

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

SUGGESTED ACTIVITIES FOR PRE-K2: 4 – 4.11 YEARS OLD	DOMAINS					
	PH+	SE	CV	CD	LD	CA
<p>QUARTER 4</p> <p>Theme: God Created A Beautiful World For Us</p> <p>Week 1 Sub-Theme: Land and Water, Moon and Stars</p> <p>Activity 1: Story time: <i>Ang Paglalakbay ni Uno at Unding</i></p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Demonstrate interest in listening to the story 2. Participate in the discussions about the story 3. Recall the important details of the story 4. Produce or sound off u <p>Materials: Suggested Story <i>Ang Paglalakbay ni Uno at Unding</i>; printed words starting with letter U from the story</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Unlock the difficult words. 2. Read the title of the story and identify the author and illustrator. 3. Tell the story. <p style="text-align: center;"><i>Ang Paglalakbay ni Uno at Unding</i></p> <p><i>Isang umaga, magkasamang naglalakad ang magkapatid na sina Uno at Unding. Hinahanap nila ang kanilang mga kaibigan ngunit hindi nila ito makita. Patuloy silang naglakad hanggang nakakita sila ng isang mataas na bundok. Iniisip nila na maaaring naroon ang kanilang mga kaibigan. Humanga sila sa kagandahan ng bundok at ang sabi nila ay, “Kay taas na bundok na gawa ng Maykapal. Tunay na tayo ay Kanyang minamahal.” Patuloy silang naglakbay sa bundok at nakakita sila ng matatangkad at malalaking puno, iba’t ibang halaman at hayop. Nagpahinga muna ang magkapatid at nakakita naman sila ng upuan. Habang nakaupo ay napansin nila na marami ang maiitim na ulap sa langit at nagsimula nang pumatak ang ulan. Nagpatila muna ang magkapatid sa ilalim ng malaking puno at doon na natulog. Nasaan na kaya ang kanilang mga kaibigan? (Itutuloy ang kwento..)</i></p> <ol style="list-style-type: none"> 4. Ask questions about the story. Let the children guess the ending of the story. 5. Ask questions where the answers would be words that start with letter u. Example: a) <i>Ano ang pangalan ng</i> 						

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<p><i>magkapatid sa kwento? – Uno at Unding</i> b) <i>Ano ang ginamit nila para magpahinga? –upuan</i></p> <ol style="list-style-type: none"> 6. Show the printed words after they answered the questions. 7. Post the words on the board and let them read the words. 8. Let them produce the sound of u. <p>Activity 2: My Own Mountain Objectives:</p> <ol style="list-style-type: none"> 1. Demonstrate the ability to use eye-hand coordination in crumpling paper, pasting, and painting 2. Use materials and resources to explore creatively <p>Materials: Scratch papers and old newspapers; paint; glue</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Give the instructions. Tell them, “Where did Uno and Unding go first? Yes, they went to a mountain. Today, we will make our own mountains using paper. You will crumple the used papers then paste it on the drawing of a mountain. Then you can paint your mountain. You can design it and give it a name.” 2. Distribute the materials. 3. Ask the children the name of their mountain and write it on their work. 4. Display their works on the bulletin board. NOTE: The bulletin board will be the representation of the story by using the works of the children. At the end of the week, all the adventures of Uno and Unding will be seen in the bulletin board. The first part (Monday) will be the mountain artwork then on Tuesday it will be the sea artwork, etc. <p>Activity 3: Storytime: Part 2 of “Ang Paglalakbay ni Uno at Unding” Objectives:</p> <ol style="list-style-type: none"> 1. Demonstrate interest and enthusiasm by listening to a story 2. Predict parts of a story 3. Pronounce of sound off “U” <p>Materials: Suggested Story <i>Ang Paglalakbay ni Uno at Unding</i>; printed words starting with letter U from the</p>						

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<p>story</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Ask children if they remember the story of Uno at Unding. Ask them what details they remember. 2. Tell them that there is a continuation to the story. Unlock the difficult words. 3. Tell the continuation of the story. <p style="text-align: center;">Ang Paglalakbay ni Uno at Unding (continuation)</p> <p>Pagkagising nina Uno at <i>Unding ay ipinagpatuloy nila ang kanilang paglalakbay. Naglakad sila nang naglakad hanggang sa nakarinig sila ng tunog ng mga alon. Patuloy silang naglakad at nakita na nila ang dagat. Nang sila ay naglakad ay naramdaman nila na buhangin na ang kanilang tinatapakan. Nakakita din sila ng iba’t ibang kabibe. Naisip nila na maaaring narito ang kanilang mga kaibigan. Lumapit sila sa tubig at nakita nila kung gaano kalinaw at kalinis ang dagat. Nawika nila, “Kay linaw na dagat gawa ng Maykapal. Tunay na tayo ay Kanyang minamahal.” Nakaramdam ng gutom ang dalawa. Gusto nila ng masarap na ulam ngaunit hinid nila alam kung saan makakakuha ng pagkain. Napatingin sila sa may dagat at may nakita silang gumgalaw. Nakakita sila ng mga ulo na lumilitaw sa tubig. (Ano kaya ang mga ulo na iyon?) Lumapit sila ta nakita nila na ito pala ay ulo ng mga isda. Nanghuli sila ng mga isda para gawing ulam. Nakahuli sila at hindi na sila gutom. Nakaramdam naman sila ng uhaw. Nag-usap sila kung saan makakakuha ng inumin. Nakakita sila ng puno ng buko at inakyat nila ang mga buko nito. Matapos nila uminom, patuloy nilang hinanap ang kanilang mga kaibigan ngunit wala pa rin sila.</i></p> <ol style="list-style-type: none"> 4. Post the new words (<i>uhaw, ulo, usap, ulam</i>) on the board and let them read all the words. Tell them that all the words start with the letter “U”. Let them produce the sound of letter “U”. Add the words to the word wall. <p>Activity 4: The Sea</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Practice fine motor skills in coloring, cutting, and pasting art materials 2. Use different materials to make an artwork 						

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<p>3. Work cooperatively with others</p> <p>Materials: Sand, small shells, paint or crayons, glue, paper/cardboard</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Ask the children, “Have you been to a beach? What are the things that you can see in the beach?” Let the children answer. 2. Tell them, “We will make our own beach. We have different materials that we will use like sand, shells, etc.” 3. Distribute the materials. 4. Let the children do their work. 5. Post their works on the bulletin board. (second part of the story) <p>Activity 5: Living Things Move!</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Develop body balance and coordination in portraying movements of living things 2. Demonstrate enthusiasm and confidence in doing the tasks <p>Materials: None</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Demonstrate the different movements of living things like a boy stomping on the sand, swimming and climbing a tree. 2. Let the children copy you. 3. You may add other movements of living things or invite children to suggest. 4. Let them play in the playground. <p>Activity 6: Story time: Part 3 of “Ang Paglalakbay ni Uno at Unding”</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Demonstrate interest and enthusiasm by listening to a story 2. Predict parts of a story 						

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<p>3. Pronounce or sound off “U”</p> <p>Materials: Suggested Story “<i>Ang Paglalakbay ni Uno at Unding</i>”; printed words starting with letter “U” from the story</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Ask children if they remember the story of Uno at Unding. Ask them what details they remember. 2. Tell them that there is a continuation to the story. Unlock the difficult words. 3. Tell the continuation of the story. <p style="text-align: center; margin: 10px 0;"><i>Nang umalis na sina Uno at Unding sa may dagat, patuloy ulit sila sa paglalakbay. Napunta naman sila sa isang lugar na puno ng pananim. Sa lugar na iyon ay may tanim na ube, upo, ubas at iba pang pananim. Sila ay namulot ng mga pwedeng kainin. Pumitas sila ng mga ubas. Kumain ng pitong pirasong ubas si Uno. Si Unding naman ay kumuha ng walong pirasong upo para iuwi sa kanilang bahay. Nakita nila na maraming nakadikit na ugat sa mga halaman na kanilang kinukuha. Matapos nila mabusog sa kanilang mga kinain ay patuloy sila sa paghahanap ngunit wala pa rin ang kanilang mga kaibigan. (To be continued)</i></p> <ol style="list-style-type: none"> 5. Post the new words (<i>ube, upo, ubas</i>) on the board and let them read all the words. Tell them that all the words start with the letter “u”. Let them produce the sound of letter “u”. Add the words to the word wall. <p>Activity 7: The Fields</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Demonstrate progress in fine motor skills in pasting, painting and coloring 2. Demonstrate enjoyment and cooperation while doing the art activity 3. Explore creatively using recycled materials <p>Materials: Paper; dried leaves; flowers; wooden sticks (tree branches/broom or walis) crayons; other recycled materials</p> <p>Procedure:</p>						

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<p>1. Give the instructions. Tell them, “We will make our own field. Who among you have been in a field? What are the things that you see? What plants have you seen? You will draw your own field using the different recycled materials.”</p> <p>2. Distribute the materials.</p> <p>3. Let them do their work and after, post it on the bulletin board.</p> <p>Activity 8: Living and Non-Living Things</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Identify characteristics of living and non-living things 2. Provide examples of living and non-living things 3. Recognize similarities and differences among living and non-living things <p>Materials: Pictures of things from the story; examples of things inside and outside the classroom</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Show or post the pictures on the board. Let them identify the names of the pictures. 2. Ask them, “What can you say about the pictures? Do you think they are the same? Are they different?” 3. Introduce living and non-living things. Group the pictures. Put all the living things on the right side and nonliving things on the left side. Ask them, “Why do you think I grouped these pictures? Any guesses?” Tell them, “The pictures on the right side are living things and nonliving things on the left. How do we know if a thing is a living thing? Living things move and grow. Non-living things do not grow.” 4. Give other examples. Point to some objects in the classroom and ask them if it is a living or nonliving thing. 5. Ask them to give their own examples. 						

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<p>Activity 9: Let’s Look for Living and Non-Living Things</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Demonstrate enthusiasm while participating in the activity 2. Identify if an object is a living or non-living thing <p>Materials: None</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Invite the children to walk outside the center. 2. Give the instructions and safety measures. 3. Invite the children to look for living and nonliving things around them or you can point to an object and ask them. 4. After going back to the Center, review them on the things they saw outside. <p>Activity 10: Living Things Move!</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Develop balance and coordination of large muscles in various movements depicting living things 2. Express ideas and feelings through creative movements <p>Materials: Cassette/cd player</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Demonstrate different movements of living things (ex. plants swaying, cat hopping, boy doing jumping jacks, man climbing, girl picking flowers, fruit falling off tree, etc.). Play music that will suit the actions. 2. Let the children do the actions after you. 3. Let them think of other actions that they see in living things. <p>Activity 11: Story time: Part 4 of “Ang Paglalakbay ni Uno at Unding”</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Demonstrate interest and enthusiasm by listening to a story 						

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<p>2. Recall important details of the story</p> <p>3. Pronounce or sound off “U”</p> <p>Materials: Suggested Story “<i>Ang Paglalakbay ni Uno at Unding</i>”; printed words starting with letter “U” from the story</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Inform the children that they will again hear the story of Uno and Unding. Ask them the things that they remember about the previous parts of the story. 2. Tell them that there is a continuation to the story. Unlock the difficult words. 3. Read the continuation of the story. <p style="margin-left: 40px;"><i>Nang nakaalis na sila sa taniman ay napunta naman sila sa isang malaking kagubatan. Naglakad lakad sila at nakita nila ang iba’t ibang tirahan ng mga hayop. Napakaraming puno at hayop sa gubat at nawika nila, “Mga hayop, maliit at malaki, gawa ng Maykapal, tunay na tayo ay kanyang minamahal.” Nakita nila ang tirahan ng mga ibon sa taas ng mga puno. Nakakita sila ng isang “nest” ng mga uwak at mayroon itong pitong maliliit na anak na uwak. Humanap sila ng mga uod para ipakain sa mga maliliit na uwak. Humanap sila ng pitong uod. Habang naghahanap ng uod ay hinahanap na rin nila nag kanilang mga kaibigan. Nakahanap na sila ng pitong uod pero hindi pa rin nila nakikita ang mga kaibigan. Matapos nila pakainin ang mga uwak ay nakakita naman sila ng pamilya ng mga unggoy na naglalambitin sa mga sanga ng puno. Nakakita sila ng walong unggoy. Nakakita rin sila ng walong usa na mabilis na tumatakbo. Marami pa silang nakitang hayop tulod ng kuneho, maliliit na ibon, mga ahas, at iba’t ibang insketo tulad ng paru-paro at bubuyog. Habang pinagmamasdan nila ang mga hayop sa paligid, nakita nila sa di kalayuan... ang kanilang mga kaibigan! “Nandito lang pala kayo! Kanina pa naming kayo hinahanap!” Nagkasama-sama na rin sa wakas ang mga magkakaibigan.</i></p> <ol style="list-style-type: none"> 4. Post the new words (<i>ube, upo, ubas</i>) on the board and let them read all the words. Tell them that all the words start with the letter “Uu”. Let them produce the sound of letter “Uu”. Add the words to the word wall. 5. Ask questions about the story. Let the children guess the ending of the story. 						

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<p>6. Post the new words on the board and let them read all the words. Tell them that all the words start with letter “U”. Let them produce the sound of letter “U”. Add the words to the word wall.</p> <p>7. Review them on the difference of living and non-living things. Ask them if each word is a living or non-living thing.</p> <p>Activity 12: The Forest Objectives:</p> <ol style="list-style-type: none"> 1. Demonstrate progress in eye-hand coordination (pasting, coloring, drawing) 2. Express thoughts and feelings creatively through an artwork <p>Materials: Paper; glue; recycled materials (sticks, leaves, etc.)</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Review them about the story. You can use their works in the bulletin board as you review the story. You can ask them questions about the sequence. 2. Give the instructions. Tell them, “You will now make a picture of your own forest or gubat. You will use some old materials to make one bulletin board. You can draw the animals that were included in the story.” 3. Post their works on the bulletin board. <p>Activity 13: Sounding Off and Writing Letter “Uu” Objectives:</p> <ol style="list-style-type: none"> 1. Produce “U” sound and words starting with the letter with “U” sound 2. Develop eye-hand coordination in writing using appropriate materials 3. Practice writing capital and small letter of “Uu” <p>Materials: Words from the story starting in u in dotted lines; pencils; worksheets</p>						

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<p>Procedure:</p> <ol style="list-style-type: none"> 1. Present the letter “U”. 2. Demonstrate how to produce the “U” sound. Let the children follow. 3. Ask the children give words starting with the letter “U” initial sound. 4. Then introduce letter “Uu”. 5. Give the children the pieces of paper with the letter “Uu” printed in dotted lines. 6. Instruct the children to connect the lines. 7. Tell the children to first copy the capital letter “U” in one line of the paper and “u” in another line. <p>Activity 14: Action Song: Mister Sun</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Express ideas and feelings through an action song 2. Respond to a song through creative movements <p>Materials: Action Song: Mister Sun Oh Mister Sun, Sun, Mister golden Sun (Place hands over head to form sun) Please shine down on me (Wiggle fingers while moving hands down) Oh Mister Sun, Sun, Mister golden Sun (Place hands over head to form sun) Hiding behind the tree (Place hands over eyes) These little children are asking you (Points to children) To please come out so we can play with you (Clap hands together with playmates)</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Sing the whole song. 2. Sing line by line and let the children repeat after you. 3. Let the children sing the whole song together with you. 4. Show the actions for each line and ask the children imitate you. 5. Sing the whole song with action and let the children imitate you. 6. Sing the whole song with action together with the children. 						

