Puppet Community Helpers</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Relate printed pictures with printed labels 2. Name and sound off every letter of the labels <p>Materials: Word cards: <i>pari, pulis, piloto, piyanista</i></p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Use stick puppets to introduce community helpers with the initial “Pp” sound in the labels 2. Ask children to identify the stick puppet community helpers with their labels. 3. Show how to make the “Pp” sound to the children and let them imitate you. 4. Do the same with the sounds: “a, i, o, u, l, n, r, s, t, y.” 5. Ask the children to listen to a sound and let them point to the letter. Do the same for the other sounds. 6. Let the children practice the production of the sounds. <p>Activity 18: Story time: Stories about Money</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Demonstrate interest and enthusiasm in listening to a story 2. Give own title and theme of the story <p>Material: Suggested Story: King Midas and His Golden Touch</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Unlock the difficult words encountered in the story. 2. Narrate the story to the class using pictures. 3. Ask questions about the story using who, what, where, when and what if. 4. Ask the children:” What title could you give to the story?” 5. Ask the children: “What is the theme/focus of the story” 						

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<p>Activity 19: Trip to the Farm</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Develop the ability to make up a story 2. Develop self-confidence in joining discussions 3. Demonstrate how to seek help or support of familiar adult 4. Demonstrate respect by following rules and agreements <p>Materials: Pictures of the farm</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Inform the children they will go on a farm visit. 2. Encourage them to use their senses to describe all the things they see, hear, and smell in the farm. 3. Give guidelines for children to follow: a) Hold on to the hand of his/her adult companion b) Walk only and do not run. c) Follow the path for walking. 4. After the visit, discuss with the children the following: What did you see? How did the farmers look like? <ul style="list-style-type: none"> - What were the people doing? - What do you like about the farm? - Did they follow the rules and agreements? 5. Instruct the children make their own story about the farm using 3 pictures. 6. Let them ask the support/help of the adult to draw the pictures, if needed. <p>Activity 20: Dance Parade: “Food That Comes From The Farm”</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Express ideas and feelings about the environment through a variety of artworks 2. Use a variety of body movements and dramatic expressions 3. Demonstrate enjoyment in doing the activity <p>Materials: Manila paper, paperspencils/crayons and glue/paste, natural materials; CD, music recorder</p>						

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<p>Procedure:</p> <ol style="list-style-type: none"> 1. Ask the children, “What different foods that come from the farm?” 2. Tell them to create an art work of at least three fruits or vegetables. 3. Make them choose the materials they like to use. 4. Ask them display their work in the Manila paper. 5. Ask them to name the fruits and vegetables displayed on the Manila paper. 6. Inform the children that they will have a dance parade for the foods and vegetables that they have created. 7. Let them listen to the music. Then ask them to move their bodies with dramatic expressions as if they are the dancing fruits and vegetables. 8. Let each child hold his/her artwork. Then start the parade with the music. 9. Then ask the children to move their bodies with dramatic expressions thinking that they are the dancing fruits and vegetables. 10. Ask the children how they feel with the activity. <p>Activity 21: Play dough: Fruits and Vegetables</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Use malleable materials to model and represent fruits and vegetables 2. Identify the similar pictures and words in a set of 3 to 5 pictures 3. Identify which is different in a set of 3 to 5 pictures/words <p>Materials: Play dough/pictures of fruits and vegetables with the word cards: <i>mangga, bayabas, atis, avocado, upo, sitaw, kamatis, repolyo</i></p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Distribute the play dough to the children. 2. Each child will make three different fruits and vegetables. 3. Children name their fruits and vegetables. 4. Present a picture of: manga bayabas manga. Ask: “Which fruits are the same? Which is different?” Repeat the activities presenting 4 to 5 pictures and asking the same questions. 5. Present a set of words: <i>upo, sitaw, upo</i>. Ask: “Ask them to identify words that are the same and the word that is 						

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<p>different? Do the same activities presenting 4 to 5 words and asking the same questions.</p> <p>Activity 22: Story Time: Stories About Fruits and Vegetables Objectives: 1. Demonstrate an understanding of a story 2. Arrange 3 to 5 pictures in a sequence to complete the story Material: Suggested Story: <i>Ang Alamat ng Upo</i> (Alvin del Prado) Procedure: 1. Ask the following questions before reading: a) <i>Nakakita na ba kayo ng upo?</i> b) <i>Ano ang hugis ng upo?</i> 2. Unlock the difficult words first before storytelling: 3. Tell the story to the class with pictures. 4. Questions to ask while reading: a) <i>Anong klaseng bata si Lupo?</i> b) <i>Anu-ano ang mga tanim ni Lupo?</i> 5. Questions after reading: a) <i>Ano ang naktia ng mga tao sa bakuran ni Lupo?</i> b) <i>Ilarawan ang nakitang halaman.</i> 6. Give the pictures of the story. Let the children arrange the pictures in sequence.</p> <p>Activity 23: Sing and Dance: The Farmer in the Dell Objectives: 1. Express ideas and feelings through movements in the dance 2. Develop body balance and coordination of large muscles in performing dance steps with the song Materials: Song: The Farmer in the Dell Procedure: 1. Read the whole song. Then read by line and let the children repeat after you. 2. Sing the whole song with the children. 3. Tell the children that they are going to act out the song and dance while singing. 4. Children are asked to stand in a circle facing the center. Tell them to dance while singing the song.</p>						

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<p>5. One child will stand in the middle and will be the “farmer”. Those around the farmer will continue singing the song “Farmer in the Dell”. Other children in the circle will join in the middle.</p> <p>6. The wife chooses a child, etc. The child chosen to be the children, etc. will rejoin the circle) and becomes the farmer in the next round of the song.</p> <p style="text-align: center;">The Farmer in the Dell</p> <p style="padding-left: 40px;">The farmer in the dell, The farmer in the dell High-ho the derry-o The farmer in the dell</p> <p style="padding-left: 40px;">The farmer taken a wife... The wife taken a child... The child taken the nurse...</p> <p style="padding-left: 40px;">The nurse taken a dog... The dog taken a cat... The cat taken a rat...</p> <p style="padding-left: 40px;">The rat taken a cheese... The cheese stands alone</p> <p>Activity 24: Poster: Foods That Come From the Fishpond Objectives:</p> <ol style="list-style-type: none"> 1. Use materials and resources in producing variety of lines, colors, shapes, patterns and textures to compose images of foods that come from the fishpond 2. Develop eye-hand coordination in coloring, cutting basic lines and shapes using age appropriate materials 3. Demonstrate concern by helping a peer who has difficulty in doing the task 						

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<p>Materials: Manila paper, bond paper, pencils, colored paper, magazines, crayons, natural materials and paste/glue</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Divide the class into 3 groups and tell them to make a poster of foods that come from the fishponds. Ask the children what foods come from the fishpond. 2. Tell them to compose images of these foods using lines, shapes, cut-outs, or other natural materials. 3. Remind them to help their classmates participate in the activity. 4. Distribute the materials to the children. Then let them form the images and paste these in the Manila paper as their poster. 5. Let them present their poster describing the foods coming from the fishpond. <p>Activity 25: The Friend Fish (Play Dough) Chorale</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Use malleable materials to model and represent a fish 2. Produce individually and in group sound patterns using spoon/fork, empty cans and sticks 3. Work cooperatively with others <p>Materials: Play dough to form different kinds of fish, spoons, forks, empty cans, sticks, pin</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Distribute play dough to the children and each child will mold a fish. 2. Ask each child to introduce his/her friend fish to the class. 3. Tell the children that all the fish will sing together. Their song will be heard through the sounds of the spoons, forks, empty cans and sticks which are the natural musical instruments. 4. Let the children practice playing the natural musical instruments with following a rhythmic pattern and melody. 5. Remind the children that all should participate in the activity. 6. Then let the children pin their friend fish on their shirts or blouses for the presentation of the Friend Fish Chorale. Then let them play their “natural” instruments. 						

