

Kindergarten Teacher's Guide

KINDERGARTEN TEACHER’S GUIDE

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MESSAGE OF SUPPORT



In providing quality education among all Filipino children, Save the Children remains committed in its partnership and support to the Department of Education. The enhanced Kindergarten Teacher's Guide is a testament to this, laying the foundation for pre-school education through up-to-date, innovative, and successful evidence-based instructional strategies and classroom activities.

The Kindergarten Teacher's Guide is aligned with the Department of Education directions and priorities, putting premium on quality, accessible, relevant and liberating basic education for all. It is also in accordance to the Sustainable Development Goal of highlighting quality education services. Likewise, Save the Children advocates focus and prioritization for the early years of child development, from a child's first 1,000 days into the world, initial education experiences, to the completion of schooling.

Building on the initial achievements of the National Kindergarten Curriculum Guide, the enhanced Kindergarten Teacher's Guide aims to make learning fun, fair, and inclusive to all learners and teachers. With the learner competencies and domains appropriately distributed for the entire school year, this guide features play-based, context-specific, and developmentally appropriate activities that tap into the children's background and experiences. Teachers are provided with a structure, lesson exemplars and a collection of games, songs and activities, while providing further opportunities for creativity, innovation and contextualization.

Thus, we are optimistic that this guide will help kindergarten teachers nationwide to support the Filipino kindergarteners' holistic growth and development.

Edward "Ned" Olney
Country Director
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KINDERGARTEN TEACHER’S GUIDE (KTG) FRAMEWORK

Republic Act 10157, or “The Kindergarten Education Act” made Kindergarten the compulsory and mandatory entry stage to basic education. Section 2 of this Act provides that all five (5)-year old children shall be given equal opportunities for Kindergarten Education to effectively promote their physical, social, emotional, and intellectual development, including values formation, so they will be ready for school. The Department of Education (DepEd) believes that Kindergarten is the transition period from informal to formal literacy (Grades 1–12), considering that age five (5) is within the critical years in which positive experiences must be nurtured to ascertain school readiness. Teachers, parents, caregivers and adults should be guided to facilitate explorations of our young learners in an engaging, creative and child-centered curriculum that is developmentally appropriate and which immerses them in meaningful experiences.

The TG follows that of the Kindergarten Curriculum Framework which draws from the goals of the K to 12 Philippine Basic Education Curriculum Framework and adopts the general principles of the National Early Learning Framework (NELF).

The items in rectangles in Figure 1 show the theoretical bases for teaching-learning in the early years, which are founded on constructivism, integrative, thematic, collaborative, inquiry-based, and reflective teaching in play-based approaches with application of the Developmentally Appropriate Practices (DAP); these support the principles of child growth and development, and the learning program development and assessment.

The circles, on the other hand, signify the system of how Kindergarten Education is to be employed. The interlocked ellipses represent the learning domains that have to be nurtured and equally imparted to holistically develop children. It also forms a flower that portrays the gradual unfolding but steady development, as is expected of every child. The child is seen as being in the process of blossoming – like a flower bud whose development should not be forced lest it lose its

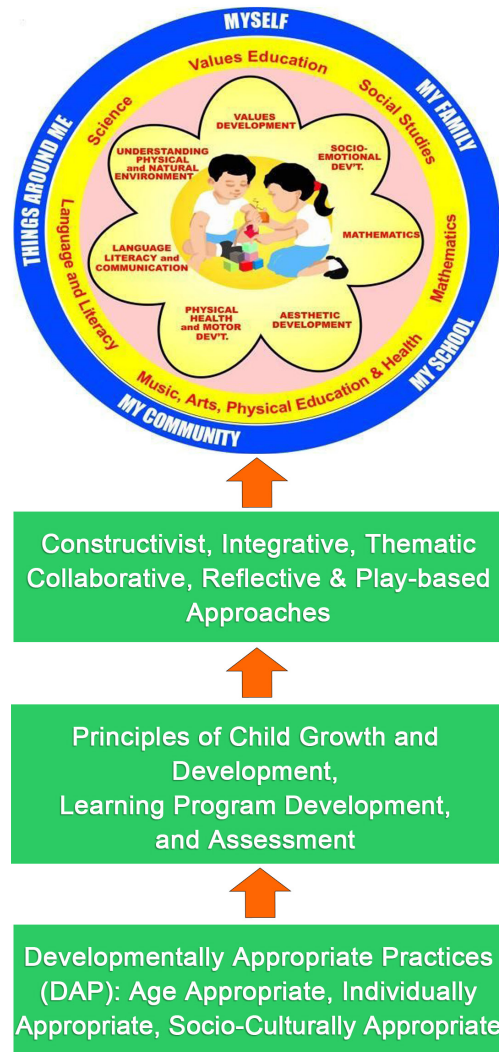


Figure 1. Kindergarten Curriculum Framework

chance to fully mature. The domains are enclosed by the Learning Areas children will meet in Grade One onward, for which they are being prepared. The outermost layer indicates the Curricular Themes upon which the Kindergarten Curriculum Guide (KCG) or the Teacher's Guide is designed. It has been crafted using the thematic or integrative approach to curriculum development in a spiralling learning process. This approach employs integrative and interactive teaching-learning strategies as well as child-centered learning experiences.

The mother tongue of the learner shall be the primary medium of instruction for teaching and learning in kindergarten. (Section 5, R.A. 10157)

WEEKLY CONTENT FOCUS AND DAILY MESSAGES

The content focus and messages are written in the first person point of view, in the voice of the child. The content focus is the main topic for the week while the messages are the emphasis points for the day. Messages that are content-rich may run across two or three days.

The content focus acts as the theme around which all concepts and lessons revolve. It starts from "I belong to a Kindergarten Class" and "I am me" in Quarter 1, "I belong to a family" in Quarter 2, "I belong to a community" in Quarter 3, and "I am part of a bigger community" in Quarter 4. These themes follow the ecological systems that start with the self, then goes out to a bigger social system (the family, community, and bigger community).

"I belong to a Kindergarten Class" is the springboard on the first week as the learners become familiar with the routine, rules, peers, and teachers in the Kindergarten classroom.

Smooth transitions are ensured from week to week and from one quarter to the next. Week 10 is dedicated as a wrap-up/summary/review week to solidify the concepts learned throughout the quarter. The foci for these weeks are "I am me" (Q1), "I have a family" (Q2), and "We are members of a community" (Q3).

In the last three weeks of the fourth quarter, the Kindergarteners are explicitly prepared for Grade 1 with the foci "We had fun in Kinder", "Thank you" and "Goodbye Kinder", and "I am ready for Grade 1". This is to smoothly transition the learners to Grade 1 by knowing the routine in Grade 1, visiting the Grade 1 classroom, and even playing with the current Grade 1 pupils.

Week	Content Focus	Monday	Tuesday	Wednesday	Thursday	Friday
First Quarter						
1	I belong to a Kindergarten Class.	Welcome to Kindergarten! I am now in Kindergarten.	There are children and adults in the classroom.	We have different jobs in the classroom.	Our classroom has different areas. Each area can be used in different ways.	Our classroom is part of the school. The name of my school is _____.
2	I do many things in school.	We follow a schedule in school.	We do different things in school. (We play, sing, dance, write, listen to stories, etc.)	We follow rules in the classroom.	There are different areas in school such as the playground, canteen, Principal's office. We do different activities in each area.	We follow rules in school.
3	I can learn with others.	I can do many things in school.	I can build, count, sort with my classmates with the use of blocks.	I can write, draw and create artworks with my classmates with pencils, crayons and paint.	I can dance, run and make different movements with my classmates.	I can learn in many ways with my classmates.
4	I am unique.	I have a name. I am a boy. I am a girl.	I am _____ years old. My birthday is on _____.	I am a Filipino. I live in _____.	I am as tall as _____. I am as heavy as _____.	I am growing, look at me now.
5	I have feelings.	I express my feelings in different ways.	I feel happy when _____.	I feel sad when _____.	I feel angry when _____.	I feel afraid when _____.
6	I have a body and I can do many things with my body.	I have a body. My body has different parts.	I have two hands and each hand has five fingers. My hands are connected to my arms and shoulders. I can clap, write, paint, draw with my hands.	I have two feet and each foot has five toes. My feet are connected to my legs. I can walk, run, hop, jump with my legs and feet.	My heart, lungs, and stomach are inside my body. My heart beats so it can pump blood into the body. My lungs help me to breathe. My stomach stores the food I eat.	The different parts of my body work together.

Week	Content Focus	Monday	Tuesday	Wednesday	Thursday	Friday
7	I can see and hear.	I have a face. My face has different parts. Each part has its use.	I have two eyes. I see with my eyes. I can see different colors and shapes with my eyes.	I can take care of my eyes.	I have two ears. I can hear with my ears. I can hear different sounds with my ears.	I can take care of my ears.
8	I can smell, taste and touch.	I have a nose. I can smell with my nose.	I can feel soft and hard objects with my hands.	I can feel smooth and rough objects with my hands.	I have a mouth, teeth, lips and tongue. These help me speak and eat.	I can taste with my tongue. I can identify different tastes.
9	I can take care of my body.	I keep my body clean by taking a bath. I use soap for my body and shampoo for my hair.	I wash my hands before and after eating. I brush my teeth after I eat.	I exercise every day to make my body strong. I play different sports to strengthen my muscles.	I take vitamins for added nutrients. (include good and bad drugs/ medicines)	I get enough sleep so that my body can rest.
10	I am me.	My name is _____ and I am proud to be in Kindergarten.	I can do many things in school with my classmates.	I can do many things because I am growing.	I can take care of my body in many ways.	I am happy because I am me!
Second Quarter						
11	I belong to a family.	I am a member of a family.	There are different kinds of families.	Some members of my family do not live with me.	I enjoy my family activities.	I love my family.
12	We care for one another in our family.	We care for one another by using polite words and actions.	We care for one another by obeying requests and commands.	We care for one another by forgiving and asking forgiveness.	We care for one another by sharing.	We care for one another by helping with the household chores.
13	My family members help one another by doing different roles.	Each member of the family has a role to play.	Some members of the family manage the home.	Some family members work to earn a living for the family.	Some members of my extended family help my family.	My family helps our extended family members.
14	My family provides my shelter.	My family lives in a house.	There are different kinds of houses.	A house has different areas.	A house has different areas.	My family practices safety measures at home.

Week	Content Focus	Monday	Tuesday	Wednesday	Thursday	Friday
15	My family provides my food.	My family eats food that comes from different sources.	There are nutritious kinds of food.	There are certain kinds of food that I should not eat much of.	There are many ways to prepare food.	There are many ways to prepare food.
16	My family provides my clothing needs.	My family provides my clothes that protect my body.	I wear clothes in different weather conditions and occasions.	There are people who make our clothes and other items of clothing.	Filipino families have traditional clothes.	I can take care of my clothes.
17	My family celebrates special occasions.	My family celebrates birthdays.	My family celebrates Mother's Day, Father's Day, Grandparents' Day.	My family celebrates Christmas and New Year/Chinese New Year.	My family remembers the dead on All Souls' Day.	Muslim families celebrate Eid'IFitr.
18	My family participates in the school activities.	We have family activities in school.	My parents help the school in different ways.	Parents can help my school as resource persons. (gardener)	Parents can help my school as resource persons. (carpenter)	Parents can help my school as resource persons. (cook)
19	My family participates in the community activities.	My family is part of a community/ barangay.	My family participates in keeping the barangay clean.	My family participates in keeping the barangay clean.	My family members vote for barangay leaders.	My family helps other families in the barangay.
20	I have a family.	My family is unique.	We care for one another in our family.	My family members help one another by doing different roles.	My family provides for my food, shelter, and clothing needs.	My family celebrates Family Day in school.
Third Quarter						
21	I belong to a community	A community is a place where groups of families live together.	My community is unique.	There are leaders in the community.	People do different activities in the community	There are different places in the community.
22	There are places of learning in the community.	My school is a place of learning in the community.	There are places of learning for different people.	There are libraries in the school and in the community.	There are other places of learning in the community.	There are people who work in places of learning.
23	There are places in the community where we can have fun.	There are different places in the community where we can have fun.	We can go to a plaza/ park to have fun.	We can visit other places to have fun. (land)	We can visit other places to have fun. (water)	We can do different things in places where we can have fun.

Week	Content Focus	Monday	Tuesday	Wednesday	Thursday	Friday
24	There are places in the community where we can get services that will keep us healthy.	There are places I can go to get well when I am sick.	There are places I can go to get special services to keep me healthy.	There are places where I can buy medicine.	There are people I can call in case of emergencies.	There are people who help me keep safe.
25	There are places in the community where I can get services that will keep us safe.	There are places in the community which keep us safe from trouble. (police station and barangay hall)	There are many things I can do to keep safe from danger.	There are places in the community and things we can do to keep us safe from fire.	There are many things I can do to keep me safe from earthquake and storm/flood and other unfortunate events and disasters.	I can help my family be prepared for any unfortunate event or disaster.
26	There are places of worship and prayer in the community.	There are different places of worship and prayer in the community.	There are people who work in the places of worship and prayer.	People have different ways of worshipping and praying.	We respect people with different ways of worshipping and praying.	We behave appropriately in the places of worship and prayer.
27	There are places in the community where we can buy and sell things.	There are places in the community where we can buy food.	There are places in the community where we can buy goods and other things.	There are places in the community where we can get services.	There are many ways to earn money.	I can use money wisely.
28	We can go to different places in many ways and means. (land)	There are many ways I can go to different places by land.	Land vehicles move in many ways.	There are people who work in different types of land vehicles.	There are ways to keep safe when travelling by foot.	There are ways to keep safe when travelling by land.
29	We can go to different places in many ways and means. (water and air)	There are many ways I can go to different places by water and air.	Water and air vehicles move in many ways.	There are people who work in different water and air vehicles.	There are many ways to keep safe when travelling by water.	There are many ways to keep safe when travelling by air.
30	We are members of a community.	We learn in the community.	We have fun in the community.	We receive services in the community.	We pray and worship in the community.	We buy and sell goods and services in the community.
Fourth Quarter						
31	I am part of a bigger community.	My community is part of a city/ province.	My city/ province is part of the Philippines.	Many people live in my country.	My country has natural features and resources	I need to take care of my country because it is my home.

Week	Content Focus	Monday	Tuesday	Wednesday	Thursday	Friday
32	We care for the environment.	We care for the environment.	We dispose our garbage properly.	We reduce our trash by reusing, recycling and restoring.	We need to save water and energy.	We need to replenish the resources that we use.
33	We have plants in the environment.	We have plants in the environment.	Plants have different parts.	The parts of the plants have functions.	Plants help us in many ways. Plants provide food.	Plants help us in many ways. Plants are used as medicine and provide material for making objects.
34	We care for plants in the environment.	Plants need water and sunlight.	Plants need soil or something to live on.	Plants need air.	We care for plants in the environment.	
35	We have animals in the environment.	We have animals in the environment.	Animals live in different places.	Animals have different body parts.	Animals move in different ways.	Animals help us in different ways.
36	We care for animals in the environment.	We take care of animals. We call these animals pets.	Pets live in humans' homes.	Animals need a home. Some live in the zoo and other places where humans care for them.	Animals need food to live.	Animals need love and care.
37	I have responsibilities.	I have responsibilities to the environment.	I have responsibilities for my own safety.	I have responsibilities to others.	I am responsible to prevent bullying.	I am a responsible Filipino.
38	We had fun in Kinder.	We had fun in Kindergarten.	I enjoyed doing things with my classmates and teacher.	We learned many things this year.		
39	Thank you and Goodbye Kinder.	Thank you and Goodbye Kindergarten.	Thank you community helpers for caring for, protecting me and teaching me new things.	Thank you classmates for the friendship.	Thank you teacher for your love.	Thank you family for providing my needs and sending me to Kindergarten.
40	I am ready for Grade 1.	I am ready for Grade 1!	I will know new things and meet new people in Grade 1.	I will know new things and meet new people in Grade 1.	My family can help me prepare for Grade 1.	I am ready!

DAILY CLASS PROGRAM DESIGN

Kindergarten follows a class program known as the Blocks of Time. Following the daily routine helps children feel safe while supporting and encouraging them to do some challenges and work cooperatively with others. The Kindergarten teacher observes and documents children's learning as they are involved in the learning activities. Many outcomes of the Kindergarten curriculum are reinforced once daily routines are practiced. This system of organizing the children's learning experiences can be appropriately contextualized in relation to the social and cultural realities in their community.

Block of Time	No. of Minutes	Description of the Learning Activities	Sample competencies linked to daily routine	Expected activities during this period
Arrival Time	10	Period of individual, peer or group exploration of the different play areas or activity centers in the classroom while waiting for the other children to arrive.	Fine motor skills such as scribbling, drawing, building with blocks, molding figures using playdough Language literacy and communication skills such as using greetings and polite expressions Socio-emotional skills such as autonomy, playing with others, and self-regulation.	The teacher greets each learner as they arrive in the classroom. The teacher may shake the learners' hand, say hello, give a hug, and welcome the learners. Learners who come early may be given time for free play while waiting.
Meeting Time 1	10	Introductory or preparatory activities for the day which include: <ul style="list-style-type: none"> Class circle for teacher-guided recitation (e.g. prayer, songs, etc.) Teacher-led physical exercises 	Language, Literacy and Communication Skills such as following instructions, expressing ideas, participating in conversations or discussions.	Daily routine: National Anthem Opening Prayer Exercise Attendance Check Weather Check Calendar Local / National Celebrations Cleanliness Check Balitaan/Sharing time with classmates Getting Ready for class This is also the time when concepts learned the previous week/day are reviewed and the message for the day is introduced.

Block of Time	No. of Minutes	Description of the Learning Activities	Sample competencies linked to daily routine	Expected activities during this period
				<p>MESSAGE</p> <p>In each session, there is a message that serves as the emphasis for the day. The teacher introduces the message by asking the learners questions that are simple, clear, and direct to the point. The teacher encourages active oral participation of the learners.</p>
Work Period 1	45	Children work in small groups, in pairs, or individually on either teacher-assigned or child-initiated activities	<p>Numeracy skills such as recognizing and writing numerals, comparing quantities, etc.</p> <p>Work and Study Skills such as ability to accomplish tasks within allotted time, ability to stay focused.</p>	<p>Depending on the daily plan, the teacher assigns the learners to at least 5 small groups. There is 1 Teacher-Supervised or TS activity per day and at least 4 Independent Activities or IA that will be the same for the whole week. Each learner must finish the TS and 1 IA every day. At the end of the week, all learners must be able to experience/ accomplish 5 TS and at least 4 IAs.</p> <p>WP1 activities are usually on literacy and are linked to the message for the day.</p> <p>The TS requires more supervision. Generally, activities with concepts that are introduced for the first time are done here. Activities that may be difficult or pose danger to learners are done with the teacher watching and guiding the learners.</p>

Block of Time	No. of Minutes	Description of the Learning Activities	Sample competencies linked to daily routine	Expected activities during this period
				<p>There is 1 TS per day that serves to emphasize, enrich, or validate the message for the day.</p> <p>The IAs can be done with very minimal or no teacher supervision. These activities enrich the learning experience and teach valuable self-help skills. They may be games, worksheets, or simple activities that the learners can do independently.</p>
Meeting Time 2	10	The children are once again gathered by the teacher as a whole group. Also, this is a time to prepare for the washing of hands before eating snacks.	Language, Literacy and Communication Skills such as following instructions, recalling information	The teacher asks questions about the activities in Work Period 1, or let the learners do a short activity (game, rhymes, song, riddles etc.). The learners may also be asked to share their work to the class.
Recess	15	Nourishing break for the learners. Proper etiquette for eating will be part of the teacher's instruction as this break is facilitated.	<p>Personal Autonomy or self-help skills (feeding self, use of utensils, etc.)</p> <p>Fine motor skills such as opening lids and containers</p>	
Quiet Time	10	During this time, children can rest or engage in relaxing activities	Following instructions	
Stories/ Rhymes/ Poems/ Songs	15	This is a teacher-guided interactive read-aloud activity for stories, rhymes, poems or songs	Language, Literacy and Communication Skills such as recalling story details, relating personal experience to story events, etc.	Stories/books used during Story Time must be age- and culturally-appropriate ones about the theme. Before reading, the teacher helps the learners define/unlock

Block of Time	No. of Minutes	Description of the Learning Activities	Sample competencies linked to daily routine	Expected activities during this period
				difficult words and poses a motivation question about the learner's own status, feelings, and ideas, and a motive question which is what the learners think will happen in the story. During reading/ storytelling, the teacher asks comprehension questions to check understanding. After reading, the teacher asks questions about the characters, sequence of events, lessons, and inferences of the learners from the story.
Work Period 2	40	Children work in small groups, in pairs, or individually on either teacher-assigned or child-initiated activities	Cognitive and Numeracy Skills e.g. identifying attribute of objects, matching, sorting, arranging objects in sequence according to specific attribute; reasoning and problem solving	Done like WP 1 WP2 activities are usually on numeracy and other math skills.
Indoor/ Outdoor Games	20	Activities include sports, simple athletics, movement activities and outdoor games	Gross and Fine Motor Skills such as balancing, running, throwing, catching Receptive and Expressive Language Skills such as following instructions, etc.	
Meeting Time 3	5	Children are given time to pack away. Teachers synthesize the children's learning experiences. Reminders and learning extensions are also given during this period.	Language, Literacy and Communication Skills such as expressing feelings, describing experiences, following instructions, etc. Self-help skills such as packing away own things, returning things to the proper place, etc.	The teacher poses wrap-up questions or a simple activity about the message for the day.

SUPPORTING A MORE INCLUSIVE CLASSROOM

The KTG was designed to recognize and address the needs of a diverse set of young learners. With the appreciation of various learning styles, utilization of strengths and maximization of resources, learners will be provided with more opportunities for success in the classroom. As such, the session guides are integrated with possible instructional accommodations for implementation. Employing instructional accommodations explore variations from the prescribed activity in order to develop an inclusive culture of learning in the classroom. The accommodations may be changes in the delivery of the lesson, medium of response from the learners, timing and scheduling, activities and materials used and physical environment. It is recommended that as much as possible, the use of mother tongue is observed, to ensure more meaningful learning experience for the learners.

In some activities, variations were recommended to tailor fit specific profiles of learners. For instance, a lesson may be modified by creating materials with tactile functions for a child whose dominant learning style is through touching real objects. On the other hand, those experiencing challenges in learning should be afforded with more time to absorb the lessons and/or complete their tasks. With these teaching modifications, ALL children, regardless of gender, cultural backgrounds and ability are expected to learn concepts effectively and make better sense of the world around them.

THE HIDDEN CURRICULUM IN THE KINDERGARTEN CLASSROOM

“Hidden curriculum refers to the unwritten, unofficial, and often unintended lessons, values, and perspectives that students learn in school. While the ‘formal’ curriculum consists of the courses, lessons, and learning activities students participate in, as well as the knowledge and skills educators intentionally teach to students, the hidden curriculum consists of the unspoken or implicit academic, social, and cultural messages that are communicated to students while they are in school.”

In the Kindergarten classroom, the hidden curriculum is given utmost importance. These include the values that are explicit in the “Standards and Competencies for Five-Year-Old Filipino Children” but implicitly conveyed through the teacher’s words and actions, and the overall classroom environment. For example, when the Kindergarteners do an art activity, they learn and exhibit competencies in Sining and KalusugangPisikal at Pagpapaunlad ng Kakayahang Motor, particularly Kasanayang “fine motor”. But equally, or often more important than these skills, are the traits and values we want them to learn, which are under the domains of Pagpapaunlad sa Kakayahang Sosyo-Emosyunal (SE) and KagandahangAsal (KA).

As teachers, the messages we convey to the learners are not “merely a matter of content, but also of process, and what we do not say may shout louder than what we do” (Atherton, 2013). Do we value teamwork and cooperation? Do we put importance on understanding feelings and emotions? Are we patient and compassionate? Do we exhibit self-control, anger management, and positive discipline? Do we place value on nationalism and caring for the environment? And are all these seen in the words we say, the actions we show, and the ambience of our classroom?

Therefore, while the values may not be written down as competencies in the activities in this teacher's guide, remember that we are to provide the learners experiences to learn these every day. The Standards and Competencies clearly states that "Children are expected to develop emotional skills, basic concepts pertaining to her/himself, how to relate well with other people in his/her immediate environment, demonstrate awareness of one's social identity, and appreciate cultural diversity among the school, community, and other people (Socio-Emotional Development)" and "Children are expected to show positive attitudes, self-concept, respect, concern for self and others, behave appropriately in various situations and places, manifest love of God, country, and fellowmen (Values Development)."

HELPING CHILDREN MAKE TRANSITIONS BETWEEN ACTIVITIES

Kindergarten learners go through several blocks of time throughout their school day, and it is important that their teachers are able to help them transition, or manage the change, from one activity to the next. Transitions can take a great deal of time, and often learners spend much time waiting until everyone is ready for the next activity. Some learners find transitions stressful and frustrating (e.g., they do not want to stop doing what they are doing, they do not like the next activity, they do not know how to clean up, etc.), and may exhibit behavior problems as a result. Making transitions is an essential skill that learners should acquire, as it has strong implications on their socio-emotional development.

Here are some strategies that teachers can use to help learners make successful transitions between activities:

1. From the first day of school, help the learners master the classroom routine. This entails orienting them about the different learning areas in the classroom, teaching them where to get and return the materials they use, having a predictable schedule, teaching them to line up, and involving them in making the classroom rules.
2. Allow the learners adequate time to finish activities so they will not become frustrated by activities ending too soon and resist the change.
3. When learners are engaged in one activity, it is often difficult for them to make the transition to another. Provide time for them to prepare themselves for this change. You may say or sing, "In 15 minutes we are going to have to clean up/pack away the materials we are using and do the next activity." "In 10 minutes..." "In 5 minutes..." until the transition time has come.
4. Aside from singing songs, non-verbal cues may also be used to alert learners about transition times (hand signals, ringing a bell/xylophone, etc.).
5. Minimize the number of transitions during which all children have to do the same thing at the same time (e.g., Do all children have to go to the toilet at the same time or can they go in small groups? Can some children come over to the meeting time area and get ready for large group while others are finishing an activity?)
6. Teach learners to help others during transition times.
7. While waiting for other learners to be ready for the next activity, sing songs, play word or guessing games, recite rhymes, or do finger plays with the learners.

8. Plan something for the learners who finish an activity quickly so they are not waiting without something to (e.g., if some children finish cleaning up and are getting to meeting time quickly, they might look at books while waiting for other children to finish cleaning up).
9. Provide positive attention or feedback to children during and following smooth transitions. For example, when learners clean up after an activity without much prompting, tell them this shows how well they take care of their things and how much you appreciate their initiative.
10. Give very specific positive feedback to specific learners after transitions. For example, "Popoy and Mark did a great job cleaning up the block area and moving to the meeting time area."
11. Help learners self-monitor during transitions (e.g., ask learners to think about how quietly or quickly they moved from one activity to another).

Teachers can make their own transition songs in the learners' mother tongue, or translate these examples:

"We're Cleaning Up Our Room"
(sing to the tune of "The Farmer in the Dell")

*We're cleaning up our room
We're cleaning up our room
We're putting all the toys away
We're cleaning up our room.*

"A Helper I Will Be"
(sing to the tune of "The Farmer in the Dell")

*A helper I will be
A helper I will be
I'll pick up the toys and put them away
A helper I will be*

"Time to Clean Up"
(sing to the tune of "Are You Sleeping?")

*Time to clean up
Time to clean up
Everybody help
Everybody help
Put the toys away
Put the toys away
Then sit down
Then sit down*

As kindergarten learners master the classroom routine and are taught what they should be doing during transition times, they would develop an increased sense of competence and self-confidence which enables them to be independent in doing tasks, display appropriate behavior, practice self-discipline, value a sense of order, and have a positive self-concept.

SUPPORTING DISCOVERY AND EXPLORATION

The innate inquisitive characteristics of young learners which leads them to constantly explore, ask question, wonder why or why not, observe, and use their senses depicts science in Kindergarten. The daily activities in the curriculum involve a growing awareness of self and other living things, and the environment through the learner's interaction with others.

Science in Kindergarten becomes natural when teachers:

- Plan a variety of activities that challenges the learner's thinking.
- Encourage learners to problem-solve by asking questions and doing experiments.
- Plan cooking activities related to the curriculum and the learner's interests.
- Give references to real objects that the learners can handle and use to explain different concepts.
- Encourage water and sand play to teach simple science and math competencies.
- Plan field trips to stimulate concept learning.
- Develop projects about nature and the environment.

DEVELOPING LITERACY AND LANGUAGE SKILLS

The development of language, literacy, and communication skills happens early on life. It is an important aspect which equips children for lifelong learning. But literacy should not be viewed as just reading and writing. Instead, it is an interplay of different domains, which includes Reading, Writing, Speaking, Listening, and Viewing. Therefore, all these should be given attention and developed in the Kindergarten classroom.

Language, Literacy, and Communication as part of the Kindergarten curriculum is composed of different sub-domains, which can be enhanced through daily classroom interactions, and not just through the activities prescribed in the guide. It is important that the teacher is aware of incidental teachable moments which can be great opportunities to teach literacy among children:

- Auditory Perception and Discrimination – Give the learners time to be quiet to listen to their environment. Encourage them to discriminate and describe different sounds that they hear inside and outside the classroom.
- Visual Perception and Discrimination – Encourage the learners to pay attention to visual details. Point out objects, pictures, and words that they see around them.
- Oral Language – Allow the learners to share their thoughts, ideas, and countless stories throughout the day. And when they do, be sure to listen to them attentively. Allow and encourage them to use their mother tongue. Let them ask questions and try to answer them truthfully.
- Phonological Awareness – Before learners are able to decode written words, they should first be able to identify and discriminate different sounds of words.

In Kindergarten, focus on the rhyming words, counting words, counting syllables, substituting sounds in words (beginning ending, and middle), and identifying sounds (beginning, ending, and middle). These may be formed into fun and exciting games.

- Book and Print Awareness – Let the learners see you reading. The best way to teach them about the proper use of print is when the children sees you reading. Read books to the learners every day. Point to words in the book and around the classroom. Fill your classroom with print through posters, charts, and graphs.
- Alphabet Knowledge – Start introducing letters to children through their names. Learners remember these written symbols if they are meaningful to them.
- Handwriting – At the beginning, learners may scribble and draw a lot. Let them. The best way from children to learn how to write is by allowing them to express themselves through drawing, and scribbling. Do not mind their unreadable handwriting at first, as they may still be developing their fine motor skills. Instead, give them lots of paper and writing materials.
- Vocabulary Development – Talk to the learners often. Do not be afraid to introduce to them words that seem to be difficult. Give the meaning of words by using concrete objects, pictures, or demonstrations. Display the words that they learn on a Word Wall. It will be fun to visually see the class' vocabulary grow.
- Listening Comprehension – Encourage the learners to listen attentively. Ask questions of different levels. Let them note details, sequence events, retell stories, explain causality, predict, and judge stories listened to. Ask more divergent questions which does not require just one answer from a question.

These different domains are of equal importance and should each be given attention daily in the classroom. Aside from different reading skills that need to be developed, teachers should also make sure that these should balance with authentic reading experiences. These may be good quality story books or expository and fact-based texts.

Many literacy experts stress that the singlemost important activity in ensuring reading success in children is reading aloud. Thus, reading to learners should be done every day.

Remember, the development of language, literacy, and communication does not develop in isolation. It can be developed through every day activities for the learners.

DEVELOPING CRITICAL THINKING AND PROBLEM SOLVING

Mathematics is one subject that pervades life at any age and in any circumstance. Thus, its value goes beyond the classroom and the school. Mathematics as a school subject, therefore, must be learned comprehensively and with much depth. (Deped K-12 Curriculum Guide Mathematics)

In the basic education levels, including the Kindergarten, the goals of mathematics are Critical Thinking and Problem Solving. According to the CG, these two goals are to be achieved with an organized and rigorous curriculum content, a well-defined set of high-level skills and processes, desirable values and attitudes, and appropriate tools, taking into account the different contexts of Filipino learners.

In the Kindergarten, the main goal is to set a strong mathematical foundation and a deep understanding of math concepts appropriate for the first years of studying. These are to be observed:

1. Math is a subject that is related and connected to everyday living. It is important that the learner knows how to apply the concepts he has learned in real life.
2. Math is a part of the learners' holistic development. Math helps even in a learners' physical and emotional development.
3. Age-appropriateness of concepts and lessons in math must be ensured.
4. Math may be difficult to learn or teach teaching-learning strategies and methods are not appropriate. The teacher must study different strategies in teaching math.
5. Math is not only about, or centered on, recognition of numerals and counting. There are many other math concepts that a child must learn.

Counting is a big part of math, but this is not the only important math lesson that a Kindergartner must learn.

In order to build the foundation of learning and understanding math, the learner must have learning experiences on the following aspects:

- Number Sense
- Estimation
- Measurement
- Statistics and Probability
- Language of Math
- Ordering/Sequencing
- Spatial Sense
- Pattern
- Representations
- Problem Solving

Play likewise plays an important role in learning math. The use of manipulative materials gives the concepts a concrete dimension. Provision of hands-on experiences in math helps the learners transfer their learning into abstract concepts. When they have sufficient practice and adequate images of the concepts in their minds, they will find it easy to respond to questions pertaining to counting, adding, subtracting, and other problem solving questions.

Though not always practiced, the use of the learners' creativity and imagination is also important in math. From this, the learner may be able to answer math problems using his/her mind even without concrete objects.

Quarter 1

WEEK 1

Content Focus: I belong to a Kindergarten Class.

Blocks of Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Arrival Time (10 min)	Arrival routine				
Meeting Time 1 (10 min)	Meeting time routine Introduction of message for the day by asking the guide questions below				
MESSAGE	Welcome to Kindergarten! I am now in Kindergarten.	There are children and adults in the classroom.	We have different jobs in the classroom.	Our classroom has different areas. Each area can be used in different ways.	Our classroom is part of the school. The name of my school is _____.
QUESTION/S	Who are in school for the first time? What can you do in school? Why do you go to school? Sing Hello/ Kumusta songs, welcome songs, nursery rhymes	Who are the people in our classroom? Song: Who are the people in our classroom?	What is a job? Why do we need to do our jobs inside the classroom? (i.e. why do we need to clean our classroom? Why do we need to throw our garbage into the trash can? Why do we need to wipe our desks, cabinets, bookshelves, and tables? What will happen if we do not do the job assigned to us? Song: The Children in Kinder	What are the different areas in the classroom? What do you see in each area? What can we do in each area?	What is the name of our school? Song: S-C-H-O-O-L
Transition to Work Period 1	<i>The teacher gives instructions on how to do the independent activities, answer any questions, and tells the learners to join their group and do the assigned tasks.</i>				
Work Period 1 (40 mins)					
Teacher-Supervised Activity	Name Tag	People Puppet	Job Chart	Labeling Areas /Things in the Classroom	School Banner and Diorama

Blocks of Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Learning Checkpoints	<ul style="list-style-type: none"> ✓ Show readiness to try new experiences ✓ Decorate their name tag 	<ul style="list-style-type: none"> ✓ Name/ identify the people in the classroom and their tasks/jobs ✓ Cut and paste properly ✓ Decorate the puppet 	<ul style="list-style-type: none"> ✓ Recall the things they do in the classroom ✓ Perform their assigned job. ✓ Trace or copy letters. ✓ Write their given name ✓ Express ideas through drawings and invented spelling 	<ul style="list-style-type: none"> ✓ Name and label the areas and things found in the classroom 	<ul style="list-style-type: none"> ✓ Tear, cut and paste paper ✓ Mold clay into recognizable figures ✓ Use recyclable materials to create things ✓ Name the places and common objects/ things in school
Independent Activities	<ol style="list-style-type: none"> 1. Color Cover All 2. Color Match 3. How I Feel on the First Day 4. Clay Molding 5. Picture Match 				
Learning Checkpoints	<ul style="list-style-type: none"> ✓ Identify and classify the shapes according to color. ✓ Recognize different emotions ✓ Mold clay into letters ✓ Match pictures in one-to-one correspondence 				
Transition to Meeting Time 2	<p>The teacher reminds the learners about the time left in Work Period Time 1 around 15 minutes before Meeting Time 2. After 10 minutes, the teacher tells the learners to start packing away the materials they used and be ready for Meeting Time 2. A transition song or a countdown may be used.</p>				
Meeting Time 2 (10 min)					
QUESTIONS/ ACTIVITY	<p>What did you do during the summer vacation?</p> <p>Where did you go?</p> <p>Sharing of children's experiences during vacation</p>	<p>Why do you need to know the people in the school?</p> <p>Show People Puppets and describe the person</p>	<p>What are the different jobs in our classroom?</p> <p>Show the job chart, discuss job details, and assign the jobs to the learners</p>	<p>Show the Classroom Map and discuss the activities that can be done in each area. Also discuss rules in each area.</p> <p>Why do you go to the different areas inside the classroom?</p>	<p>Why do you need to know the name of our school?</p>

Blocks of Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
				How will you make use of the different materials in each area in the classroom?	
Transition to Recess	<i>The teacher commends the learners for the work they did in Work Period Time 1 and tells them to prepare for recess time by washing their hands. Encourage sharing especially if not all children have food.</i>				
Recess (15 min)					
Transition to Quiet Time	<i>The teacher reminds the children to pack away the things they used in recess time, clean up their eating area, throw their trash in the trash bin, wash their hands, brush their teeth, change their wet clothes, and have their Quiet Time.</i>				
Quiet Time (10 min)					
Transition to Story Time	<i>While singing a transition song, the teacher “wakes” the learners up and tells them that it’s time to listen to a story. When the learners are ready, the teacher proceeds with the pre-reading activities and makes sure that the learners are listening attentively.</i>				
Story Time (20 min)	Theme: Any age and culturally appropriate story about Kindergarten	Theme: Any age and culturally appropriate story about people in school	Theme: Any age and culturally appropriate story about jobs in the school	Theme: Any age and culturally appropriate story about the classroom or different areas in the classroom	Theme: Any age and culturally appropriate story about a school
Pre-Reading	<p><i>Define difficult words.</i></p> <p><i>Motivation Question: What level in school are you now in?</i></p> <p><i>Motive Question: What do you think you can do in Kindergarten from the story?</i></p>	<p><i>Define difficult words.</i></p> <p><i>Motivation Question: Who are the people you see in school?</i></p> <p><i>Motive Question: Who are the people in school in the story?</i></p>	<p><i>Define difficult words.</i></p> <p><i>Motivation Question: What jobs can you do in school?</i></p> <p><i>Motive Question: What are the different jobs of the characters in the story?</i></p>	<p><i>Define difficult words.</i></p> <p><i>Motivation Question: What are the different areas in the classroom?</i></p> <p><i>Motive Question: What do you think are the different areas in the classroom from the story?</i></p>	<p><i>Define difficult words.</i></p> <p><i>Motivation Question: What can you do in school?</i></p> <p><i>Motive Question: What do you think the characters will do in the story?</i></p>

Blocks of Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
During Reading	Ask comprehension questions.				
Post-Reading	<p>What did the characters in the story do in school?</p> <p>What are the things you think you can do in school?</p>	<p>In the story, who are the people in school?</p> <p>(Show pictures of the characters)</p> <p>Arrange who the characters saw/met in the story from the first to the last.</p>	<p>What are the different jobs that the characters did in the story?</p> <p>What will happen if the characters did not do their job?</p>	<p>What are the different areas in the classroom from the story?</p> <p>What are the things that the characters saw in the story?</p> <p>Let us think of words that rhyme with the objects in the story. (Give examples of rhyming words. Practice together with the learners.)</p>	<p>Where did the story happen?</p> <p>What did the characters do in school?</p> <p>What are the things that they saw around the school?</p> <p>I will give objects that the characters saw in school. Try to give words that rhyme with them. (Give simple words. Guide the learners in giving rhyming words.)</p>
Transition to Work Period 2	After the post-reading activities, the teacher gives instructions regarding the teacher-supervised and independent activities, answers any questions, and tells the learners to join their group and do the assigned tasks.				
Work Period 2 (40 min)					
Teacher-Supervised Activity	Attendance Chart	Organizing Things	Classroom Inventory	Classroom Map	Number Stations
Learning Checkpoints	<ul style="list-style-type: none"> ✓ Count objects with one-to-one correspondence up to quantities of 10 ✓ Know the concept of more or less, or equal. ✓ Add using concrete objects 	<ul style="list-style-type: none"> ✓ Sort and classify objects according to their function/use 	<ul style="list-style-type: none"> ✓ Sort and classify objects according to function/use ✓ Count objects with one-to-one correspondence up to quantities of 10 	<ul style="list-style-type: none"> ✓ Name the places and the things found in a map of a classroom 	<ul style="list-style-type: none"> ✓ Tell that the quantity of a set of objects does not change even though the arrangement has changed

Blocks of Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Independent Activities	1. Shape Match 2. Shape Connect All 3. I Spy Shapes 4. Shape Hunting				
Learning Checkpoints	✓ Know two to three dimensional shapes: square, circle, triangle, rectangle ✓ Recognize simple shapes in the environment ✓ Sort and classify objects according to shape				
Transition to Indoor/Outdoor Games	<i>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.</i>				
Indoor/Outdoor Games (20 min)	Name Chain	Unstructured Free Play	Unstructured Free Play	Unstructured Free Play	Count and Turn (1, 2, 3)
Learning Checkpoints	✓ Introduce themselves properly and identify the name of their classmates				
Transition to Meeting Time 3	<i>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 in Meeting Time 3. A transition song or countdown may be used.</i>				
Meeting Time 3 (5 min)	Learners share their feelings about their first day in school.	Learners identify who are the people in the school through their pictures or tools they use in their job.	Learners articulate the importance of the different jobs they do inside the classroom.	Learners name the different areas inside the classroom, their importance, and what they do in each area.	Learners name their school and the different areas in the school.
Wrap-Up Questions / Activity	<i>The teacher acknowledges the learners' sharing and encourages them to come back so they can still learn more.</i>				
DISMISSAL ROUTINE					

WEEK 1

Content Focus: **I belong to a Kindergarten Class.**

WORK PERIOD 1 TEACHER-SUPERVISED ACTIVITIES

1. Name Tag

Competencies:

- Naipakikita ang kahandaan na sumubok ng bagong karanasan (SEKPSE-IIIc-6)
- 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)

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: Cut cardboard into 3x8 rectangles (the length may vary depending on the name of the learner). Paste the photo of the learner on the left side. Prepare a 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 post their decorated name tag on the pocket chart.

2. People Puppet

Competencies:

- Nakikilala ang mga tauhan ng paaralan at ang tungkulin nilang ginagampanan (KMKP Ara-00-2)
- Naisasagawa ang mga sumusunod na kasanayan: pagpilas/paggupit/pagdikit ng papel (KPKFM-00-1.3)
- 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)
- Nakagugupit at nakapagdidikit ng iba't ibang hugis na may iba't ibang tekstura (SKMP-00-4)

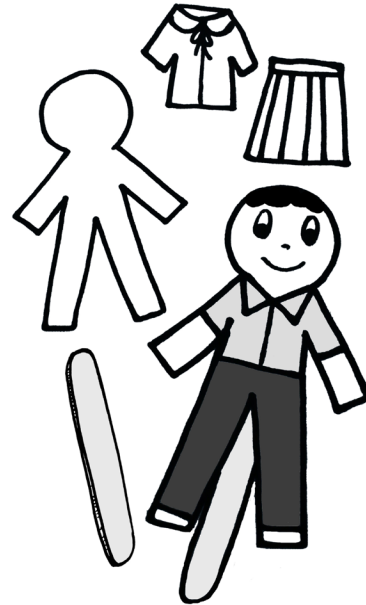
Materials: cardboard cut into a human figure, popsicle sticks, masking tape, scissors, colored paper/art paper, crayons

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.
5. Use the puppets for show and tell in Meeting Time 2.



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.

3. Job Chart

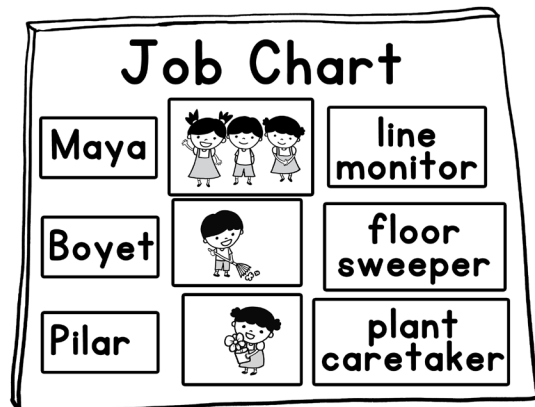
Competencies:

- Nakapagkukuwento ng mga ginagawa sa paaralan (KMKPara-00-3)
- Nakasusunod sa mga itinakdang tuntunin at gawain (routines) sa paaralan at silid-aralan (SEKPSE-IIa-4)
- Naisasagawa ang mga sumusunod na kasanayan: pagbakat, pagkopya ng larawan, hugis, at titik (KPKFM-00-1.4)
- 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)
- Write one's given name (LLKH-00-5)
- 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.)

4. Labeling Areas / Things in the Classroom

Competencies:

- Naisasagawa ang mga sumusunod na kasanayan: pagbakat, pagkopya ng larawan, hugis, at titik (KPKFM-00-1.4)
- Name common objects/things in the environment (in school, home, and community) (LLKV-00-1)
- Name the places and the things found in the classroom, school and community (LLKV-00-8)
- 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.

5. School Banner and Diorama

Competencies:

- 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)
- Nakagagawa ng modelo ng mga pangkaraniwang bagay sa paligid: dahon, bato, buto, patpat, tansan at iba pa (SKMP-00-3)
- Nakagugupit at nakapagdidikit ng iba't ibang hugis na may iba't ibang tekstura (SKMP-00-4)
- Nakapagmomolde ng luwad (clay) sa nais na anyo (SKMP-00-6)
- Nakapupunit, nakagugupit at nakapagdidikit sa paggawa ng collage (SKMP-00-7)
- Nakapagpapatung-patong, nakapagdudugtong-dugtong at nakapagdidikit-dikit (assemblage) ng mga patapong bagay: maliit na kahon ng gamot (SKMP-00-8)
- Name common objects/things in the environment (in school, home, and community) (LLKV-00-1)
- 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.)

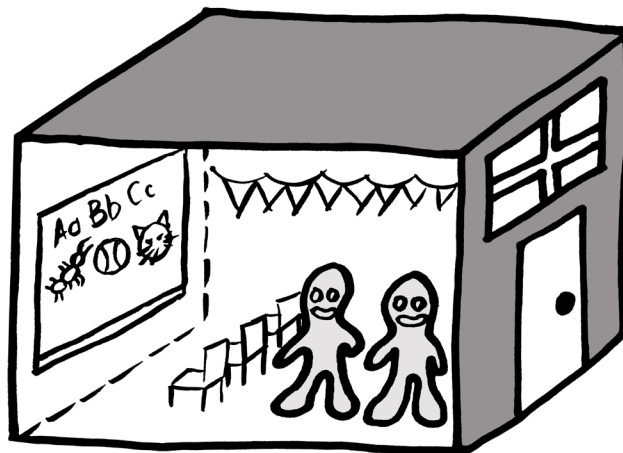
Materials for Diorama:

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.

WORK PERIOD 1 INDEPENDENT ACTIVITIES

1. Color Cover All

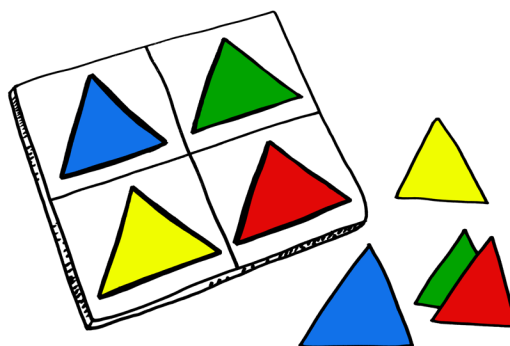
Competencies:

- Match objects, pictures based on properties/attributes in one-to-one correspondence (MKAT-00-1)
- Sort and classify objects according to one attribute/property (shape, color, size, function/use) (MKSC-00-6)

Materials: playing board with drawings of the same shape but of different colors, cards with colored shapes that match playing board

Procedure:

1. Give each learner a playing board with a shape (ex. triangle) of different colors drawn on them.
2. Teacher holds up each card (shape of different colors) in turn for the players to claim.
3. Continue until someone fills up his or her board.



2. Color Match

Competencies:

- Match objects, pictures based on properties/attributes in one-to-one correspondence (MKAT-00-1)
- Sort and classify objects according to one attribute/property (shape, color, size, function/use) (MKSC-00-6)

Materials: sets of color cards

Procedure:

1. Give each group 2 sets of color cards.
2. Tell the learners to match cards of the same color.
3. Do this until all cards are matched. The group with the most number of matched cards wins the game.

3. How I Feel on the First Day

Competencies:

- Naipakikita ang kahandaan na sumubok ng bagong karanasan (SEKPSE-IIIc-6)
- Nakikilala ang mga pangunahing emosyon (tuwa, takot, galit, at lungkot) (SEKPSE-00-11)

Materials: activity sheet, crayons


Procedure:

1. Give each learner an activity sheet.
2. Let them color how they felt before going to school.
3. Ask them to draw how they feel now.
4. Process feelings of sadness and fear.

Note: Allow learners to complete tasks in a different way, especially for learners who are not yet ready to write or draw. For this activity, instead of drawing their feelings, some children may act through making faces or utilizing dramatic play materials.


How I feel about starting a new school year

Color in how you feel



happy sad excited scared

This is how I look like today:



4. Clay Molding

Competencies:

- Naisasagawa ang mga sumusunod na kasanayan: pagmomolde ng luwad (clay), pagbuo ng puzzles (KPKFM-00-1.5)
- Nakapagmomolde ng luwad (clay) sa nais na anyo (SKMP-00-6)
- Identify the letters of one's given name (LLKAK-lc-1)

Materials: playdough, individual name cards

Procedure:

1. Give each learner playdough or a bar of clay.
2. Distribute cards with initial letters of the learners' name.
3. Have each learner form the initial letter of their name using clay.

5. Picture Match

Competencies:

- Match object, pictures based on properties /attributes in one-to-one correspondence (MKAT-00-1)
 - picture to picture
- Tell which objects/pictures are the same based on color, shape, size, direction, and other details (T-shirt with collar and without collar) (LLKVPD-lc-1)

Materials: 2 sets of pictures of common objects found in a Kinder classroom/school

Procedure:

1. Give each pair of learners 2 sets of pictures of common objects inside the classroom/school.
2. Divide the cards between the learners.
3. Players take turns picking/ drawing a card from his/her partner's deck.
4. If the pictures match, the cards are placed down.
5. If the pictures do not match, the player keeps the card he/she has drawn.
6. The player who first finds the picture that matches all his/her pictures wins the game.

