

KINDERGARTEN CATCH UP EDUCATION DAILY PLAN

WEEK 17:

Monday	Tuesday	Wednesday
MEETING TIME 1: Message: We use transportation to take people/goods to other places Questions: Have you ever traveled to any place outside of the community? What did you ride? Who were with you?	MEETING TIME 1: Message: Some people travel by land. Questions: What do people ride when they travel by land? What are examples of jobs that are related to land transport service?	MEETING TIME 1: Message: Some people travel by sea. Questions: What do people ride when they travel by water? What are examples of jobs that are related to sea transport service?
WORK PERIOD 1 Teacher-Supervised: Poster: Mga gamit ng sasakyan Independent: <ul style="list-style-type: none"> • Shape Collage : Mga Iba't Ibang Sasakyan • Initial Letter Sounds- Target Letters- R/P • Sight Word Puzzles • Picture-Word Match • 10 months • Form a Word • Alphabet Soup 	WORK PERIOD 1 Teacher-Supervised: Phonemic Awareness- Blending Sounds Call Out Word Game Independent: <ul style="list-style-type: none"> • Dramatic Play • Transportation Puzzles • Syllable Race • Wheel Sequence • Sight Word • Form A Word • Alphabet Soup 	WORK PERIOD 1 Teacher-Supervised: Call Out Word Game Independent: <ul style="list-style-type: none"> • Boat Collage • Transportation Junk Models • Transportation Puzzles • Sand Play • Syllable Race • Form A Word • Alphabet Soup
MEETING TIME 2: Message: Have children show their shape collage to the class. List down the names of the vehicles they made. Introduce the song "The Wheels on the Bus"	MEETING TIME 2: Play Round Robin Rhyme Introduce the song " Bike Ride "	MEETING TIME 2: Play "What's the Word ? " (opposite words) Song: The Wheels on the Bus
Supervised Recess	Supervised Recess	Supervised Recess
STORY: Ciriaco, Ang Malupit na Kapitan ng Barko	STORY: Ang Barumbadong Bus	STORY: Bus stops
WORK PERIOD 2: Teacher-Supervised: Lift the Bowl (connecting; up to quantities of 10) Independent: <ul style="list-style-type: none"> • Subtraction Cards (2-10) • Call Out: Addition (0-10)/ Call Out: Subtraction (0-10) • Go 10/ Draw 10 • Number Train Graph 	WORK PERIOD 2: Teacher-Supervised: Train Ride; Balloons Independent: <ul style="list-style-type: none"> • Block Play • More or Less Spin It • Call Out: Addition (0-10)/ Call Out: Subtraction (0-10) • What numbers can you make? • Number Train Graph 	WORK PERIOD 2: Teacher-Supervised: Ten Spots Independent: <ul style="list-style-type: none"> • Block Play • More or Less Spin It • Call Out: Addition (0-10)/ Call Out: Subtraction (0-10) • What numbers can you make? • Number Train Graph
INDOOR/OUTDOOR ACTIVITY: -ing Charade	INDOOR/OUTDOOR ACTIVITY: Hot Cars	INDOOR/OUTDOOR ACTIVITY: The Boat is Sinking
MEETING TIME 3: Dismissal Routine	MEETING TIME 3: Dismissal Routine	MEETING TIME 3: Dismissal Routine

Thursday	Friday
MEETING TIME 1: Message: Some people travel by air. Question: What do people ride when they travel by air? What are examples of jobs that are related to air transport service?	MEETING TIME 1: Message: People follow safety rules when traveling. Questions: What safety rules do people need to observe? Why is it important to observe safety rules?
WORK PERIOD 1 Teacher-Supervised: Transportation Mobiles Independent: <ul style="list-style-type: none"> • Transportation Junk Models • Sand Play • Rhyme Cover All • Fishing for Rhymes • Form a Word • Alphabet Fishing Game • Letter Domino • Look Say Cover Write • Letter Posters 	WORK PERIOD 1 Teacher-Supervised: Transportation Word List Poster: Safety Rules Independent: <ul style="list-style-type: none"> • Transportation Picture-Word Match • Picture Sorting (Different Types of Vehicles) • Playdough • Rhyme Cover All • Letter Domino • Look Say Cover Write • Letter Posters
MEETING TIME 2: Message: Some vehicles are not like each other Compare kinds of transportation, focusing on those that have no similarities – airplane & horse, banca & tricycle	MEETING TIME 2: Introduce the song. "This is the way we cross the street ... " Do Segmentation Exercises
Supervised Recess	Supervised Recess
STORY: Ang Bisikleta ni Momon	STORY: Ang Ambisyo Song Istetoskop
WORK PERIOD 2: Teacher-Supervised: Dogs in a Pocket Chart Independent: <ul style="list-style-type: none"> • Block Play • Shark Attack • Three in a Row • Draw 10/ Go Find 10/ Tens Concentration • Caps with Cans • Grab bag with partners 	WORK PERIOD 2: Teacher-Supervised: Hands Down, Kites Up Independent: <ul style="list-style-type: none"> • Blocks • Pattern Blocks • Checkered Flags • How Many More, How Many Less • Draw 10/ Go Find 10/ Tens Concentration
INDOOR/OUTDOOR ACTIVITY: Red Light, Green Light, Traffic Lights	INDOOR/OUTDOOR ACTIVITY: Hot Cars
MEETING TIME 3: Dismissal Routine	MEETING TIME 3: Dismissal Routine

APPENDIX WEEK 17

THEME-RELATED ACTIVITIES

Transportation puzzle

Objective: to develop fine motor coordination and visual discrimination

Materials: cardboard, scissors, pencil

Number of Players/Participants: 2–5 children

Procedure:

1. Teachers to cut out or draw pictures of vehicles such as ship/boat, car/bus, and airplane/jet.
2. Cut the pictures into 3 to 5 pieces.
3. Let the children connect the puzzle to reveal the hidden vehicle.
4. After completing the puzzle, let the group identify the vehicle.