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<p>Activity 26: Fish Puzzle Objectives: 1. Develop progress in eye-hand coordination in new and challenging task 2. Demonstrate interest and willingness in performing new and challenging task Materials: Fish parts picture (vertically and diagonally cut) Procedure: 1. Provide the whole class with the pieces of parts (fish) which children try to put together. 2. Let them repeat the puzzle in pairs.</p> <p>Activity 27: Sounding Off and Writing Letter “Rr” Objectives: 1. Produce “R” sound and words starting with the letter “r” sound 2. Develop eye-hand coordination in writing using appropriate materials 3. Practice writing capital and small letter of “Rr” Materials: r: <i>relo, rambutan, rimas, Ramon, Rico</i>; lined pieces of paper with letter “Rr” in dotted lines Procedure: 1. Present letter “R” and produce the “R” sound 2. Demonstrate how to produce the sound then let the children follow. 3. Let the children give words with initial “R” sound. 4. Then introduce letter “Rr”. 5. Give the pieces of paper printed with capital letter “R” and small letter “r” in dotted lines to the children. 6. Instruct the children to connect the lines. 7. Tell the children to copy “R” first in one line of the paper and the “r” on the next line.</p>						

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<p>Activity 28: Writing Numeral 8</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Develop interest in using paper and a writing tool 2. Develop eye-hand coordination in writing using appropriate materials <p>Materials: Lined pieces of paper with numeral 8 in dotted lines</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Present numeral 8. 2. Form numeral 8 in the air then let the children imitate you. 3. Give the children pieces of paper with numeral 8 in dotted lines. 4. Tell the children to connect the lines. 5. Tell the children to copy the numeral 8 in one line of the paper. <p>Activity 29: Story Time – Stories About Fish</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Demonstrate interest and enthusiasm in listening to a story 2. Express story in mind through various mediums <p>Material: Suggested Story: <i>Si Talia, Ang Bibong Tilapia</i> (Ailen Flores)</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Ask the following questions before reading: a) <i>Nakakita na ba kayo ng tilapia?</i> b) <i>Saan nakatira ang tilapia?</i> 2. Unlock the difficult words first before storytelling: 3. Tell the story to the class. Questions to ask while reading: a) <i>Anong klaseng tilapia si Talia?</i> b) <i>Anu-ano ang mga katangian ni Talia?</i> 4. Questions after reading: a) <i>Bakit paborito ng kanyang mga guro si Talia?</i> b) <i>Bakit maswerte ang magulang ni Talia?</i> c) <i>Sinu-sino ang mga dating kaibigan ni Talia?</i> d) <i>Anong ginawa ni Talia noong sikat na siya?</i> e) <i>Anong nangyari kay Talia noong naaksidente siya?</i> f) <i>Paano napag-isipan ni Talia na ibalik ang dating ugali nya?</i> 						

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<p>5. Ask the children to express the story through drawing of pictures/painting/collage.</p> <p>6. Give them specific time to complete the task. Let them present their work.</p> <p>Activity 30: Sing and Dance: Leap Frog</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Practice new and challenging large muscle physical activity by leaping in forward motion 2. Develop impulse control with body and actions by controlling without harming oneself or others 3. Demonstrate enjoyment in doing the activity <p>Material: Suggested song: Leap Frog</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Ask the children to form a line. 2. Remind them that they have to move simultaneously with the others on their spaces to make them safe and not also hurt others. 3. Let them crouch on the ground like a frog (knees bent and hands on the ground between and little in front of his feet) while singing. 4. The child in the song should be the last child in row. 5. When the child hears his/her name, he holds out the shoulders of the child in front of him and leaps. When he/she reaches the front of the line, the game begins again. <div style="text-align: center; margin-top: 20px;"> <p>Leap Frog (Tune of “London Bridge”) We are hopping, hopping frogs Hopping frogs, hopping frogs We are hopping, hopping frogs Here hops _____. (name of child)</p> </div>						

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<p>Activity 31: Water Play</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Develop progress in fine motor skills and eye-hand coordination 2. Demonstrate concept of number quantity by counting 1 to 15 3. Demonstrate concept of addition using objects <p>Materials: water, big basin, plastic fishes</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Set- up the water play. 2. Encourage the children to catch fish. Assign colors of the fish that the children are supposed to catch. 3. After the game, ask each child to count how many fish he/she has caught. 4. Let two children put together their fish and count how many in all. 5. Let three children put together their fish and count how many in all. 6. Do the same activities until all children could experience putting together their fish. <p>Activity 32: Story Time – Stories About the Market</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Demonstrate interest and enthusiasm by listening to a story 2. Predict how a story will end <p>Materials: Suggested Story: <i>Ang Karanasan ni Tinio</i></p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Ask the following questions before reading: a) <i>Nakapunta na ba kayo sa palengke?</i> b) <i>Sino ang kasama ninyong nagpunta sa palengke?</i> 2. Unlock the difficult words first before storytelling. 3. Read the story to the class. Use the Mother Tongue. 						

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<p style="text-align: center;">Ang Karanasan ni Tinio (walang gamit na larawan)</p> <p><i>May sakit si Nanay Tilde. Hindi niya kaya ang mamalengke. “Tino, tayo na sa palengke,” ang sabi ni Tatay. “Naku, ngayon lang ako makakapunta sa palengke!” tuwang sabi ni Tino.</i></p> <p><i>Sa palengke, itinuro ni Tatay Tirso ang mga isdang iba-iba ang kulay. “Bangus ito. Tulingan naman ito.”</i></p> <p><i>Bumili sila ng isang kilong isda. Nagpunta naman sila sa gulayan. “Mang Tirso, bili na kayo ng gulay. Sariwang-sariwa po ang mga ang sabi ng tinda. “Bigyan mo kami ng talbos ng sili at talbos ng kamote.”</i></p> <p><i>Dala ang kanilang mga pinamili, masayang-masaya si Tino pag-uwi nila sa bahay.</i></p> <p>4. Questions after reading: a) <i>Saan sa palengke nagpunta sina Tino at Tatay Tirso?</i> b) <i>Anu-ano ang mga binili nila?</i> c) <i>Anu-ano ang mga nakita ni Tino sa palengke?</i> d) <i>Bakit masaya si Tino?</i></p> <p>5. Ask: <i>Ano kaya ang mangyayari pagdating ni Tino at tatay niya sa bahay?</i></p> <p>Activity 33: Fish Ball Relay Objectives:</p> <ol style="list-style-type: none"> 1. Develop balance and coordination of large muscles 2. Demonstrate independence in starting a game 3. Follow strictly game rules and agreements <p>Materials: Two balls with a fish pasted on each ball</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Divide the children into two teams. 2. Then discuss how the team should be played: <ul style="list-style-type: none"> - Every team has one fish ball. - Ask each member of the team to line up in a starting line towards a finishing line. 3. The first member of the team throws the fish ball to the second member who should catch the ball. 4. Then the second member will now throw the ball to the third member. This will continue until the last 						

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<p>member of the team could catch the ball and run to the finishing line.</p> <ul style="list-style-type: none"> - The team who could finish first wins. - Remind the team to follow the rules of the game. - Let the teams start the game on their own. <p>Activity 34: Sing and Dance In the Fishpond</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Respond to rhythm, melody, dynamics, tone and form of music through creative movements and drama 2. Develop body balance and coordination of large muscles in jumping and turning <p>Materials: Costume of mermaid for girls and swimming attire for boys; CD, musical recorder</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Instruct the children form a circle. Let them practice the movements of the fish when swimming, jumping and turning. 2. Play the music then let the children respond to the music with the movements that they have practiced. 						