Note: For matching activities, teachers may present learners with varied materials that include tactile materials or concrete objects. For instance, instead of just matching colors, learners may match objects with the same texture. Teachers may use cloth swatches, cotton, corrugated paper, etc. Learners may also match the objects with the same shapes such as pencils, coins, blocks, or varied manipulatives. Consider this when you encounter other similar activities.

WORK PERIOD 2 TEACHER-SUPERVISED ACTIVITIES

1. Attendance Chart

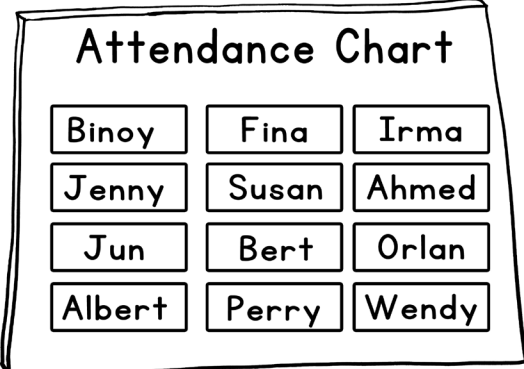
Competencies:

- Count objects with one-to-one correspondence up to quantities of 10 (MKC-00-7)
- Compare two groups of objects to decide which is more or less, or if they are equal (MKC-00-8)
- Combine elements of two sets using concrete objects to represent the concept of addition (MKAT-00-3)
- Add quantities up to 10 using concrete objects (MKAT-00-8)
- Recognize and visualize situations that require addition and subtraction (MKAT-00-14)

Materials: name tags, pocket chart, number cards 1-3

Procedure:

1. Put all the name tags in the pocket chart.
2. Count together the number of learners in the class.
3. Count all the girls, then boys.
4. Compare who have more members: the girls or the boys.
5. Count all those names that begin or end with the same letter.
6. Ask the learners addition questions with quantities up to 3. Example: Get 2 girls' names and 1 boy's name. How many names do we have in all?



Binoy	Fina	Irma
Jenny	Susan	Ahmed
Jun	Bert	Orlan
Albert	Perry	Wendy

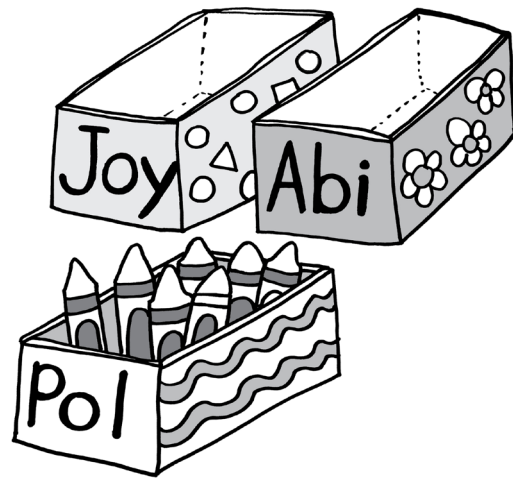
2. Organizing Things

Competencies:

- Nakapagliligpit lamang ng sariling gamit (KAKPS-00-9)
- Sort and classify objects according to one attribute/property (shape, color, size, function/use) (MKSC-00-6)

Materials: plastic container or shoe box for each learner, marker, big boxes or trays, paper, masking tape

Preparation: Give the learners a list of things they need to bring (school supplies like pencils, eraser, crayons, glue, etc. / personal supplies like toothbrush, comb, powder/cologne, etc.). Label boxes/containers with paper, pencils, crayons, art paper, Manila paper, etc.



Procedure:

1. Ask the learners to decorate and label their shoebox with their name.
2. Tell them to sort their personal supplies inside the box.
3. Let them organize their school supplies in their proper boxes/containers.

3. Classroom Inventory

Competencies:

- Group objects that are alike (MKSC-00-5)
- Sort and classify objects according to one attribute/property (shape, color, size, function/use) (MKSC-00-6)
- Count objects with one-to-one correspondence up to quantities of 10 (MKC-00-7)
- 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.

4. Classroom Map

Competencies:

- 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)
- Name the places and the things found in a map of a classroom (LLKSS-00-2)
- Express simple ideas through symbols (e.g., drawings, invented spelling) (LLKC-00-1)
- Name common objects/things in the environment (in school, home, and community) (LLKV-00-1)
- Name the places and the things found in the classroom, school and community (LLKV-00-8)

Materials: Manila paper, scratch papers, pencils, crayons

Preparation: Label the map using pencil to show the important areas in the classroom to guide the learners in the actual mapping activity.

Procedure:

1. Ask the learners to look around the classroom and identify the areas.
2. Give them a piece of paper and ask them to draw an area, with 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 what area? What comes next? What is behind it?
4. Paste them on the Manila paper.

5. Number Stations

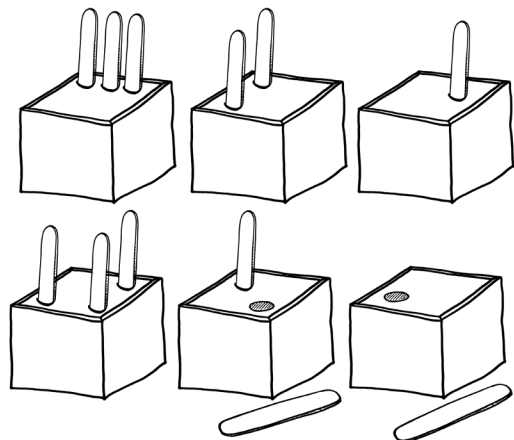
Competencies:

- Count objects with one-to-one correspondence up to quantities of 10 (MKC-00-7)
- Tell that the quantity of a set of objects does not change even though the arrangement has changed (i.e., the child should be able to tell that one set of counters placed in one-to-one correspondence and then rearranged still has the same quantity) (MKSC-00-23)

Materials: several boxes with holes (1) (2) (3) that are in various positions, popsicle sticks

Procedure:

1. Distribute the boxes and the popsicle sticks.
2. Learners work together in putting the correct quantity of sticks in the holes.
3. Make them observe that quantity does not change even if arrangement does.



4. Encourage the learners to create their own popsicle sticks patterns in a variety of ways, outside the prepared boxes.

(Variation: Learners can explore other materials such as pebbles, popsicle sticks, and blocks.)

WORK PERIOD 2 INDEPENDENT ACTIVITIES

1. Shape Match

Competencies:

- Match object, pictures based on properties /attributes in one-to-one correspondence (MKAT-00-1)
- Sort and classify objects according to one attribute/property (shape, color, size, function/use) (MKSC-00-6)
- Recognize simple shapes in the environment (MKSC-00-1)
- Identify two to three dimensional shapes: square, circle, triangle, rectangle (MKSC-00-2)

Materials: 20 pairs of shape cards, pad paper, pencil

Procedure:

1. Lay out all the shape cards on the table.
2. Learners take turns looking for two identical shape cards.
3. Learner names the shape on the card.
4. After all the cards have been collected, ask learners to sort their cards. Have them count how many of each shape they got.
5. Let them record this on their pad paper.

Note: For matching activities, teachers may present learners with varied materials that include tactile materials or concrete objects. For instance, instead of just matching colors, learners may match objects with the same texture. Teachers may use cloth swatches, cotton, corrugated paper, etc. Learners may also match the objects with the same shapes such as pencils, coins, blocks, or varied manipulatives. Consider this when you encounter other similar activities.

2. Shape Connect All

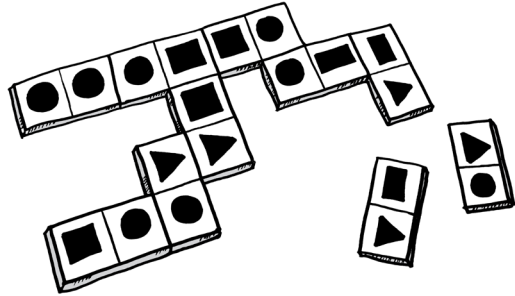
Competencies:

- Match object, pictures based on properties /attributes in one-to-one correspondence (MKAT-00-1)
- Sort and classify objects according to one attribute/property (shape, color, size, function/use) (MKSC-00-6)
- Recognize simple shapes in the environment (MKSC-00-1)
- Identify two to three dimensional shapes: square, circle, triangle, rectangle (MKSC-00-2)

Materials: set of 28 shape dominoes

Procedure:

1. All dominoes are placed face down.
2. Each learner draws 7 dominoes.
3. A player with a “double” begins play.
4. Each learner in turn says the shape names and then plays as in a regular domino game.
5. The winner is the learner who has played all dominoes, or the learner with the smallest number of dominoes when all learners must pass.



Note: Teachers can also make their own tactile geometry domino cards using glue and card board paper. First, cut the card board paper into rectangle strips, then draw the shapes. Trace the outline of the shape using glue or glue gun, then let it dry. The dried glue will create a raised outline of the shapes that other children, especially those with visual impairment can trace when playing.

3. I Spy Shapes

Competencies:

- Recognize simple shapes in the environment (MKSC-00-1)
- Identify two to three dimensional shapes: square, circle, triangle, rectangle (MKSC-00-2)
- Identify objects in the environment that has the same shape as a sphere, cube, cylinder (MKSC-00-3)

Materials: paper, pencil

Procedure:

1. Ask the learners to draw a big shape on one whole bond paper (circle, triangle, square or rectangle).
2. The learners will go around the room looking for objects with the same shape as what s/he drew.
3. S/He will draw these objects inside the big shape.

4. Shape Hunting

Competencies:

- Group objects that are alike (MKSC-00-5)
- Sort and classify objects according to one attribute/property (shape, color, size, function/use) (MKSC-00-6)
- Recognize simple shapes in the environment (MKSC-00-1)
- Identify two to three dimensional shapes: square, circle, triangle, rectangle (MKSC-00-2)
- Identify objects in the environment that has the same shape as a sphere, cube, cylinder (MKSC-00-3)

Materials: paper cut-out of square, circle, triangle, rectangle; plastic trays

Procedure:

1. Group the learners into 3 or 4.
2. Let them draw a paper cut-out of the shapes.
3. They will look for objects around the room with the same shape as what they have.
4. They will put these objects in the tray.

INDOOR/ OUTDOOR GAMES

1. Name Chain

Competencies:

- Nakikilala ang sarili (SEKPSE-00-1): pangalan at apelyido (SEKPSE-Ia-1.1)
- Natatawag ang mga kalero at ibang tao sa kanilang pangalan (KAKPS-00-13)
- 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.

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

Competencies:

- Nakasasali sa mga laro, o anumang pisikal na gawain at iba't ibang paraan ng pag-eehersisyo (KPKPF-00-1)
- Nagagamit ang mga kilos lokomotor at di-lokomotor sa paglalaro, pag-eehersisyo, pagsasayaw (KPKGM-Ig-3)
- Naipakikita ang panimbang sa pagsasagawa ng iba't ibang kilos ng katawan, gaya ng paglukso-luksong pahalinhinan ang mga paa (skipping), pagtulay nang di natutumba sa tuwid na guhit, pag-akyat at pagbaba sa hagdanan (KPKGM-00-4)
- 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)

SONGS/RHYMES

Hello (The Learning Tree)

Hello, hello
I'm glad to see you again
Hello, hello
Let's work and play my friend
Shalalalalalalala shalalalalala
Shalalalalalalala
I'm happy to be your friend.

The Children in Kinder

Tune: The Wheels on the Bus
The children in Kinder go to school,
Go to school, go to school
The children in Kinder go to school
Every single day.
The teacher in Kinder teach the kids
The cleaners in Kinder sweep the floor
The leaders in Kinder lead the class

Hello, How Do You Do

Hello hello hello
Hello how do you do
I'm glad to be with you, and you and you
and you
Tralalalalalalala tralalalalala
Tralalalalalalala tralalalalala

S-C-H-O-O-L

Tune: B-I-N-G-O
Every day we go to school
We sing and play and learn
S-C-H-O-O-L
S-C-H-O-O-L
S-C-H-O-O-L
We go to school to learn.

Who are the people in our classroom?

Who are the people in our classroom?
In our classroom? In our classroom?
Who are the people in our classroom?
The people that we meet each day.

1-10 Rhyme

1-2-3-4
Are my feet flat on the floor?
5-6-7-8
My chair is in, my back is straight.
9-10
Before crossing the street, Stop, Look
and Listen

WEEK 2
Content Focus: I do many things in school.

Blocks of Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Arrival Time (10 min)	Arrival routine				
Meeting Time 1 (10 min)	Meeting time routine Review of concepts learned the previous week/day Introduction of message for the day by asking the guide questions below				
MESSAGE	We follow a schedule in school.	We do different things in school. We play, sing, dance, write, listen to stories, etc.	We follow rules in the classroom.	There are different areas in school such as the playground, canteen, and Principal's office. We do different activities in each area.	We follow rules in school.
QUESTION/S	What do you do when you enter the classroom? What do you do first? Second? Third? Last?	What are the different activities we do in school? What are the activities we do during Meeting Time? Work Period? Story Time? Recess?	Why do we need rules in the classroom? What rules can help keep our classroom clean and orderly? What are our rules to follow in the classroom?	What are the other places in school? Who do you see in these places? What can you do in these places?	What rules do we follow in the other parts of the school?
Transition to Work Period 1	<i>The teacher gives instructions on how to do the independent activities, answer any questions, and tells the learners to join their group and do the assigned tasks.</i>				
Work Period 1 (40 mins)					
Teacher-Supervised Activity	Our Class Schedule	Poster: We do many things in school!	Classroom Rules	Campus Tour	School Map

Blocks of Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Learning Checkpoints	<ul style="list-style-type: none"> ✓ Identify sequence of events (what comes before, after, first, next, last) ✓ Tell which activities take a longer or shorter time 	<ul style="list-style-type: none"> ✓ Tell what they do in school ✓ Express their ideas through drawings and invented spelling 	<ul style="list-style-type: none"> ✓ Know the importance of rules 	<ul style="list-style-type: none"> ✓ Know the places and people in the school 	<ul style="list-style-type: none"> ✓ Recall the places found in the school
Independent Activities	<ol style="list-style-type: none"> 1. Charades: Class Routines 2. Spin the Wheel: Class Routine/Rules 3. School Red Collage 4. Writer's Workshop: I can do many things in school 				
Learning Checkpoints	<ul style="list-style-type: none"> ✓ Know the class routines and rules ✓ Tear and paste pieces of paper ✓ Draw the things they do in school 				
Transition to Meeting Time 2	The teacher reminds the learners about the time left in Work Period Time 1 around 15 minutes before Meeting Time 2. After 10 minutes, the teacher tells the learners to start packing away the materials they used and be ready for Meeting Time 2. A transition song or a countdown may be used.				
Meeting Time 2 (10 min)					
QUESTIONS/ ACTIVITY	<p>Check where the class is in the daily schedule.</p> <p>What block of time are we in now?</p> <p>What will come next?</p>	<p>Song: Magagawa Natin, This is the Way</p>	<p>Show the classroom rules the learners came up with. Discuss what will happen if the rules are not followed.</p> <p>Recite: Class Rules Chant</p>	<p>Finger Play: Open, Shut Them</p>	<p>Recall the places in school using the school map.</p>
Transition to Recess	The teacher commends the learners for the work they did in Work Period Time 1 and tells them to prepare for recess time by washing their hands. Encourage sharing especially if not all children have food.				
Recess (15 min)					
Transition to Quiet Time	The teacher reminds the children to pack away the things they used in recess time, clean up their eating area, throw their trash in the trash bin, wash their hands, brush their teeth, change their wet clothes, and have their Quiet Time.				
Quiet Time (10 min)					
Transition to Story Time	While singing a transition song, the teacher "wakes" the learners up and tells them that it's time to listen to a story. When the learners are ready, the teacher proceeds with the pre-reading activities and makes sure that the learners are listening attentively.				

Blocks of Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Story Time (20 min)	Theme: Any age and culturally appropriate story about class schedule, routines.	Theme: Any age and culturally appropriate story about activities children do in school.	Theme: Any age and culturally appropriate story about following rules.	Theme: Any age and culturally appropriate story about school and the different places in school.	Theme: Any age and culturally appropriate story about school rules.
Pre-Reading	<p>Define difficult words.</p> <p>Motivation question: What things did you do in school last week?</p> <p>Motive question: What do you think the characters will do in school?</p>	<p>Define difficult words.</p> <p>Motivation question: What different activities can you do in school?</p> <p>Motive question: What do you think are the different activities in school in the story?</p>	<p>Define difficult words.</p> <p>Motivation question: What are the different rules in the classroom?</p> <p>Motive question: What do you think are the different rules in the story?</p>	<p>Define difficult words.</p> <p>Motivation question: What are the different places in school?</p> <p>Motive question: What do you think are the different places in school in the story?</p>	<p>Define difficult words.</p> <p>Motivation question: What are the different rules in school?</p> <p>Motive question: What do you think are the different rules in school in the story?</p>
During Reading	Ask comprehension questions.				
Post-Reading	<p>What did the characters do in school?</p> <p>What do you think they felt while doing the activities in school? What made you say that?</p>	<p>What are the activities that they did in the story?</p> <p>What do you call these activities? (Recall the names of the routines)</p>	<p>What are the rules in the story?</p> <p>Demonstrate following the rules?</p> <p>What would happen if the characters did not follow the rules?</p>	<p>I will describe a place in the story, tell me the name of the place.</p>	<p>What are the different rules in school?</p> <p>Why are rules important?</p>
Transition to Work Period 2	After the post-reading activities, the teacher gives instructions regarding the teacher-supervised and independent activities, answers any questions, and tells the learners to join their group and do the assigned tasks.				
Work Period 2 (40 min)					
Teacher-Supervised Activity	What Comes Next?	Number Book: Different materials inside the classroom	Ilang Dangkal	How Long Is It?	How Long Is It?

Blocks of Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Learning Checkpoints	✓ <i>Recall the routines in class and say it in correct sequence</i>	✓ <i>Draw or paste pictures with correct quantities of 1-3</i>	✓ <i>Distinguish what is shorter or longer</i>	✓ <i>Compare lengths and distinguish what is shorter or longer</i>	✓ <i>Compare lengths and distinguish what is shorter or longer</i>
Independent Activities	1. Block Play: Different areas in the school 2. Construction Toys 3. Same and Different: materials inside the classroom 4. Junk Box Sorting: variety of objects found inside the classroom 5. Measure It: variety of objects found inside the classroom				
Learning Checkpoints	✓ <i>Use the blocks to build structures or models to represent different areas in school</i> ✓ <i>Use the construction toys to build structures or models</i> ✓ <i>Describe each object and identify similarities and differences between two objects</i> ✓ <i>Sort various objects based on one attribute</i> ✓ <i>Record the length of various objects using non-standard measuring tools</i>				
Transition to Indoor/ Outdoor Games	<i>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.</i>				
Indoor/ Outdoor Games (20 min)	Follow Me	Unstructured Free Play	Line Up Game	Unstructured Free Play	Teacher May I?
Learning Checkpoints	✓ <i>Move according to the rhythm of the song.</i>		✓ <i>Group themselves correctly according to given characteristics</i>		✓ <i>Follow directions and perform gross motor movements</i>
Transition to Meeting Time 3	<i>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 in Meeting Time 3. A transition song or countdown may be used.</i>				
Meeting Time 3 (5 min)	Learners recall the routines of the class sequentially.	Learners share the activity they enjoyed most in a specific routine.	Learners act out rules to follow in the classroom.	Learners recall the different places in school.	Learners recall the school rules.
Wrap-Up Questions / Activity	The teacher acknowledges the learners' sharing and encourages them to come back so they can still learn more.				
DISMISSAL ROUTINE					

WEEK 2

Content Focus: **I do many things in school.**

WORK PERIOD 1 TEACHER-SUPERVISED ACTIVITIES

1. Our Class Schedule

Competencies:

- Nakapagkukuwento ng mga ginagawa sa paaralan (KMKPArA-00-3)
- Nakasusunod sa mga itinakdang tuntunin at gawain (routines) sa paaralan at silid-aralan (SEKPSE-IIa-4)
- Identify sequence of events (before, after, first, next, last) (MKSC-00-9)
- Tell which activities take a longer or shorter time (recognize and names the things that can be done in a minute, e.g., washing hands, etc., and recognize and name the things that can be done in an hour) (MKME-00-4)

Materials: daily schedule

Procedure:

1. Present the class Daily Schedule.
2. Encourage the learners to participate in the discussion about the blocks of time, routines and activities in class.
3. Let them recognize and name the activities that can be done in a shorter time, e.g., washing hands, etc., and activities that are done in a longer time e.g. art activities, structured games, etc.

2. Poster: We do many things in school

Competencies:

- Nakapagkukuwento ng mga ginagawa sa paaralan (KMKPArA-00-3)
- Nakalilikha ng iba't ibang bagay sa pamamagitan ng malayang pagguhit (SKMP-00-1)
- 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)
- Express simple ideas through symbols (e.g., drawings, invented spelling) (LLKC-00-1)

Materials: Manila paper with a pre-drawn outline of a school, bond paper cut into 4, pencils and crayons

Procedure:

1. Distribute the bond paper to the learners. Have them draw one activity they do in school on each piece.
2. Let them paste their drawings on the Manila paper.
3. Let them label their work or take down dictation as needed.

3. Classroom Rules

Competencies:

- Nakasusunod sa mga itinakdang tuntunin at gawain (routines) sa paaralan at silid-aralan (SEKPSE-IIa-4)
- Nakikilala ang kahalagahan ng mga tuntunin (KPKPKK-Ih-3)

Materials: cardboard, paper strips, markers or drawing tools

Procedure:

1. Ask the learners to think of rules in class to make it a better place for learning. Have them think of rules that can keep them safe; rules during work time, meeting time etc.; and rules in dealing with people.
2. Let them write or draw each rule on a strip of paper.
3. Post these rules around the classroom where appropriate. For example, post rules related to books in the Reading Corner

4. Campus Tour

Competencies:

- Nakapagkukuwento ng mga ginagawa sa paaralan (KMKP Ara-00-3)
- Natutukoy na ang paaralan ay isang mahalagang bahagi ng komunidad (KMKP Kom-00-7)
- Natutukoy ang iba't ibang lugar sa komunidad (paaralan) (KMKP Kom-00-3)
- Name common objects/things in the environment (in school, home, and community) (LLKV-00-1)
- Describe common objects/things in the environment based on color, shape, size, and function/use (LLKV-00-2)
- Name the places and the things found in the classroom, school and community (LLKV-00-8)

Materials: Manila paper, markers, drawing tools

Procedure:

1. Discuss rules before going around the campus.
2. Visit important places in the school e.g. Principal's Office, library, canteen, clinic, playground.
3. Request the principal/ librarian/ security guard/ school nurse/ guidance counselor to discuss the function of specific places in the school and their roles vis-à-vis those places. Discuss as well any rules for learners when visiting those places, ex. lowering down one's voice inside the library.

5. School Map

Competencies:

- Natutukoy ang iba't ibang lugar sa komunidad (paaralan) (KMKP Kom-00-3)
- Name common objects/things in the environment (in school, home, and community) (LLKV-00-1)

- Name the places and the things found in the classroom, school and community (LLKV-00-8)
- Express simple ideas through symbols (e.g., drawings, invented spelling) (LLKC-00-1)

Materials: Manila paper, ¼ bond paper, pencil, glue

Procedure:

1. Assign the learners to draw each place they visited during the campus tour.
2. Put the places together in a school map on Manila paper. Label the places.

WORK PERIOD 1 INDEPENDENT ACTIVITIES

1. Charades: Class Routines

Competencies:

- Nakapagkukuwento ng mga ginagawa sa paaralan (KMKPArA-00-3)
- Nakasusunod sa mga itinakdang tuntunin at gawain (routines) sa paaralan at silid-aralan (SEKPSE-IIa-4)

Materials: picture cards representing the blocks of time

Procedure:

1. Ask one learner to choose a picture card from a bowl.
2. The learner will act out the block of time or do actions representing each routine.
3. Other learners try to guess what routine is being represented.

2. Spin the Wheel: Class Routines/Rules

Competencies:

- Nakapagkukuwento ng mga ginagawa sa paaralan (KMKPArA-00-3)
- Nakasusunod sa mga itinakdang tuntunin at gawain (routines) sa paaralan at silid-aralan (SEKPSE-IIa-4)

Materials: wheel chart of class routines/rules

Procedure:

1. Ask one learner to spin the arrow or the wheel chart of class routines or class rules.
2. Ask him/her to say something about the routine/rule where the arrow pointed.
3. Each learner in the group takes turn in spinning the wheel and discussing about the routine/rule.

3. School Red Collage

Competencies:

- Naisasagawa ang mga sumusunod na kasanayan: pagpilas/paggupit/pagdikit ng papel (KPKFM-00-1.3)
- Nakapupunit, nakagugupit at nakapagdidikit sa paggawa ng collage (SKMP-00-7)

Materials: big outline of the word school (or the name of the school), red art/ construction paper, magazines, scissors, glue

Procedure:

1. Let the learners cut small pieces of red art or construction paper (They may also cut out red parts from magazines).
2. They will paste the cut-outs on the word SCHOOL or the name of the school.

4. Writer's Workshop: I can do many things in school

Competencies:

- Nakapagkukuwento ng mga ginagawa sa paaralan (KMKP Ara-00-3)
- Express simple ideas through symbols (e.g., drawings, invented spelling) (LLKC-00-1)

Materials: paper, markers or coloring materials

Procedure:

1. Give one sheet of paper to each learner.
2. Have each learner express his ideas through freehand drawing and writing about the things s/he can do in school.
3. Collate the pages into a book that can be shared during Meeting Time or Story Time.

WORK PERIOD 2 TEACHER-SUPERVISED ACTIVITIES

1. What Comes Next?

Competencies:

- Nakasusunod sa mga itinakdang tuntunin at gawain (routines) sa paaralan at silid-aralan (SEKPSE-IIa-4)
- Identify sequence of events (before, after, first, next, last) (MKSC-00-9)

Materials: picture cards of the blocks of time

Procedure:

1. The learners will sequence the blocks of time correctly.
2. They will articulate the sequence of blocks of time.

2. Number Book: Different materials inside the classroom (quantities of 1-3)

Competencies:

- Count objects with one-to-one correspondence up to quantities of 10 (MKC-00-7)
- Recognize and identify numerals 0 to 10 (MKC-00-2)
- Read and write numerals 0 to 10 (MKC-00-3)

Materials: ¼ pieces of bond paper, magazines, scissors, glue, markers

Procedure:

1. Prepare a big number book: bind together pieces of bond paper to form a book.
2. Allow learners to draw pictures or glue pictures from magazines of things found inside the classroom.
3. Write a number caption underneath (e.g. 1 table, 1 blackboard, 2 books, 1 pair of scissors, 1 pencil, etc.)

3. Ilang Dangkal?

Competencies:

- Compare objects based on their size, length, weight/mass (MKME-00-2)
- Use nonstandard measuring tools e.g. length – feet, hand, piece of string, capacity – mug/glass , mass – stone, table blocks (MKME-00-1)

Materials: objects that have a length of 1 or more “dangkal” or hand spans

Procedure:

1. Learners are given a set of objects. They compare the lengths of the objects and determine which is longer/ shorter; longest/ shortest.
2. Learners are asked to estimate how long each object is - How many “dangkal” or hand spans long each object is?
3. Then learners use their hand span or “dangkal” to measure the length of each.
4. Discuss why some children counted more “dangkal” than the others.
5. Point out that the hand span of each child may be different from one another, thus making the number of “dangkal” more or less than that of the others.

4. How Long Is It?

Competencies:

- Compare objects based on their size, length, weight/mass (MKME-00-2)
- Use nonstandard measuring tools e.g. length – feet, hand, piece of string, capacity – mug/glass , mass – stone, table blocks (MKME-00-1)

Materials: non-standard measuring tools e.g. string or yarn, common objects in the classroom or in school, Manila paper, scissors, tape

Procedure:

1. Learners use the string or yarn to measure the common objects found in the classroom or in school.
2. Let the learners cut the string or yarn according to the length of the object.
3. Tape the strings or yarn on a sheet of Manila paper. Label them with the name of the object measured.
4. Let the learners observe the differences in length of the various objects.

Note: Some learners will need to work within a small group or one-on-one with the teacher to help them focus. This will also help teachers closely monitor and assist a specific learner complete this activity.

WORK PERIOD 2 INDEPENDENT ACTIVITIES

1. Block Play: Different Areas in the School

Competencies:

- Nakikipaglaro sa dalawa o tatlong bata gamit ang isang laruan (SEKPN-Ig-2)
- Naisasagawa ang mga sumusunod na kasanayan: paglikha ng mga modelo pangkaraniwang bagay sa paligid (KPKFM-00-1.6)

Materials: table or floor blocks

Procedure:

1. Learners use table or floor blocks to build structures representing the different areas in the school (e.g. school, classroom, learning centers, playground)
2. While building structures, learners are encouraged to talk about what they are creating.

2. Construction Toys

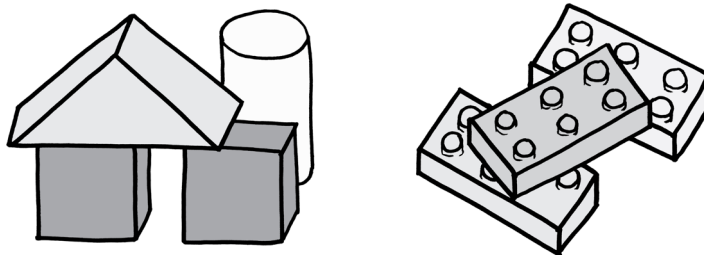
Competencies:

- Nakikipaglaro sa dalawa o tatlong bata gamit ang isang laruan (SEKPN-Ig-2)
- Naisasagawa ang mga sumusunod na kasanayan: paglikha ng mga modelo pangkaraniwang bagay sa paligid (KPKFM-00-1.6)

Materials: construction toys (e.g. interlocking blocks)

Procedure:

Provide learners with a set of construction toys. Fitting things together and taking them apart provides children with both spatial challenges and a sense of accomplishment. Through trial and error, persistence and repetition, children gain first-hand experience with putting things together, taking them apart, and twisting and turning them.



3. Same and Different

Competencies:

- Describe objects based on attributes/properties (shapes, size, its use and functions) (MKSC-00-4)
- Group objects that are alike (MKSC-00-5)

Materials: assorted objects or materials that can be found inside the classroom

Procedure:

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

3. Junk Box Sorting

Competencies:

- Sort and classify objects according to one attribute/property (shape, color, size, function/use) (MKSC-00-6)

Materials: box of a variety of objects (make sure these are objects that are exactly the same and those that have similar characteristics – color, shape, function)

Procedure:

1. Give the learners the idea of sorting in play. Try sorting out all the red blocks to make a tower, sorting coins into piles of different denominations, putting all the shapes in one field, all the different in another.
2. Keep a box full of small objects like buttons, paperclips, beads, dried beans, coins, nuts and bolts.
3. Let the learners sort the various objects by providing trays, boxes or containers where they can sort them into.

4. Measure It

Competencies:

- Compare objects based on their size, length, weight/mass (MKME-00-2)
 - big/little
 - longer/shorter
 - heavier/lighter
- Use nonstandard measuring tools e.g. length – feet, hand, piece of string, capacity – mug/glass, mass – stone, table blocks (MKME-00-1)

Materials: variety of objects found inside the classroom, non-standard measuring tools e.g. inch cubes, sticks, stone, table blocks

Procedure:

1. Learners use the different non-standard measuring tools to measure the common objects found in the classroom or in school.
2. Let the learners compare the length by counting the cubes, popsicle sticks, stones, paper clips or blocks used that represented the length of a particular object.
3. Let the learners record the length of the the various objects. (e.g. book – The book is 10 cubes long; The book is 15 clips longs; The book is 3 sticks long)

Note: Some learners will need to work within a small group or one-on-one with the teacher to help them focus. This will also help teachers closely monitor and assist a specific learner complete this activity.

INDOOR/OUTDOOR GAMES

1. Follow Me

Competencies:

- Nakasasali sa mga laro, o anumang pisikal na gawain at iba't ibang paraan ng pag-eehersisyo (KPKPF-00-1)
- Nakagagalaw (martsa, palakpak, tapik, padyak, lakad, lundag at iba pa) nang angkop sa ritmo at indayog bilang tugon sa himig na napapakinggan/awit na kinakanta (KPKPF-1a-2)
- Naisasagawa ang paggalaw/pagkilos ng iba'tibang bahagi ng katawan sa saliw ng awitin nang may kasiyahan (KPKGM-1a-1)
- Naisasagawa ang mga sumusunod na kilos lokomotor sa pagtugon sa ritmong mabagal at mabilis (paglakad, pagtakbo, pagkandirit, paglundag/pagtalon, paglukso) (KPKGM-1e-2)
- Nagagamit ang mga kilos lokomotor at di-lokomotor sa paglalaro, pag-eehersisyo, pagsasayaw (KPKGM-1g-3)
- Naipakikita ang kawilihan nang may sariling interpretasyon sa himig/tugtuging napapakinggan (SKMP-00-10)

Procedure:

1. Start the game by singing the song "Sundan Mo Ako." (Tune of *Sit down, Sit down, You're Rocking the Boat*)

Sundan Mo Ako

Sundan, sundan, sundan mo ako (3x)

At ako'y gayahin mo. (Show an action to be imitated by the learners. Examples: jump, clap, etc.)

Sundan, sundan, sundan mo ako (3x)

At ikaw naman dito. (Point to the next leader)

2. Make a particular movement to be imitated by the learners.
3. Continue singing then point to the next leader.
4. Repeat all over again.

2. Line Up Game

Competencies:

- Group objects that are alike (MKSC-00-5)
- Sort and classify objects according to one attribute/property (shape, color, size, function/use) (MKSC-00-6)
- Listen discriminately and respond appropriately, i.e., speak loudly/softly when asked, asked to adjust volume of television/radio (LLKAPD-1d-6)

Procedure:

1. Ask the learners to form a circle.
2. They will form two lines according to the categories given.

Examples:

- BOYS and GIRLS (*one line for boys and another line for girls*)
- WEARING DRESS or SKIRT and WEARING SHORTS or LONG PANTS
- 5 YEAR OLDS and not 5 YEAR OLDS
- HAS OLDER SIBLING/S and HAS NO OLDER SIBLING/S

- WALKS TO SCHOOL and RIDES A VEHICLE GOING TO SCHOOL

Note: include other descriptions that can be used for your own class

3. Teacher, May I?

Competencies:

- Nakasasali sa mga laro, o anumang pisikal na gawain at iba't ibang paraan ng pag-eehersisyo (KPKPF-00-1)
- Naisasagawa ang mga sumusunod na kilos lokomotor sa pagtugon sa ritmong mabagal at mabilis (paglakad, pagtakbo, pagkandirit, paglundag/pagtalon, paglukso) (KPKGM-Ie-2)
- Nagagamit ang mga kilos lokomotor at di-lokomotor sa paglalaro, pag-eehersisyo, pagsasayaw (KPKGM-Ig-3)
- 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/ RHYMES

Magagawa Natin

Magagawa natin ang lahat ng bagay
Ang lahat ng bagay sa mundo
Isang bagay ang di magagawa
Di magagawang nag-iisa
Malulutas natin ang mga problema
Kung tayo'y nagkakaisa
Ang sulirani'y dagling mapaparam
At may bagong bukas

Class Rules Chant

1-2
Eyes on you
3-4
Feet on the floor
5-6
No one speaks
7-8
Sit up straight
9-10
That's the end

Open, Shut Them

Open, shut them, open, shut them,
Give a little clap.
Open, shut them, open, shut them, Lay them in your clap.

Creep them, creep them,
creep them, creep them
Right up to your chin.
Open wide your little mouth,
But do not put them in.

Roll them, roll them, roll them, roll them
Roll them just like this.
Shake them, shake them, shake them, shake them,
Blow a little kiss!

WEEK 3
Content Focus: I can learn with others.

Blocks of Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Arrival Time (10 min)	Arrival routine				
Meeting Time 1 (10 min)	Meeting time routine Review of concepts learned the previous week/day Introduction of message for the day by asking the guide questions below				
MESSAGE	I can do many things in school.	I can build, count, sort with my classmates with the use of blocks.	I can write, draw and create artworks with my classmates with pencils, crayons and paint.	I can dance, run and make different movements with my classmates.	I can learn in many ways with my classmates.
QUESTION/S	What activities can you do? Which of the activities do you like to do?	What can we do with blocks?	What can you do with your pencil? Crayons? Paint?	What movements can you do with your body?	What can you do with your classmates?
Transition to Work Period 1	<i>The teacher gives instructions on how to do the independent activities, answer any questions, and tells the learners to join their group and do the assigned tasks.</i>				
Work Period 1 (40 mins)					
Teacher-Supervised Activity	Poster: I Can	Building, Counting, Sorting Blocks	Art Attack	Movement Story	Think, Pair, Share
Learning Checkpoints	✓ <i>Identify the activities they can do by themselves</i>	✓ <i>Build, count, and sort using blocks</i>	✓ <i>Express simple ideas through drawings</i>	✓ <i>Do movements using their body</i>	✓ <i>Work with a classmate</i>
Independent Activities	1. Sorting Red/Yellow Objects 2. Memory Game (Things I can do in school) 3. Finger Painting 4. Mini book: I can do many things in school.				
Learning Checkpoints	✓ <i>Sort and classify according to color</i> ✓ <i>Cut and paste properly</i> ✓ <i>Match the same pictures.</i> ✓ <i>Draw/paint freely</i>				

Blocks of Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Transition to Meeting Time 2	<i>The teacher reminds the learners about the time left in Work Period Time 1 around 15 minutes before Meeting Time 2. After 10 minutes, the teacher tells the learners to start packing away the materials they used and be ready for Meeting Time 2. A transition song or a countdown may be used.</i>				
Meeting Time 2 (10 min)					
QUESTIONS/ACTIVITY	Let learners enumerate the things they can do by themselves	Pass around a piece of block and let the learners imagine/pretend that the block is another object (example: phone, iron etc.)	Show the art works	Song: Follow Me	Song: The More We Get Together
Transition to Recess	<i>The teacher commends the learners for the work they did in Work Period Time 1 and tells them to prepare for recess time by washing their hands. Encourage sharing especially if not all children have food.</i>				
Recess (15 min)					
Transition to Quiet Time	<i>The teacher reminds the children to pack away the things they used in recess time, clean up their eating area, throw their trash in the trash bin, wash their hands, brush their teeth, change their wet clothes, and have their Quiet Time.</i>				
Quiet Time (10 min)					
Transition to Story Time	<i>While singing a transition song, the teacher “wakes” the learners up and tells them that it’s time to listen to a story. When the learners are ready, the teacher proceeds with the pre-reading activities and makes sure that the learners are listening attentively.</i>				
Story Time (20 min)	Theme: Any age and culturally appropriate story about the things we can do in school.	Theme: Any age and culturally appropriate story about the things we can do with blocks.	Theme: Any age and culturally appropriate story about the things we can do with art materials.	Theme: Any age and culturally appropriate story about the things we can do with our body.	Theme: Any age and culturally appropriate story about the things we can do in school with our classmates.

Blocks of Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Pre-Reading	<p>Define difficult words.</p> <p>Motivation question: <i>What are the things you can do in school?</i></p> <p>Motive question: <i>What do you think are the things one does in school in the story?</i></p>	<p>Define difficult words.</p> <p>Motivation question: <i>What can you do with blocks?</i></p> <p>Motive question: <i>What do you think are the structures made with blocks in the story?</i></p>	<p>Define difficult words.</p> <p>Motivation question: <i>What can you create using art materials?</i></p> <p>Motive question: <i>What do you think are the things used in the story to create art?</i></p>	<p>Define difficult words.</p> <p>Motivation question: <i>What can you do using your body?</i></p> <p>Motive question: <i>What do you think are the movements done in the story?</i></p>	<p>Define difficult words.</p> <p>Motivation question: <i>What are the new things you learned?</i></p> <p>Motive question: <i>What do you think will the characters learn in the story?</i></p>
During Reading	Ask comprehension questions.				
Post-Reading	<p>What are the things that you can do in school? Draw your plans.</p>	<p>What did the characters make with the blocks?</p> <p>What can you do with the blocks? Demonstrate.</p>	<p>What can you do with the different art materials?</p> <p>If art materials are not available, what other things can you use?</p>	<p>What did the characters do with their bodies?</p> <p>What words rhyme with the different parts of the body?</p>	<p>Who is the main character of the story?</p> <p>What did he/she learn?</p>
Transition to Work Period 2	After the post-reading activities, the teacher gives instructions regarding the teacher-supervised and independent activities, answers any questions, and tells the learners to join their group and do the assigned tasks.				
Work Period 2 (40 min)					
Teacher-Supervised Activity	Graphing Activities	1, 2, 3 Blocks	Give Me	Ilang Hakbang?	Play and Work Together
Learning Checkpoints	✓ Create and discuss simple pictographs	✓ Arrange objects one after another in a series/ sequence according to a given attribute	✓ Listen discriminately and respond appropriately	✓ Use their feet to measure distance	✓ Listen discriminately and respond appropriately

Blocks of Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Independent Activities	1. Block Play 2. Construction Toys 3. Number Coverall (0-3) 4. Playdough Numerals (1, 2, 3)				
Learning Checkpoints	✓ Use the blocks to build structures or models ✓ Use the construction toys to build structures or models ✓ Match numerals ✓ Form numerals 1-3 using playdough ✓ Understand the number concept of 1-3				
Transition to Indoor/Outdoor Games	<i>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.</i>				
Indoor/Outdoor Games (20 min)	Move That Body	Unstructured Free Play	Dance	Unstructured Free Play	Body and Ball
Learning Checkpoints	✓ Move their body according to the rhythm		✓ Demonstrate movements using different body parts		✓ Play with others using one toy
Transition to Meeting Time 3	<i>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 in Meeting Time 3. A transition song or countdown may be used.</i>				
Meeting Time 3 (5 min)	Learners identify the things they can do in school.	Learners share how they used the blocks in different ways.	Learners share how they used the pencils, crayons and paint in different ways.	Learners do different movements with their body.	Learners identify the different activities they do with their classmates.
Wrap-Up Questions / Activity	<i>The teacher acknowledges the learners' sharing and encourages them to come back so they can still do more activities and learn.</i>				
DISMISSAL ROUTINE					

WEEK 3

Content Focus: **I can learn with others.**

WORK PERIOD 1 TEACHER-SUPERVISED ACTIVITIES

1. Poster: I Can

Competencies:

- Naipakikita ang tiwala sa sarili na tugunan ang sariling pangangailangan nang mag-isa. Hal. maghugas ng kamay, kumain, magbihis, magligpit, tapusin ang gawaing nasimulan (SEKPSE-Ie-5)
- Nakagagawa nang nag-iisa (KAKPS-00-3)
- Naisasagawa ang simpleng gawain nang maluwag sa kalooban Nakapagsesipilyo) (KAKPS-00-4)
- Nakalilikha ng iba't ibang bagay sa pamamagitan ng malayang pagguhit (SKMP-00-1)
- 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)
- Express simple ideas through symbols (e.g., drawings, invented spelling) (LLKC-00-1)

Materials: Manila paper, ¼ construction papers, pencils/crayons

Procedure:

1. Ask each learner to draw on construction paper one thing that they can now confidently do by themselves.
2. Let them label their work or take down dictation as needed.
3. Paste their drawings on the poster. Write the title of the activity.

2. Building, Counting, Sorting Blocks

Competencies:

- Nakikipaglaro sa dalawa o tatlong bata gamit ang isang laruan (SEKPKN-Ig-2)
- Naisasagawa ang mga sumusunod na kasanayan: paglikha ng mga modelo pangkaraniwang bagay sa paligid (KPKFM-00-1.6)
- Group objects that are alike (MKSC-00-5)
- Sort and classify objects according to one attribute/property (shape, color, size, function/use) (MKSC-00-6)
- Count objects with one-to-one correspondence up to quantities of 10 (MKC-00-7)
- Demonstrate an understanding that objects are made from one or more materials like metal, plastic, wood, paper (PNEKPP-00-2)
- Use objects and materials safely PNEKPP-00-6

Materials: different kinds of blocks, paper, trays

Preparation: Have different kinds of blocks ready: table, floor, Lego, connecting, rubber, etc. Prepare trays. Write instructions on paper:

- Build a tower of ___ inch cubes.
- Create a ___ using blocks.
- Sort the blocks into the trays: by color, by shape, by material, etc.
- Count how many blocks are in each tray.

Procedure:

1. Learners form groups with five members.
2. Each group will have sets of different blocks.
3. Give a copy of the checklist per group.
4. The group members will carry out the instructions written then check the box after they have done the task.

3. Art Attack

Competencies:

- Nakikilala ang sarili (SEKPSE-00-1)
- gusto/di-gusto (SEKPSE-IIc-1.4)
- Nakapagkukuwento ng mga ginagawa sa paaralan (KMKPArA-00-3)
- Nakalilikha ng iba't ibang bagay sa pamamagitan ng malayang pagguhit (SKMP-00-1)
- 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)
- Express simple ideas through symbols (e.g., drawings, invented spelling) (LLKC-00-1)

Materials: illustration board or canvass, pencil/crayons/markers, paint

Procedure:

1. Give the materials to the learners.
2. Ask them to make their art masterpiece on the canvass or illustration board.
3. Give them the freedom to choose which art materials will be used.
4. When children have finished, they describe their work.
5. Create an art gallery to display the art works.

3. Movement Story

Competencies:

- Nakasasali sa mga laro, o anumang pisikal na gawain at iba't ibang paraan ng pag-eehersisyo (KPKPF-00-1)
- Nakagagalaw (martsa, palakpak, tapik, padyak, lakad, lundag at iba pa) nang angkop sa ritmo at indayog bilang tugon sa himig na napapakinggan/awit na kinakanta (KPKPF-Ia-2)
- Naisasagawa ang mga sumusunod na kilos lokomotor sa pagtugon sa ritmong mabagal at mabilis (paglakad, pagtakbo, pagkandirit, paglundag/pagtalon, paglukso) (KPKGM-Ie-2)
- Naipakikita ang panimbang sa pagsasagawa ng iba't ibang kilos ng katawan, gaya ng paglukso-luksong pahalinhinan ang mga paa (skipping), pagtulay nang di natutumba sa tuwid na guhit, pag-akyat at pagbaba sa hagdanan (KPKGM-00-4)

- Nagagamit ang mga kilos lokomotor at di-lokomotor sa paglalaro, pag-eehersisyo, pagsasayaw (KPKGM-Ig-3)
- Demonstrate movements using different body parts (PNEKBS-Ic-3)

Procedure: Read the story and let the learners act out the movements. *This story may be modified to suit better the context of the learners.*

Our New Puppy

My family was so excited to get a new puppy. We walked to our neighbor's house to pick out our new pet! We found the puppy we wanted in a kennel with his brothers and sisters. He was jumping as high as he could to get out. We bent over to pick him up and walked back home.

This puppy has lots of energy and wants to go for long walks at night. I walk a block and then run a block to get him more exercise. It is good for me and my family too! After school every day, I play ball with the puppy. I throw it as far as I can. He never gives up. He runs and picks it up. He has learned to bring the ball back which is a lot less running for me!

One night on our walk, he saw another dog and he ran fast pulling the leash out my hand. I chased him for blocks, but he kept running after the other dog. He cut through a yard where I had to jump a fence and then duck under a clothes line and kept running. He squeezed under a fence and I had to crawl under too. The puppy ran through my neighbor's freshly planted garden where I hopped over and skipped through the new plants. He finally started to head home and then ran right into his dog house. He knew I was not happy!

Puppies are a lot of work, but can be a lot of fun!

4. Think, Pair, Share

Competencies:

- Nagkakaroon ng kamalayan sa damdamin ng iba (SEKEI-00-2)
- Nakapagbubuo ng pagkakaibigan (KMKPArA-00-5)
- Nakalilikha ng iba't ibang bagay sa pamamagitan ng malayang pagguhit (SKMP-00-1)
- 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)
- Express simple ideas through symbols (e.g., drawings, invented spelling) (LLKC-00-1)

Materials: paper, pencils/crayons

Procedure:

1. Let learners find a partner.
2. Ask them to think about the things they can do with their partner.
3. They will draw these things together and report to class together.

WORK PERIOD 1 INDEPENDENT ACTIVITIES

1. Memory Game (Things I can do in school)

Competencies:

- Tell which objects/pictures are the same based on color, shape, size, direction, and other details (T-shirt with collar and without collar) (LLKVPD-Id-1)

Materials: 5 pairs of memory cards with illustrations of school activities

Procedure:

1. All the picture cards are randomly placed on the table face down.
2. Each player turns over two cards during his/her turn. If he/she gets a pair of identical picture cards, he/she gets to keep the pair and takes another turn.
3. If the picture cards do not match, the player puts back the cards into their original places.
4. The player who is able to get the most number of pairs wins the game.

3. Mini-book: Different movements using my body

Competencies:

- Naisasagawa ang mga sumusunod na kasanayan: pagpilas/paggupit/pagdikit ng papel (KPKFM-00-1.3)
- Nakapupunit, nakagugupit at nakapagdidikit sa paggawa ng collage (SKMP-00-7)

Materials: mini-books with 4-5 pages stapled together, glue, scissors, magazines

Procedure:

1. Distribute the mini-book, glue, and scissors to each learner.
2. Have them find and cut pictures of body movements in the magazines.
3. Let them paste the pictures on each page of the mini-book.
4. Write the title of the book or have the learner copy the title of the book from a model.

3. Sorting Red/Yellow Objects

Competencies:

- Sort and classify objects according to one attribute/property (shape, color, size, function/use) (MKSC-00-6)

Materials: red and yellow objects, red and yellow basket or tray

Procedure:

1. Have the learners sort the objects according to color.
2. Have them put the yellow objects in the yellow basket and the red objects in the red basket.

Note: If there are no red and yellow trays, you can use colored paper.

4. Finger painting

Competencies:

- Nakalilikha ng iba't ibang bagay sa pamamagitan ng malayang pagguhit (SKMP-00-1)
- 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)

Materials: paint, white paper

Procedure:

1. Learners will use their fingers to create paintings.
2. Encourage the learners to be creative and imaginative.
3. Hang the art works.

