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# Lingguhang Aralin sa Kindergarten

Kuwartar 1

Linggo

**1**

**Lingguhang Aralin sa  
Kuwartar 1: Linggo 1  
SY 2024-2025**

Ang materyal na ito ay inilaan sa mga guro para sa implementasyon ng MATATAG 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](mailto:blr.od@deped.gov.ph).

<b>MATATAG</b> <i>Kindergarten</i> <b>Lingguhang</b> <b>Aralin</b>	<b>Paaralan:</b>		<b>Petsa:</b>	
	<b>Pangalan ng Guro:</b>		<b>Lingguhang Bilang</b>	<b>1</b>
	<b>Pangkat:</b>		<b>Markahan</b>	<b>Una</b>
	<b>Tema:</b>	Nakikilala ang Sarili <i>My new class and my new school</i>		

<b>A. Content Standards</b>	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>B. Pamantayang Pagganap</b> <i>(Performance Standard)</i>	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.
<b>C. Mga Kasanayang Pampagkatuto</b> <i>(Learning Competencies)</i>	<ul style="list-style-type: none"> <li>• <i>Recognize oneself as a member of a family</i></li> <li>• <i>Express oneself through music, arts, and movement;</i></li> <li>• <i>Identify one's given name, friends' names, their family members, and common things they use that are found at home;</i></li> <li>• <i>Write one's given name</i></li> <li>• <i>Nakaguguhit, nakapagpipinta at nakapagkukulay ng iba't ibang bagay o gawain (dekorasyon sa "name tag, people puppet, birthday cake, self-portrait).</i></li> <li>• <i>Name common objects/things in the environment (their likes and dislikes).</i></li> <li>• <i>Naisasagawa ang mga sumusunod na kasanayan: pagbakat, pagkopya ng larawan, hugis, at letra</i></li> <li>• <i>Group objects that are alike.</i></li> <li>• <i>Sort and classify objects according to one attribute/property (shape, color, size, function).</i></li> <li>• <i>Count objects with one-to-one correspondence up to quantities of 10.</i></li> <li>• <i>Express one's feelings or emotions.</i></li> <li>• <i>Observe the changes in weather daily (temperature, time, etc.)</i></li> </ul>
<b>D. Mga Layunin (Mensahe)</b>	<ul style="list-style-type: none"> <li>- Nakikilala ang sarili (SEKPSE-00-1) <ul style="list-style-type: none"> <li>1.1 Pangalan at apelyido. (SEKPSE-Ia-1.1)</li> <li>1.2 Kasarian. (SEKPSE-Ib-1.2)</li> <li>1.3 Gulang at kapanganakan. (SEKPSE-Ic-1.3)</li> <li>1.4 Gusto/di-gusto (SEKPSE-Iic-1.4)</li> </ul> </li> <li>- <i>Use the proper expression in introducing oneself e.g I am / My name is _____. (LLKVPD-Ia-13)</i></li> <li>- Nalalaman ng bata na siya ay kabilang sa isang pangkat (section) sa kindergarten</li> <li>- Nakikilala ng bata ang kaniyang guro at mga kaklase</li> <li>- Natutuhan ang iba't ibang tuntunin sa silid-aralan</li> <li>- Nauunawaan ang kahalagahan ng pagsunod sa mga tuntunin ng silid-aralan</li> <li>- Nalalaman ang iba't ibang <i>learning corners</i> sa kaniyang silid-aralan at ang iba't ibang gawain dito</li> </ul>