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<p>Weeks 6 and 7 Sub-Theme: We Take Care Of Our Surroundings</p> <p>Activity 1: Doctor, Doctor, I am Sick Objectives: 1. Express one’s thoughts and feeling freely and with confidence 2. Describe personal experiences Material: Picture of a doctor Procedure: 1. Ask the children to describe what being “sick” means. 2. Ask: “How do you feel when you are sick? Where do you go when you are sick?” 3. Discuss the person who treats them when sick. 4. Show the picture of the doctor. 5. Ask the children share their experiences of being treated by a doctor. 6. Encourage children to participate and share their experiences in the class.</p> <p>Activity 2: Head Reflector Art Objectives: 1. Demonstrate progress in fine motor skills and eye-hand coordination 2. Express what one sees, feels and thinks through a creative artwork Materials: Strips of paper, tape, tag board, tin foil, scissors, glue Procedure: 1. Instruct the children cut out two strips of paper that when connected will fit around their head. 2. Connect the strips with glue or tape, (staples will catch the child's hair). 3. Supply each child with a circle shaped piece of tag board and a piece of tin foil. 4. Ask the children wrap the tin foil around the tag board. 5. Staple the tag board to the headband. 6. Let each child think of a “Doctor’s Name” to put on their head piece. 7. After making the headband, sing the song altogether.</p>						

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<p>The Doctor In The Clinic (Sung to tune of: "Farmer in the Dell")</p> <p>The doctor in the clinic. The doctor in the clinic. Hi-ho the derry-o, The doctor in the clinic.</p> <p>The doctor takes a nurse... The nurse takes a patient... The patient gets help... The patient gets better...</p> <p>Activity 3: Listen to Your Heartbeat Objectives:</p> <ol style="list-style-type: none"> Express thoughts and feelings through a tool (stethoscope) Express empathy, care and concern by saying encouraging words yourself too much” <p>Material: A toy “stethoscope” (made by the parents) Procedure:</p> <ol style="list-style-type: none"> Assign some children to play as the doctor or nurse. The other children are the patients. The child-doctor listens to the heartbeat of the patient. Instruct the child-doctor say “Take your rest now”, “Don’t tire yourself too mcuh”. Let the patient answer “Thank you, doctor”, Doctor says, “You’re welcome, child”. <p>Activity 4: Doctor: “Let’s Examine Your Body Parts” Objectives:</p> <ol style="list-style-type: none"> Relate printed pictures with printed labels Describe each part <p>Materials: Picture of the body showing its parts; word cards: <i>ulo, mata, ilong, paa, kamay, daliri, tuhod, liig, etc.</i></p>						

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<p>Procedure:</p> <ol style="list-style-type: none"> 1. Discuss that a doctor examines the parts of the body (patient). 2. Present the picture of the body. Then show the word cards with labels of the body parts. 3. Read the printed labels of parts of the body. Then ask the children to match the pictures with the word labels. 4. Ask the children locate the different body parts in his own body. Example: Where’s your ____? (eye) 5. Let the children describe each body part. <p>Activity 5: Sounding Off and Writing Letters “Pp” and “Dd”</p> <p>Objectives:"</p> <ol style="list-style-type: none"> 1. Produce “B” and “D” sound and words starting with the “B” and “D” letters 2. Develop eye-hand coordination in writing using appropriate materials 3. Practice writing capital and small letter of “Bb” and “Dd” <p>Materials: p: <i>pasyente, paa, papa, papel, puti, pula</i>; d: <i>doctor, daliri, damit, dahon, dala</i>; lined pieces of paper with letters “Pp” and in “Dd” dotted lines</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Recall the words <i>pasyente</i> and “panda” and ask children their initial letter. 2. Present letter “P” and produce its sound then let the children follow. 3. Ask the children to give words with “P” as initial sound. 4. Do the same with the sound “D”. 5. Then introduce “Pp” letter. 6. Give the pieces paper with letter “P” and “p” printed in dotted lines to the children. 7. Instruct the children to connect the lines. 8. Ask the children to copy capital letter of “P” first in one line of the paper. Then the small letter “p” in another line. Do the same with letter “Dd”. 						

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<p>Activity 6: Writing Numeral 9</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Develop interest in using paper and a writing tool 2. Develop eye-hand coordination in writing using appropriate materials 3. Show correct posture and paper position and proper holding and using the writing tool <p>Materials: Lined pieces of paper with numeral 9 in dotted lines</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Ask: How many parts does the body have? Let's count only up to 9. 2. Then present numeral 9. 3. Form numeral 9 in the air then let the children imitate you. 4. Give the children pieces of paper with numeral 9 in dotted lines. 5. Remind the children to sit up properly when writing. 6. Tell the children to connect the lines. 7. Tell the children to copy the numeral in one line of the paper. <p>Activity 7: Story Through a Finger play: Miss Polly's Dolly</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Demonstrate interest and enthusiasm by listening to a story 2. Answer specific questions 3. Express ideas and feelings of the story through creative movements <p>Material: Story Through a Finger play: Miss Polly's Dolly</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Ask the question before listening: a) How many do you think will get sick? 2. Tell the story to the class through finger play. Question while listening: a) What do you think happens to Dolly? <p style="text-align: center;">Miss Polly's Dolly Miss Polly had a dolly that was sick, sick, sick. (<i>cradle arms and</i></p>						

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<p><i>look sad)</i> She called for the doctor to come quick, quick, quick. <i>(clap hands 3x)</i> The doctor came with his coat and his hat. <i>(point to your shirt and head)</i> And rapped on the door with a rap, rap, rap. <i>(pretend to knock 3x)</i> He looked at the dolly and he shook his head. <i>(shake head)</i> And he said, “Miss Polly put her straight to bed.” <i>(shake finger)</i> Then, he wrote on a paper for some pills, pills, pills. <i>(hold left hand out flat, pretend to write with right hand)</i> I’ll be back in the morning with my bill, bill <i>(hold left hand out flat, wave it up and down as if waiting to be handed cash)</i></p> <p>3. Questions after listening: a) Who had a Dolly? b) What happened to Dolly? c) Who has called to come quick? d) What did the doctor do to Dolly?</p> <p>4. Ask children to recall parts of the story through the finger play.</p> <p>Activity 8: Picture Graph: How Often Does Your Family Go to the Health Center? Objectives: 1. Express creatively thoughts and feelings about personal experiences through a pictograph 2. Develop progress in eye-hand coordination Materials: Manila paper, scratch paper, scissors, glue, coloring materials</p>						