WORK PERIOD 2 TEACHER-SUPERVISED ACTIVITIES

1. Graphing Activities




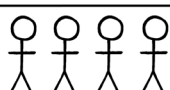
Competencies:

- Count objects with one-to-one correspondence up to quantities of 10 (MKC-00-7)
- Create simple pictographs (MKAP-00-2)
- Discuss simple pictographs (MKAP-00-3)

Materials: graphing sheet with blank squares on a big paper, marker

Procedure:

1. Ask the learners the activities they can do in school.
2. List down those activities on the side of the graph (If needed, guide the children in coming up with answers)
3. For every activity, ask the learners to raise their hand if they like that task. Write the number of hands raised.
4. Indicate the votes per activity with a stick figure along the side of the listed activity as a pictograph.
5. Process with the learners what the pictograph shows (i.e. how many children like a particular activity, which one is most liked, least liked, etc.).

reading books	
singing	
playing	
dancing	

2. 1, 2, 3 Blocks

Competencies:

- Count objects with one-to-one correspondence up to quantities of 10 (3) (MKC-00-7)

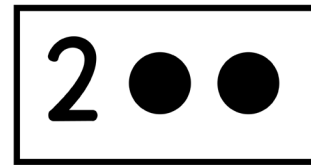
- Arrange objects one after another in a series/sequence according to a given attribute (size, length) and describe their relationship (big/bigger/biggest or long/longer/longest) (MKSC-00-10)
- Compare objects based on their size, length, weight/mass (MKME-00-2)

Materials: three different blocks with numerals 1, 2, 3 written on them

Procedure:

1. Ask the learners to sequence the three blocks:
 - by number
 - by size
 - by length
 - by weight
 - etcetera
2. Compare the blocks after every category.

Note: In addition to writing the numerals 1,2,3 on the blocks, the teachers should also add dots beside the numerals. This ensures that the numerals 1,2,3 have a corresponding visual representation. To further enrich this, the teachers can also trace the number and the dots with glue or glue gun, then let it dry. The dried glue will create a raised outline of the number and dots that other children, especially those with visual impairment can trace when playing.



3. Give Me

Competencies:

- Listen discriminately and respond appropriately, i.e., speak loudly/softly when asked, asked to adjust volume of television/radio (LLKAPD-Id-6)

Procedure:

1. Form groups with three members.
2. Tell the learners three objects that can be found in the classroom (example: pencil, paintbrush, book).
3. The learners find the three objects within 30 seconds.
4. The first group who can give the three objects will be the winner for that round.
5. Call out as many times as possible, giving a chance for every group to have an opportunity to win.

4. Ilang Hakbang?

Competencies:

- Use nonstandard measuring tools e.g. length – feet, hand, piece of string, capacity – mug/glass , mass – stone, table blocks (MKME-00-1)

Procedure:

1. Ask the learners how far they think the blackboard is from back of the room. Ask them how they would find out. Discuss the different suggestions.
2. They are instructed to measure distances from one place to another inside the classroom using steps or “hakbang.”
3. Discuss why some children counted more steps or “hakbang” than the others.
4. Point out that the step or “hakbang” of each child may be different from one another, thus making the number of steps or “hakbang” more or less than that of the others.

5. Play and Work Together

Competencies:

- Count objects with one-to-one correspondence up to quantities of 10 (3) (MKC-00-7)
- Listen discriminately and respond appropriately, i.e., speak loudly/softly when asked, asked to adjust volume of television/radio (LLKAPD-Id-6)

Procedure:

1. Prepare different instructions using 1, 2, or 3 children and different activities they do together (examples: 2 children eating together, 3 children chasing one another, 1 child reading a book).
2. Learners form groups with three members.
3. They will follow the instructions read by the teacher and act it out.
4. Groups who make the wrong actions will be out.

WORK PERIOD 2 INDEPENDENT ACTIVITIES

1. Block Play

Competencies:

- Nakikipaglaro sa dalawa o tatlong bata gamit ang isang laruan (SEKPN-Ig-2)
- Naisasagawa ang mga sumusunod na kasanayan: paglikha ng mga modelo pangkaraniwang bagay sa paligid (KPKFM-00-1.6)

Materials: table or floor blocks

Procedure:

1. Learners use table or floor blocks to build structures representing the different areas in the school (e.g. school, classroom, learning centers, playground)
2. While building structures, learners are encouraged to talk about what they are creating.

2. Construction Toys

Competencies:

- Nakikipaglaro sa dalawa o tatlong bata gamit ang isang laruan (SEKPN-Ig-2)

- Naisasagawa ang mga sumusunod na kasanayan: paglikha ng mga modelo pangkaraniwang bagay sa paligid (KPKFM-00-1.6)

Materials: construction toys (e.g. interlocking blocks)

Procedure:

Provide learners with a set of construction toys. Fitting things together and taking them apart provides children with both spatial challenges and a sense of accomplishment. Through trial and error, persistence and repetition, children gain first-hand experience with putting things together, taking them apart, and twisting and turning them.

3. Playdough Numerals

Competencies:

- Naisasagawa ang mga sumusunod na kasanayan: pagmomolde ng luwad (clay), pagbuo ng puzzles (KPKFM-00-1.5)
- Nakapagmomolde ng luwad (clay) sa nais na anyo (SKMP-00-6)
- Recognize and identify numerals 0 to 10 (3) (MKC-00-2)
- Match numerals to a set of concrete objects from 0 to 10 (3) (MKC-00-4)

Materials: playdough

Procedure:

1. Give each learner a medium-sized ball of playdough.
2. Let them form the numerals 1, 2 and 3.
3. Ask them to mold objects for each numeral (example: 2 hearts – numeral 2)

4. Number Cover All (0-3)

Competencies:

- Recognize and identify numerals 0 to 10 (MKC-00-2)
- Tell which two letters, numbers, or words in a group are the same (LLKVPD-1e-4)

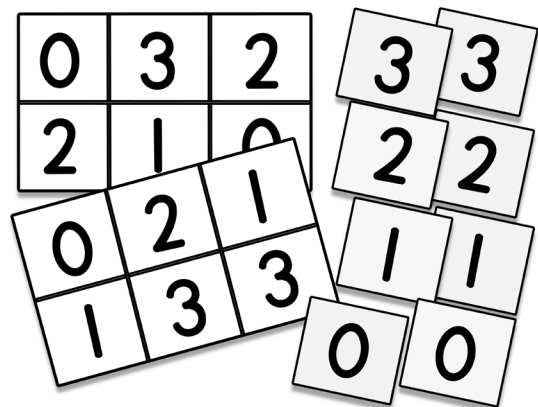
Materials: cover all boards with 6 numbers, 2 sets of number cards 0-3

Procedure:

1. Give each player a cover all board.
2. Players take turns to pick up a card from the deck.
3. If the number appears on their board they use this to cover the number up.
4. Player with most number of cards win.

Variations:

1. One person is a caller as in a call out game. She holds the number cards and players have to shout out the name of the number in order to claim it to put on their board.



2. *The playing card has pictures of quantities while the call out card shows number symbols, or vice versa.*

Note: Make sure that this activity is picture-supported. The numerals should have a corresponding number of dots on them. To further enrich this, the teachers can also trace the number and the dots with glue or glue gun, then let it dry. The dried glue will create a raised outline of the number and dots that other children, especially those with visual impairment can trace when playing.

INDOOR/ OUTDOOR GAMES

1. Move that Body

Competencies:

- Nakagagalaw (martsa, palakpak, tapik, padyak, lakad, lundag at iba pa) nang angkop sa ritmo at indayog bilang tugon sa himig na napapakinggan/awit na kinakanta (KPKPF-Ia-2)
- Naisasagawa ang paggalaw/pagkilos ng iba'tibang bahagi ng katawan sa saliw ng awitin nang may kasiyahan (KPKGM-Ia-1)
- Nagagamit ang mga kilos lokomotor at di-lokomotor sa paglalaro, pag-eehersisyo, pagsasayaw (KPKGM-Ig-3)
- Naipakikita ang kawilihan nang may sariling interpretasyon sa himig/tugtuging napapakinggan (SKMP-00-10)
- Demonstrate movements using different body parts (PNEKBS-Ic-3)

Materials: rug or mat, music player

Procedure:

1. Learners sit on a rug.
2. Learners and teacher do deep breathing exercises as a way of feeling balance.
3. Learners and teacher do simple stretching to loosen tight muscles, concentrating on certain body parts such as hand, feet, head.
4. Teacher starts the music and tells the children: "Move your hand... foot...etc.." in any way you want.
5. Learners move their body parts with the music.
6. Teacher and learners end the activity with deep-breathing exercises.

Variations:

- *Direction (up and down, back and fourth, etc.) and quality (slow and fast, quiet and loud, light and heavy, happy and sad) of movements may be varied.*
- *Use music with different tempo, instruments used, etc.*

2. Dance

Competencies:

- Nakagagalaw (martsa, palakpak, tapik, padyak, lakad, lundag at iba pa) nang angkop sa ritmo at indayog bilang tugon sa himig na napapakinggan/awit na kinakanta (KPKPF-Ia-2)

- Naisasagawa ang paggalaw/pagkilos ng iba'tibang bahagi ng katawan sa saliw ng awitin nang may kasiyahan (KPKGM-Ia-1)
- Nagagamit ang mga kilos lokomotor at di-lokomotor sa paglalaro, pag-eehersisyo, pagsasayaw (KPKGM-Ig-3)
- 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.

3. Body and Ball

Competencies:

- Nakasasali sa mga laro, o anumang pisikal na gawain at iba't ibang paraan ng pag-eehersisyo (KPKPF-00-1)
- Nakikipaglaro sa dalawa o tatlong bata gamit ang isang laruan (SEKPN-Ig-2)
- Nagagamit ang mga kilos lokomotor at di-lokomotor sa paglalaro, pag-eehersisyo, pagsasayaw (KPKGM-Ig-3)
- Demonstrate movements using different body parts (PNEKBS-Ic-3)

Materials: ball

Procedure:

1. Form a big circle.
2. Teacher throws the ball to a learner and gives an instruction such as dribble, throw, shoot, pass, roll, kick, etc.
3. The learner who gets the ball will follow the instruction then passes the ball to the next learner and give instructions.

SONGS/RHYMES/POEMS

If You're Happy and You Know It

If you're happy and you know it,
clap your hands (clap clap)
If you're happy and you know it,
clap your hands (clap clap)
If you're happy and you know it, then
your face will surely show it
If you're happy and you know it,
clap your hands (clap clap)

**Stomp your feet, jump your feet/legs,
shake or hips, shake your hands.*

Kung Ikaw ay Masaya

Kung ikaw ay masaya pumalakpak. 2x
Kung ikaw ay masaya buhay mo ay sisigla,
Kung ikaw ay masaya pumalakpak.

*(Paalala: Maaaring palitan ang salitang
may salungguhit sa mga sumusunod:
pumadyak, kumembot, kumaway,
lumundag, atbp.)*

The More We Get Together

The more we get together
Together, together
The more we get together
The happier we'll be
Cause your friends are my friends
And my friends are your friends
The more we get together
The happier we'll be

**play, dance, sing, build, work etc.*

Follow Me (Patty Shukla)

* Follow Me, follow me
Let's do something crazy
Follow me, follow me
Everybody start now, 1, 2, 3!

First move forward, then move back
1-2-3 Forward, 1-2-3 Back (8x)
*Repeat **

Now let's add knee up, knee up.
1-2-3 Forward, 1-2-3 Back
Knee Up, Knee Up
Knee Up, Knee Up (*repeat*)
Clap your hands and sing with me!
*Repeat **

Now let's add a Criss Cross
1-2-3 Forward, 1-2-3 Back
Knee Up, Knee Up
Criss Cross (*repeat*)
Clap your hands and sing with me!
*Repeat **

Now let's add a Clap clap
1-2-3 Forward, 1-2-3 Back
Knee Up, Knee Up
Criss Cross
Clap, clap. (*repeat*)
We did it!

Follow Me, follow me
We did something crazy
Follow me, follow me
Everybody SIT DOWN 1, 2, 3!

WEEK 4
Content Focus: **I am unique.**

Blocks of Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Arrival Time (10 min)	Arrival routine				
Meeting Time 1 (10 min)	Meeting time routine Introduction of message for the day by asking the guide questions below				
MESSAGE	I have a name. I am a boy. I am a girl.	I am ___ years old. My birthday is on _____.	I am a Filipino. I live in _____.	I am as tall as _____. I am as heavy as _____.	I am growing, look at me now.
QUESTION/S	Song: Where is ___? What is your full name? What is your nickname? Who are the boys in class? Who are the girls in class?	Poem: Kaarawan Ko How old are you? When is your birthday? In what month is your birthday?	Song: Ako'y Isang Pinoy Where do you live? Barangay/ Street _____, Town/ City _____, Province _____, Country _____.	Activity: Find your partner Who have the same height?	Activity: Picture Puzzle Which parts of your body have grown longer/ bigger/taller? (focus - arms, legs, hair, etc.)
Transition to Work Period 1	<i>The teacher gives instructions on how to do the independent activities, answers any questions, and tells the learners to join their group and do the assigned tasks.</i>				
Work Period 1 (40 mins)					
Teacher-Supervised Activity	Name Necklace	Birthday Invitation Making	My Home	How Tall Am I?	Accordion Book
Learning Checkpoints	✓ Write the letters of their names	✓ Say their birthday	✓ Create a house using shapes	✓ Measure height using nonstandard units and tools	✓ Communicate changes observed in themselves as they grow up
Independent Activities	1. Name Design 2. Play dough: My Birthday Cake 3. Block Play: This is where I live 4. Sequencing Pictures				
Learning Checkpoints	✓ Count the letters in their name and write the numeral ✓ Know how old they are ✓ Make recognizable figures out of clay and blocks ✓ Sequence the pictures correctly				
Transition to Meeting Time 2	<i>The teacher reminds the learners about the time left in Work Period Time 1 around 15 minutes before Meeting Time 2. After 10 minutes, the teacher tells the learners to start packing away the materials they used and be ready for Meeting Time 2. A transition song or a countdown may be used.</i>				

Blocks of Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Meeting Time 2 (10 min)					
QUESTIONS/ ACTIVITY	Activity: Counting boys and girls What group has more members? What group has less?	Song: Lubi- Lubi Who were born in _____? How many were born in the month of _____? Activity: Learners stand when their birthdays fall on the month mentioned by the teacher. Other learners count them.	Activity: The teacher plays the song “Ako ay isang Pinoy”. Once the music stops, each learner must find his/her pair and ask where he/she lives.	Show Height Chart Who is the tallest in class? the shortest? Who have the same height? How many children have the same height?	Activity: Comparison Chart
Transition to Recess	<i>The teacher commends the learners for the work they did in Work Period Time 1 and tells them to prepare for recess time by washing their hands. Encourage sharing especially if not all children have food.</i>				
Recess (15 min)					
Transition to Quiet Time	<i>The teacher reminds the children to pack away the things they used in recess time, clean up their eating area, throw their trash in the trash bin, wash their hands, brush their teeth, change their wet clothes, and have their Quiet Time.</i>				
Quiet Time (10 min)					
Transition to Story Time	<i>While singing a transition song, the teacher “wakes” the learners up and tells them that it’s time to listen to a story. When the learners are ready, the teacher proceeds with the pre-reading activities and makes sure that the learners are listening attentively.</i>				
Story Time (20 min)	Theme: Any age and culturally appropriate story about similarities and differences of boys and girls	Theme: Any age and culturally appropriate story about birthdays	Theme: Any age and culturally appropriate story about where we live	Theme: Any age and culturally appropriate story about height and weight	Theme: Any age and culturally appropriate story about children growing

Blocks of Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Pre-Reading	<p>Define difficult words.</p> <p>Motivation question: What are the similarities and differences of boys and girls?</p> <p>Motive question: What do you think are the similarities and differences of boys and girls in the story?</p>	<p>Define difficult words.</p> <p>Motivation question: What are the different things we do during birthdays?</p> <p>Motive question: What do you think are the different things done during birthdays in the story?</p>	<p>Define difficult words.</p> <p>Motivation question: Where do you live?</p> <p>Motive question: What do you think are the places one can live in in the story?</p>	<p>Define difficult words.</p> <p>Motivation question: How tall are you? How heavy are you?</p> <p>Motive question: How did they measure height and weight in the story?</p>	<p>Define difficult words.</p> <p>Motivation question: How can you say that you are growing?</p> <p>Motive question: What did the characters do while they were growing?</p>
During Reading	Ask comprehension questions.				
Post-Reading	<p>What are the similarities and differences of boys and girls in the story? (List down the learners' answers)</p>	<p>What did the characters do to celebrate their birthday? What objects can be found in the birthday celebration? Identify the beginning sounds of these objects. (Demonstrate how to identify the beginning sound.)</p>	<p>Where do the characters live? Describe where the characters lived?</p>	<p>How did the characters measure their height and weight? Who is the heaviest in the story? lightest? tallest? shortest/</p>	<p>Who is the main speaker in the story? What did the character do while the/she was growing? What can you do while you are growing?</p>
	After the post-reading activities, the teacher gives instructions regarding the teacher-supervised and independent activities, answers any questions, and tells the learners to join their group and do the assigned tasks.				
Work Period 2 (40 min)					
Teacher-Supervised Activity	Name Syllable Clap/Stamp	How Old Am I?	Ilang Hakbang?	Weight Chart	Accordion Book (continuation)

Blocks of Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Learning Checkpoints	✓ Tell the number of syllables in their names	✓ Compare two groups of objects to decide which is more or less, or if they are equal	✓ Measure distance using feet	✓ Answer questions about the chart	✓ Write numerals 0 to 6
Independent Activities	1. Sorting Colors 2. Graph: How many letters are in your name? 3. Let's Match: Who have the same height? 4. Open and Count				
Learning Checkpoints	✓ Identify colors red, yellow and blue ✓ Count and compare the number of letters in one's name ✓ Match the pictures correctly ✓ Count up to three objects correctly				
Transition to Indoor/ Outdoor Games	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.				
Indoor/ Outdoor Games (20 min)	Paint me a Picture (Act out)	The Birthday Train	Relay Game: "I live in _____."	Arrange yourselves according to.....	"We are growing"
Learning Checkpoints	✓ Demonstrate movements using different body parts	✓ Say their birthday and their wishes	✓ Follow instructions	✓ Arrange themselves accordingly	✓ Participate actively in the game
Transition to Meeting Time 3	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 in Meeting Time 3. A transition song or countdown may be used.				
Meeting Time 3 (5 min)	Learners say their full name.	Learners line up according to the month of their birthday before going out.	Learners identify the town and country where they live.	Learners line up according to height before going out.	Learners enumerate the changes they have seen in their bodies since they were babies.
Wrap-Up Questions / Activity	The teacher acknowledges the learners' sharing and encourages them to come back so they can still do more fun activities and learn.				
DISMISSAL ROUTINE					

WEEK 4
Content Focus: **I am unique.**

MEETING TIME 1

1. Find your partner

Competencies:

- Compare objects based on their size, length, weight/mass (MKME-00-2)

Procedure:

1. Teacher says “Ready, get set, go!”
2. Each learner must find a classmate with same height/same length of hair/same size of pencil/same weight of bag, etc. as his/hers.
3. Continue until all the learners are able to find their partners.

2. Simple Picture Puzzle

Competencies:

- Naisasagawa ang mga sumusunod na kasanayan: pagmomolde ng luwad (clay), pagbuo ng puzzles (KPKFM-00-1.5)
- Describe how one grows and changes (PNEKBS-lj-7)
- Communicate changes observed (e.g., shorter pencil when sharpened, ice to water, corn kernel becomes pop corn) (PNEKPP-00-3)

Materials: up to 6-piece picture puzzles of a baby boy/girl and a Kinder-age boy/ girl

Procedure:

1. Distribute sets of the puzzles.
2. Ask learners to complete the puzzles.
3. Have the learners compare the baby and the child. Note changes.
4. List these changes and ask them to predict how she/he would change as she/he continues to age. (See example below.)

Then	Now
She/He had little hair. She/He didn't have any teeth. She/He had short arms and legs. She/He had tiny feet. She/He could crawl. She/He could babble.	She/He has long hair. She/He has many teeth. Her/His arms and legs are longer. She/He has bigger feet. She/He can walk, run, skip, hop or gallop. She/He can sing and talk.

WORK PERIOD 1 TEACHER-SUPERVISED ACTIVITIES

1. Name Necklace

Competencies:

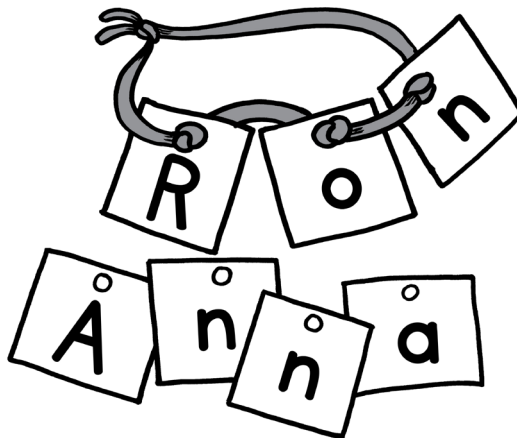
- Naisasagawa ang mga sumusunod na kasanayan: pagbakat, pagkopya ng larawan, hugis, at titik (KPKFM-00-1.4)
- Nakikilala ang sarili (SEKPSE-00-1)
 - pangalan at apelyido (SEKPSE-la-1.1)
- Recognize one's given name by sight (LLKAK-la-6)
- Identify the letters of one's given name (LLKAK-lc-1)
- Write one's given name (LLKH-00-5)

Materials: string or yarn, drinking straws cut into half-inch length, marker, 1x1-inch cardboard with a hole on top

Procedure:

1. Give each learner 1x1-inch cardboard, one for each letter of his/her name.
2. Let him/her write the letters of his/her name on each piece of cardboard.
3. Each letter will be strung alternately with a piece of the straw in between.
4. Tie the end of the string to make a necklace.

Note: For other learners, the teacher may write their names in advance using bold print or raised print.



2. Birthday Invitation Making

Competencies:

- Nakikilala ang sarili (SEKPSE-00-1): gulang/kapanganakan (SEKPSE-lc-1.3)
- Naisasagawa ang mga sumusunod na kasanayan: pagtiklop ng papel (KPKFM-00-1.2), pagbakat, pagkopya ng larawan, hugis, at titik (KPKFM-00-1.4)
- 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)
- Write one's given name (LLKH-00-5)

Materials: colored paper, crayons, scrapbooking materials for decorating

Procedure:

1. Learners fold the bond paper into half.
2. Ask them to draw objects related to birthdays on the bond paper as designs.

- Learners write their name and birthday.
- Let them decorate the invitation using scrapbooking materials.
- Make 2 to 3 invitations and let learners give it to classmates they want to invite. Make sure each learner get at least one.

3. My Home

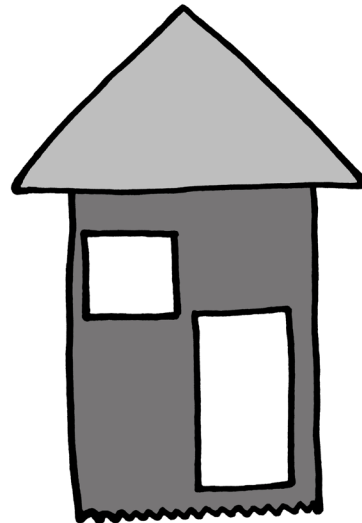
Competencies:

- Naisasagawa ang mga sumusunod na kasanayan: pagbakat, pagkopya ng larawan, hugis, at titik (KPKFM-00-1.4), paglikha ng mga modelo pangkaraniwang bagay sa paligid (KPKFM-00-1.6)
- Nakapagpapatung-patong, nakapagdudugtong-dugtong at nakapagdidikit-dikit (assemblage) ng mga patapong bagay: maliit na kahon ng gamot (SKMP-00-8)
- Identify two to three dimensional shapes: square, circle, triangle, rectangle (MKSC-00-2)

Materials: cut outs of shapes (rectangle, square, triangle), small paper bag, glue, pencil, art materials

Procedure:

- Teacher assists each learner in writing his/her address on the triangle.
- Learners open the paper bag and position it upside down.
- They will paste the cut outs: triangle - roof, rectangle - door, square - window.
- Let them design their house.



4. How Tall Am I

Competencies:

- Use nonstandard measuring tools e.g. length – feet, hand, piece of string; capacity – mug/glass; mass – stone, table blocks (MKME-00-1)

Materials: old newspaper, scissors, masking tape, Manila paper, pencil

Procedure:

- Ask the learners to form a line from shortest to tallest. Encourage them to compare heights among themselves
- Learners cut strips from old newspaper.
- By pairs, learners measure each other's height using the newspaper strips. Tape another strip if the first is not enough.
- Glue the newspaper strips on the sheet of Manila paper from shortest to longest. Label the strip with each learner's name.

5. Now compare the result of the Height Chart with the results of the discussion earlier when the learners formed a line.

5. Accordion Book

Competencies:

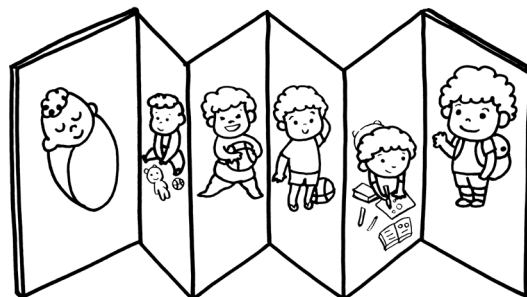
- Nakalilikha ng iba't ibang bagay sa pamamagitan ng malayang pagguhit (SKMP-00-1)
- Nakaguguhit, nakapagpipinta at nakapagkukulay ng iba't ibang bagay o gawain (dekorasyon sa "name tag", kasapi ng mag-anak, gawain ng bawat kasapi ng mag-anak, mga alagang hayop, mga halaman sa paligid) (SKMP-00-2)
- Describe how one grows and changes (PNEKBS-lj-7)
- Communicate changes observed (e.g., shorter pencil when sharpened, ice to water, corn kernel becomes pop corn) (PNEKPP-00-3)
- Trace, copy, and draw familiar figures (LLKH-00-2)
- Express simple ideas through symbols (e.g., drawings, invented spelling) (LLKC-00-1)

Materials: bond paper, tape, scissors, crayons/markers, learners' pictures

Preparation: Ask the learners to bring photos of themselves since they were babies; if they can, bring a photo for every year of their life (0-5 years old). Cut the bond paper in half lengthwise and tape this together to form an accordion book. Divide the panel into the age of the learners age. For example, if the learner is 5 years old, the panel must be divided into 6.

Procedure:

1. On each panel let the learners paste their photo/s. They may also draw if photos are not available.
2. Ask them to draw something they could do at that particular age.
3. Label or take down dictation as needed.



WORK PERIOD 1 INDEPENDENT ACTIVITIES

1. Name Bricks

Competencies:

- Nakikilala ang sarili (SEKPSE-00-1)
- pangalan at apelyido (SEKPSE-la-1.1)
- Naisasagawa ang mga sumusunod na kasanayan: pagpilas/paggupit/pagdikit ng papel (KPKFM-00-1.3)
- Count objects with one-to-one correspondence up to quantities of 10 (MKC-00-7)
- Read and write numerals 0 to 10 (MKC-00-3)
- Identify the letters of one's given name (LLKAK-lc-1)
- Write one's given name (LLKH-00-5)

Materials: colored paper cut into 1x1 inch cubes, marker, activity sheet

Procedure:

1. Let the learners write one letter of his/her name in every piece of colored paper. A guide may be provided for those who still cannot write their name by themselves.
2. Learners will count the squares and write the numeral on the blank.
3. Allow the learners to decorate their paper.



2. Playdough: My Birthday Cake

Competencies:

- Nakikilala ang sarili (SEKPSE-00-1): gulang/kapanganakan (SEKPSE-1c-1.3)
- Naisasagawa ang mga sumusunod na kasanayan: pagmomolde ng luwad (clay), pagbuo ng puzzles (KPKFM-00-1.5)
- 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)
- Nakapagmomolde ng luwad (clay) sa nais na anyo (SKMP-00-6)
- 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.

3. Block Play: This is where I live

Competencies:

- Nakikipaglaro sa dalawa o tatlong bata gamit ang isang laruan (SEKPN-1g-2)
- Naisasagawa ang mga sumusunod na kasanayan: paglikha ng mga modelo pangkaraniwang bagay sa paligid (KPKFM-00-1.6)

Materials: table or floor blocks

Procedure: Learners use table or floor blocks to build and show where they live.

4. Sequencing of Pictures

Competencies:

- Identify sequence of events (before, after, first, next, last) (MKSC-00-9)
- Describe how one grows and changes (PNEKBS-lj-7)

Materials: pictures of a baby, child, teenager, parent, grandparent

Procedure:

1. Spread out the picture cards on the table.
2. Learners take turns arranging the pictures accordingly.
3. Let the learners retell the correct order using the picture cards.

MEETING TIME 2

1. Comparison Chart - “Look at Me”

Competencies:

- Naisasagawa ang mga sumusunod na kasanayan: pagtiklop ng papel (KPKFM-00-1.2)
- Describe how one grows and changes (PNEKBS-lj-7)
- Talk about the details of an object/picture like toys, pets, foods, places (LLKOL-Id-4)
- Express thoughts, feelings, fears, ideas, wishes, and dreams (LLKOL-Ig-9)

Materials: bond paper, each learner’s baby and recent picture, glue

Procedure:

1. Learners fold the bond paper in half lengthwise.
2. Have each learner paste his/her baby picture on the left side of the paper and his/her recent picture on the right side.
3. Note: If there are no pictures available, just let the learner draw himself now and when he was still younger.
4. Have them describe the changes in their bodies compared to when they were a baby.

WORK PERIOD 2 TEACHER SUPERVISED ACTIVITIES

1. Name Syllable Clap

Competencies:

- Tell the number of syllables in given spoken words (LLKPA-Ig-8)

Procedure:

1. All sit on the floor in a circle
2. Each learner will clap the syllables of his/her name.
3. Everybody will count the syllables.

2. How Old Am I?

Competencies:

- Nakikilala ang sarili (SEKPSE-00-1)
- gulang/kapanganakan (SEKPSE-Ic-1.3)
- Count objects with one-to-one correspondence up to quantities of 10 (MKC-00-7)
- Compare two groups of objects to decide which is more or less, or if they are equal (MKC-00-8)
- Collect data on one variable (e.g., sex /boys or girls) through observation and asking questions (MKAP-00-1)

Materials: playdough birthday cake used in Work Period 1, Manila paper, marker

Preparation: Divide the Manila paper into 3. Label the first column 4 years old, the next column 5 years old, and the last column 6 years old.

Procedure:

1. Let the learners count the straws on their birthday cake.
2. They will write their name under the column showing their age (4, 5, or 6).
3. After everyone has written down his/her name, count how many are 4, 5, and 6 years old in the class.
4. Compare which group has the most/least/equal number of learners.

3. Ilang Hakbang?

Competencies:

- Use nonstandard measuring tools e.g. length – feet, hand, piece of string; capacity – mug/glass; mass – stone, table blocks (MKME-00-1)

Materials: different pictures of houses

Procedure:

1. Post different pictures of houses around the room.
2. Ask learners how far each picture is from where they are. Ask them how they would attempt to find out. Discuss the different suggestions.
3. Learners will measure the distance from the pictures to where s/he is using steps or “hakbang.”
4. Each learner counts the steps s/he takes to reach the pictures.
5. Discuss why some learners counted more steps or “hakbang” than the others. Point out that the step or “hakbang” of each child may be different from one another, thus making the number of steps or “hakbang” more or less than that of the others.

4. Weight Chart

Competencies:

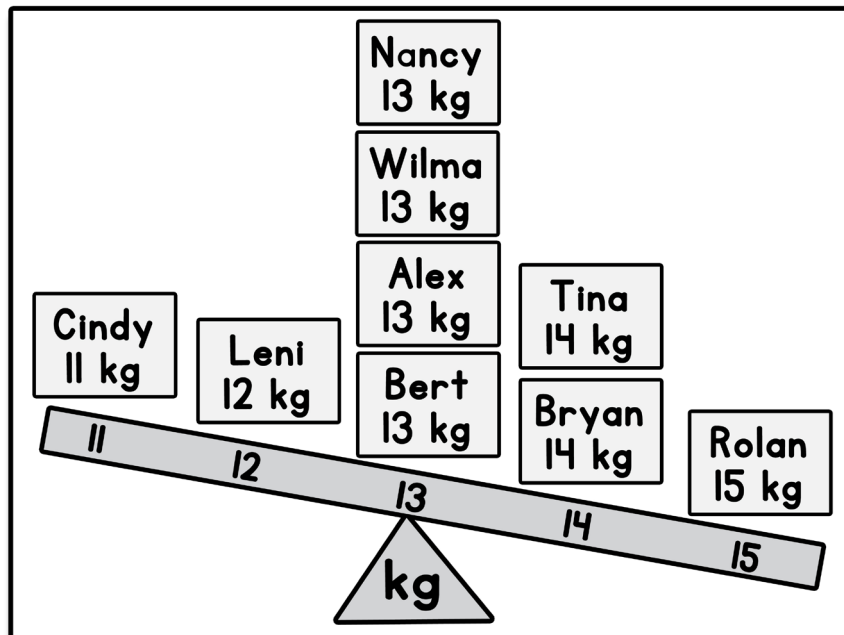
- Compare objects based on their size, length, weight/mass (MKME-00-2)
 - big/little
 - longer/shorter
 - heavier/lighter

- Collect data on one variable (e.g., sex /boys or girls) through observation and asking questions (MKAP-00-1)

Materials: Manila paper, bathroom scale, small pieces of paper, pencil, paste/glue

Procedure:

1. Have each learner stand on the bathroom scale and see how much s/he weighs in kilograms.
2. Ask him/her to write his/her name on a piece of paper and then write his/her weight.
3. Let him/her paste this on the Manila paper.
4. Continue until all the learners are done weighing.
5. Ask the learners:
 - Who weighs the heaviest? the lightest?
 - Who have the same weight?
 - How many children are heavier than you?
 - How many children are lighter than you?
 - How many children weigh the same as you?



5. Accordion Book (continuation)

Competencies:

- Read and write numerals 0 to 10 (MKC-00-3)

Materials: accordion book used in Work Period 1, pencil

Procedure: Trace, copy, or write the numerals 0 to the present age of the learner in each panel.

WORK PERIOD 2 INDEPENDENT ACTIVITIES

1. Sorting Colors

Competencies:

- Describe objects based on attributes/properties (shapes, size, its use and functions) (MKSC-00-4)
- Group objects that are alike (MKSC-00-5)
- Sort and classify objects according to one attribute/property (shape, color, size, function/use) (MKSC-00-6)

Materials: objects of different colors (red, blue and yellow), 3 boxes labeled RED, BLUE, YELLOW

Procedure:

1. Learners are given a junk box filled with objects that come in 3 colors: red, blue and yellow.
2. Learners determine which box to place each object in depending on its color

2. Graph: How many letters are in your name?

Competencies:

- Count objects with one-to-one correspondence up to quantities of 10 (MKC-00-7)
- Compare two groups of objects to decide which is more or less, or if they are equal (MKC-00-8)
- Recognize and identify numerals 0 to 10 (MKC-00-2)
- Collect data on one variable (e.g., sex /boys or girls) through observation and asking questions (MKAP-00-1)
- Create simple pictographs (MKAP-00-2)
- Discuss simple pictographs (MKAP-00-3)

Materials: Manila paper, square pieces of paper, pencils/crayons

Preparation: Draw a graphing chart on Manila paper as shown here

Procedure:

1. Ask the learners to write each letter of their names on a square piece of paper. Teacher assists those who do not know how to write their name.
2. Ask the learners to count the number of letters in their names.
3. Taking turns, the learners will glue each letter on the chart and write the number of letters on the last column.
4. After everyone in the group has glued their names, ask questions such as: Who has the most number of letters in their name? Who has the least? Who have the same number of letters?

1	2	3	4	5	6	7	8	9	10	How many letters?
A	n	n	a							4
M	a	r	k	J	o	s	e	p	h	10
L	a	a	r	n	i					6

3. Let's Match: Who have the same height?

Competencies:

- Compare objects based on their size, length, weight/mass (MKME-00-2)
- Tell which objects/pictures are the same based on color, shape, size, direction, and other details (T-shirt with collar and without collar) (LLKVPD-Id-1)

Materials: 5 or more sets of pictures of people, some of the same height

Procedure:

1. Lay the cards down.
2. Take turns turning over 2 cards.
3. The learner compares the height of the people on the 2 picture cards.
4. If the heights match, the learner wins them. If not, turn them face down again.
5. Player with the most number of cards wins.

4. Open and Count

Competencies:

- Count objects with one-to-one correspondence up to quantities of 10 (MKC-00-7)

Materials: gift boxes, counters like candles, small fruit, seeds, stones and other counters, 3 pieces of each

Procedure:

1. Show the birthday gifts to the learners.
2. Learners take turns opening each gift box.
3. The learner has to count the counters inside the gift box.

INDOOR/OUTDOOR GAMES

1. Paint me a Picture

Competencies:

- Nagagamit ang mga kilos lokomotor at di-lokomotor sa paglalaro, pag-eehersisyo, pagsasayaw (KPKGM-Ig-3)

Procedure:

1. Learners form groups.
2. Teacher says what picture she wants and learners portray through action.

Examples:

Show me a picture of a boy playing basketball happily with classmates.

Show me a picture of a girl helping an old woman cross the street.

Show me a picture of a girl and a boy praying in the church.

Show me a picture of a boy or a girl helping their parents at home.

3. The learners freeze and teacher comments on their actions.

Variation: The actions can be changed to more relevant scenarios in the community like farming, fishing, some cultural practices, etc.

2. Birthday Train

Competencies:

- Nakikilala ang sarili (SEKPSE-00-1)
 - gulang/kapanganakan (SEKPSE-Ic-1.3)
 - gusto/di-gusto (SEKPSE-IIc-1.4)
- Recite rhymes and poems, and sing simple jingles/songs in the mother tongue, Filipino and/or English (LLKOL-Ia-2)

Procedure:

1. Ask the learners to form a circle.
2. Take the hand of one learner.
3. Walk inside the circle singing “Happy Birthday.”
4. Pause in front of a learner and ask him/her to say his birthday and what he wants for his/her birthday
5. After s/he does, s/he joins the train
6. Continue singing until all learners are on the birthday train.

3. I Live in the Philippines

Competencies:

- Naisasagawa ang mga sumusunod na kilos lokomotor sa pagtugon sa ritmong mabagal at mabilis (paglakad, pagtakbo, pagkandirit, paglundag/pagtalon, paglukso) (KPKGM-Ie-2)
- Nagagamit ang mga kilos lokomotor at di-lokomotor sa paglalaro, pag-eehersisyo, pagsasayaw (KPKGM-Ig-3)
- Use the proper expression in introducing oneself (LLKVPD-Ia-13) (where one lives)

Materials: 2 small chairs, 2 maps of the Philippines

Procedure:

1. Divide the class into 2 groups.
2. Show a map of the Philippines and explain to the learners that the Philippines is the country where Filipinos live.
3. Post each map on top of the chair.
4. Agree on what action they will do (example: walk or hop).
5. Teacher says “Ready, get set, go!” At the mark “go,” the first learner will say, “Ako ay Pilipino. Ako ay nakatira sa Pilipinas” then walk or hop to the small chair, go around it and go back to his/her team, tapping the hand of the next learner to signal that learner’s turn and so on and so forth until all the learners have taken a turn.

4. Arrange Yourself

Competencies:

- Naisasagawa ang mga sumusunod na kilos lokomotor sa pagtugon sa ritmong mabagal at mabilis (paglakad, pagtakbo, pagkandirit, paglundag/pagtalon, paglukso) (KPKGM-Ie-2)

- Nagagamit ang mga kilos lokomotor at di-lokomotor sa paglalaro, pag-eehersisyo, pagsasayaw (KPKGM-Ig-3)

Procedure:

1. Divide the class into 5 groups.
2. Teacher says, "Arrange yourselves according to (weight, height, sitio, tribe, favorite colore, etc.)"
3. Learners need to arrange themselves according to what teacher says.

5. We are Growing

Competencies:

- Naisasagawa ang mga sumusunod na kilos lokomotor sa pagtugon sa ritmong mabagal at mabilis (paglakad, pagtakbo, pagkandirit, paglundag/pagtalon, paglukso) (KPKGM-Ie-2)
- Nagagamit ang mga kilos lokomotor at di-lokomotor sa paglalaro, pag-eehersisyo, pagsasayaw (KPKGM-Ig-3)

Material: wand

Procedure:

1. The teacher holds a magic wand.
2. The teacher touches a learner with the wand, saying, "You will be a (baby, child, parent, or grandparent)."
3. The learner must act out the role given to him/her.

SONGS/POEMS/RHYMES

Where is ____?

Tune: "Where is Thumbkin?"

Where is (child's name)? (2x)

Here I am (2x)

How are you this (morning/afternoon)?

Very well, I thank you.

Kaarawan Ko (poem)

Ako'y may sasabihin
Inyo sanang pakinggan
Bukas tayo'y magsasaya
Bukas ay aking kaarawan.
Ang sabi nga ni Lola, 5 taon ka na
Bilangin ang daliri mo,
Isa, dalawa, tatlo, apat, lima.

Lubi Lubi

Enero, Pebrero,
Marso, Abril, Mayo
Hunyo, Hulyo, Agosto
Setyembre, Oktubre
Nobyembre, Disyembre
Lubi-lubi 2x

Ako'y Isang Pinoy

Ako'y isang Pinoy sa puso't diwa
Pinoy na isinilang sa ating bansa
Ako'y hindi sanay sa wikang mga banyaga
Ako'y Pinoy na mayroong sariling wika.

WEEK 5
Content Focus: **I have feelings.**

Blocks of Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Arrival Time (10 min)	Arrival routine				
Meeting Time 1 (10 min)	Meeting time routine Review of concepts learned the previous week/day Introduction of message for the day by asking the guide questions below				
MESSAGE	I express my feelings in different ways.	I feel happy when -----.	I feel sad when -----.	I feel angry when -----.	I feel afraid when -----.
QUESTION/S	How do you express your feelings? Song: I have feelings	What makes you happy?	What makes you sad?	What makes you angry?	What makes you afraid? Who do you talk to about your fear?
Transition to Work Period 1	<i>The teacher gives instructions on how to do the independent activities, answers any questions, and tells the learners to join their group and do the assigned tasks.</i>				
Work Period 1 (40 mins)					
Teacher-Supervised Activity	Emotion Stick Puppets	Poster: What makes you happy?	Paint Feelings	Feelings Bingo	Fear Fishing
Learning Checkpoints	✓ <i>Recognize the basic emotions</i>	✓ <i>Explore simple cause-and-effect relationships in familiar events and situations</i>	✓ <i>Express their emotions through art</i>	✓ <i>Express thoughts, feelings, fears, ideas, wishes, and dreams</i>	✓ <i>Show readiness to face fears/negative emotions</i>
Independent Activities	1. Feelings Cubes 2. Find a Match (Feelings) 3. Feelings Collage 4. Food Faces				
Learning Checkpoints	✓ <i>Talk about their personal experiences</i> ✓ <i>Match pictures in one-to-one correspondence</i> ✓ <i>Tear and paste paper to make a collage</i> ✓ <i>Recognize the basic emotions</i>				
Transition to Meeting Time 2	<i>The teacher reminds the learners about the time left in Work Period Time 1 around 15 minutes before Meeting Time 2. After 10 minutes, the teacher tells the learners to start packing away the materials they used and be ready for Meeting Time 2. A transition song or a countdown may be used.</i>				
Meeting Time 2 (10 min)					

Blocks of Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
QUESTIONS/ ACTIVITY	Tell experiences using the emotions puppets	Song: Kung ikaw ay masaya Share an experience where you made someone happy in the family; someone in school	Share feelings while painting		How do you fight your fears?
Transition to Recess	<i>The teacher commends the learners for the work they did in Work Period Time 1 and tells them to prepare for recess time by washing their hands. Encourage sharing especially if not all children have food.</i>				
Recess (15 min)					
Transition to Quiet Time	<i>The teacher reminds the children to pack away the things they used in recess time, clean up their eating area, throw their trash in the trash bin, wash their hands, brush their teeth, change their wet clothes, and have their Quiet Time.</i>				
Quiet Time (10 min)					
Transition to Story Time	<i>While singing a transition song, the teacher “wakes” the learners up and tells them that it’s time to listen to a story. When the learners are ready, the teacher proceeds with the pre-reading activities and makes sure that the learners are listening attentively.</i>				
Story Time (20 min)	Theme: Any age and culturally appropriate story about different emotions.	Theme: Any age and culturally appropriate story about being happy.	Theme: Any age and culturally appropriate story about being sad.	Theme: Any age and culturally appropriate story about being angry.	Theme: Any age and culturally appropriate story about being scared/ afraid.
Pre-Reading	Define difficult words. <i>Motivation question: What are you feeling today?</i> <i>Motive question: What do you think the characters will feel in the story based on the picture on the cover?</i>	Define difficult words. <i>Motivation question: What makes you happy?</i> <i>Motive question: What do you think are the things that will make the people in the story happy?</i>	Define difficult words. <i>Motivation question: What makes you sad?</i> <i>Motive question: What do you think are the things that will make the people in the story sad?</i>	Define difficult words. <i>Motivation question: What makes you angry?</i> <i>Motive question: What do you think are the things that will make the people in the story angry?</i>	Define difficult words. <i>Motivation question: What makes you afraid/scared?</i> <i>Motive question: What do you think are the things that will make the people in the story scared/ afraid?</i>

Blocks of Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
During Reading	Ask comprehension questions.				
Post-Reading	<p>What did the characters feel?</p> <p>What made you say so?</p> <p>How were these feelings expressed?</p>	<p>What made the people happy in the story?</p> <p>If you felt sad, what will you do to feel happy?</p>	<p>What made the people in the story sad?</p> <p>Is it ok to be sad? (Yes). Why?</p> <p>What should you do when you are sad?</p>	<p>What made the people in the story angry?</p> <p>What should you do when you are angry?</p> <p>What are the things that you should not do?</p>	<p>What made the people in the story scared?</p> <p>What can you do so that you will not be scared anymore?</p>
Transition to Work Period 2	After the post-reading activities, the teacher gives instructions regarding the teacher-supervised and independent activities, answers any questions, and tells the learners to join their group and do the assigned tasks.				
Work Period 2 (40 min)					
Teacher-Supervised Activity	Emotions Patterns	Hand Game	Hand Game	Playdough Emotions	Graphing Emotions
Learning Checkpoints	<ul style="list-style-type: none"> ✓ Complete patterns, reproduce and extend patterns, create their own patterns, and transform/translate patterns from one form to another 	<ul style="list-style-type: none"> ✓ Tell that the quantity of a set of objects does not change even though the arrangement has change 	<ul style="list-style-type: none"> ✓ Add quantities up to 3 using concrete objects 	<ul style="list-style-type: none"> ✓ Mold playdough into recognizable figures 	<ul style="list-style-type: none"> ✓ Compare two groups of objects to decide which is more or less, or if they are equal ✓ Create and discuss simple pictographs
Independent Activities	<ol style="list-style-type: none"> 1. Play dough: Circle 2. Shape Lacing: Circle 3. Worksheet: Count and Add 4. Worksheet: Patterns 				
Learning Checkpoints	<ul style="list-style-type: none"> ✓ Arrange objects one after another in a series/sequence according to size and describe their relationship (big/bigger/biggest or small/smaller/smallest) ✓ Identify two to three dimensional shapes: square, circle, triangle, rectangle ✓ Combine elements of two sets using concrete objects to represent the concept of addition and add quantities up to 3 using concrete objects ✓ Complete patterns 				

Blocks of Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Transition to Indoor/Outdoor Games	<i>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.</i>				
Indoor/Outdoor Games (20 min)	Feelings Dance	Unstructured Free Play	Feelings Hopscotch	Unstructured Free Play	Feelings Parade
Learning Checkpoints	✓ <i>Interpret emotions in music</i>		✓ <i>Participate actively in games</i>		✓ <i>Listen discriminately and respond appropriately</i>
Transition to Meeting Time 3	<i>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 in Meeting Time 3. A transition song or countdown may be used.</i>				
Meeting Time 3 (5 min)	Learners share how they express their feelings with the people around them.	Learners share what they do when they feel happy.	Learners share what they do when they feel happy.	Learners share who makes them feel better when they feel angry.	Learners share about the things that make them feel afraid/scared and who helps them when they're feeling afraid/scared.
Wrap-Up Questions / Activity	<i>The teacher takes note of the learners' confidence in sharing their feelings with others.</i>	<i>The teacher takes note of the learners' personal effort to be happy.</i>	<i>The teacher takes note of the learners' personal effort to make themselves feel better.</i>	<i>The teacher takes note of the person whom the learners feel a strong connection with.</i>	<i>The teacher takes note if the learner can easily get out of being afraid/scared.</i>
DISMISSAL ROUTINE					

WEEK 5
Content Focus: **I have feelings.**

WORK PERIOD 1
TEACHER SUPERVISED ACTIVITIES

1. Emotion Stick Puppets

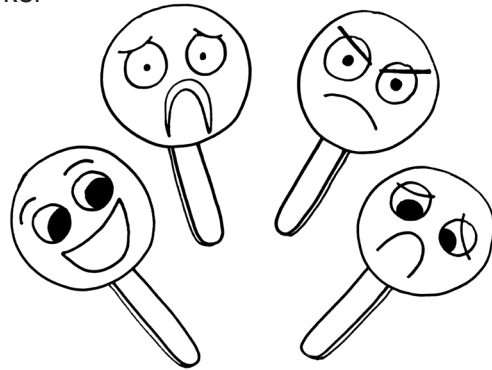
Competencies:

- Nakikilala ang mga pangunahing emosyon (tuwa, takot, galit, at lungkot) (SEKPSE-00-11)
- Naisasagawa ang mga sumusunod na kasanayan: pagbakat, pagkopya ng larawan, hugis, at titik (KPKFM-00-1.4)
- Express thoughts, feelings, fears, ideas, wishes, and dreams (LLKOL-Ig-9)

Materials: popsicle sticks, colored paper, marker

Procedure:

1. Cut the colored papers into circle.
2. Using marker, learners draw faces that show happiness, sadness, anger, and fear.
3. Attach popsicle sticks to the circle and let the children use them as emotion puppets



2. Poster: What makes you happy?

Competencies:

- Nakikilala ang mga pangunahing emosyon (tuwa, takot, galit, at lungkot) (SEKPSE-00-11)
- Nagkakaroon ng kamalayan sa damdamin ng iba (SEKEI-00-2)
- Explore simple cause-and-effect relationships in familiar events and situations (PNEKE-00-5)

Materials: paper, pencil or crayon

Procedure:

1. Have learners divide the sheet of paper into four.
2. Using pencil or crayon, let the children draw four things or situations that make them happy.
3. Post their drawings.

