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Lingguhang Aralin sa Kindergarten

Kuarter 1

Linggo

2



PAG-AARI NG PAMAHALAAN
HINDI IPINAGBIBILI

Lingguhang Aralin sa Kindergarten
Kwartar 1: Linggo 2
SY 2024-2025

Ang materyal na ito ay inilaan sa mga guro para sa implementasyon ng Kindergarten Curriculum sa Taong Pampanuruan 2024-2025. Layunin nito na tumulong sa paghahatid ng mga nilalaman, pamantayan, at mga kasanayang pampagkatuto ng kurikulum. Ang anomang hindi awtorisadong pagkopya, pamamahagi, pagbabago, o paggamit ng materyal na ito ayon sa sinasaklaw ay mahigpit na ipinagbabawal at maaaring maging hakbang sa legal na kaparusahan.

Sinikap na matunton ang mga may-akda ng mga ginamit na materyal na ito para sa paghingi ng permiso. Kung kaya't hindi lubos na inaangkin ang pagmamay-ari ng mga bumuo ng mga kagamitang panturong ito.

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Pinagsikapang tiyakin ang kawastuhan ng mga impormasyon ng mga materyal na ito. Para sa mga katanungan o puna, maaari sumulat o tumawag sa Tanggapang ng Direktor ng Bureau of Learning Resources sa pamamagitan ng pagtawag sa mga numero ng telepono (02) 8634-1072 at 8631-6922 o sa pamamagitan ng email sa blr.od@deped.gov.ph.

MATATAG Kindergarten Lingguhang Aralin	Paaralan:		Petsa:	
	Pangalan ng Guro:		Lingguhang Bilang	2
	Pangkat:		Markahan	Una
	Tema:	My new class and my new school.		

A. Content Standards	The learners demonstrate understanding of attitude, emotions, similarities and differences of oneself and others including the concept of family, and of importance of physical health, safety and appropriate movement concepts.
B. Pamantayang Pagganap (Performance Standard)	The learners manage emotions, make decisions, recognize similarities and differences of people, and express oneself based on personal experiences; participate actively in various physical activities; use hands in creating models; perform coordinated body movements; and take care of one's physical health and safety.
C. Mga Kasanayang Pampagkatuto (Learning Competencies)	<ul style="list-style-type: none"> • <i>Demonstrate ability to respond appropriately in different situations and events</i> • <i>Write the letters of the alphabet in uppercase and lowercase form</i> • <i>Use polite greetings and courteous expressions in appropriate situations</i> • <i>Express oneself through music, arts, and movement</i> • <i>Use polite greetings and courteous expressions in appropriate situations</i> • <i>Create artworks using local and available materials</i> • <i>Narrate one's personal experiences</i> • <i>Demonstrate locomotor and non-locomotor movements</i> • <i>Recognize one's rights as a child</i> • <i>Describe objects based on attributes (shapes, sizes, uses, etc.) using senses and body parts</i>
D. Mga Layunin (Mensahe)	<ul style="list-style-type: none"> • Nalalaman ang iba't ibang lugar sa paaralan • Nakikilala ang mga taong may punong gampanin sa paaralan, halimbawa, punongguro, librarian, at iba pa • Natututunan ang mga tuntunin sa paaralan • Nalalaman ang mga gawain sa iba't ibang lugar ng paaralan • Naisasagawa ang mga iba't ibang gawain sa paaralan <ul style="list-style-type: none"> ➢ makinig sa guro at sumunod sa mga direksiyon ➢ makipagkaibigan at makipaglaro sa kaklase ➢ gumuhit, bumasa, sumulat ➢ bumilang, kilalanin ang mga kulay at hugis ➢ uriin ang mga bagay ayon sa kulay at hugis ➢ ingatan ang mga laruan at gamit sa silid-aralan ➢ nauunawaan na mahalaga ang pag-aaral

E. Nilalaman/Paksa (Content Focus)	Ako'y natututo ng maraming bagay kasama ang aking mga kaklase sa paaralan.
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BLOCKS OF TIME	LUNES	MARTES	MIYERKOLES	HUWEBES	BIYERNES
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Arrival Time (10 mins)
 Batiin ng pinakamatamis na ngiti ang mga bata habang pumapasok sa silid-aralan. Habang hinihintay ang ilang batang makapasok, hikayatin ang mga batang pumili ng laruan o laruang kanilang magustuhan na nasa kabinet o *learning nook*. (See Appendix for variations.)
 Pagkatapos ng sampung minuto, kailangang maibalik sa tamang lalagyan ang mga ginamit at maghanda sa panimulang gawain.
 (See Appendix for routine activities at the beginning of class.)