<b>E. Nilalaman/Paksa (Content Focus)</b>	Nakikilala ang sarili Ako’y kabilang sa isang klase at isang paaralan.
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<b>BLOCKS OF TIME</b>	<b>LUNES</b>	<b>MARTES</b>	<b>MIYERKOLES</b>	<b>HUWEBES</b>	<b>BIYERNES</b>
<p><b>Arrival Time</b> (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 laruang kanilang magustuhan na nasa kabinet o <i>learning nook</i>. (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.)</p>					
<p><b>Meeting Time</b> (15 mins)</p>					
<b>Routine Activities</b>	<p>Pambansang Awit Panalangin Ehersisyo Kumustahan (Kamustahin 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. "Ano ang dapat natin tandaan para maging maayos at masaya tayo sa klase?" ** <i>Sumangguni sa apendiks para sa mga suhestiyong gawain</i></p>				
<b>MENSAHE</b>	“Ako ay may pangalan. Ako ay si _____. Ako ay lalaki/babae”.	“Ako ay _____ taong gulang na. Ang aking kaarawan ay sa _____.”	Ako ay nag-aaral sa _____. (pangalan ng paaralan)  Kabilang ako sa <i>Kindergarten</i> Pangkat _____ sa silid _____.  Ang aking guro ay si _____.	“Ako ay may sinusunod na “ <i>class schedule</i> ” ng mga gawain sa silid-aralan.  “Tayo’y may iba’t ibang gawain sa paaralan. Tayo ay nagdarasal, kumakanta, sumasayaw, nagsusulat at _____.”	Maraming gamit at kasangkapan sa aming silid-aralan.  May iba-ibang lugar ng pagkatuto sa aming silid-aralan.  May iba-iba kaming matututuhan sa bawat lugar ng pagkatuto.

			_____.	naglalaro.”	
<b>TANONG</b>	<ol style="list-style-type: none"> <li>1. Ano ang buong pangalan mo?</li> <li>2. Ano naman ang palayaw mo?</li> <li>3. Sino-sino ang lalaki?</li> <li>4. Sino-sino ang babae?</li> </ol>	<ol style="list-style-type: none"> <li>1. Ilan taon ka na?</li> <li>2. Alam mo ba kung kailan ang iyong kaarawan?</li> <li>3. Kailan ang iyong kaarawan?</li> </ol>	<ol style="list-style-type: none"> <li>1. Ano ang pangalan ng ating paaralan?</li> <li>2. Ano ang tawag sa ating baitang at bilang ng silid-aralan (<i>room number</i>)?</li> </ol>	<ol style="list-style-type: none"> <li>1. Ano ang dapat natin tandaan para maging maayos at masaya tayo sa klase?</li> <li>2. Ano-ano ang mga gawain na maaari mong gawin sa paaralan?</li> <li>2. Sa mga nabanggit na gawain, alin ang pinakagusto mong gawin?</li> </ol>	<ol style="list-style-type: none"> <li>1. Ano ang mga gamit natin sa silid-aralan?</li> <li>2. Ano ang mga <i>learning corners</i> sa silid-aralan natin?</li> <li>3. Ano ang mga puwedeng gawin sa bawat <i>area</i>?</li> </ol>
<b>Circle Time 1 (Work Period) (45 mins)</b>	<p>Bago magkuwento, awitin ang Kaibigang Libro</p> <p>Kuwento: Maligayang Pagdating sa <i>K-Unity (US AID, ABC+ Project)</i></p> <p>Gawain: Paghawan ng mga balakid sa pamamagitan ng pagpapakita ng mga larawan.</p> <p>Pagganyak na Tanong: <i>Excited</i> ka bang pumasok sa paaralan?</p> <p>Ano ang gagawin mo kung tinutukso ka ng iyong mga kaklase?</p> <p>(Habang nagkukuwento, gumamit ng <i>Gradual Psychological Unfolding o GPU</i>. Maaaring manaka-nakang magtanong ukol sa kuwento upang mapanatili o mapukaw ang interes ng mga bata.</p> <p>Pag-Usapan Natin: Masaya ka bang pumasok sa paaralan?</p>	<p>Bago magkuwento, awitin ang Kaibigang Libro</p> <p>Kuwento: Paano kung Nakakatakot Ang Aking Guro? (<i>US AID, ABC+ Project</i>)</p> <p>Gawain: Paghawan ng mga balakid sa pamamagitan ng pagpapakita ng mga larawan.</p> <p>Pagganyak na Tanong: Mayroon ka bang kinakatakutan? Ano ang ginagawa mo kung ikaw ay natatakot?</p> <p>Talaga kayang nakakatakot ang guro sa kuwentong ito?</p>	<p>Bago magkuwento, awitin ang Kaibigang Libro</p> <p>Kuwento: Masaya Kapag Magkasama (<i>US AID, ABC+ Project</i>)</p> <p>Gawain: Paghawan ng mga balakid sa pamamagitan ng pagpapakita ng mga larawan.</p> <p>Pagganyak na Tanong: Ano-ano ang maaaring masayang gawin habang kasama ang mga kaklase?</p> <p>Anong nangyari sa batang mahilig gumuhit sa ating kuwento?</p>	<p>Alalahanin at pag-usapan ang mga kuwento na ginamit noong nakaraang mga araw.</p> <p>Ihambing ang mga pangyayari sa kuwentong napakinggan sa mga pangyayari sa klase.</p> <p>Anong mga gawain ang magkapareho? Ano - ano naman ang magkaiba? (<i>Review/ discuss content for the week</i>)</p>	