3. Paint Feelings

Competencies:

- Nakikilala ang mga pangunahing emosyon (tuwa, takot, galit, at lungkot) (SEKPSE-00-11)
- Nakalilikha ng iba't ibang bagay sa pamamagitan ng malayang pagguhit (SKMP-00-1)

- 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)

Materials: paint, paintbrushes , paper

Procedure:

1. This is a completely free art choice. Just let them paint.
2. When they are done, ask them to describe their picture.
3. Ask, “When you were painting today, how were you feeling? Why?”
4. Write the descriptions.

4. Feelings Bingo

Competencies:

- Nakikilala ang mga pangunahing emosyon (tuwa, takot, galit, at lungkot) (SEKPSE-00-11)

Materials: call out card for each player, picture cards of different faces with emotions, tokens

Procedure:

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

 sad	 happy	 angry
 afraid	FREE	 afraid
 angry	 happy	 angry

5. Poster: Fear Fishing

Competencies:

- Naipakikita ang kahandaan na sumubok ng bagong karanasan (SEKPSE-IIIc-6)
- Natutukoy ang kahalagahan ng pagpapakita ng positibong pag-uugali sa harap ng hindi inaasahang pangyayari tulad ng pagkatalo sa laro, atbp. (SEKPSE-00-8)
- Nakikilala ang mga pangunahing emosyon (tuwa, takot, galit, at lungkot) (SEKPSE-00-11)

Materials: plastic fish cut-outs (write words on them using washable marker: darkness, new class, loud noises, thunder, pain, etc.), paper clip, fishing rod with magnet, bucket of water

Procedure:

1. Set up a “fishing area” where fish are placed on the floor.

- Learners take turns using the fishing rod to catch a “fish.”
- When a child catches a fish, help them read the word/s then ask them how they feel about it.
- Have the learner throw the fish into a bucket of water. The words will disappear because of the washable markers and their fear will also disappear.

WORK PERIOD 1 INDEPENDENT ACTIVITIES

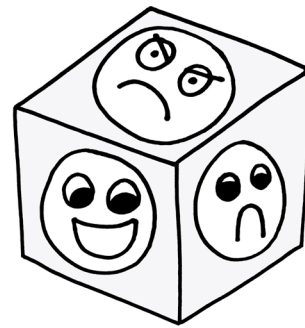
1. Feelings Cubes

Competencies:

- Nakikilala ang mga pangunahing emosyon (tuwa, takot, galit, at lungkot) (SEKPSE-00-11)
- Talk about one’s personal experiences/narrates events of the day (LLKOL-Ig-3)
- Express thoughts, feelings, fears, ideas, wishes, and dreams (LLKOL-Ig-9)

Materials: small box (cube), marker

Preparation: At each face of the cube, draw a face that depicts a particular emotion.



Procedure:

- Learners take turns throwing the cube.
- At each turn, learner shares an experience where s/he felt the particular emotion on the cube.

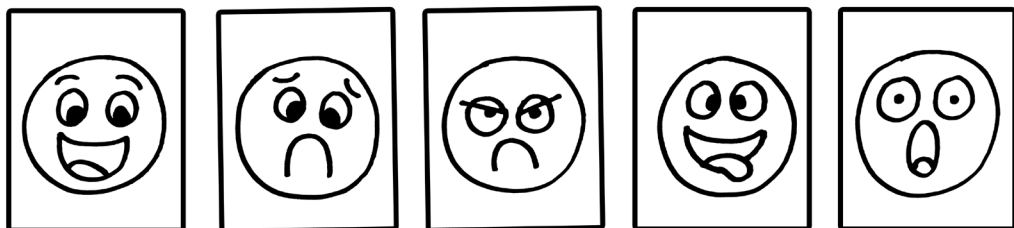
2. Find a Match (Feelings)

Competencies:

- Nakikilala ang mga pangunahing emosyon (tuwa, takot, galit, at lungkot) (SEKPSE-00-11)
- Match object, pictures based on properties /attributes in one-to-one correspondence (MKAT-00-1)

Materials: emotion cards

Preparation: Make two copies of 10 different faces with emotions: happy, sad, angry, silly, surprised. Cut these out.



Procedure:

1. Lay down the cards on the table.
2. Have learners take turns picking out two cards showing the same emotion.
3. A child gets a point for each pair of card that s/he successfully matches.
4. The game ends when all cards have been matched.

Variation: The same set of cards can be used to play memory game. Instead of laying down the cards face up, all cards must be placed face down. Each child takes turns picking out two cards. If the card matches, s/he gets the pair. If it does not, s/he returns the cards.

Note: For matching activities, teachers may present learners with varied materials that include tactile materials or concrete objects. For instance, instead of just matching colors, learners may match objects with the same texture. Teachers may use cloth swatches, cotton, corrugated paper, etc. Learners may also match the objects with the same shapes such as pencils, coins, blocks, or varied manipulatives. Consider this when you encounter other similar activities.

3. Feelings Collage

Competencies:

- Nakikilala ang mga pangunahing emosyon (tuwa, takot, galit, at lungkot) (SEKPSE-00-11)
- Naisasagawa ang mga sumusunod na kasanayan: pagpilas/paggupit/pagdikit ng papel (KPKFM-00-1.3)

Materials: magazines, scissors, glue, Manila paper

Procedure:

1. Post Manila paper with the label, ““Sometimes people are happy.” (sad, angry, afraid, etc.)
2. Have learners cut out from magazines pictures of people showing different emotions.
3. They will glue all pictures of happy faces on the happy Manila paper.

4. Food Faces

Competencies:

- Nakikilala ang mga pangunahing emosyon (tuwa, takot, galit, at lungkot) (SEKPSE-00-11)

Ingredients: shredded green leafy vegetables for hair, eggs/raisins for eyes, tomatoes for mouth, rice made into a round shape, plate

Procedure:

1. Learners wash their hands.
2. Choose an emotion they wish to convey.
3. Arrange the ingredients on the rice to make a face.
4. Eat this during snack time.

WORK PERIOD 2
TEACHER SUPERVISED ACTIVITIES

1. Emotions Patterns

Competencies:

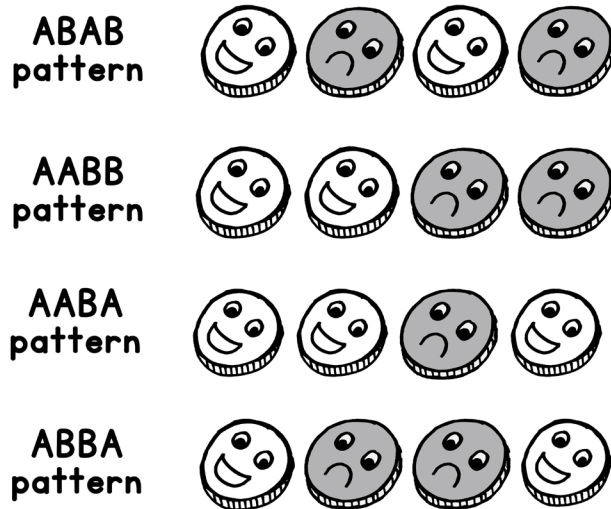
- Complete patterns (MKSC-00-19)
- Reproduce and extend patterns (MKSC-00-20)
- Create own patterns (MKSC-00-21)
- Transform/translate patterns from one form to another (MKSC-00-22)

Materials: poker chips, paper, crayons

Preparation: Draw different emotions on poker chips. Make sure to use only one color for an emotion. Example: blue for sad, white for happy. Assign A and B for the emotions.

Procedure:

1. Allow the learners to create patterns using the poker chips.
2. Teach them ABAB, AABB, AABA, ABBA patterns.



3. On a paper, let them translate the concrete patterns into pictorial representations.

2a. Hand Game

Competencies:

- Count objects with one-to-one correspondence up to quantities of 10 (MKC-00-7)
- Tell that the quantity of a set of objects does not change even though the arrangement has changed (i.e., the child should be able to tell that one set of counters placed in one-to-one correspondence and then rearranged still has the same quantity) (MKSC-00-23)
- Add quantities up to 10 using concrete objects (MKAT-00-8)

Materials: any counters

Procedure:

1. Learners work in small groups.
2. Teacher gives each learner a given quantity of counters, in this case 3.
3. Learners separate the counters in different ways and verbalize the combinations that result.

Teacher says...	Learners say...
"Place three balls in your right hand." "Place one ball in your left hand." "Place one more ball in your left hand." "Place one more ball in your left hand."	"None and three is three." or "Zero and three is three." "One and two is three." "Two and one is three." "Three and none is three." or "Three and zero is three."

2b. Hand Game

*Proceed as 2a but use the poker chips

Note: Some learners will need to work within a small group or one-on-one with the teacher to help them focus. This will also help teachers closely monitor and assist a specific learner complete this activity. Use different counters from time to time.

3. Playdough Emotions

Competencies:

- Nakikilala ang mga pangunahing emosyon (tuwa, takot, galit, at lungkot) (SEKPSE-00-11)
- Naisasagawa ang mga sumusunod na kasanayan: pagmomolde ng luwad (clay), pagbuo ng puzzles (KPKFM-00-1.5)
- Nakapagmomolde ng luwad (clay) sa nais na anyo (SKMP-00-6)

Materials: playdough

Procedure:

1. Learners make flat round face shapes with the playdough.
2. Encourage the learners to fill in the face by modeling smaller bits of play dough for eyes, mouth, ears, etc.
3. Make as many playdough faces as you can showing different emotions.

4. Graphing Emotions

Competencies:

- Count objects with one-to-one correspondence up to quantities of 10 (MKC-00-7)

- Compare two groups of objects to decide which is more or less, or if they are equal (MKC-00-8)
- Create simple pictographs (MKAP-00-2)
- Discuss simple pictographs (MKAP-00-3)

Materials: Manila paper, marker

Procedure:

1. Count how many happy, sad, angry, and afraid faces the learners made out of playdough.
2. Write these on the graph.

WORK PERIOD 2 INDEPENDENT ACTIVITIES

1. Playdough: Circle

Competencies:

- Naisasagawa ang mga sumusunod na kasanayan: pagmomolde ng luwad (clay), pagbuo ng puzzles (KPKFM-00-1.5)
- Nakapagmomolde ng luwad (clay) sa nais na anyo (SKMP-00-6)
- Arrange objects one after another in a series/sequence according to a given attribute (size, length) and describe their relationship (big/bigger/biggest or long/longer/longest) (MKSC-00-10)

Material: playdough

Procedure:

1. Learners make different sizes of circles using playdough.
2. They will arrange the balls in a series/sequence according to size and describe their relationship (big/bigger/biggest or small/smaller/smallest).

2. Shape Lacing: Circle

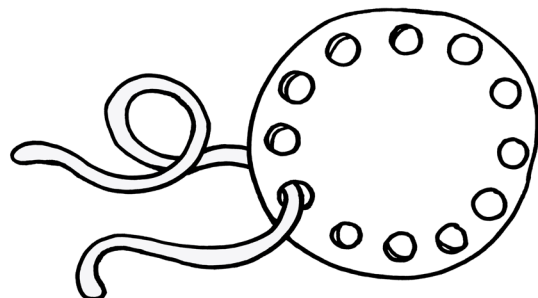
Competencies:

- Recognize simple shapes in the environment (MKSC-00-1)
- Identify two to three dimensional shapes: square, circle, triangle, rectangle (MKSC-00-2)

Materials: precut cardboard circles with holes around, yarn

Procedure:

1. Distribute the cardboard circles.
2. Using the yarn attached to the cardboard circle, have each learner lace the edges of the shape card s/ he is holding.



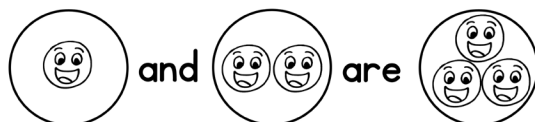
3. Worksheet: Count and Add

Competencies:

- Count objects with one-to-one correspondence up to quantities of 10 (MKC-00-7)
- Recognize the words “put together,” “add to,” and “in all” that indicate the act of adding whole numbers (MKAT-00-26)
- Combine elements of two sets using concrete objects to represent the concept of addition (MKAT-00-3)
- Add quantities up to 10 using concrete objects (MKAT-00-8)

Procedure:

1. Hand the worksheet to each learner.
2. Ask learners to count the faces in the first two boxes. Then draw the total number of faces in the third box.



Variation: If using concrete objects, example, cut-outs of happy faces, each learner can take turns in doing this exercise. Instructions are as follows:

1. Give several cut-outs of happy faces to a learner. Teacher retains 3 pieces.
2. Prepare 3 small plates or bowls and place them in front of the learner.
3. Teacher makes two sets of happy faces from the 3 pieces she/he is holding and put them in two of the small plates or bowls (i.e. when the two sets are combined, it should result to 3).
4. Ask the assigned learner to count the happy faces in the two sets, and put in the 3rd plate/bowl the corresponding number of happy faces from the pile he/she is holding.

4. Worksheet: Patterns

Competencies:

- Naisasagawa ang mga sumusunod na kasanayan: pagpilas, paggupit, pagdikit ng papel (KPKFM-00-1.3)
- Complete patterns (MKSC-00-19)

Procedure: Put inside the box the correct face to complete the pattern.

						<input type="text"/>
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INDOOR/ OUTDOOR GAMES

1. Feelings Dance

Competencies

- Naisakikilos ang sariling kakayahan sa iba't ibang paraan, hal. pag-awit, pagsayaw, at iba pa (SEKPSE-If-2)
- Nakikilala ang mga pangunahing emosyon (tuwa, takot, galit, at lungkot) (SEKPSE-00-11)
- Nakagagalaw (martsa, palakpak, tapik, padyak, lakad, lundag at iba pa) nang angkop sa ritmo at indayog bilang tugon sa himig na napapakinggan/awit na kinakanta (KPKPF-Ia-2)
- Naisasagawa ang paggalaw/pagkilos ng iba'tibang bahagi ng katawan sa saliw ng awitin nang may kasiyahan (KPKGM-Ia-1)
- Naisasagawa ang mga sumusunod na kilos lokomotor sa pagtugon sa ritmong mabagal at mabilis (paglakad, pagtakbo, pagkandirit, paglundag/pagtalon, paglukso) (KPKGM-Ie-2)
- Nagagamit ang mga kilos lokomotor at di-lokomotor sa paglalaro, pag-eehersisyo, pagsasayaw (KPKGM-Ig-3)
- Naipakikita ang kawilihan nang may sariling interpretasyon sa himig/tugtuging napapakinggan (SKMP-00-10)

Materials: different types of music

Procedure:

1. Play different types of music and encourage the children to dance in the way it makes them feel.
2. They can run in place fast when the song is fast. When the song has a slow tempo, they can act sad, etc.
3. Be sure to include music that sounds scary and angry. Process if a learner feels upset.

2. Feelings Hopscotch

Competencies:

- Nakikilala ang mga pangunahing emosyon (tuwa, takot, galit, at lungkot) (SEKPSE-00-11)
- Nakasasali sa mga laro, o anumang pisikal na gawain at iba't ibang paraan ng pag-eehersisyo (KPKPF-00-1)
- Nagagamit ang mga kilos lokomotor at di-lokomotor sa paglalaro, pag-eehersisyo, pagsasayaw (KPKGM-Ig-3)

Materials: chalk

Procedure:

1. Draw a simple hopscotch on the floor with smiling and sad faces alternately.
2. Teacher asks questions and the learner hops on an adjacent square with his/her answer: smile means YES and sad face means NO.

3. Feelings Parade

Competencies:

- Nakikilala ang mga pangunahing emosyon (tuwa, takot, galit, at lungkot) (SEKPSE-00-11)
- Nakasasali sa mga laro, o anumang pisikal na gawain at iba't ibang paraan ng pag-eehersisyo (KPKPF-00-1)
- Nagagamit ang mga kilos lokomotor at di-lokomotor sa paglalaro, pag-eehersisyo, pagsasayaw (KPKGM-Ig-3)
- Listen discriminately and respond appropriately, i.e., speak loudly/softly when asked, asked to adjust volume of television/radio (LLKAPD-Id-6)

Procedure: Tell a story with different emotions as the learners act out the feeling.

Example: I was walking to school and saw a butterfly and it made me so happy (everyone walks with a smile). But it started to rain and I didn't have my umbrella and that made me angry (stomp as you walk)...

SONGS/POEMS/RHYMES

If You're Happy and You Know It

If you're Happy and you know it,
clap your hands (2x)
If you're happy and you know it,
then your face will surely show it
If you're happy and you know it,
clap your hands

**stomp your feet, shout Hooray!, do all three*

I Have Feelings by Jean Warren

Tune: I'm A Little Teapot

I have a happy face,
Just watch me grin.
I have a great big smile
From my forehead to my chin.
When I'm upset
And things are bad,
Then my happy face
Turns to sad.

Cry, cry, when you're sad

Tune: Row, Row, Row Your Boat

Cry, cry when you're sad.
Just between me and you.
Don't be afraid to shed a tear.
It's the thing to do.

I Look in the Mirror

I look in the mirror and what do I see?
I see a happy face smiling at me.
I look in the mirror and what do I see?
I see a surprised face looking at me.
Kung Ikaw ay Masaya

Kung ikaw ay masaya, tumawa ka (2x)
Kung ikaw ay masaya, buhay mo ay
sisigla

Kung ikaw ay masaya, tumawa ka.

**pumadyak, humalakhak, pumalakupak*

Circle Song

Tune: If You're Happy and You Know It

A circle is a shape that goes round.
A circle is a shape that goes round.
A circle is a shape that goes round,
And round and round.
A circle is a shape that goes round.
Tiptoe slowly on the circle and go round.
Tiptoe slowly on the circle and go round.
Tiptoe slowly on the circle,
And go round and round and round.
Tiptoe slowly on the circle and go round.

WEEK 6

Content Focus: **I have a body and I can do many things with my body.**

Blocks of Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Arrival Time (10 min)	Arrival routine				
Meeting Time 1 (10 min)	Meeting time routine Review of concepts learned the previous week/day Introduction of message for the day by asking the guide questions below				
MESSAGE	I have a body. My body has different parts.	I have two hands and each hand has five fingers. My hands are connected to my arms and shoulders. I can clap, write, paint, draw with my hands.	I have two feet and each foot has five toes. My feet are connected to my legs. I can walk, run, hop, jump with my legs and feet.	My heart, lungs, bones and stomach are inside my body. My heart beats so it can pump blood into the body. My lungs help me to breathe. My bones give shape to my body. My stomach stores the food I eat.	The different parts of my body work together.
QUESTION/S	What are the different parts of your body? Song: Paa, Tuhod, Balikat, Ulo	How many hands do you have? How many fingers are there in your left/right hands? How many fingers do you have in all? Song: Kanang Kamay	How many feet do you have? How many toes are there in your left/right foot? How many toes are there in all? Song: Hokey Pokey	What are the parts that are inside our body? What part of your body: pumps blood helps you breathe shapes the body stores food Song: Bone Connections	How do different parts of the body work together? Song: Everybody Do This
Transition to Work Period 1	<i>The teacher gives instructions on how to do the independent activities, answers any questions, and tells the learners to join their group and do the assigned tasks.</i>				
Work Period 1 (40 mins)					
Teacher-Supervised Activity	Balangkas ng Katawan	Hand Tracing	Foot Print	Body Tracing Poster: What's inside our body?	Playdough: My Body

Blocks of Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Learning Checkpoints	✓ Trace outline and identify one's basic body parts	✓ Trace, copy, and write different strokes	✓ Stamp their feet	✓ Tell the function of each basic body part	✓ Mold playdough into a recognizable human figure
Independent Activities	1. Picture Puzzle (Body Parts) 2. Shape Poster: Square 3. People Collage: How do they Move? 4. Shadow Match				
Learning Checkpoints	✓ Put together puzzles ✓ Fold paper and recognize symmetry in their own body ✓ Identify two to three dimensional shapes: square ✓ Demonstrate movements using different body parts and describe movement of objects ✓ Match pictures based on properties /attributes in one-to-one correspondence				
Transition to Meeting Time 2	The teacher reminds the learners about the time left in Work Period Time 1 around 15 minutes before Meeting Time 2. After 10 minutes, the teacher tells the learners to start packing away the materials they used and be ready for Meeting Time 2. A transition song or a countdown may be used.				
Meeting Time 2 (10 min)					
QUESTIONS/ ACTIVITY	What body parts are mentioned in the song "Paa,Tuhod?"	What can you do with your hands?	What can you do with your feet?	What makes you breathe? What digests the food that you eat?	What is the importance of each part of the body?
Transition to Recess	The teacher commends the learners for the work they did in Work Period Time 1 and tells them to prepare for recess time by washing their hands. Encourage sharing especially if not all children have food.				
Recess (15 min)					
Transition to Quiet Time	The teacher reminds the children to pack away the things they used in recess time, clean up their eating area, throw their trash in the trash bin, wash their hands, brush their teeth, change their wet clothes, and have their Quiet Time.				
Quiet Time (10 min)					
Transition to Story Time	While singing a transition song, the teacher "wakes" the learners up and tells them that it's time to listen to a story. When the learners are ready, the teacher proceeds with the pre-reading activities and makes sure that the learners are listening attentively.				
Story Time (20 min)	Theme: Any age and culturally appropriate story about the body parts	Theme: Any age and culturally appropriate story about the hands	Theme: Any age and culturally appropriate story about the feet	Theme: Any age and culturally appropriate story about the parts inside the body	Theme: Any age and culturally appropriate story about the parts of the body and their function

Blocks of Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Pre-Reading	<p>Define difficult words.</p> <p>Motivation question: What are the parts of your body? What can you do with your body?</p> <p>Motive question: What can the characters do with their bodies?</p>	<p>Define difficult words.</p> <p>Motivation question: What can you do with your hands?</p> <p>Motive question: What will the characters do with their hands?</p>	<p>Define difficult words.</p> <p>Motivation question: What can you do with your feet?</p> <p>Motive question: What do you think the characters will do with their feet?</p>	<p>Define difficult words.</p> <p>Motivation question: Put your hand on your chest. What can you feel?</p> <p>Motive question: What will the character feel that is inside his body?</p>	<p>Define difficult words.</p> <p>Motivation question: What are the body parts that you remember in our discussions?</p> <p>Motive question: What are the different parts that will be mentioned in the story?</p>
During Reading	Ask comprehension questions.				
Post-Reading	<p>What are the body parts mentioned in the story? What did the characters do with their bodies?</p> <p>(Show a picture of an incomplete body) What are the missing body parts? Draw these missing parts.</p>	<p>What did the characters do with their hands?</p> <p>What would happen if the characters did not have hands?</p>	<p>What did the characters do with their feet?</p> <p>What would have happened if the characters did not have feet?</p>	<p>What did the characters feel inside his body? (grumbling stomach, air in his chest, the heart beating)</p>	<p>What are the body parts mentioned in the story?</p> <p>How do these parts work together?</p> <p>I will give names of two body parts. Tell me if they have the same beginning sound. (Demonstrate how to identify the beginning sounds.)</p>
Transition to Work Period 2	After the post-reading activities, the teacher gives instructions regarding the teacher-supervised and independent activities, answers any questions, and tells the learners to join their group and do the assigned tasks.				
Work Period 2 (40 min)					
Teacher-Supervised Activity	Self Portrait	Counting body parts	Measuring Feet	Lungs and Heart	Moving Puppet

Blocks of Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Learning Checkpoints	✓ Name the five senses and their corresponding body parts	✓ Count body parts with one-to-one correspondence	✓ Use nonstandard measuring tools	✓ Recognize symmetry in their own body	✓ Identify one's basic body parts
Independent Activities	1. Number Book 2. Counting Fingers (addition) 3. Hand Game 4. Body Cover All				
Learning Checkpoints	✓ Count objects with one-to-one correspondence up to quantities of 3 ✓ Read and write numerals 0 to 3 ✓ Combine elements of two sets using concrete objects to represent the concept of addition and add quantities up to 3 using concrete objects ✓ Tell that the quantity of a set of objects does not change even though the arrangement has changed ✓ Match object, pictures based on properties /attributes in one-to-one correspondence				
Transition to Indoor/ Outdoor Games	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.				
Indoor/Outdoor Games (20 min)	Nose Nose	Unstructured Free Play	Ankle Walk	Unstructured Free Play	Partners
Learning Checkpoints	✓ Point to body parts		✓ Demonstrate movements using different body parts		✓ Play cooperatively with a partner
Transition to Meeting Time 3	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 in Meeting Time 3. A transition song or countdown may be used.				
Meeting Time 3 (5 min)	Learners identify their body parts.	Learners count the fingers of their hands.	Learners count their toes.	Learners describe the function of their heart, bones, lungs and stomach.	Learners describe how the different body parts work together.
Wrap-Up Questions / Activity	The teacher takes note if the learners are able to identify correctly their body parts.	The teacher takes note if the learners are able to count correctly their fingers.	The teacher takes note if the learners are able to count correctly their toes.	The teacher takes note if the learners are able to identify their body parts and its function.	The teacher takes note if the learners are able to describe how the different body parts complement each other.
DISMISSAL ROUTINE					

WEEK 6

Content Focus: **I have a body and I can do many things with my body.**

WORK PERIOD 1 TEACHER SUPERVISED ACTIVITIES

1. Balangkas ng Katawan Ko

Competencies:

- Naisasagawa ang mga sumusunod na kasanayan: pagbakat, pagkopya ng larawan, hugis, at titik (KPKFM-00-1.4)
- Identify one's basic body parts (PNEKBS-Id-1)

Materials: Manila paper, crayons, glue

Procedure:

1. Lay down the Manila paper on the floor.
2. Each learner will take turns lying down on the Manila paper while another or teacher traces the outline of his/her body.
3. Learners will draw a face, clothes, and other details on their body outline.
4. They will also write their name.
5. Hang the outlines on clotheslines with feet touching the floor.

2. Hand Tracing

Competencies:

- Trace, copy, and write different strokes: scribbling (free hand), straight lines, slanting lines, combination of straight and slanting lines, curves, combination of straight and curved and zigzag (LLKH-00-6)
- Naisasagawa ang mga sumusunod na kasanayan: pagpilas/paggupit/pagdikit ng papel (KPKFM-00-1.3), pagbakat, pagkopya ng larawan, hugis, at titik (KPKFM-00-1.4)

Materials: construction or bond paper, scissors, glue, Manila paper

Procedure:

1. Give each learner a piece of paper.
2. Have him/her trace both his/her hands on it.
3. Learners cut out each hand.
4. Learners will glue their left hand on the left side of the Manila paper and their right hand on the right.

3. Foot Print

Competencies:

- Nakaguguhit, nakapagpipinta at nakapagkukulay ng iba't ibang bagay o gawain (SKMP-00-2)

Materials: paint or any coloring material, basin, water, tissue paper, Manila paper

Procedure:

1. Dilute paint in water in a small basin. Put tissue paper on the paper plate (this will prevent the paint from splashing once the children start dipping their feet into the paint).
2. Have each learner dip his foot into the paint then let him/her stamp this on the Manila paper.
3. Ask the learners to label their foot.
4. When dry, cut the feet then laminate or cover with clear plastic tape on the floor like footsteps.

4. Body Tracing Poster: What's inside your Body

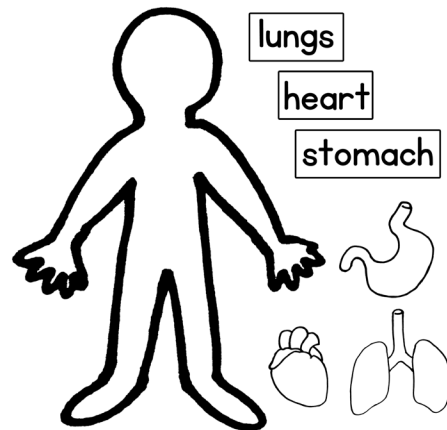
Competencies:

- Identify one's basic body parts (PNEKBS-Id-1)
- Tell the function of each basic body part (PNEKBS-Id-2)

Materials: half-sized manila paper, marker, glue, cut out pictures of brain, heart, lungs, stomach, bones and muscles and word cards of these body parts

Procedure:

1. Form groups of 7 members.
2. Create a life size drawing of the body by tracing the body of one learner.
3. The rest of the group will paste pictures and word cards of the internal body parts on the right spot.
4. Let the learners identify the function of each body part. (heart - pumps blood through our body, lungs - help us breathe, stomach - turns food to energy, etc.)



5. Playdough: My Body

Competencies:

- Naisasagawa ang mga sumusunod na kasanayan: pagmomolde ng luwad (clay), pagbuo ng puzzles (KPKFM-00-1.5)
- Nakapagmomolde ng luwad (clay) sa nais na anyo (SKMP-00-6)
- Identify one's basic body parts (PNEKBS-Id-1)

Materials: playdough

Procedure:

1. Give each learner a medium-sized ball of playdough.
2. Let the learners form the whole body of a person using the dough.
3. Ask them to identify the different body parts as they create.

WORK PERIOD 1 INDEPENDENT ACTIVITIES

1. Picture Puzzle (Body Parts)

Competencies:

- Naisasagawa ang mga sumusunod na kasanayan: pagmomolde ng luwad (clay), pagbuo ng puzzles (KPKFM-00-1.5)
- Identify one's basic body parts (PNEKBS-Id-1)

Materials: puzzle pieces

Preparation: Choose 8-10 pictures of body parts to mount on boards. Cut this up into 4-6 pieces.

Procedure:

1. Distribute one set of puzzle to each learner.
2. Have them complete the puzzle then exchange sets when they finish.

2. Shape Poster

Competencies:

- Naisasagawa ang mga sumusunod na kasanayan: pagtiklop ng papel (KPKFM-00-1.2), pagpilas/paggupit/pagdikit ng papel (KPKFM-00-1.3)
- Recognize symmetry (own body, basic shapes) (MKSC-00-11)
- Recognize simple shapes in the environment (MKSC-00-1)
- Identify two to three dimensional shapes: square, circle, triangle, rectangle (MKSC-00-2)

Materials: bond paper, pencil/crayons

Procedure:

1. Ask the learners to fold the paper equally into 4 squares.
2. Tell the learners that a square has four equal sides and angles.
3. Ask, "What objects do you know have the shape of a square?"
4. Let them think then draw an object on each of the squares on the paper.

3. People Collage: How do they move?

Competencies:

- Naisasagawa ang mga sumusunod na kasanayan: pagpilas/paggupit/pagdikit ng papel (KPKFM-00-1.3)
- Demonstrate movements using different body parts (PNEKBS-Ic-3)
- Describe movement of objects like, straight, round and round, back and forth, fast and slow (PNEKPP-00-5)

Materials: magazines, glue, Manila paper

Procedure:

1. Learners look for pictures that show body movement in magazines.
2. They will cut these and then paste on Manila paper.
3. Discuss different body movements and let the learners demonstrate these.

Variation:

- If there are no magazines or any printed material, just draw the images.
- Another group of learners may use the dramatic play for this activity.
The teacher can prepare picture cards of people doing different activities (swimming, running, biking, etc) that the learners can act out.

4. Shadow Match

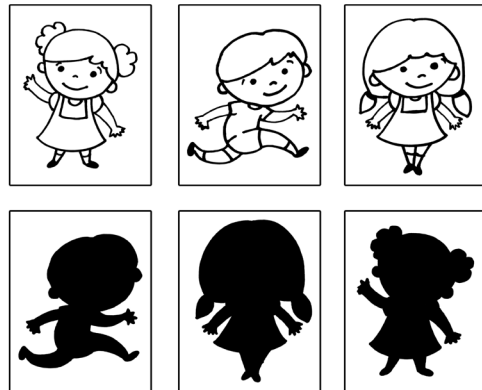
Competencies:

- Tell which objects/pictures are the same based on color, shape, size, direction, and other details (T-shirt with collar and without collar) (LLKVPD-Id-1)
- Match object, pictures based on properties /attributes in one-to-one correspondence (MKAT-00-1)

Materials: 2 sets of pictures of children moving and their corresponding shadow

Procedure:

1. Give the learners 2 sets of picture cards – one set with children moving and another with their shadows.
2. Learners will match the picture to its shadow.



Note: For matching activities, teachers may present learners with varied materials that include tactile materials or concrete objects. For instance, instead of just matching colors, learners may match objects with the same texture. Teachers may use cloth swatches, cotton, corrugated paper, etc. Learners may also match the objects with the same shapes such as pencils, coins, blocks, or varied manipulatives. Consider this when you encounter other similar activities.

WORK PERIOD 2 TEACHER SUPERVISED ACTIVITIES

1. Self-Portrait

Competencies:

- Naisasagawa ang mga sumusunod na kasanayan: pagbakat, pagkopya ng larawan, hugis, at titik (KPKFM-00-1.4)
- Recognize symmetry (own body, basic shapes) (MKSC-00-11)
- Name the five senses and their corresponding body parts (PNEKBS-lc-4)

Materials: ½ crosswise bond paper, pencil, crayon

Procedure:

1. Give each learner a half piece of bond paper. Tell the learner to fold the paper in half, crosswise.
2. The learners will draw a half circle or oval to represent half of his/her face on one side of the paper.
3. Then, draw one eye, one eyebrow, one ear, half of the nose, half of the lips.
4. Ask the learner to open the folded paper and continue the drawing to complete the other half of the face. Color the drawing.
5. Guide children in observing the symmetry of the face of a human.
6. Talk about how they have 2 eyes, 1 nose, 2 ears, 1 mouth, etc.

2. Counting Body Parts

Competencies:

- Identify one's basic body parts (PNEKBS-Id-1)
- Count objects with one-to-one correspondence up to quantities of 10 (MKC-00-7)

Materials: graph, markers

Procedure:

1. Ask learners to count the body parts they know, starting with the face (eyes, ears, nose, mouth) then shoulders, hands, fingers, feet, toes, and on to the heart, lungs, stomach, etc.
2. Let them draw the parts in the corresponding row stating how many of each body part they have.

Body part/s	Number of body parts

3. Measuring Feet

Competencies:

- Use nonstandard measuring tools e.g. length – feet, hand, piece of string; capacity – mug/glass; mass – stone, table blocks MKME-00-1
- Naisasagawa ang mga sumusunod na kasanayan: pagbakat, pagkopya ng larawan, hugis, at titik (KPKFM-00-1.4)

Materials: bond paper, pencil, inch cubes or any blocks

Procedure:

1. Trace the learner's right foot on the paper.
2. Use inch cubes to measure the foot.
3. Write the measurement on the foot.
4. Hang or post on the wall.

4. Lungs and Heart

Competencies:

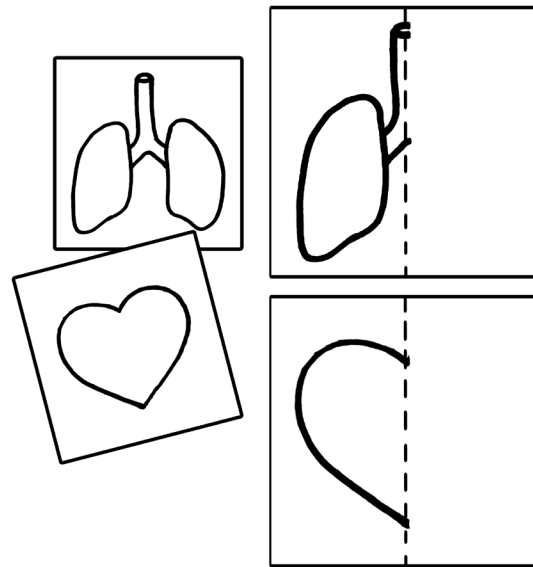
- Recognize symmetry (own body, basic shapes) MKSC-00-11

Materials: bond paper, water color, picture of lungs and heart

Preparation: Draw one lung on the left side of the paper, draw half a heart on another paper.

Procedure:

1. Show pictures of the lungs. Mention that a person has two lungs.
2. Then show them the heart. Tell the learners that the heart does not actually look like this, but it is a famous symbol for the heart.
3. Talk about symmetry and how the lungs and heart have two symmetrical parts.
4. Give the learners the paper with drawings of one lung and half a heart.
5. They will paint the drawing on one side of the paper (heart or lung), then fold over to stamp the paint to the other half of the paper.
6. Open and look at the symmetry.
7. Let dry.



5. Moving Puppets

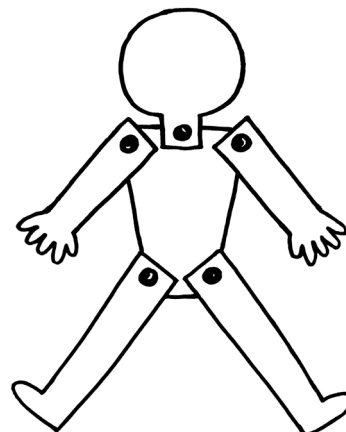
Competencies:

- Identify one's basic body parts (PNEKBS-Id-1)

Materials: roundhead fastener, cardboard cut-outs (head, torso, arms and hands, legs and feet)

Procedure:

1. Let the learners put together the cardboard cut-out to form a human figure.
2. They will attach the parts using the roundhead fastener.
3. Let them draw the details of their puppet.
4. Have a puppet dance show. Play dance music and make the puppets move to the beat.



WORK PERIOD 2 INDEPENDENT ACTIVITIES

1. Number Books (quantities of 3)

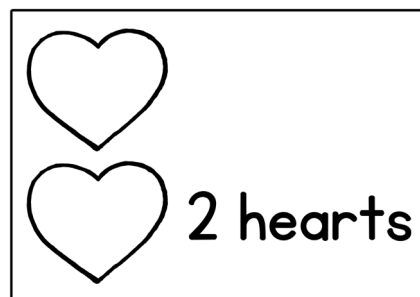
Competencies:

- Count objects with one-to-one correspondence up to quantities of 3 (MKC-00-7)
- Read and write numerals 0 to 10 (3) (MKC-00-3)

Materials: several pictures of body parts or people doing activities, half bond paper, fastener or stapler

Procedure:

1. Glue pictures of body parts or people on sheets of paper, maximum of 3 pictures per paper.
2. Bind the papers to make a book.
3. Learners write the number beside the picture.



Sample page

Variation: Help the learner to draw pictures or glue in pictures from magazines of things that are important to him and write a number caption underneath (e.g. 3 pairs of shoes, 3 bottles of juice).

2. Counting Fingers (addition)

Competencies:

- Recognize the words “put together,” “add to,” and “in all” that indicate the act of adding whole numbers (MKAT-00-26)
- Combine elements of two sets using concrete objects to represent the concept of addition (MKAT-00-3)
- Add quantities up to 10 (3) using concrete objects (MKAT-00-8)

Materials: number cards 0-3

Procedure:

1. Learner will get two number cards.
2. Show in his/her fingers the two numbers on the cards.
3. Count the total fingers raised.

3. Hand Game: concrete, up to quantities of 3

Competencies:

- Tell that the quantity of a set of objects does not change even though the arrangement has changed (i.e., the child should be able to tell that one set of counters placed in one-to-one correspondence and then rearranged still has the same quantity) (MKSC-00-23)

- Combine elements of two sets using concrete objects to represent the concept of addition (MKAT-00-3)
- Add quantities up to 10 (3) using concrete objects (MKAT-00-8)

Materials: counters such as pebbles, chips, or sticks

Procedure:

1. Learners work in small groups.
2. Give each learner a given quantity, in this case 3.
3. They will explore the different combinations that make three (3 and 0, 2 and 1, etc.)

Note: Some learners will need to work within a small group or one-on-one with the teacher to help them focus. This will also help teachers closely monitor and assist a specific learner complete this activity. Use different counters from time to time.

4. Body Cover All

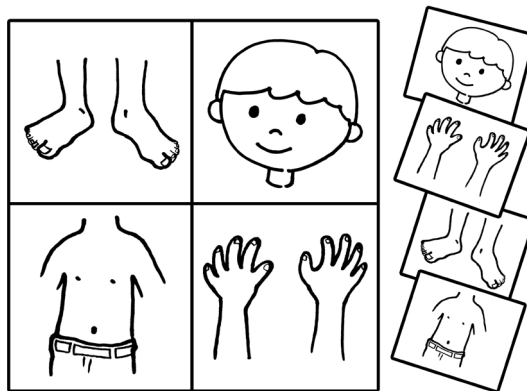
Competencies:

- Match object, pictures based on properties /attributes in one-to-one correspondence (MKAT-00-1)

Materials: body part cover cards, individual body parts cards

Procedure:

1. Distribute cover cards and individual body part cards that correspond to the ones in the cover all card.
2. Ask learners to match body parts.
3. Have them identify the body part as they match the cards.



Note: For matching activities, teachers may present learners with varied materials that include tactile materials or concrete objects. For instance, instead of just matching colors, learners may match objects with the same texture. Teachers may use cloth swatches, cotton, corrugated paper, etc. Learners may also match the objects with the same shapes such as pencils, coins, blocks, or varied manipulatives. Consider this when you encounter other similar activities.

INDOOR/ OUTDOOR GAMES

1. Nose Nose

Competencies:

- Identify one's basic body parts (PNEKBS-Id-1)

Procedure:

1. Leader will say, "Nose nose nose nose..." then another body part.
2. Leader confuses the players by pointing to the wrong body part.
3. Players point to the correct body part.
4. Whoever points to the wrong body part is out of the game.

2. Ankle Walk

Competencies:

- Nagagamit ang mga kilos lokomotor sa pag-eehersisyo. (KPKGM-IE-2)
- Demonstrate movements using different body parts. (PNEKBS-Ic-3)

Procedure:

1. Line the children up on one side of the room. Ask them to sit or squat and hold onto their ankles.
2. Have them walk to the other side of the room while holding onto their ankles.

Assessment Instructions

- Learners developed their gross motor coordination.

3. Partners

Competencies:

- Naipakikita ang pagpapahalaga sa maayos na pakikipaglaro: pagiging mahinahon, pagsang-ayon sa pasiya ng nakararami/reperi, pagtanggap ng pagkatalo nang maluwag sa kalooban, pagtanggap ng pagkapanalo nang may kababaang loob (KAKPS-00-19)
- Nakasasali sa mga laro, o anumang pisikal na gawain at iba't ibang paraan ng pag-eehersisyo (KPKPF-00-1)
- Nagagamit ang mga kilos lokomotor at di-lokomotor sa paglalaro, pag-eehersisyo, pagsasayaw (KPKGM-Ig-3)

Materials: lampin or t-shirt, string

Procedure:

1. Pair up the learners.
2. Tie a string on the left ankle of one and the right ankle of the other.
3. They will put their inner arm around the waist of their partner.
4. They will walk to the table where there is a lampin or t-shirt.
5. They will fold the lampin/t-shirt twice using only one hand (the left hand of the learner at the left and the right hand of the learner at the right).

SONGS/RHYMES

Paa, tuhod, balikat, ulo

Paa, tuhod, balikat, ulo
Paa, tuhod, balikat, ulo
Pumadyak tayo at magpalakpakan

Kanang Kamay

Kanang kamay sa harap ilagay
Kanang kamay sa likod
Kanang kamay sa harap ilagay
Kumendeng-kendeng at umikot-ikot
** kaliwang kamay, kanang paa, kaliwang paa, ulo, buong katawan*

Hokey, Pokey

Put your right hand in
Put your right hand out
Put your right hand in
And shake it all about
And do the hokey, pokey
And you turn yourself around
That's what it's all about.
** left hand, right foot, left foot, head, whole body*

Everybody Do This...Just Like This

Everybody do this, do this, do this (2x)
Just like this.

Teacher makes a body movement, example, clapping hands, and the children imitate her while they are singing.

Dem Bones

Dem bones, dem bones, dem dancing
bones (3x)

Doing the skeleton dance!

The toe bone's connected
to the foot bone,

The foot bone's connected
to the ankle bone,

The ankle bone's connected
to the leg bone,

Doing the skeleton dance!

The leg bone's connected
to the knee bone,

The knee bone's connected
to the thigh bone,

The thigh bone's connected
to the hip bone,

Doing the skeleton dance!

Dem bones, dem bones, dem dancing
bones (3x)

Doing the skeleton dance!

The hip bone's connected
to the back bone

The back bone's connected
to the neck bone,

The neck bone's connected
to the head bone,

Doing the skeleton dance!

The finger bone's connected
to the hand bone,

The hand bone's connected
to the arm bone,

The arm bone's connected
to the shoulder bone,

Doing the skeleton dance!

Dem bones, dem bones gonna walk
around (3x)

Doing the skeleton dance!

WEEK 7
Content Focus: **I can see and hear.**

Blocks of Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Arrival Time (10 min)	Arrival routine				
Meeting Time 1 (10 min)	Meeting time routine Review of concepts learned the previous week/day Introduction of message for the day by asking the guide questions below				
MESSAGE	I have a face. My face has different parts. Each part has its use.	I have two eyes. I see with my eyes. I can see different colors and shapes with my eyes.	I can take care of my eyes.	I have two ears. I can hear with my ears. I can hear different sounds with my ears.	I can take care of my ears.
QUESTION/S	Tula: Ang Aking Mukha Let the learners touch their own face or look in the mirror. What can you find in your face? What can each part of the face do?	Song: Little Eyes Let the learners talk about the things they see around.	What causes poor eyesight? How will you take care of your eyes? Talk about simple care for the eyes such as: do not sit too close to the TV or holding a book too close to your eyes, do not spend too much time on the screen, do not rub eyes, etc. This can be aided through the help of pictures and through the learners' experiences.	Tula: Pandinig What sounds can we hear? What are the different sounds that we hear every day? Do you hear any sound today? How do we hear the sounds around us? Ask the children to mimic the sounds that they are hearing.	How will you take care of your ears? Instruct the learners to cover their ears. Let them talk about their experiences when they do not hear anything. Talk about simple care for the ears such as: avoid placing small objects inside the ears; avoid loud sounds, lower volume of TV/ radio, etc. This can be aided through the help of pictures and through the learners' experiences.
Transition to Work Period 1	<i>The teacher gives instructions on how to do the independent activities, answers any questions, and tells the learners to join their group and do the assigned tasks.</i>				
Work Period 1 (40 mins)					

Blocks of Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Teacher-Supervised Activity	Face-Off Poem: Ang Aking Mukha	Eye Book	Eye Check Chart	Poster Making: Sounds We Hear	Find Me
Learning Checkpoints	<ul style="list-style-type: none"> ✓ Name the five senses and their corresponding body parts ✓ identify and draw the missing parts of the face 	<ul style="list-style-type: none"> ✓ Appreciate beautiful things around using their eyes 	<ul style="list-style-type: none"> ✓ Identify ways to care for one's body ✓ Copy the letters of the alphabet 	<ul style="list-style-type: none"> ✓ Identify familiar sounds in the environment 	<ul style="list-style-type: none"> ✓ Tell what is producing a given sound, whether the sound is coming from inside or outside the room, and if the sound is loud/soft, high/low
Independent Activities	<ol style="list-style-type: none"> 1. Playdough Face 2. Binoculars 3. Kitchen Band 4. Echoing Sounds 				
Learning Checkpoints	<ul style="list-style-type: none"> ✓ Make parts of the face out of playdough ✓ Use recycled materials ✓ Identify familiar sounds in the environment, tell what is producing a given sound, and differentiate soft from loud sound/high from low ✓ Use listening skills to understand and echo messages 				
Transition to Meeting Time 2	The teacher reminds the learners about the time left in Work Period Time 1 around 15 minutes before Meeting Time 2. After 10 minutes, the teacher tells the learners to start packing away the materials they used and be ready for Meeting Time 2. A transition song or a countdown may be used.				
Meeting Time 2 (10 min)					
QUESTIONS/ ACTIVITY	The teacher demonstrates how to wash the face properly	Tula: Mata Talk about the uses of the eyes in the poem	Ask questions that will lead the learners to see the importance of their eyes in performing their activities at home and in school and how they can take care of their eyes.	Play a fast tune and a slow one. How do you know when to dance slow or fast? What part of your body helps you respond to the music played?	Sing songs using the kitchen utensils as accompaniment
Transition to Recess	The teacher commends the learners for the work they did in Work Period Time 1 and tells them to prepare for recess time by washing their hands. Encourage sharing especially if not all children have food.				
Recess (15 min)					

Blocks of Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Transition to Quiet Time	<i>The teacher reminds the children to pack away the things they used in recess time, clean up their eating area, throw their trash in the trash bin, wash their hands, brush their teeth, change their wet clothes, and have their Quiet Time.</i>				
Quiet Time (10 min)					
Transition to Story Time	<i>While singing a transition song, the teacher “wakes” the learners up and tells them that it’s time to listen to a story. When the learners are ready, the teacher proceeds with the pre-reading activities and makes sure that the learners are listening attentively.</i>				
Story Time (20 min)	Theme: Any age and culturally appropriate story about one’s face	Theme: Any age and culturally appropriate story about the eyes	Theme: Any age and culturally appropriate story about how to take care of one’s eyes	Theme: Any age and culturally appropriate story about ears	Theme: Any age and culturally appropriate story about different sounds
Pre-Reading	<p><i>Define difficult words.</i></p> <p><i>Motivation question: What are the different parts of your face?</i></p> <p><i>Motive question: What are the parts of the face for?</i></p>	<p><i>Define difficult words.</i></p> <p><i>Motivation question: What can you do with your eyes?</i></p> <p><i>Motive question: What do you think will happen if the character in the story did not have eyes?</i></p>	<p><i>Define difficult words.</i></p> <p><i>Motivation question: How can you take care of your eyes?</i></p> <p><i>Motive question: How will the characters take care of their eyes?</i></p>	<p><i>Define difficult words.</i></p> <p><i>Motivation question: What can you do with your ears?</i></p> <p><i>Motive question: What sounds will be heard in the story?</i></p>	<p><i>Define difficult words.</i></p> <p><i>Motivation question: How do you take care of your ears?</i></p> <p><i>Motive question: How will the characters take care of their ears?</i></p>
During Reading	<i>Ask comprehension questions.</i>				
Post-Reading	<i>What were the parts of the face for?</i>	<p><i>What are the things that the characters did with the different parts of the face?</i></p> <p><i>I will give you a part of the face and another word. Tell me if the words rhyme with each other. (Guide the learners in doing the activity, e.g., ilong - talong)</i></p>	<p><i>What did the characters do to take care of their eyes?</i></p> <p><i>What are the things that you see?</i></p> <p><i>What sound does the object you saw begin with? Bag - /b/</i></p>	<p><i>What sounds were heard in the story?</i></p> <p><i>Listen carefully. Identify what sounds are from inside the classroom? outside the classroom?</i></p>	<p><i>How did the characters take care of their ears?</i></p> <p><i>I will let you hear different sounds. Tell me if it is loud or soft, high or low (make different sounds of varying volume and pitch)</i></p>
Transition to Work Period 2	<i>After the post-reading activities, the teacher gives instructions regarding the teacher-supervised and independent activities, answers any questions, and tells the learners to join their group and do the assigned tasks.</i>				

Blocks of Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Work Period 2 (40 min)					
Teacher-Supervised Activity	Shape Hunt	Color Hunt	Pairs of Eyes	Number Book of Pairs	Addition and Subtraction Stories
Learning Checkpoints	✓ <i>Recognize simple shapes in the environment</i>	✓ <i>Sort and classify objects according to color</i>	✓ <i>Tell which pictures are the same based on color, shape, and size, and match them in one-to-one correspondence</i>	✓ <i>Count body parts with one-to-one correspondence</i>	✓ <i>Solve simple addition and subtraction number stories (up to quantities of 3) read by the teacher using concrete materials and drawings</i>
Independent Activities	<ol style="list-style-type: none"> 1. Same or Different Sounds 2. Spin the Bottle 3. Color Memory Game 4. Shape Lacing: Triangle 				
Learning Checkpoints	<ul style="list-style-type: none"> ✓ <i>Identify familiar sounds in the environment and differentiate a soft from a loud sound/high from low</i> ✓ <i>Tell which pictures are the same based on color</i> ✓ <i>Match pictures based on color</i> ✓ <i>Identify two to three dimensional shapes</i> 				
Transition to Indoor/Outdoor Games	<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.</p>				
Indoor/Outdoor Games (20 min)	Pin the Eyes	Unstructured Free Play	Let's See	Unstructured Free Play	Blindfolded Game
Transition to Meeting Time 3	<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 in Meeting Time 3. A transition song or countdown may be used.</p>				
Meeting Time 3 (5 min)	Learners identify their face and the use of each part.	Learners give the function and importance of their eyes.	Learners share how they take care of their eyes.	Learners give the function and importance of their ears.	Learners share how they take care of their ears.
Wrap-Up Questions / Activity	<i>The teacher takes note if the learners are able to identify the different parts of their face and its individual functions.</i>	<i>The teacher takes note if the learners appreciate having eyes.</i>	<i>The teacher takes note if the learners show enthusiasm to care for their eyes.</i>	<i>The teacher takes note if the learners appreciate having ears.</i>	<i>The teacher takes note if the learners show enthusiasm to care for their ears.</i>
DISMISSAL ROUTINE					

WEEK 7

Content Focus: **I can see and hear.**

WORK PERIOD 1 TEACHER SUPERVISED ACTIVITIES

1. Face-Off

Competencies:

- Identify one's basic body parts (PNEKBS-Id-1)
- Tell the function of each basic body part (PNEKBS-Id-2)
- Name the five senses and their corresponding body parts (PNEKBS-Ic-4)
- Tell the missing parts in objects/ pictures (LLKVPD-00-3)
- Draw the missing part (LLKVPD-00-5)

Materials: blank face template, marker

Procedure:

1. Recite the poem "Ang Aking Mukha." Ask the learners to touch the parts of their face as they are mentioned in the poem.
2. Show them a blank face template and have the learners complete it by drawing the missing parts.
3. Ask questions: What are the different parts of one's face? Do you have the same parts? What are the uses of each part?