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<p>Procedure:</p> <ol style="list-style-type: none"> 1. Pre-activity: (as homework) – children will ask their parents how often they go to the health center for a check-up (ex. monthly, yearly, when needed etc.). Pre-cut doctor-shaped pieces of paper (roughly 1.4 bond paper size), one for each child in the class. 2. Explain to the children that they are going to make a pictograph of how often their families go to the health center. Write the categories on the bottom-most part of the paper. 3. Each child will refer back to his assignment and take one doctor-shaped paper and write name on it (ex. Cruz Family). They will also color/add designs to their doctor. 4. Each child will then glue his doctor on top of the right category. Pieces will be added in an upward fashion so the class can see which category has the most number of members. <p>*Note to the teacher: make sure the paper is long enough to accommodate the category with the most number of members. Make a quick tally of all the assignments before introducing the activity so you can estimate how big/long the Manila paper ought to be.</p> <p>Activity 9: We Have a Visitor: Doctor or Nurse</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Demonstrate how to seek help or support of a doctor 2. Express feelings and thoughts politely and courteously about a request <p>Materials: Real person: doctor/nurse; polite expressions written on a card: Good morning/afternoon. Can you help us? Please examine my body. Thank you.</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Invite the doctor for the health examination of the children. 2. Before the doctor/nurse comes, teach the children to say the polite expressions. 3. When the doctor/nurse comes, let the children say the polite expressions. 4. After the physical examination of the children, ask the doctor/nurse to present a short description of their work and explain how children can keep their body healthy. 						

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<p>Activity 10: Dramatic Play: Doctor/Nurse Play Center</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Express ideas and feelings through creative movements 2. Demonstrate care by helping a peer who is ashamed to do the task 3. Identify own emotions and express pride in accomplishments <p>Materials: Uniform of a doctor/nurse; baby scale, stethoscope, tape measure, adhesive bandages, tongue depressors, cotton swabs, cotton balls, and strips of gauze bandages, note pads, pencils</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Provide the uniform and things needed by the doctors and nurses. 2. Let the children take turns being the doctor or nurse and doing such things as listening to heartbeats, “writing” prescriptions, and weighing, measuring, bandaging 3. Let the children use the polite expressions they learned in the previous activity. 4. Take pictures during the activity. 5. After the activity, ask: What do you feel when you were the doctor, nurse patient? Are you happy of what you have done? <p>Activity 11: Doctor Says: Exercise!</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Practice new and challenging large muscle physical activity like jumping in backward motion from 1 to six times 2. Develop balance and coordination of large muscles in throwing and catching a ball and throwing a ball hitting a target 3. Demonstrate respect by following game rules and agreements and not bullying or playing bad jokes <p>Materials: Balls, large pail; exercises: jumping backward 6 times, throwing and catching a ball, throwing balls inside the pail</p>						

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<p>Procedure:</p> <ol style="list-style-type: none"> 1. Teach three exercise movements to the whole class using the prompt: “Doctor says”. 2. Discuss the three exercises that each child will participate. Then divide the class into three groups. 3. Model the exercise for each group and set the rules or agreements: a) Wait for one’s turn. b) Follow the directions. c) Help each other. 4. The activities start when the teacher says: Doctor says: start the game. 5. Rotate the assignment of the group making sure each group has experienced the three exercises. 6. After the game, ask the children what they did during the game. <p>Activity 12: I Arrange Puzzles</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Practice habitually the use of fine motor skills and eye-hand coordination in recalling images one has experienced 2. Develop flexibility, inventiveness and interest in solving puzzles 3. Demonstrate respect by following game rules and agreements and not bullying or playing bad jokes <p>Materials: 3 to 5 puzzles of exercises/games/people</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Divide the class into 3 groups. Give each group a puzzle to work on. 2. Then let the group exchange their puzzles. 3. After the three groups have worked on the puzzles, let every child do the puzzle independently. 4. After the game, ask the children if they followed the game rules. 						

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<p>Activity 13: Reciting Rhymes Objective: 1. Recognize sounds by reciting rhymes from memory 2. Demonstrate joy in reciting rhymes Materials: Rhymes about doctors and making oneself healthy; Mother, mother, I am sick Procedure: 1. Present the rhyme. Mother, mother, I am sick Call the doctor very quick Doctor, doctor will I die? No, my darling do not cry! 2. Let the children recite the rhyme with you. 3. Then let them memorize the rhyme. 4. Call each child to recite the rhyme.</p> <p>Activity 14: Hospital Stairs Objectives: 1. Develop body coordination and practice safety rules in going up and down the stairs with railing independently 2. Demonstrate care by helping a peer who has difficulty doing or completing the task 3. Identify own emotions and express pride in accomplishments Materials: Picture of a hospital with stairs that have railing Procedure: 1. Survey a place where there are stairs with railing and bring the children there, pretending that you are going to</p>						

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<p>a hospital.</p> <ol style="list-style-type: none"> 2. Show the picture of the hospital. 3. Recall the rules in going to a place. Then discuss the rules in going up and down the stairs: a) Hold on to the railing. b) Take one step at a time in going up and down the stairs. c) Keep your attention on the steps. d) If someone has difficulty going up and down the stairs, help him/her. 4. Bring the children to the place and let them go up and down the stairs. 5. After the activity, ask: “Who completed the task? What do you feel? Are you happy? Was there someone you have helped? How did you help him/her?” <p>Activity 15: Guess Me? Community Helpers Objectives:</p> <ol style="list-style-type: none"> 1. Relate printed pictures with printed labels 2. Name and sound off letters of the labels <p>Materials: Action song: This is the way ; pictures and corresponding word cards of a farmer (<i>magsasaka</i>), a carpenter (<i>karpentero</i>), a fisherman (<i>mangingisda</i>), a shoemaker (<i>magsasapatos</i>), a sewer (<i>mananahi</i>)</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Present a song with the actions. <ul style="list-style-type: none"> This is the way This is the way (I work in the farm) (3x) So early in the morning (I build a house) (3x) (I catch the fish) (3x) (I make the shoes) (3x) (I sew the clothes) (3x) 2. Have the children guess the community helpers by the actions in the song. 3. When they have named the community helpers, show the pictures and the labels in the word cards. 4. Then let the children match the pictures with the corresponding labels in the word cards. 5. Show each word and let the children sound off each letter of the word. (Example: <i>magsasaka</i>) 6. Do the same with the other words. 						

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<p>Activity 16: Sounding Off and Writing Letter “Nn”</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Produce “N” sound and words starting with the letter with “N” sound 2. Develop eye-hand coordination in writing using appropriate materials 3. Practice writing capital and small letter of “Nn” <p>Materials: n: <i>noo, niyog, natin, nais, naligo</i>; lined pieces of paper with letter “Nn” in dotted lines</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Present letter “N”. 2. Demonstrate how to produce the sound of letter “Nn”. Let the children follow. 3. Ask the children give words with the “n” as initial sound. 4. Then introduce the “Nn”. 5. Distribute a piece of paper with capital letter “N” and small letter “n” printed in dotted lines as pattern to the children. 6. Instruct the children to connect the dots. 7. Tell the children to copy the capital “N” in one line of the paper and small letter “n” in another line. <p>Activity 17: Sounding Off and Writing Letter “Ll”</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Produce “l” sound and words starting with the letter with “l” sound 2. Develop eye-hand coordination in writing using appropriate materials 3. Practice writing capital and small letter of “Ll” <p>Materials: n: <i>lolo, lima, lapis, ligo, lobo</i>; lined pieces of paper with letter “Ll” in dotted lines</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Present letter “l”. 2. Demonstrate how to produce the “l” sound. Let the children follow. 3. Let the children give words with “l” initial sound. 4. Then introduce letter “Ll”. 						