Meeting Time (15 mins)

Routine Activities	<p>Pambansang Awit Panalangin Ehersisyo Kumustahan (Kumustahin ang mga bata, magtanong tungkol sa balita sa telebisyon o radyo na napanood o narinig nila, <i>current events</i>, hal., may bagyo, <i>transport strike</i>, SONA, at iba pa Balitaan: Gamit ang kalendaryo, alamin natin ang petsa, araw at buwan ngayon. Kahapon ay _____(e.g., Linggo) Ngayon ay _____ Bukas ay _____ Ang petsa ngayon ay ika - ___ ng ___ taon _____ Ano ang panahon ngayon? (maulan, maaraw, atbp.) Ilan ang mga babae? Ilan ang mga lalaki? Ilan lahat ang mga mag-aaral? Bilangin natin. ** <i>Sumangguni sa apendiks para sa mga suhestiyong gawain.</i></p>
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MENSAHE	Ang paaralan ay may iba't ibang lugar. May opisina ng punongguro, klinik, kantina, silid-aklatan, palaruan, at iba pa.	Ang paaralan ay may iba't ibang lugar. May opisina ng punongguro, klinik, kantina, silid-aklatan, palaruan, at iba pa.	Ang paaralan ay may iba't ibang lugar. May opisina ng punongguro, klinik, kantina, silid-aklatan,	Ang paaralan ay may iba't ibang lugar. May opisina ng punongguro, klinik, kantina, silid-aklatan,	Ang paaralan ay may iba't ibang lugar. May opisina ng punongguro, klinik, kantina, silid-aklatan, at iba pa. May palaruan din sa
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	<p>Nakikilala ko ang aming punongguro, mga guro, librarian, nars, tauhan sa kantina, guwardiya, at iba pa.</p> <p>Ang punongguro ay nasa kaniyang opisina. Nasa kanilang puwesto naman ang ibang empleyado ng paaralan.</p>	<p>Ang klinika ay para sa mga mag-aaral at buong pamunuan ng paaralan na may biglang pagbabago na nararamdaman.</p> <p>Binibigyan ng nars ng dagliang lunas (<i>first-aid</i>) ang mag-aaral na nasugatan, nabalian at iba pa.</p>	<p>palaruan, at iba pa. Ang kantina ay bilihan ng pagkain at kainan. Kailangan mong iligpit ang pinagkainan at ilagay sa tamang basurahan ang iyong mga kalat.</p>	<p>palaruan, at iba pa. Ang silid-aklatan ay lugar ng mga babasahin at maaring humiram ng aklat dito. Panatilihin ng tahimik sa loob ng silid-aklatan habang nag-aaral at nagbabasa.</p>	<p>paaralan. Masayang maglaro dito.</p> <p>Natututo ako ng iba't ibang gawain sa paaralan:</p> <ul style="list-style-type: none"> - nakikinig ako sa guro at sumusunod sa mga panuto - nakikipagkaibigan at nakikipaglaro ako sa aking mga kaklase - natututo akong gumuhit, magbasa, magsulat at magbilang - nasasabi ko ang mga kulay at hugis - nauuri ko ang mga bagay-bagay ayon sa kulay at hugis - iniingatan ko ang mga laruan at gamit sa silid-aklatan
MGA TANONG	<ol style="list-style-type: none"> 1. Sino ang mga taong namamahala at tumutulong sa paaralan natin? 2. Kilala ba ninyo sila? 	<ol style="list-style-type: none"> 1. Ano ang mga lugar sa ating paaralan? 2. Ano ang ginagawa natin dito? 	<ol style="list-style-type: none"> 1. Ano ang mga lugar sa ating paaralan? 2. Ano ang ginagawa natin dito? 	<ol style="list-style-type: none"> 1. Ano ang mga lugar sa ating paaralan? 2. Ano ang ginagawa natin dito? 	<ol style="list-style-type: none"> 1. Ano ang mga bagay na natutuhan mo sa paaralan? 2. Ano ang pinaka paborito mong gawin? 3. Bakit kailangan nating maging masipag sa pag-aaral?
Circle Time 1 (Work Period) (45 mins)	<p>Bago magkuwento, awitin ang Kaibigang Libro</p> <p>Kuwento: <i>At Our School / Sa Aming Paaralan</i> (Rosemarie Lofranco; Dep Ed, <i>Ministry of Basic, Higher and Technical Education, US AID</i>) (<i>Wordless book</i>)</p> <p>Paghawan ng Balakid:</p>	<p>Bago magkuwento, awitin ang Kaibigang Libro</p> <p>Kuwento: <i>Jun-jun and Kaloy's Journey / Ang Paglalakbay nina</i></p>	<p>Bago magkuwento, awitin ang Kaibigang Libro</p> <p>Kuwento: <i>Magbilang Tayo ng Binti</i> (Salin nina Reynald Ocampo)</p>	<p>Bago magkuwento, awitin ang Kaibigang Libro</p> <p>Kuwento: <i>Ang Paaralan ni Fuwan</i> (Virgilio Almario, Aklat Adarna)</p>	