2. Eye Book

Competencies:

- Natutukoy ang magagandang bagay na nakikita sa paligid (SKPK-00-1)
- Use the senses to observe the environment (PNEKBS-Ic-5)

Materials: mini-books in the shape of an eye, pencil/crayons

Procedure:

1. Distribute the booklets to the learners.
2. On the first page, have the learners draw objects of different colors.
3. On the second page, let the learners draw objects of different shapes.
4. On the third page, let the learners draw objects of different sizes.

3. Eye Check Chart

Competencies:

- Identify one's basic needs and ways to care for one's body (PNEKBS-li-8)
- Practice ways to care for one's body (PNEKBS-li-9)
- 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)

Materials: white cartolina, black marker, guide letters

Procedure:

1. Show an eye check chart to the learners. Let them identify the letters seen in the chart.
2. Discuss why everyone needs to have eye check-up regularly. Talk about how some people have problems with their eyesight.
3. They will make their own eye check chart by copying the guide letters on a white cartolina.
4. Make sure they also copy the size of the letters.



4. Poster Making: Sounds We Hear

Competencies:

- Identify familiar sounds in the environment (LLKAPD-Ie-1)

Materials: paper, pencil/crayons

Procedure:

1. Ask children to be quiet and pay attention to the sounds around (children shouting, music playing, bell ringing, etc.). Variation: You may go out of the room and walk around the school if space is available.
2. Back in the classroom, ask the learners to recall the things they heard.
3. They will draw these on paper.
4. Ask them to label or take down dictation as each learner tells you what s/he drew.

5. Find Me

Competencies:

- Tell who/what is producing a given sound (LLKAPD-Ie-2)
- Identify where the sound is coming from (inside/outside the room) (LLKAPD-Ie-3)
- Tell if the sound is loud/soft, high/low (LLKAPD-Id-4)

Material: blindfold, portable musical instruments (tambourine, bamboo flute, maracas, etc.)

Procedure:

1. Have some of the learners blindfold themselves and stay in the middle of the room.
2. From inside or outside the room, make different sounds using the musical instruments.
3. The blindfolded learners will guess (a) what is producing the sound, (b) if the sound is coming from inside or outside the room, (c) if the sound is loud/soft, (d) if the sound is high/low.
4. Replace the learner who will answer all correctly.

WORK PERIOD 1 INDEPENDENTACTIVITIES

1. Playdough Face

Competencies:

- Naisasagawa ang mga sumusunod na kasanayan: pagmomolde ng luwad (clay), pagbuo ng puzzles (KPKFM-00-1.5)
- Nakapagmomolde ng luwad (clay) sa nais na anyo (SKMP-00-6)
- Name the five senses and their corresponding body parts (PNEKBS-lc-4)

Materials: playdough, paper plate or round cardboard

Procedure:

1. Let the learners touch their face. Let them take note of the shapes of the parts of their face.
2. Instruct the learners to make a replica of nose, eyes, ears, and mouth.
3. Let them talk about what they had made. They may talk about the different sizes of their eyes and ears. Some eyes are round, some are “chinita.” Some ears are big, some are little. Integrate values about being proud of whatever feature one has.

2. Binoculars

Competencies:

- 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)
- Nakapagpapatung-patong, nakapagdudugtong-dugtong at nakapagdidikit-dikit (assemblage) ng mga patapong bagay: maliit na kahon ng gamot (SKMP-00-8)

Materials: cardboard roll (ex. tissue core), stapler, yarn, paint, scrapbooking materials for decoration

Procedure:

1. Staple side by side two tissue core.
2. Let the learners paint and decorate them.
3. When dry, string a yarn on the top.



3. Kitchen Band

Competencies:

- Identify familiar sounds in the environment (LLKAPD-le-1)
- Tell who/what is producing a given sound (LLKAPD-le-2)
- Tell if the sound is loud/soft, high/low (LLKAPD-lc-4)
- Differentiate a soft from a loud sound/high from low (LLKAPD-le-5)

Materials: spoon, fork, ladle, basin, casserole, any equipment found in the kitchen that may produce sounds

Procedure:

1. Set up part of the classroom like a kitchen.
2. Each learner must have an instrument to produce a sound.
3. Group the learners according to the kind of utensil they are holding.
4. Let the group beat the utensils alternately.
5. Record the sounds they produce.
6. After recording, have the learners sit in a circle.
7. Play the music recorded.
8. Ask the learners to identify the sounds.

Variation: If there is no recorder available, split the learners in two groups and have them stand with their backs at each other. One group will play the sounds, while the other group will make the guess. Then shift the group.

4. Echoing Sounds

Competencies:

- Tell if the sound is loud/soft, high/low (LLKAPD-Id-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. Learners work in pairs. They stand on opposite sides of the room. One is the voice and the other is the echo.
2. The voice thinks of a word or phrase and says it, first, using normal volume.
3. If the echo cannot understand, s/he signals to the voice to make it louder.
4. The voice says the word/phrase louder and louder until the echo can already understand.
5. The echo then echoes the word/phrase.
6. They switch roles at the next round.

Variation: Use different sound shakers. In separate containers, the teacher can put objects that make different sounds when shaken such as monggo beads, coins, rocks, etc. The teacher can then cover the containers and let the learners shake the materials. They can then identify which container produces loud or soft sounds.

WORK PERIOD 2 TEACHER SUPERVISED ACTIVITIES

1. Shape Hunt

Competencies:

- Recognize simple shapes in the environment (MKSC-00-1)
- Identify two to three dimensional shapes: square, circle, triangle, rectangle (MKSC-00-2)
- Identify objects in the environment that has the same shape as a sphere, cube, cylinder (MKSC-00-3)

Materials: old magazines, newspapers, posters, flyers, brochures, etc.; scissors, Manila paper

Procedure:

1. Divide learners into 4 groups: square, circle, triangle, rectangle group.
2. Give each group a Manila paper and marker.
3. Have them look for their assigned shape in the old magazines, newspapers, posters, flyers, brochures, etc.
4. Cut these and glue on the Manila paper.
5. Count how many objects of each shape are there.
6. The group with the most number of objects wins.

2. Color Hunt

Competencies:

- Group objects that are alike (MKSC-00-5)
- Sort and classify objects according to one attribute/property (shape, color, size, function/use) (MKSC-00-6)

Materials: old magazines, newspapers, posters, flyers, brochures, etc.; scissors, Manila paper

Procedure:

1. Divide learners into 6 groups: red, yellow, blue, orange, green, violet group.
2. Give each group a Manila paper and marker.
3. Have them look for their assigned color in the old magazines, newspapers, posters, flyers, brochures, etc.
4. Cut these and glue on the Manila paper.
5. Count how many objects of each color are there.
6. The group with the most number of objects wins.

Variation: If there are no magazines or any printed material, just draw the images.

3. Pairs of Eyes

Competencies:

- Count objects with one-to-one correspondence up to quantities of 10 (MKC-00-7)
- Match object, pictures based on properties /attributes in one-to-one correspondence (MKAT-00-1)
- Tell which objects/pictures are the same based on color, shape, size, direction, and other details (T-shirt with collar and without collar) (LLKVPD-Id-1)

Materials: cut-out of different eyes (different colors, sizes, shapes) from magazines, Oslo paper, glue

Procedure:

1. Give the learners cut-out of eyes of different colors, sizes, shapes.
2. Ask them to look for the pair of eyes that are the same and glue them together.

4. Number Book of Pairs

Competencies:

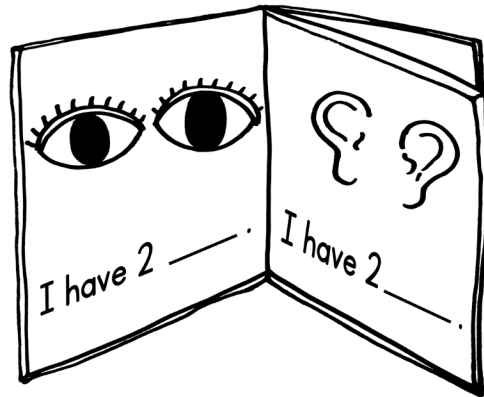
- Count objects with one-to-one correspondence up to quantities of 10 (MKC-00-7)
- Identify one's basic body parts (PNEKBS-Id-1)
- Tell which objects/pictures are the same based on color, shape, size, direction, and other details (T-shirt with collar and without collar) (LLKVDP-Id-1)

Materials: scratch or bond paper, pencil/ crayons

Preparation: Make number books by cutting paper in half and binding these together.

Procedure:

1. Identify the parts of the body that have a pair (eyes, ears, hands, feet, etc.).
2. Draw one pair of body part on each page of the book.
3. Label each page "I have 2 _____."



5. Addition and Subtraction Stories

Competencies:

- Solve simple addition and subtraction number stories (up to quantities of 10) read by the teacher using a variety of ways (e.g., concrete materials, drawings) and describe and explain the strategies used (MKAT-00-11)

Materials: addition and subtraction stories, popsicle sticks or other counters, paper and pencil

Preparation: Prepare simple addition and subtraction stories up to quantities of 3

Procedure:

1. Give each learner three popsicle sticks, a paper and pencil. Tell them to use the sticks as counters to the problem they will hear in the story and later to write these down on paper.
2. Tell a simple addition and subtraction story up to quantities of 3 while the learners solve with the sticks.
3. Let them write down their solution.

WORK PERIOD 2 INDEPENDENT ACTIVITIES

1. Same or Different Sounds

Competencies:

- Identify familiar sounds in the environment (LLKAPD-Ie-1)
- Differentiate a soft from a loud sound/high from low (LLKAPD-Ie-5)

Materials: pieces of paper, wood, glass, cans, coins, rubber bands, bells, keys, sand paper

Procedure:

1. Place the materials on the table.
2. Provide a curtain or cloth as cover.
3. Ask two learners to produce sounds using the materials on the table, one after the other from behind the curtain.
4. Ask the class whether the sounds are the same or different.
5. Have other children in pairs take turns making sounds for the rest of the class to distinguish.

Variation: If there is no curtain available, have the learners turn their backs.

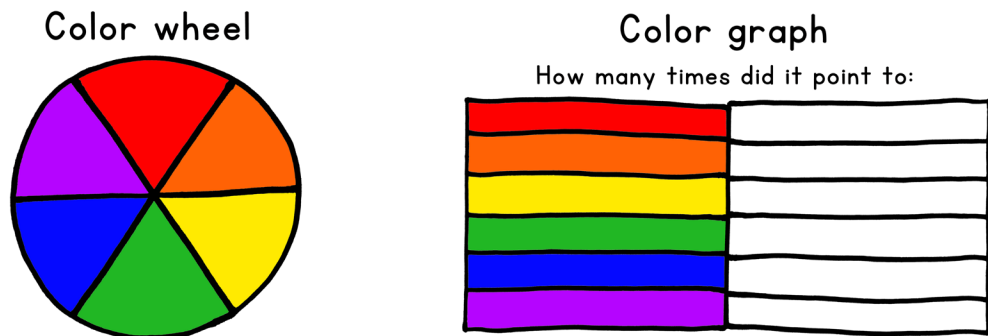
2. Spin the Bottle

Competencies:

- Count objects with one-to-one correspondence up to quantities of 10 (MKC-00-7)
- Tell which objects/pictures are the same based on color, shape, size, direction, and other details (T-shirt with collar and without collar) (LLKVPD-Id-1)

Materials: mineral water bottle, color cards (primary and secondary), color wheel, color graph, markers

Preparation: Make a color wheel of primary and secondary colors (whole cartolina).
Make a color graph (half Manila paper).



Procedure:

1. Six players pick a color card.
2. Player 1 spins the bottle on top of the color wheel.
3. Learners identify the color where the bottle opening is pointing to.
4. The player holding the color will record how many times the spinner pointed to his/her color by drawing sticks on each column.
5. Player who gets three sticks first wins.

3. Color Memory Game

Competencies:

- Match object, pictures based on properties /attributes in one-to-one correspondence (MKAT-00-1)

Material: 6 pairs of color cards (primary and secondary)

Procedure:

1. Place all cards on the table face down.
2. Each player turns over two cards during his/her turn. If s/he gets a pair of identical color cards, s/he gets to keep the pair and takes another turn.
3. If the color cards do not match, the player puts back the cards into their original place.
4. The player who is able to get the most number of pairs wins the game.

4. Same-Different Shapes

Competencies:


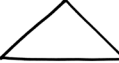
- Tell which objects/pictures are the same based on color, shape, size, direction, and other details (T-shirt with collar and without collar) (LLKVPD-Id-1)

Materials: shape cut-outs, same-different chart, masking tape

Preparation: Prepare several shape cards and a chart with two columns (same and different). Make sure the triangles are of different types.

Procedure:

1. Draw a triangle on top of the chart. Tell the learners the name of the shape then count the sides. Tell them that any shape with three sides is a triangle regardless of the length of the sides.
2. Have each learner pick out a shape card and tell whether the shape is the same or different from the shape drawn on the chart (triangle).
3. If they are the same, the learner will stick the triangle shape card under "SAME." If they are different from each other, s/he will stick the shape card under "DIFFERENT."
4. On each turn, have the learner tell the shape on each shape card.

	
Same	Different
	



5. Shape Lacing: Triangle

Competencies:

- Describe objects based on attributes/properties (shapes, size, its use and functions) (MKSC-00-4)
- Recognize simple shapes in the environment (MKSC-00-1)
- Identify two to three dimensional shapes: square, circle, triangle, rectangle (MKSC-00-2)

Materials: pre-cut triangle shaped cardboard with holes around the edges, yarn

Procedure: Using the yarn attached to the shape card, have each learner lace the edges by stringing the yarn in the holes.

INDOOR / OUTDOOR GAMES

1. Pin the Eyes

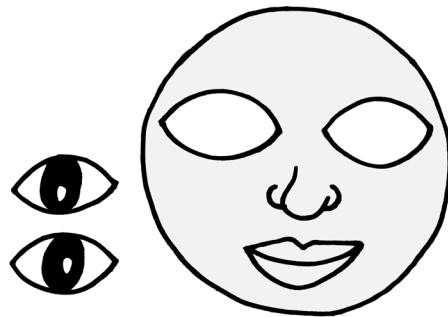
Competencies:

- Name the five senses and their corresponding body parts (PNEKBS-lc-3)

Materials: cut-outs of eyes with tape, paper plate with some details of the face except eyes

Procedure:

1. Blindfold a learner.
2. Give him/her the cut-out of eyes.
3. Let him stick the eyes without touching the paper plate.



2. Let's See

Competencies:

- Tell the function of each basic body part (PNEKBS-ld-2)
- Use the senses to observe the environment (PNEKBS-lc-5)
- Identify one's basic needs and ways to care for one's body (PNEKBS-li-8)

Procedure:

1. Give the learners the following directions:
2. Walk around the room with your eyes open.
3. Stop walking and stand still.
4. Tell who is standing next to you.
5. Close your eyes and walk around the room. Do this slowly to avoid sudden bumping into objects.
6. Stop walking and stand still.
7. Do not open your eyes. Try to guess who is standing next to you.

Discuss what caused this difficulty. Talk about what would happen if we have poor eyesight or no eyes at all.

3. Blindfold Game

Competencies:

- Identify familiar sounds in the environment (LLKAPD-Ie-1)

Material: blindfold

Procedure:

1. Learners form a big circle.
2. One player will be blindfolded and will stay in the middle of the circle.
3. The other learners change places in the circle.
4. The blindfolded learner will choose a classmate by touching him/her.
5. The classmate chosen will say “hello” and the blindfolded learner will try to recognize the voice.

SONGS / RHYMES

Tula: Ang Aking Mukha

Bawat bata ay may mukha
Bilugan, mapanga at parihaba
Hugis nito ay iba-iba
Nagpapatingkad sa ating ganda

Sa ating mukha makikita
Parte ng katawan- ilong at mata
Mga parte itong mahalaga
Na dapat sa tuwina ay alaga

Linisin at lagi itong ingatan
Hugasan, haplusin nang dahan-dahan
Kapag ito’y nawala at ika’y iniwan
Di na makakaamoy, makakakita
kailanman

Song: Little Eyes

Oh be careful little eyes what you see (2x)
For the good Lord above is looking down
with love
Little be careful what you see.
**little ears what you hear*

Tula: Pandinig

Tainga ang pandinig
Sa ating paligid
Ligaya ang hatid
O kung may panganib
Nagpapahiwatig

Tula: Mata

Mata ay itingin
Sa mga tanawin
Sa ating landasin
Ito’y ilaw na rin.

WEEK 8

Content Focus: I can smell, taste and touch.

Blocks of Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Arrival Time (10 min)	Arrival routine				
Meeting Time 1 (10 min)	Meeting time routine Review of concepts learned the previous week/day Introduction of message for the day by asking the guide questions below				
MESSAGE	I have a nose. I can smell with my nose.	I can feel soft and hard objects with my hands.	I can feel smooth and rough objects with my hands.	I have a mouth, teeth, lips and tongue. These help me speak and eat.	I can taste with my tongue. I can identify different tastes.
QUESTION/S	Where is your nose on your face? How many nose do you have? What can we do with our nose?	What objects are hard? Soft?	What objects are smooth? Rough?	What are the parts of your mouth? How many teeth do you have? Lips? Tongue? What can we do with our mouth, teeth, lips, and tongue?	What food tastes sweet? What food tastes sour? What food tastes salty? What food tastes bitter?
Transition to Work Period 1	<i>The teacher gives instructions on how to do the independent activities, answers any questions, and tells the learners to join their group and do the assigned tasks.</i>				
Work Period 1 (40 mins)					
Teacher-Supervised Activity	Smelling Jars	Touch and Tell (soft and hard)	Touch and Tell (smooth and rough)	Mouth Puppet	Name the Taste
Learning Checkpoints	✓ Use their senses to perform simple experiments in classifying objects (good/bad smell)	✓ Use their senses to perform simple experiments in classifying objects (texture – soft/hard)	✓ Use their senses to perform simple experiments in classifying objects (texture – smooth/rough)	✓ Can cut and paste paper	✓ Use the senses to perform simple experiments in classifying objects (taste – salty, sweet, sour)
Independent Activities	<ol style="list-style-type: none"> Smell and Match Texture /Taste Sorting Picture Puzzles Food Chart: Sweet, Sour, Bitter, Salty Foods 				
Learning Checkpoints	<ul style="list-style-type: none"> ✓ Use the senses to observe and perform simple experiments in classifying objects ✓ Classify objects according to observable properties like texture ✓ Piece puzzles together ✓ Sort and classify objects according to one attribute/property (taste) 				

Blocks of Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Transition to Meeting Time 2	<i>The teacher reminds the learners about the time left in Work Period Time 1 around 15 minutes before Meeting Time 2. After 10 minutes, the teacher tells the learners to start packing away the materials they used and be ready for Meeting Time 2. A transition song or a countdown may be used.</i>				
Meeting Time 2 (10 min)					
QUESTIONS/ACTIVITY	Song: Little Nose	Song: Malambot at Matigas / Magaspang at Makinis	Song: Malambot at Matigas / Magaspang at Makinis	Tula: Ang Aking Bibig	Song: Kung Ang Ulan ay Puro Tsokolate
Transition to Recess	<i>The teacher commends the learners for the work they did in Work Period Time 1 and tells them to prepare for recess time by washing their hands. Encourage sharing especially if not all children have food.</i>				
Recess (15 min)					
Transition to Quiet Time	<i>The teacher reminds the children to pack away the things they used in recess time, clean up their eating area, throw their trash in the trash bin, wash their hands, brush their teeth, change their wet clothes, and have their Quiet Time.</i>				
Quiet Time (10 min)					
Transition to Story Time	<i>While singing a transition song, the teacher “wakes” the learners up and tells them that it’s time to listen to a story. When the learners are ready, the teacher proceeds with the pre-reading activities and makes sure that the learners are listening attentively.</i>				
Story Time (20 min)	Theme: Any age and culturally appropriate story about the nose or on smelling	Theme: Any age and culturally appropriate story about the hands and objects that are soft and hard	Theme: Any age and culturally appropriate story about the hands and objects that are smooth and rough	Theme: Any age and culturally appropriate story about the mouth/tongue or on tasting	Theme: Any age and culturally appropriate story about different tastes of food
Pre-Reading	<p><i>Define difficult words.</i></p> <p><i>Motivation question: What are the things that you smell?</i></p> <p><i>Motive question: What are the smells in the story?</i></p>	<p><i>Define difficult words.</i></p> <p><i>Motivation question: What objects can you touch that are soft? Hard?</i></p> <p><i>Motive question: What do you think are the objects that are soft and hard in the story?</i></p>	<p><i>Define difficult words.</i></p> <p><i>Motivation question: What objects can you touch that are smooth? Rough?</i></p> <p><i>Motive question: What do you think are the objects that are smooth and rough in the story?</i></p>	<p><i>Define difficult words.</i></p> <p><i>Motivation question: What can you do with your mouth?</i></p> <p><i>Motive question: What do you think are the things that the mouth did in the story?</i></p>	<p><i>Define difficult words.</i></p> <p><i>Motivation question: What are the different tastes of food?</i></p> <p><i>Motive question: How will the food in the story taste?</i></p>

Blocks of Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
During Reading	Ask comprehension questions.				
Post-Reading	<p>What are the things that had smells in the story?</p> <p>What will happen if the characters did not have noses?</p>	<p>What are the hard and soft objects in the story?</p> <p>How many syllables are the names of objects that are hard?</p> <p>How many syllables are the names of objects that are soft?</p> <p>(Demonstrate how to count the number of syllables by clapping)</p>	<p>What are the smooth and rough objects in the story?</p> <p>How many syllables are the names of objects that are rough?</p> <p>How many syllables are the names of objects that are smooth?</p> <p>(Demonstrate how to count the number of syllables by clapping)</p>	<p>What did the characters do with their mouths?</p> <p>What will happen if a person does not have a mouth?</p>	<p>How does the food taste?</p> <p>Did the characters like the taste? What made you say so?</p>
Transition to Work Period 2	After the post-reading activities, the teacher gives instructions regarding the teacher-supervised and independent activities, answers any questions, and tells the learners to join their group and do the assigned tasks.				
Work Period 2 (40 min)					
Teacher-Supervised Activity	Same and Different (smell)	Lift the Bowl (concrete up to quantities of 3)	Hand Game (connecting level up to quantities of 3)	Favorite Food Survey	Make Pastillas
Learning Checkpoints	<p>✓ Use their senses to observe and perform simple experiments in classifying objects (same and different smell)</p>	<p>✓ Combine elements of two sets using concrete objects to represent the concept of addition (up to 3)</p>	<p>✓ Combine elements of two sets using concrete objects to represent the concept of addition (up to 3)</p>	<p>✓ Collect data on one variable (favorite food), create and discuss simple pictographs</p>	

Blocks of Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Independent Activities	1. Food Picture Cards Sort 2. Play Dough Food 3. Number Books (quantities of 3) 4. Find 3				
Learning Checkpoints	<ul style="list-style-type: none"> ✓ Describe objects based on their taste ✓ Sort and classify objects according to taste ✓ Mold clay into recognizable figures ✓ Understand the quantity of three ✓ Write numerals 0 to 3 ✓ Add quantities up to 3 				
Transition to Indoor/ Outdoor Games	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.				
Indoor/ Outdoor Games (20 min)	Pin the Nose	Ilong, Ilong, Ilong	Soft-Hard Relay	Unstructured Free Play	Food Henyo
Learning Checkpoints	✓ Know the five senses and their corresponding body parts	✓ Identify their basic body parts	✓ Classify objects according to texture		✓ Describe or describe objects based on attributes/ properties
Transition to Meeting Time 3	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 in Meeting Time 3. A transition song or countdown may be used.				
Meeting Time 3 (5 min)	Learners identify the objects with good and bad smell using their nose.	Learners identify the soft and hard objects using their hands.	Learners identify the smooth and rough objects using their hands.	Learners identify the parts of the mouth and to recall that tongue is for tasting.	Learners identify the different tastes using their tongue.
Wrap-Up Questions / Activity	The teacher takes note if the learners are able to distinguish the different smells using their nose.	The teacher takes note if the learners are able to distinguish soft and hard objects using their hands.	The teacher takes note if the learners are able to distinguish the different textures using their hands.	The teacher takes note if the learners are able to distinguish the different parts of their mouth.	The teacher takes note if the learners are able to distinguish the different tastes using their tongues.
DISMISSAL ROUTINE					

WEEK 8

Content Focus: **I can smell, taste and touch.**

WORK PERIOD 1 TEACHER SUPERVISED ACTIVITIES

1. Smelling Jars

Competencies:

- Use the senses to observe and perform simple experiments in classifying objects (e.g., texture – soft/hard, smooth/rough; taste – salty, sweet, sour) (PNEKBS-Id-6)
- Talk about the details of an object/picture like toys, pets, foods, places (LLKOL-Id-4)

Materials: 2 trays labeled Good / Bad Smell, jars or lidded cups with pinholes on the top for each of the following: vinegar, rubbing alcohol, coffee grounds, perfume, banana chunk, calamansi, patis

Note: Use cotton balls for the liquid scents.

Procedure:

1. Ask the learners to close their eyes and then spray a little perfume into the air.
2. Ask them what they smell when they open their eyes. Talk about how our noses help us smell things.
3. Show one jar and have each learner smell it. Talk about what it smells like. Encourage them to use descriptive words.
4. Next, introduce the other jars, making certain each learner has one.
5. Give learners time to talk about the smells and encourage older youngsters to exchange jars. Ask, “Can you guess what it is by the way it smells?”
6. Sort the jars into the trays labeled Good / Bad Smell.
7. After children have opportunities to guess, open each jar or canister. Show them how you poured the liquid onto cotton balls.

Note: Place the closed jars or canisters in one area of the classroom for future smell investigations.

2a. Touch and Tell – Soft and Hard

Competencies:

- Use the senses to observe and perform simple experiments in classifying objects (e.g., texture – soft/hard, smooth/rough; taste – salty, sweet, sour) (PNEKBS-Id-6)
- Classify objects according to observable properties like size, color, shape, texture, and weight) (PNEKPP-00-1)
- Demonstrate an understanding that objects are made from one or more materials like metal, plastic, wood, paper (PNEKPP-00-2)

Materials: a tray with soft and hard materials; Manila paper with columns for soft, hard, rough, smooth; pieces of papers; pencils, crayons, glue

Procedure:

1. Have the learners explore the texture of the different materials in the tray.
2. Ask them to identify the texture of each object and help them describe what they feel.
3. Give each learner a piece of paper and ask him/her to draw and color the object he described.
4. Help him/her label his/her drawing.
5. Have him/her paste it on the appropriate column on the texture chart (soft and hard).

2b. Touch and Tell – Smooth and Rough

Competencies:

- Use the senses to observe and perform simple experiments in classifying objects (e.g., texture – soft/hard, smooth/rough; taste – salty, sweet, sour) (PNEKBS-Id-6)
- Classify objects according to observable properties like size, color, shape, texture, and weight) (PNEKPP-00-1)
- Demonstrate an understanding that objects are made from one or more materials like metal, plastic, wood, paper (PNEKPP-00-2)

Materials: a tray with smooth and rough materials; Manila paper with columns for soft, hard, rough, smooth; pieces of papers; pencils, crayons, glue

Procedure:

1. Have the learners explore the texture of the different materials in the tray.
2. Ask them to identify the texture of each object and help them describe what they feel.
3. Give each learner a piece of paper and ask him/her to draw and color the object he described.
4. Help him/her label his/her drawing.
5. Have him/her paste it on the appropriate column on the texture chart (smooth and rough).

3. Mouth Puppet

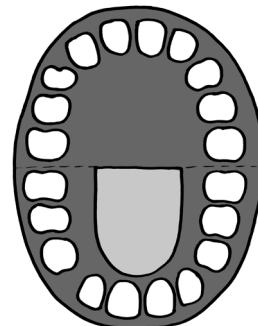
Competencies:

- Naisasagawa ang mga sumusunod na kasanayan: pagpilas/paggupit/pagdikit ng papel (KPKFM-00-1.3)
- Nakagugupit at nakapagdidikit ng iba't ibang hugis na may iba't ibang tekstura (SKMP-00-4)
- Name the five senses and their corresponding body parts (PNEKBS-Ic-4)

Materials: red construction paper, pink construction paper, white strips of paper, glue, scissors

Procedure:

1. Give learners a big oval-shaped construction paper and small half oval pink construction paper.
2. Learners will fold the red oval in half and then stick the pink tongue in the fold line.
3. Cut small squares of white paper and glue them around the mouth.



4. Name the Taste

Competencies:

- Use the senses to observe and perform simple experiments in classifying objects (e.g., texture – soft/hard, smooth/rough; taste – salty, sweet, sour) (PNEKBS-Id-6)

Materials: blindfold, plates with potato chips (salty), coffee granules (bitter), kamias or calamansi (sour), sugar (sweet)

Procedure:

1. Hide the food items.
2. At each turn, blindfold a learner and have him/her taste one food item at a time.
3. Ask “How does it taste?” Is it sweet, sour, bitter, salty?”
4. Ask him/her to think of other food items that have a similar taste.

WORK PERIOD 1 INDEPENDENT ACTIVITIES

1. Smell and Match

Competencies:

- Use the senses to observe and perform simple experiments in classifying objects (e.g., texture – soft/hard, smooth/rough; taste – salty, sweet, sour) (PNEKBS-Id-6)
- Match object, pictures based on properties /attributes in one-to-one correspondence (MKAT-00-1)

Materials: small jars with cotton balls dipped in different scents, picture cards of the object with the scents (example: cotton ball dipped in talc – picture of baby powder)

Procedure:

1. Put the small jars in a tray.
2. Each learner take turns smelling a jar.
3. When they have identified a scent, let them look for the picture of the object that has that smell/scent. Ask them to put the picture card on top of its matching smelling jar.

2. Texture/Taste Sorting

Competencies:

- Sort and classify objects according to one attribute/property (shape, color, size, function/use) (MKSC-00-6)
- Classify objects according to observable properties like size, color, shape, texture, and weight) (PNEKPP-00-1)

Materials: foods with different tastes, objects with different textures

Procedure:

1. Spread out the foods and objects on the table (separate trays for texture and taste).
2. Ask the learners to sort the foods/objects according to their taste/texture.
3. After sorting, go over each category.

3. Picture Puzzles

Competencies:

- Naisasagawa ang mga sumusunod na kasanayan: pagmomolde ng luwad (clay), pagbuo ng puzzles (KPKFM-00-1.5)

Materials: pictures of mouth, lips, tongue and nose; cut into 4-6 puzzle pieces

Procedure:

1. Distribute one set of puzzle to each learner.
2. Have each one complete the puzzle assigned to him/her.
3. Have them exchange sets as they finish.

4. Food Chart: Sweet, Sour, Bitter, Salty Foods

Competencies:

- Sort and classify objects according to one attribute/property (shape, color, size, function/use) (MKSC-00-6)
- Classify objects according to observable properties like size, color, shape, texture, and weight) (PNEKPP-00-1)

Materials: Manila paper, magazines, glue, scissors

Procedure:

1. Have learners cut-out pictures of different kinds of food from magazines.
2. Ask them what kind of food it is and talk about the taste.
3. Have them paste this under the heading (sweet, sour, salty and bitter).

WORK PERIOD 2 TEACHER SUPERVISED ACTIVITIES

1. Same and Different (smell)

Competencies:

- Use the senses to observe and perform simple experiments in classifying objects (e.g., texture – soft/hard, smooth/rough; taste – salty, sweet, sour) (PNEKBS-Id-6)
- Classify objects according to observable properties like size, color, shape, texture, and weight) (PNEKPP-00-1)

Materials: smelling jars used earlier (2 of each)

Procedure:

1. Blindfold each learner on his/her turn to smell.
2. Have the learner smell two canisters at a time and tell if they have the same scent or not.

2. Lift the Bowl

Competencies:

- Count objects with one-to-one correspondence up to quantities of 10 (MKC-00-7)
- Combine elements of two sets using concrete objects to represent the concept of addition (MKAT-00-3)
- Add quantities up to 10 using concrete objects (MKAT-00-8)

Materials: bowl or cup, any kind of hard and soft counter such as pebbles, foams, chips, cotton balls

Procedure:

1. Ask learners to follow your instructions.

Teacher says...	Learners say...
"Place three objects under the bowl." "Place one object on the bowl."	"None and three is three." or "Zero and three is three." "One and two is three."

3. Hand Game (connecting level up to quantities of 3)

Competencies:

- Count objects with one-to-one correspondence up to quantities of 10 (MKC-00-7)
- Combine elements of two sets using concrete objects to represent the concept of addition (MKAT-00-3)
- Add quantities up to 10 using concrete objects (MKAT-00-8)

Materials: any two types of counters

Procedure:

1. Teacher gives each learner a given quantity of counters, in this case 3.
2. Learners separate counters in different ways and verbalize the combinations that result.

Teacher says...	Learners say...
"Place three sticks in your right hand." "Place one stick in your left hand." "Place one more stick in your left hand." "Place one more stick in your left hand."	"None and three is three." or "Zero and three is three." "One and two is three." "Two and one is three." "Three and none is three." or "Three and zero is three."

Note: Some learners will need to work within a small group or one-on-one with the teacher to help them focus. This will also help teachers closely monitor and assist a specific learner complete this activity. Use different counters from time to time.

4. Favorite Food Survey

Competencies:

- Count objects with one-to-one correspondence up to quantities of 10 (MKC-00-7)
- Collect data on one variable (e.g., sex /boys or girls) through observation and asking questions (MKAP-00-1)
- Create simple pictographs (MKAP-00-2)
- Discuss simple pictographs (MKAP-00-3)

Materials: Manila paper, marker

Procedure:

1. Ask the learners their favorite food. List them down.
2. If possible, sort them into categories then make a graph. Example: seafood, desserts, etc.
3. Count the number of learners who like a specific food or food category and tally the results on the graph.
4. Count the total.
5. Talk about the taste that the class likes the most based on the results of the survey.

5. Make Pastillas

Competencies:

- Paggamit ng kutsara at tinidor, pagbobotones, pagsara ng zipper, pagtali/pagsuot ng sapatos (KPKFM-00-1)
- Use nonstandard measuring tools e.g. length – feet, hand, piece of string; capacity – mug/glass; mass – stone, table blocks (MKME-00-1)
- Use the senses to observe the environment (PNEKBS-Ic-5)

Materials: cellophane cut into small squares, bowl, spoon, recipe chart

Ingredients: powdered milk, condensed milk, sugar

Procedure:

1. Make a simple recipe chart with the learners.
2. They may also cut the cellophane into squares.
3. Read the recipe chart together with the learners .
4. Mix the powdered milk, condensed milk, and sugar.
5. Let the learners roll the mixture into balls and place one ball on every cellophane square.
6. Seal the pastillas by twisting the cellophane ends.

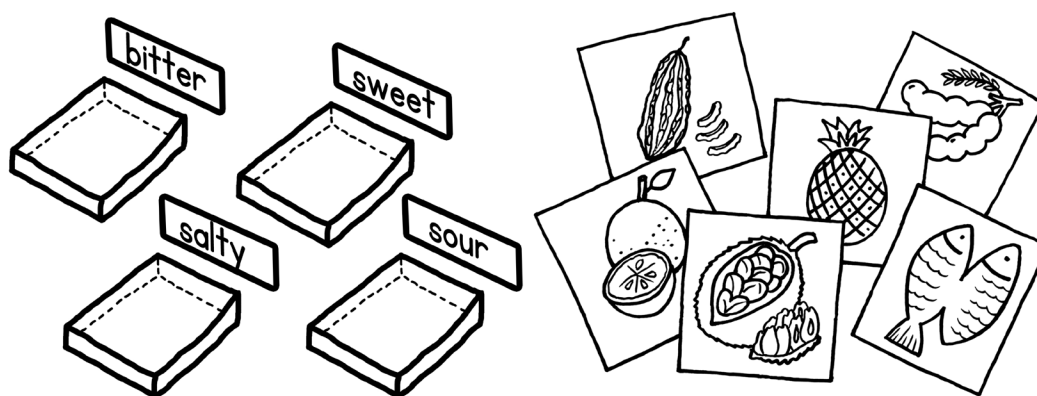
WORK PERIOD 2 INDEPENDENT ACTIVITIES

1. Food Picture Card Sort

Competencies:

- Describe objects based on attributes/properties (shapes, size, its use and functions) (MKSC-00-4)
- Sort and classify objects according to one attribute/property (shape, color, size, function/use) (MKSC-00-6)
- Use the senses to observe the environment (PNEKBS-lc-5)
- Use the senses to observe and perform simple experiments in classifying objects (e.g., texture – soft/hard, smooth/rough; taste – salty, sweet, sour) (PNEKBS-lc-6)
- Classify objects according to observable properties like size, color, shape, texture, and weight) (PNEKPP-00-1)

Materials: picture cards of familiar food items, category cards (sweet, sour, salty, bitter) in trays



Procedure:

1. Learners identify the food on the picture cards and describe its taste.
2. They will sort these in the trays according to their distinctive taste.

2. Playdough Food

Competencies:

- Naisasagawa ang mga sumusunod na kasanayan: pagmomolde ng luwad (clay), pagbuo ng puzzles (KPKFM-00-1.5)
- Nakapagmomolde ng luwad (clay) sa nais na anyo (SKMP-00-6)

Materials: playdough

Procedure:

1. Allow the learners to make playdough food creations (cookies, spaghetti, bread, hotdog, etc.)

3. Number Books (quantities of 3)

Competencies:

- Naisasagawa ang mga sumusunod na kasanayan: pagpilas/paggupit/pagdikit ng papel (KPKFM-00-1.3)
- Count objects with one-to-one correspondence up to quantities of 10 (MKC-00-7)
- Read and write numerals 0 to 10 (3) (MKC-00-3)

Materials: old magazines, scissors, paper, glue

Preparation: Make number books by cutting paper in half and binding these together.

Procedure:

1. Find pictures of familiar objects such as soft, hard, smooth and rough objects, or food from magazines.
2. Cut and paste 3 of each item on 1 page.
3. Label each page "3 _____".

4. Find 3

Competencies:

- Count objects with one-to-one correspondence up to quantities of 10 (MKC-00-7)
- Recognize and identify numerals 0 to 10 (MKC-00-2)
- Combine elements of two sets using concrete objects to represent the concept of addition (MKAT-00-3)
- Add quantities up to 10 using concrete objects (MKAT-00-8)

Materials: 4 sets of numeral cards 0, 1, 2, 3 with food items drawn

Procedure:

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

INDOOR / OUTDOOR GAMES

1. Pin the Nose

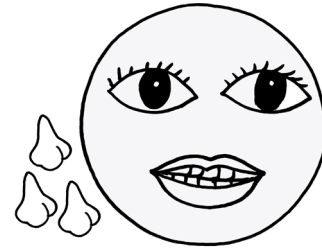
Competencies:

- Name the five senses and their corresponding body parts (PNEKBS-lc-3)

Materials: cut-outs of nose with tape, paper plate with some details of the face except nose

Procedure:

1. Blindfold a learner.
2. Give him/her the cut-out of nose.
3. Let him stick the nose without touching the paper plate.



2. Ilong, Ilong, Ilong, Mata

Competencies:

- Identify one's basic body parts (PNEKBS-Id-1)

Procedure:

1. Leader will say, "Ilong, Ilong, Ilong..." then another body part.
2. Leader confuses the players by pointing to the wrong body part.
3. Players point to the correct body part.
4. Whoever points to the wrong body part is out of the game.

3. Soft - Hard Relay

Competencies:

- Nakasasali sa mga laro, o anumang pisikal na gawain at iba't ibang paraan ng pag-eehersisyo (KPKPF-00-1)
- Nagagamit ang mga kilos lokomotor at di-lokomotor sa paglalaro, pag-eehersisyo, pagsasayaw (KPKGM-Ig-3)
- Sort and classify objects according to one attribute/property (shape, color, size, function/use) (MKSC-00-6)
- Classify objects according to observable properties like size, color, shape, texture, and weight) (PNEKPP-00-1)

Materials: soft and hard objects inside a bucket, two trays labeled soft and hard

Procedure:

1. Group the learners into 2.
2. They will form a line.
3. At the signal, the first player runs to the big bucket, gets an object, then shoot it in the correct tray.
4. Player 2 goes next and so on.
5. First group to finish and get all items correctly wins.

4. Food Henyo

Competencies:

- Talk about the details of an object/picture like toys, pets, foods, places (LLKOL-Id-4)
- Describe objects based on attributes/properties (shapes, size, its use and functions) (MKSC-00-4)

Materials: picture cards of common food

Procedure:

1. Choose a learner to be the guesser.
2. Set the timer to 2 minutes.
3. Pick a card. Do not show to the guesser but show to the other players.
4. The guesser will ask questions answerable only by yes, no, or may be.
5. She/He will try to guess the food item based on clues.

SONGS / RHYMES

Be Careful Little Nose

Oh be careful little nose what you smell
(2x)

For the good Lord above is looking down
with love

Oh be careful little nose what you smell

** little hands – what you touch*

** little tongue – what you taste*

Kung Ang Ulan ay Puro Tsokolate

Kung ang ulan ay puro tsokolate
O kay tamis ng ulan

Ako'y labas at ako'y nganganga

A a a a a a a a o kay tamis ng ulan.

** katas ng calamansi – asim*

** lasang kape - pait*

Note: Words may be changed

Ang aking Bibig

(Likha ni Michille C. Castillon)

Dila kong maliit
Makikita sa aking bibig
Mga ngiping dikit dikit
Sa gilagid nakakabit.

Subuan mo ng pagkain
Ang bibig kong palakain
Malalaman nitong dila
Ang masarap nitong lasa.

Malambot at Matigas/Magaspang at Makinis

Tune of "May Tatlong Bibe"

May dalawang bagay akong nakita

Upan at **bulak** na nasa mesa
Ang isang bagay ay napakalambot
Ang isa naman at nakapatigas.

Ano? Ano ? Ano?

Alin? Alin? Alin?

Ano ang matigas at malambot?

Alin sa dalawa ang malambot?

Tayo ng suriin ang dalawa

Alin ang **malambot**?

Alin ang **matigas**?

Kung ang sagot mo ay tama at akma

Maupo ka na at ikaw ay magsaya.

Alin ang malambot? **Bulak** po ang sagot.

Alin ang matigas? **Upan** po ang sagot

Tama ang sagot, tayo' y pumalakpak.

Clap clap Clap ,clap clap clap

Tama ang sagot, tayo' y pumalakpak.

WEEK 9

Content Focus: I can take care of my body.