			<p>Anong nangyari sa kaniya sa paaralan? Alamin natin.</p> <p>Pag-usapan Natin: Nakakatakot ba ang guro sa kuwento?</p> <p>Ano - ano ang nangyari sa kaniya sa kuwento?</p>	<p>Pag-usapan Natin: Ano ang masayang maaring gawin habang magkakasama ang mga magkaklase?</p> <p>Anong nangyari sa batang mahilig gumuhit sa ating kuwento?</p>	
<b>Teacher Supervised Activity</b>	<i>My Name Tag</i>	<i>Birthday Chart</i>	<i>People Puppet</i>	<i>Classroom Rules</i>	Mga Gamit o Bagay sa Loob ng Paaralan
<b>Supervised Recess (15 mins)</b>	The teacher reminds the children 15 minutes before the time is up, about the time left in Circle Time 1 (Work Period). Then, 10 minutes before the time, the teacher tells the children to start packing away. Use a transition song/activity (See Appendix for ideas). The teacher commends the children for their work and tells them to get ready to line up to wash their hands. Himukin ang mga bata na mag- <i>share</i> ng baon sa mga kaklase na walang dala.				
<b>Quiet / Nap Time (10 mins)</b>	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.				
	Awitin ang <i>Munting Bituin</i> nang mahina habang nagpapahinga ang mga bata.				
<b>Circle Time 2 (Work Period) (40 mins)</b>	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.				
<b>Teacher-Supervised Activity</b>	Pagpapakilala Sa Sarili Hayaan ang mga batang ipakilala ang kanilang sarili sa harapan.	<i>Playdough: My Birthday Cake</i>	<i>Show and Tell</i> Hayaan ang mga bata ipakita ang kanilang ginawang <i>People Puppet</i> at ipasabi kung sino ito, hayaan ang batang magkuwento.	Mga Dapat Tandaan Sa Oras ng Klase Pagsasabi ng mga Dapat Tandaan sa Oras ng Klase 1. Ako ay aayos ng upo at hindi maglilikut. 2. Ako ay makikinig sa aking guro. 3. Ako ay magtataas ng kamay kapag may nais sabihin. 4. Ako ay gagawa nang	<i>Diorama</i>