	<p>Ipaliwanag ang mga mahihirap na salita/ konsepto na nasa kuwento. Isulat ito sa pisara:</p> <ul style="list-style-type: none"> - <i>tour</i> - silid-aklatan - <i>librarian</i> - Tanggapan ng Punongguro (<i>Principal's Office</i>) - klinik <p>Pagganyak na Tanong:</p> <ul style="list-style-type: none"> - Ano ang mga <i>learning areas</i> natin sa ating silid-aralan? - Ano ang mga iba't ibang lugar dito sa ating paaralan? <p>Pakinggan natin ang kuwentong may pamagat na "Sa Aming Paaralan"</p> <p>(Habang nagkukuwento gamitan ng <i>Gradual Psychological Unfolding</i> o GPU. Maaaring manaka-nakang magtanong ukol sa kuwento upang mapanatili o mapukaw ang interes ng mga bata.</p>	<p>Jun- jun at Kaloy (Mark Dairyll Alunday; Dep Ed, <i>Ministry of Basic, Higher and Technica Education</i>, US AID) (<i>Wordless book</i>)</p> <p>Paghawan ng Balakid: Ipaliwanag ang mga mahihirap na salita/ konsepto na nasa kuwento. Isulat ito sa pisara:</p> <ul style="list-style-type: none"> - <i>journey</i> - lakbay <p>Pagganyak na Tanong:</p> <ul style="list-style-type: none"> - Sino sa inyo ang mahilig mamasyal? - Saan kayo namamasyal? - Sino ang mga naging kasama mo sa pamamasyal? <p>(Habang nagkukuwento gumamit ng <i>Gradual Psychological Unfolding</i> o GPU. Maaaring manaka-nakang magtanong</p>	<p>at Quinones Flordeliza; Dep Ed, US AID, RTI)</p> <p>Paghawan ng Balakid: Ipaliwanag ang mga mahihirap na salita/ konsepto na nasa kuwento. Isulat ito sa pisara:</p> <ul style="list-style-type: none"> - binti - tagak - kuliglig - alitaptap - pugita/ <i>octopus</i> <p>Pagganyak na Tanong:</p> <ul style="list-style-type: none"> - Ituro ang inyong paa? Ilan ito? Bilangin natin. - Ilan kaya ang binti ng gagamba? Ang pugita? <p>(Habang nagkukuwento, gumamit ng <i>Gradual Psychological Unfolding</i> o GPU. Maaaring</p>	<p>Paghawan ng Balakid: Ipaliwanag ang mga mahihirap na salita/ konsepto na nasa kuwento. Isulat ito sa pisara</p> <ul style="list-style-type: none"> - Bontok - ugfu (<i>cooperative farming</i>) <p>Pagganyak na Tanong:</p> <ul style="list-style-type: none"> - Nayong araw, alamin natin sa kuwento, bakit ang batang si Fuwan ay gustong-gustong, pumasok sa paaralan. - Ano sa palagay nyo ang dahilan kung bakit gusto ni Fuwan pumasok sa paaralan? - Ano sa palagay ninyo ang mangyayari kung hindi siya payagan pumasok sa paaralan?
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			ukol sa kuwento upang mapanatili o mapukaw ang interes ng mga bata.	manaka-nakang magtanong ukol sa kuwento upang mapanatili o mapukaw ang interes ng mga bata.	
Teacher Supervised Activity	<i>School Walking Trip with Trip Sheet</i>	<i>School Map</i>	<i>Writer's Workshop: I Do Many Things in School</i>	Bilangin Natin	<i>Writer's Workshop: Gusto Kong Pumasok sa Paaralan</i>
Supervised Recess (15 mins)	<p>Mga bata sampung minuto na lang ang natitira. Pumalapak tayo ng limang beses para sa natapos nating gawain. Sabay, sabay, 1, 2, 3, 4, 5! Puwede hanggang 10, 20 kapag lumaon.</p> <p>Tawagin natin si _____, ang <i>prayer leader</i> ngayong araw (<i>base sa Job Chart</i>). Magpasalamat o magdasal tayo para sa natapos nating gawain at sa ating snaks.</p> <p>(Matapos magpasalamat) Tayo ay pumila para sa paghuhugas ng ating mga kamay. (<i>Number of lines depends on the serviceable child-sized sink.</i>)</p> <p>Pagkahugas ng kamay, kakain na ang mga bata ng kanilang baon. (Kapag kumakain na sila) Puwede rin kayo magbahagi (<i>share</i>) ng pagkain sa mga kaklase. Maaari ring itanong, ano ang lasa/kulay/hugis ng iyong pagkain? Sinong nakaupo sa harap mo? Kaliwa? Kanan? At iba pa.</p> <p>I-<i>direct</i> ang mga batang tapos nang kumain na magsepilyo, hugas ng kamay at matapos ay magpalit ng damit kung basa. Mahalaga na palaging malinis ang ating mga kamay para maiwasan ang pagkakaroon ng sakit. Magpahinga na ang tapos.</p>				
Quiet / Nap Time (10 mins)	<p>The teacher reminds the children to pack away the things they used during recess, clean up their eating area, throw their trash in the trash bin, wash their hands, brush their teeth, change their wet clothes, and prepare for Quiet / Nap Time.</p> <p>Awitin ang <i>Munting Bituin</i> nang mahina habang nagpapahinga ang mga bata.</p>				
Circle Time 2 (Work Period) (40 mins)	<p>After nap / quiet time “wake up” the children in small groups and tell them to get ready for Circle Time 2. You may sing a song or count. Give instructions regarding the teacher-supervised and independent activities, answer any questions, and tell the children to join their group and do the assigned tasks. The children may continue their work in Circle Time 1 if they haven’t finished. You may also check on and assist children who are having difficulty with the activity.</p>				
Teacher-Supervised Activity	<p>Tapos na ang sampung minuto, muli maghahanda tayo sa iba pang mga masasayang gawain. Kantahin ang <i>Open Shut Them</i>. (Sumangguni sa Apendiks)</p> <p>Mayroon tayong gagawin sa bawat mesa. (Papiliin ang mga mag-aaral kung saan nila gustong umupo.) Lalapit ako sa bawat mesa at sasabihin sa inyo kung ano ang gagawin.</p>				