Wheel Sequence

Objective: to arrange objects in sequence according to size

Materials: various-sized circles

Number of Players/Participants: 3 – 4 children

Procedure:

1. Cut out various sized circles from posterboard to represent wheels.
2. Have the children sequence the wheels from largest to smallest.

Boat Collage

Objective: to arrange objects in sequence according to size

Materials: various-sized circles

Number of Players/Participants: 3–4 children

Procedure:

1. Have children look through magazines and cut out pictures of boats and ships.
(*Note: If there are no magazines available, teacher brings pictures of these.*)
2. Then let them paste on bond paper.

Transportation Junk Models

Objective: to develop gross motor/fine motor coordination

Materials: junk materials, scissors, pencil, markers, crayons, paste/glue

Number of Players/Participants: 2–5 children

Procedure:

1. Ask children to form into groups.
2. Let them construct different kinds of transportation using junk materials available in the area.
(Solicit assistance of parents to bring junk materials prior to the activity.)

Transportation Wordlist

Objective: to give words related to transportation

Materials: markers, manila paper, bond paper, markers

Number of Players/Participants: 2–5 children

Procedure:

1. Ask children to think and say words related to vehicles/transportation.
2. Teacher writes/list down what are told.
3. Encourage no repetition.
4. Allow invented spellings if a child attempts to write what he/she said.

Sand/Water Play

Objective: to develop gross motor/fine motor coordination

Materials: toy vehicles, large basin filled with sand

Number of Players/Participants: 2–5 children

Procedure:

1. Allow free-play in sand/water if there's an available.

Poster: Mga Gamit ng Sasakyan

Objective: Identify different kinds of transportation

Materials: manila paper, glue, scissors, crayons, pencils

Number of Players/Participants: 5-6 children

Procedure:

1. Distribute different transportation cut-outs to children.
2. In each cut-out have children draw what this kind of transportation is used for.
Ex. ship - bringing people to different places
bringing cargo to different places
3. Have them glue this on manila paper.

Shape Collage

Objective: to create different kinds of vehicles using pre-cut shapes

Materials: bond paper, pre-cut pieces of paper (into different shapes – circles, squares, rectangles, diamonds, etc).

Number of Players/Participants: 4-5 children

Procedure:

1. Give each child a sheet of bond paper. Place the pre-cut shapes and the glue in the middle of the table.
2. Invite each child to create one or several kinds of transportations by gluing the pre-cut shapes onto his/her paper.
3. When the vehicle art works are dry, ask him/her to count how many of each shape he/she used to make his/her vehicle/s.

Transportation puzzle

Objective: to develop gross motor/fine motor

Materials: cardboard, scissors, pencil

Number of Players/Participants: 2-5 children

Procedure:

1. Cut out or draw pictures of the following: ship/boat, car/bus, and airplane/jet.
2. Cut the pictures into several pieces.
3. Let the children connect the puzzle to reveal the hidden vehicle.

Sand Play

Objective: to develop gross motor/fine motor

Materials: toy vehicles, large basin filled with sand

Number of Players/Participants: 2-5 children

Procedure:

1. Assist the children while going to the play area.
2. Ask them to play with the toy vehicles in the sand

Transportation Mobiles

Objective: to develop gross motor/fine motor

Materials: cardboard, scissors, pencil

Number of Players/Participants: Individual

Procedure:

1. Ask children to cut out pictures of different vehicles in magazines.
2. Let them paste in a cardboard. Cut them and create wonderful mobiles using strings.
3. Other options. If there are no available magazines in the area, ask the children to draw.

Picture Sorting (Different Types of Vehicles)

1. Place transportation picture cards on the table face up.
2. Have children sort the picture cards according to different categories.

The category can be:

- theme-related e.g. # of wheels, private or public, mode of transportation (land, water, air), type (service or work vehicle) or
- it can be based on word features e.g. # of letters, beginning letter, number of syllables

Playdough-Different Vehicles

Objective: to develop fine motor coordination, creativity

Materials: playdough

Number of Players/Participants: 2–5 children

Procedure:

1. Ask the children to create their own vehicle using the playdough.

Poster: Safety Rules

Objective: to develop fine motor coordination

Materials: manila paper, crayons/ colored markers

Number of Players/Participants: 4-6 children

Procedure:

1. Ask children to recall safety rules they are doing when riding a car /bus / jeepney / boat /ship/ airplane etc.
2. Have them draw and color it on a whole short bond paper.
3. Have them share this poster with the rest of the class.

Picture-Word Match

Objective: to match vehicle picture with names of vehicle

Materials: pictures of vehicles, word cards

Number of Players/Participants: 3-5 children

Preparations:

1. Teacher will prepare the cards with pictures of vehicles and cards with words corresponding to the pictures.
2. Children will match the pictures and the word.