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<p>Activity 15: Jump Into the Sunshine</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Demonstrate motor coordination when jumping and dancing 2. Develop self-confidence by joining an activity 3. Work cooperatively with others <p>Materials: Hula hoop; recycled paper strips; tape; cassette/cd player</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Together with the children, decorate a hula hoop with long paper strips colored orange and yellow. 2. After decorating, set the hula hoop on the floor. Tell the children that it will be the sun. 3. Play some music and have 3-4 children walk around the hula hoop. 4. When the music stops, have them jump into the hoop and dance inside. Lift the hoop at their waist level. Let them say “sunshine!” aloud while inside. 5. When the music continues, the children should jump back out and resume walking around the hoop. 6. Do this until all the children have played. <p>Activity 16: Make up Story: Sun and Moon</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Share with confidence their own ideas and feelings about sun and moon 2. Demonstrate respect by encouraging shy classmates to participate in the activity 3. Demonstrate enthusiasm and enjoyment in doing the activity <p>Materials: Pictures/drawings of the sun and moon</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Show the picture of the sun to the class. Ask them what they know about the sun and what descriptions could they give about the sun. 						

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<p>2. Tell some interesting facts about the sun.</p> <p>3. Ask the children what they see during night time in place of the sun.</p> <p>4. Show the class the picture of the moon. Tell some interesting facts about it.</p> <p>5. Make a simple story about the sun and the moon. Ask children for their ideas about the plot and its details as the story goes along (Ex. “What do you think the moon felt when the sun said he was brighter? What did she do?”)</p> <p>Activity 17: Glowing Stars Objectives:</p> <ol style="list-style-type: none"> 1. Demonstrate progress in fine motor skills when cutting, pasting, and coloring 2. Practice counting using the star artworks <p>Materials: Scissors; neon/glow in the dark paint/crayons; cardboard; thread</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Cut different-sized star shapes out of the cardboard. Give two or more per each child. 2. Ask the children what that thing is. Ask them where they see stars. 3. Make them paint or color the stars. When done, put a hole on the tip of the stars. Put a piece of thread and tie the stars in a corner of the classroom. 4. Let the children count the stars. <p>Activity 18: Starry Numbers Objectives:</p> <ol style="list-style-type: none"> 1. Demonstrate progress in the ability to count materials 2. Demonstrate progress in recognizing less and more 3. Show empathy by helping a peer who is ashamed in doing a task <p>Materials: Cutouts of stars in three colors; black felt paper/black cloth</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Prepare cutouts of stars in three colors (yellow, white, red). Place the stars in the middle of the room. 						

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<p>2. Tell them that at night time, the stars come out to twinkle and play.</p> <p>3. Ask children to, one by one get a star and post it on the felt paper/black cloth.</p> <p>4. After all the stars are posted, count with the children.</p> <p>5. Ask the children to count the red stars together, then the same for the white and yellow stars.</p> <p>Activity 19: Star Match</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Recognize similar and different patterns in star cut-outs 2. Develop self-confidence by joining an activity <p>Materials: Suggested star song; pairs of star cut-outs with same patterns; tape; black felt paper/black cloth</p> <p style="text-align: center;">Stars Song (tune of Mary Had A Little Lamb)</p> <p style="text-align: center;">Stars are shining in the sky in the sky, in the sky Stars are shining in the sky Way way up so high.</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Prepare the cut-out star shapes. Make sure that the star has an identical pair. 2. Tell the children that you will play a matching game. Give each child one star. 3. After every child has been given a star, tell them that at the count of three, they will find their classmate who has the same star as theirs. 4. When they find their partner star, they will go to Teacher to get tape to paste the star pair on the felt paper/cloth. 5. Sing a star song after the activity. 						




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	PH+	SE	CV	CD	LD	CA
<p>Week 2 Sub-Theme: Different Plants Around Us</p> <p>Activity 1: Trip Around the School Objectives: 1. Develop basic concepts pertaining to colors and sizes 2. Identify emotional cues from adults (teacher) in a positive manner 3. Express one’s ideas and feelings through a drawing Materials: Actual plants Procedure: 1. Remind the children to respond to physical and facial expressions that you will portray. 2. Take the children around the school and use physical expressions in telling them to be careful. 3. Ask them what they see. 4. Let them describe what they see by their color and size. 5. Ask the children draw what they have seen. 6. Ask each child describe what he/she has drawn.</p> <p>Activity 2: Stories About Plants Objectives: 1. Demonstrate interest and enthusiasm by listening attentively to a story 2. Ask questions about the story 3. Make own story Materials: Make your own story/story from books about plants with pictures Procedure: 1. Ask the children to give the title of their own story. 2. Tell the story with the pictures. 3. Ask the children what the story is all about.</p>						

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<p>4. Ask the children if they have stories to tell about plants. For a story from a book:</p> <ol style="list-style-type: none"> 1. Unlock the difficult words 2. Read the title, author and illustrator. 3. Ask the children to describe the picture on the cover of the book 4. Ask the children what the story might be about. 5. Read the story to the children. 6. Ask questions using who, what, why, when, what if after reading the story. <p>Activity 3: What Trees and Flowers Do you See? Objectives:</p> <ol style="list-style-type: none"> 1. Relate printed pictures with printed labels 2. Identify similar or different initial or final letters of the words/labels <p>Materials: Drawing/pictures of common trees and flowers with their names written in word cards Procedure:</p> <ol style="list-style-type: none"> 1. Ask: “What trees and flowers do you see in your surroundings?” 2. Show to them the drawings/pictures of these trees and flowers. <div style="display: flex; justify-content: space-around;">    </div> <ol style="list-style-type: none"> 3. Ask: “What are the names of these trees and flowers?” 4. Show the names of the trees and the flowers. 5. Ask the children match the pictures with their labels. 						

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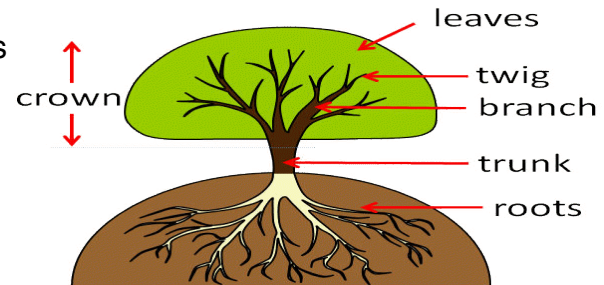
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<p>4. Ask them the name of the pictures and identify similar initial sounds of the words/labels.</p> <p>5. Do the same with the similar and different final sounds of the words/labels.</p> <p>6. Ask: “Who made the trees, flowers and other plants? What do we get from them?”</p> <p>7. Let’s sing a “Thank You Song to God” (in the tune of Happy Birthday). Thank you God for the trees! Thank you God for the flowers! Thank you God, thank you God For the trees and the flowers.</p> <p>Activity 4: My Letter “Ss” Objectives:</p> <ol style="list-style-type: none"> 1. Name and sound off letter “S” 2. Produce and say words with initial “S” sound 3. Write letter “Ss” correctly with proper posture, correct paper position and handling of the pencil <p>Materials: Letter “Ss”; words with initial s sound: <i>santan, siyam, sampu, sako, siko</i></p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Show a picture of the santan flower 2. Tell the children: “The name of this flower starts with “S”. What do you call this flower?” 3. Then let the children recall words that have initial “s” sound and let them say these words. 4. Say: I will write the capital “S” and the small “s”. 5. Show how to write the capital “S” and the small “s” in the air. 6. Let the children write “S” in the air. 7. Distribute pieces of paper with letter “S” printed in dotted lines. 8. Ask the children to connect the dots. 9. Let them write letter Ss on their paper from memory. 						

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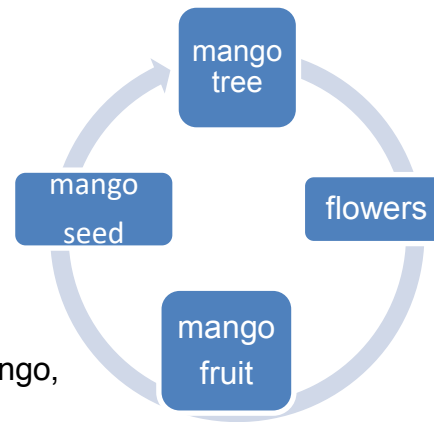
SUGGESTED ACTIVITIES FOR PRE-K2: 4 – 4.11 YEARS OLD	DOMAINS					
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<p>Activity 5: Counting and Adding up to 10</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Count members in the sets from 1 to 20 2. Relate objects with the printed numerals 1 to 20 3. Demonstrate concept of addition by putting objects together up to the sum of 10 <p>Materials: Drawing of trees and flowers by sets that will sum up to 10; word cards from 1 to 20</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Give the children sets of trees and flowers drawn in paper. 2. Let them count from 1 to 20. 3. Let the children match the pictures in sets to the corresponding numerals 1 to 20. 4. Let them put the sets together and count the total objects. 5. Give only sets of objects up to sum of 10 only. 						
<p>Activity 6: Parts of Trees and Plants</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Demonstrate basic concepts on the different parts of trees and plants 2. Relate parts of trees and plants to the words 3. Produce and sound off the initial and final letters of the words <p>Material: A real plant; picture of the parts of the tree/plant</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Bring a real plant. 2. Name the parts then ask the children to name the parts: leaves, stem, roots. 3. Show the picture of a tree and let the children identify the parts: leaves, branch, twig, trunk/body, roots. 4. Point to each part and ask: "What part is this?" 						



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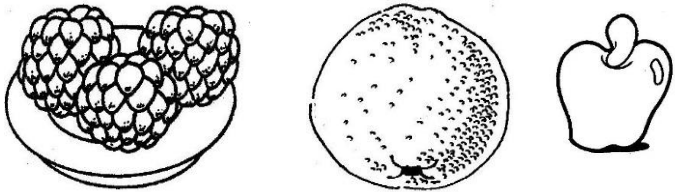
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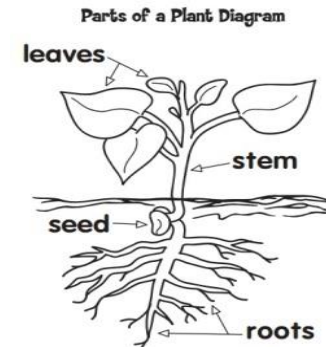
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<p>5. Then let the child match the parts with their names/labels.</p> <p>6. Let each child produce/sound off initial and final letters of the words/names/labels of the plants.</p> <p>Activity 7: Let's Grow Plants Objectives:</p> <ol style="list-style-type: none"> 4. Demonstrate progress in fine motor skills and eye-hand coordination through planting seeds 5. Demonstrate fine motor activity in taking care of plants. 6. Demonstrate interest and willingness in performing new and challenging task <p>Materials: Seeds of mungo, tomatoes, pepper eggplant</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Show the children pictures of mungo, tomatoes, pepper, eggplant. 2. Ask them to name the plants and give their uses. 3. Show them the seeds and ask: "Where do you think these seeds come from?" 4. Ask: "What do we do with these seeds?" 5. Demonstrate how to plant the seeds in cultivated soil outside the room and let the children follow. 6. Ask: "How do we take care of these seeds?" 7. Each morning, check if the children water their newly planted seeds. <p>Activity 8: Fruits from Seeds – Seeds to Fruits Objectives:</p> <ol style="list-style-type: none"> 1. Express freely and with confidence how plants grow from seeds 2. Share one's experience in taking care of plants <p>Materials: Pictures of fruits that grow from seeds: mungo, tomato, pepper, eggplant, mango, atis, avocado</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Recall the previous activity on growing plants. Ask: "How do we grow mungo, tomato, pepper and eggplant?" (from seeds) 						



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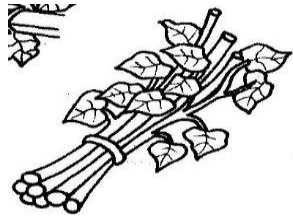
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<p>2. Say: “There are other plants that grow from seeds. Many fruits grow from seeds.”</p> <p>3. Show a mango seed. Say: “Do you know where this seed come from?”</p> <p>4. Tell the story of a “mango seed that becomes the mango fruits”. Use pictures for the illustration below.</p> <p>5. Ask: “What other fruits grow from seeds?” Let’s find out.</p> <p>6. Show the following pictures. Ask: “What are these fruits? These fruits also grow from seeds.”</p> <div style="text-align: center;">  </div> <p>7. Ask the children to tell how the atis/orange/macopa seeds grow into a tree and bear fruits.</p> <p>8. Ask: “What do seeds need in order to grow?” (soil, water, sunlight and care)</p> <p>9. Ask: “How do you take care of your plants?”</p> <p>10. Color these fruits.</p> <p>Activity 9: Plants That Grow From Stem</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Develop basic concepts on plants that grow from stem 2. Express one’s thoughts and feeling on what plants need in order to grow 3. Tell how one should take care of plants <p>Materials: Pictures of plants that grow from stem/branch: <i>kangkong</i>, camote tops, <i>malunggay</i>, <i>saluyot</i></p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Recall the previous activity on growing plants. Ask: How do we grow mango, orange, atis, and macopa? (from seeds) 2. Say: “There are other plants that grow from stem/branch. 						



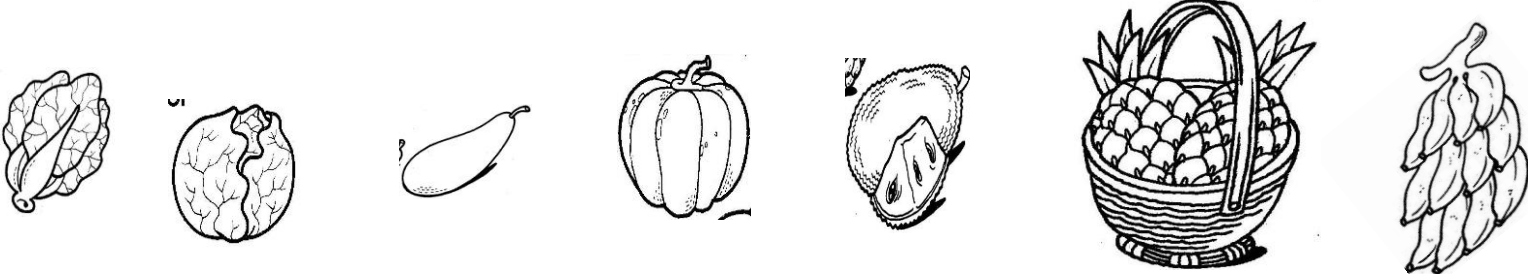
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<p>Show the picture of a camote top.”</p> <p>3. Show a picture of <i>kangkong</i>. Say: “This plant also grow from stem”. <i>Malunggay</i>, <i>camote</i> tops, <i>saluyot</i> also grow from stem.</p> <p>4. Tell the story of “the <i>kangkong</i> stem that grows.”</p> <p>5. Ask the children to tell the story of the <i>malunggay</i> branch/<i>camote</i> tops stem/<i>saluyot</i> stem that grow.</p> <p>6. Ask: “What do the stem needs in order to grow?” (soil, water, sunlight and care)</p> <p>7. Ask: “How do you take care of these plants?”</p> <p>8. Ask the children to draw the <i>maluggay</i> leaves and <i>saluyot</i>. Let them color these.</p>  <p>Activity 10: Plants Give Us Food Objectives:</p> <ol style="list-style-type: none"> Express thoughts and feelings about the importance of plants Infer that there are plants that are vegetables or fruits Demonstrate appreciate on the value of plants <p>Materials: Pictures of different plants that give us food</p> <p>Procedure:</p> <ol style="list-style-type: none"> Recall the previous activities on how plants grow. Ask: What are the plants that we have studied? Could you recall these? Show the pictures of these plants: <ol style="list-style-type: none"> mango, tomatoes, pepper, eggplant mango, atis, orange, <i>macopa</i> <i>kangkong</i>, <i>camote</i> tops, <i>malunggay</i>, <i>saluyot</i> Ask: “What do these plants give us?” (food) Many plants give us food. Let’s study other plants that give us food. Show the pictures below. 						