	<p>Maghanda ng tatlong gawain.</p> <p>Umikot sa bawat grupo para matulungan ang mga mag-aaral na hirap sa pagsunod sa direksyon.</p> <p>Obserbahan ang mga bata habang sila ay gumagawa.</p> <p>Itala ang iyong mga obserbasyon. (Sumangguni sa <i>Teacher's Guide particular ang Formative Assessment</i>).</p>				
Independent Activities	<p>Early Literacy Related Activities:</p> <ul style="list-style-type: none"> • Mini Book: I See Red Things Around Me • Find A Match 				
	<p>Math-Related Activities:</p> <ul style="list-style-type: none"> • <i>Pula, Dilaw at Asul</i> • Shoe /Slipper Sort • Same and Different: Level Up • Number Station <p>Tala sa Guro: Hindi kailangan tapusin ang lahat ng gawain na ito sa isang linggo. Siguraduhin lang na ang bawa't bata ay makagagawa ng 4 hanggang 5 gawain mula sa listahang ito.</p>				
Indoor/ Outdoor Play (35 mins)	<p>Limang minuto na lang matatapos na ang gawain natin. (Pagkalipas ng 5 minuto) Tapos na ang limang minuto, muli maghanda tayo sa iba pang masasayang laro. Kumanta ng isang <i>transition song</i>. (Sumangguni sa Apendiks)</p>				
	"Duck, Duck, Goose"	<i>Bahay, Bata, Bagyo</i>	<i>Bahay, Bata, Bagyo</i>	<i>Siopao, Siomai, Suman</i>	"Dodgeball"
	<p>Pagkatapos ng 10 minuto, ibabalik na natin ang mga ginamit sa paglalaro at uupo na tayo upang magpaalam. Kung kayo ay galing sa labas ng silid-aralan, sabihin: Pagkatapos ng 10 minuto, pipila na tayo para bumalik sa silid- aralan. (Kapag tapos na ang 10 minuto) Iligpit na natin ang mga ginamit at umupo na tayo. O di kaya, pumila na tayo. Maaari ring kantahin ang Isa, Dalawa, Tatlo (Sumangguni sa Apendiks).</p>				
Wrap-up Time & Dismissal (10 mins)	<p>Ano ang nagustuhan ninyo sa ating mga ginawa ngayon? Bakit mo nagustuhan iyon?</p> <p>Ano ang inyong natutuhan sa iba't ibang mga gawain o laro natin?</p> <p>Anong baitang kayo nabibilang? Ano ang pangalan ng inyong guro?</p> <p>Magbigay nga tayo ng dalawang pangalan ng ating kaklase. (Magtawag ng ilang bata.)</p> <p>Ano ang pangalan ng ating paaralan?</p> <p>Magbigay ng dalawang lugar dito sa ating paaralan?</p> <p>Ano ang ginagawa sa mga lugar na ito?</p> <p>Bakit mahalaga ang mag-aral?</p> <p>Bakit mahalaga na mayroon tayong sinusunod na mga tuntunin sa paaralan?</p>				