Blocks of Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Arrival Time (10 min)	Arrival routine				
Meeting Time 1 (10 min)	Meeting time routine Review of concepts learned the previous week/day Introduction of message for the day by asking the guide questions below				
MESSAGE	I keep my body clean by taking a bath. I use soap for my body and shampoo for my hair.	I wash my hands before and after eating. I brush my teeth after eating.	I exercise every day to make my body strong. I play different sports to strengthen my muscles.	I take vitamins for added nutrients.	I get enough sleep so that my body can rest.
QUESTION/S	Did you take a bath before going to school? What did you use in taking a bath? Mapping Activity	What do you do before and after eating?	Why is exercise good for the body? What sports do you like to play?	What do we need for added nutrients? What food are good sources of vitamins and minerals?	What do you do when you are tired? How can sleep help the body stay healthy?
Transition to Work Period 1	<i>The teacher gives instructions on how to do the independent activities, answers any questions, and tells the learners to join their group and do the assigned tasks.</i>				
Work Period 1 (40 mins)					
Teacher-Supervised Activity	I Keep Myself Clean Preparing the Sleep Journal	Steps in proper handwashing and brushing of teeth	Mga Larong Pilipino	ABC's of Essential Vitamins	Sleep Journal
Learning Checkpoints	<ul style="list-style-type: none"> ✓ Identify their basic needs and ways to care for their body ✓ Use objects and materials safely ✓ Tell the names of the days in a week 	<ul style="list-style-type: none"> ✓ Practice ways to care for one's body (handwashing and brushing of teeth) 	<ul style="list-style-type: none"> ✓ Actively participate in games/ physical activities 	<ul style="list-style-type: none"> ✓ Identify the letters of the alphabet (A, B, C, D, E, K) 	<ul style="list-style-type: none"> ✓ Tell the time of day when activities are being done (siesta in the afternoon) ✓ Tell time by the hour
Independent Activities	<ol style="list-style-type: none"> 1. Cleaning the Body 2. Picture Match 3. Vitamin Match 4. Feely Box 				

Blocks of Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Learning Checkpoints	<ul style="list-style-type: none"> ✓ Know hygiene tasks ✓ Match pictures according to function/use ✓ Demonstrate an understanding that objects are made from one or more materials like metal, plastic, wood, paper ✓ Use objects and materials safely 				
Transition to Meeting Time 2	The teacher reminds the learners about the time left in Work Period Time 1 around 15 minutes before Meeting Time 2. After 10 minutes, the teacher tells the learners to start packing away the materials they used and be ready for Meeting Time 2. A transition song or a countdown may be used.				
Meeting Time 2 (10 min)					
QUESTIONS/ACTIVITY	Song: This is the Way	Learners wash their hands properly while singing the Birthday Song.		Vitamins sampling c/o Brgy. Health Center	Sleep Journal
Transition to Recess	The teacher commends the learners for the work they did in Work Period Time 1 and tells them to prepare for recess time by washing their hands. Encourage sharing especially if not all children have food.				
Recess (15 min)					
Transition to Quiet Time	The teacher reminds the children to pack away the things they used in recess time, clean up their eating area, throw their trash in the trash bin, wash their hands, brush their teeth, change their wet clothes, and have their Quiet Time.				
Quiet Time (10 min)					
Transition to Story Time	While singing a transition song, the teacher “wakes” the learners up and tells them that it’s time to listen to a story. When the learners are ready, the teacher proceeds with the pre-reading activities and makes sure that the learners are listening attentively.				
Story Time (20 min)	Theme: Any age and culturally appropriate story about a child who uses soap to clean his/her body and shampoo to clean his/her hair.	Theme: Any age and culturally appropriate story about a child who did not wash hands and brush his teeth.	Theme: Any age and culturally appropriate story about a child who became obese because of no exercise.	Theme: Any age and culturally appropriate story about a sickly child and the food/ vitamins he needs to take.	Theme: Any age and culturally appropriate story about a child lacks sleep and shows the effect of lack of sleep on the child’s health.
Pre-Reading	Define difficult words. <i>Motivation question: What things do you use in taking a bath?</i>	Define difficult words. <i>Motivation question: What do you use when washing your hands and brushing your teeth?</i>	Define difficult words. <i>Motivation question: What sports do you play?</i>	Define difficult words. <i>Motivation question: What do you take aside from food?</i>	Define difficult words. <i>Motivation question: When do you sleep?</i>

Blocks of Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	<i>Motive question: What will the character use while taking a bath?</i>	<i>Motive question: What will the characters use to wash their hands and brush their teeth?</i>	<i>Motive question: What sport will the characters play in the story?</i>	<i>Motive question: What other things will the characters take aside from food?</i>	<i>Motive question: When will the characters sleep?</i>
During Reading	Ask comprehension questions.				
Post-Reading	<p><i>What did the characters use while taking a bath?</i></p> <p><i>What are the other ways you can take care of your body?</i></p>	<p><i>What did the characters use in washing their hands? brushing their teeth?</i></p>	<p><i>What sport did the characters play in the story?</i></p> <p><i>What will happen if you do not move?</i></p> <p><i>What are the other sports that you know? I will give you names of two sports. Tell me if they have the same beginning sounds.</i></p> <p><i>Example: basketball – baseball (yes)</i></p> <p><i>football – volleyball (yes)</i></p>	<p><i>What did the characters take aside from food?</i></p> <p><i>What is it for?</i></p>	<p><i>When did the characters sleep?</i></p> <p><i>Is it important to sleep? Why?</i></p>
Transition to Work Period 2	After the post-reading activities, the teacher gives instructions regarding the teacher-supervised and independent activities, answers any questions, and tells the learners to join their group and do the assigned tasks.				
Work Period 2 (40 min)					
Teacher-Supervised Activity	Bath Sequence	60 seconds	Shooting Baskets	Pretend Pharmacist	Height and Weight Check
Learning Checkpoints	<ul style="list-style-type: none"> ✓ Identify sequence of events (before, after, first, next, last) 	<ul style="list-style-type: none"> ✓ Tell which activities can be done in a minute ✓ Recognize that a clock and a watch tell time 	<ul style="list-style-type: none"> ✓ Demonstrate beginning multiplication skills by grouping, representing, and counting sets of 2s up to 10 	<ul style="list-style-type: none"> ✓ Learners are able to tell that the volume of liquid does not change even if the size and shape of the container do 	<ul style="list-style-type: none"> ✓ Learners can measure and compare their weight and height

Blocks of Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Independent Activities	1. Block conservation 2. Playdough conservation 3. Sports patterns 4. Health Check				
Learning Checkpoints	<ul style="list-style-type: none"> ✓ Tell that length of an object does not change even if it is moved ✓ Tell that the volume of liquid does not change even if the size and shape of container do ✓ Complete, reproduce and extend patterns ✓ Identify their basic needs and ways to care of their body ✓ Practice ways to care for one's body 				
Transition to Indoor/Outdoor Games	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.				
Indoor/Outdoor Games (20 min)	Mga Larong Pilipino	Mga Larong Pilipino	Mga Larong Pilipino	Mga Larong Pilipino	Mga Larong Pilipino
Learning Checkpoints	✓ Learners are able to demonstrate positive attitude even though they lost the game	✓ Learners are able to work/pay together with his/her classmate	✓ Learners can run, fast and slow, skip, hop	✓ Learners use their locomotor and non-locomotor skills in playing, exercising, and dancing	✓ Learners show balance when doing movement activities
Transition to Meeting Time 3	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 in Meeting Time 3. A transition song or countdown may be used.				
Meeting Time 3 (5 min)	Learners share how to keep their body clean.	Learners share how to make their hands and teeth clean.	Learners identify beginning letter of their favorite sport.		
Wrap-Up Questions / Activity	The teacher takes note if the learners are able to identify the steps to keeping their body clean.	The teacher takes note if the learners are able to do the proper steps of washing their hands and brushing their teeth.	The teacher takes note if the learners are able to do the proper steps of washing their hands and brushing their teeth.	Let the learners say the chant: "Uminom ng gatas nang ikaw ay lumakas. Kumain ng itlog nang ikaw ay lumusog."	Ask the learners to shout "Hooray!" if the picture shows resting the body. If it does not, the learners will shout "Hephep!"
DISMISSAL ROUTINE					

Week 9

Content Focus: **I can take care of my body.**

MEETING TIME 1

1. Mapping Activity

Competencies:

- Naisasagawa ang pangangalaga sa pansariling kalusugan tulad ng: paglilinis ng katawan, paghuhugas ng kamay bago at pagkatapos kumain, pagsesipilyo, pagsusuklay, paglilinis ng kuko, pagpapalit ng damit, pagtugon sa personal na pangangailangan nang nag-iisa (pag-ihing, pagdumi) paghuhugas ng kamay, pagkatapos gumamit ng palikuran (KPKPKK-lh-1)
- Naipakikita ang wastong pangangalaga sa mga pansariling kagamitan sa paglilinis at pag-aayos ng katawan (KPKPKK-00-2)
- Identify one's basic needs and ways to care for one's body (PNEKBS-li-8)
- Participate actively in a dialog or conversation of familiar topics (LLKOL-00-10)

Materials: cartolina/Manila paper, marker

Procedure:

1. Post the cartolina/Manila paper in front. Write in the middle "Keeping Myself Clean".
2. Ask the learners, "How do you keep yourself clean?" Allow them to participate actively.
3. Write down their answers on the cartolina. Group together the similar categories and make follow-up questions. Example: when a learner says "Take a bath," ask what s/he uses in bathing then write these down below or beside the main category of bathing.
4. Ask questions to lead the learners into answering the following: bathing, combing hair, brushing teeth, washing face, washing hands, cutting nails, wearing slippers, etc.

WORK PERIOD 1

TEACHER SUPERVISED ACTIVITIES

1. I Keep Myself Clean

Competencies:

- Naipakikita nang kaaya-aya ang tamang gawain sa iba't-ibang pagkakataon (KAKPS-00-6)
- Identify one's basic needs and ways to care for one's body (PNEKBS-li-8)
- Use objects and materials safely PNEKPP-00-6

Materials: empty shampoo bottle, empty soap box, *tabo*, *timba*, face towel/loofah/*panghilod*, towel, water; word strips of the objects, masking tape

Procedure:

1. Ask the learners what they use in taking a bath.

2. Show them the objects and the word strips. Read together the words on the word strips.
3. The learners will match the word strips by sticking them on the objects.

2. Preparing the Sleep Journal

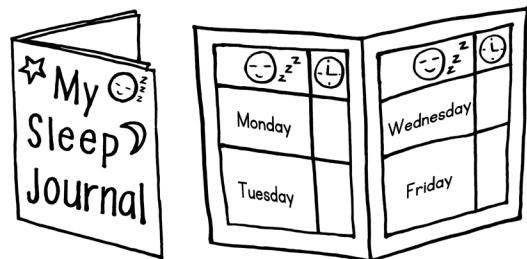
Competencies:

- Naisasagawa ang mga sumusunod na kasanayan: pagtiklop ng papel (KPKFM-00-1.2), pagbakat, pagkopya ng larawan, hugis, at titik (KPKFM-00-1.4)
- 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)
- Tell the names of the days in a week, months in a year (MKME-00-8)
- Write one's given name (LLKH-00-5)

Materials: half bond paper, pencil, guide: My Sleep Journal

Procedure:

1. Discuss the importance of taking naps with the learners.
2. Ask them who takes an afternoon nap or *siesta*.
3. Explain that they will make a Sleep Journal.
4. They will fold the half bond paper crosswise to make a booklet.
5. They will write/copy the words My Sleep Journal in front and write their name. They may also draw a bed, pillow, clock, moon/stars, or themselves sleeping.
6. They will record the number of hours they slept every afternoon (Monday to Thursday).
7. Let them bring home their Sleep Journal.



3. Steps in proper handwashing

Competencies:

- Naipakikita ang tiwala sa sarili na tugunan ang sariling pangangailangan nang mag-isa. Hal. maghugas ng kamay, kumain, magbihis, magligpit, tapusin ang gawaing nasimulan (SEKPSE-Ie-5)
- Naisasagawa ang pangangalaga sa pansariling kalusugan tulad ng: paglilinis ng katawan, paghuhugas ng kamay bago at pagkatapos kumain, pagsesipilyo, pagsusuklay, paglilinis ng kuko, pagpapalit ng damit, pagtugon sa personal na pangangailangan nang nag-iisa (pag-ihl, pagdumi) paghuhugas ng kamay, pagkatapos gumamit ng palikuran (KPKPKK-Ih-1)
- 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)
- Identify one's basic needs and ways to care for one's body (PNEKBS-Ii-8)
- Practice ways to care for one's body (PNEKBS-Ii-9)

Materials: cartolina, markers, art materials

Procedure:

1. Discuss proper handwashing to the learners.
2. They will make a poster showing the steps.
3. Assign learners to copy a step each, another set of learners to draw a step each, and the rest to design the poster.

Steps: (doh.gov.ph)

1. Wet hands with water and apply soap.
2. Lather soap, rub hands together, palm-to-palm and in between fingers.
3. Rub back of one hand with the palm of your other hand.
4. Rub fingertips of each hand in opposite palm.
5. Rub each thumb clasped in opposite hand.
6. Rub both palms with fingers. Rinse thoroughly with running or poured in water.

4. Mga Larong Pilipino

Competencies:

- Natutukoy ang kahalagahan ng pagpapakita ng positibong pag-uugali sa harap ng hindi inaasahang pangyayari tulad ng pagkatalo sa laro, atbp. (SEKPSE-00-8)
- Naipakikita ang pagpapahalaga sa maayos na pakikipaglaro: pagiging mahinahon, pagsang-ayon sa pasiya ng nakararami/reperi, pagtanggap ng pagkatalo nang maluwa sa kalooban, pagtanggap ng pagkapanalo nang may kababaang loob (KAKPS-00-19)
- Nakasasali sa mga laro, o anumang pisikal na gawain at iba't ibang paraan ng pag-eehersisyo (KPKPF-00-1)
- Naisasagawa ang mga sumusunod na kilos lokomotor sa pagtugon sa ritmong mabagal at mabilis (paglakad, pagtakbo, pagkandirit, paglundag/pagtalon, paglukso) (KPKGM-Ie-2)
- Nagagamit ang mga kilos lokomotor at di-lokomotor sa paglalaro, pag-eehersisyo, pagsasayaw (KPKGM-Ig-3)
- Naipakikita ang panimbang sa pagsasagawa ng iba't ibang kilos ng katawan, gaya ng paglukso-luksong pahalinhinan ang mga paa (skipping), pagtulay nang di natutumba sa tuwid na guhit, pag-akyat at pagbaba sa hagdanan (KPKGM-00-4)
- Identify one's basic needs and ways to care for one's body (PNEKBS-Ii-8)
- Practice ways to care for one's body (PNEKBS-Ii-9)

Materials: sports materials needed in the chosen games

Procedure:

1. Organize a mini-sports festival.
2. Group the learners into teams.
3. They will play traditional Filipino games like piko, taguan, habulan, patintero, etc.

5. ABC's of Essential Vitamins

Competencies:

- Identify one's basic needs and ways to care for one's body (PNEKBS-Ii-8)

- Practice ways to care for one's body (PNEKBS-li-9)
- Identify the letters of the alphabet (mother tongue, orthography) (LLKAK-lh-3)

Materials: chart of essential vitamins, crayons, masking tape

Procedure:

1. Discuss with the learners the essential vitamins.
2. Let them draw the examples and stick to the chart.

Essential Vitamins	Purpose	Which foods have it?
A	Keeps our eyes, skin, teeth, and bones healthy!	yellow and orange foods like carrots
B	Converts food into energy!	meats, nuts, fish, dairy
C	Heals wounds, fights bugs!	citrus fruits
D	Essential for strong bones and teeth!	milk, dairy and the SUN!
E	Keeps our heart healthy and arteries clean.	nuts, avocados, squash
K	Keeps our blood healthy and clotting properly	broccoli, brussels sprouts, cabbage, eggs, spring onions, prunes

6. Sleep Chart

Competencies:

- Identify one's basic needs and ways to care for one's body (PNEKBS-li-8)
- Practice ways to care for one's body (PNEKBS-li-9)
- Count objects with one-to-one correspondence up to quantities of 10 (MKC-00-7)
- Tell the time of day when activities are being done, e.g., morning, afternoon, night (MKME-00-3)
- Tell time by the hour (MKME-00-7)
- Tell the names of the days in a week, months in a year (MKME-00-8)

Materials: paper, pencil

Procedure:

1. Using the learners' sleep journal, they will write on the chart the time they slept and woke up on Monday to Thursday.
2. They will count the number of hours and record on the chart.

AFTERNOON SIESTA			
Name: _____			
Days	Slept at	Woke up at	Hours of sleep
Monday	2:00 pm	5:00 pm	3 hours
Tuesday	3:00 pm	5:00 pm	2 hours
Wednesday	x	x	x
Thursday	3:00 pm	4:00 pm	1 hour
Friday	x	x	x

WORK PERIOD 1 INDEPENDENT ACTIVITIES

1. Cleaning the Body

Competencies:

1. Naisasagawa ang pangangalaga sa pansariling kalusugan tulad ng: paglilinis ng katawan, paghuhugas ng kamay bago at pagkatapos kumain, pagsesipilyo, pagsusuklay, paglilinis ng kuko, pagpapalit ng damit, pagtugon sa personal na pangangailangan nang nag-iisa (pag-ihing, pagdumi) paghuhugas ng kamay, pagkatapos gumamit ng palikuran (KPKPKK-Ih-1)
2. Naipakikita ang wastong pangangalaga sa mga pansariling kagamitan sa paglilinis at pag-aayos ng katawan (KPKPKK-00-2)
3. Identify one's basic needs and ways to care for one's body (PNEKBS-li-8)
4. Practice ways to care for one's body (PNEKBS-li-9)

Materials: cardboard cut-out of a boy and a girl wrapped in plastic cover, whiteboard/washable markers, dark colored chalk, crayons, eraser, damp cloth

Preparation: Cut-out a boy and a girl at least 12 inches tall. Wrap in plastic cover.

Procedure:

1. Post the cut-out of a boy and a girl on the wall. Put "dirt" on them with whiteboard/washable markers, dark colored chalk, crayons, even clay/mud.
2. The learners will use the eraser/damp cloth to clean the children.
3. Sing "This is the Way" while cleaning the children.

2. Picture Match

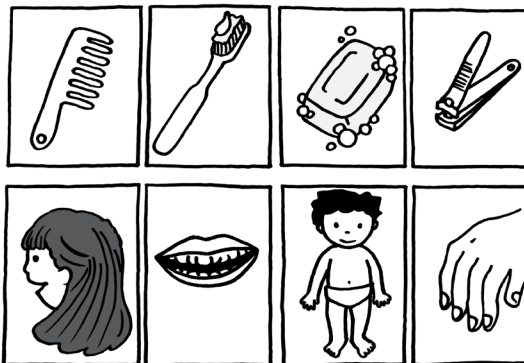
Competencies:

- Match pictures according to one attribute/ property: shape, color, size, function/ use (MKAT-00-1)

Materials: picture cards

Set A: comb, toothbrush, soap, nailcutter

Set B: hair, teeth, body, nails



Procedure:

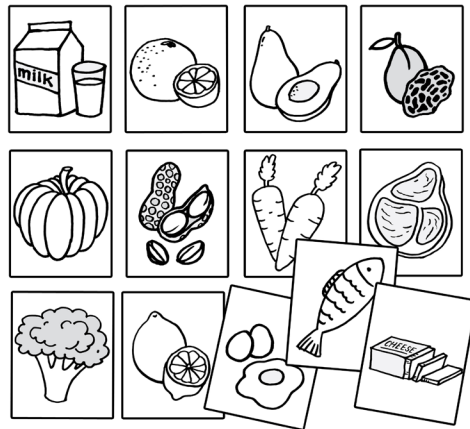
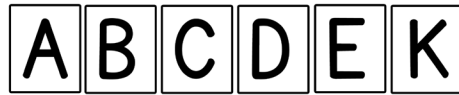
1. Show the learners the Set A pictures and ask them to identify the objects. Also ask them the uses of each.
2. Let the learners match the objects to the part of the body they are used on.

3. Vitamin Match

Competencies:

- Match pictures according to one attribute/ property: shape, color, size, function/ use (MKAT-00-1)

Materials: cardboard pictures of letters A, B, C, D, E, K; pictures of carrots, squash, meat, fish, lemon, orange, milk, cheese, nuts, avocados, broccoli, eggs, prunes



Procedure:

1. Present pictures of vitamins and minerals food sources. Tell the children the vitamins we get from these food.
2. Learners will match the letter to the food source. Example: A – squash

4. Feely Box

Competencies:

- Naipakikita ang wastong pangangalaga sa mga pansariling kagamitan sa paglilinis at pag-aayos ng katawan (KPKPKK-00-2)
- Demonstrate an understanding that objects are made from one or more materials like metal, plastic, wood, paper (PNEKPP-00-2)
- Use objects and materials safely PNEKPP-00-6
- Name common objects/things in the environment (in school, home, and community) (LLKV-00-1)
- Describe common objects/things in the environment based on color, shape, size, and function/use (LLKV-00-2)

Materials: tools for cleaning the body: toothbrush, comb, towel, toothpaste, nailcutter, cottonbuds, etc. inside a box

Procedure:

1. Let the learners put their hands inside the box and feel the objects.
2. They will guess the object they are touching.

WORK PERIOD 2 TEACHER SUPERVISED ACTIVITIES

1. Bath Sequence

Competencies:

- Identify sequence of events (before, after, first, next, last) (MKSC-00-9)

Materials: Picture cards

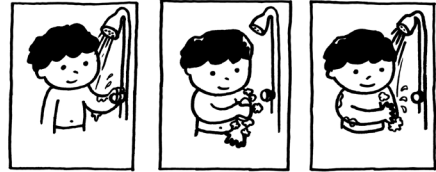
Set A - wetting the body, soaping the body, rinsing the body

Set B - wetting the hair, shampooing the hair, rinsing the hair

Set C - putting toothpaste on toothbrush, brushing teeth, rinsing mouth

Procedures:

1. Talk about how the learners do the given tasks above. What do they do first? Next? Last?
2. Let them sequence the picture cards.
3. If they can, allow a few learners to explain their sequence



Set A



Set B



Set C

2. Washing and Brushing

Competencies:

- Tell which activities take a longer or shorter time (recognize and names the things that can be done in a minute, e.g., washing hands, etc., and recognize and name the things that can be done in an hour) (MKME-00-4)
- Recognize that a clock and a watch tell time (MKME-00-5)

Materials: clock with seconds hand

Procedure:

1. Show the learners a clock. Point to the seconds hand and say that 60 seconds make a minute.
2. Rote count with the learners as the seconds hand tick.
3. Ask the learners what they think can be done in a minute.
4. Tell whether their answers are correct. You may try out their answers by timing the activity and checking if it is done above 60 seconds.
5. Tell them that the Department of Health recommends washing hands for 45 seconds (less than a minute) and brushing teeth for 2 minutes.
6. Let them pretend to wash hands as they rote count to 45, and pretend to brush as they rote count to 120 (or rounds of 20).

3. Shooting Baskets

Competencies:

- Group, represent, and count sets of equal quantity of materials up to 10 (beginning of multiplication) (MKAT-00-15)
- Add quantities up to 10 using concrete objects (MKAT-00-8)

Materials: balls and baskets, scoreboard

Procedure:

1. Tell the learners that in professional basketball, a basket means two points.
2. Ask a pair of learners to work together – one will be the shooter, another will be the scorer.
3. Give the pair a minute. The shooter tries to shoot the balls in the basket and the

- scorer writes the number 2 on the scoreboard every time the shooter makes a basket.
- At the end of 1 minute, try to add the scores

4. Pretend Pharmacist

Competencies:

- Tell that the volume of liquid does not change even if the size and shape of container do (MKSC-00-24)

Materials: medicine bottles of different sizes, small basin, funnel, water (may be colored with food color)

Procedure:

- The pretend pharmacists will prepare vitamins and medicines.
- Make them fill a medicine bottle with colored water. Then use the funnel to transfer the water to another bottle.
- Ask, “Do you think the amount of water changed? Which has more water?”
- Discuss that the amount of water didn’t change even if the level inside the bottles may change depending on the size and shape of the bottle.
- Put back the water to the original medicine bottle to check.
- Make sure that all learners get to experience being the pharmacist.

Variation: Count candies like medicines. Arrange the “pills” in piles and in lines. Ask the learners if the quantity changes when the arrangement changes.

5. Weight and Height Check

Competencies:

- Compare objects based on their size, length, weight/mass (MKME-00-2)
- Collect data on one variable (e.g., sex /boys or girls) through observation and asking questions (MKAP-00-1)

Procedure:

- Teach the learners how to read their weight using a bathroom scale and their height using a height chart.
- In pairs, they will measure each others’ height and weight.
- Record in a chart.
- Refer to these tables for the average values.
- Check who among the learners are underweight/overweight and too short or too tall for their age.

Normal Range for BOYS		
Age (years)	Weight (kilograms)	Height (inches)
5	15-24	40-46
6	17-27	42-49

Normal Range for GIRLS		
Age (years)	Weight (kilograms)	Height (inches)
5	15-24	40-46
6	16-27	42-49

WORK PERIOD 2 INDEPENDENT ACTIVITIES

1. Block conservation

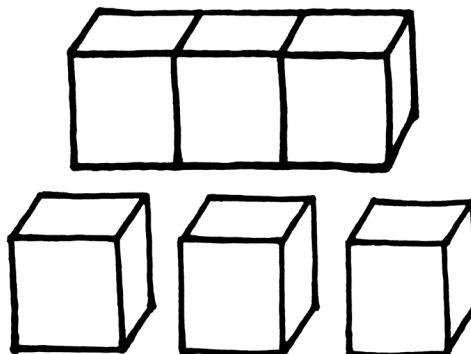
Competencies:

- Tell that length of an object does not change even if it is moved (MKSC-00-25)

Materials: similar pieces of blocks

Procedure:

1. Learners will play with similar pieces of blocks. First, the blocks must be put one after the other.
2. Then, the blocks will have gaps in between.
3. Ask, "Did the length when the blocks were moved?"
4. Arrange the blocks in other ways and explain that length of an object does not change even if it is moved.



2. Playdough conservation

Competencies:

- Tell that the quantity of a set of objects does not change even though the arrangement has changed (i.e., the child should be able to tell that one set of counters placed in one-to-one correspondence and then rearranged still has the same quantity) (MKSC-00-23)

Materials: playdough, kitchen scale

Procedure:

1. Learners will play with an amount of playdough. Measure the mass of the playdough in the kitchen scale.
2. Next, pound the playdough flat. Measure its mass again.
3. Make the playdough into a ball. Measure again.
4. Ask, "Did the quantity change when the arrangement changed?"
5. Mold the playdough in other ways and measure after each arrangement.



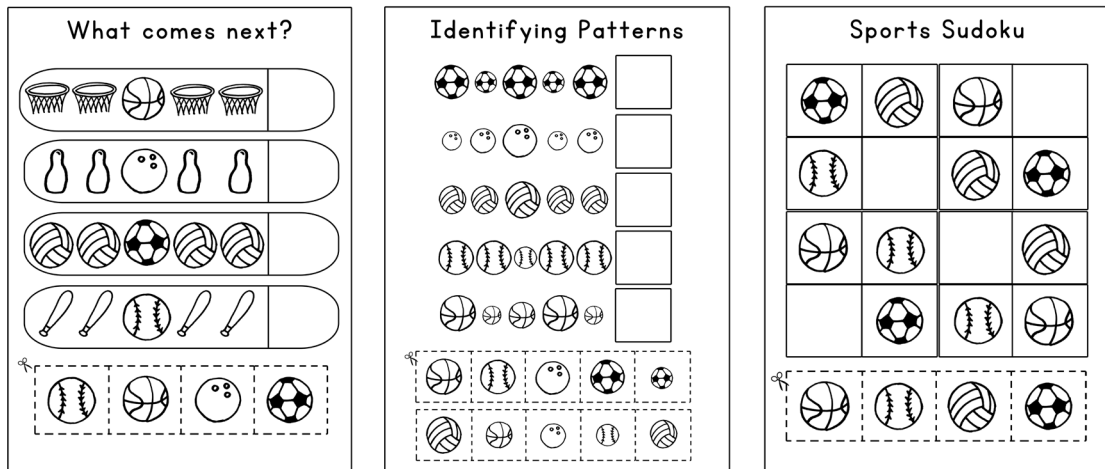
3. Sports Patterns

Competencies:

- Complete patterns (MKSC-00-19)
- Reproduce and extend patterns (MKSC-00-20)
- Create own patterns (MKSC-00-21)

Materials: worksheet of patterns with sports balls

Samples:



4. Health Check

Competencies:

- Identify one's basic needs and ways to care for one's body (PNEKBS-li-8)
- Practice ways to care for one's body (PNEKBS-li-9)

Materials: health checklist, pencils

Procedure:

1. Learners work in pairs. One will be the "doctor" and the other the "patient."
2. The doctor monitors the health of the patient by checking the following:
3. Take turns being the doctor.

Signs of Good Nutrition

- Appropriate Height and Weight
- Strong Bones
- Healthy Skin
- Good Vision
- Muscle Development
- Strong Teeth
- Shiny Hair
- Healthy Nails
- Sleeping Soundly
- Being Active and Alert

SONGS / RHYMES

This is the Way

This is the way I wash my hands,
Wash my hands,
Wash my hands
This is the way I wash my hands,
Early in the morning.

- * wash my face
- * comb my hair
- * fix my shirt
- * take a bath
- * scrub my knees
- * brush my teeth

WEEK 10
Content Focus: **I am me.**

Blocks of Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Arrival Time (10 min)	Arrival routine				
Meeting Time 1 (10 min)	Meeting time routine Review of concepts learned the previous week/day Introduction of message for the day by asking the guide questions below				
MESSAGE	My name is _____ and I am proud to be in Kindergarten.	I can do many things in school with my classmates.	I can do many things because I am growing.	I can take care of my body in many ways.	I am happy because I am me!
QUESTION/S	What makes you proud of being in kindergarten?	What are the things that you can do in school with your classmates?	What are the things that you can do now that you cannot do before?	What do you do to protect your body?	What makes you happy?
Transition to Work Period 1	<i>The teacher gives instructions on how to do the independent activities, answers any questions, and tells the learners to join their group and do the assigned tasks.</i>				
Work Period 1 (40 mins)					
Teacher-Supervised Activity	Crossword Names	Classroom Scavenger Hunt	Sequencing Pictures	Word Guess	Talent Show
Learning Checkpoints	✓ Identify the letters of one's given name	✓ Name the things found in the classroom	✓ Identify sequence of events (before, after, first, next, last)	✓ Think of words that show ways to care of the body	✓ Decorate their own work
Independent Activities	1. My Name Starts With... 2. Pasting Pieces 3. Writer's Workshop 4. Puzzles				
Learning Checkpoints	<ul style="list-style-type: none"> ✓ Name objects that begin with a particular letter of the alphabet ✓ Name the beginning letters of their friends' names ✓ Tell the things they do in school through drawings and invented spelling ✓ Put together 8-piece puzzles 				
Transition to Meeting Time 2	<i>The teacher reminds the learners about the time left in Work Period Time 1 around 15 minutes before Meeting Time 2. After 10 minutes, the teacher tells the learners to start packing away the materials they used and be ready for Meeting Time 2. A transition song or a countdown may be used.</i>				
Meeting Time 2 (10 min)					

Blocks of Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
QUESTIONS/ ACTIVITY	Song: "Sino Ako" Children will come in front one by one and say their name.	Song: "Sa Kindergarten ay Masaya"	Poem: Things I can	Poem: The Clock	Song: I am Special
Transition to Recess	<i>The teacher commends the learners for the work they did in Work Period Time 1 and tells them to prepare for recess time by washing their hands. Encourage sharing especially if not all children have food.</i>				
Recess (15 min)					
Transition to Quiet Time	<i>The teacher reminds the children to pack away the things they used in recess time, clean up their eating area, throw their trash in the trash bin, wash their hands, brush their teeth, change their wet clothes, and have their Quiet Time.</i>				
Quiet Time (10 min)					
Transition to Story Time	<i>While singing a transition song, the teacher "wakes" the learners up and tells them that it's time to listen to a story. When the learners are ready, the teacher proceeds with the pre-reading activities and makes sure that the learners are listening attentively.</i>				
Story Time (20 min)	Theme: Any age and culturally appropriate story about different names of children.	Theme: Any age and culturally appropriate story about things they do in school.	Theme: Any age and culturally appropriate story about the things that they can do by themselves.	Theme: Any age and culturally appropriate story about the things that they can do to take care of their body.	Theme: Any age and culturally appropriate story about the things that they make them happy about being themselves.
Pre-Reading	Define difficult words. Motivation question: What is your name? How many letters does your name have? Motive question: How many letters does the name of the characters have?	Define difficult words. Motivation question: What can you do in school? Motive question: What do you think are the other things that can be done in school in the story?	Define difficult words. Motivation question: What can you do by yourself? Motive question: What can the character do by him/herself?	Define difficult words. Motivation question: What can you do to take care of yourself? Motive question: What do you think are other ways of taking care of oneself as mentioned in the story?	Define difficult words. Motivation question: What makes you happy? Motive question: What makes the characters in the story happy?
During Reading	<i>Ask comprehension questions.</i>				

Blocks of Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Post-Reading	<p>Who is the main character in the story?</p> <p>How many letters does his/her name have? (Write the names on the board)</p> <p>How many letters does your name have? (Write the learners' names if they do not know how to write their names yet. Count with them. Whose name has the most number of letters? Whose name has the least number of letters?</p>	<p>Where did the story happen?</p> <p>What are the things that the characters did in school?</p>	<p>What can the character do by himself/herself?</p> <p>What do you do when you cannot do something by yourself?</p>	<p>What are the different ways one can take care of oneself?</p> <p>Why is it important to take care of oneself?</p>	<p>What makes the characters in the story happy?</p> <p>How can you be happy with being you?</p>
Transition to Work Period 2	After the post-reading activities, the teacher gives instructions regarding the teacher-supervised and independent activities, answers any questions, and tells the learners to join their group and do the assigned tasks.				
Work Period 2 (40 min)					
Teacher-Supervised Activity	Dot Names	Preparing to go to school	1, 2, 3	Greater than, Less than	Shape Frame
Learning Checkpoints	<p>✓ Count objects with one-to-one correspondence</p>	<p>✓ Identify the 1st, 2nd, 3rd in a given set</p>	<p>✓ Identify the number that comes before, after, or in between</p> <p>✓ Arrange three numbers from least to greatest/ greatest to least</p>	<p>✓ Compare two groups of objects to decide which is more or less, or if they are equal</p>	<p>✓ Identify two to three dimensional shapes: square, circle, triangle, rectangle</p>

Blocks of Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Independent Activities	1. Bottle Cap Names 2. Fingerprints Ladder 3. Blocks 1-3 4. Rainbow Numbers				
Learning Checkpoints	✓ Compare two groups of objects to decide which is more or less, or if they are equal ✓ Match numerals to a set of concrete objects from 0 to 10 ✓ Arrange three numbers from least to greatest/ greatest to least ✓ Read and write numerals 0 to 10				
Transition to Indoor/ Outdoor Games	<i>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.</i>				
Indoor/ Outdoor Games (20 min)	Choose games from Weeks 1 to 9				
Transition to Meeting Time 3	<i>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 in Meeting Time 3. A transition song or countdown may be used.</i>				
Meeting Time 3 (5 min)		Learners identify the things that they do in school.	Learners identify the things they can do by themselves.	Learners identify the things they do to take care of themselves.	
Wrap-Up Questions / Activity	<i>Ask the learners to paste the paper doll in the chart while saying goodbye to the teacher.</i>	<i>The teacher takes note of the learners' feelings about what they do in school.</i>	<i>The teacher takes note of the learners' independence or emerging self-help skills.</i>	<i>The teacher takes note of the learners' initiative to take care of themselves.</i>	<i>Ask the learners to recite a poem "I am Special".</i>
DISMISSAL ROUTINE					

WEEK 10
Content Focus: **I am me.**

WORK PERIOD 1
TEACHER SUPERVISED ACTIVITIES

1. Crossword Names

Competencies:

- Tell which two letters, numbers, or words in a group are the same (LLKVPD-le-4)
- Identify the letters of one's given name (LLKAK-lc-1)
- Name the beginning letters of their friends' names, their family members', and common things they use (LLKAK-lc-2)

Materials: bond paper, pencil

Procedure:

1. Start by having the learners write their names in big letters in the middle of a piece of paper (may be vertical or horizontal).
2. Let the learners mingle, comparing their names with classmates' to see if they have letters in common.
3. If a child (example Juan) has at least one letter in common with another (example Petra), have Petra add her name to the common letter.
4. If a child (example Juan) has no letters in common with a classmate (example Pedro), have Pedro write his name on the bottom part of Juan's paper.
5. Guide the children afterwards by asking questions, such as "Did more children have some letters in common with you or no letters in common with you? Who has the most letters in common with you?"

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2. Classroom Scavenger Hunt

Competencies:

- Name common objects/things in the environment (in school, home, and community) (LLKV-00-1)
- Name the places and the things found in the classroom, school and community (LLKV-00-8)

Materials: pictures of things that they do in school, basket or box, list of things that they need to hunt

Procedure:

1. Form groups.
2. Give each group a list of items they need to hunt for and a basket. For non-readers, prepare pictures of the items.

3. When the groups are ready, give them ample time to hunt for the things listed.
4. After looking for all the items, the group needs to identify the pictures.

3. Sequencing Pictures

Competencies:

- Identify sequence of events (before, after, first, next, last) (MKSC-00-9)

Materials: picture cards

- baby crawling, toddler walking, child running
 - baby breastfeeding, toddler drinking from a sippy cup, child drinking from a glass
 - baby holding a rattle, toddler holding a toy, child holding a pencil
- *other pictures that show sequence*

Procedure:

1. Learners study the pictures and arrange them in sequence.

4. Word Guess

Competencies:

- Identify one's basic needs and ways to care for one's body (PNEKBS-li-8)
- Name common objects/things in the environment (in school, home, and community) (LLKV-00-1)

Materials: pieces of paper, pencil

Procedure:

1. Let the learners write or draw on pieces of paper things that they do, use, or eat, to keep them clean, healthy and growing. Examples: carrot, toothbrush, sleep, etc.
2. They will fold the paper and drop it in a box.
3. Player 1 will pick a paper from the box and read/look at it.
4. Player 1 will give clues by describing the object, giving synonyms or related words.
5. The other learners will guess the word.

5. Talent Show

Competencies:

- Naisakikilos ang sariling kakayahan sa iba't ibang paraan, hal. pag-awit, pagsayaw, at iba pa (SEKPSE-lf-2)
- Nakagagalaw (martsa, palakpak, tapik, padyak, lakad, lundag at iba pa) nang angkop sa ritmo at indayog bilang tugon sa himig na napapakinggan/awit na kinakanta (KPKPF-la-2)
- Naisasagawa ang paggalaw/pagkilos ng iba'tibang bahagi ng katawan sa saliw ng awitin nang may kasiyahan (KPKGM-la-1)
- Naipakikita ang kawilihan nang may sariling interpretasyon sa himig/tugtuging napapakinggan (SKMP-00-10)
- Demonstrate movements using different body parts (PNEKBS-lc-3)

Procedure:

1. Hold a Talent Show where the learners will perform any talent that they have in front of the class.
2. If possible, invite the parents to watch.
3. Give awards to the learners for participating in the show.

WORK PERIOD 1 INDEPENDENT ACTIVITIES

1. My Name Starts With...

Competencies:

- Nakikilala ang sarili (SEKPSE-00-1)
- pangalan at apelyido (SEKPSE-Ia-1.1)
- Identify the letters of one's given name (LLKAK-Ic-1)
- Name objects that begin with a particular letter of the alphabet (LLKV-00-5)

Materials: bond paper, crayons

Procedure:

1. Let the learner write in a big size the beginning letter of his/her name on the bond paper.
2. S/He will think of objects that begin with the same letter as his/her name.
3. S/He will draw these objects on the paper.
4. Label the objects.

2. Pasting Pieces

Competencies:

- Natatawag ang mga kalaro at ibang tao sa kanilang pangalan (KAKPS-00-13)
- Name the beginning letters of their friends' names, their family members', and common things they use (LLKAK-Ic-2)
- Naisasagawa ang mga sumusunod na kasanayan: pagpilas/paggupit/pagdikit ng papel (KPKFM-00-1.3)
- Nakapupunit, nakagugupit at nakapagdidikit sa paggawa ng collage (SKMP-00-7)

Materials: cardboard cut into 2x6 inches, scissors, names of all learners written on small pieces of paper, glue, scrapbooking materials

Procedure:

1. Write the names of all learners on small pieces of paper. Fold them and drop in a box.
2. Ask each learner to pick a name. If s/he gets his/her own name, let him/her pick another one.
3. Tell them to keep the name a secret.
4. S/He will look for the letters of the name of the classmate s/he picked from magazines.
5. S/He will cut out these letter and glue them on the cardboard.
6. Let them decorate the cardboard.

7. In Meeting Time 2, call several learners to describe the person they picked before giving them the cardboard name.
8. Assist them in spelling out their classmates' name if needed.

3. Writer's Workshop

Competencies:

- Nakapagkukuwento ng mga ginagawa sa paaralan (KMKPArA-00-3)
- Nakasusunod sa mga itinakdang tuntunin at gawain (routines) sa paaralan at silid-aralan (SEKPSE-IIa-4)
- Nakalilikha ng iba't ibang bagay sa pamamagitan ng malayang pagguhit (SKMP-00-1)
- Express simple ideas through symbols (e.g., drawings, invented spelling) (LLKC-00-1)

Materials: half lengthwise bond paper, pencils, crayons

Procedure:

1. Ask each learner to fold the paper in half to make it into a book.
2. The learners will draw the things that they do in school.
3. Write/copy the title of the book: "Ang mga ginagawa ko sa klase"

4. Puzzles

Competencies:

- Naisasagawa ang mga sumusunod na kasanayan: pagmomolde ng luwad (clay), pagbuo ng puzzles (KPKFM-00-1.5)

Materials: printed pictures of children doing things independently

Procedure:

1. Mount on cardboard the pictures of children doing things independently.
2. Cut into 8 puzzle pieces.
3. Learners complete the puzzle in a given time.

WORK PERIOD 2 TEACHER-SUPERVISED ACTIVITIES

1. Dot Names

Competencies:

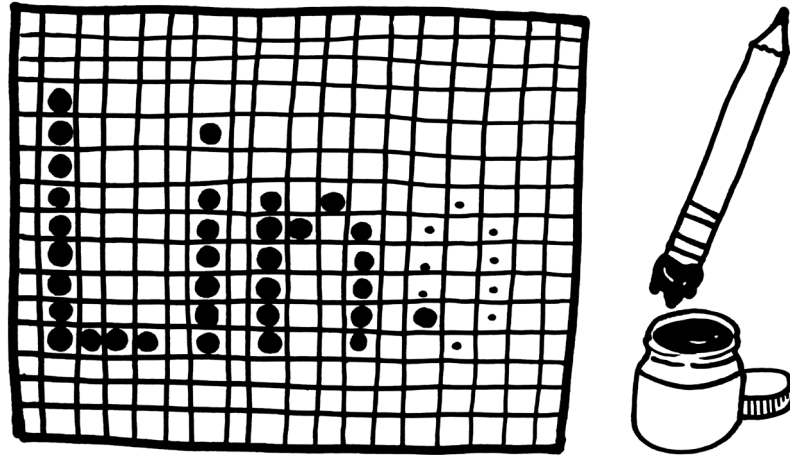
- Count objects with one-to-one correspondence up to quantities of 10 (MKC-00-7)
- Identify the letters of one's given name (LLKAK-Ic-1)

Materials: graphing paper, poster paint of different colors, pencil with eraser

Procedure:

1. Write the learner's first name on graphing paper using dots within the squares (use pencil only).

2. Let the learners use poster paint and the eraser of a pencil to put dots to fill in the boxes of the graphing paper, corresponding to the letters.
3. Remind the learners to put only one dot per box.
4. Allow them to use the different colors of poster paint.



2. Preparing to go to school

Competencies:

- Naisasagawa ang pangangalaga sa pansariling kalusugan tulad ng: paglilinis ng katawan, paghuhugas ng kamay bago at pagkatapos kumain, pagsesipilyo, pagsusuklay, paglilinis ng kuko, pagpapalit ng damit, pagtugon sa personal na pangangailangan nang nag-iisa (pag-ihl, pagdumi) paghuhugas ng kamay, pagkatapos gumamit ng palikuran (KPKPKK-lh-1)
- Identify the 1st, 2nd, 3rd, up to 10th object in a given set (MKC-00-11)
- Identify sequence of events (before, after, first, next, last) (MKSC-00-9)
- Express simple ideas through symbols (e.g., drawings, invented spelling) (LLKC-00-1)

Materials: bond paper with 3 boxes labeled 1st, 2nd, 3rd, pencil, crayon

Procedure:

1. Ask the learners to think of the things they do to prepare themselves in going to school.
2. Tell them to draw the first thing that they do on the first box followed by the second and third.
3. Give them a chance to discuss their drawings in front of the class.

3. 1, 2, 3

Competencies:

- Identify the number that comes before, after, or in between (MKC-00-5)
- Arrange three numbers from least to greatest/ greatest to least (MKC-00-6)

Materials: number cards 0-3, worksheets

Procedure:

1. Give the learners three number cards at a time.
2. Let them arrange the numbers from least to greatest and greatest to least.
3. Provide them with the worksheets.

<p>What number comes before?</p> <p>___ 1</p> <p>___ 3</p> <p>___ 2</p>	<p>What number comes between?</p> <p>0 ___ 2</p> <p>1 ___ 3</p> <p>2 ___ 4</p>	<p>What number comes after?</p> <p>1 ___ 0 ___</p> <p>3 ___ 2 ___</p>
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4. Greater than, Less than

Competencies:











- Compare two groups of objects to decide which is more or less, or if they are equal (MKC-00-8)

Materials: poker chips

Procedure:

1. Give each learner 10 poker chips.
2. They will divide the chips into two groups of whatever quantity.
3. Teach them the $>$, $<$, and $=$ sign using their hands (right hand for $>$, left hand for $<$, and both hands for $=$).
4. They will make the symbol in between the sets of chips.
5. Give them the worksheet after.

Write $>$ $<$ or $=$

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5. Shape Frame

Competencies:

- Nakalilikha ng iba't ibang bagay sa pamamagitan ng malayang pagguhit (SKMP-00-1)
- 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 (SKMP-00-2)
- Nakagugupit at nakapagdidikit ng iba't ibang hugis na may iba't ibang tekstura (SKMP-00-4)
- Recognize simple shapes in the environment (MKSC-00-1)
- Identify two to three dimensional shapes: square, circle, triangle, rectangle (MKSC-00-2)

Materials: popsicle sticks, square piece of paper, glue, colored paper, scissors, yarn

Procedure:

1. Let the learners draw themselves on the paper.
2. They will put a frame around it using the popsicle sticks.
3. They will cut shapes on the colored paper and glue these on the frame.
4. Tape a yarn at the back to hang the pictures.

WORK PERIOD 2 INDEPENDENT ACTIVITIES

1. Bottle Cap Names

Competencies:

- Nakikilala ang sarili (SEKPSE-00-1)
 - pangalan at apelyido (SEKPSE-la-1.1)
- Nakagagawa ng modelo ng mga pangkaraniwang bagay sa paligid: dahon, bato, buto, patpat, tansan at iba pa (SKMP-00-3)
- Count objects with one-to-one correspondence up to quantities of 10 (MKC-00-7)
- Compare two groups of objects to decide which is more or less, or if they are equal (MKC-00-8)

Materials: bottle caps or *tansan*, marker, chess board

Procedure:

1. Let the learners write each of the letters of their name on bottle caps or *tansan* using the marker.
2. Place one cap on each square on the chess board.
3. Compare the number of letters with other classmates' names.

2. Fingerprints Ladder

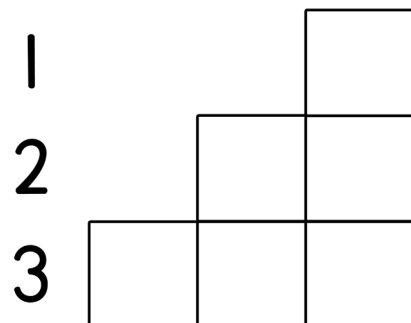
Competencies:

- Recognize and identify numerals 0 to 10 (3) (MKC-00-2)
- Count objects with one-to-one correspondence up to quantities of 10 (MKC-00-7)
- Match numerals to a set of concrete objects from 0 to 10 (MKC-00-4)

Materials: stock cards or thick paper with appropriate number of boxes beside the numerals 1, 2, 3

Procedure:

1. Show the card to the learners, emphasize on the number of boxes beside every numeral
2. Tell them to put one finger print in every box.
3. They may count as they put their finger prints.



3. Blocks 1-3

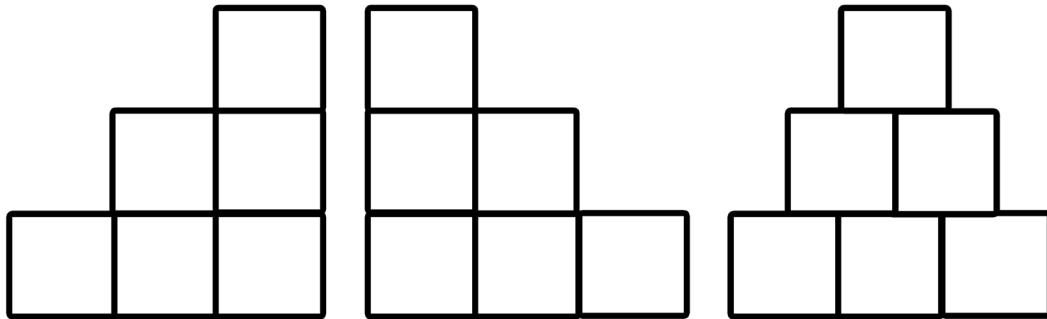
Competencies:

- Count objects with one-to-one correspondence up to quantities of 10 (MKC-00-7)
- Arrange three numbers from least to greatest/ greatest to least (MKC-00-6)

Materials: inch cubes

Procedure:

1. Give each learner 6 inch cubes.
2. They will form structures that show the sequence of 1, 2, 3 or 3, 2, 1.



4. Rainbow Numbers

Competencies:

- Recognize and identify numerals 0 to 10 (MKC-00-2)
- Read and write numerals 0 to 10 (MKC-00-3)

Materials: 3 different colors of markers or crayons, bond paper folded into 4

Procedure:

1. Do rainbow writing of numbers 0-3.
2. On the top left square, draw nothing. Write 0.
3. On the top right square, draw the numeral 1 using 1 marker/crayon. Write 1.
4. On the bottom left, draw the numeral 2 using 2 markers/crayons. Write 2.
5. On the bottom right, draw the numeral 3 using 3 markers/crayons. Write 3.

Quarter 2

WEEK 11
Content Focus: **I belong to a family.**

Blocks of Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Arrival Time (10 min)	Arrival routine				
Meeting Time 1 (10 min)	Meeting time routine Review of concepts learned the previous week/day Introduction of message for the day by asking the guide questions below				
MESSAGE	I am a member of a family.	There are different kinds of families.	Some members of my family do not live with me.	I enjoy my family activities.	I love my family.
QUESTION/S	Who do you live with? What do you call the people you live with?	Who are the members of your family? How is your family similar/different from other families?	Who are the members of your family that do not live with you? Can you name all of them?	What does your family do to have fun?	Do you love your family? How do you show your love for your family?
Transition to Work Period 1	<i>The teacher gives instructions on how to do the independent activities, answers any questions, and tells the learners to join their group and do the assigned tasks.</i>				
Work Period 1 (40 mins)					
Teacher-Supervised Activity	Shape Frames: My Family Introduce letter Mm	Name Designs: Different Ways Family Members are Called	Popsicle Stick Family Introduce letter Aa	Mini-book of Family Activities	"I Love My Family" poster
Learning Checkpoints	<ul style="list-style-type: none"> ✓ Identify the members of the family ✓ Draw the members of their family 	<ul style="list-style-type: none"> ✓ Say how they call each family member ✓ Design the name cards of their family members using different materials 	<ul style="list-style-type: none"> ✓ Represent the members of their family who do not live with them 	<ul style="list-style-type: none"> ✓ Recognize pictures of family activities 	<ul style="list-style-type: none"> ✓ Integrate the concepts learned during the week in their family poster
Independent Activities	<ol style="list-style-type: none"> 1. Letter Lacing: Mm, Aa 2. Let's write Mm, Aa 3. Mosaic: Mm , Aa 4. Poster of words that begin with Mm, Aa 				Add to poster of words that begin with Mm Add to poster of words that begin with Aa

Blocks of Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Learning Checkpoints	<ul style="list-style-type: none"> ✓ Identify that they belong to a family ✓ Identify the members of their family ✓ Identify the letters Mm and Aa ✓ Give the sound of letters Mm and Aa ✓ Trace, copy and write the letters Mm and Aa ✓ Name objects that begin with the letters Mm and Aa ✓ Express their simple ideas through drawing, coloring, lacing, tracing, copying, paper tearing, cutting, pasting 				
Transition to Meeting Time 2	The teacher reminds the learners about the time left in Work Period Time 1 around 15 minutes before Meeting Time 2. After 10 minutes, the teacher tells the learners to start packing away the materials they used and be ready for Meeting Time 2. A transition song or a countdown may be used.				
Meeting Time 2 (10 min)	The learners show and describe their Family Portrait.	The learners show and describe their name designs.	The learners show and describe their Popsicle Stick Family.	The learners show and describe their Mini-book.	The learners show and describe their "I love my family" poster.
QUESTIONS/ ACTIVITY	<p>Who are the members of your family? (father, mother, brother, sister, grandparents, aunts/uncles, cousins, as appropriate)</p> <p>Do you have a special name for them?</p> <p>Do they have a special name for you?</p> <p>How many syllables do the names of your family have?(Guide the learners in counting the syllables)</p>	<p>How many members does your family have?</p> <p>Who has the most number of family members?</p> <p>Who has the least number of family members?</p> <p>Who has the same number of family members?</p>	<p>Who are the members of your family who do not live with you?</p> <p>When do you get to see them?</p>	What are the activities that your family enjoys doing?	How do you show your love for the members of your family?
Transition to Recess	The teacher commends the learners for the work they did in Work Period Time 1 and tells them to prepare for recess time by washing their hands. Encourage sharing especially if not all children have food.				