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 <p>5. Say: “Look at the first group? What are these? (vegetables) What kind of plants are these?(vegetables)”</p> <p>6. Say: “Some plants are vegetables. What are the names of the vegetables in the pictures? (pechay, squash, cabbage, <i>upo</i>) Ask: “What are the other vegetables that we have studied? (<i>mongo</i>, tomatoes, pepper, eggplant, <i>kangkong</i>, <i>camote</i> tops, <i>malunggay</i>, <i>saluyot</i>)”</p> <p>7. Ask:” What do these vegetables do to our body? Do you eat vegetables? What vegetables do you eat?”</p> <p>8. Say: Look at the second group. What are these? (fruits) What kind of plants are these? (fruits)</p> <p>9. Say: “Some plants are fruits. What are the names of the fruits in the pictures? (jackfruit, bananas, pineapple) What are the other fruits that we have studied? (mango, atis, orange, <i>macupa</i>)”</p> <p>10. What are your favorite fruits?</p> <p>11. Ask: “What do these fruits do to our body?”</p> <p>12. Ask:” Who made these vegetables and fruits? (God) What will you say to God?”</p> <p>13. Everybody say: “Thank you God for giving us fruits and vegetables.”</p> <p>Activity 11: My Letter “Tt” and Words in Rhyme Objectives:</p> <ol style="list-style-type: none"> 1. Identify words that rhyme 2. Produce or sound off initial and final “T” letter of words that rhyme 3. Develop eye-hand coordination in writing using appropriate materials 4. Practice writing capital and small letter of “Tt” 						

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<p>Material: Letter “Tt”; word cards with “T” sound: talong, tahong, tatlo, pito, apat, tatay, basket, balot</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Show a picture of an eggplant: <i>talong</i> 2. Tell the children: “The name of this vegetable starts with “T”. What do you call this vegetable?” 3. Say: “I will write the capital “T” and the small “t” on the board and let them copy. 4. Distribute pieces of paper with letter “Tt” written in dots. 5. Remind the children to write letter “Tt” with correct posture, paper position and proper way of handling the pencil. 6. Ask the children connect the dots. 7. Let them write the “Tt” on their paper from memory. 8. Introduce the words with “T” sound and let the children repeat the words. 9. Let the children identify words that rhyme and let them produce or sound off the initial or final “T”. <p>Activity 12: Songs About Vegetable and Fruits</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Express ideas and feelings through a song 2. Respond to rhythm, melody and tone of the song through creative movements <p>Materials: Songs: Examples: <i>Bahay Kubo</i>, Fruits</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Read the whole song and let the children listen to you. 2. Ask questions about the song. 3. Sing the song line by line and let the children repeat after you. 4. Ask the children to move their body to the rhythm of the song. 5. Let the children sing the song with body movements. 						

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<p>Activity 13: Vegetables and Fruits On Parade</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Say poems about fruits and vegetables 2. Sing songs about fruits and vegetables with correct rhythm and melody 3. Tell stories about fruits and vegetables <p>Materials: Drawing of fruits and vegetables in mascara form</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Plan with the children that you will have a program with the theme: Vegetables and Fruits on Parade. 2. Give each child a poem/song/story about fruits and vegetables. Select a poem/song/story that thank God for these which will be the last number in the program. 3. Let each child practice this in memory. 4. Prepare drawings for each vegetable and fruit in mascara form. 5. Invite parents for this program. 6. Present this in a program. 						

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<p>Weeks 3 and 4 Sub-Theme: Different Animals Around Us</p> <p>Activity 1: “Green Play Dough Frogs” Objectives: 1. Develop fine motor activity for self-expression through a play dough 2. Demonstrate respect by returning objects used to their proper places Material: Green play dough Procedure: 1. Encourage the children to make frog shapes. If desired, the frog shapes can be set out to dry, creating a permanent object. 2. Children should be free in determining the: color, size, crown. 3. Display the creative products of the children. 4. Let the children describe/tell a story about the frog they made.</p> <p>Activity 2: Finger Play Objectives: 1. Demonstrate fine motor activity for self-expression through a finger play 2. Express thoughts and feelings through a finger play Material: Tap,Tap, Tap (Do this with actions) Tap, tap, tap goes the woodpecker (tap with right pointer finger on inside of left wrist) As he pecks a hole in a tree. (make a hole with pointer finger and thumb) He is making a house with a window To peep at you and me. (hold circle made with finger and thumb in front of eye)</p>						

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<p>Procedure:</p> <ol style="list-style-type: none"> 1. Present the finger play and let the children watch you closely. 2. Let the children imitate the action. 3. Say all the lines then say this line by line and let the children follow. 4. Show the finger play while the children say the corresponding line. 5. Let the children recite the rhyme while they are doing the finger play. <p>Activity 3: Walking Like a Penguin</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Express thoughts and feelings creatively through actions 2. Develop balance and body coordination by walking like a penguin <p>Material: Penguin picture/stuffed toy</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Introduce the penguin. 2. Let the children describe it. 3. Let the children demonstrate how the penguin walks. 4. Let the children imitate how the penguin walks. 5. Play an appropriate music to accompany the children’s penguin walk. <p>Activity 4: Individual Activities</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Make decision from given alternatives 2. Relate animal pictures with what they like to eat 3. Work on an activity with minimal supervision 4. Demonstrate attention and concentration and complete a task <p>Materials: Cut-out letters; different animals; drawings; Mini-Book: All about animals</p>						

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<p>Procedure:</p> <ol style="list-style-type: none"> 1. Prepare three sets of activities: <ul style="list-style-type: none"> - Fishing of letters of the alphabet - Coloring of different animals - Matching Column A with B by connecting lines: What does each animal want to eat? (prepare drawings of the following) <div style="display: flex; justify-content: space-around; margin: 10px 0;"> <div style="text-align: center;"> <p>A</p> <ol style="list-style-type: none"> 1. Dog 2. Cat 3. Cow </div> <div style="text-align: center;"> <p>B</p> <ol style="list-style-type: none"> fish grass bone </div> </div> 2. Let the children do the activity independently and with minimal supervision <p>Activity 5: Birdie’s Song</p> <p>Objective:</p> <ol style="list-style-type: none"> 1. Sing a song with correct tone, rhythm and actions 2. Demonstrate enjoyment in doing the activity 3. Answer specific questions <p>Material: Song: “Pretty Birds” (Tune: “Ten Little Indians”)</p> <p style="padding-left: 20px;">One pretty, two pretty Three pretty birdies. Four pretty, five pretty Six pretty birdies. Seven pretty, eight pretty Nine pretty birdies, All sitting in a tree.</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Read the song and let the children listen. 2. Ask questions about the song. 						

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<p>3. Let the children repeat after you in reading the song line by line.</p> <p>4. Demonstrate the actions in the song.</p> <p>5. Sing the whole song.</p> <p>6. Let the children repeat the song that you sang with actions per line.</p> <p>7. Sing the whole song together with the children with correct tone, rhythm and actions.</p> <p>8. Ask the children sing the song with correct tone, rhythm and actions.</p> <p>Activity 6: Story Time Objectives:</p> <ol style="list-style-type: none"> 1. Identify the characters in the story 2. Answer specific questions 3. Retell the story heard <p>Material: Story: <i>“Isang Mayang Uhaw”</i> (Adarna Book) Procedure:</p> <ol style="list-style-type: none"> 1. Unlock the difficult words. 2. Read the title, author and illustrator 3. Ask the children to describe the picture on the cover of the book. 4. Ask the children what the story is about. 5. Read the story. 6. Ask questions using who, what, why, when, what if after reading the story. <p>Activity 7: Feather Painting Objectives:</p> <ol style="list-style-type: none"> 1. Explore producing art work through painting with different feathers 2. Demonstrate respect by keeping things used in the proper storage 3. Demonstrate enjoyment in the activity being done <p>Materials: Bird/chicken feathers, paint(different colors), magazines</p>						

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<p>Procedure:</p> <ol style="list-style-type: none"> 1. On the table, place feathers, magazines and paint. 2. Ask the children to experiment with different paint consistencies and types of feathers to make an artwork. 3. Let the children display their artwork. <p>Activity 8: Finger Play: Houses</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Perform finger play with rhythm 2. Answer specific questions 3. Develop fine motor skills through the activity <p>Material: Suggested Poem: Animal Houses</p> <p style="padding-left: 20px;">Here is a nest for a robin. (cup both hands)</p> <p style="padding-left: 20px;">Here is a hive for a bee. (fists together)</p> <p style="padding-left: 20px;">Here is a hole for a bunny: (finger and thumb make circle)</p> <p style="padding-left: 20px;">And here is a house for me! (fingertips together to make a roof)</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Present the finger play to the class and let the children watch you closely. 2. Ask the children imitate the action. 3. Say the rhyme while the children do the finger play. 4. Let the children do the finger play with the rhyme. 5. Ask questions about the rhyme. 						

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<p>Activity 9: Story Time Objectives:</p> <ol style="list-style-type: none"> 1. Tell about the characters in the story 2. Answer specific questions 3. Retell the story heard <p>Material: Suggested Story: <i>Si Langgam at Si Tipaklong</i> (Adarna Book)</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Unlock the difficult words. 2. Read the title, author and illustrator 3. Ask the children to describe the picture on the cover of the book. 4. Ask the children what the story is about. 5. Read the story. 6. Let the children identify the characters in the story. 7. Ask specific questions about the story 8. Let the children retell the story read <p>Activity 10: Sounding Off the Last Letters and Producing/Saying the Syllables of Words Objectives:</p> <ol style="list-style-type: none"> 1. Produce or sound off the initial and final letters of the names of the animals 2. Identify the number of syllables in words 3. Produce or sound off the syllables in words <p>Materials: Pictures of animals; word cards: o (<i>a-so</i>), a (<i>pu-sa</i>), ng (<i>kam-bing/ti-pak-long</i>), m (<i>lang-gam</i>), n (<i>penguin</i>); <i>salampati, kalabaw, elepante, pagong, kuwago, paniki, butiki</i>, etc.</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Ask the children to identify the initial and final letters of the words 2. Demonstrate how to produce the initial letter of “aso” and ask the children repeat after you. 						

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<p>3. Instruct the children identify the initial letters of the other words and let them produce or sound off the initial letters.</p> <p>4. Do the same with the final letters of the words.</p> <p>5. Recall on how many syllables are there in words <i>aso, pusa</i>.</p> <p>6. Let the children raise their 2 fingers for words with 2 syllables; 3 fingers for words with 3 syllables and so on.</p> <p>7. Then let them read the words by syllables.</p> <p>Activity 11: Outdoor Game: Hopping Frogs</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Develop body balance and coordination of large muscles in hopping 2. Control one’s movements within allowed space without hurting oneself and others 3. Practice healthy and positive relationship with others by playing cooperatively 4. Act joyfully but with humility when one finishes the activity very well <p>Material: A picture of a frog</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Ask the children the name of the animal in the picture. 2. Demonstrate how the frog hops from one place to another. 3. Let the children imitate. 4. Ask the children to form a single line horizontally. 5. Show the finish line from a distance of 2,3, 4 meters. 6. Remind the children to move within allowed space without hurting oneself or others. 7. Let the children hop like a frog until they reach the finish line. 8. The child who reaches the finish line first is the winner. 9. Remind the children who reach the finish line first to be humble and not brag of what they have done. 						

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<p>Activity 12: Story Time</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Tell about the characters of the story 2. Give the theme of the story 3. Give in own words the moral lesson of the story <p>Material: Suggested Story: <i>Si Pagong at Si Kuneho</i> (Adarna Book)</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Unlock the difficult words. 2. Read the title, author and illustrator. 3. Ask the children to describe the picture on the cover of the book. 4. Read the story. 1. Let the children identify and tell about the characters in the story. 2. Ask questions about the story using what, where, when, who, what if. 5. Let them give the theme of the story. 6. Ask them what moral lesson they get from the story. <p>Activity 13: Animals and Their Sounds</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Relate the animals with their sounds 2. Express their thoughts and feelings by describing the animals and the sounds they make <p>Material: Pieces paper with animal pictures: pig (oink), dog (bow-ow-ow), cat (meow-meow), goat (mee-mee), cow (moo-moo)</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Distribute pieces of paper with pictures of animals. 2. Ask the children give the name of each animal. 3. Let them match the pictures of the animals with their corresponding names. 						




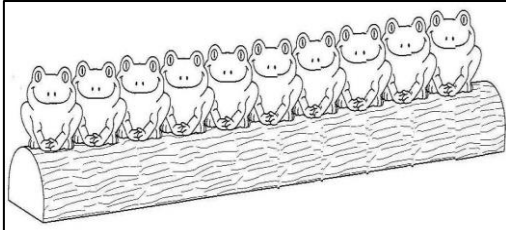
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<p>4. Ask the children recall the sounds of the animals. Let them describe the animals and the sounds they make.</p> <p>5. Ask a child to show the picture of an animal and let another child give the corresponding sound.</p> <p>Activity 14: Outdoor Game: Animal Sounds Relay Objectives:</p> <ol style="list-style-type: none"> 1. Develop flexibility, interest and inventiveness in playing a game 2. Demonstrate respect by following game rules 3. Develop impulse control by accepting politely the mistakes of others <p>Materials: Pictures of a dog/ a cat ; a horse/a goat</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Form two teams: Team Dog/Team Horse (with 10 children) & Team Cat/Team Goat (with 10 children). 2. Team Dog: The first child in the line holds the picture of a dog and says: Bow-ow-ow while running and giving the picture to the next child. The same sound and actions are done until the picture is given to the 10th child. 3. Team Cat: The first child in the line holds the picture of the cat and says: Meow-meow-meow while running and giving the picture to the next child. The same sound and actions are done until the picture is given to the 10th child. 4. The team that can complete in giving/relaying the picture first to all the members is the winner. 5. Remind the children to follow the game rules and to accept politely mistakes done by their peers. <p>Activity 15: Animals Movements Objectives:</p> <ol style="list-style-type: none"> 1. Recognize similarities and differences between and among printed one-word texts 2. Describe and compare animals <p>Materials: Poem with pictures: Animals Live in Air, Water and land</p> <p style="padding-left: 40px;">Animals that live in the air can fly. Animals that live in water can swim. Some animals live on land. They can walk, jump or crawl.</p>						

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<p>Some animals live both on land and in water.</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Present the poem in its printed form and ask children to recognize one-word texts. Let them point to these words. 2. Ask the children: “Which of these words are the same? Which of these words are different?” Let the children point to these words. 3. Ask children: “According the poem, where do animals live?” 4. Ask: “What are the animals that live in the air? How do they move?” 5. Ask: “What are the animals that live in the sea? How do they move?” 6. Ask: “What are the animals that live in the land? How do they move?” 7. Ask: “What are the animals that can walk? jump? crawl?” 8. Show me how birds fly. 9. Show me how fishes swim. 10. Show me how dogs walk. 11. Show me how frogs jump/hop. 12. Show me how snakes crawl. <p>Activity 16: Animals that Move Together</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Group together animals according to how they move 2. Describe and compare animals found in the environment <p>Materials: Pictures of animals; manila paper (classification chart written on it), bond papers crayons, scissors, glue/paste</p> <div style="display: flex; justify-content: space-around; align-items: center;">     </div>						

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Procedure:

1. Let the pupils name the animals and produce their sounds.
2. Divide the children into four groups:
 - a. Group 1 – Animals that live on land
 - b. Group 2 – Animals that live in air
 - c. Group 3 – Animals that live in water
 - d. Group 4 – Animals that live both on land and in water
3. Say: Get the animals under your group and put them on the table.
4. Call each group to name their animals.
5. Say: Now, let's group these animals according to how they move. Here are three sheets of Manila paper. Paste them in the group where they belong.