Awitin natin ang kantang (paalam) . Maghanda na ang lahat para sa pag-uwi. Tingnan nang mabuti ang inyong mga gamit at baka meron kayong maiwan.

Dismissal Routine Tell the children that you enjoyed the day and that you hope they did too. Remind them to be careful in crossing the street and/ or riding a vehicle. When crossing the street remind them to look left, right, then left again before crossing. Tell them that you will see them tomorrow for another fun day of learning.

LINGGUHANG PAGNINILAY NG GURO

Mga Tanong sa Pagninilay

A. Aling bahagi ng gawain ang nagustuhan ng mga bata? Bakit?

B. Alin ang hindi nila masyadong nagustuhan? Bakit?

C. Sa iyong palagay, aling estratehiya ang naging epektibo? Bakit?

D. Anong inobasyon o lokal na materyales ang iyong ginamit sa araw na ito? Ano ang naging reaksyon ng mga bata rito?

E. Anong obserbasyon sa mga bata ang gagamitin mo upang lalo pang mapaganda ang iyong pagtuturo?

F. Nasagot ba ng mga bata ang mga tanong? (Tingnan ang 'Mga Katanungan pagkatapos ng 'Mensahe').

Appendix Theme-Related Activities

A. School Walking Trip with Trip Sheetx

Objective: To identify the different places in the school and the people who help them there.

Materials: Trip Sheet (prepare before); photocopies of the trip sheet, one for each student joining the walking trip.

Number of Players/ Participants: All the children, if possible. If the group is too big ask for assistance from other teachers.

Procedure:

1. Tell students to draw or take a photo, or interview the person by asking questions instead of letting them just talk about their job in school

School Map

Objective: To know the different places in their school

Materials: Manila paper or the back of an old, big calendar, ¼ bond paper, pencil, glue

Number of Players/ Participants: All children who joined the walking trip (those who joined the walking trip)

Procedure:

1. Assign the learners to draw each place they visited during the walking trip. Ask them to recall the places they visited yesterday. Show some of the accomplished trip sheets their peers did yesterday.
2. Talk to the children about the location of the places in their classroom. Put the places together in a school map on Manila paper.
3. Ask the children for volunteers if they want to label the places. Allow invented spelling. (See Teacher's Guide specifically on Emergent Literacy)
4. Post this in your classroom and discuss the school map the children made with the whole class.
5. Not all drawings may be put on the map. If it is allowed to post the other drawings on the wall, do so. If not, keep the children's drawings in their portfolio.

Writer's Workshop: I Do Many Things in School

Objective: To identify the activities that children do in school

Materials: 6-8 pages of ½ crosswise papers stapled together, pencils, crayons (The teacher writes the title on each of the booklet but if some children can write some letters, a word, or words, allow them to.)

Number of Players/ Participants: All children

Procedure:

1. Give each child a booklet.
2. Ask them to write their name on the cover page of the booklet. Put blue-red-blue guide lines for their name.
3. Ask them to draw and write about what they do in school. Take down dictation if the child cannot write on their own yet. Have them color their drawings.
4. Ask the children to exchange booklets with their seatmate so each child may tell something about his/her booklet to his/her pair. Call some pairs to share with the whole class.