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<p>5. Distribute a piece of paper with “L” and “I” printed in dotted lines as pattern to the children.</p> <p>6. Instruct the children to connect the lines.</p> <p>7. Tell the children to first copy “L” in one line of the paper and “I” in another line.</p> <p>Activity 18: Writing Numeral 10 Objectives:</p> <ol style="list-style-type: none"> 1. Develop greater interest in using paper and a writing tool. 2. Exhibit skill on tracing. 3. Practice writing numeral 10 4. Show correct posture and paper position and proper holding and using the writing tool <p>Materials: Lined pieces of paper with numeral 10 in dotted lines</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Present numeral 10. 2. Give the children pieces of paper with numeral 10 in dotted lines. 3. Remind them to sit properly when writing. 4. Tell the children to connect the lines. 5. Tell the children to copy the numeral 10 in one line of the paper. <p>Activity 19: Role Playing of the Community Helpers Objectives:</p> <ol style="list-style-type: none"> 1. Express one’s ideas and feelings through creative movements 2. Tell information about the community helpers 3. Demonstrate enjoyment in doing the performance <p>Materials: Pictures of community helpers in activity 12; pictures of their products: <i>palay, isda, bahay, sapatos, damit</i>; pin, CD, music</p> <p>Procedure:</p>						

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<ol style="list-style-type: none"> 1. Show pictures of the community helpers. Say: Community helpers are important. Find out what they give us. 2. Ask: What do farmers produce? (palay) Ask similar questions for the other community helpers. 3. Let the children say the following statements: <i>Ako ay magsasaka. Ang produkto ko ay bigas.</i> <i>Ako ay mangingisda. Ang produkto ko ay isda.</i> <i>Ako ay karpintero. Ang produkto ko ay bahay.</i> <i>Ako ay magsasapatos. Ang produkto ko ay sapatos.</i> <i>Ako ay mananahi. Ang produkto ko ay damit.</i> 4. Tell the children that they are going to role play what the community helpers do. 5. Ask each child to get a picture of the community helper he/she wants to role play. 6. Give the children time to practice the actions and say the statements they had studied. 7. Let the children pin the name of the community helper on their shirt/blouse. Then let them bring the product, say the statements in their role playing. 8. Let them dance and parade around the room after their role playing. After the activity, ask them how they feel. <p>Activity 20: Finding Syllables in Words Objectives:</p> <ol style="list-style-type: none"> 1. Relate printed pictures with printed labels 2. Distinguish 2-, 3, 4 and 5-syllable words 3. Produce or sound off each syllable in a word <p>Materials: Pictures of community helpers pictures and corresponding word cards: <i>magsasaka, karpintero, mangingisda, magsasapatos, mananahi, palay, isda, bahay, sapatos, damit;</i></p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Show the pictures of the community workers and their corresponding labels including the labels for their products. 2. Say: Look at the words. These words have 2, 3, 4 and 5 syllables. Ask: What are the words with 2 syllables? 3 syllables? 4 syllables? 5 syllables? 3. Arrange the words by syllables based on the children’s responses. 						

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<p>4. Let the children read the words with 2,3,4 or 5 syllables.</p> <p>5. Let the children produce rhythmic patterns through clapping/tapping based on the number of syllables.</p> <p>Activity 21: Mural: Tools of Community Helpers Objectives:</p> <ol style="list-style-type: none"> 1. Develop progress in eye-hand coordination in a challenging activity 2. Use material and resources to explore and freely express oneself 3. Work cooperatively with others <p>Materials: Manila paper, water based paint, painting tools, apron or oversized shirt, newspaper; magazines where there are pictures of tools of the community helpers</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Let the children look at the tools of the community workers. Let them describe each. 2. Tell them that they are going to make a mural showing these tools and they should help each other in doing the task. 3. Tape the sheets of Manila paper on a wall so that they form just one big piece. 4. Apply paint to the Manila paper using a paintbrush or sponge brush. 5. Let the children draw the tools that the community helpers use in their work. 6. Appreciate the work of the children. <p>Activity 22: Story time: Ang Mahiwagang Tsinelas Objectives:</p> <ol style="list-style-type: none"> 1. Demonstrate interest in listening to the story 2. Ask and answer questions about the story 3. Tell in own words the moral lesson of the story <p>Material: A story: <i>Ang Mahiwagang Tsinelas</i></p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Present the title of the story. 						

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<p>2. Encourage the children to ask questions related to the story. Write the questions down. Example: Do you know what slippers are?</p> <p>3. Unlock difficult words.</p> <p>4. Read the story to the class.</p> <p style="text-align: center;">Ang Mahiwagang Tsinelas</p> <p><i>Isang araw nakakita ako ng tsinelas at ubod ito ng ganda... gusting-gusto ko ito bilhin kaya lang. ang MAHAL! Dahil sa kagustuhan ko itong bilhin ay nag-ipon ako ng pera mabili lang ang napakaganda at mamahaling tsinelas na yun. Halos maglakad lang ako sa school at bihirang kumain. Tuwing sa pagtulog ko ay napapanaginipan ito na tila bagay aking suot.</i></p> <p><i>Habang suot suot ko na ito sa aking panaginip ay nakakita ako ng isang batang naka-paa at sugat sugat. Dahil sa sobrang gusto ko talaga ang tsinelas.. ay gusto ko rin naman ibigay ito sa batang walang tsinelas at ang kanyang paa ay kinakalyo na at may sugat pa. Kaya nagdalawang-isip ako kung ibibigay ko ba ang tsinelas sa bata o gagamitin ko ito at ipapakita sa aking mga kaibigan?</i></p> <p><i>Tila may bumulong sa akin na ibigay ko ang tsinelas sa isang bata dahil alam ko na mas kailangan niya ito. Malaki man ang aking panghihinayang ay sulit naman ito. Lalo na nang nakita ko ang bata na tuwang tuwa sa binigay kong tsinelas sa kanya at halos maluha ako nang niyakap niya ako ng mahigpit.</i></p> <p><i>Ngunit sa gitna ng aking panaginip ay bigla akong ginising sa klase!” Agad akong bumangon at nagulat sa aking nakita...sa mga paa ko nakasuot ang napanaginipan kong pares. Laking pasasalamat ko dahil sa mahiwaga kong tsinelas. At sa tuwing isinusuot ko ito ay piling ko ay lagi akong masagana at masaya.</i></p> <p>5. Recall the questions that the children asked. Let them answer the questions.</p> <p>6. Ask: “What is the moral lesson of the story?”</p>						

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<p>Activity 23: How Do We Take Care of Shoes? Objectives: 1. Retell experiences of others 2. Develop self-confidence through sharing experiences to the group Materials: Drawing materials Procedure: 1. Group the children into 3. Then let each group talk about how their family members take care of their shoes. Then let them draw these (shoe shining, wiping the shoes, washing the rubber shoes returning to box). 2. Then ask group to retell the experiences in taking care of the shoes with the pictures.</p> <p>Activity 24: Footprints Objectives: 1. Use materials and resources to produce footprints of different sizes 2. Write numerals 1 to 10 3. Count the number of footprints produced 4. Relate the number with the corresponding label Materials: Magazines, natural materials, cut-out footprints Procedure: 1. Ask the children trace adult’s and children’s foot on magazines and cut these. 2. Let them cut out small circles and paste these on each footprint. 3. Then ask them to write the numerals 1 to 10 corresponding to the order of footprints. 4. Let them lay the footprints on the floor with the pasted circles facing up and count them. 5. When the teacher says “5”, a child will step on the footstep numbers.</p>						