				tahimik para hindi makaabala sa iba. 5. Ako ay hindi makikipag-away sa aking kaklase.	
<b>Independent Activities</b>	<p><i>Math-Related:</i></p> <ul style="list-style-type: none"> <li>- Mapa ng Silid-Aralan</li> <li>- Imbentaryo</li> </ul> <p><i>Early Literacy Related:</i></p> <ul style="list-style-type: none"> <li>- Name Card para sa Job Chart</li> <li>- School Banner</li> <li>- Name Poster</li> </ul> <p>The teacher reminds the learners about the time left in Work Period Time 2 around 15 minutes before Indoor/Outdoor Games. After 10 minutes, the teacher tells the learners to start packing away the materials they used and be ready for Indoor/Outdoor Games. A transition song or countdown may be used. (See Appendix, letter E)</p>				
<b>Indoor/ Outdoor Play (35 mins)</b>	<i>Name Chain</i>	<i>Color Match Relay</i>	<i>Count and Turn 1,2,3</i>	<i>Dance</i>	<i>Teacher may I?</i>
<p><b>Wrap-up Time &amp; Dismissal (10 mins)</b></p> <p>The teacher tells the learners to help pack away the materials they used in the Indoor/Outdoor Games time and get ready to do the wrap up activities. A transition song or countdown may be used. (See Appendix, letter E).</p> <ol style="list-style-type: none"> <li>1. Wrap up Question</li> <li>2. Pagliligpit ng mga Gamit</li> <li>3. Pag-awit ng Paalam na Sa'yo</li> </ol>					
<p><b>Dismissal Routine</b></p> <p>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.</p>					

**LINGGUHANG PAGNINILAY NG GURO**

<b>LINGGUHANG PAGNINILAY NG GURO</b>	
<b>Mga Tanong sa Pagninilay</b>	
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 reaksiyon 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').	



## Apendiks

### A. Mga Gawaing Kaugnay ng Tema

#### Teacher Supervised:

#### Name Tag

**Materials:** pocket chart, cardboard, photos of learners, coloring materials, glue, scissors, scrapbooking materials such as beads, buttons, dried leaves or flowers, popsicle sticks, yarn, etc.

#### Preparation by the Teacher:

1. Cut the cardboard into 3x8 rectangles. Paste the photo of the learner on the left side.
2. Hang the pocket chart.

#### Procedure:

1. Show each cardboard to the learners and let them get the one with their photo on it.
2. Let the learners who can write their first name or nickname do so on the cardboard. If not, guide them or give them a guide to copy.
3. Allow them to decorate their name tags.
4. Let them use their decorated name tag for the job chart.

#### Birthday Chart

**Objective:** to state one's birth date

**Materials:** 1/8 sheet of construction paper, colored markers or crayons, glue/paste

**Preparation:** birthday chart on manila paper or cartolina

January	February	March	April	May	June	July	Aug	Sept	Oct	Nov	Dec
		9 Jing	11 Marj			5 July					

**Number of Players/Participants:** 6-8 children at a time

#### Procedure:

1. Assign each child to ask 3-4 classmates when their birthday is.
2. Ask the child to write the name and birthday of a classmate on a piece of construction paper.
3. Let the child paste this under the birth month of his classmate. Have him do this for all the classmates assigned to him.
4. Write the title "When is your birthday?"
5. Show the completed chart during Meeting Time. Have them look at the chart carefully and ask the following questions:
  - How many children were born on the month of \_\_\_\_\_?
  - Who will celebrate their birthday this month?
  - How many children celebrated their birthday last month ?
  - Which month has the most number of children born in ? Which has the least ?
  - Are there more children born on the month of \_\_\_\_\_ than on the month of \_\_\_\_\_?
  - Which months has the same number of children born in?

## People Puppet

### Competencies:

1. Nakikilala ang mga tauhan ng paaralan at ang tungkulin nilang ginagampanan (KMKP Ara-00-2)
2. Naisasagawa ang mga sumusunod na kasanayan: pagpilas/paggupit/pagdikit ng papel (KPKFM-00-1.3)
3. Nakaguguhit, nakapagpipinta at nakapagkukulay ng iba't ibang bagay o gawain (dekorasyon sa “*name tag*”, kasapi ng mag-anak , gawain ng bawat kasapi ng mag-anak, mga alagang hayop, mga halaman sa paligid) (SKMP-00-2)
4. Nakagugupit at nakapagdidikit ng iba't ibang hugis na may iba't ibang tekstura (SKMP-00-4)

**Materials:** cardboard cut into a human figure, popsicle sticks, masking tape, scissors, colored paper/art paper, crayons

### Procedure:

1. Ask the learners who are the people they see in the classroom/school. Tell them to choose one.
2. They will design/draw the person they chose by cutting colored/art paper into clothes/uniform and pasting these on the cardboard.
3. They will also draw the face of the person and other details.
4. Attach the puppet to a popsicle stick using masking tape.