Bilangin Natin

Objective: To make a counting chart

Materials: Manila paper, cartolina or the back of an old, big calendar; cut this in strips to form like a banner; regular bond paper cut in quarters, crayons

Number of Players/ Participants: All children

Procedure:

1. Prepare a banner-like piece of paper similar to the one below (not the actual size). Cut the cartolina in quarters lengthwise. Tape from end to end to form a banner similar to the one below.
Prepare one for each table / small group. Thus, if you have four tables/ small groups in the classroom, prepare four banners.
2. Give each child / small group a quarter of a bond paper. Each child will draw their legs/ *binti* and color them. Ask the children to write their name on their work.



3. Post each child's drawing on the banner using masking tape.
4. After all the children are done, show them their works. And they all count with you how many legs/ *binti* there are per table/ small group. Write the total number on the banner, rightmost position. Challenge question: Ask the children how many legs / *binti* in total for the whole class.
5. Display the banner in the classroom.

Homework: For the teacher. Create a Messenger Chat group with the parents of the children in your class. Tell the children to send you a picture, via this group chat, a photo of all the family members' legs/ *binti* lined up. Then tell the child to be ready to tell you upon return to school the total number of legs/ *binti* in their home. For children whose parents have no device, ask them to draw this activity and write the total, then turn it in the next day. Optional activity in class: graph this information and talk about it in class.

Writer's Workshop: Gusto Kong Pumasok sa Paaralan

Objective: To identify the reasons children have for wanting to go to school

Materials: 6-8 pages of ½ crosswise papers stapled together, pencils, crayons

Number of Players/ Participants: All children

Procedure

1. Give each child a booklet. Teacher writes the title (Gusto Kong Pumasok sa Paaralan) in each of the booklets. For children who can copy from the board, you may allow them to copy the title from the board. For children who can write the title on their own using invented spelling or write just a word or two, you may also allow them.
2. Ask them to write their name on the cover page of the booklet. Put a guide line for their name, blue-red-blue guide line.

3. Ask them to draw and write about why they want to go to school. Take down dictation if the child cannot write on his own yet. Have him color his drawings.
4. Ask children to exchange booklets with their seatmate so each child may tell something about his/her booklet to their pair.

B. Literacy-Related Activities

Thank-You-Card Making

Objective: To show appreciation for someone through a card

Materials: construction paper (cut in half horizontally then fold crosswise), pencil, crayons or markers

Number of Players/ Participants: 12 children

Procedure:

1. Ask the children to recall the school staff they met during the walking trip.
2. Tell them that they will make a thank-you-card to these people.
3. Ask the children who will make a card for: the principal, librarian, guard and canteen staff. Group the children accordingly.
4. Ask the children to make a drawing for the person they will thank. They may also write a message along with their drawing if they want to. Allow the children to write their message using invented spelling. (Refer to Teacher's Guide specifically on emergent literacy.)
5. Let them label their drawings. Take down dictation as needed.

Beginning, Middle, and End of the Story

Objective: To identify the beginning, middle, and end of a story

To recall a story heard in class

Materials: Manila paper or the back of an old, big calendar; half bond paper crosswise, crayons

Number of Players/ Participants: 8 children

Preparation before the activity:

1. Divide the Manila paper or the back of an old calendar into three equal columns.
2. Draw a line to define the three columns.
3. At the top of each column write the words, beginning, middle, and end.

Procedure:

1. Talk to the children about their favorite story read during the week. Spend some time helping them recall the details by asking key questions.
2. Explain to the children the terms: beginning, middle, and end.
3. Tell the children that they will be asked to draw some parts of the story. Allow them to choose which parts they want to draw.
4. After everyone is done drawing ask the children one by one to determine where to put their drawing if it is in the beginning column, middle, or end column.
5. End by asking them what they liked most about the story and what they learned from it.

Mini-book: I See Red Things Around Me

Objective: To recognize the color red

Materials: Individual booklets, pencil, red crayons or markers

Number of Players/ Participants: 8 children

Procedure:

1. Ask the children to look for red objects in the classroom.
2. Have them draw each of these objects on the pages of the booklet.
3. Let them label their drawings. Take down dictation as needed. (Refer to peripheral materials in Teacher's Guide on emergent literacy.)