Animals that Swim Animals that Fly Animals that Walk/Jump/Crawl
6. Let the children name the animals that are grouped together at the same time showing how they move.

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<p>Activity 17: My Letters “Bb” and “Pp”</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Produce and sound off sounds “B” and “P” 2. Produce and sound off words with initial “B” and “P” 3. Write letters “Bb” and “Pp” with proper posture, correct paper position and handling of pencil <p>Materials: Letters “Bb” and “Pp”; word cards with pictures: b: <i>baka, baboy</i>; p: <i>paa, pito, palaka</i></p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Show a picture of <i>baka</i>. 2. Ask the children: What is this? What is the initial letter of the word <i>baka</i>? 3. Let the child produce or sound off “B”. 4. Introduce the words that start with “B” and let the children look at each picture and identify this. Then let the children read the familiar words with initial “B” sound. 5. Do the same procedure with the sound “P”. 6. Distribute pieces of paper with letter “Bb” written in dots. 7. Ask the children connect the dots. 8. Let the children write capital “B” and then small letter “b” on their paper from memory. 9. Do the same with letter “Pp”. <p>Activity 18: Dance: “I Can Move”</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Express ideas and feelings through a dance 2. Respond to rhythm, melody, dynamics and tone of the music through movements of animals <p>Materials: Pictures of animals, CD player, music</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Tell the children that there are going to have a dance showing “Animals Movements” <div style="text-align: center; font-weight: bold; margin: 5px 0;">Walk Run Crawl Fly Swim Jump/Hop</div> 2. Give each child a picture of an animal. 						

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<p>3. Let the children practice their movements. 4. Let them do the movements with the music.</p> <p>Activity 19: Deep Blue Sea Objectives:</p> <ol style="list-style-type: none"> 1. Express ideas and feelings through a drawing 2. Demonstrate progress in fine motor skills by drawing <p>Materials: White art paper/coupon bond, crayons, small pieces of sponge (one per child), cups of water, paper towels, water color sets and brushes, silver or white glitters or glitter glue, glue</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Give each child a piece of paper and invite him/her to draw a deep blue sea and what they see there. 2. Ask the children to color everything in their drawing except the water. Encourage them to press hard with their crayons. 3. Show the children how to saturate their sponge with water then move the sponge across the surface of their paper, pressing water from the sponge as they do so. 4. Have the children wet the blue paint in their watercolor set with the brush, then apply the paint to their drawing, creating a blue watercolor wash over their crayon drawing. 5. Allow the paintings to dry. 6. When the paintings have dried, have the children decorate the fins of their fish with glitters. <p>Activity 20: An Animal Play Dough Objectives:</p> <ol style="list-style-type: none"> 1. Use malleable materials to model and represent animals 2. Demonstrate progress in fine motor skill 3. Demonstrate respect by returning the materials in their proper places <p>Material: Play dough</p>						

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<p>Procedure:</p> <ol style="list-style-type: none"> 1. Give each child some play dough and tell him/her to mold an animal figure. 2. While the child is molding the figure, encourage him/her to check the body parts. 3. Let the children present their work and describe it. 4. Remind the children to return the materials in their proper places. <p>Activity 21: Baby Duck Swims</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Answer specific questions 2. Act out some parts of the story <p>Materials: Story: Baby Duck Swims (Illustrate this story in a manila paper)</p> <p style="padding-left: 20px;">This is Father Duck. This is Mother Duck. This is Baby Duck. They live in a hut near a pond.</p> <p style="padding-left: 20px;">“Let’s swim,” says Father Duck. “Yes, let’s swim,” says Mother Duck. “But I can’t swim,” says Baby Duck. “We will help you,” says Mother Duck They go to the pond. Father Ducks swims. Mother Ducks swims. “Come here, Baby Duck,” says Father Duck.</p> <p style="padding-left: 20px;">“Swim, Baby Duck, swim,” says Mother Duck “Swim, swim, swim,” Baby Duck is swimming. He is happy. “Now I can swim,” says Baby Duck.</p>						

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<p>Question before reading:</p> <ol style="list-style-type: none"> 1. Where do ducks live? <p>Questions during reading:</p> <ol style="list-style-type: none"> 1. Where do the ducks in the story live? 2. What is near the hut? <p>Questions after reading</p> <ol style="list-style-type: none"> 1. Where did Father Duck, Mother duck and Baby duck go? 2. Why does Baby Duck not like to swim? 3. What did they do in the pond? 4. Why is Baby duck happy? <p>Procedure:</p> <ol style="list-style-type: none"> 1. Unlock the difficult words. 2. Read the title of the story. 3. Let the children describe the picture on the first sheet (ducks). 4. Ask the question to the children before the story is read: “Where do ducks live?” Let them answer the question. 5. Read the story. After reading the first paragraph, ask the questions: “Where do the ducks in the story live? What is near the hut?” 6. Let the children answer the two questions. 7. Continue reading the story until you finish. 8. Ask the specific questions about the story and let the children answer them. 9. Read some parts and let the children act these out. <p style="margin-left: 20px;">“Let’s swim,” says Father Duck.</p> <p style="margin-left: 20px;">“Yes, let’s swim,” says Mother Duck.</p> <p style="margin-left: 20px;">“But I can’t swim,” says Baby Duck.</p> <p style="margin-left: 20px;">“Swim, Baby Duck, swim,” says Mother Duck</p> <p style="margin-left: 20px;">“Swim, swim, swim,”</p> <p style="margin-left: 20px;">Baby Duck is swimming. He is happy.</p> <p style="margin-left: 20px;">“Now I can swim,” says Baby Duck.</p> 						

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<p>Activity 22: Animal Puzzle Objectives:</p> <ol style="list-style-type: none"> 1. Relate puzzle pieces to form an animal 2. Develop fine eye-hand coordination. <p>Materials: Puzzles of pictures of common animals</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Each child will be given a puzzle to put together into an animal. 2. Child will clap his/her hands after finishing the puzzle. <p>Activity 23: Indoor Game with Music: The Ant Go Marching Objectives:</p> <ol style="list-style-type: none"> 1. Express ideas and feelings through movements with music 2. Develop gross motor coordination in rhythm with the music 3. Develop self-confidence in doing the activity <p>Materials: Manila paper, coupon bonds, adhesive tape, recorded music</p> <p style="padding-left: 20px;">Music and Movement: The Ant Go Marching (Tune of “When Johnny Comes Marching Home”) The ants go marching ten by ten, Hoorah, Hooray The ants go marching ten by ten, Hoorah, Hooray The ants go marching <i>over</i> the hill The last <i>five</i> stops to work <i>under</i> the sun. The ants go marching, around and around, and around <i>under</i> the ground and <i>over</i> the hill. (Decrease the number of ants from five until nothing left).</p>						

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<p>Procedure:</p> <ol style="list-style-type: none"> 1. Cut at least one large anthill shape and several small anthills from the Manila. Cut several circles in different sizes out of coupon bonds. 2. Mix up the circle shapes and the small ant hills and tape them on the floor in a circle or trail. 3. Play recorded music and let the children walk, skip, or hop around the circle shape or trail in the large ant hill. 4. Stop the music and have each child find a small ant hill to stand on. 5. Before playing again the music, remove one circle. 6. Continue the game as long as the children would like to play. <p>Activity 24: Body Parts that Help Move</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Relate body parts of animals to movements 2. Describe body parts of animals <p>Materials: Charts: Body Parts of Animals (Examples: pig, bird, grasshopper, fish, horse, butterfly); manila paper, scissors, paste</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Distribute the charts of animals, scissors and paste to children. 2. Tell them to cut the animals from the chart. 3. Ask the children to paste the cut animals according to the body parts that make them move as shown below: <div style="text-align: center; margin: 5px 0;"> <p>Animals' Body Parts That Make Them Move</p> <p>With 2 legs With 4 legs With 6 legs With wings With fins</p> </div> 4. Let the children name the animals under each category. 5. Ask: What makes the pig/horse walk? (The legs.) 6. Ask: What makes the bird/butterfly fly? (The wings.) 7. Ask: What makes the grasshopper hop? (The legs.) 8. Ask: What makes the fish swim? (The fins.) 9. Ask: Why can animals move? (Because of their body parts.) 						

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<p>Activity 25: Animal Clay Objectives: 1. Use malleable materials to model and represent the body part of an animal that help it moves 2. Demonstrate progress in fine motor skills and eye-hand coordination Materials: Clay, toothpicks/match sticks, ice drop sticks Procedure: 1. Distribute the clay, toothpicks/match sticks or ice drop sticks to the children. 2. Ask each child to mold an animal out of clay. Use toothpicks/match sticks or ice drop sticks for the part that make it moves.</p> <p>Activity 26: Toy Spider Objectives: 1. Express thoughts and feelings through a variety of materials 2. Demonstrate fine motor skills and eye-hand coordination Materials: Egg carton cup, bottle cap or plain cardboard, crayon (black), spring of notebook or abaca twine, glue or paste, white papers Procedure: 1. Color the egg carton black. 2. Make four holes near the rim on each side of the cup. 3. Thread four pieces of notebook’s spring or abaca twine through to make a spider’s eight legs. 4. Put some paste in the twine to make them stiff. 5. Cut out circles from white paper to make the eyes. 6. Put a hole on top of the spider’s head and thread two feet long twine to make a spider’s web.</p>						

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<p>Activity 27: Sea Turtles Objectives: 1. Answer specific questions 2. Recall important details in the story</p> <p>Material: Suggested Story: Sea Turtles Author: Susanna Milham Illustrator: Janet Skiles</p> <p>Question before reading: What are sea turtles like?</p> <p>Questions during reading: How do sea turtles eat? How do sea turtles hide from danger? Can turtles move in land and in water? How? Why do you think it is hard for a mother sea turtle to move on land?</p> <p>Question after reading If you found a nest of sea turtle eggs on a beach, what would you do?</p> <p style="text-align: center;">Sea Turtles By Susanna Milham Illustrated by Janet Skiles (Without pictures)</p> <p style="text-align: center;">There are many kinds of turtles in the world. Most of them live on land or in the fresh water of ponds and streams. But sea turtles live in the warm, salt water oceans of the world.</p>						

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<p>All turtles breathe air. Sea turtles stick their head above the water to breathe. Turtles use their strong jaws to grab and bite their food. Sea turtles eat seaweeds, fish, crabs and jellyfish.</p> <p>The smallest sea turtle can grow to be about 100 pounds and 2 feet long. The biggest kind of sea turtle can grow to be more than 1,000 pounds and seven feet long.</p> <p>Some turtles hide their heads inside their shells when danger is near. They can pull in their legs and tails, too. But sea turtles can't hide inside their shells.</p> <p>Turtles that walk on the ground move slowly along on four short legs. Sea turtles have flippers instead of legs. They use them like wings in the water and often seem to fly. Sea turtles can swim much faster than people can.</p> <p>Even though a sea turtle lives in the ocean, it lays its egg on land. This is the only time in the sea turtle's life that it leaves the water. The mother turtle drags her body far up onto the sandy beach. It is very hard for her to move on land, but she keeps going. Mother turtle uses her flippers to dig a nest in the sand. She lays about 100 soft round eggs and covers them with sand or dirt. Then, covers her eggs and moves slowly back down to the water again and swims away.</p> <p>In about 60 days, the eggs left in the nest begin to hatch. The baby turtles dig their way up out of the sand. Once out of the nest, the baby turtles start to wiggle and pull their little bodies toward the water.</p> <p>But the trip down the beach to the water is filled with danger. The baby turtles that make safely into deep water swim far out to sea!</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Unlock the difficult words. 2. Read the title of the story. 3. Ask: "Based on the title, what do you think is the story about?" 4. Ask the question to the children before the story is read: What are sea turtles like? Let the children answer the question. 5. Read the story. After reading the second paragraph, ask the question: How do sea turtles eat? Let the children answer the question. After reading the fourth paragraph, ask the question: How do sea turtles hide from danger? Let the children answer the question. After reading the fifth paragraph, ask the questions: Can turtles 						

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<p>move in land and in water? (yes) How? And after reading the sixth paragraph, ask the question: Why do you think it is hard for a mother sea turtle to move on land?</p> <p>6. Continue reading the story until you finish. Then ask the question: If you found a nest of sea turtle eggs on a beach, what would you do?</p> <p>7. Ask: Can you tell me what you know about sea turtles?</p> <p>Activity 28: Action Song: I'm A Little Fish (<i>Tune of "I'm a Little Teapot"</i>)</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Express ideas and feelings through a song with actions 2. Respond to rhythm, melody, dynamics and tone and form of music through body movements <p>Materials: Action Song: I'm A Little Fish</p> <p style="margin-left: 40px;">I'm a little fish, I like to swim <i>(put hands in prayer position facing away from you... they're the fish. Wiggle them back and forth like a fish swimming through the water)</i></p> <p style="margin-left: 40px;">You can't catch me, 'cause I have fins <i>(shake fingers back and forth "no no no")</i></p> <p style="margin-left: 40px;">When I swim fast my friends, I hear them say <i>(put hand to ear like you're listening)</i></p> <p style="margin-left: 40px;">Stop your swimming and come and play! <i>(make a STOP gesture with hand and then jump up in the air)</i></p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Present the action song and let the children watch you closely. 2. Let the children read the song after you. 3. Let them create the body movements in rhythm with the song. 4. Sing the song with body movements together with the children. 5. Let the children sing the song with body movements on their own. 						