Note: For children with disabilities, teachers may provide cut-outs of clothes (school uniform, pants, shirt, dress, etc.), so that the learners will only paste these on the cut-outs of the human figure, and design it afterwards.

## Classroom Rules/ School Rules

**Objective:** to list classroom and school rules that help maintain cleanliness and orderliness in the classroom and in school

**Materials:** cardboard or paper strips

### Procedure:

1. Ask children to think of rules they should have in class to make it a better place for learning. Have them think of rules that can keep them safe; rules for work, meeting time etc; rules in dealing with people.
2. Let them write each rule on a strip of paper.
3. Post these rules around the classroom where most appropriate. For example, post rules related to books in the reading corner.

## Labeling Areas / Things in the Classroom

### Competencies:

1. Naisasagawa ang mga sumusunod na kasanayan: pagbakat, pagkopya ng larawan, hugis, at titik (KPKFM-00-1.4)
2. Name common objects/things in the environment (in school, home, and community) (LLKV-00-1)
3. Name the places and the things found in the classroom, school and community (LLKV-00-8)
4. Express simple ideas through symbols (e.g., drawings, invented spelling) (LLKC-00-1)

**Materials:** strips of paper, masking tape, crayons/markers

### Procedure:

1. Let the learners write a label for each object in the classroom (blackboard, pencil, table, etc.) and the areas of the classroom (Block Area, Reading Area, Art Area, etc...). If the learner cannot spell the words on his/her own yet, write the word on a card and the learner will copy the word from the model.
2. Ask them to stick these labels to these things/areas using masking tape.

## Playdough: Ang Aking Birthday Cake

### Competencies:

1. Nakikilala ang sarili (SEKPSE-00-1): gulang/kapanganakan (SEKPSE-Ic-1.3)
2. Naisasagawa ang mga sumusunod na kasanayan: pagmomolde ng luwad (*clay*), pagbuo ng *puzzles* (KPKFM-00-1.5)
3. Nakaguguhit, nakapagpipinta at nakapagkukulay ng iba't ibang bagay o gawain (dekorasyon sa “*name tag*”, kasapi ng mag-anak, gawain ng bawat kasapi ng mag-anak, mga alagang hayop, mga halaman sa paligid) (SKMP-00-2)
4. Nakapagmomolde ng luwad (*clay*) sa nais na anyo (SKMP-00-6)
5. *Count objects with one-to-one correspondence up to quantities of 10* (MKC-00-7)

**Materials:** playdough, straw cut into 3 inches, beads/sequins

### Procedure:

1. Give each learner a medium-sized ball of playdough.
2. Let them form a birthday cake or cupcake and decorate this using beads/sequins.
3. Count as many straws as the learner's age and stick on top of the cake.

## Diorama

### Materials for Diorama:

shoebox, crayons, scissors, glue, paper scraps, masking tape, paper, playdough, recyclable materials (Yakult bottles, medicine boxes, etc.)

**Preparation for Diorama:** Collect or ask the learners to bring shoeboxes. Also collect recyclable materials. You may make a sample diorama.

### Procedure for Diorama:

1. Discuss with the learners what they can see around the school.
2. Cover the box with art or construction paper and draw the natural features of the school (doors, windows, etc.).
3. Using playdough and other recyclable materials, let them recreate the school into a diorama.
4. Have them set up their models inside the box.

## Independent Activities

### Classroom Map - Can you find your way around our classroom?

**Objective:** To become familiar with the classroom environment

**Materials:** medium-sized manila paper, scraps papers, pencils, crayons

**Preparations:** The teacher should have labeled the map already with pencil to show the important areas in the classroom so as to guide the children in the actual mapping activity.