Picture of an airplane
Picture of a car
Picture of a boat
Picture of a jeepney
Picture of a bus
Picture of a tricycle

airplane
car
boat
jeepney
bus
tricycle

Block Play: Means of Transportation (land, water and air)

Objectives: to explore the attributes of 3-dimensional or space figures

to understand the relationship between figures

to build structures using blocks

Materials: table or floor blocks

Number of Players/Participants: 1-4 children

Procedure:

Children use table or floor blocks to build structures.

While building structures children are encouraged to talk about attributes of block (e.g. long/ short, heavy/light) and the relationship of each block to another (e.g. 2 of these blocks make 1 of these blocks)

Children can also be encouraged to build structures based on the theme of the week (e.g. car, boat, airplane, etc.)

OTHER MATH ACTIVITIES

Call Out Math: Addition

Objective: to match an addition fact with its correct sum

Materials: call out card for each child, calling cards, tokens

Number of Players/Participants: 1 or more children

Procedure:

1. Provide each child with a call out card.
2. Assign a child to call out what is written on calling cards.
3. First one to cover all spaces wins. If the children go through all the cards without reaching call out, they should reshuffle the cards, then turn them face down again and continue playing until someone has won.

Call Out Math: Subtraction

Objective: to practice subtraction

Materials: call out card for each player, calling cards, tokens

Number of Players/Participants: 1-5 children

Procedure:

1. Provide each child with a call out card.
2. Assign a child to call out what is written on calling cards.
3. First one to cover all spaces wins. If children go through all the cards without reaching Call Out, they should reshuffle the cards, then turn them face down again and continue playing until someone has won.

Find 10

Objective: to explore different combinations that make 10

Materials: 6 sets of numeral cards (1- 9)

Number of Players/Participant: 1-5 children

Procedure:

1. All cards are dealt. Last card is turned face up. Each child keeps the cards dealt to him/her in a stack, face down, without looking at them.
2. By turns, children turn over the top card of his/her stack. If this card can be used with one on the table to make a total of 10, the child can take it and keep the pair. If there are no cards that can be used, he/she has to discard his/her card in the middle of the table, face up.
3. The child who collects the most number of pairs wins.

Draw 10

Objective: to explore different combinations that makes 10

Materials: 6 sets of numeral cards (1- 9)

Number of Players/Participant: 1-5 children

Procedure:

1. One card is drawn from the deck and is set aside throughout the game, so that there will be an odd card without a mate at the end of the game. All the other cards are dealt.
2. Each child goes through the cards received trying to find pairs that make 10. All the pairs thus made are discarded in the middle of the table.
3. The children then take turns, each holding his/her cards like a fan and letting the child to his/her left draw one of them without looking. If the child who draws the card can use it to make 10 with one of the cards in his/her hand, he/she discards the pair in the middle of the table. If he/she cannot use it, he/she has to keep it. He/she then holds all his/her cards like a fan so that the child to his/her left can draw one of them by chance.
4. Play continuously until one child is left holding the odd card and loses the game.

Ten Concentration

Objective: to explore different combinations that makes 10

Materials: 6 sets of numeral cards (1- 9)

Number of Players/Participant: 1-5 children

Procedure:

1. Sixteen cards are placed in the middle of the table, face down, in a 4 x 4 arrangement. The remaining cards are placed faced down in a stack.
2. The children take turns turning over two cards, trying to turn a pair that totals 10. If a pair can be made, the child keeps it and continues to play as long as he/she is successful. If he/she is not successful, he/she returns the two cards to their original face down positions and replaces any cards he/she took with new ones from the deck.
3. With 16 face down cards on the table, the turn passes to the next child to the left.
4. The child who collects the greatest number of pairs is the winner.

Variation: This game can be varied by increasing the number of cards placed on the table. A 5 x 5 or 6 x 6 arrangement may be more interesting.

Go 10

Objective: to explore different combinations that makes 10

Materials: 6 sets of numeral cards (1- 9)

Number of Players/Participants: 1-5 children

Procedure:

1. All the cards are dealt.
2. The children take turns asking specific people for specific cards in a way similar to the card game Picking up Game.
For example, John may say to Carol do you have a 1? "If Carol has a 1, she has to give it up to John. John then lays this 1 and a 9 in front of himself, face up. A player can continue asking for a card as long as he gets the card he requested. If he does not get the card he asked for, the turn passes to the person who said, "I don't have it."
3. The child who makes the greatest number of pairs is the winner.

Grab Bag with Partners (up to quantities of 10)

Objective: to practice addition skills

Materials: clothespins, paper sack, individual chalkboards

Number of Players/Participants: pairs

Procedure:

1. Partner A fills the bag with 10 clothespins (or depending on what number is being worked with).
2. Partner B reaches into the bag and takes out some clothespin, showing Partner A what has been removed.
3. They predict how many clothespin they think are left.
4. Then, they check their predictions, and each child records the equation on a chalkboard or a sheet such as the one below.

Name _____	
I played a game today.	
These are the equations I made.	
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Number Train Graph (up to quantities of 10)

Objective: to practice addition skills

Materials: clothespin (2 colors), Manila or kraft paper

Number of Players/Participants: individual or small group

Procedure:

1. The children try to find all the possible arrangements for the combinations that make up 10
2. As they find the arrangements, place it in the appropriate column of the manila paper.
(The links can be labeled with the labeled possible combinations, or the children can label the links as needed).