Blocks of Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Recess (15 min)					
Transition to Quiet Time	<i>The teacher reminds the children to pack away the things they used in recess time, clean up their eating area, throw their trash in the trash bin, wash their hands, brush their teeth, change their wet clothes, and have their Quiet Time.</i>				
Quiet Time (10 min)					
Transition to Story Time	<i>While singing a transition song, the teacher “wakes” the learners up and tells them that it’s time to listen to a story. When the learners are ready, the teacher proceeds with the pre-reading activities and makes sure that the learners are listening attentively.</i>				
Story Time (20 min)	Theme: Any age and culturally appropriate story about members of the family.	Theme: Any age and culturally appropriate story about different kinds of family.	Theme: Any age and culturally appropriate story about the extended family	Theme: Any age and culturally appropriate story about fun family activities	The teacher reads any age and culturally appropriate story about loving the members of the family.
Pre-Reading	<p>Define difficult words.</p> <p>Motivation question: Who are the members of your family?</p> <p>Motive question: Who do you think are the members of the family in the story?</p>	<p>Define difficult words.</p> <p>Motivation question: How many members does your family?</p> <p>Motive question: How many members do you think does the family in the story have?</p>	<p>Define difficult words.</p> <p>Motivation question: Do you have family members who do not live with you? How do you feel about family members who do not live with you?</p> <p>Motive question: How do the characters feel about their family members who do not live with them?</p>	<p>Define difficult words.</p> <p>Motivation question: What does your family do to have fun?</p> <p>Motive question: What will the family in the story do to have fun?</p>	<p>Define difficult words.</p> <p>Motivation question: How do you show your love for your family members?</p> <p>Motive question: What did the family in the story do to show their love for each member?</p>
During Reading	<i>Ask comprehension questions.</i>				

Blocks of Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Post-Reading	Who are the members of the family in the story? What did each family member do in the story?	How many members does the family in the story have? Would you rather have a big or small family? Why?	How do the characters feel about their family members who do not live with them?	What activities did the family in the story do to have fun? What might happen if your family does not do fun things together?	How did the family members in the story show their love to one another? What do you do when family members fight each other?
Transition to Work Period 2	After the post-reading activities, the teacher gives instructions regarding the teacher-supervised and independent activities, answers any questions, and tells the learners to join their group and do the assigned tasks.				
Work Period 2 (40 min)					
Teacher-Supervised Activity	Number Stations (quantities of 4)	Who Has More?	Are You the Eldest or the Youngest?	Hand game (concrete quantities of 4)	Lift the bowl (concrete quantities of 4)
Learning Checkpoints	<ul style="list-style-type: none"> ✓ Tell that the quantity of the set of objects does not change even though the arrangement has been changed 	<ul style="list-style-type: none"> ✓ Say whether their family is big or small compared to others ✓ Create and discuss a simple pictograph 	<ul style="list-style-type: none"> ✓ Say their position as a child in their family 	<ul style="list-style-type: none"> ✓ Add quantities up to 10 using concrete objects 	<ul style="list-style-type: none"> ✓ Add quantities up to 10 using concrete objects
Independent Activities	<ol style="list-style-type: none"> 1. It's A Match 2. Writing papers (4) 3. Number Snap 4. Playdough Numerals (0-4) 				
Learning Checkpoints	<ul style="list-style-type: none"> ✓ Count objects with one-to-one correspondence up to quantities of 4 ✓ Match numerals to correct quantities up to 4 ✓ Explore other materials such pebbles, popsicle sticks, and blocks ✓ Read and write the numeral 4. 				
Transition to Indoor/Outdoor Games	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.				

Blocks of Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Indoor/ Outdoor Games (20 min)	Listen And Catch	Open the Basket	Everybody Do This	Do A Little Action	Song: "I love you"
Learning Checkpoints	✓ <i>Listen attentively and respond when their name is called by their classmates</i>	✓ <i>Follow the instructions of the game</i>	✓ <i>Think of and demonstrate actions to the song appropriately</i>	✓ <i>Think of and demonstrate actions to the song appropriately</i>	✓ <i>Sing the song with feeling</i>
Transition to Meeting Time 3	<i>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 in Meeting Time 3. A transition song or countdown may be used.</i>				
Meeting Time 3 (5 min)	The learners sing a song about the family.	The learners recite/watch a song/nursery rhyme/short poem/video presentation about big and small families.	The learners talk about their family members who do not live with them.	The learners talk about their fun activities with their family.	The learners talk about how they show their love to the members of their family.
Wrap-Up Questions / Activity	<i>The teacher takes note if the learners are able to identify the members of the family through the family song.</i>	<i>The teacher takes note if the learners are able to say that they belong to a big or small family.</i>	<i>The teacher takes note if the learners are able to describe the family members who do not live with them.</i>	<i>The teacher takes note if the learners are able to talk about the activities that they enjoy doing with their family.</i>	<i>The teacher takes note if the learners are able to say why they love their family members.</i>
DISMISSAL ROUTINE					

WEEK 11

Content Focus: **I belong to a family.**

WORK PERIOD 1 TEACHER SUPERVISED ACTIVITIES

1. Shapes Frame; My Family

Competencies:

- Natutukoy kung sino-sino ang bumubuo ng pamilya (KMKPPam-00-2)
- Describe objects based on attributes/properties (shapes, sizes, its use and functions) (MKSC-00-4)
- Count objects with one to one correspondence up to quantities of 10 (MKC-00-7)
- Nakalilikha ng iba't ibang bagay sa pamamagitan ng malayang pagguhit (SKMP-00-1)
- Naisasagawa ang mga sumusunod na kasanayan: Pagpilas/paggupit/pagdikit ng papel (KPKFM-00-1.3)
- Napagsisikapang matapos ang sinimulang gawain sa itinakdang oras (KAKPS-00-1)

Materials: cut outs of different shapes in different colors, glue, crayons, colored markers, pencils, board paper

Procedure:

1. Ask the learners to say the shapes and choose what they would like to use for the frame that they will make.
2. Ask the learners to get 10 cut out shapes. Let them get more later should they need to.
3. Let the learners stick the shapes to the board paper to make a picture frame.
4. Ask the learners to draw their family members inside the frame using crayons, colored markers, and/or pencils.
5. Assist the learners in writing down the names of their family members on the picture frame.

2. Name Designs

Competencies:

- Natutukoy kung sino-sino ang bumubuo ng pamilya (KMKPPam-00-2)
- Name the beginning letters of their..family members' names (LLKAK-lc-2)
- Nakaguguhit, nakakapagpinta, at nakatagkukulay ng iba't ibang bagay o gawain (dekorasyon sa "name tag," kasapi ng mag-anak, gawain ng bawa't kasapi ng mag-anak) (SKMP-00-2)
- Nakagugupit at nakakapagdikit ng iba't ibang hugis na may iba't ibang tekstura (SKMP-00-4)

Materials: a house-shaped sheet of paper for each learner, marker, strips of cloth in different colors and textures (retaso) or colored paper cut in small squares, scissors, glue

Procedure:

1. Ask each learner to say the names of the people who live with them at home.

2. Write down the beginning letters of the names the learner says on the house-shaped sheet of paper.
3. Instruct the learner to glue small squares of cloth or colored paper on each letter to make the 'house' colorful.

3. Popsicle Stick Family

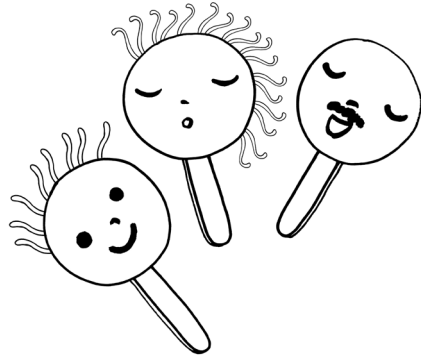
Competencies:

- Natutukoy kung sino-sino ang bumubuo ng pamilya (KMKPPam-00-2)
- Nakaguguhit, nakakapagpinta, at nakatagkukulay ng iba't ibang bagay o gawain (dekorasyon sa "name tag," kasapi ng mag-anak, gawain ng bawa't kasapi ng mag-anak) (SKMP-00-2)
- Nakagugupit at nakakapagdikit ng iba't ibang hugis na may iba't ibang tekstura (SKMP-00-4)

Materials: popsicle sticks, glue, cut out round pieces of paper to serve as 'heads', colored paper, scissors, colored markers, yarn in different colors

Procedure:

1. Ask the learners to get popsicle sticks to represent each of their family members, including those who do not live with them.
2. Let the learners draw the face of each family member on round pieces of paper and glue them on the popsicle sticks.
3. Have them glue on yarn as hair, as appropriate.
4. After making the head, instruct the learners to work on the 'clothes' using colored paper and glue them on the popsicle sticks.



4. Mini Book of Family Activities

Competencies:

- Natutukoy kung sino-sino ang bumubuo ng pamilya (KMKPPam-00-2)
- Naisasagawa ang mga sumusunod na kasanayan: pagpilas/paggupit/pagdikit ng papel (KPKFM-00-1.3); pagbakat, pagkopya ng larawan, hugis, at titik (KPKFM-00-1.4)
- Naikukuwento ang mga ginagawa ng pamilya nang sama-sama (KMKPPam-00-6)
- Trace, copy, and write the letters of the alphabet (LLKH-00-3)
- Write one's given name (LLKH-00-5)

Materials: old magazines and newspapers or drawing of family activities, bond papers, colored markers, scissors, paste or glue

Procedure:

1. Cut out pictures of family activities.

2. Ask the learners to glue the cut out pictures on the bond papers (one family activity per sheet).
3. Add a cover page and staple the bond papers together to form a mini book.
4. Assist the learners in tracing “My Mini book of Family Activities” and their names on the cover.

5. I Love My Family Poster

Competencies:

- Natutukoy kung sino-sino ang bumubuo ng pamilya (KMKPPam-00-2)
- Naipapakita ang pagmamahal sa mga kasapi ng pamilya at sa nakatatanda (KMKPPam-00-5)
- Nakaguguhit, nakakapagpinta, at nakatagkukulay ng iba’t ibang bagay o gawain (dekorasyon sa “name tag,” kasapi ng mag-anak, gawain ng bawa’t kasapi ng mag-anak) (SKMP-00-2)
- Nakagugupit at nakakapagdikit ng iba’t ibang hugis na may iba’t ibang tekstura (SKMP-00-4)
- Trace, copy, and draw familiar figures (LLKH-00-2)
- Trace, copy, and write the letters of the alphabet (LLKH-00-3)
- Write one’s given name (LLKH-00-5)

Materials: bond papers, crayons, colored markers, colored papers, scissors, glue

Procedure:

1. Ask the learners to complete the sentence “I love my family because _____.”
2. Assist them in tracing the sentence on the bond paper.
3. After tracing, encourage the learners to draw their family members on the bond paper and decorate their work using the art materials.
4. Assist the learners in writing their name and the names of their family members.

WORK PERIOD 1 INDEPENDENT ACTIVITIES

1. Letter Mosaic: (Mm/Aa)

Competencies:

- Identify the letters of the alphabet (mother tongue, orthography) (LLKAK-lh-3)
- Give the sound of each letter (mother tongue, orthography) (LLKAK-lh-7)
- Pagpilas/paggupit/pagdikit ng papel KPKFM -00-1.3

Materials: craft paper, colored papers cut in medium sized pieces, scissors, glue

Procedure:

1. On a piece of 2’ x 3’ of craft paper, write the outline of the letters Mm and Aa in upper and lowercase.
2. Ask the learners to paste the colored paper on the entire letter.
3. Ask the learners to say the letter name and sound.

2. Let's Write Mm/Aa

Competencies:

- Identify the letters of the alphabet (mother tongue, orthography) (LLKAK-Ih-3)
- Give the sound of each letter (mother tongue, orthography) (LLKAK-Ih-7)
- Trace, copy, and write the letters of the alphabet (LLKH-00-3)
- Match the letter sound to its letter form (LLKAK-Ih-5)

Materials: sand paper letters Mm and Aa, small flat trays with flour or baby powder, colored markers or pencils, blank sheets of paper

Procedure:

1. Let the learners trace the sand paper upper case and lower case letters Mm and Aa.
2. Let the learners write the upper and lower case letters Mm and Aa on the tray with flour or baby powder.
3. After tracing, let the learners write the letters on blank sheets of paper for as many times as they like.
4. Encourage the learners to make the sound of the letters as they trace and write.

3. Letter Lacing Cards (Mm and Aa)

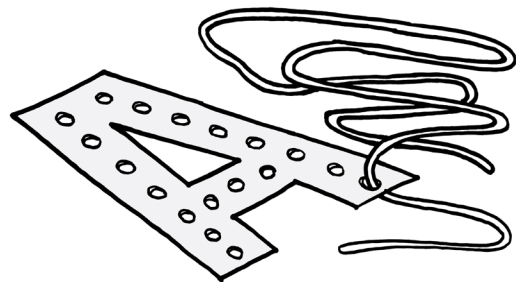
Competencies:

- Identify the letters of the alphabet (mother tongue, orthography) (LLKAK-Ih-3)
- Naisasagawa ang mga sumusunod na kasanayan pagbakat, pagkopya ng larawan, hugis, at titik (KPKFM-00-1.4)
- Completes patterns (MKSC-00-19)

Materials: lacing cards, yarn, masking tape

Procedure:

1. Make individual letters Mm and Aa from cardboard or construction paper.
2. Punch the edges of the letter.
3. Attach a piece of string/yarn to each letter which should be long enough to lace the entire card.
4. Wrap the end of the string/yarn with masking tape so that the learners can hold it easily.
5. Have learners lace each card and complete the pattern (up and down).



4. Poster of words that begin with Mm, Aa

Competencies:

- Identify the letters of the alphabet (mother tongue, orthography) (LLKAK-Ih-3)
- Give the sound of each letter (mother tongue, orthography) (LLKAK-Ih-7)
- Name objects that begin with a particular letter of the alphabet (LLKV-00-5)
- Express simple ideas through symbols (e.g., drawings, invented spelling) (LLKC-00-1)

Materials: a 1/4 cartolina sized outline of the letters Mm and Aa for each learner, colored markers, crayons

Procedure:

1. Show the letter outline to the learners and ask them to identify the letter and produce its sound.
2. Tell the learners to think of objects that begin with the letter sound.
3. Ask the learners to draw their ideas inside the outline of the letter.
4. Assist the learners in labeling their drawings.

WORK PERIOD 2 TEACHER SUPERVISED ACTIVITIES

1. Number Stations (quantities of 4)

Competencies:

- Tell that the quantity of a set of objects does not change even though the arrangement has changed (MKSC-00-23)

Materials: cut outs of people or toys that can represent people, or counters/toys that can represent humans (toy soldier, dolls, etc.)

Procedure:

1. Ask the learners to count four objects/counters.
2. Encourage learners to arrange them in different ways, pretending that the family members are engaging in different activities (i.e. sleeping, farming, playing, etc.)
3. Check if the learners are able to say that there are still four counters even though their arrangements are being changed.

2. Who Has More?

Competencies:

- Count objects with one to one correspondence MKSC-00-7
- Create simple pictographs (MKAP-00-2)
- Discuss simple pictographs (MKAP-00-3)
- Read and write numerals 0 to 10 (MKC-00-3)
- Arrange the numbers from least to greatest (MKC-00-6)
- Compare two groups of objects to decide which is more or less, or if they are equal (MKC-00-8)
- Trace, copy and write the letters of the alphabet (LLKH-00-3)

Materials: same-sized cut out squares of colored paper, glue, bond paper, pencil or marker

Procedure:

1. Ask the learners to count the members of his/her family.
2. Ask the learners to get the same number of squares as the number of his/her family members.
3. Instruct the learners to glue the squares side by side on the horizontal paper.

4. Ask the learners to write the numeral on each square.
5. Assist the learners in tracing, "My family has _____ members."
6. Lead the learners in discussing who has more family members.
7. Arrange the pictographs from the least number to the greatest and lead the learners in comparing who has more, less, or equal number of family members.

3. Are you the eldest or the youngest?

Competencies:

- Natutukoy kung sino-sino ang bumubuo ng pamilya (KMKPPam-00-2)
- Identify the 1st, 2nd, 3rd, up to 10th object in a given set (MKC-00-11)

Materials: popsicle stick family

Procedure:

1. Ask the learners to get their popsicle stick family and get the sticks that represent them and their siblings (brothers and sisters).
2. Introduce the words 'first born, second born, third born, eldest, youngest'
3. Ask the learners to arrange the sticks from the eldest to the youngest sibling in their family.
4. Ask the learners to identify their siblings from the eldest to the youngest.
5. Help the learner say, "I am the eldest/youngest/second or third or fourth child in our family."

4. Hand Game (connecting; up to quantities of 4)

Competencies:

- Count objects with one-to-one correspondence up to quantities of 10 (4) (MKC-00-7)
- Match numerals to a set of concrete objects from 0 to 10 (MKC-00-4)
- Combine elements of two sets using concrete objects to represent the concept of addition (MKAT-00-3)

Materials: any kind of counter such as pebbles, chips, or sticks; numeral cards 0 to 4; work mats

Procedure:

1. In small groups, give each learner four counters.
2. Ask the learners to separate counters in different ways to make 4 and verbalize the combinations that result. If the learner can not do it on his/her own yet, use the text below to assist the learner.
3. Ask the learners to get the numeral cards to show the combinations.

Teacher says...	Learners say...	Number combinations
"Place four sticks in your right hand."	"None and four is four." or "Zero and four is four."	0 4
"Place one stick in your left hand."	"One and three is four."	1 3
"Place one more stick in your left hand"	"Two and two is four."	2 2
"Place one more stick in your left hand."	"Three and one is four."	3 1
"Place one more stick in your left hand."	"Four and none is four." Or "Four and zero is four."	4 0

5. Lift the Bowl (concrete quantities of four)

Competencies:

- Combine elements of two sets using concrete objects to represent the concept of addition (MKAT-00-3)
- Add quantities up to 10 using concrete objects (MKAT-00-8)
- Use a variety of materials and communicate strategies used to determine answers to addition and subtraction problems listened to (MKAT-00-10)

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

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

Teacher says...	Learners say...	Number combinations
"Place four sticks under the bowl."	"None and four is four." or "Zero and four is four."	0 4
"Place one stick on the bowl."	"One and three is four."	1 3
"Place one more stick on the bowl."	"Two and two is four."	2 2
"Place one more stick on the bowl."	"Three and one is four."	3 1
"Place one more stick on the bowl."	"Four and none is four." or "Four and zero is four."	4 0

Note: Some learners will need to work within a small group or one-on-one with the teacher to help them focus. This will also help teachers closely monitor and assist a specific learner complete this activity. Use different counters from time to time.

WORK PERIOD 2 INDEPENDENT ACTIVITIES

1. It's A Match

Competencies:

- Recognize and identify numerals 0 to 10 (MKC-00-2)
- Match numerals to a set of concrete objects from 0 to 10 (MKC-00-4)

Materials: one set of cards with numerals 0 to 4, one set of cards with dots (corresponding to the numerals)

Procedure:

1. Place the numeral cards face down in a box.
2. Place the corresponding dot pattern cards in the chalk tray
3. Learners get a card from the box and place it over the equivalent card in the chalk tray.

Note: For matching activities, teachers may present learners with varied materials that include tactile materials or concrete objects. For instance, instead of just matching colors, learners may match objects with the same texture. Teachers may use cloth swatches, cotton, corrugated paper, etc. Learners may also match the objects with the same shapes such as pencils, coins, blocks, or varied manipulatives. Consider this when you encounter other similar activities.

2. Writing Papers (4)

Competency:

- Read and write numerals 0 to 10 (MKC-00-3)

Materials: writing papers with dot patterns for the numeral 4, crayons

Procedure:

1. Learners use a crayon to connect the dots of the numeral pattern.
2. Learners say what number they have traced.

3. Number Snap

Competencies:

- Recognize and identify numerals 0 to 10 (MKC-00-2)
- Naipakikita ang pagpapahalaga sa maayos na pakikipaglaro (KAKPS-00-19)

Materials: sets of number cards 0 to 4

Procedure:

1. Shuffle and deal the cards.
2. Players take turns to turn over their top card.
3. If two matching cards are turned over, the first player to shout “snap” keeps the cards.
4. Continue to play until all the cards have been ‘snapped.’

4. Playdough Numerals (0 to 4)

Competencies:

- Recognize and identify numerals 0 to 10 (MKC-00-2)
- Match numerals to a set of concrete objects from 0 to 10 (MKC-00-4)
- Nakapagmomolde ng luwad (clay) sa nais na anyo (SKMP-00-6)

Material: playdough

Procedure:

1. Give each learner a medium-sized ball of playdough.
2. Let them to form the numerals 1, 2, 3 and 4.
3. Then ask each learner to create the number of objects for each numeral.
(Example: 1 ball for numeral 1, 2 hearts for numeral 2, and so on)

INDOOR/OUTDOOR GAMES

1. Listen And Catch

Competencies:

- Natatawag ang mga kalaro at ibang tao sa kanilang pangalan (KAKPS-00-13)
- Nakasasali sa mga laro, o anumang pisikal na gawain at iba’t ibang paraan ng pag-eehersisyo (KPKPF-00-1)

- Naipakikita ang pagpapahalaga sa maayos na pakikipaglaro (KAKPS-00-19)
- Nakapaghihintay ng kanyang pagkakataon (KAKPS-00-12)
- Naisasagawa ang mga sumusunod na kilos lokomotor sa pagtugon sa ritmong mabagal at mabilis (paglakad, pagtakbo, pagkandirit, paglundag/pagtalon, paglukso) (KPKGM-Ie-2)

Material: a medium sized ball

Procedure:

1. Let the learners form a circle. Pick a volunteer to be the 'it'. The 'it' will stand in the center of the circle, call out a classmate's name, and bounce the ball towards him/her.
2. The learner whose name was called will try to catch the ball as it bounces.
3. After catching the ball, he/she becomes the next 'it.'
4. Repeat until everyone had a chance to be the 'it.'

2. Open the Basket

Competencies:

- Nakasasali sa mga laro, o anumang pisikal na gawain at iba't ibang paraan ng pag-eehersisyo (KPKPF-00-1)
- Naipakikita ang pagpapahalaga sa maayos na pakikipaglaro (KAKPS-00-19)
- Nakapaghihintay ng kanyang pagkakataon (KAKPS-00-12)
- Naisasagawa ang mga sumusunod na kilos lokomotor sa pagtugon sa ritmong mabagal at mabilis (paglakad, pagtakbo, pagkandirit, paglundag/pagtalon, paglukso) (KPKGM-Ie-2)

Materials: none

Procedure:

1. Ask the learners to form groups of three. Two will hold hands and be the 'basket' with one member of the group inside the 'basket.'
2. Ask for a volunteer to be the 'it.'
3. When the 'it' shouts "Open the basket!", the 'baskets' will raise their hands and let the person inside run out so that another player can get in.
4. The player who was not able to get in a 'basket' becomes the next 'it.'
5. Repeat until everyone had a chance to be 'it.'

3. Everybody Do This

Competencies:

- Naisasagawa ang paggalaw/pagkilos ng iba't ibang bahagi ng katawan sa saliw ng awitin nang may kasiyahan (KPKGM-Ia-1)
- Nagagamit ang mga kilos lokomotor at di-lokomtor sa paglalaro, pageehersisyo, pagsasayaw (KPKGM-Ig-3)

Material: "Everybody do this" song (Everybody do this, do this, do this. Everybody do this just like this.)

Procedure:

1. Sing the song together.
2. Learners take turns to make an action that the others must imitate while singing the song.
3. Repeat until all the learners had a turn to lead.

4. Do A Little Action

Competencies:

- Naisasagawa ang paggalaw/pagkilos ng iba't ibang bahagi ng katawan sa saliw ng awitin nang may kasiyahan (KPKGM-Ia-1)
- Nagagamit ang mga kilos lokomotor at di-lokomtor sa paglalaro, pageehersisyo, pagsasayaw (KPKGM-Ig-3)
- Nakagagalaw nang angkop sa ritmo at indayog bilang tugon sa himig na napapakinggan/awit na kinakanta (KPKPF-Ia-2)

Material: "Do a little action" song (Do a little action, one, two, three (3x) And I will follow you!"

Procedure:

1. Sing the song together.
2. The leader will sing the song while doing an action that the others must imitate. When the "And I will follow you" part comes, the leader will point to a classmate to be the next leader to do the action that the others must imitate while singing the song.
3. Repeat until all the learners had a chance to be the leader.

5. Barney Song – I Love You

Competencies:

- Nakagagalaw nang angkop sa ritmo at indayog bilang tugon sa himig na napapakinggan/awit na kinakanta (KPKPF-Ia-2)
- Naipapakita ang pagmamahal sa mga kasapi ng pamilya at sa nakatatanda (KMKPPam-00-5)
- Sort and classify objects according to one attribute (MKSC-00-6)

Material: Barney song – I Love you

Procedure:

1. Sing the song together with actions.
2. Ask the learners to group together according to the number of their family members.
3. Learners sing the song in their groups.
4. Ask the learners to group together according to whether they are brothers or sisters.
5. Learners sing the song in their groups.
6. Ask the learners to group together according to their ordinal position (eldest, second born, third born, youngest)
7. Learners sing the song in their groups.
8. End the singing by singing the song as a big group again.

SONGS, POEMS, AND RHYMES

Finger Family

Daddy Finger, Daddy Finger,
Where are you?
Here I am, here I am
How do you do?

(change the underlined word to mother, brother, sister, baby)

Members of the family

Who are the members of the family?
Living together, loving each other
Who are the members of the family?
A happy family
The father, the mother, brother, sister and baby
Living together, loving each other
A happy family

Barney Song: I love you

I love you. You love me.
We're a happy family
With a great big hug and a kiss from me to you
Won't you say you love me, too.

WEEK 12

Content Focus: **We care for one another in our family.**

Blocks of Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Arrival Time (10 min)	Arrival routine				
Meeting Time 1 (10 min)	Meeting time routine Review of concepts learned the previous week/day Introduction of message for the day by asking the guide questions below				
MESSAGE	We care for one another by using polite words and actions.	We care for one another by obeying requests and commands.	We care for one another by forgiving and asking forgiveness.	We care for one another by sharing.	We care for one another by helping with the household chores.
QUESTION/S	What are polite words? What are polite actions? When do we use polite words and actions at home? List down the polite words and actions mentioned by the learners	Why do we have to obey our parents? "Honor your mother and father."	When do you say "I'm sorry?" When do you say "I forgive you?"	If your family member asks you to share something (food, toy, gadget, clothes, etc.), will you do it? Why or why not?	What are the different household chores at home? Who does the different household chores at home?
Transition to Work Period 1	<i>The teacher gives instructions on how to do the independent activities, answers any questions, and tells the learners to join their group and do the assigned tasks.</i>				
Work Period 1 (40 mins)					
Teacher-Supervised Activity	"Thank You" card Introduce letter Ff	Follow Simon	Story Sequence Introduce letter Tt	"I Share, They Share" mini book	Who Does What?
Learning Checkpoints	✓ Express polite words to their family members through a card	✓ Follow the directions of the game	✓ Arrange events in stories in correct sequence	✓ Show through drawings what their family members share with one another	✓ Identify who does the different chores in their home
Independent Activities	1. Letter mosaic: Ff, Tt 2. Letter lacing cards: Ff, Tt 3. Go Fish 4. Spot and sound the letters Ff, Tt				

Blocks of Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Learning Checkpoints	<ul style="list-style-type: none"> ✓ Identify and give the sound of the letters Ff, Tt ✓ Represent the letters Ff, Tt in creative ways ✓ Match the pictures correctly 				
Transition to Meeting Time 2	The teacher reminds the learners about the time left in Work Period Time 1 around 15 minutes before Meeting Time 2. After 10 minutes, the teacher tells the learners to start packing away the materials they used and be ready for Meeting Time 2. A transition song or a countdown may be used.				
Meeting Time 2 (10 min)	The learners show and talk about their "Thank you" cards.	Song: F is for flower	Song: "Tap Your Toe"	The learners show and talk about their mini books.	he learners show and talk about their pictograph.
QUESTIONS/ACTIVITY	When do you use polite words at home? What might happen if we do not say polite words to our family members?	What other words begin with the letter Ff?	What other words begin with the letter Tt?	In what ways do you share with your family members?	Who does the different household chores?
Transition to Recess	The teacher commends the learners for the work they did in Work Period Time 1 and tells them to prepare for recess time by washing their hands. Encourage sharing especially if not all children have food.				
Recess (15 min)					
Transition to Quiet Time	The teacher reminds the children to pack away the things they used in recess time, clean up their eating area, throw their trash in the trash bin, wash their hands, brush their teeth, change their wet clothes, and have their Quiet Time.				
Quiet Time (10 min)					
Transition to Story Time	While singing a transition song, the teacher "wakes" the learners up and tells them that it's time to listen to a story. When the learners are ready, the teacher proceeds with the pre-reading activities and makes sure that the learners are listening attentively.				
Story Time (20 min)	Theme: Any age and culturally appropriate story about using polite words.	Theme: Any age and culturally appropriate story about obeying parents.	Theme: Any age and culturally appropriate story about forgiveness.	Theme: Any age and culturally appropriate story about sharing in the family.	Theme: Any age and culturally appropriate story about helping with the household chores.
Pre-Reading	Define difficult words. Motivation question: What polite words do you use at home?	Define difficult words. Motivation question: Do you obey your parents? Why or why not?	Define difficult words. Motivation question: When do you say "I'm sorry" to your family members?	Define difficult words. Motivation question: What things do you share with your family members?	Define difficult words. Motivation question: What chores do you do at home? Do you like doing them?

Blocks of Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	<i>Motive question: What do you think are the polite words in the story?</i>	<i>Motive question: What do you think will the main character in the story do when told to obey?</i>	<i>When do they say "I'm sorry" to you?</i> <i>Motive question: What do you think will the main character in the story do when someone says, "I'm sorry" to him/her?</i>	<i>What things do they share with you?</i> <i>Motive question: How was sharing shown in the story?</i>	<i>Motive question: What are the household chores of the main character in the story? Does he/she enjoy doing them?</i>
During Reading	<i>Ask comprehension questions.</i>				
Post-Reading	<i>What polite words were used in the story?</i> <i>Which of those polite words do you use at home? When do you use them?</i>	<i>Did the main character obey his/her parents in the story?</i> <i>What happens when we obey/disobey our parents?</i>	<i>Was there forgiveness in the story? How did it happen?</i>	<i>What did the family members share with one another?</i> <i>How do you feel when your family members share with one another?</i>	<i>What are the household chores of the main character in the story? Did he/she enjoy doing them?</i> <i>What would happen if we do not do our household chores?</i>
Transition to Work Period 2	<i>After the post-reading activities, the teacher gives instructions regarding the teacher-supervised and independent activities, answers any questions, and tells the learners to join their group and do the assigned tasks.</i>				
Work Period 2 (40 min)					
Teacher-Supervised Activity	Number Book (quantities of 4)	Hand Game (concrete, up to quantities of 4)	Who Has More? (quantities of 4)	Who Has Less? (quantities of 4)	Comparing Quantities: A Game for Partners
Learning Checkpoints	✓ <i>Match pictures and numerals to a set</i>	✓ <i>Explore given combinations that make a given quantity</i>	✓ <i>Compare two groups of objects and identify sets with one more element</i>	✓ <i>Compare two groups of objects and identify sets with one less element</i>	✓ <i>Compare two groups of objects to decide which is more or less, or if they are equal</i>
Independent Activities	<ol style="list-style-type: none"> 1. Playdough Numerals (1 to 4) 2. Number Concentration (0 to 4) 3. Sorting Objects 4. Counting Boards 				

Blocks of Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Learning Checkpoints	<ul style="list-style-type: none"> ✓ Identify numerals 0 to 4. ✓ Sort and write numerals 1 to 4 ✓ Compare two groups of objects to decide which is more or less, or if they are equal; identify sets with one more or one less element ✓ Combine elements of two sets using concrete objects to represent the concept of addition ✓ Take away a quantity from a given set using concrete objects to represent the concept of subtraction 				
Transition to Indoor/Outdoor Games	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.				
Indoor/Outdoor Games (20 min)	Role Playing on using polite words and actions at home.	Role Playing on obeying parents.	Role Playing on asking forgiveness in the family	Role Playing on sharing at home.	Role Playing on helping with household chores.
Learning Checkpoints	✓ Use polite words appropriately	✓ Obey their parents in the role play activity	✓ Show and ask for forgiveness in their role play activity	✓ Share with their family members in their role play activity	✓ Show how to do different household chores
Transition to Meeting Time 3	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 in Meeting Time 3. A transition song or countdown may be used.				
Meeting Time 3 (5 min)	The teacher asks the learners why it is important to use polite words at home.	The teacher asks the learners how they feel about obeying their parents' requests and commands.	The teacher asks the learners how they feel about asking for forgiveness and forgiving their family members.	The teacher asks the learners how they feel about sharing with their family members.	The teacher asks the learners how they feel about doing their household chores.
Wrap-Up Questions / Activity	The teacher takes note of the learners' reasons why it is important to use polite words at home.	The teacher takes note of the learners' feelings about obeying their parents' requests and commands	The teacher takes note of the learners' feelings about asking for forgiveness and forgiving their family members.	The teacher takes note of the learners' feelings about sharing with family members.	The teacher takes note of the learners' feelings about doing household chores.
DISMISSAL ROUTINE					

WEEK 12

Content Focus: **We care for one another in our family.**

WORK PERIOD 1 TEACHER-SUPERVISED ACTIVITIES

1. “Thank you” Card

Competencies:

- Nakalilikha ng iba’t ibang bagay sa pamamagitan ng malayang pagguhit (SKMP-00-1)
- 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)
- Naisasagawa ang mga sumusunod na kasanayan: pagpilas/paggupit/pagdikit ng papel (KPKFM-00-1.3)
- Naipakikita ang pagmamahal sa mga kasapi ng pamilya at sa nakatatanda sa pamamagitan ng pagsasabi ng “Hindi ko po sinasadya; Salamat po; Walang anuman” kung kinakailangan (KMKPPam-00-5)

Materials: bond paper, pencil, crayons, scissors, art paper, glue

Procedure:

1. Tell the learners that they are going to make a “Thank You” card for their family members with the materials at hand.
2. Ask the learners to choose a family member to thank and say what they are thanking them for.
3. Assist the learners in writing the message of their ‘thank you’ cards. The message may be written in the learner’s mother tongue.
4. Ask the learners to draw on their cards and make them colourful using crayons and art papers.

2. Follow Simon

Competencies:

- Naipapakita ang kahandaan na sumubok ng bagong karanasan (SEKPSE-IIIc-6)
- Nakapagsisimula ng laro (SEKPN-00-1)
- Naipakikita ang pagpapahalaga sa maayos na pakikipaglaro: pagiging mahinahon, pagsang-ayon sa pasiya ng nakararami/reperi, pagtanggap ng pagkatalo nang maluwag sa kalooban, pagtanggap ng pagkapanalo nang may kababaang loob (KAKPS-00-19)
- Nakasasali sa mga laro, o anumang pisikal na gawain at iba’t ibang paraan ng pag-eehersisyo (KPKPF-00-1)
- Nagagamit ang mga kilos lokomotor at di-lokomotor sa paglalaro, pageehersisyo, pagsasayaw (KPKGM-Ig-3)
- Give 1- to 2-step oral directions (LLKOL-00-8)
- Listen discriminately and respond appropriately (LLKAPD-Id-6)

Procedure:

1. Tell the learners that they are going to play the game, Follow Simon. Simon, the leader, will give a command for the group to follow, or obey.
2. If the command begins with, "Simon says..." the rest of the group will follow or obey. If the command does not begin with, "Simon says..." the rest of the group will do nothing.
3. Choose a volunteer to be Simon, the leader. Simon will face the group and say the commands.
4. Remind the learners to listen closely to how Simon gives the command so they will know whether or not to obey.
5. Those who do not follow Simon correctly will sit down until a winner is declared

3. Story Sequence

Competencies:

- Naipakikita ang pagmamahal sa mga kasapi ng pamilya at sa nakatatanda sa pamamagitan ng:
 - pagsunod nang maayos sa mga utos/kahilingan
 - pagmamano/paghalik
 - paggamit ng magagalang na pagbati/pananalita
 - pagsasabi ng mga salitang may pagmamahal (I love you Papa/Mama)
 - pagsasabi ng "Hindi ko po sinasadya ", "Salamat po", "Walang anuman", kung kinakailangan (KMKPPam-00-5)
- Explore simple cause-and-effect relationships in familiar events and situations (PNEKE-00-5)
- Identify sequence of events (before, after, first, next, last) (MKSC-00-9)
- Participate actively in a dialog or conversation of familiar topics LLKOL-00-1

Materials: Stories in three-part picture cards (stories are about saying thank you, saying "I'm sorry," doing household chores, sharing in the family)

Procedure:

1. Show the learners the four picture cards that make up a story in random order.
2. Ask the learners to arrange the picture cards in sequence (beginning of the story, middle, and ending).
3. Encourage the learners to tell the story in their own words. The learners' mother tongue may be used.
4. Ask the learners to say what the stories are telling them to do at home.



4. I Share, They Share mini book

Competencies:

- 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)
- Nagkakaroon ng kamalayan sa damindamin ng iba (SEKEI-00-2)
- Naipakikita ang pag-unawa sa nangyayari o kasalukuyang sitwasyon at nakapaghihintay sa tamang oras na matugunan ang gusto/pangangailangan (SEKPSE-00-10)

Materials: mini-booklets, crayons/ pastel/ coloring pen

Procedure:

1. Tell the learners to think about the things they share with their family members, and the things that their family members share with them.
2. Encourage them to draw their ideas in the mini booklets.
3. Assist the learners in labelling their work.





5. Who Does What?

Competencies:

- Naikukuwento ang mga ginagawa ng pamilya nang sama-sama (KMKPPam-00-6)
- Collect data on one variable through observation and asking questions (MKAP-00-1)
- Create simple pictographs (MKAP-00-2)
- Discuss simple pictographs (MKAP-00-3)

Materials: nameplates labeled with “Father”, “Mother”, “Brother”, “Sister”, “Me”, “Others”; prepared simple pictograph for each task at home, pencils

- Picture of a person cooking
- Picture of a person setting the table
- Picture of a person washing the dishes
- Picture of a person sweeping the floor
- Picture of a person reading to a member of the family
- Picture of a person washing the clothes
- Picture of a person putting child to sleep
- Picture of a person fixing the bed
- Picture of a person cleaning the bathroom
- Other household chores (as appropriate)

	<div style="border: 1px solid black; padding: 5px; display: inline-block;">sister</div> <div style="border: 1px solid black; padding: 5px; display: inline-block;">brother</div>
	
	
	

Procedure:

1. Distribute the nameplates to the learners. Each one should be assigned a role.
2. Call out the pictograph and post this on the board.

- Learners will come in front if they think that the chore is done by the person assigned to him/her.
- Emphasize shared responsibility among all the members of the family if a chore ends up with different family members doing it. Highlight as well that both male and female members of the family can do any of the chores above.

WORK PERIOD 1 INDEPENDENT ACTIVITIES

1. Letter Mosaic Ff / Tt

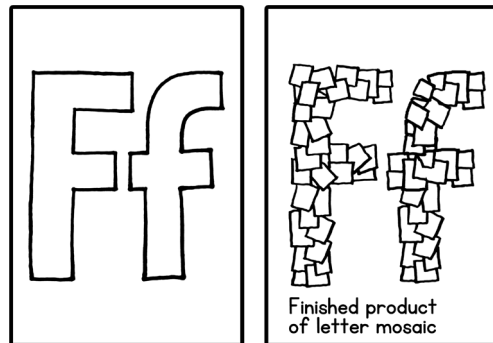
Competencies:

- Nakagugupit at nakapagdidikit ng iba't ibang hugis na may iba't ibang tekstura (SKMP-00-4)
- Identify the letters of the alphabet (mother tongue, orthography (LLKAK-Ih-3)
- Naisasagawa ang mga sumusunod na kasanayan: pagpilas/paggupit/pagdikit ng papel (KPKFM-00-1.3), pagbakat, pagkopya ng larawan, hugis, at titik (KPKFM-00-1.4)

Materials: craft paper, old magazines or newspapers, scissors, glue

Procedure:

- On a piece of 2" X 3"; craft paper, write the outline of the letter for the day in upper and lower case. Have them cover the entire letter with cut-outs from the magazine.



2. Letter Lacing Cards (Ff and Tt)

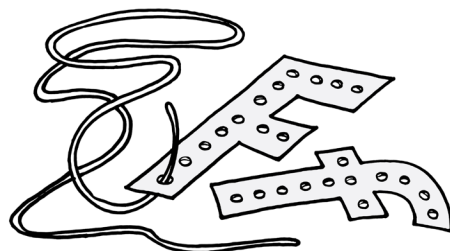
Competencies:

- Identify the letters of the alphabet (mother tongue, orthography (LLKAK-Ih-3)
- Naisasagawa ang mga sumusunod na kasanayan pagbakat, pagkopya ng larawan, hugis, at titik (KPKFM-00-1.4)
- Completes patterns (MKSC-00-19)

Materials: lacing cards, yarn, masking tape

Procedure:

- Make individual letters Ff and Tt from cardboard or construction paper.
- Punch the edges of the letter.
- Attach a piece of string/yarn to each letter which should be long enough to lace the entire card.
- Wrap the end of the string/yarn with masking tape so that the learners can hold it easily.
- Have learners lace each card and complete the pattern (up and down).



3. Go Fish

Competencies:

- Name objects that begin with a particular letter of the alphabet (LLKV-00-5)
- Tells which two letters, numbers, or words (pictures) in a group are the same (LLKVPD-Ie-4)
- Nakapaghihintay ng kanyang pagkakataon (KAKPS-00-12)
- Naipakikita ang pagpapahalaga sa maayos na pakikipaglaro (KAKPS-00-19)

Materials: pairs of pictures of words that begin with the letters Ff and Tt

Procedure:

1. Deal out six cards each face down for each player.
2. Each player keeps his/her cards concealed. The remaining cards stay in a fish pile in the center of the table.
3. Players find pairs of pictures in their cards, says the word for the pictures, and places the pair on the table.
4. At each turn, player now tries to make pairs by asking another player for the pair of the picture he/she has. (“Do you have a _____?”)
5. If the person asked has the picture, he/she must hand it over. If he/she does not have the picture being asked, he/she says, “No, I don’t. Go fish!”
6. The player now takes the top card from the fish pile. If he finds a pair, he places them down. If he doesn’t then the next player takes his turn.
7. The winner is the player with the most number of pairs.

4. Spot the letter Ff and Tt

Competencies:

- Identify the letters of the alphabet (mother tongue, orthography) (LLKAK-Ih-3)
- Identify the sounds of letters orally given (LLKPA-Ig-1)

Materials: paper mounted on a sturdy board with a mix of letters written across the page, tokens or any small object that can be used to mark the spot

Procedure:

1. Write several lowercase letters across a page of bond paper or construction paper. If the target letter is F, there should be more F’s on the board than other letters you will write. Mount your paper on a sturdy board and produce a sound every time you find the letter Ff. You may also choose to write directly on a folder or board.
2. Ask children to locate the target letter on the board. Have them count how many target letters they were able to spot.
3. For every letter that they spot, have them put a token on top of it.

Note: Teachers may also use sand paper in writing the letters to create texture, or trace the letters using glue to raise or emboss them.

WORK PERIOD 2 TEACHER-SUPERVISED ACTIVITIES

1. Number Book (quantities of 4)

Competencies:

- Pagpilas/paggupit/pagdikit ng papel (KPKFM-00-1.3)
- Count objects with one-to-one correspondence up to quantities of 10 (4) (MKC-00-7)
- Recognize and identify numerals 0 to 10 (4) (MKC-00-2)
- Read and write numerals 0 to 10 (4) (MKC-00-3)
- Match numerals to a set of concrete objects from 0 to 10 (MKC-00-4)

Materials: old magazines or drawings of objects the learners would wish to give their family members, scissors, glue, booklets

Procedure:

1. Ask the learners to browse the old magazines and cut out four pictures of things they would want to give each of their family members.
2. Ask the learners to paste the objects on the pages of the booklet (one page for each family member).
3. Help the learners write “4 gifts for (father/mother/brother/sister/baby)” on each page.
4. Talk about what polite words can be said when someone receives a gift (thank you), and how does one responds to this (you’re welcome)

2. Hand Game (concrete up to quantities of 4)

Competencies:

- Count objects with one-to-one correspondence up to quantities of 10 (4) (MKC-00-7)
- Match numerals to a set of concrete objects from 0 to 10 (MKC-00-4)
- Combine elements of two sets using concrete objects to represent the concept of addition (MKAT-00-3)

Materials: any kind of counter such as pebbles, chips, or sticks; numeral cards 0 to 4; work mats

Teacher says...	Learners say...	Number combinations
“Place four sticks in your right hand.”	“None and four is four.” or “Zero and four is four.”	0 4
“Place one stick in your left hand.”	“One and three is four.”	1 3
“Place one more stick in your left hand.”	“Two and two is four.”	2 2
“Place one more stick in your left hand.”	“Three and one is four.”	3 1
“Place one more stick in your left hand.”	“Four and none is four.” Or “Four and zero is four.”	4 0

Procedure:

1. In small groups, give each learner four counters.
2. Ask the learners to separate counters in different ways to make 4 and verbalize the combinations that result. If the learner can not do it on his/her own yet, use the text below to assist the learner.
3. Ask the learners to get the numeral cards to show the combinations.

3. Who has More? Who has less?

Competencies:

- Count objects with one-to-one correspondence up to quantities of 10 (4) (MKC-00-7)
- Compare two groups of objects to decide which is more or less, or if they are equal (MKC-00-8)
- Identify sets with one more or one less element (MKC-00-8)

Materials: assorted materials such as stones, buttons, beads, saucers or any flat container

Procedure:

1. Put out about four saucers, each with a different number of objects in (for example, four toothpicks, three buttons, two marble, one pebble)
2. The learner points at two saucers and chooses without counting out which saucer has more or less objects
3. Learner then checks by pairing up the contents of the two saucers.

Variations:

1. Put the same number of objects in two of the saucers.
2. Put four big things and four small objects in another saucer.
3. Put out bigger number of objects.

4. Comparing Quantities: A Game for Partners

Competencies:

- Count objects with one-to-one correspondence up to quantities of 10 (4) (MKC-00-7)
- Compare two groups of objects to decide which is more or less, or if they are equal (MKC-00-8)
- Identify sets with one more or one less element (MKC-00-8)

Materials: flash card of the words 'more' and 'less,' pebbles, marbles, any counters

Procedure:

1. Have the learners pair up and let them get 10 counters each.
2. Have the more and less flash cards ready.
3. Instruct the learners to hold any amount of marbles in their hands. "Look and see if your partner has more or less than you. If I hold up the card that says "less," the person that has less wins. If I hold up the card that says "more," the one that has more counters wins.
4. Repeat the procedure until all the learners get a chance to win.

WORK PERIOD 2 INDEPENDENT ACTIVITIES

1. Playdough Numerals 0 to 4

Competencies:

- Recognize and identify numerals 0 to 10 (MKC-00-2)

- Match numerals to a set of concrete objects from 0 to 10 (MKC-00-4)
- Nakapagmomolde ng luwad (clay) sa nais na anyo (SKMP-00-6)

Material: playdough

Procedure:

1. Give each learner a medium-sized ball of playdough.
2. Let them form the numerals 1, 2, 3 and 4.
3. Ask each learner to create the number of objects for each numeral. (Example: 1 ball for numeral 1, 2 hearts for numeral 2, and so on)

2. Number Concentration (0 to 4)

Competencies:

- Recognize and identify numerals 0 to 10 (4) (MKC-00-2)
- Match numerals to a set of concrete objects from 0 to 10 (4) (MKC-00-4)

Materials: 2 sets of number cards (0-4)

Procedure:

1. Lay the cards down, either in rows or randomly.
2. Take turns turning over 2 cards.
3. If the cards match, the player keeps them. If not, the player turns them face down again.
4. The player with the most number of cards wins.

3. Sorting Objects (quantities of 4)

Competencies:

- Classify objects according to observable properties (like size, color, shape, texture, and weight) (PNEKPP-00-1)
- Sort and classify objects according to one attribute/property (shape, color, size, function/use) (MKSC-00-6)
- Count objects with one to one correspondence up to quantities of 10 (MKC-00-7)
- Read and write numerals to 0 to 10 (MKC-00-4)

Materials: paper, pen, different kinds of counters (blocks the same color and size, marbles, buttons, bottle caps)

Procedure:

1. Put all the counters in one container.
2. Let the learners classify things according to its size, color, shape, texture, and weight.
3. Ask the learners to count each group of counters and write the corresponding number on a piece of paper.



4. Counting Board

Competencies:

- Combine elements of two sets using concrete objects to represent the concept of addition (MKAT-00-3)

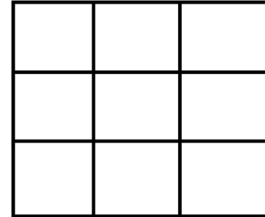
- Take away a quantity from a given set using concrete objects to represent the concept of subtraction (MKAT-00-4)

Materials: counting boards, counters (example: webs & spiders, rivers & fish, stores & hats, tables & chairs, sinks & plates)

0	1	2	3	4	5
					

Procedure:

1. Give each learner a counting board.
2. Have the learners take four counters and decide what they want to represent.
3. Let the learners take turns in telling a story to go with the counters.



Example:

- Three fish were swimming. One more came. That makes four fish swimming.
- I saw four mangoes in the tree. I climbed the tree and got two mangoes. Two mangoes were left.