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<p>Activity 25: Story time: Stories about the Environment</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Demonstrate a developing understanding of the story read 2. Tell about the characters of the story <p>Material: Suggested Story: <i>Si Emang Engkantada at ang Tatlong Haragan by Adarna</i></p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Unlock the difficult words. 2. Read the story to the class. 3. Questions after reading: “Who are the characters of the story? How will you describe them? What did you like about the story? What is <i>haragan</i>? What bad things did they do? If you were the children, would you do the same things? Why/why not?” 						
<p>Activity 26: Story time: Stories about the Environment</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Demonstrate interest and enthusiasm by listening to a story 2. Ask and answer questions about the story <p>Material: Suggested Story: <i>Ang Hulling Puno (Lempira)</i></p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Present the title of the story. 2. Encourage the children to ask questions about the story. 3. Read the story to the class. 4. Let the children recall the questions they ask. Let them answer the questions. Other questions to be answered: “What did you like about the story? What happened to the town in the story? Why does it have no trees? What do people want to do with the tree? Is it a good thing? What good memories do the children recall about the tree? What did they do to save the last tree? If you were the children, what will you do? Why are trees important?” 						

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<p>Activity 27: Action Song: The Bus Song</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Express ideas and feelings through creative movements 2. Develop body balance and coordination of large muscles in performing movement patterns 3. Demonstrate enjoyment in doing the activity <p>Material: Suggested song: The Bus Song</p> <p style="padding-left: 20px;">The people in the bus go up and down, up and down, up and down (2x) All around the town.</p> <p style="padding-left: 20px;">The wiper on the bus goes swish, swish, swish, swish, swish, swish (2x) All around the town.</p> <p style="padding-left: 20px;">The wheels of the bus go round and round, round and round, round and round. All around the town.</p> <p style="padding-left: 20px;">The money on the bus goes clink, clink, clink, clink, clink, clink, clink, clink, clink All around the town</p> <p style="padding-left: 20px;">The baby on the bus goes way, way, way, way, way, way, way, way way (2x) All around the town.</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Present the action song. 2. Read each line then let the children repeat after you. 3. Sing with action the first line, then ask the children to follow. 4. Do the same with the second, third, fourth and fifth lines. 5. Then let the children sing the whole song with actions. 6. Ask them how they feel when they were doing the action song. 						

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<p>Activity 28: Story time: <i>Ang Barumbadong Bus</i> Objectives:</p> <ol style="list-style-type: none"> 1. Demonstrate interest in understanding a story 2. Recall important details in the events of the story 3. Tell in own words the moral lesson of the story <p>Material: Suggested story: <i>Ang Barumbadong Bus</i> Author: Rene O. Villanueva</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Unlock difficult words. 2. Read the story to the class. 3. The children are asked to answer the following questions after listening to the story:” Why is the story entitled <i>Ang Barumbadong Bus</i>? How will you describe the bus driver? Who gave advice to the bus driver? Did the bus driver listen? What happened to the bus? 						
<p>Activity 29: Story time: <i>Si Makisig</i> Objectives:</p> <ol style="list-style-type: none"> 1. Demonstrate interest in understanding a story 2. Recall important details in the events of the story <p>Material: Suggested Story: <i>Si Makisig</i></p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Present the title of the story. 2. Unlock difficult words. 3. Tell the story to the class. 4. After listening to the story the following questions will be answered: “Who is <i>Makisig</i>? What are the things that <i>Makisig</i> did? What happened to him? Do you like the story? Why or Why not?” 						

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<p>Activity 30: Solution Signboards</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Express creatively thoughts and feelings about personal experiences related to saving the environment 2. Demonstrate how to seek help or support of an adult 3. Demonstrate eye-hand coordination in new and challenging task <p>Materials: Pre-cut cardboards from recycled boxes with Holes on top portion, coloring materials (crayons, craypas, paint), markers</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Interview adults about the helpful ways to take care of the community and discuss this in class. 2. Divide the children into groups 3-4 children for this activity. 3. Ask the group to think of ways to take care of the community that they can do and would like to remind other people as well. Let them state it in positive way.) (e.g. “Keep the streets clean.”) 4. Provide the children with materials that they can use for making the posters. Encourage them to write the letters big enough for other people to see and to be creative by decorating their signboards. 5. Remind the children that they can seek help from adults. 6. Ask the children present the completed task. <p>Activity 31: Promise Wall/Mural: We Will Take Care of the Community</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Identify emotional cues from adults and respond in positive manner 2. Express ideas and feelings in a creative way <p>Materials: Big Manila paper labelled with “Promise Wall: We will take care of the community” securely posted on Art Area wall, markers, crayons/craypas, pencils</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Invite two parents to talk about the problems of the environment and how children could help. 						

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<p>2. Teacher will discuss the “Promise Wall” in the class.</p> <p>3. Tell the children that each one of them will write his/her promise how they can take care the environment on the “promise wall”. The teachers can assist them in spelling the word and also write their names beside their promise. Ask them to share the space with their other classmates and to wait for their turn to write.</p> <p>4. Once the promise wall has been filled up, the ideas can be shared with the whole class.</p> <p>Activity 32: Addition Story Objectives:</p> <ol style="list-style-type: none"> 1. Count ways in taking care of the environment as posted in the “Promise Wall” 2. Demonstrate the concepts of addition using the statements in the promise wall <p>Material: Promise Wall</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Show the children the “Promise Wall” and let them count the “promise” statements. 2. Let them put together the statements. Ask: How may promises are there in all? <p>Activity 33: Reuse, Reduce, Recycle Objectives:</p> <ol style="list-style-type: none"> 1. Use materials and resources to explore freely and creatively 2. Demonstrate the ability to use eye-hand coordination in reusing, reducing and recycling waste materials 3. Develop self-confidence by joining discussions <p>Materials: Junk items (ex. cans, bottles, paper, etc.), art materials like scissors, tape, glue</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Show several materials and discuss what can be done with the junk items. 2. Let the children know that they can seek help/support of an adult in gathering the junk items. 3. Discuss through the help of the adult the ways of reusing, reducing and recycling waste items. 4. Then let the children decide on what items they can reuse, reduce and recycle. 						