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

SUGGESTED ACTIVITIES FOR PRE-K2: 4 – 4.11 YEARS OLD	DOMAINS					
	PH+	SE	CV	CD	LD	CA
<p>Activity 29: Carton Caterpillar</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Express what one sees, thinks and feels through a creative work 2. Demonstrate progress in fine motor skills and eye-hand coordination 3. Demonstrate enjoyment in doing an activity <p>Materials: Picture of a caterpillar; egg carton or plastic caps or small boxes of equal sizes, abaca twine, any black seeds, paint (green) or water color, scissors, glue and marker pen</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Introduce the caterpillar through its picture. Say: The baby butterfly is called caterpillar. Now, we are going to make a caterpillar. 2. Cut egg carton into strips, glue 2 or more strips to make a long caterpillar. 3. Paint with green color. 4. Pierce 2 holes at the first segment (the head) and insert 2 pieces of abaca twine, 1 ½ inches long to make the antennae. 5. Glue 2 black seeds on the same segment to make the eyes. 6. Draw the mouth. <p>Activity 30: Flappy Animals</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Use materials and resources to explore and freely express oneself 2. Demonstrate respect by returning things use in their proper places <p>Materials: Bamboo stick or any stick available, adhesive tape, any sturdy string, any stiff paper like construction thin card board, cartolina, crayons</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Fold paper into three equal parts. 2. Turn paper vertically and cut off two small corners at the top. 3. Cut off two long corners at the bottom. 						

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SUGGESTED ACTIVITIES FOR PRE-K2: 4 – 4.11 YEARS OLD	DOMAINS					
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<p>4. Open the folded paper, draw eyes and face of an animal like butterfly.</p> <p>5. Tie or tape bamboo stick behind animal.</p> <p>6. Remind the children to return the things used in their proper places.</p> <p>Activity 31: Animal Riddles Objectives:</p> <ol style="list-style-type: none"> 1. Demonstrate interest and enthusiasm by listening attentively to riddles 2. Relate descriptions to the appropriate animals <p>Materials: Animal Riddles</p> <p style="padding-left: 20px;">I'm not an insect, but I spin a trap to catch an insect in. I have too many legs to be a real insect. Count and see! What am I? Spider</p> <p style="padding-left: 20px;">I flutter by the flowers, sipping up my lunch My babies look like little worms And leaves are what they munch. What am I? Butterfly</p> <p style="padding-left: 20px;">I crawl along so slowly, as quiet as a mouse, then quickly catch an insect and take it in my house. I take my home along with me and never have to pack! What am I! Turtle</p> <p style="padding-left: 20px;"><i>Heto na si Kaka</i> <i>May sunong na dampa. Pagong</i></p>						

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SUGGESTED ACTIVITIES FOR PRE-K2: 4 – 4.11 YEARS OLD	DOMAINS					
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<p><i>Kung bata’y may buntot</i> <i>Kung lumalaki’y talipugot. Palaka</i></p> <p><i>Maliit pa si kumpare</i> <i>Nakaakyat na sa tore. Langgam</i></p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Introduce the activity on animal riddles and explain to the children what riddles are. 2. Give them the riddles and let them guess the animals describe in the riddles. <p>Activity 32: The Ugly Worm</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Answer specific questions 2. Retell a story read <p>Material: Suggested Story: The Ugly Worm (written in a chart)</p> <p style="text-align: center;">The Ugly Worm</p> <p>Once there was an ugly worm. He lived in a tree. His home was a mango leaf.</p> <p>One morning, the ugly worm woke up. “What a beautiful day! Today is a fine day to play” he said. The worm crawled down to the trunk of the mango tree. Then he felt hungry. “I’m hungry. I want to eat,” he said. He crawled to a young plant. The ugly worm ate a green leaf. He ate another and still another. He grew bigger and bigger.</p> <p>Then he said, “I want to sleep. But where can I stay?” he asked. “Oh, there is the yellow santan. “Hello, yellow santan! May I stay with you?” he said.</p> <p>“Go away,” said the yellow santan. “You can’t stay here. You will eat my leaves.”</p> <p>The ugly worm crawled to the gumamela. “Hello red gumamela! May I stay with you?” he said.</p> <p>The red flower answered, “Go away. You can’t stay here. You will eat my leaves.”</p>						

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<p>The sleepy worm began to cry. “Nobody wants me,” he sighed.</p> <p>A blue butterfly came by. “Why do you cry, sleepy worm?” the blue butterfly asked. “Nobody wants me,” answered the ugly sleepy worm. “Go to the guyabano tree. There is a place for you there.</p> <p>The ugly worm crawled to the guyabano tree. “May I stay with you?” he asked. “Yes, you may,” said the guyabano tree. “Thank you, thank you,” said the ugly worm. The ugly worm slept for fourteen days. When he woke up, he saw that he had beautiful green wings.</p> <p>All the flowers in the garden looked up. “What a pretty green butterfly!” they said. “Stay with us, pretty butterfly.” But the pretty butterfly flew away. He said, “Bye, bye, pretty flowers. I’ll come back someday.”</p> <p>Question before reading: Where can we see worms?</p> <p>Questions during reading: What did the ugly worm eat? What happened to the ugly worm after eating?</p> <p>Questions after reading: Why did the santan and the gumamela flowers refused the ugly worm to stay with them? Where did the ugly worm go to sleep? What happened to the ugly worm when he woke up?</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Unlock the difficult words. 2. Read the title of the story. 3. Ask the children: “Based on the title, what do you think is the story about?” 4. Read the story in Mother Tongue. Ask questions during reading. 5. Continue reading the story until you finish. Then ask the after reading questions one at a time 6. Say: Who can retell the story? 						

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SUGGESTED ACTIVITIES FOR PRE-K2: 4 – 4.11 YEARS OLD	DOMAINS					
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<p>Activity 33: Paper Plate Frog Puppet</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Express what one sees, thinks and feels through a creative work 2. Demonstrate progress in fine motor skills and eye-hand coordination 3. Demonstrate care by patting one’s back or shoulder as a sign of affirmation <p>Materials: Pictures of brilliantly colored frogs, paper plates, construction papers (white, green and red colors), scissors, paint, paintbrushes, glue and pencils for curling</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Show the children pictures of brilliantly colored frogs. 2. Invite the children to cut a piece of green construction paper the same size as the plate. 3. Instruct the children to fold their paper plate and their paper in half, then cut along the fold on the green paper. Set one of the halves aside for later and ask the children to glue the other onto the underside of the folded plate; have them apply glue only to the outside edges, leaving a pocket between the plate and the paper. 4. Help the children cut a piece of white paper so it is the same size as the top half of the plate. Show them how to glue it to the plate, again applying glue only to the outside edges so you leave a pocket for the children’s fingers. 5. Invite the children to paint the frog in the brilliant colors and patterns of frogs as in the pictures shown. Let the paint dry. 6. Help the children cut eye shapes out of the remaining green paper. Fold the bottom edge of each eye and ask the children to glue the eyes to their frog. Have them paint the coloring of the frog’s eyes. 7. Remind children to pat another’s back or shoulder for doing the task well. <p>Activity 34: Lift the Box</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Demonstrate concept of subtraction related to addition 2. Demonstrate the concept of subtraction through the use of objects 						

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<p>Materials: Box or any similar container, any kind of counting materials like small stones, pebbles, chips, sticks or blocks</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Give each child a given quantity of sticks, start from five. Add one at a time until the sum is 10. 2. Children take out some numbers of sticks and verbalize the number of sticks left. 3. Do this with other materials. <div style="display: flex; justify-content: space-between; margin-top: 20px;"> <div style="width: 45%;"> <p>Teacher says:</p> <p>“Get none from the box”</p> <p>“Get one stick from the box”</p> <p>“Get two sticks from the box”</p> <p>“Get three sticks from the box”</p> <p>“Get four sticks from the box”</p> <p>“Get five sticks from the box”</p> </div> <div style="width: 45%;"> <p>Children say:</p> <p>“Five take away none is five”</p> <p>“Five, take away one is four”</p> <p>“Five, take away two is three”</p> <p>“Five, take away three is two”</p> <p>“Five, take away four is one”</p> <p>“Five, take away five is none”</p> </div> </div> <p style="margin-top: 20px;">Activity 35: Poem: Five Green Speckled Frogs</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Demonstrate the ability to store verbal information through short-term memory 2. Recite and act out some parts in the poem 3. Demonstrate concern by helping a peer who has difficulty in the activity <p>Material: Poem: Five Green Speckled Frogs (with illustrations)</p> <p style="margin-top: 20px;">Five green speckled frogs sat on a speckled log Eating the most delicious bugs. Yum! Yum! One jumped into the pool where it was nice and cool Then there were four speckled frogs.</p> <p style="margin-top: 20px;">Four green speckled frogs sat on a speckled log</p>						

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<p>Eating the most delicious bugs. Yum! Yum! One jumped into the pool where it was nice and cool Then there were three speckled frogs.</p> <p>Three green speckled frogs sat on a speckled log Eating the most delicious bugs. Yum! Yum! One jumped into the pool where it was nice and cool Then there were two speckled frogs.</p> <p>Two green speckled frogs sat on a speckled log Eating the most delicious bugs. Yum! Yum! One jumped into the pool where it was nice and cool Then there were one speckled frogs.</p> <p>One green speckled frogs sat on a speckled log Eating the most delicious bugs. Yum! Yum! It jumped into the pool where it was nice and cool Then there were no more speckled frogs.</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Show the pictures of the five green speckled frogs. Ask the children to describe the frogs. 2. Recite the poem by stanza with illustration. Ask children what they see and understand. 3. Ask the children repeat the lines after you. 4. Let the children recite the poem alone. 5. Remind the children to help their peers who have difficulty doing the task. 						

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<p>Activity 36: Indoor/Outdoor Game: Snake Walk</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Express what one sees, thinks and feels through body movements 2. Respond to musical instrument by mimicking the movements of a snake 3. Develop body balance and coordination in performing the movements 4. Develop impulse control by moving places politely and with ease in the environment <p>Materials: Any musical instruments like drum, tambourine or taped music</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Gather the children and let them form a line. 2. Tell them to follow you and walk or march around. 3. Without knowing it, with the joint bodies, the line becomes a shape of a snake. 4. Tell them to move like a snake in response to the musical instruments. 5. Remind them to move politely and with ease. <p>Activity 37: From Eggs to Chickens</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Share experiences on how eggs become chickens 2. Describe how to take care of chicks <p>Materials: Pictures of the life stages of a chicken</p>						

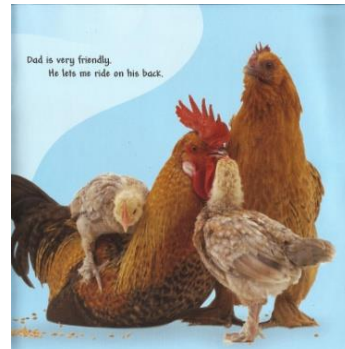
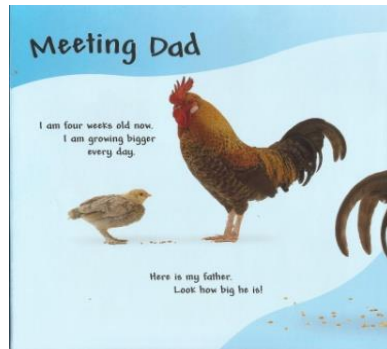
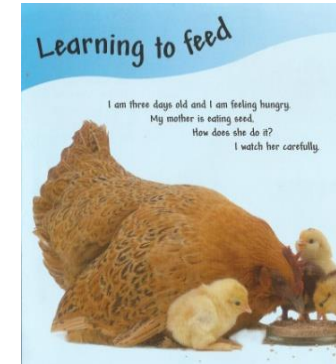
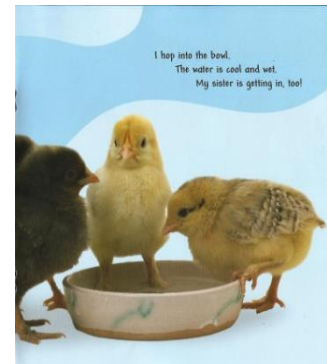
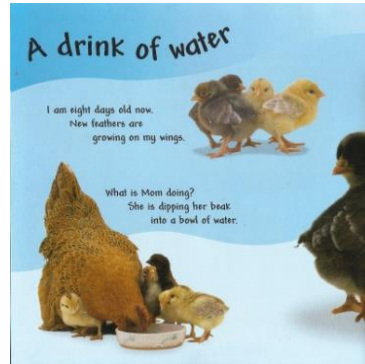
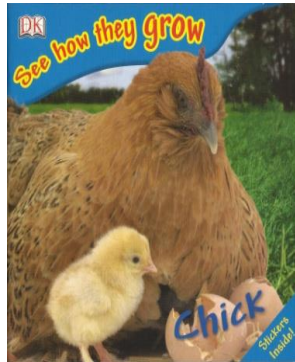
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SUGGESTED ACTIVITIES FOR PRE-K2: 4 – 4.11 YEARS OLD

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Procedure:

1. Tell the story of the eggs that become chickens through the use of the pictures.
2. Ask: "How do you take care of the chicks in order to grow healthy?"
3. Ask the children to tell the story of how eggs become chickens and how do they take care of them.

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

DOMAINS

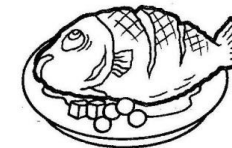
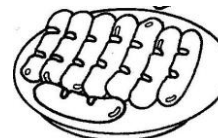
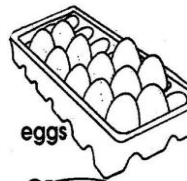
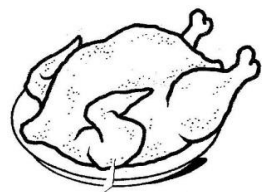
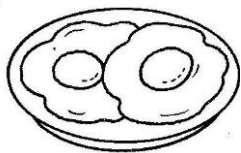
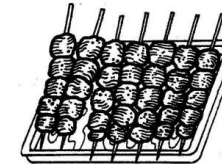
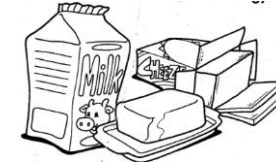
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Activity 38: Foods From Animals

Objectives:

1. Participate in group activity and name the foods that come from animals
2. Describe the foods that come from animals

Materials: Pictures of foods from animals



Procedure:

1. Let the children look at the pictures carefully.
2. Ask: "Where do these foods come from?"
3. Ask: "Which foods come from chickens?"
4. Ask: "Which foods come from pigs?"

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<p>5. Ask: “Which foods come from cows?”</p> <p>6. Ask: “Which of these foods does your mother cook at home?”</p> <p>7. Ask: What is your favorite food? Where does this come from? What does this food do to your body?”</p> <p>Activity 39: Let’s Take Care of the Animals Objectives:</p> <ol style="list-style-type: none"> 1. Describe how to take care of animals 2. Demonstrate appreciation to God for giving us animals <p>Materials: Pictures; toy animals</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Talk on what animals need in order to grow. 2. Discuss on how to take care of animals. 3. Thank God for giving us animals. 4. Say a thank you prayer to God. <ul style="list-style-type: none"> Thank you God for the animals we have. Thank you God for the foods they give. I promise to you, I’ll take care of them. Amen. <p>Activity 40: Animals in the Forest Puzzle Objectives:</p> <ol style="list-style-type: none"> 1. Relate puzzle pieces to form animals in the forest 2. Develop fine eye-hand coordination. <p>Materials: Puzzles of pictures of common animals</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Each child will be given puzzle pieces to put together an animal in the forest. 2. Child will clap his/her hands after finishing the puzzle. 						