What Numbers Can You Make (up to quantities of 10)

Objective: to practice addition skills

Materials: clothespin, crayons

Number of Players/Participants: individual or small group

Procedure:

1. The children make clothespin links (each link made with different color clothespin and no stack more than ten clothespins long).
There can be more than one link of any particular number. The object is to try to make each of the numbers from one to ten in as many ways as possible.
2. The children are allowed to use more than one link to make any number, but they may not break any link apart. If they cannot make a number, they are to cross it out. If they can make the number, they write the equation that describes the trains used.
3. The game can be played over and over, as it will be a new experience each time the numbers used changes.

Three In A Row

Objective: to sequence numbers

Materials: two to three sets of number cards 0 to 10

Number of Players/Participant: 1-5 children

Procedure:

1. Shuffle and deal six cards to each player. (Two or three can play.)
2. Put the rest of the cards in a pile face down, then, turn over the top card.
3. The aim of the game is to make up a set of three numbers in sequence by taking turns picking up a card and throw one away. First to get a set of three wins.

Checkered Flags

Objective: to order or sequence numbers from least to greatest and vice versa

Materials: race car cards, Number cube

Number of Players/Participants: 2 children



Procedure:

1. Shuffle the Race Car cards and stack them between the children.
2. Have each child draw three cards from the stack and place them facedown on the table.
3. Children take turns rolling the number cube to determine how many more Race Car cards both player should draw from the stack. Remind children to keep all their cards facedown on the table.
4. If the number cube lands on the Checkered Flag, both players turn over their cards and arrange them in numerical order from smallest to largest as quickly as they can. The first child to get all his/her Race Car cards in numerical order wins. Reshuffle the cards to play the game again.

Variation: Instead of arranging the cars from smallest to largest, have the children arrange the cars from largest to smallest.

Pattern Block Puzzles

Objective: to explore relationships of shapes and determine how many ways the shapes can be arranged in a particular space

Materials: pattern blocks, pattern block puzzles, pattern block recording sheet

Number of Players/Participants: individual, pair or small group

Procedure:

1. Children fill the shape and keep track of the ways they find

Caps and Cans

Objective: to count 1-10

Materials: bottle caps, large coffee cans and a permanent marker

Number of Players/Participants: 2–5 children

Procedure:

1. Teacher marks the ten cans with dots having one dot through 10.
2. Let children count the number of dots on each can.
3. Then let children try to toss that many caps into the can.
4. Children will find this fun game among friends, seeing who can get more caps into the cans.

More Or Less Spin It

Objective: to compare quantities

Materials: cubes or blocks, more or less spinner

Number of Players/Participant: 1-5 children

Procedure:

1. Teacher tells the children to build a tower of 5 blocks.
2. Children take turns spinning the more or less spinner, to determine if they will build towers more or less than the original tower.
3. If spinner lands on less, children build a tower less than 5.
4. Each child shows the group his/her tower. The group describes the relationship.
"The original tower is 2 cubes higher. The new tower is 2 cubes less than 5."
5. If the spinner lands on more, children build a tower more than 5.
6. Each child shows the group his/her tower. The group describes the relationship.
"The original tower is 3 cubes lower. The new tower is 3 more than 5."

Shark Attack

Objectives: to compare quantities

to use the more than or less than symbols to show the relationship between quantities

Materials: Shark Attack game board, 2 number cubes, paper and pencil

Number of Players/Participant: 2 to 4 children

Procedure:

1. Review the symbols for greater than ($>$), less than ($<$), and equal to ($=$) with the children.
2. Children will take turns rolling the number cubes. In each turn, a child rolls one cube first and then the second cube. Based on the numbers on the first and second cubes, the child decides in which shark to place the cubes in the order rolled. For example: Say a child rolls a 1 with the first number cube and a 6 with the second number cube. He/she would put the 1 in the first square of the less than shark and the 6 in its second square.
3. A child gets 1 point for each correct placement. The first child to earn 10 points wins.

Variation: If you want the children to practice with larger numbers, write out the numbers on the cubes and fill in numbers from the tens or hundreds families before reproducing the cubes.

Pattern Block Puzzles

Objective: to explore relationships of shapes and determine how many ways the shapes can be arranged in a particular space

Materials: pattern blocks, pattern block puzzles, pattern block, recording sheet

Number of Players/Participant: individual, pair or small group

Procedure:

Let the children fill the shape and keep track of the ways they find.

How Many More, How Many Less

Objectives: to visualize quantities to 10

to practice the basic facts of 10

Materials: 10 two-colored counters, tens frames board

Number of Players/Participant: 1-5 children

Procedure:

1. Have the children place from 1 to 5 counters on the frame and tell how many there are. Encourage the children to use one row at a time. As children become more accustomed to this activity, encourage them to use numerals also.
2. After a while, have children tell how many counters there are and then tell how many more they will need to have 5 in all. Have the children record how many they have and how many more are needed. Model an addition or subtraction sentence. For example, $3 + 2 = 5$, which 2 is the missing addend, or $5 - 3 = 2$, in which the difference shows how many more are needed.
3. At a later time, have children work with 6 to 10 counters. Encourage children to keep a record of how they counted and how many they had each time.
4. After a while, ask children, how many more they would need to have 10 in all. Again model for the children different ways they can show the counters using numerals and number sentences.