**Number of Players/Participants:** per table Procedure:

1. Ask the children to look around the classroom and identify the area.
2. Give them a piece of paper and ask them to draw that area, the things they see there and help them label the area.
3. Lay out the pieces of papers and talk about how they are arranged in the classroom – What is beside the area? What comes next? What is behind it?
4. Paste them on the manila paper and post it on your wall. Write the title of the activity - “Can you find your way around our classroom?”  
"Mahahanap mo ba ang iba't ibang area dito sa ating silid-aralan?"

## Classroom Inventory

### Competencies:

1. Group objects that are alike (MKSC-00-5)
2. Sort and classify objects according to one attribute/property (shape, color, size, function/use) (MKSC-00-6)
3. Count objects with one-to-one correspondence up to quantities of 10 (MKC-00-7)
4. Compare two groups of objects to decide which is more or less, or if they are equal (MKC-00-8)

**Materials:** Manila paper, small pieces of paper with drawings of table, chair, blackboard, cabinet, cleaning materials, books, toys, etc., marker, pencil

### Procedure:

1. Ask the learners to an inventory of things in the classroom: table, chairs, blackboard, cabinets, cleaning materials, books, toys, etc.
2. Count the objects.
3. Record the results on the Manila paper.
4. Compare which is more, less, or equal.

## Job Chart

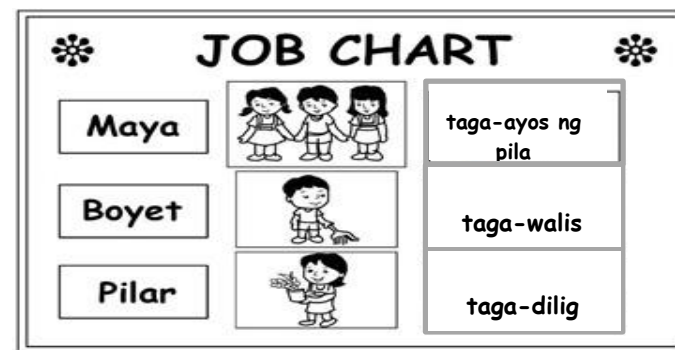
### Competencies:

1. Nakapagkukuwento ng mga ginagawa sa paaralan (KMKPPara-00-3)
2. Nakasusunod sa mga itinakdang tuntunin at gawain (*routines*) sa paaralan at silid-aralan (SEKPSE-IIa-4)
3. Naisasagawa ang mga sumusunod na kasanayan: pagbakat, pagkopya ng larawan, hugis, at titik (KPKFM-00-1.4)
4. Trace, copy, and write the letters of the alphabet: straight lines (A,E,F,H,I L,T), combination of straight and slanting lines (K, M,N, V, W, X, Y, Z), combination of straight and curved lines (B, C, D, G, J, O, P, Q, R, S, U), rounded strokes with loops (LLKH-00-3)
5. Write one's given name (LLKH-00-5)
6. Express simple ideas through symbols (e.g., drawings, invented spelling) (LLKC-00-1)

**Materials:** job chart, paper strips, pre-cut 2x4 individual cards labeled with jobs like table wiper, line monitor, substitute teacher, floor sweeper, recess helper, snacks wrapper collector, table and chair monitor, plant caretaker, flag bearer, song leader, etc.

### Procedure:

1. Ask the learners what tasks/jobs they need to do to maintain the orderliness and cleanliness of the classroom. Allow them to share their ideas. List down the jobs they say and suggest some more.
2. They will write or copy their name on the strips of paper.
3. Some learners will write/copy the name of the job while others will draw the task on the pre-cut cardboard.
4. Every day, the learners get to choose a job for the day by putting their name on the appropriate place in the job chart. (Or the teacher may assign to make sure that all learners experience the different jobs.)