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<p>Week 5 Sub-Theme: Pets</p> <p>Activity 1: Animal Pets Objectives: 1. Work on assignment with minimal supervision from an adult 2. Develop self-confidence in describing one’s pet Material: Picture of one’s pet (ask children to bring a picture of their pets) Procedure: 1. Ask each one to describe his/her pet. 2. Display the pets of the children. 3. Write down how the children describe their pets. 4. Place/ write child’s description of his/her pet besides the picture. 5. Ask questions based on the descriptions given by the children: “Who has a pet dog?/cat?/puppy”</p> <p>Activity 2: Baby Pets Objectives: 1. Demonstrate what one sees, thinks and feels by coloring 2. Color pictures within line boundaries Materials: Pictures of baby pets Procedure: 1. Show the pictures of the baby pets. 2. Let the children identify each picture. 3. Distribute the pictures of the baby pets to the children. 4. Let them color the pictures. Remind them to color within the line boundaries.</p>						

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<p>Activity 3: Poems of Pets Objectives:</p> <ol style="list-style-type: none"> 1. Sound off every syllable from the words heard 2. Recognize sounds by reciting poems about pets <p>Materials: Poems of pets (created or taken from books)</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Give the title of the poem. 2. Recite the whole poem. 3. Ask questions about the poem. 4. Give a word and let the children sound off every syllable of the word. 5. Do this for the other words. 6. Recite the poem by line and let the children repeat after you. 7. Let the children recite the whole poem. <p>Activity 4: Songs About Pets Objectives:</p> <ol style="list-style-type: none"> 1. Express one’s thoughts and feelings through a song 2. Use musical instruments to accompany the song <p>Materials: Songs of pets (created or taken from books)</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Give the title of the song. 2. Read the whole song. 3. Ask questions about the song. 4. Recite the song line by line and let the children repeat after you. 5. Sing the song with the children then let the children repeat after you. 6. Let the children select their musical instrument to accompany the song. 7. Let the children play their musical instrument in response to the rhythm and melody of the song. 						

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<p>Activity 5: Story Time Objectives:</p> <ol style="list-style-type: none"> 1. Identify the characters of the story 2. Describe each character in the story <p>Material: Stories of Pets from Adarna Book</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Unlock the difficult words. 2. Read the title, author and illustrator 3. Ask the children to describe the picture on the cover of the book. 4. Read the story. 5. Let the children identify the characters in the story. 6. Let them describe each character. 7. Ask them which character they like best and why. <p>Activity 6: My Letters “Mm” and “Ll” Objectives:</p> <ol style="list-style-type: none"> 1. Produce and sound off with initial “M” and “L” sounds 2. Produce/sound off words with initial ‘M’ and “L” sounds 3. Develop eye-hand coordination in writing using appropriate materials 4. Practice writing capital and small letters “Mm” and “Ll” <p>Materials: Letters “Mm” and “Ll”; words in word cards with pictures: m: <i>Mama, mesa, mata, marami</i>; l: <i>laro, lima, lola, lolo</i></p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Show a picture of <i>Mama</i> and ask children on its initial letter. 2. Instruct the children to produce or sound off “L”. 3. Then show the pictures and let them name the pictures with the words that start with “M”. 4. Do the same with the sound of “L”. 						

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<p>5. Show how to write the capital “M” and the small letter “m” on the board and let the children trace the letter with a chalk.</p> <p>6. Distribute pieces of paper with letter “m” written printed in dots.</p> <p>7. Let the children connect the dots.</p> <p>8. Let the children write the capital letter “M” then the small letter ‘m’ from memory.</p> <p>9. Do the same in letting the children write letter “L”.</p> <p>Activity 7: I Take Care of My Pet</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Describe how to take care of one’s pet 2. Express thoughts and feelings through drawing things/objects that the pet needs 3. Demonstrate appreciation to God for giving one’s pet <p>Materials: Pictures of pet animals</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Talk about how animals are taking cared of by their owners. 2. Ask each child to tell on how he/she takes care of his/her pet animal. 3. Ask each child to draw things that a pet needs. 4. Thank God for giving him/her the pet animal. 5. Say a thank you prayer to God. <ul style="list-style-type: none"> Thank you God for my pet. Thank you God, my pet makes me happy. I promise to you, I’ll take care of him. Amen. 						

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<p>Activity 8: Dressing Up the Pets Objectives: 1. Express one’s creativity in dressing up a pet 2. Describe the dress of the pet 3. Demonstrate how to seek help or support from an adult Material: Pieces of cloth, ribbons, pins, clips Procedure: 1. Assign the children to bring the things that they need in dressing up their pets. 2. Ask the children to prepare their things to be used in dressing up the pets with adult assistance, if needed. 3. Let them dress up their pets. 4. Ask each child to describe the dress of his/her own pet.</p> <p>Activity 9: Pets on Parade Objectives: 1. Demonstrate pride in one’s pet 2. Identify own emotions and express pride in one’s pet Material: Bring the pet to the center for the parade. For those who still do not have pets, they could picture of the pets they want Procedure: 1. Let the children bring their pets to the center. 2. Share to the class what their pets can do. 3. Share to the class how the child takes care of the pet. 4. Ask the children dress up the pets for the parade. 5. Let them say: “I feel proud of my pet. I am happy with my pet” 6. Give the children a chance to go on a parade with the pets in the classroom.</p>						

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<p>Activity 10: Pets at Home</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Demonstrate the concept of putting together or addition 2. Demonstrate self-confidence in joining an activity <p>Materials: Pictures of pets in houses</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Give each child a picture of pets in a house. Then ask three children how many pets does each one of them have? Add one at a time until the sum is 10. 2. Let the children count the number of pets for first, second and third child. Then ask: “How many pets are there in all?” 3. Do this with the other pictures of pets at home. 						

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<p>Weeks 6 and 7 Sub-Theme : Rivers, Lakes and Seas, Mountains and Hills</p> <p>Activity 1: What Do You See and Hear? 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 3. Relate pictures with printed words <p>Materials: Picture/magazine cut-outs of nature; word cards: <i>araw, hangin, tubig, bulaklak, kahoy, ibon, dahon</i></p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Inform the children that they will have a walk to the park or place which is beautiful. 2. Remind them of the rules and agreements that they will follow when they go out. <ul style="list-style-type: none"> ○ Stay in line ○ Follow teacher ○ Walk only ○ Open their eyes and look around ○ Use a modulated voice 3. When they are in the park or beautiful place ask the children to observe the place by looking at the surroundings and listening to the sounds they will hear. 4. Give the children an opportunity to talk about what they see and hear. 5. When they arrive in the classroom, show them the pictures and then ask them to select the pictures which represent the things they have seen and heard. 6. Let them describe the pictures. 7. Show them the word cards and read the words. 8. Ask the children to match the pictures with the corresponding words. 9. Then let them read the words after you. 						

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<p>Activity 2: Nature Craft</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Express thoughts and ideas using a variety of objects in making a nature collage 2. Develop self-confidence by joining a group activity <p>Materials: Glue/paste, twigs, small stones, leaves, flowers, bark of a tree; other materials from nature that can be found in the surroundings of the school; one half size of the manila paper</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Group the children into 3 groups. Explain to them that they will make a nature collage that portrays the different things they see in the environment. 2. Show the different materials to the children and let them identify each. 3. Demonstrate what they will do. 4. Distribute the materials to each group. 5. Children work together for their collage. 6. Give each group an opportunity to present and describe their collage to the class. <p>Activity 3: Story of Creation</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Demonstrate interest in listening to a story 2. Answer specific questions <p>Materials: Pictures for the story of the creation</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Tell the story of Creation. 2. Ask the questions below about the story of creation: <ul style="list-style-type: none"> - What were the things God created on the first day? Second day? Etc. - How did God see all His creation? - How do you feel after hearing this story? 						

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<p>- What do we say to the Lord who created us?</p> <p>3. Encourage each child to share and participate in answering the questions.</p> <p>Activity 4: Poems/Stories About the Earth</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Listen and recite a rhyme 2. Answer specific questions about the rhyme 3. Perform actions with the rhyme <p>Materials: Suggested poem: God Made the Earth</p> <p style="padding-left: 20px;">God made the earth God made the earth and God made the sky God made the fishes and the birds that fly Animals, plants, trees so tall Sun, moon, stars shining bright God made everything great and small God made you and God made me.</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Recite the whole poem. 2. Recite the poem line by line then ask the children to repeat after you. 3. Ask the following questions to the children: Who made the earth? Who made the sky? <ol style="list-style-type: none"> a. Who made the fishes and the birds? b. Who made the animals, plants and trees? c. Who made the sun, the moon and the stars? d. Who made you and me? e. What are things that God made? 4. Perform actions with the rhyme. 						

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<p>Activity 5: Counting What God Has Made</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Express thoughts and feelings about God’s creation heard from the story 2. Demonstrate the ability to count 1 to 15 3. Demonstrate the ability to write numerals 11 to 15 4. Demonstrate correct posture and paper position and the proper way in holding the pencil <p>Materials: Toys or pictures (whatever is available) of God’s creations; pictures of objects in the land (trees, fruits, flowers, fish, birds, animals), sky (sun, moon, stars, clouds); numerals 1 to 15</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Show the toys or pictures and ask the children to describe these and tell where they can find these. 2. Let them count the objects from 1 to 15. 3. Show 8 objects and ask a child to give the corresponding numeral. 4. Do the same activity for other numerals until 10. 5. Show 11 objects and let the children count these. 6. Show numeral 11 and let a child trace numeral 11 on the board with a chalk. 7. Do the same activity for numerals 12 to 15. 8. Distribute pieces of paper with the numerals 11 to 15 written in dots and dashes. 9. Ask the children connect the dots and dashes for numeral 11. 10. Then let them copy numeral 11 on their lined paper. 11. Do the same for numerals 12 to 15. <p>Activity 6: Song: Who Made the Trees that Grow</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Express ideas and feelings through a song 2. Respond to rhythm, melody and tone of music through creative movements <p>Material: Song: Who made all the trees that grow? God in heaven above.</p>						

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<p>Procedure:</p> <ol style="list-style-type: none"> 1. Present the song and read all the lines of the song, then read each line and let the children repeat after you. Song: Who made all the <u>trees</u> that grow? God in heaven above. Who made all the <u>trees</u> that grow? God in heaven above Who made all the <u>flowers</u> that bloom? God in heaven above Who made all the <u>fish</u> that swim? God in heaven above Who made all the <u>birds</u> that fly? God in heaven above Who made all the <u>animals</u>? God in heaven above Who made the <u>sky</u>? God in heaven above. Who made the <u>clouds</u>? God in heaven above? Who made the <u>moon and stars</u>? God in heaven above. Who made <u>you and me</u>? God in heaven above. 2. Sing the whole song with the children. 3. Ask questions about the song. 4. Then let the children sing the whole song by themselves. 5. Let the children create actions or movements in rhythm with the song. 6. Give the children an opportunity to sing the song with their creative movements. 						

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<p>Activity 7: Stories/Poems About the Earth</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Demonstrate interest and enthusiasm by listening attentively to a story 2. Answer questions about the story <p>Material: Suggested Story: What’s Alive? By Kathleen Weidner Soehfeld</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Unlock the difficult words. 2. Read the title, author and illustrator 3. Ask the children to describe the picture on the cover of the book. 4. Ask the children what the story is about. 5. Read the story. 6. Ask questions using who, what, why, when, what if after reading the story. <p>Activity 8: Nature Walk to Where There Are Mountains/Rivers/Sea/Animals</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Demonstrate awareness and appreciation of the environment 2. Enjoy listening to animal and environmental sounds 3. Demonstrate appreciation of the nature by giving thanks to the Creator <p>Procedure:</p> <ol style="list-style-type: none"> 1. Tell the children that you have a surprise for them. 2. Inform the class that they will be going on a nature walk and you want them to open their eyes and look at the things God created. 3. Give guidelines as to how the children should behave while they are having their nature walk. <ul style="list-style-type: none"> ○ Stay in line ○ Follow teacher ○ Walk only 						

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<ul style="list-style-type: none"> ○ Open their eyes and look around 4. Use a modulated voice 5. Ask the children what they saw and heard when they walked outside the Center. 6. Ask the children to describe what they saw and heard. 7. Ask them how they feel. 8. Lead the children pray to thank God, our Creator <p>Activity 9: Move to the Music (wind/air, river/sea movements)</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Demonstrate awareness and appreciation of the environment 2. Enjoy listening to the music and do body movements with the music 3. Demonstrate respect, empathy and care by giving a hug to an upset peer who could not do the activity well <p>Materials: Recorded sounds of wind/air; river/sea; CD player</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Tell the children to act out the movements of the wind or air, river or sea and other environmental sounds. 2. Give the children time listen to the music and ask them how they feel. 3. They will feel the rhythm of the music by acting out the movements of the wind or air, river or sea. 4. Let the children make the movements according to the rhythm with the music. <p>Activity 10: Draw What You Saw and Heard</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Express ideas and feelings through drawing of what one saw and heard during the nature walk 2. Demonstrate awareness and appreciation of the environment 3. Demonstrate respect by returning things in their proper places <p>Materials: Pencil, crayons, clean paper</p> <p>Procedure:</p>						

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<p>1. Ask the children what they saw and heard during their nature walk.</p> <p>2. Tell them to draw what they saw and heard.</p> <p>3. Let them display their drawing.</p> <p>Activity 11: The World I See</p> <p>Objectives:</p> <p>1. Express creative thoughts and feelings about personal experiences</p> <p>2. Demonstrate respect by speaking moderately in front of the class</p> <p>Procedure:</p> <p>1. Call on each child to describe his/her drawing.</p> <p>2. Remind the children to speak in a modulated voice.</p> <p>Activity 12: Game: Let’s Play Ball</p> <p>Objectives:</p> <p>1. Develop body balance and coordination and practice safety rules in playing</p> <p>2. Develop healthy relationship by playing cooperatively with others</p> <p>3. Initiate in starting assigned activity by leading in doing the activity</p> <p>Material: A ball</p> <p>Procedure:</p> <p>1. Remind the children how to throw and catch a ball.</p> <p>2. Make them form a circle.</p> <p>3. Let a child-leader stay at the center and throw the ball to each child who should catch it.</p> <p>4. Give other children an opportunity to be the child-leader.</p>						

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<p>Activity 13: Stories/Poems About Taking Care of the Earth</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Demonstrate interest and enthusiasm by listening attentively to a story 2. Ask and answer questions about the story <p>Material: Suggested story: Wonderful Earth by Nick Butterworth & Mick Inkpen</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Unlock the difficult words 2. Read the title, author and illustrator. 3. Ask the children to describe the picture on the cover of the book 4. Let the children ask questions on what the story might be about. 5. Read the story 6. Ask questions using who, what, why, when and what if, after reading the story. <p>Activity 14: Let’s Save Our Earth</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Use materials and resources to explore and express oneself freely 2. Explore creating images on what one can do to save the environment <p>Materials: Drawing and coloring materials, paper; natural materials found in the environment</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Ask the children why it is important to care for the environment. 2. Ask them to name ways to help save the environment. 3. Give them the drawing and coloring materials and other materials from the environment and tell them to create images to answer the question: “How can we help save the environment?” 						