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<p align="center">Weeks 8 to10 Sub-Theme: Happy Days in my Community</p> <p>Activity 1: Self-Made Story with Pictures: Fiesta Celebration Objectives: 1. Describe/share personal experiences or known information 2. Develop own story from a series of 3 to 5 pictures 3. Develop self-confidence by joining group activity Materials: Fiesta celebration pictures, drawing and coloring materials Procedure: 1. Show pictures about fiesta celebration and let children describe the pictures. 2. Ask children to recall the fiesta celebration of their community. 3. Ask: “When is the fiesta celebration of your community? What were the activities done in the last fiesta celebration? How did your family celebrate the fiesta?” 4. List down the activities mentioned by the children. 5. Group the children into 3 groups. 6. Let each group draw 3 to 5 pictures of the things their families did during the last fiesta. 7. Then let the children develop their own story using the pictures. 8. Ask each group to tell their own story using the pictures.</p> <p>Activity 2: Bayanihan Objectives: 1. Identify 1 to 3 or more syllables words that are heard 2. Name or sound off each and every syllable from the words heard Materials: Pictures of people working in the community; word cards: <i>nagpuputol ng mga kahoy, naglilinis sa paligid, nag-aayos sa simbahan, naglalagay ng pabitin sa kalsada</i> Procedure: 1. Show some pictures of people helping each other in the community before the fiesta to the children.</p>						



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<p>2. Let them observe the pictures and tell something about these.</p> <p>3. Show all the word cards and ask children to look at the words.</p> <p>4. Say: “We are going to find out how many syllables are there in these words. When I say one syllable word, raise one finger, if two, two fingers, if three, three fingers and so on. “</p> <p>5. Say: “Tell me how many syllables are there in the word <i>kahoy</i> by raising the number of fingers corresponding to the number of syllables.”</p> <p>6. Do the same with the other words.</p> <p>Activity 3: Constructing a Building: Children’s Bayanihan Objectives:</p> <ol style="list-style-type: none"> 1. Develop fine motor activity for self-expression and social interaction 2. Practice healthy and positive relationship through working cooperatively with others <p>Materials: Picture, play dough construction materials: wooden craft sticks/popsicle sticks</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Discuss why people in the community work together or do <i>bayanihan</i>. 2. Then tell the children that they are going to construct a building for the display of children’s toys during the fiesta and show them the picture below. 3. Provide them with the play dough construction materials and let them work by 3’s. 4. Let the children display their work and ask them to tell how they did their work. <p>Activity 4: Come and Eat With Us Objectives:</p> <ol style="list-style-type: none"> 1. Develop the ability to make up story of 3 to 5 pictures 2. Develop self-confidence in telling a story 3. Work cooperatively with others <p>Materials: Magazines with pictures of foods prepared by people, scissors, paste/glue</p> <p>Procedure:</p>						

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<p>1. Let the children recall of the different foods they had last fiesta.</p> <p>2. Let them tell the story of how the foods were prepared and which food do they like best. Ask them who were their visitors who ate with them.</p> <p>3. Group the class into 3. Ask each group to prepare 3 to 5 pictures about the foods they had last fiesta. Then let each child tell a story using the pictures they made.</p> <p>4. Remind them that they have to work together to complete the task.</p> <p>Activity 5: Sing and Dance: This is the Way I Get Dressed for the Fiesta</p> <p>Objectives:</p> <p>1. Develop body balance and coordination of large muscles in a dance</p> <p>2. Respond to rhythm and music</p> <p>Material: Suggested Song: This is the Way I Get Dressed for the Fiesta (Tune: This is the Way I Brush My Teeth)</p> <p style="padding-left: 40px;">This is the way I get dressed for the fiesta Dressed for the fiesta, dressed for the fiesta This is the way I get dressed for the fiesta So early in the morning.</p> <p style="padding-left: 40px;">This is the way I put on shirt for the fiesta, Shirt for the fiesta, shirt for the fiesta</p> <p style="padding-left: 40px;">This is the way I put on shirt for the fiesta So early in the morning.</p> <p style="padding-left: 40px;">Other actions to be considered: (This is the way I put on pants for the fiesta) (This is the way I put on socks for the fiesta)</p>						

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<p style="text-align: center;">(This is the way I put on shoes for the fiesta)</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Ask the children to recall how they dressed themselves during the fiesta. 2. Introduce a song with the actions that the children will perform. 3. Let the children stand up and form a big circle. 4. Assign different actions for the song when they are wearing a type of clothing. 5. Act out together with the children each movement and continue adding items of clothing. 6. Ask children to think of lines to include in the song (Example: put “my belt”) <p>Activity 6: Stories About Fiesta</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Demonstrate interest in understanding a story heard 2. Ask and answer specific questions 3. Recall important events <p>Material: Any story about <i>Fiesta</i>; pictures about the story</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Present the title of the story. 2. Encourage the children ask questions about the story. Write down the questions. 3. Tell the story with the pictures. 4. Recall the questions asked and let the children answer the questions. 5. Let the children recall the important events in the story. 						

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<p>Activity 7: Celebrating the Town / Community Anniversary</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Describe personal experiences with self-confidence 2. Relate printed pictures with printed labels <p>Materials: Pictures of town/community anniversary activities with printed labels/word cards: <i>Mayor at kasamang opisyaales, parada, pagtanim ng mga kahoy, palaro, etc.</i></p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Ask the children when the town/community anniversary was celebrated and who were the important persons that led the celebration. 2. Let them describe the celebration. 3. Present to them the pictures and the printed labels and let them match the two. 						
<p>Activity 8: Coat of Arms</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Identify and describe the important symbol of the town/community: the coat of arms 2. Express ideas through a drawing 3. Demonstrate respect by saying courteous expressions <p>Materials: Coat of Arms, paper, pencil and crayons</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Arrange a visit with the town/barangay officials to inform them about the activity. 2. Inform the children that they will visit the town/barangay hall. 3. Remind them of the rules and agreements that they should follow in a field trip and the courteous expressions that they will say to the mayor/barangay captain, other officials and people they will see there. 4. Introduce the children to the mayor/barangay captain and the other officials. 5. Present the coat of arms and what it stands for. Examples: 6. Ask the children to describe the specific objects they see while you explain what these 						



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<p>mean/stand for.</p> <p>7. Take a picture of the coat of arms.</p> <p>8. When the children are back in the classroom, let them draw the coat of arms.</p> <p>Activity 9: My Town/Community Before and Now Objectives:</p> <ol style="list-style-type: none"> 1. Demonstrate understanding of time by knowing the difference of yesterday/past, today and tomorrow 2. Demonstrate capacity to develop new ideas based on existing data 3. Develop confidence by joining an activity <p>Materials: Collections of pictures of the town/community before and today given by the parents</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Ask the children interview their parents about their town/community, its past (yesterday) and present (today) and let them bring pictures. 2. Let the children sort the pictures of the town/community taken in the past and at present. Let them describe how the town/community looked before and how it looks now. 3. Ask: "Will your town/community change after 10 years? How do you think will it look like? " 4. Divide the class into 3 groups. Let each group draw the town/community in the future. 5. Ask each group to present their drawing and let them describe it. 6. Ask the children how they did the drawing and how they feel about it. <p>Activity 10: Clean and Green Campaign Objectives:</p> <ol style="list-style-type: none"> 1. Demonstrate creativity in reading by giving own title of the story and theme of the story 2. Express story in mind through various medium <p>Materials: Plants, plastic waste, leaves/leaf, community and school</p> <p>Procedure:</p>						

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<p>1. Tell the children that part of the celebration of the town/community anniversary is the clean and green campaign which is taught by the teachers in school.</p> <p>2. Show pictures of the community and school which are working on activities like tree planting, cleaning the surroundings or backyards, and picking plastic waste.</p> <p>3. Then read the short story.</p> <p style="text-align: center;">Why Should We Keep Our School Clean? by Mohammad Saad Kashif, Green Valley Islamic College - Australia</p> <p>Everybody picks up rubbish!' yelled the teacher on duty. Nobody listened to the teacher but instead everyone ran away to their classes. The school playground looked as though it was a rubbish dump. It was smelly and looked dirty. It is crucial that we keep our school clean!</p> <p>4. Then ask the children: "What title could you give to the story? What is the story about?"</p> <p>5. Ask the children illustrate the "Clean and Green Program" through drawing or painting.</p> <p>6. Ask them to show their work and let them tell something about it in front of the class and post it on the board/activity output area.</p> <p>Activity 11: Song: Clean and Green Objectives:</p> <ol style="list-style-type: none"> 1. Express ideas and feelings through a song 2. Respond to rhythm, melody, tone and form of music through creative movements <p>Materials: Song: Clean and Green</p> <p style="text-align: center;">Clean and Green By Educational Technologies</p> <p style="text-align: center;">Keep the park clean and green (2x) Keep the park clean and green every day! Don't pick the pretty flowers They're here for you and me If you pick the pretty flowers</p>						