Dogs In The Pocket Chart

Objective: to find sums up to quantities of ten or less

Materials: pocket chart, square paper

Number of Players/Participant: small group

Procedure:

1. Ask children where they usually see dogs having fun outside and what dogs do when they get together.
2. Let each child draw a dog on a sheet of square paper (should fit pocket chart).
3. As you read the poem Dog Tales, let the children act it out with their dog

Dog Tales

Two dogs at the park bench,
Three more dogs come by,
They sniff and they yip,
But they act rather shy.

Four dogs by the oak tree,
Two dogs come along,
A few quiet growls,
But nothing goes wrong.

Three dogs on a leash,
Four dogs on their own,
Their playing and nipping
And sharing a bone.

Two dogs greet two dogs
With a high, happy bark
A treat for a dog
Is a walk in the park.

4. Then read the poem again, stopping before each verse to discuss how many dogs will be needed for the upcoming verse and selecting volunteers.
5. Have children use the dogs to create other situations such as 4 dogs meeting 1 dog.
6. You may want to write number sentences to match the situations ($4 + 1 = 5$)

Variation:

1. Children will create new addition problems and use manipulatives to represent the dogs. It will be easiest for children if each of the two groups of dog manipulatives is a different color; they can use yellow and red counters to represent 2 different groups of dogs.
2. Have a pair of children pull a handful of counters from a paper bag. Then children create an addition problem about dogs based on the number of counters and draw a picture to record it.

Make Ten

Objective: to explore different combinations that makes 10

Materials: paper, pen, one playing die, game board at least twenty counters

Number of Players/Participant:

Procedure:

1. Give each child a playing board.

<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> </tr> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td> </tr> </table>											1	2	3	4	5	6	7	8	9	10	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> </tr> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td> </tr> </table>											1	2	3	4	5	6	7	8	9	10
1	2	3	4	5	6	7	8	9	10																																
1	2	3	4	5	6	7	8	9	10																																

2. Children take turns throwing the die.
3. Child gets as many counters as the number that comes out.
4. Throughout the game the teacher asks questions such as "How many more do you need to reach ten?"
5. Child who reaches ten first wins.

Variation: Children fill up playing board with ten counters. Counters are removed from board as child throws the die.

Tens Frames

Objectives: to learn the names of numbers

to develop understanding of one-to-one correspondence between objects and number words

to look at relationships within quantities by grouping, skip counting and visualizing number patterns

Materials: Tens Frames boardcounters

Number of Players/Participant:

Procedure:

1. Begin with 5 counters.
2. Tell children to use only the top cells on the Tens Frames board.
3. Tell children to place 2 counters on the frame and ask, "How many more counters do you need to fill up the space."
4. Children then check their answer by placing the counters on the

Tens Frames board.

Variation:

Allow children to work in pairs, with 1 child giving directions and asking questions and the other child following directions and giving the answer. Children trade roles after each problem.

When children are comfortable working with quantities of 5, tell them they can work with quantities of 10.

Hands Down, Kites Up

Objective: to explore perimeter (or distance around an object)

Materials: construction paper, pencils, yarn, scissors, tape or stapler

Number of Players/Participant: 6 children

Procedure:

1. Provide pairs of children with construction paper, pencils, string, scissors, and tape. Tell them they are going to find out the distance around their hands.
2. Instruct one child to place his/her hand, palm down, on the paper, fingers spread wide apart to make the hand easy to trace. Ask the other child to carefully trace the outline of the hand in pencil. Partners then switch roles so that each has an outlined hand. Have children write their name within their hand outline.
3. Have partners work together to place the string carefully on the traced outlines. They can also tape the string in place.
4. Have children cut the string. Then they should straighten the string out to its full length and measure it.
5. Ask children to cut out their labeled hand shape. Have them tape or staple their length of string to the bottom of the cut-out hand to create, in effect, a hand-shaped kite.

Subtraction Cards (quantities of 10)

Objective: to subtract quantities

Materials: subtraction cards, counters

Number of Players/Participant: individual or pairs

Procedure:

1. Child 1 reads the total on the card, for example 10.
2. Child 2 gets 10 counters.
3. Child 1 says "take away three".
4. Child 2 gets the subtraction card and lifts the right hand flap that indicates 3 dots.
5. Child 1 counts remaining dots and say "seven".
6. Both children write the corresponding equation: $10 - 3 = 7$

Lift The Bowl

Objective: to explore different combinations that make a given quantity

Materials: bowl or cup, any kind of counter such as pebbles, chips, or sticks

Number of Players/Participant:

Procedure:

Game proceeds as Hand Game but bowls are used for separating quantities.