## School Banner

### Competencies:

1. Naisasagawa ang mga sumusunod na kasanayan:
  - pagpilas/paggupit/pagdikit ng papel (KPKFM-00-1.3)
  - pagmomolde ng luwad (*clay*), pagbuo ng *puzzles* (KPKFM-00-1.5)
  - paglikha ng mga modelo pangkaraniwang bagay sa paligid (KPKFM-00-1.6)
2. Nakagagawa ng modelo ng mga pangkaraniwang bagay sa paligid: dahon, bato, buto, patpat, tansan at iba pa (SKMP-00-3)
3. Nakagugupit at nakapagdidikit ng iba't ibang hugis na may iba't ibang tekstura (SKMP-00-4)
4. Nakapagmomolde ng luwad (*clay*) sa nais na anyo (SKMP-00-6)
5. Nakapupunit, nakagugupit at nakapagdidikit sa paggawa ng *collage* (SKMP-00-7)
6. Nakapagpapatong-patong, nakapagdudugtong-dugtong at nakapagdidikit-dikit (*assemblage*) ng mga patapong bagay: maliit na kahon ng gamot (SKMP-00-8)
7. Name common objects/things in the environment (in school, home, and community) (LLKV-00-1)
8. Name the places and the things found in the classroom, school and community (LLKV-00-8)

### Materials for Banner:

Manila paper, old magazines or newspapers, scissors, paste or glue

### Preparation for Banner:

Make a big banner from the manila paper. Write the outline of the letters of the school name in upper and lowercase.

### Procedure for Banner:

Let the learners cut small shapes or pieces of paper and paste these inside the letter outline. (Some learners may be able to cut the same letter from the magazines.)

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### Name Poster: My Name Begins With...

**Objective:** To develop fine motor coordination

**Materials:** bond paper or construction paper, crayons, glue, manila paper

### Procedure:

1. Have each child design the beginning letter of her name on a piece of 1/6 bond or construction paper.
2. Then post these on manila paper. Group together all the names that begin with the same letter.

## INDOOR/ OUTDOOR GAMES

### Name Chain

#### Competencies:

1. Nakikilala ang sarili (SEKPSE-00-1): pangalan at apelyido (SEKPSE-Ia-1.1)
2. Natatawag ang mga kalaro at ibang tao sa kanilang pangalan (KAKPS-00-13)
3. Use the proper expression in introducing oneself (LLKVPD-Ia-13) e.g., I am/My name is \_\_\_\_\_

#### Procedure:

1. Sit the learners in a circle on the floor.
2. Choose a learner to start the introduction game.
3. The learner says his/her name, then, introduces the learner next to him/her. For example, “My name is Nita, and this is Pablo.”
4. Pablo gives his name and introduces the learner next to him. This is a good way to learn names as well as how to introduce others.

**Variation:** Give categories such as same initial letters, or introduce the learner in front of you, or shuffle the learners every now and then.

### Color Match Relay Games

**Objective:** To develop gross motor skills

**Materials:** 2 small chairs, objects in a box with different colors

**Number of Players/Participants:** whole class

#### Procedure:

1. Divide the class into 2 groups.
2. Place a small chair in front of each group (check that the distance is not too far from the children).
3. Agree on what action they will do (for example: walk or hop)
4. The teacher says “Ready, get set, go!” At the mark “go,” the first child will walk to the small chair, take 2 objects with the same color, and go back to his/her team, tapping the hand of the next child to signal that child’s turn and so on until all the children have taken a turn.

### Count and Turn (1, 2, 3)

#### Competencies:

1. Nakasasali sa mga laro, o anomang pisikal na gawain at iba’t ibang paraan ng pag-eehersisyo (KPKPF-00-1)
2. Nagagamit ang mga kilos lokomotor at di-lokomotor sa paglalaro, pag-eehersisyo, pagsasayaw (KPKGM-Ig-3)
3. Naipakikita ang panimbang sa pagsasagawa ng iba’t ibang kilos ng katawan, gaya ng paglukso-luksong pahalinhan ang mga paa (*skipping*), pagtulay nang di natutumba sa tuwid na guhit, pag-akyat at pagbaba sa hagdanan (KPKGM-00-4)
4. *Rote count up to 20* (3) (MKSC-00-12)