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<p>Activity 15: Counting and Adding Using Objects</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Count objects from 1 to 20 2. Relate objects with the printed numerals 1 to 20 3. Demonstrate concept of addition by putting objects together up to sum of 10 <p>Materials: Objects found in the environment</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Give to the children the different objects and let them count 1 to 15. 2. Demonstrate how to count 16 to 20. 3. Ask the children count from 1 to 20. 4. Present the numeral 16 to 20. 5. Ask the children to match the objects 1 to 20 with their corresponding numeral. 6. Show putting together 3 objects and 2 objects and let the children count and give the answer. 7. Do the same activity with other objects until the sum of 10 only. <p>Activity 16: Storytelling: Any Story About Rivers</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Demonstrate interest and enthusiasm by listening attentively to a story 2. Ask and answer questions about the story <p>Procedure:</p> <ol style="list-style-type: none"> 1. Give the title of the story and show the cover of the book to the children. Then ask them to describe what they can see in the picture. 2. Let them ask questions on what the story is all about. 3. Tell the story. 4. Ask the children to answer the questions they have asked. 5. Ask additional questions about the story guided by what, who, where, when. 						

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<p>Activity 17: Making a Trip Chart</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Plan and organize a simple familiar activity 2. Demonstrate healthy and positive relationship by working cooperatively with others <p>Materials: Clean bond paper, pencil</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Give each child 2 pieces of clean bond paper 2. Let the children find their partner for the activity or you may assign each child a partner. 3. Ask the child to fold one bond paper into 2, crosswise. 4. On the upper part of the paper, instruct the children to copy and fill up the following (teacher can prepare the format for the children). <p style="margin-left: 40px;">My name is _____.</p> <p style="margin-left: 40px;">Today is _____ July _____, 2014.</p> <p style="margin-left: 40px;">My partner is _____.</p> <p style="margin-left: 40px;">We will leave at ___00 A.M.</p> <p style="margin-left: 40px;">We will be back by _____:30 A.M.</p> 5. During the tour, tell the children to bring at least 3 pieces of clean bond paper or teacher-made format and pencil. Tell them to draw the things they saw in the river. 						
<p>Activity 18: Field Trip: River Tour</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Demonstrate awareness and appreciation of the environment by listening to environmental sounds 2. Express creatively one’s thought and feelings about the field trip 3. Demonstrate respect by following rules set for the field trip <p>Materials: Paper and pencil for recording the things seen and heard</p>						

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<p>Procedure:</p> <ol style="list-style-type: none"> 1. Discuss the purpose of the field trip. 2. Discuss rules regarding the tour. Remind the children to: <ul style="list-style-type: none"> • Keep quiet while walking around the river so that others will not be disturbed. • Just walk. No running allowed. • Listen well when people interviewed are talking. • Ask questions in a polite way. • Greet the people you meet. • Ask permission before using anything. • Tell the children to take note and draw what they see, hear, smell and feel during the field trip. 3. Let the children go around the place ask questions about the places to the person in-charge. 4. Give the children some time to finish their trip charts when they are back in the Center. 5. Discuss observations together with the children and let them show their drawings to the class. 6. Let them talk about the rules set. <p>Activity 19: Sea Life Painting</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Express their thoughts and feelings through painting 2. Demonstrate progress in fine motor skill and eye-hand coordination 3. Demonstrate respect by returning things in their proper places <p>Materials: Blue and green finger paints, paper, fish stickers</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Provide each child with paper and blue and green finger paints. 2. Invite children to make waves of paint on the paper 3. When dried, glue on fish stickers! 4. Give each child an opportunity to present their painting and describe this. 						

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<p>Activity 20: Music and Movement Objectives : 1. Express one’s ideas and feelings through a song 2. Respond to the rhythm and melody of the song through body movements Material: A song: Five Little Fishes Procedure : 1. Teach the song, “ Five Little Fishes “ (to the tune of 5 Little Monkeys) Five little fishes swimming in the sea Teasing Mr. Shark : You can’t catch me! Along came Mr. Shark as quiet as could be and SNAP! Four little fishes swimming in the sea (continue until no little fishes are swimming in the sea) 2. Let the children respond to the rhythm and melody of the song by doing body movements. 3. Ask the children sing the song line by line with body movements. 4. Let the children sing the whole song with body movements.</p> <p>Activity 21: Fishing in the Lake Objectives: 1. Demonstrate short-term and long-term memory by counting fishes from 1 to 20 2. Relate pictures of fishes to the corresponding numeral Materials: Worksheet, paste/glue; fish cut-outs; number cards 1 to 20 Procedure: 1. Provide children the worksheet with a picture of a boat with a fisherman. 2. Let the children place many pieces of fish cut-outs in the sea. 3. Let them act out as the fisherman and do the fishing.</p>						

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<p>4. Let them count the number of fishes that they caught.</p> <p>5. Let them label the fishes with the correct numeral.</p> <p>Activity 22: Clean Up Objectives:</p> <ol style="list-style-type: none"> 1. Share one’s thoughts and ideas on how to take care of rivers 2. Relate pictures with labels/words 3. Sound off the syllables in the labels/words and read the words <p>Materials: Picture of a river on a Manila paper with removable pictures of the trash; word cards with matching pictures: <i>tubig, dumi, basura, kahoy na may walis, sako</i></p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Ask the children look at the picture of a river with trash and describe this. 2. Ask them what they should do and why. 3. Let them identify the things needed to clean the river. 4. Let each child make believe that they are removing the trash picture from the river. 5. Let them share their ideas on how they cleaned the river. 6. Let them identify the things they used and match these things with the corresponding words. 7. Let them read the syllables of the words then let them read the whole words. <p>Activity 23: My Letter “Hh” Objectives:</p> <ol style="list-style-type: none"> 1. Produce and sound off “H” 2. Produce/sound off words with initial “H” sound 5. Develop eye-hand coordination in writing using appropriate materials 6. Practice writing capital and small letter “Hh” <p>Materials: Letter Hh; words in word cards with pictures: h: <i>hanap, hirap, hilo, hita</i></p>						

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<p>Procedure:</p> <ol style="list-style-type: none"> 1. Show an action of <i>hanap</i> and ask children on its initial letter. 2. Let the children produce or sound off “Hh”. 3. Then show the pictures and let them name the pictures with the words that start with letter “Hh”. 4. Show how to write the capital “H” and the small “h” on the board and let them trace the letter with a chalk. 5. Distribute pieces of paper with letter ‘Hh’ written in dots. 6. Let the children connect the dots. 7. Let the children write the capital letter “H” then the small letter “h” from memory. <p>Activity 24: Clean Rivers</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Express what one sees, thinks and feels through a painting of a clean river 2. Explore producing lines, shapes and colors to compose images <p>Materials: Paint (blue), coloring page with picture of a river</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Provide the children with the painting materials. 2. Let them use lines, shapes and colors to compose images of a clean river. 3. Emphasize that the river should be maintained clean. <p>Activity 25: Fishing for Tens</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Demonstrate the concept of addition by putting together fishes up to 10 2. Counting the number of fishes caught and matching this with the correct numeral <p>Materials: Papers, a stick, a string, some paper clips and a horseshoe magnet, fish cut-outs</p> <p>Procedure :</p> <ol style="list-style-type: none"> 1. Cut out some paper fish (approximately 4-5 inches). 						

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<p>2. Attach a paper clip to either end of each fish.</p> <p>3. Make a simple fishing pole with the stick and the string.</p> <p>4. Attach the magnet to the end of the string.</p> <p>5. Let the children take turns fishing.</p> <p>6. Let each child’s catch of fish be added to the other children’s catch of fishes.</p> <p>7. Let the children count all the fishes caught. Then let them match this with the corresponding numeral.</p> <p>Activity 26: Stories from Books: Creatures in the Sea Objectives:</p> <ol style="list-style-type: none"> 1. Demonstrate interest in reading a book by choosing from 3 to 5 children’s books 2. Talk about pictures in every page 3. Give own title and theme of the story <p>Materials: 3 to 5 children’s books with pictures per page displayed in a corner</p> <p>Procedures :</p> <ol style="list-style-type: none"> 1. Ask the children look at the displayed books and ask them to choose one where there is a story with pictures that they like best. 2. Let them tell the story by page through the pictures. 3. Ask questions about the story and let the other children answer the questions. 4. Ask the children what title they want for the story read. 5. Ask them also for the theme of the story. <p>Activity 27: Pollution Problem Solving Objectives:</p> <ol style="list-style-type: none"> 1. Compare a clean from a dirty water 2. Demonstrate how to clean dirty water 3. Demonstrate healthy and positive relationship by working cooperatively 						

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<p>Materials: Water tub/basin, leaves, stones, paper scraps, strainer, sieves, cooking oil</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Fill a water table or wash tub approximately half with water. 2. Gather some natural materials such as leaves, sand, stones, and grasses. 3. Also, gather some paper scraps and some cooking oil. 4. Ensure that there are available strainers, sieves and loosely woven fabric such as cheese cloth. 5. Initiate a discussion of water pollution problems. Point out that some things that dropped in water can be easily removed; other things are difficult or even impossible to remove. 6. Invite groups of five or six children at a time to work in teams. 7. Tell them that each team will work together to experiment with ways of cleaning dirty water. 8. When the children have added as many things as they wish to the water, ask them to tell you about how the water looks and smells. 9. Provide one or two empty tubs, along with the strainers, sieves and cheesecloth. 10. Challenge children to work together to remove as many items and substances from the dirty water as possible. 11. Encourage and praise cooperative efforts and group decision making. <p>Activity 28: Field Trip: Mountain / Hill Tour</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Demonstrate awareness and appreciation of the environment by listening to environmental sounds 2. Express one's thought and feelings about the field trip 3. Demonstrate respect by following rules set for the field trip <p>Materials: Paper and pencil for recording the things seen and heard</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Discuss the purpose of the field trip. Explain to the children the difference between a mountain and a hill. Let them know that they are going to visit a _____. 2. Discuss rules regarding the tour. During the tour always remember: <ul style="list-style-type: none"> - Keep quiet while walking around the river so that others will not be disturbed. 						

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<ul style="list-style-type: none"> - Just walk. No running allowed. - Ask questions in a polite way to people who can answer your questions. - Greet the people you meet. - Ask permission before using anything you see. <ol style="list-style-type: none"> 3. Ask the children to take note and draw what they see, hear, smell, and feel. 4. Let the children go around the place and ask questions about the places to the person in-charge. 5. Back in the classroom, give the children time to draw what they see and hear. 6. Let them present their drawing and talk about these. 7. Let them talk on the rules set for the field trip. <p>Activity 29: Mountain or Hill Collage Objectives:</p> <ol style="list-style-type: none"> 1. Express their thoughts and feelings through a collage 2. Demonstrate progress in fine motor skill and eye-hand coordination 3. Demonstrate respect by returning things in their proper places <p>Materials: Finger paints in different colors; natural objects in the environment; manila paper; glue or paste Procedure:</p> <ol style="list-style-type: none"> 1. Group the class into 3 and provide each group with the materials. 2. Invite the children to make a mountain collage. 3. When finished, let them present their collage and display this in the room. 4. Remind the children to return the things used in their proper storage. <p>Activity 30: Music and Sounds Objectives:</p> <ol style="list-style-type: none"> 1. Express one’s ideas and feelings through a song 2. Respond to the rhythm and melody of the song through musical instruments <p>Materials: Songs about mountains/hills</p>						

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<p>Procedure:</p> <ol style="list-style-type: none"> 1. Read the title of the song and let the children talk what the song is all about. 2. Recite the whole song and recite line by line and let the children repeat after you. Then recite the whole song again. 3. Sing the whole song then line by line and ask the children to repeat after you. 4. Let the children choose the musical instrument they like. Let them play in response to the rhythm and tone of the song. 5. Let the children sing the song accompanied by the musical instruments. <p>Activity 31: Story About Mountains / Hills</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Demonstrate interest and enthusiasm by listening attentively to a story 2. Express story in mind by drawing <p>Material: Make –up story or story on mountains or hills from a book</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Read the title of the story with a picture and let the children describe the picture. 2. Read the story aloud to the children. 3. Ask questions about the story guided by what, who, where, what if. 4. Let the children retell the story by drawing the scenery, objects, characters of the story. 5. Let the children present their drawing and tell a story about this. <p>Activity 32: Trees, Trees in the Mountains and Hills</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Express one’s ideas and thoughts by comparing the trees in the mountains and hills 2. Identify similar pictures or words in a group of 3 to 5 printed pictures/words <p>Materials: Pictures of mountains and hills with trees and animals; cards with similar/different words</p> <p>Procedure:</p>						

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<p>1. Let the children look at several mountains and hills then let them compare these.</p> <p>2. Ask: Which plants, trees, animals in the mountains/hills are similar?</p> <p>3. Show words and let the children match these with the corresponding plants, trees, or animals.</p> <p>4. Show 3 words with 2 similar words. (Example: <i>kahoy baka kahoy</i>) Ask: “Which words are similar?”</p> <p>5. Do the same with other sets of words.</p> <p>Activity 33: Keeping the Trees in the Mountains/Hills Objectives:</p> <ol style="list-style-type: none"> 1. Express one’s thoughts and ideas freely 2. Use variety of artworks to convey messages on planting or keeping trees in the mountains or hills <p>Materials: Pictures of dry mountains/hills without trees anymore and floods; drawing/painting materials; paper</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Show pictures of any dry mountains or hills to the children. You may also show a picture of mountains and hills with few or no more trees and flash floods in a community. Let them describe the pictures then ask: “What do you think causes the flash floods?” “What happened when there is a flash flood? Ask children to share their experiences if they have been affected by floods. 2. Tell them that we can take care of the mountains and hills. Ask them how. 3. Distribute the drawing or painting materials and let the children show how they can revive the plants and trees in the mountains or hills which were destroyed by people or by a storm/typhoon. 4. When the work is completed, let the children describe their drawings or paintings. <p>Activity 34: My Letter “Dd” Objectives:</p> <ol style="list-style-type: none"> 1. Produce and sound off “D” 2. Produce/sound off words with initial “D” sound 3. Develop eye-hand coordination in writing using appropriate materials 4. Practice writing capital and small letter “Dd” 						

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<p>Materials: Letter “Dd”; words in word cards with pictures: d: <i>dagat, damo, dito, doon, dalaga</i></p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Show a picture of <i>dagat</i> and ask children on its initial letter. 2. Let the children produce or sound off “D”. 3. Then show the pictures and let them name the pictures with the words that start with “D”. 4. Show how to write the capital “D” and the small “d” on the board and let the children trace the letter with a chalk. 5. Distribute pieces of paper with letter “Dd” written in dots. 6. Ask the children connect the dots. 7. Let the children write the capital letter “D” and the small letter “d” from memory. <p>Activity 35: Composing a Story</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Compose a self-made story of 3 to 5 pages using self-drawn pictures 2. Tell a story with the use of the pictures 3. Give the title of their own story <p>Materials: Pieces of coupon bond, pencil, crayons or markers</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Tell the children that they are going to write a story about their mountains or hills by drawing 3 to 5 pictures. Ask them first to share the stories they have in mind. 2. Distribute pieces of coupon bond to each child. 3. Have him/her draw on the sheets of paper their stories about their mountains or hills. 4. Let him/her color the drawings. 5. When the drawings are completed, ask the children to tell their stories using the pictures they have drawn. 6. Ask them the title of their story. 						