Teacher says:		Children say:	Children write:
"Place ten blocks under the bowl."		"None and ten is ten." or "Zero and ten is ten."	$\begin{array}{r} 0 \\ + 10 \\ \hline 10 \end{array}$
"Place nine block under the bowl."		"One and nine is ten."	$\begin{array}{r} 1 \\ + 9 \\ \hline 10 \end{array}$
"Place eight blocks under the bowl."		"Two and eight is ten."	$\begin{array}{r} 2 \\ + 8 \\ \hline 10 \end{array}$

"Place seven blocks under the bowl."		"Three and seven is ten"	$\begin{array}{r} 3 \\ + 7 \\ \hline 10 \end{array}$
"Place six block under the bowl."		"Four and six is ten."	$\begin{array}{r} 4 \\ + 6 \\ \hline 10 \end{array}$
"Place five blocks under the bowl."		"Five and five is ten."	$\begin{array}{r} 5 \\ + 5 \\ \hline 10 \end{array}$
"Place four block under the bowl."		"Six and four is ten."	$\begin{array}{r} 6 \\ + 4 \\ \hline 10 \end{array}$
"Place three block under the bowl."		"Seven and three is ten."	$\begin{array}{r} 7 \\ + 3 \\ \hline 10 \end{array}$
"Place two blocks under the bowl."		"Eight and two is ten."	$\begin{array}{r} 8 \\ + 2 \\ \hline 10 \end{array}$
"Place one block under the bowl."		"Nine and one is ten."	$\begin{array}{r} 9 \\ + 1 \\ \hline 10 \end{array}$
"Place no blocks under the bowl."		"Ten and none is ten." or "Ten and zero is ten."	$\begin{array}{r} 10 \\ + 0 \\ \hline 10 \end{array}$

Train Ride

Objective: to add and subtract single-digit numbers

Materials: chalk and chalkboard

Number of Players/Participant: small or whole group

Procedure:

1. Divide the class into 2 groups.
2. The first child in each group goes to the chalkboard and draws a train engine. As directed the leader writes a numeral, for example 8, on the drawing of the train.
3. The second child then comes up to draw a coach, on which he writes a combination that names the number selected for the engine, such as 6+2.
4. Continue in order until a member of the group thinks that all combinations have been shown.
5. The team whose train shows all combinations for the engine number wins.

Balloons

Objective: to add and subtract single-digit numbers

Materials: chalk and chalkboard

Number of Players/Participants: individual, small or whole group

Procedure:

1. Draw pictures of balloons on the chalkboard and write an addition or subtraction combination on each.
2. Children take turns by trying to "pop the balloons" by giving answers to the combinations. Children may indicate the popping of balloons by clapping hands.

Variation: Instead of drawing balloons, flowers, leaves and other more familiar objects can be drawn.

Ten Spots

Objective: to make sums of 10

Materials: lady bug cut-out with 5 spot cut-outs on the left side and 5 spot cut-outs on the right side

Number of Players/Participants: small group

Procedure:

1. Show the children cut-out of lady bug with 5 spots on the left and 5 spots on the right.
2. Read the poem Ten Spotted Animal. Introduce these animals to the children or let them think of what animals have spots.
3. Draw a picture or picture card for each animal in the poem and place the picture next to its name.
4. Ask the children to look at the lady bug and talk about other ways the ten spots could be arranged, such as six on one side and 4 on the other side.

Ten-Spotted Animals

Some ten-spotted bugs
And ten-spotted frogs
And ten-spotted
leopards
And turtles and dogs
All gathered together
To check out their spots
And to find all ways
Of arranging **ten** dots

OTHER LANGUAGE ARTS ACTIVITIES

10 Months

Objective: to manipulate letters to create new words

Materials: 10 envelopes, 66 letter cards (all letters in all months of the year except June and July), pencil, chart paper with the 10 months written on it:

January	February
March	April
May	August
September	October
November	December
Total Points:	Total Points:

Number of Players/Participant: 5-6 children

Procedure:

1. Put the letter card for each month in an envelope. Write the name of the month on the outside of the envelope.
2. Distribute the envelopes and 10 months chart paper to players.
3. Players check the contents of the envelopes by first using the letter cards to spell the name of the month.
4. Players use the same letters to spell other words and record them on paper.
5. Score one point per letter. Play again and challenge children to beat their previous scores.

Call Out Word Game

Objective: to draw vertical, horizontal or diagonal lines

Materials: call out cards with different words related to vehicle (with pictures), stones/seeds as markers, strips of papers with the words related to vehicle

Number of Players/Participants: 2-5 children or whole class

Procedure:

1. Distribute the call out cards to the children.
2. Make sure each child has a card of his/her own.
3. Draw one card from the box and read it to the children.
4. Assist the children in marking their cards.

5. The first one to make a vertical, horizontal or diagonal line wins the game.

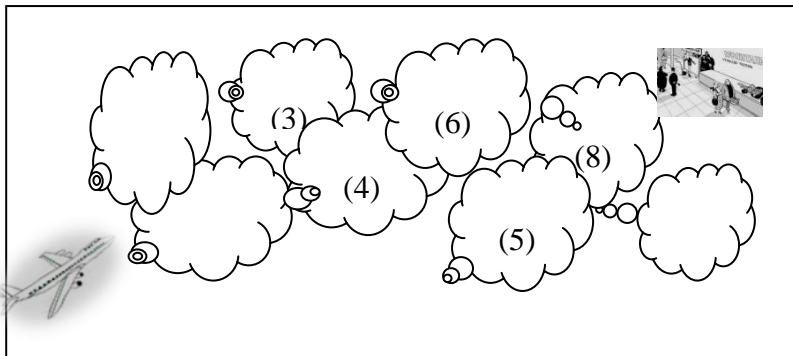
Syllable Race

Objective: to count syllables in a particular word phonemic awareness: syllables

Materials: game board, stones or seeds as markers, group of words with various number of syllables