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LEARNING RESOURCE NO. 6: SUGGESTED ACTIVITIES (QUARTER 3) 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>You'll scare the honeybee. Throw the garbage in the bin (3x) Plastic, paper, can and glass.</p> <p>(http://www.youtube.com/watch?v=P1CEbz0V3mU)</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Present the whole song to the children including the action. 2. Ask them about the message of the song. 3. Sing by line with action then let them repeat after you. 4. Let the children sing the whole song with actions together with you. <p>Activity 12: Tree Planting</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Demonstrate fine motor activity through tree planting 2. Practice the use of the large muscles and fine motor skills in taking care of the plants <p>Materials: Plants, shovel</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Identify the area for tree planting and prepare seedlings of trees and holes for the tree planting with the help of the parents. 2. Discuss with the class about the importance of trees and the activity on planting a tree. 3. Bring the children to the area where the tree planting will be done and demonstrate how to plant a tree. Then let the children plant the seedlings. 4. Discuss to them on how to take care of their newly planted trees. 						

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<p>Activity 13: Song: Tree Song</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Demonstrate appreciation of trees through music 2. Respond to rhythm, melody, tone and form of music through creative movements 3. Demonstrate enjoyment in singing the song with bodily movements <p>Materials: Song: Tree Song</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Present the whole song to the children. 2. Ask them about the message of the song. 3. Sing a song line by line then let them repeat after you. 4. Give the children some time to sing the whole song. <p style="text-align: center;">Tree Song</p> <p style="text-align: center;">Trees, trees, trees, Have roots, and trunks, and leaves, Trees, trees, trees, Have buds, and fruits, and seeds, Trees, trees, trees, A home for birds and bees, We all need our trees, trees, trees...</p> <p style="text-align: center;">http://www.youtube.com/watch?v=D7dKRBZVLvI</p> <ol style="list-style-type: none"> 5. Ask the children to respond to the music of the through bodily movements. 6. Ask them how they feel about the activity. 						

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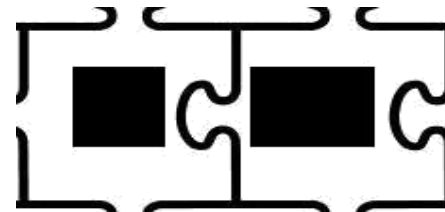
LEARNING RESOURCE NO. 6: SUGGESTED ACTIVITIES (QUARTER 3) FOR PRE-K2: 4 TO 4.11 YEARS OLD

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<p>Activity 16: Community Roles</p> <p>Objectives:</p> <ol style="list-style-type: none"> Express one’s ideas and feelings about community roles Respond to music through bodily movements <p>Materials: Song chart , CD player</p> <p>Procedure:</p> <ol style="list-style-type: none"> Sing the whole song with action “I Love You” song by Barney: <p style="margin-left: 40px;">I love you You love me We're a happy family (community) With a great big hug And a kiss for me and you Won't you say you love me to?</p> <p style="margin-left: 40px;">I love you You love me We're a happy family (community) With a great big hug and a kiss for me and you Won't you say you love me too?</p> <p style="margin-left: 40px;">(Barney - Love Song Lyrics MetroLyrics)</p> Discuss the message of the song. Ask: “How do we make each other happy?” Emphasize that everyone in the community should love each other and perform his/her own responsibilities. Recall the responsibilities shown by good citizens in the previous discussions. Ask the children share in their own words what would be their role/s as part of the community. Record their responses and display these beside the display on the “Good Citizen Rule Activity”. 						

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<p>7. Ask the children to sing with you, first line by line then the whole song again.</p> <p>8. Let the children move their body in response to the song.</p> <p>ADDITIONAL ACTIVITIES</p> <p>Activity 1: Blocks Area: Free Block Play</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Control fingers and hand muscles 2. Demonstrate respect by helping a peer <p>Procedure:</p> <ol style="list-style-type: none"> 1. Children will be given time to spend in the Blocks Area. They can use varying blocks such as wooden, construction, and interlocking blocks to build different structures. <p>Activity 2: Puzzles for CVC Words</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Read c-v-c words (emphasis on c-v-c words with "o" sound) 2. Connect puzzle pieces together <p>Materials: Ready-made word puzzles (c-v-c)</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Prepare the puzzles on the table for free use of the children. 2. The puzzle pieces should have pictures of the c-v-c word to be completed. 3. Assist the child in reading the words that he/she is able to complete. 						



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<p>Activity 3: Hot Potato Materials: Music, potato Procedure: 1. Ask everyone sit in a circle, play music, and have them pass the potato to the child on their right. 2. When the music stops, whoever is holding the potato sits in the middle of the circle. 3. The game continues until 1 child remains outside of the center, who will be the winner.</p> <p>Activity 4: Say It, Slot It Objective: 1. Identify vowel sounds Materials: Shoe box with lid, scissors, markers, cardboard, picture cards w/ short vowel sounds Procedure: 1. Make five slots in the lid of the shoebox. Label each slot with vowel sounds. 2. Make four cardboard dividers to fit inside the box and secure them with tape so that the picture cards will be segregated inside the shoebox. 3. Place the picture cards face-up on the table. 4. Each child will select one card and place it in the correct slot on the shoe box. 5. Children can check their responses by reading the picture name on the back of the card. 6. Play continues until all the cards have been slotted.</p>						

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<p>Activity 5: Hot Numbers Objective: 1. Identify sequence of numbers from 1 to 10 Materials: Cassette recorder Procedure: 1. This is a variation of the game “Hot Potato”. 2. Sit the children in a circle and pass out cards with number 1 on the card. 3. Inform the children that you are going to play music. 4. Ask them to pass the card around the circle while the music is playing. 5. Ask them to stop passing the card when the music stops. 6. Be sure to practice the direction in which they should pass the card. 7. Play the game, and when the music stops, the child who holds the card stands in the middle. The game continues until 1 child remains outside of the center, who is the winner.</p> <p>Activity 6: Bulletin Board – Fish Math Objectives: 1. Identify and write numerals. (11 to 20) 2. Match a set to a written number Materials: bulletin board with fish shadows drawn on it, drawings of fish on construction paper or any hard paper, pencils, scissors, paste/glue Procedure: 1. Distribute the drawings of fish, scissors, pencils and paste/glue. 2. Assign a number to each child. 3. Children cut the drawings and write the assigned ordinal numbers on their fishes. Put paste/glue. 4. Tell the children to paste their fishes on the fish shadows corresponding to their numbers.</p>						

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<p>Activity 7: Letter Basket</p> <p>Objective:</p> <p>1. Recognize picture-words that have vowel sound /i/</p> <p>Materials: Laundry basket with letter /i/ outside</p> <p>Procedure:</p> <p>1. When introducing a new letter to your child, set out a laundry basket with a letter card attached to the front.</p> <p>2. Help children find pictures in magazines that have the vowel sound of the letter /i/ and let them cut.</p> <p>3. Let them put the pictures inside the basket.</p>						

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