#### Procedure:

1. The learners stomp their feet as they count, throwing their arms up in the air to emphasize the last number in the sequence.
2. The learners change directions without losing the beat, counting “one” as they turn.  
One, Two, Threeeeeee (turn) One, Two, Threeeeeee (turn)



## Dance

### Competencies:

1. Nakagagalaw (martsa, palakpak, tapik, padyak, lakad, lundag at iba pa) nang angkop sa ritmo at indayog bilang tugon sa himig na napakikinggan/awit na kinakanta (KPKPF-Ia-2)
2. Naisasagawa ang paggalaw/pagkilos ng iba't ibang bahagi ng katawan sa saliw ng awitin nang may kasiyahan (KPKGM-Ia-1)
3. Nagagamit ang mga kilos lokomotor at di-lokomotor sa paglalaro, pag-eehersisyo, pagsasayaw (KPKGM-Ig-3)
4. Naipakikita ang kawilihan nang may sariling interpretasyon sa himig/tugtuging napapakinggan (SKMP-00-10)

**Materials:** music player

### Procedure:

1. Allow the learners to just dance whatever way they like.
2. They will freeze when the music is stopped.

**Variation:** *If music player is not available, different local/common musical instruments can be used. Some children can play the instruments, while some will dance. Then they take turns.*

## Teacher, May I?

### Competencies:

1. Nakasasali sa mga laro, o anomang pisikal na gawain at iba't ibang paraan ng pag-eehersisyo (KPKPF-00-1)
2. Naisasagawa ang mga sumusunod na kilos lokomotor sa pagtugon sa ritmong mabagal at mabilis (paglakad, pagtakbo, pagkandirit, paglundag/pagtalon, paglukso) (KPKGM-Ie-2)
3. Nagagamit ang mga kilos lokomotor at di-lokomotor sa paglalaro, pag-eehersisyo, pagsasayaw (KPKGM-Ig-3)
4. *Listen discriminately and respond appropriately, i.e., speak loudly/softly when asked, asked to adjust volume of television/radio* (LLKAPD-Id-6)

### Procedure:

1. Stand a few feet away from the group of learners facing you.
2. Tell them that you are going to give each of them a command (Example: “Caloy, make five baby steps”) but before the learner can obey, s/he has to ask permission first by saying “Teacher, may I?” then waits for teacher to answer, “Yes, you may” before proceeding with the task assigned.
3. The learner who forgets to ask permission loses his/her turn to move forward. Likewise, the learner who proceeds without waiting for teacher to grant him/her permission, also loses his/her turn to move forward.
4. Call out the learners’ names one by one and give them a command (Examples: “Carisa, make four giant steps.” or “Celina, make three frog hops.”).
5. The learner moves forward as s/he obeys the commands accordingly.
6. The first to reach the teacher wins and gets the chance to be the next “Teacher.”

## Songs, Poems

<p><b>Kaibigang Libro</b> Ako ay kaibigan Kaibigang Libro Laging handang Magkuwento sa inyo Ingatan niyo ako Alagaan niyo ako Ako ay kaibigan Kaibigang Libro Huwag aapakan Huwag uupuan Huwag pupunitin ang mga pahina (Ulitin ang <i>stanza</i> 1)</p>	<p><b>Awitin Kapag <i>rest time</i></b> <b>Munting Bituin</b> <i>(Twinkle, Twinkle Little Star)</i> Kay ningning munting bituin, Liwanag sa gabing madilim. Kislap nang kislap parang kulisap, Nagtatago sa likod ng ulap Kay ningning munting bituin Liwanag sa gabing madilim</p>	<p><b>Masaya Kung Sama-sama</b> Masaya kung (sama-sama) 3x Masaya kung sama-sama At may tawanan Kay lungkot ng buhay niyo Kung wala kang kaibigan Masaya kung sama-sama At may tawanan</p>
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