Ex. Jet- 1, Airplane-2, Helicopter-4

Number of Players/Participants: 2–5 children



Procedure:

1. Give the gameboard to the group.
2. Determine who will get the first turn.
3. Ask the child to pick one word and read (if the child can't read, then the teacher will do it)
4. Ask the child to clap the syllables of the word picked.
5. The number of syllables will determine the steps the child will make towards the airport. Whoever gets to the airport first wins the game

Letter Poster: Rr / Prp

Objective: to recognize letter - Rr / Pp

Materials: ¼ manila paper, strips of paper (1/8 of bond paper)

Number of Players/Participant: 5-6 children

Procedure:

1. Write the upper and lower case letter R/P on top of the page.
2. Ask each child to draw or write words that begin with the letter R/P.
3. Children stick their drawings on the manila paper.
4. The group reads the words on the poster.

Form a Word

Objective: Read high frequency words

Materials: Prepare 10 high frequency word cards

8 sets of individual letter cards containing vowels and consonants found in these high frequency words

Number of Players/Participants: 1-8 children

Procedure:

1. Each child picks out one word card at a time.
2. Let the child form the word using his individual letter cards.

Letter Connect

Objective: to identify upper case letters

Materials: 24 pcs upper case letter domino cards

Number of Players/Participants: 5-6 children

Procedure:

1. Deal all cards to the players.
2. The first child lays down a card.
3. The next child lays down a card that can be connected to either letter on the card. Game continues until all cards have been laid down.

Note: This activity can be done for lower case letters.

Look, Say Name Cover Write Check

Objective: to read and write high frequency words

Materials: high frequency words

Number of Players/Participants: 8-10 children

Procedure:

1. Distribute one word card to each child..
2. Have the children look at their cards, read it, name the letters of the word.
3. Ask them to turn over the word so the word cannot be seen.
4. Let them turn their cards again to show the word and check it against what they wrote.

Alphabet Fishing Game instead of Alphabet Soup

Objective: to identify upper case letters

Materials: fishing hook, 24 letter cards

Number of Players/Participants: 5-6 children

Procedure:

1. Arrange the chairs in a circle.
2. Place the letter fish cards inside the circle.
3. Ask children to sit on each chair.
4. Each child takes turns fishing a card.
5. Ask the child to identify the letter that he fishes out.
6. Ask everyone from the group to sound out the letter.
7. Invite the children to think of 2-3 words that begin with that letter.
8. At the end of the game, ask children to count the number of fishes that they caught.

Fishing for Rhymes

Objective: listen for rhymes, parts and syllables of words

Materials: flashcards with different rhyming words, fishing rod (magnet or string)

Number of Players/Participants: 2-5 children

Procedure:

1. Ask each child to fish for words that rhyme.
2. Each child will fish twice. If he/she gets words that rhyme, he/she'll keep it. If in case the words do not rhyme, the fish be thrown back to the "water" or box.
3. The child who will get the most rhyming words will be the winner.

Sight Word Puzzle

Objective: fine motor coordination; sight word recognition

Materials: 6-8 sets of sight word puzzles

Preparation: Make sight word boards cut out in 3-4 puzzle pieces

Number of Players/Participants: 2-4 children

Procedure:

1. Distribute one set of sight word puzzle to each child.
2. Have him/her assemble the pieces to form a sight word.
3. Ask him/her to post and read each sight word on his/her paper.

Rhyme Cover All

Objective: to match rhyming words

Materials: cover all boards, 2 sets of rhyme cards

Number of Players/Participants: 1-4 children

Procedure:

1. Give each child cover all board.
2. Children take turns to pick up a card from the deck.
3. If the rhyme word appears on their board they use this to cover the rhyme up.
4. Continue until someone fills his/her board.

Variation: One person is a caller as in a call out game. She holds the rhyme cards and players have to shout out the rhyme word in order to claim it to put on their board.

Phonemic Awareness- Blending Sounds (oral blending)

Objective: manipulate a sound in words

Materials: blocks, 2-3-4 phoneme word cards

Number of Players/Participant: half of the class

Procedure:

1. Give each child inch cubes or counters.
2. Show a picture card and say the word.
3. Then say each phoneme (sound) with a pause (about half a second interval) between its phonemes. For example, if you are working with the word hair bow, say /b/ /o/.
4. To show that the word bow consists of two separate sounds, the teacher now places blocks in two different colors underneath the picture as she enunciates the sound represented by each.
5. Then have children repeat the word in the same manner, /b/ /o/. In addition, you should have two blocks of your own and a set of pictures of two-phoneme words. Also, before beginning, it is important to have read the introduction to this chapter.

The children then repeat the word sound by sound while representing the sounds of the word, left to right, with their own blocks.

The children should repeat the sounds while pointing to the respective blocks and then the word, pausing slightly less between phonemes with each repetition (e.g., "b... ð..., bow, b... ð...bow, b- ð...bow".)

STORIES

Ang Barumbadong Bus

Questions before reading:

1. Nakaramdam na ba kayo ng takot?
2. Ano- ano ang mga kinatatakutan ninyo?

Questions while reading:

1. Ano sa tingin ninyo ang magyayari kay Kas?
2. Naging malungkot na rin ba kayo dahil sa inyong itsura? Ano pang mga bagay ang nagpalungkot sa inyo?