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<p>Weeks 8 and 9 Sub-Theme : We Can Visit Other Places</p> <p>Activity 1: Storytelling of Family Visit to Other Places Objectives: 1. Demonstrate interest and enthusiasm in listening attentively to a story 2. Answer the questions about the story. Material: Stories of children about their family visit to other places; pictures of families on a trip Procedure: 1. Show the pictures and ask the children to describe these. 2. Ask: “Have your families gone to other places?” Then let the children share their stories to the class. 3. Ask questions about the story guided by what, who, where, when and what if.</p> <p>Activity 2: Let’s Go and Have Fun! Objectives: 1. Express one’s thoughts and ideas through a creative work 2. Demonstrate progress in fine motor skills and eye-hand coordination by cutting or coloring within line boundaries Materials: Oslo papers, glue/paste, drawing/coloring materials, magazines, newspapers Procedure: 1. Let the children choose from the magazine or newspaper pictures of places where they want their family to have fun and enjoy. 2. Remind them to cut the picture within line boundaries or color drawings within line boundaries. 3. Paste them on an oslo paper as if making an invitation. 4. Help the children write the invitation note.</p>						

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<p>Activity 3: Fun in the Beach</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Develop the ability to make-up a story from a series of 3 to 5 pictures 2. Express the story in mind through drawings or cut-outs of pictures <p>Materials: Magazines with pictures of families in a beach; drawing materials, tape, crayons</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Show the magazines with pictures of families having a picnic in a beach. Ask the children to make a story using pictures cut out from the magazines or they can draw the pictures for their story. 2. Remind them that there must be 3 to 5 pictures. 3. Let the children make their 3 to 5 pictures. 4. Ask them to make a story using the pictures. 5. Let each child tell the story. 6. Ask questions about the story and let the children answer the questions. <p>Activity 4 : Foods for the Picnic in the Beach</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Demonstrate concept of addition using objects 2. Demonstrate concept of subtraction using objects <p>Materials: Pictures of different foods for the picnic in the beach, number cards 1 to 20</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Let the children bring out the pictures of foods they will bring to the beach assigned to them the previous week. 2. Let the children group themselves into 5. 3. Let each child bring out his/her food in a circle so there will be 5 circles. Then let the children put together all foods that they have. Then let them count all the foods in the group. Ask a child to get the number card corresponding to the total number of foods. 4. Tell the group that one should act as the mother. Then mother will give foods to one child. Ask: "How many are left?" Then the mother will give foods to the second child. Ask: "How many are left?" Do the same with the other children and ask the same question. 						

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<p>Activity 5: Time to Go!</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Relate pictures with printed labels 2. Read familiar words by syllables <p>Materials: Word list: basket, <i>banig</i>, <i>bag</i>, <i>pagkain</i>, <i>tubig</i>, <i>baso</i>, etc.</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Tell the children that they will have to help their mother prepare for the outing to the beach. 2. Show the pictures of the things they need to bring. 3. Show the checklist of things that their mother prepared. 4. Let the children read each word by syllable: <i>bas-ket</i>, <i>ba-nig</i>, <i>bag</i>, <i>pag-ka-in</i>, <i>tu-big</i>, <i>ba-so</i>. Then let them read the whole word. 5. Ask the children to match the pictures with the corresponding labels. 6. Then let the children read the words with the pictures. <p>Activity 6: Stories of Families Preparing for a Trip</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Predict what will happen next in the story 2. Predict how the story will end <p>Materials: Make-up story or story in a book of a family going for a trip</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Present the title of the story. 2. Let the children talk what the story might be. 3. Tell the story of a family preparing for a trip. 4. Ask: “Where will the family go? Who would likely join the trip? What would likely happen in the place where they are going? What do you think is the ending of the story?” 						

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<p>Activity 7: My First Trip in a Boat/Bus/Airplane</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Share personal experiences or known information 2. Retell experiences of others <p>Materials: Pictures of family members during the trip</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Ask the children to show the picture of their family when they had a trip taking a bus/boat/airplane. 2. Tell them to share their personal experiences. 3. Then ask other children to retell the stories they heard from their classmates. 4. Ask: “How did you feel during the trip? Did you thank your father and mother for the trip? What are the means of transportation that we use when we go to other places?” <p>Activity 8: Poem or Song on Sounds of Buses/Jeepneys/Boats/Airplanes</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Express what one sees, thinks and feels through a poem or song 2. Produce rhythmic patterns through musical instruments and other objects 3. Respond to rhythm, melody and tone of music through creative movements <p>Materials: Poem/Song about sounds of buses, jeepneys/boats/airplanes</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Present pictures of the different transportation and let the children describe each. Let them imitate sounds produced by the transportation. 2. Present the whole poem or song and recite line by line and let the children repeat after you. 3. Then ask each child do the rhythmic claps to accompany the poem or choose the musical instrument to accompany the song. Let them practice this activity. 4. Ask the children read the poem or sing the song with the accompaniment. 5. Ask the children sing the song with accompaniments (musical instruments) and body movements. 						

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<p>Activity 9: What I Like About My Family</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Express one’s thoughts and feelings through a variety of materials 2. Demonstrate pride in being a member of one’s family <p>Materials: Drawing/Painting materials, materials found in the environment, bond or construction paper</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Have the children fold the bond paper into two (crosswise). 2. On the front page, let the children present a family portrait through drawing, painting or collage. 3. On the inside page, have the children draw the different places they have gone to with their family. 4. Let them present their work by describing the front picture and the inside drawing, painting or collage. 5. Then ask: “What do you like about your family? How do you make your family proud of you?” <p>Activity 10: Made-up Story</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Compose a made-up 3 to 5 page story using 3 to 5 self-drawn pictures 2. Tell a story with the use of the pictures 3. Give the title of their own story <p>Materials: Pieces of coupon bond, pencil, crayons or markers</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Tell the children that they are going to write a story about their mountains or hills by drawing 3 to 5 pictures and these will put together like a book. Say: “You will also make a cover page for your book.” 2. Distribute pieces of coupon bond to each child. 3. Instruct him/her to draw their stories on the sheet of paper about their mountains or hills. 4. Let them color the drawings. 5. When the drawings are completed, ask the children to tell their stories using the pictures they have drawn. 6. Ask them the title of their story which you are going to write on the cover page. 						

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<p>Week 10: Sub Theme: We Thank God for a Wonderful School Year</p> <p>Activity 1: Artwork: Portrait of Friends Objectives:</p> <ol style="list-style-type: none"> 1. Express one’s ideas and thoughts by drawing images of their friends 2. Use drawing materials appropriately and with care 3. Recall ideas and feelings about having friends in school <p>Materials: Colored papers with frame-like borders, drawing and coloring materials (pencils, markers, crayons)</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Present the materials on the table. 2. Ask the children to think of their friends in class or in school and to draw their friends on the pieces of papers provided. 3. Encourage the children to create as many drawings of friends as they can. 4. Once they are done, ask them to write their names and the names of the friends they drew. The drawings can be posted on the wall or stapled together. 5. Ask the children to discuss their work to the class. <p>Activity 2: Reading and Writing Label Portraits of Friends Objectives :</p> <ol style="list-style-type: none"> 1. Write short phrases with minimal assistance from an adult 2. Tell something about the labels <p>Materials: Pictures of friends</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Allow the children to continue labelling the portraits that they made. 2. Labels can include their names and what they like most about the classmate whom they drew. 3. Guide the children in writing down their ideas or short labels/description. 4. Present their work in class and let them tell about the short labels/description. 						

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

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<p>Activity 3: Friends Book/Class Book Objectives: 1. Draw representations of friends in school for the Class Book 2. Trace/Write uppercase letters for names Materials: Drawing materials, coupon bond, pencil, stapler Procedure: 1. Let each child name the friends that they made in school this year. 2. Instruct the children to draw all of their friends in school on a pieces of coupon bond. Decorate the picture of each friend by drawing the things that their friend likes best. 3. Assist the children to write the names of their friends in the Class Book. Have this Class Book stapled. 4. You could also expound on the activity by asking the children what they like most about their friends in school.</p> <p>Activity 4: Word and Picture Puzzles Objectives: 1. Relate word puzzles to and pictures as cues 2. Read familiar words with minimal to no assistance Materials: Familiar Word Puzzles: bata, bag, papel, lapis, mata, paa, bibig, etc. Procedure: 1. Provide word puzzles on the table. 2. Introduce the puzzles to the children and ask them to complete the word puzzles by looking at the corresponding pictures. 3. Once they have completed the puzzle, ask them to read the words.</p>						

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<p>Activity 5: Art Work: Farewell Bulletin Board</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Express thoughts and feelings about personal experiences and special activities this past school year 2. Say and write words of thanks to the teacher and classmates. 3. Create a class bulletin about their experiences in school <p>Materials: Prepared bulletin board (bordered and labelled with “Farewell Bulletin by ____ Class”), pieces of papers (to write what they will bid farewell to), different pictures of class activities that they did over the semester (to decorate and write about)</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Tell the class that they are to fill up the “Farewell Bulletin” with their different memories in school. 2. Show the children the pieces of paper where they can draw and write what they want. 3. Aside from these, the pictures of their different activities can be posted and decorated. 4. Children post their different outputs on the bulletin board. <p>Activity 6: Counting Favourite School Activities</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Recall sequences of events that happened in the school 2. Read the months of the school year 3. Count the number of events that happened in school and write the correct number 4. Demonstrate the concept of putting together the activities that happened each month <p>Procedure:</p> <ol style="list-style-type: none"> 1. Recall the school activities with the children and let the children share their experiences. 2. Show the calendar and ask children to read the names of the month. Then let the children indicate the school activities that happened every month. Then let the children read the name of the month and the corresponding activity(s) posted. 3. Assign a child to count the number of activities that happened per month. 4. Let the children put together all the activities per month and give the corresponding number. 						

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<p>Activity 7: Story: What I Learned From School</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Arrange 3 to 5 pictures in a sequence to complete a story 2. Tell a story in sequence with the use of pictures 3. Demonstrate enjoyment in telling a story <p>Materials: Pictures/Drawings on what children learned in school/school activities</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Ask the children what they learned in school in a consecutive manner or from July to March. 2. Then let them draw these things. 3. After the drawing, let the children number the sequence of the pictures from 1 to 5. 4. Ask them tell story in sequence of what they have learned in school through of pictures/ drawings. <p>Activity 8: Art Work: Cotton Bud Painting of Favourite Activities</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Express one’s ideas and feelings through cotton bud painting 2. Explore what happens when colours are mixed 3. Demonstrate enjoyment in doing the activity <p>Materials: Cotton buds, differently colored paints in cups, oslo papers cut in half</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Prepare the materials on the table. 2. Tell the children that they are to use cotton buds and paints in drawing their favorite activities. 3. Remind the children to wear aprons or any protective cloth to keep the paint from staining the clothes. 4. Ask the children to recall their favorite activities in the school and paint these through using the materials provide to them. 5. Once they are done, encourage the children to label their works with their names and scribble a short phrase to describe the activity they liked most. 6. Let them present their work in class. 						

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<p>Activity 9: Exchanging Thank You Cards</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Express one’s gratitude through creative ideas 2. Say and write simple phrases of gratitude <p>Materials: Rectangular-shaped colored papers (bond paper size cut in half), decorative materials (sequins, glitters, buttons, etc.), glue, markers/pencils</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Present the materials on the table and ask the children to describe each. 2. Tell the children that they are going to make “thank you cards” for their classmates and teacher. Ask them to choose what materials they want to use. Then let them make their cards. 3. Ask them to write their “thank you” or other short messages for their classmates/teacher to whom they will give the cards. 4. When the cards have dried already, the children can give the cards to their classmates and teacher. <p>Activity 10: Story Telling: Hug Time</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Demonstrate creativity in reading by giving own title and theme of the story 2. Express freely and with confidence one’s thoughts and feelings <p>Materials: Book with the story, “Hug Time” by Patrick McDonnell</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Present the story with the title. 2. Then read the story to the children. 3. After reading the story, ask the following questions to the children: Who “hugged” each other in the story? What will you feel if you are hugged? What are the other ways that you can do to show your love and care for other people? What title could you give to the story? What is the theme of the story? How will you show your love to you parents? 						

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<p>Activity 11: Poem/Song on Being Happy</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Express what one sees, thinks and feels through a poem/song 2. Produce rhythmic patterns through musical instruments and other objects 3. Respond to rhythm, melody and tone of music through creative movements <p>Materials: Poem/Song about being happy because of completing the Pre-K level</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Present pictures of happy children during closing ceremony and let the children describe the pictures 2. Present the whole poem/song and recite line by line and let the children repeat after you. 3. Then ask each child do the rhythmic claps to accompany the poem or choose the musical instrument to accompany the song. Let them practice this activity. 4. Ask the children say the poem/sing the song with the accompaniment. 5. Let the children sing the song with accompaniments (musical instruments) and body movements. <p>Activity 12 : Storytelling: Story on Moving Up to a New Grade Level</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Tell about the characters of the story 2. Give in own words the moral lesson of the story <p>Materials: Story on Moving Up</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Show the book and ask the children to describe what they can see in the cover page of the book. 2. Read the title of the book, the author and the illustrator. Explain that the author wrote the book and the illustrator drew the pictures in the book. 3. Ask the children what they think the story will be about. 4. Read the story aloud to the children. 5. Ask questions about the characters of the story. 6. Let the children give in own words the moral lesson of the story. 						

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<p>Activity 13: Fly High! Objectives: 1. Express what one sees and thinks by creating a butterfly artwork 2. Identify the changes of a caterpillar to a butterfly Materials: Dried leaves, glue/paste, black construction papers, oslo papers Procedure: 1. Recall a story about a caterpillar changing into a butterfly from the previous lesson. 2. Show them pictures of a caterpillar changing into a butterfly. 3. Tell them that they too are going to undergo a change by moving up to a new grade level. 4. Demonstrate them how to make the butterfly artwork. 5. Display the butterflies in the classroom.</p> <p>Activity 14 : Up the Ladder Objectives: 1. Relate cutouts of children to printed numerals 2. Count cutouts of children from 1- 20 3. Write numerals from 1 to 10 Materials: Picture of a ladder, picture of kid cut-outs; number cards 1 to 20 Procedure: 1. Show the picture of the ladder. 2. Count the steps with the class. 3. Place the child cutouts in one step then let the children count them. Ask a child to get the corresponding numeral. 4. Do the same with the next steps until the child cutouts are 20. 5. Let the children count all the cutouts figures from 1 to 20. 6. Let the children write numerals 1 to 10 first by connecting dots then let them write these numerals from memory.</p>						

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<p>Activity 15: Planning for the Moving Up Ceremony</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Plan and organize a simple familiar activity 2. Demonstrate pride in doing a part of a program <p>Material: Song, dance, CD player, music, poem</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Tell the children the date of their moving up ceremony and the need to plan parts of the program. 2. Ask them what they want to present in the program. 3. Group together the children who want to sing/dance or a child who will be the master of ceremony or give a poem, etc. and let them practice their parts. 4. Let all the children be part of the program. 5. Read this to the children. Ask: “What do you do to prepare for your presentation in the program? What do you wear for your presentation? What do you wear for the program? Who are the persons that will prepare the things you need? When is the closing program? What time will it start? Who are your visitors for the program?” 6. Prepare the tentative program of activities for the moving up ceremony. 7. Present to the children and concul the parents the final program. 						

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