Find a Match

Objective: To match identical pictures

Materials: Two sets of pictures of common objects

Number of Players/ Participants: 2-4 children

Procedure:

1. Give each group two sets of pictures of common objects.
2. Tell the children to match identical pictures.

C. Math-Related Activities

Pula, Dilaw at Asul

Objective: To identify similarities and differences between objects

Materials: Assorted objects from the junk box

Number of Players/ Participants: 8 children

Procedure:

1. Give each child a pair of objects.
2. Ask the child to describe each object.
3. Ask the child to identify similarities between the two objects.
4. Ask the child to identify the differences between the two objects.

Shoe/ Slipper Sort

Objective: To identify similarities and differences among objects and to verbalize their reasoning.

Materials: One shoe/ slipper from each child

Number of Players/ Participants: All the children

Procedure:

1. Have the children sit in a big circle. They take off one shoe or slipper and put these in the middle of the circle.

Note: if the group is too big you may divide the class into small groups.

2. The teacher asks for four volunteers at a time to go in the middle and sort five footwear. Ask the children why they put these footwears together.
3. Call different small groups of children to extend the sorting or to use a different way of sorting the footwear.
4. Variation: After playing this game for some time and the children are familiar with it already, introduce a chart on paper whereby the children may record the categories they thought of and indicate the number of footwear per category.

Same and Different

Objective: To identify similarities and differences among objects, and to verbalize their reasoning.

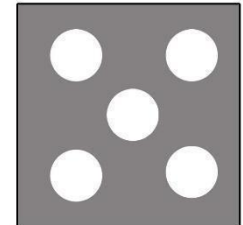
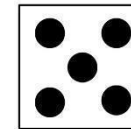
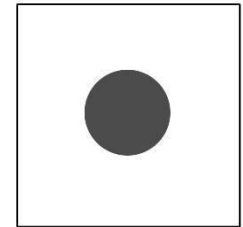
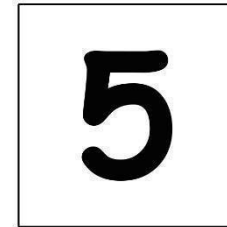
Materials: Four objects or four pictures that may be sorted in different ways (refer to picture), may be classroom toys and materials may be used? students can be asked to select a material in class and then pair up with someone with a similiarity

Note: *The pictures do not have to be exactly as the one on the right. Look for pictures or objects in your immediate surroundings.)*

Number of Players/ Participants: 8 children

Procedure:

1. Show each picture or object to the children. Ask them to describe each one.
2. Lay the pictures/ objects down. Tell the children that they will put together those that are alike in some way. Tell them that they will think of different ways these pictures/ objects may be grouped together.
3. Questions to ask: Which ones are the same? Why? Can I put this (pick an outlier) here (objects grouped together)? Why? Now let's put them back (to the original position). Is there another way to group them?
4. Allow for children to think through as they process their thoughts. Keep asking the same questions until the group has exhausted all the different ways to sort the pictures/ objects.



Number Station (quantities of 3)

Objective: To count up to quantities of three

To see that despite differences in appearance quantities remain the same (conservation)

Materials: several boxes of toothpicks

Number of Players/ Participants: 8 children

Procedure:

1. Teacher chooses a number to work with for the day, in this case 3.
2. Children work together exploring a given quantity of toothpicks making as many arrangements as possible.

3. Teacher encourages the children to describe the toothpick patterns in a variety of ways.
(Variation: Children can explore other materials such as pebbles, popsicle sticks, and blocks.)

D. Outdoor/Indoor Activities

Bahay, Bata, Bagyo

Objective: To follow oral instructions given
To enjoy playing a game with peers

Materials: None

Number of Players/ Participants: All the children

Procedure

1. This game is similar to ‘Open the Basket’, an old parlor game for children.
2. In a wide open space, the children form triads.
3. Two children face each other and hold hands. They put up their hands as if making the roof of a house.
4. The third child goes inside the ‘bahay.’
5. The ‘it’ calls out *bahay, baboy, bagyo, bahay, baboy, bagyo* in repeat fashion.
6. Depending on the last word the ‘it’ calls out, the players change positions. If it is:
Bahay – all pairs change partners, the child in the middle stays
Bata – all children in the middle go to another ‘bahay’
Bagyo – everyone, including the ‘it’, forms new triads (two facing each other and a third child in the middle)
7. The child left standing alone is the new ‘it.’ The procedure is repeated.