Questions after reading:

1. Tungkol kanino ang kuwento?
2. Ilarawan nga ninyo si Kas?
3. Bakit ayaw siyang sakyan ng ibang tao?
4. Ano ang nagyari sa kanya sa pagtatapos ng kuwento?
5. Kung ikaw si Kas, gagawin mo rin ba ang katulad ng ginawa ni Kas? Bakit?

Bus Stops

Questions before reading:

1. Do you want to ride in a bus?
 2. Can you tell me why?
 3. Who usually ride in bus?
- Our poem will tell us who rides in a bus.*

Questions while reading:

1. So far who have ridden in the bus in the poem?
2. Who else do you think rides in the bus? Let's continue...

Questions after reading:

1. What kind of transportation have we learned today?
 2. Have you counted how many times the bus stopped?
 3. Who steps off first? 2nd?
- Let's try to count how many times it stopped... first, it stops, 2nd, 3rd, 4th, etc. (Introduce chronological orders)

The Snakes on the Bus

Questions before reading:

1. How many have pet animals here?
2. Do you want to own one?
3. Can you tell me how this animal sounds? Our story tells about the different animals in the bus. Let's find out

Questions while reading:

1. What was the story about?
2. What animals have we met in the story?

3. Can you tell me what these animals are doing inside the bus?

Questions after reading:

1. Have you counted how many times the bus stopped?
2. Who steps off the bus first? 2nd?...
3. If you were on that bus, where will you want to stop? Why?
Let's try to count how many times it stopped... first, it stops, 2nd, 3rd, 4th, etc. (Introduce in chronological orders).

SONGS/POEMS/RHYMES

<p><u>This is the Way We Cross the Road</u></p> <p>This is the way we <u>cross the road</u> 3x (3x) Early in the morning.</p> <p><u>Bike Ride</u> (Tune: "Row, Row, Row your Boat") Pedal, pedal, pedal your bike carefully down the street. Round and round and round it goes, pedal with your feet. Row, row, row your boat, gently down the stream, Merrily, merrily, merrily, merrily, Life is but a dream.</p> <p><u>Round Robin Rhyme</u> Objective: to supply words that rhyme Procedure:</p> <ol style="list-style-type: none"> 1. Have the children sit in a circle. Tell them that you are going on an imaginary trip. You will say one item that you want to take on the trip. 2. The children are to repeat the item and the name another item name that rhymes. For example, if you say, "I'm going to the park, I'm taking a mat," The next child in the circle might say "I'm taking a mat and a hat." 3. Continue around the circle until no more rhyming names can be found. <p>Variation: Children may state aloud items which names begin with the same sound. For example, "I'm going to the park and I'm taking a ball, a bat, a basket, a blanket, and a banana."</p>	<p><u>The Wheels of the Bus</u> (tune of Mulberry Bush)</p> <p>The wheels of the bus go round and round, Round and round, round and round The wheels of the bus go round and round All through the town.</p> <p>The driver of the bus says Move On Back! Move On back! Move On Back! The driver of the bus says Move On Back! All through the town.</p> <p>The people on the bus go up and down, up and down, up and down. The people on the bus go up and down all through the town.</p> <p>Substitute these also: The horn of the bus goes beep beep beep. The wipers on the bus go swish, swish, swish.</p> <p>The doors on the bus go open and shut. The bell on the bus goes ding-ding-ding. The driver on the bus says, "Move on back"...</p> <p>The lady on the bus says, "Get off my feet" ... The baby on the bus goes, "Wa-Wa-Wa" ... The people on the bus say, "We had a nice ride" ... Use a child's name as in "Mark on the bus say Let Me Off!" etc.</p>
---	--

INDOOR/OUTDOOR ACTIVITIES

The class lines up behind a chosen driver. Wherever the driver goes, the rest of the class must follow. The driver may hop, march, skip, crawl under a table, or perform other actions. Give several children a turn to play driver.

The Boat is Sinking

When the teacher says, "the boat is sinking group yourselves into 4", children looks for companies of 4. The child/ children who cannot form a group of the announced number will lose their turn and sit down. The game continues as soon as there will be 2 children left.

Hot Cars

Children stand in a circle and pass around a toy vehicle (car, airplane, boat, etc.) Music is played, but when the music stop the one who is holding the toy vehicle must sit down. The game is played until there is only one child left standing.

Red Light, Green Light (or Traffic Light)

Cut out a red and green circle. Attach the circles to short sticks. From that point, play it like the classic game. When you hold the green circle, the children walk toward you. When you hold up the red, they must stop.

-ing Charades

Objective: to identifying the inflectional ending –ing

Materials: 8 word cards: clean, grow, hop, paint, skate, sleep, swim, tickle (with a line underneath the word)

Number of Players/Participants: 8 children

Procedure:

1. Make a set of word cards for each group. Mix up the cards and place them facedown in a pile in the middle of each group.
2. The first player in each group takes the top card and reads it silently, without showing it to the others.
3. The player acts out the word as the group guesses the action. The correct answer should be phrased like this: (Child's name) is _____ing.
4. If the answer is correct, the team helps the player spell the –ing form of the word aloud. The player writes the word on the line and keeps the card. The teammate who correctly guessed the action picks the next card and acts out that word for his group. The team with the most cards at the end wins.