Siopao, Siomai, Suman

Objective: To listen attentively and follow instructions
To enjoy playing a game with peers

Materials: None

Number of Players/ Participants: 10 children

Procedure

1. The players stand in a row. The “It” points to one child at a time and says these *Siopao, Siomai, Suman* in repeat fashion ala Hep Hep Hooray game.
2. Everytime the “it” points to a child and says:
“siopao” - the child he pointed at makes a big circle with both hands
“siomai” - the child he pointed at puts both palms up and fingers together
“suman” - the child he pointed at motions with his fingers an elongated suman
3. If a child pointed at makes the wrong action, the child is eliminated. Do this until there is a winner.
Encourage the children to clap for all the children who participated. Tell them to congratulate each one.

Duck, Duck, Goose

Objective: To learn to follow rules in a game
To learn to play nice with peers.

Materials: None

Number of Players/ Participants: All the children

Procedure:

1. Everyone sits in a big circle.
2. An 'It' is chosen or a child volunteers to be 'It'.
3. The 'It' goes around the circle on the outside touching each child's head while saying duck, duck, duck, duck, goose. The minute he touches a child and says goose, the "goose" has to chase the 'It' around the circle until he sits down and takes the spot of the 'goose.' Thus, there is a new 'It'.
4. The cycle is repeated until the children get tired of the game. Balance the role of 'It' by calling most of the children to have their turn as 'It'.

Dodge Ball (Monkey in the Middle)

Objective: To learn to throw a ball and aim
To play fair
To enjoy playing a physical game with peers

Materials: A light ball about the size of a volleyball

Number of Players/ Participants: All the children

Procedure:

1. Form two groups of eight children each.
2. Have them stand in a straight row on opposite ends of a wide open space.
3. The rest of the children stay in the middle in the open space.
4. The children in the two rows will take turns eliminating the children in the middle by hitting their legs with a ball.
5. Children who get hit are out of the game. The game continues until all children in the middle are eliminated. Then they switch roles.
6. Remind the children not to hit too hard. After the game, everyone shake hands with each other.

E. Songs and Rhymes

<p><u>Isa, Dalawa, Tatlo</u> Isa, dalawa, tatlo Una-unahan tayo Apat, lima, anim Sa balong malalim Pito, walo, siyam Lakad parang langgam Pagdating sa sampu Ang lahat ay umupo.</p> <p><u>Hokey Pokey</u> You put your right hand in You put your right hand out You put your right hand in And shake it all about You do the hokey pokey And you turn yourself around That's what it's all about</p> <p>Change with: left hand, right foot, left foot, right elbow, left elbow, body, head, etc. Sing this in circle formation.</p> <p><u>Deep and Wide</u> Deep and wide (2x) There's a fountain flowing Deep and wide Repeat</p> <p>Change with: fast and slow, here and there, wet and dry, deep and shallow, narrow and wide, etc. Ask the children for other pairs of opposite words.</p>	<p><u>Kaibigang Libro</u> Ako ay kaibigan Kaibigang Libro Laging handang Magkuwento sa inyo Ingatan nyo ako Alagaan nyo ako Ako ay kaibigan Kaibigang Libro</p> <p>Huwag aapakan Huwag uupuan Huwag pupunitin Ang mga pahina (Ulitin ang stanza 1)</p> <p>Tula</p> <p><u>I Wiggle My Fingers</u> I wiggle my fingers I wiggle my toes I wiggle my elbows I wiggle my nose Now no more wiggles Are left in me I'm ready to listen</p>	<p><u>Kanang Kamay sa Harap Ilagay</u> Kanang kamay sa harap ilagay Kanang kamay sa likod Kanang kamay sa harap ilagay Kumendeng, kendeng at umikot, ikot</p> <p>Change with: kaliwang kamay, kanang paa, kaliwang paa, kanang siko, kaliwang siko, kanang tuhod, kaliwang tuhod, buong katawan, etc.</p> <p><u>Ili-ili Tulog Anay</u> Ili-ili tulog anay Wala diri imong nanay Kadto tienda bakal papay Ili-ili tulog anay</p> <p>Mata kana tabangan mo Ikarga ang nakompra ko Kay bug-at man sing putos ko Tabangan mo ako anay Ili-ili tulog anay Wala diri imong nanay Kadto tienda bakal papay Ili-ili tulog anay</p>
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