INDOOR/ OUTDOOR GAMES

1. Role playing on using polite words and actions at home

Competencies for all role playing activities:

- Naipakikita ang kahandaan na sumubok ng bagong karanasan (SEKPSE-IIIc-6)
- Nakikilala ang mga pangunahing emosyon (tuwa, takot, galit, at lungkot) (SEKPSE-00-11)
- Nagkakaroon ng kamalayan sa damdamin ng iba (SEKEI-00-2)
- Participate actively in a dialog or conversation of familiar topics (LLKOL-00-10)
- Use polite greetings and courteous expressions in appropriate situations
 - Good Morning/Afternoon
 - Thank You/You're Welcome
 - Excuse Me/I'm Sorry
 - Please..../May I..... (LLKOL-1a-1)
- Naipakikita ang pagmamahal sa mga kasapi ng pamilya at sa nakatatanda sa pamamagitan ng pagsunod nang maayos sa mg autos/kahilingan; pagmamano/paghalik; paggamit ng magagalang na pagbati/pananalita; pagsasabi ng mga salitang may pagmamahal; pagsasabi ng "Hindi ko po sinasadya, Salamat po, Walang anuman" kung kinakailangan (KMKPPam-00-5)
- Naikukuwento ang mga ginagawa ng pamilya nang sama-sama (KMKPPam-00-6)
- Nakagagawa nang may kusa (KAKPS-00-2)
- Nakasusunod sa mga utos/gawain nang maayos at maluwa sa kalooban (KAKPS-00-5)
- Naipakikita nang kaaya-aya ang tamang gawain sa iba't ibang sitwasyon (KAKPS-00-6)

- Predict possible ending of a story listened to (LLKLC-00-12)
- Identify problem solutions in a story listened to (LLKLC-00-11)
- Identify simple cause and/or effect of events in a story listened to (LLKLC-00-9)
- Relate personal experiences to events in stories/poems/songs listened to (LLKLC-Ig-4)
- Express one's idea/self freely through creative ways (drawing, illustration, body movement, singing, dancing) based on story listened to (LLKLC-00-13)

Procedure:

1. Let the learners form six small groups. Help each group practice saying the polite words assigned to them (Thank you. I'm sorry. Please. Excuse me. Good morning. Good night.)
2. Narrate scenarios for the learners to listen to. Ask them to say the most appropriate polite words for each scenario. For example:
 - Your sister shares her sandwich with you. What would you say? (The group assigned to say 'Thank you' must say the words aloud).
 - You want to tell your mother something but she is talking with someone else. What would you say? (The group assigned to say, Excuse me" must say the words aloud).
 - You pushed your brother by accident while you are playing. What would you say? (The group assigned to say, "I'm sorry" must say the words aloud).
 - You see your father in the morning when you wake up. What would you say? (The group assigned to say, "Good morning" must say the words aloud) and so on.
3. Say your own scenarios for using polite words. Encourage the learners to demonstrate polite actions also by citing situations. Polite actions include kissing the hand of older persons, kissing the cheek, and other culturally appropriate practices.

2. Role playing on obeying parents

Procedure:

1. Say the following scenario: "Maagang umuwi ang tatay ni Troy sa kanilang bahay. Agad nagmano si Troy. Sabi ng kanyang tatay, "Troy, kunin mo nga ang aking tsinelas at iligpit mo ang aking sapatos." Ano sa palagay ninyo ang dapat gawin ni Troy?"
2. Let the learners describe what Troy should do and assign some to role play the situation.
3. Tell the learners other scenarios about obeying requests and commands at home and ask them to role play each. Give all the learners a chance to participate.

3. Role playing on asking forgiveness in the family

Procedure:

1. Say the following scenario: "Naglalaro ng bola sina Florence at Fernan sa loob ng kanilang bahay. Sa kanilang pag-aagawan, nasagi, nahulog at nabasag ang plorera ng kanilang Nanay Flna." Ano sa palagay ninyo ang dapat gawin nina Florence at Fernan?"

2. Let the learners describe what Florence and Fernan should do and assign some to role play the situation.
3. Tell the learners of other scenarios about asking forgiveness at home and ask them to role play each. Encourage them to also think of scenarios where it is their parents or an older member of the family who have asked forgiveness from the younger member of the family, as this is also perfectly alright. Give all the learners a chance to participate.

4. Role playing about sharing in the family

Procedure:

1. Say following scenario: Nagmano, humalik, at yumakap ang magkapatid na Tina at Tristan sa kanilang Tatay Tino nang ito ay dumating sa kanilang bahay. May dalang pasalubong na tinapay si Tatay Tino na masayang pinagsaluhan ng dalawa. “Maraming salamat po sa masarap na pasalubong, Tatay Tino,” ang sabi nila.
2. Ask the learners to talk about how their family shares with one another at home and role play those situations.
3. Give all the learners a chance to participate

5. Role playing on helping with household chores

Procedure:

1. Ask four learners at a time to stand and demonstrate household chores that each family member does.
2. For example, say “What does your mother do at home?” Encourage each learner to show a different chore from what the others are doing. Emphasize that the roles are not necessarily for female member of the households, in this case, their mother, only. Male/fathers also share in the responsibility at home.
3. Give all the learners a chance to participate

SONGS, POEMS, AND RHYMES

F is for Flower

Tune: London Bridge

Flower starts with letter F,
Letter F, Letter F,
Flower starts with letter F,
/f/, /f/, /f/, f/!

Frog starts with letter F,
Letter F, Letter F,
Frog starts with letter F,
/f/, /f/, /f/, f/

Tap Your Toe

Tune: Row, Row, Row Your Boat

Tap, tap, tap your toe,
Tap your toe for T.
Tap for train and turkey and toy,
Tap, tap, one, two, three.

WEEK 13

Content Focus: **My family members help one another by doing different roles.**

Blocks of Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Arrival Time (10 min)	Arrival routine				
Meeting Time 1 (10 min)	Meeting time routine Review of concepts learned the previous week/day Introduction of message for the day by asking the guide questions below				
MESSAGE	Each member of my family has a role to play.	Some members of my family manage the home.	Some of my family members work to earn a living for the family.	Some members of my bigger/ extended family help my family.	My family helps our bigger/ extended family members.
QUESTION/S	What are the roles of your family member?	Who manages your home?	Who works to earn a living for the family? What kind of work do they do?	Who are the members of your bigger/ extended family? (grandparents, aunts, uncles, cousins) How do they help your family?	In what ways does your family help your bigger/ extended family? (grandparents, aunts, uncles, cousins)
Transition to Work Period 1	<i>The teacher gives instructions on how to do the independent activities, answers any questions, and tells the learners to join their group and do the assigned tasks.</i>				
Work Period 1 (40 mins)					
Teacher-Supervised Activity	Writers Workshop: Role of each family member Introduce letter Nn	Chart of Household Chores	On the Job Introduce letter Ee	My Extended Family Portrait	My Family Members Help One Another Poster
Learning Checkpoints	✓ <i>Describe the roles of their family member</i>	✓ <i>Identify who manages their home</i>	✓ <i>Draw how their family members earn a living</i>	✓ <i>Draw their extended family members</i>	✓ <i>Draw the ways their family and extended family members help each other</i>
Independent Activities	1. Finger Painting: Nn, Ee 2. Letter Mosaic: Nn, Ee 3. Nn, Ee Words Poster 4. Same Beginning				

Blocks of Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Learning Checkpoints	<ul style="list-style-type: none"> ✓ Identify the letters Nn and Ee ✓ Make the sounds of letters Nn and Ee ✓ Match the letter sound to its letter form ✓ Name objects that begin with the sound of the letters Nn and Ee ✓ Recognize some beginning sounds of w 				
Transition to Meeting Time 2	The teacher reminds the learners about the time left in Work Period Time 1 around 15 minutes before Meeting Time 2. After 10 minutes, the teacher tells the learners to start packing away the materials they used and be ready for Meeting Time 2. A transition song or a countdown may be used.				
Meeting Time 2 (10 min)	The learners describe the book that they made about the roles of their family members.	The learners show and talk about their chart of household chores.	The learners show their books and talk about what their family members do to earn a living for the family.	The learners show and talk about their extended family portrait.	The learners talk about how their family members help one another.
QUESTIONS/ ACTIVITY	What are the roles of your family members?	How many family members do each job at home?	What does your family member do to earn a living?	Who are the members of your extended family? When do you get to see them?	How do your family members help one another?
Transition to Recess	The teacher commends the learners for the work they did in Work Period Time 1 and tells them to prepare for recess time by washing their hands. Encourage sharing especially if not all children have food.				
Recess (15 min)					
Transition to Quiet Time	The teacher reminds the children to pack away the things they used in recess time, clean up their eating area, throw their trash in the trash bin, wash their hands, brush their teeth, change their wet clothes, and have their Quiet Time.				
Quiet Time (10 min)					
Transition to Story Time	While singing a transition song, the teacher “wakes” the learners up and tells them that it’s time to listen to a story. When the learners are ready, the teacher proceeds with the pre-reading activities and makes sure that the learners are listening attentively.				
Story Time (20 min)	Theme: Any age and culturally appropriate story about roles of family members.	Theme: Any age and culturally appropriate story about roles of family members at home.	Theme: Any age and culturally appropriate story about the ways family members earn a living.	Theme: Any age and culturally appropriate story about family members helping one another.	Theme: Any age and culturally appropriate story about taking care of older family members.

Blocks of Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Pre-Reading	<p>Define difficult words.</p> <p>Motivation question: What are the roles of your family members?</p> <p>Motive question: What do you think are the roles of the members of the family in the story?</p>	<p>Define difficult words.</p> <p>Motivation question: What are the roles of your family members at home?</p> <p>Motive question: What do you think are roles of the members of the family at home in the story?</p>	<p>Define difficult words.</p> <p>Motivation question: What does your family members do to earn a living for the family?</p> <p>Motive question: What do the family members in the story do to earn a living for the family?</p>	<p>Define difficult words.</p> <p>Motivation question: How does your extended family members help your family?</p> <p>Motive question: Who are helping the family in the story?</p>	<p>Define difficult words.</p> <p>Motivation question: Who are the older members of your family? How does your family help them?</p> <p>Motive question: Who helps the older family members in the story?</p>
During Reading	Ask comprehension questions.				
Post-Reading	<p>What are the roles of the family members in the story?</p> <p>Are they the same as the roles of your family members?</p>	<p>How do the family members in the story manage their home?</p> <p>Do your family members manage your home in the same way as the family members in the story do?</p>	<p>Who works to earn a living for the family in the story?</p> <p>Is the work they do the same as what your family members do?</p>	<p>Who are helping the family in the story?</p> <p>How do the members of your extended family help your family?</p>	<p>Who helps the older family members in the story?</p> <p>Who helps the older members of your family?</p>
Transition to Work Period 2	After the post-reading activities, the teacher gives instructions regarding the teacher-supervised and independent activities, answers any questions, and tells the learners to join their group and do the assigned tasks.				
Work Period 2 (40 min)					
Teacher-Supervised Activity	Roles Relay Game	Number 4 Combinations	Lining Up Family Members	Sorting of coins	Subtraction and Writing Number Sentences

Blocks of Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Learning Checkpoints	✓ Write the numerals 0 to 4 using proper strokes	✓ Take away a quantity from a given set using concrete objects to represent the concept of subtraction	✓ Arrange objects from the shortest to the longest	✓ Take away a quantity from a given set using concrete objects to represent the concept of subtraction	✓ Write subtraction sentences using concrete representations
Independent Activities	1. Writing Numerals 0-4 2. Playdough Numerals 3. Find 4 4. It's A Match				
Learning Checkpoints	✓ Make structures with blocks ✓ Manipulate playdough to form numerals and corresponding quantities ✓ Make different combinations of 4				
Transition to Indoor/Outdoor Games	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.				
Indoor/Outdoor Games (20 min)	Charade of roles	Cat and Mouse Game	Four Little Monkeys	March Around the Alphabet	Grandmother, may I?
Learning Checkpoints	✓ Follow simple directions ✓ Actively participate in the games				
Transition to Meeting Time 3	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 in Meeting Time 3. A transition song or countdown may be used.				
Meeting Time 3 (5 min)	The learners talk about their role in the family.	The learners talk about who does the household chores.	The learners say what their family members do to earn a living.	The learners talk about how their extended family members help their family.	The learners talk about how they take care of the older persons in their family.
Wrap-Up Questions / Activity	The teacher checks if the learners can describe their role in the family.	The teacher checks if the learners are able to say who does the household chores.	The teacher checks if the learners can say what their family members do to earn a living.	The teacher checks if the learners can say how their extended family members help their family.	The teacher checks if the learners are able to say how they take care of the older members of their family.
DISMISSAL ROUTINE					

WEEK 13

Content Focus: **My family members help one another by doing different roles.**

WORK PERIOD 1 TEACHER SUPERVISED ACTIVITIES

1. Writer's Workshop: Role of each family member

Competencies:

- Talk about family members...using various appropriate descriptive words (LLKOL-005)
- Give the names of family members...and the roles they play (LLKV-00-6)
- Nakalilikha ng iba't-ibang bagay sa pamamagitan ng malayang pagguhit (SKMP-00-1)
- Trace, copy, and write the letters of the alphabet (LLKH-00-3)
- Write one's given name (LLKH-00-5)

Materials: blank booklets, crayons/colored markers

Procedure:

1. Ask the learners what the roles of their family members are.
2. Encourage the learners to draw each family member doing their role at home.
3. Assist the learners in labelling their work.
4. Assist the learners in writing/tracing "The Roles of My Family Members" and their name on the booklet cover.

2. Chart of Household Chores

Competencies:






- Naikukuwento ang mga ginagawa ng pamilya nang sama-sama (KMKPPam-00-6)
- Give the names of family members...and the roles they play (LLKV-00-6)
- Collect data on one variable through observation and asking questions (MKAP-00-1)
- Create simple pictographs (MKAP-00-2)
- Discuss simple pictographs (MKAP-00-3)

Materials: prepared simple pictograph for each learner (see sample on the next page), pencils

- Picture of a person cooking
- Picture of a person setting the table
- Picture of a person sweeping the floor
- Picture of a person sweeping the floor
- Picture of a person tending the garden
- Picture of a person washing the clothes
- Picture of a person ironing the clothes
- Picture of a person fixing the bed
- Picture of a person cleaning the bathroom
- Other household chores (as appropriate)

Procedure:

1. Show the pictograph to the learners and ask them to talk about the household chores they see on the pictures.
2. Ask them to check under the family member who does the chore at home. They may check more than one family member per chore.
3. Help them count and see who among their family members do the most number and the least number of chores at home.

	Father	Mother	Brother	Sister	Me	Others
						
						
						
						
						

3. On the Job

Competencies:

- Natutukoy ang mga pangangailangan ng pamilya at kung paano nila ito natutugunan (KMKPPam-00-7)
- Give the names of family members...and the jobs they do.. (LLKV-00-6)
- Pagpilas/paggupit/pagdikit ng papel (KPKFM-00-1.3)
- Trace, copy, and write the letters of the alphabet (LLKH-00-3)

Materials: old magazines/newspapers or drawings of jobs of family members, scissors, glue, sheets of paper

Procedure:

1. Cut out pictures that show what their family members do to earn a living for their family. If no printed materials are available, they can draw or illustrate instead their family members' means of earning a living.
2. Ask the learners to paste their cut-out pictures on a sheet of paper.
3. Assist the learners in writing/tracing the words, "My _____ is a _____."
4. Staple the pages together with a cover page to make a book.
5. Assist the learners in writing "On the Job" and their names on the cover.

4. My Bigger/Extended Family Portrait

Competencies:

- Natutukoy kung sino-sino ang bumubuo ng pamilya (KMKPPam-00-2)
- Talk about family members...using various appropriate descriptive words (LLKOL-005)
- Nakalilikha ng iba't-ibang bagay sa pamamagitan ng malayang pagguhit (SKMP-00-1)
- Pagpilas/paggupit/pagdikit ng papel (KPKFM-00-1.3)
- Trace, copy, and write the letters of the alphabet (LLKH-00-3)
- Write one's given name (LLKH-00-5)

Materials: sheets of bond paper, strips of colored paper for borders, colored markers

Procedure:

1. Ask learners to name their extended family members (grandparents, aunts and uncles, cousins).
2. Ask the learners to paste strips of colored paper on the bond paper to make a frame.
3. Ask the learners to draw their extended family members inside the frame.
4. Assist the learners in tracing/writing the names of their extended family members.
5. Assist the learners in writing/tracing, "My Extended Family Portrait" and their name on the frame.

5. My Family Members Help One Another Poster

Competencies:

- Naikukuwento ang mga ginagawa ng pamilya nang sama sama (KMKPPam-00-6)
- Give the names of family members...and the roles they play.. (LLKV-00-6)
- Nakalilikha ng iba't-ibang bagay sa pamamagitan ng malayang pagguhit (SKMP-00-1)
- Trace, copy, and write the letters of the alphabet (LLKH-00-3)
- Write one's given name (LLKH-00-5)

Materials: bond paper, colored markers, crayons

Procedure:

1. Ask the learners to talk about how their family members and their extended family members help one another.
2. Ask the learners to draw what they shared.
3. Assist the learners in labelling their work.

WORK PERIOD 1 INDEPENDENT ACTIVITIES

1. Finger Painting (Nn, Ee)

Competencies:

- Trace, copy, and write the letters of the alphabet (LLKH-00-3)
- Give the sound of each letter (mother tongue, orthography) (LLKAK-lh-7)
- Trace, copy, and write different strokes (LLKH-00-6)

Materials: finger paint or color dye of different colors on stable plastic tubs, large sheets of paper, markers, tape, old newspapers, wet cloth for wiping fingers

Procedure:

1. Set up the finger painting area by taping old newspapers on the table.
2. Tell the learners to dip their index finger on the tub of paint, and trace the letters Nn or Ee on a sheet of paper.
3. Tell the learners to fill up the sheet of paper with finger painted letters Nn or Ee.
4. Remind the learners to say the sounds of Nn, Ee while finger painting the letters.
5. Remind the learners to wipe the paint off their fingers with the wet cloth when they are done.

2. Letter Mosaic: Nn/Ee

Competencies:

- Pagpilas/paggupit/pagdikit ng papel (KPKFM -00-1.3)
- Identify the letters of the alphabet (mother tongue orthography) (LLKAK-lh-3)
- Give the sound of each letter (mother tongue, orthography) (LLKAK-lh-7)
- Nakagagawa nang nag-iisa (KAKPS-00-3)

Materials: paper with the outlines of the letters Nn and Ee, colored papers cut in medium sized squares or circles, glue

Procedure:

1. The learners trace the outline of the letters and say their sounds.
2. The learners fill up the outline of the letters with colored papers by pasting them.

3. Poster of words that begin with Nn, Ee

Competencies:

- Identify the letters of the alphabet (mother tongue, orthography) (LLKAK-lh-3)
- Give the sound of each letter (mother tongue, orthography) (LLKAK-lh-7)
- Name objects that begin with a particular letter of the alphabet (LLKV-00-5)
- Express simple ideas through symbols (e.g., drawings, invented spelling) (LLKC-00-1)

Materials: a 1/4 cartolina sized outline of the letters Nn and Ee for each learner, colored markers, crayons

Procedure:

1. Show the letter outline to the learners and ask them to identify the letter and produce its sound.
2. Tell the learners to think of objects that begin with the letter sound.
3. Ask the learners to draw their ideas inside the outline of the letter.
4. Assist the learners in labeling their drawings.

4. Same Beginning

Competencies:

- Tell which two letters, numbers, or words in a group are the same (LLKVPD-le-4)
- Nakapaghihintay ng kanyang pagkakataon (KAKPS-0012)

Materials: pairs of pictures of objects beginning with Mm, Aa, Ff, Tt, Nn, Ee

Procedure:

1. Learners sit in a circle with the picture cards in front of them, laying face down.
2. Learners take turn in turning up two picture cards.
3. The one who turns up the picture cards says what is in the cards.
4. If the two pictures have the same beginning sound, the learner keeps the cards
5. The learner with the most cards at the end of the game wins.

WORK PERIOD 2

TEACHER SUPERVISED ACTIVITIES

1. Roles Relay Game

Competencies:

- Match object, pictures based on properties /attributes in one-to-one correspondence (MKAT-00-1)
- Sort and classify objects according to one attribute/property (shape, color, size, function/use) (MKSC-00-6)
- Count objects with one-to-one correspondence up to quantities of 10 (MKC-00-7)

Materials: clothes and clothes pin, clothes line (4 per team), toy plates and toy food (4 per team), 25 centavo, 1 peso, 5 peso, 10 peso coin (2 of each per team)

Procedure:

1. Group the learners into 2-3 teams.
2. Prepare the stations for each team – laundry, kitchen, money.
3. The learners will line up and wait for their individual turns to do the relay of the 3 stations.
4. For the laundry station, the learners will get 4 clothes and hang them on the clothes line.
5. Next, they will set the 4 plates and put one food for each plates.
6. Then, they will match the 4 coins scattered on the last station.
7. The player will go back to his team mates and tap the next player who will do the same.
8. The team that finishes first will be the winner.

2. Number 4 Combinations

Competencies:

- Combine elements of two sets using concrete objects to represent the concept of addition (MKAT-00-3)
- Recognize the words “put together,” “add to,” and “in all” that indicate the act of adding whole numbers (MKAT-00-26)
- Write addition number sentences using concrete representations (MKAT-00-10)

Materials: any kind of counters, paper for writing, pencils, colored markers

Procedure:

1. Ask the learners to get four counters.
2. Ask the learners to make different combinations of four by separating the counters.
3. Ask the learners to write the number combinations/sentences.

3. Lining Up Family Members

Competencies:

- Arrange objects one after another in a series/sequence according to a given

attribute (size, length) and describe their relationship (big/bigger/biggest or long/longer/longest) (MKSC-00-10)

- Use non-standard measuring tools (MKME-00-1)

Materials: picture or toy that represents family members, playdough, non-standard measuring tools (paper clips, crayons of equal length)

Procedure:

1. Read the poem, "Family Time."
2. Show the learners the pictures or toys of family members of different lengths/sizes and ask them to describe what they see.
3. Ask the learners to arrange the family members. If the learners arranged the family members from the shortest to the longest, ask them to arrange them in reverse (from the longest to the shortest) and vice versa.
4. Ask the learners to measure each family member using the non-standard measuring tools.
5. Encourage the learners to form four family members using play dough, measure each family member using the non-standard measuring tools, and arrange them according to length.

2. Sorting of coins

Competencies:

- Sort and classify objects according to one attribute/property (shape, color, size, function/use) (MKSC-00-6)
- Arrange objects one after another in a series/sequence according to a given attribute (size, length) and describe their relationship (big/bigger/biggest or long/longer/longest) (MKSC-00-10)
- Recognize and identify coins and bills up to PhP20 (pesos and centavos) (MKAT-00-2)

Materials: coins of different denominations

Procedure:

1. Present each coin to the whole class. Ask if anyone knows what it is.
2. Divide learners into groups with 3-4 members.
3. Give each group a set of coins that has 4 25 centavo, 4 1 peso, 4 5 peso, and 4 pcs 10 peso coins that are mixed together in a container/box.
4. Tell them to sort the coins into groups that they think they should be in.
5. Ask them to show you which among the coins are big, bigger, biggest.

3. Subtraction and Writing Number Sentences

Competencies:

- Take away a quantity from a given set using concrete objects to represent the concept of subtraction (MKAT-00-4)
- Recognize the words "take away," 'less,' and 'are left' that indicate the act of subtracting whole numbers MKAT-004
- Write subtraction number sentences using concrete representations (MKAT-00-10)

Materials: subtraction cards, counters, writing paper, pencils, colored markers

Procedure:

1. The learners get 4 counters.
2. The teacher asks the learners to write down 4 take away 0 = learners' answer
($4-0 = 0$)
3. The teacher asks the learners to write down 4 take away 1 = learners' answer
($4-1 = 3$)
4. Repeat until all the possible subtraction sentences are written down.

WORK PERIOD 2 INDEPENDENT ACTIVITIES

1. Writing Numerals (0-4)

Competencies:

- Read and write numerals 0 to 10 (MKC-00-3)
- Pagbakat, pagkopya ng larawan, hugis, at titik (KPKFM-00-1.4)

Materials: pencils, writing paper with dotted numerals 0 to 4 (see sample), sand paper numerals 0 to 4

Procedure:

1. Ask the learners to trace the sandpaper numerals with their index and middle fingers together.
2. Ask the learners to say the numbers while tracing their shape with their fingers.
3. Ask the learners to identify the numerals on the writing paper randomly.
4. Ask the learners to connect the dots of the numerals 0 to 4 using the right strokes.
5. After tracing, ask the learners to write the numerals on their own.

Write your numbers
Trace and write your numbers in order.

0	1	2	3	4
0	1	2	3	4
0	1	2	3	4
•	•	•	•	•

2. Playdough Numerals 0 to 4

Competencies:

- Recognize and identify numerals 0 to 10 (MKC-00-2)
- Match numerals to a set of concrete objects from 0 to 10 (MKC-00-4)
- Nakapagmomolde ng luwad (clay) sa nais na anyo (SKMP-00-6)

Material: play dough

Procedure:

1. Give each learner a medium-sized ball of play dough.
2. Let them form the numerals 1, 2, 3 and 4.
3. Ask each learner to create the number of objects for each numeral. (Example: 1 ball for numeral 1, 2 hearts for numeral 2, and so on)

3. Find 4

Competencies:

- Combine elements of two sets using concrete objects to represent the concept of addition (MKAT-00-3)
- Recognize the words 'put together,' 'add to,' and 'in all' that indicate the act of adding whole numbers (MKAT-00-26)

Materials: 4 sets of numeral cards (0-4), counters

Procedure:

1. Players are dealt a card each. The rest of the cards stay in a pile in the middle.
2. Players put counters on the top of his/her card to match the numeral.
3. Learners take turns in turning the top card of the pile face up.
4. If the learner turns up a card that can make a total of 4 with the card on his/her hand, he/she gets to keep the cards. If not, the card is placed on the bottom of the pile and the next player takes a turn.
5. Players may check if the card they picked from the pile would make 4 when combined with the card on hand by putting counters on the picked card.
6. The player who gets the most number of pairs of cards that make 4 wins.

4. It's A Match

Competencies:

- Recognize and identify numerals 0 to 10 (MKC-00-2)
- Match numerals to a set of concrete objects from 0 to 10 (MKC-00-4)

Materials: one set of cards with numerals 0 to 4, one set of cards with dots (corresponding to the numerals)

Procedure:

1. Place the numeral cards face down in a box.
2. Place the corresponding dot pattern cards in the chalk tray.
3. Learners get a card from the box and place it over the equivalent card in the chalk tray.

Note: For matching activities, teachers may present learners with varied materials that include tactile materials or concrete objects. For instance, instead of just matching colors, learners may match objects with the same texture. Teachers may use cloth swatches, cotton, corrugated paper, etc. Learners may also match the objects with the same shapes such as pencils, coins, blocks, or varied manipulatives. Consider this when you encounter other similar activities.

INDOOR/ OUTDOOR GAMES

1. Charades of Roles

Competencies:

- Nakasasali sa mga laro, o anumang pisikal na gawain at iba't ibang paraan ng pageehersisyo (KPKPF-00-1)
- Naipakikita ang pagpapahalaga sa maayos na pakikipaglaro (KAKPS-00-19)
- Naisakikilos ang sariling kakayahan sa iba't ibang paraan, hal. pag-awit, pagsayaw, at iba pa (SEKPSE-lf-2)
- Nakapaghihintay ng kanyang pagkakataon (KAKPS-00-12)

Materials: picture cards of a father, mother, brother, sister, and baby; container for the picture cards

Procedure:

1. Each player takes turns in picking a picture card from the container.
2. The player acts out a role that the family member in the picture card does at home or at work.
3. The other players guess what the action is.
4. The player who guesses the action correctly takes the next turn.
5. The game ends when all the players had their turn to do a charade.

2. Cat and Mouse Game

Competencies:

- Nakasasali sa mga laro, o anumang pisikal na gawain at iba't ibang paraan ng pageehersisyo (KPKPF-00-1)
- Nagagamit ang mga kilos lokomotor at di-lokomotor sa paglalaro, pag-eehersisyo, pagsasayaw (KPKGM-lg-3)
- Naipakikita ang pagpapahalaga sa maayos na pakikipaglaro (KAKPS-00-19)

Procedure:

1. Five players are chosen to be the trap and they form a circle by holding hands with arms raised over their heads.
2. One volunteer gets to be the cat that starts by turning away from the trap, not looking at it (perhaps with eyes closed). The remaining players are all 'mice.'
3. The game begins with the 'mice' walking in and out of the trap. The 'cat' waits for the right moment to face the trap and shout "Snap!"
4. When the 'cat' shouts "Snap!," the 'trap' brings its arms down and captures the players inside the circle. They become part of the trap.
5. The game continues until all but one 'mouse' is caught. That 'mouse' is declared the winner.

3. Four Little Monkeys

Competencies:

- Nakagagalaw, (lundag) nang angkop sa ritmo at indayog bilang tugon sa himig na napapakinggan/awit na kinakanta (KPKPF-la-2)

- Recite rhymes and poems, and sing simple jingles/songs in the mother tongue, Filipino, and/or English (LLKOL-1a-2)
- Take away a quantity from a given set using concrete objects to represent the concept of subtraction (MKAT-00-4)

Material: Four Little Monkeys rhyme

Procedure:

1. The teacher and learners recite the rhyme together with the action.
2. Four volunteers demonstrate the action while the others sit down and recite the rhyme.
3. Call on another set of volunteers to demonstrate the rhyme.

4. March Around the Alphabet

Competencies:

- Nakagagalaw (martsa) nang angkop sa ritmo at indayog bilang tugon sa himig na napapakinggan. awit na kinakanta (KPKPF-1a-2)
- Identify the letters of the alphabet (mother tongue, orthography) (LLKAK-1h-3)
- Name objects that begin with a particular letter of the alphabet (LLKV-00-5)

Materials: laminated cut out upper case letters M, A, F, T, N, E big enough for the learners to stand on (there should be enough letters for each player), march music

Procedure:

1. Let the learners identify the letters M, A, F, T, N, E
2. Scatter all the letters on the floor/ground. Make sure there is enough space between the letters.
3. Ask the learners to march along the march music around the letters on the floor.
4. When the music stops, the learners must step on a letter on the ground/floor and say a word that begins with the letter sound.
5. Repeat until all the learners have stepped on all the 6 letters.

5. Grandfather/Grandmother May I?

Competencies:

- Nakasasali sa mga laro, o anumang pisikal na gawain at iba't ibang paraan ng pageehersisyo (KPKPF-00-1)
- Naipakikita ang pagpapahalaga sa maayos na pakikipaglaro (KAKPS-00-19)
- Use polite greetings and courteous expressions in appropriate situations (LLKOL-1a-1)
- Nakapaghihintay ng kanyang pagkakataon (KAKPS-00-12)

Procedure:

1. The teacher stands a few feet away from the group of learner facing her and says that for the game she pretends to be the learners' grandmother.
2. The teacher tells the learners that she will ask each one of them to perform an action (for example, "Caloy, jump forward four times.").
3. The learners must first say, "Grandmother, may I?" before doing the action.

4. If the learner forgets to say, "Grandmother, may I?", he/she will stay on his/her place and lose a turn to move forward.
5. The teacher gives all the learners a chance to perform an action.
6. The game ends when all the learners have moved forward and reached the teacher.

SONGS, POEMS, AND RHYMES

Family Time

The family lined up on measuring day
I measured each one before they could play
They got in a row in an orderly way
Then smallest to biggest (or shortest to tallest) they all ran away.

Where are the members of the family?

Where is father? (mother, brother, sister, baby) *(Learners put both hands behind them.)*
Here I am. Here I am. *(Learners show thumb for father, index finger for mother, middle finger for brother, ring finger for sister, and pinky for baby.)*
How are you today? How are you today? *(Fingers 'talk' to each other.)*
I'm fine, thank you. I'm fine, thank you. *(Learners put both hands behind them.)*

Who are the members of the family?

Who are the members of the family?
Living together, loving each other
Who are the members of the family?
A happy family

The father (ask a volunteer to show what his/her father does at home or at work)
The mother (ask a volunteer to show what his/her mother does at home or at work)
Brother (ask a volunteer to show what a brother does at home)
Sister (ask a volunteer to show what a sister does at home)
And baby (ask a volunteer to show what a baby does at home)
Living together, loving each other
A happy family

Four Little Monkeys

Four little monkeys jumping on the bed *(4 learners jump up and down)*
One fell down and broke his head *(1 learner pretend to fall down)*
Mama called the doctor and the doctor said *(learners pretend to call the doctor on the phone)*
"No more monkeys jumping on the bed." *(learners shake their index finger side to side to say 'no').*

** Repeat with three little monkeys, then two, then one until all the monkeys are gone.*

WEEK 14
Content Focus: **My family provides my shelter.**

Blocks of Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Arrival Time (10 min)	Arrival routine				
Meeting Time 1 (10 min)	Meeting time routine Review of concepts learned the previous week/day Introduction of message for the day by asking the guide questions below				
MESSAGE	My family lives in a house.	There are different kinds of houses.	A house has different areas.	A house has different areas.	My family practices safety measures at home.
QUESTION/S	Where does your family live? Why do you need to live in a house?	The teacher asks the learners to sing the 'Bahay Kubo' song. Does your house look like this? What does your house look like?	What are the different areas in your house? What do you see in each area? What do you do in each area?	What are the different areas in your house? What do you see in each area? What do you do in each area?	What do you do to be safe at home?
Transition to Work Period 1	<i>The teacher gives instructions on how to do the independent activities, answers any questions, and tells the learners to join their group and do the assigned tasks.</i>				
Work Period 1 (40 mins)					
Teacher-Supervised Activity	Our House Introduce the letter Ss	Mini book of different houses	Triorama	Safe or Unsafe?	Introduce a resource person to talk to the learners about safety measures at home
Learning Checkpoints	✓ <i>"Build" a house using different materials</i>	✓ <i>Describe the ways houses are different</i>	✓ <i>Make a miniature of all the areas in the house as instructed</i>	✓ <i>Differentiate safe and unsafe practices at home as shown in pictures</i>	
Independent Activities	1. Picture Puzzles 2. Letter Mosaic (Ss) 3. Poster of words that begin with Ss 4. Dramatic play				
Learning Checkpoints	✓ <i>Put together 4 to 6 piece puzzles</i> ✓ <i>Recognize different things and its relationship to its surroundings</i> ✓ <i>Identify and make the sound of the letter ss</i> ✓ <i>Sort and classify pictures</i>				

Blocks of Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Transition to Meeting Time 2	<i>The teacher reminds the learners about the time left in Work Period Time 1 around 15 minutes before Meeting Time 2. After 10 minutes, the teacher tells the learners to start packing away the materials they used and be ready for Meeting Time 2. A transition song or a countdown may be used.</i>				
Meeting Time 2 (10 min)	The learners present and describe the houses they made.	The learners present and describe their mini book of different houses	The learners play a guessing game.	The learners present and describe their triorama.	The learners talk about the safety practices they should do at home.
QUESTIONS/ACTIVITY	Where is your house at? What is your house made of? What are the parts of your house? (roof, walls, windows, doors)	What makes each house different from others?	The teacher gives clues about the areas of the house for the learners to guess.	What does your family do in the different areas of the house?	What safety measures do you practice at home?
Transition to Recess	<i>The teacher commends the learners for the work they did in Work Period Time 1 and tells them to prepare for recess time by washing their hands. Encourage sharing especially if not all children have food.</i>				
Recess (15 min)					
Transition to Quiet Time	<i>The teacher reminds the children to pack away the things they used in recess time, clean up their eating area, throw their trash in the trash bin, wash their hands, brush their teeth, change their wet clothes, and have their Quiet Time.</i>				
Quiet Time (10 min)					
Transition to Story Time	<i>While singing a transition song, the teacher “wakes” the learners up and tells them that it’s time to listen to a story. When the learners are ready, the teacher proceeds with the pre-reading activities and makes sure that the learners are listening attentively.</i>				
Story Time (20 min)	Theme: Any age and culturally appropriate children’s story about a house.	Theme: Any age and culturally appropriate children’s story about different kinds of houses.	Theme: Any age and culturally appropriate children’s story about the different areas in the house.	Theme: Any age and culturally appropriate children’s story about the different areas in the house.	Theme: Any age and culturally appropriate children’s story about keeping safe at home.

Blocks of Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Pre-Reading	<p>Define difficult words.</p> <p>Motivation question: What is your house like?</p> <p>Motive question: What is the house in the story like?</p>	<p>Define difficult words.</p> <p>Motivation question: Do all houses look the same to you?</p> <p>Motive question: What are the different kinds of houses in the story?</p>	<p>Define difficult words.</p> <p>Motivation question: What are the different areas in your house?</p> <p>Motive question: What are the different areas in the house in the story?</p>	<p>Define difficult words.</p> <p>Motivation question: What are the different areas in your house?</p> <p>Motive question: What are the different areas in the house in the story?</p>	<p>Define difficult words.</p> <p>Motivation question: How do you keep your home safe?</p> <p>Motive question: What safety practices at home are shown in the story?</p>
During Reading	Ask comprehension questions.				
Post-Reading	<p>What is the house in the story like?</p> <p>Do you like that house? Why or why not?</p>	<p>What are the different kinds of houses in the story?</p> <p>Which do you prefer and why?</p>	<p>What are the different areas in the house in the story?</p> <p>Which is your favorite area and why?</p> <p>Which words have the same beginning sounds as the different areas of the house? Example: Sala - sopas</p>	<p>What are the different areas in the house in the story?</p> <p>Which is your favorite area and why?</p>	<p>What safety practices at home are shown in the story?</p> <p>Which safety practices do you do at home?</p>
Transition to Work Period 2	After the post-reading activities, the teacher gives instructions regarding the teacher-supervised and independent activities, answers any questions, and tells the learners to join their group and do the assigned tasks.				
Work Period 2 (40 min)					
Teacher-Supervised Activity	Number Hunt	Who's Inside the house	Comparing Quantities 0 to 5	Draw 5	Safety Practice Pledge
Learning Checkpoints	✓ Recognize the numeral 5 and count how many there are	✓ Count objects with one-to-one correspondence up to quantities of 5	✓ Understand the concept of 0-5 by comparing quantities of objects (more or less)	✓ Draw five objects seen in the different areas in the house that begin with letter Ss	✓ Identify safety practices

Blocks of Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Independent Activities	1. Lift the Bowl (concrete quantities of 5) 2. Writing numerals 0 to 5 3. Number 5 mosaic 4. Number concentration (matching numerals with quantities)				
Learning Checkpoints	✓ Match numerals to sets of concrete objects from 0-5 ✓ Recognize and identify numerals from 0-5 ✓ Read and write numerals 0-5 ✓ Represent the numeral 5 creatively				
Transition to Indoor/ Outdoor Games	<i>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.</i>				
Indoor/ Outdoor Games (20 min)	Bagyo! Bagyo! Sisilong Ako!	Larong Piko	Charades	Build a House Relay	Thumbs Up, Thumbs Down
Learning Checkpoints	✓ Participate in the game by following the rules	✓ Play the game with physical coordination and wait for their turn to play	✓ Connect the areas of the house with the activities done there	✓ "Build" a house as a team	✓ Identify the pictures that show safe and unsafe practices at home by doing the thumbs up and thumbs down sign
Transition to Meeting Time 3	<i>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 in Meeting Time 3. A transition song or countdown may be used.</i>				
Meeting Time 3 (5 min)	The learners sing the song "Bahay Kubo" The teacher asks the learners to describe their own house.	The learners complete a word web about different types of houses.	The learners post pictures of things found in the different areas in the house.	The learners post pictures of things found in the different areas in the house.	Story: "Ang Mahiwagang Bilin ni Nanay"
Wrap-Up Questions / Activity	<i>The teacher checks if learners can describe their own house.</i>	<i>The teacher checks if learners are able to recall the different types of houses.</i>	<i>The teacher checks if the learners are able to post the pictures to the correct area of the house.</i>	<i>The teacher checks if the learners are able to post pictures to the correct area in the house</i>	<i>The teacher checks if the learners are able to say the safety practices they should do at home, based on the story read to them.</i>
DISMISSAL ROUTINE					

WEEK 14

Content Focus: **My family provides my shelter.**

WORK PERIOD 1 TEACHER-SUPERVISED ACTIVITIES

1. Our House

Competencies:

- Describe objects based on attributes/properties shapes, size, use and functions (MKSC-00-4)
- Recognize simple shapes in the environment (MKSC-00-1)
- Identify two or three dimensional shapes like square, circle, triangle, rectangle (MKSC-00-2)
- Recognize symmetry (own body, basic shapes) (MKSC-00-11)
- Paglikha ng mga modelo ng pangkaraniwang bagay sa paligid (KPKFM-00-1.6)

Materials: large sheet of paper, popsicle sticks, cut out shapes, glue

Procedure:

1. Distribute the materials to the learners.
2. Tell the learners to represent their house using the popsicle sticks and cut out shapes on the paper.

2. Mini book of different kinds of houses

Competencies:

- Nailalarawan kung paano nagkakaiba at nagkakatulad ang bawat pamilya (KMKPPam-00-3)
- Natutukoy ang magagandang bagay na nakikita sa paligid (SKPK-00-1)
- Pagpilas/paggupit/pagdikit ng papel (KPKFM-00-1.3)
- Talk about the details of an object/picture like toys, pets, foods, places (LLKOL-Id-4)

Materials: blank mini books, old newspapers and magazines or drawings of different houses, scissors, glue, colored markers

Procedure:

1. Ask the learners to look through the old magazines/newspaper and cut out pictures of different houses.
2. Ask the learners to paste the cut out pictures on their mini book.
3. Ask the learners to describe each house and assist them in writing down their descriptions.

3. Triorama

Competencies:

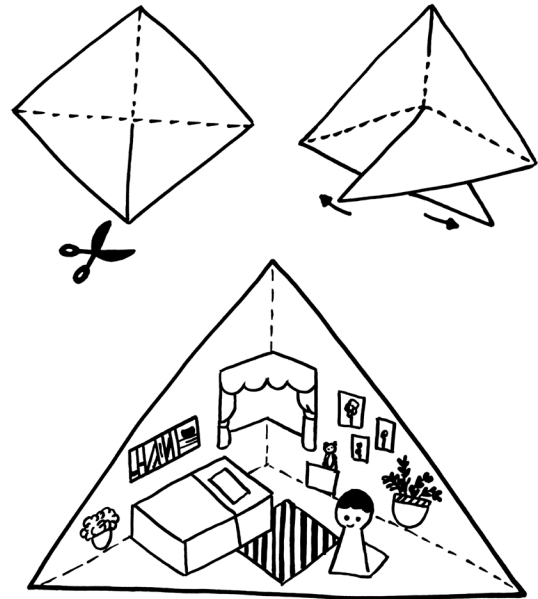
- Naikukuwento ang mga ginawa ng pamilya nang sama-sama. Nailalarawan ang nagagawa ng mga tagapag-alaga /Nanay/Tatay/Lolo/Lola, atbp. (KMKPPam-00-6)
- Pagtiklop ng papel (KPKFM-00-1.2)

- Pagpilas/paggupit/pagdikit ng papel (KPKFM-00-1.3)
- Nakalilikha ng iba't-ibang bagay sa pamamagitan ng malayang pagguhit (SKMP-00-1)
- Sort and classify objects according to one attribute/property (use) (MKSC-00-6)

Materials: colored markers, crayons, glue or clear tape, scissors, poster board or paper

Procedure:

1. Assist the learners in making the triorama. Start with a square of poster board or paper. The larger the square the larger your triorama will be.
2. Fold it diagonally one way then unfold. And then fold it diagonally the other way and unfold. Cut it with a pair of scissors from one corner to the center. Grab one of the flaps and slide it all the way over the other flap. The triorama will fold right up into shape.
3. Ask the learners to fill the triorama with drawings of various things to make it look like an area in the house.



4. Safe or Unsafe?

Competencies:

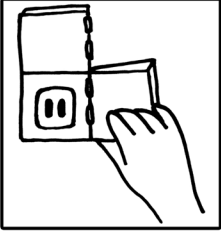
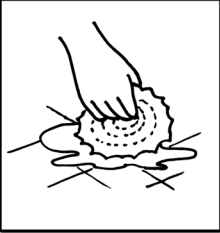
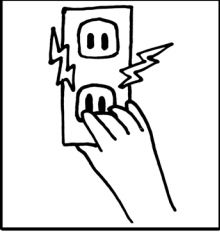

- Nakikilala ang kahalagahan ng mga tuntunin: pag-iwas sa paglalagay ng maliit na bagay sa bibig, ilong, at tainga, hindi paglalaro ng posporo, maingat na paggamit ng matutulis/matatalim na bagay tulad ng kutsilyo, tinidor, gunting, maingat na pag-akyat at pagbaba sa hagdanan (KPKPKK-1h-3)
- Talk about the details of an object/picture (LLKOL-Id-4)
- Sort and classify objects according to one attribute/property (shape, color, size, function/use) (MKSC-00-6)

Materials:

- pictures showing safe practices at home - putting matches and candles away from reach of children, wiping wet floors, staying away from hot surfaces, keeping chemicals/toxic substances out of children's reach, walking (not running up and down the stairs), hiding away sharp objects (knives, scissors), covering electrical outlets, among others
- pictures showing unsafe practices at home – playing with fire, keeping floors wet and slippery, touching hot surfaces, keeping chemicals/toxic substances within children's reach, running up and down the stairs, playing with knives and scissors, putting fingers inside electrical outlets, among others
- graphic organizer (Safe Practices at Home vs. Unsafe Practices at Home)

Procedure:

1. All pictures of safe and unsafe practices are placed in a container.
2. Learners take turns in getting a picture from the container.
3. Learners describe the picture they picked and say whether it is a safe or unsafe practice at home.
4. Learners classify the picture on the graphic organizer.

Safe Practices at Home	Unsafe Practices at Home
 	 

5. Resource Person to talk about safety measures at home

Note: The teacher can invite any resource person to discuss different safety measures to be observed at home. The resource person may be a parent, a Red Cross worker, a nurse, a health worker, a firefighter.

Competencies:

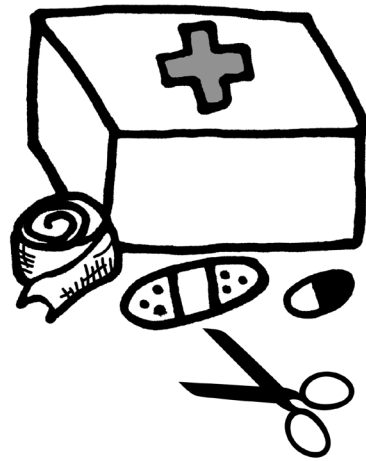
- Nakikilala ang mga taong nakatutulong sa komunidad, hal. guro, bombero, pulis, atbp. (KMKPKom-00-2)
- Nakikilala ang kahalagahan ng mga tuntunin: pag-iwas sa paglalagay ng maliit na bagay sa bibig, ilong, at tainga, hindi paglalaro ng posporo, maingat na paggamit ng matutulis/matatalim na bagay tulad ng kutsilyo, tinidor, gunting, maingat na pag-akyat at pagbaba sa hagdanan, pagtingin sa kaliwa't kanan bago tumawid sa daan, pananatiling kasama ng nakatatanda kung nasa sa matataong lugar (KPKPKK-lh-3)
- Ask questions as may be appropriate (LLKOL-00-7)
- Use polite greetings and courteous expressions in appropriate situations (LLKOL-la-1)

Materials: first aid kit, pictures or actual objects that are unsafe: toxic substances/chemicals, knives and scissors, matchboxes, candles, etc.

Procedure:

1. The teacher introduces the resource person to the class. The learners greet the guest.

2. The resource person talk about safety measures to be observed at home.
3. The resource person will demonstrate some safety practices that need to be observed at home.
4. The resource person talks about the importance of having a first aid kit at home.



CHECKLIST	
<input type="checkbox"/>	gauze
<input type="checkbox"/>	band-aids
<input type="checkbox"/>	scissors
<input type="checkbox"/>	bandages
<input type="checkbox"/>	safety pin
<input type="checkbox"/>	medicine

5. The teacher encourages the learners to ask questions about safety practices at home for the resource person to answer.

WORK PERIOD 1 INDEPENDENT ACTIVITIES

1. Picture Puzzles

Competencies:

- Pagbuo ng puzzles (KPKFM-00-1.5)
- Talk about the details of an object/picture like toys, pets, foods, places (LLKOL-Id-4)

Materials: large pictures of a living room, kitchen, dining room, toilet and bathroom, bedroom cut out in 4 to 6 pieces and laminated to make a puzzle.

Procedure:

1. The learners put together the puzzles first and describe what they see.
2. The learners compare the areas in their house to what they see in the puzzles

2. Letter Mosaic (Ss)

Competencies:

- Identify the letters of the alphabet (mother tongue, orthography) (LLKAK-Ih-3)
- Give the sound of each letter (mother tongue, orthography) (LLKAK-Ih-7)
- Nakagugupit at nakakapagdidikit ng iba't-ibang hugis na may iba't-ibang tekstura (SKMP-00-4)

Materials: cut out colored papers for pasting, glue, outline of letter Ss

Procedure:

1. Learners take a sheet with the outline of letter Ss.
2. Learners paste the cut out colored papers on the letter outline.
3. Learners say the sound of the letter Ss while pasting,

3. Dramatic Play

Competencies:

- Nakikipaglaro sa dalawa o tatlong bata gamit ang isang laruan (SEKPKN-Ig-2)
- Naikukuwento ang mga ginagawa ng pamilya nang sama sama (KMKPPam-00-6)
- Participate active in a dialog or conversation of familiar topics (LLKOL-00-10)

Materials: dramatic play area (bahay-bahayan with age-appropriate toys to represent a kitchen and a dining area and other props as toy dolls)

Procedure:

1. The teacher encourages the learners to play in the dramatic play area cooperatively.
2. Learners assign roles and proceed with their dramatic play.

4. Poster of words that begin with Ss

Competencies:

- Identify the letters of the alphabet (mother tongue, orthography) (LLKAK-Ih-3)
- Give the sound of each letter (mother tongue, orthography) (LLKAK-Ih-7)
- Name objects that begin with a particular letter of the alphabet (LLKV-00-5)
- Express simple ideas through symbols (e.g., drawings, invented spelling) (LLKC-00-1)

Materials: a 1/4 cartolina sized outline of the letter Ss for each learner, colored markers, crayons

Procedure:

1. Show the letter outline to the learners and ask them to identify the letter and produce its sound.
2. Tell the learners to think of objects that begin with the letter/ sound Ss. These objects must be found inside the house (salamin, sandok, sapatos, sepilyo, sako, sabon, etc)
3. Ss words in the learners' mother tongue are most welcome.
4. Ask the learners to draw their ideas inside the outline of the letter.
5. Assist the learners in labeling their drawings.

WORK PERIOD 2 TEACHER-SUPERVISED ACTIVITIES

1. Number Hunt

Competencies:

- Recognize and identify numerals 0 to 10 (MKC-00-2)

- Count objects with one-to-one correspondence up to quantities of 10 (MKC-00-7)
- Read and write numerals 0 to 10 (MKC-00-3)
- Compare two groups of objects to decide which is more or less, or if they are equal -Identify sets with one more or one less element (MKC-00-8)

Materials: number chart for each learner (see sample below), crayons or markers/ felt tip pens of different colors

Procedure:

1. Give each learner a number chart.
2. Ask the learners to identify the numerals in the number chart.
3. Ask the learners to look for all the numeral 5 and shade them with the colored marker.
4. Ask the learners to count how many numeral 5s are there in each column and write down the total on the blank space at the bottom of each column.
5. Ask the learners to say what he/she observes about the totals in each column (They are all equal).

4	5	4	5	0
5	3	5	0	5
0	5	3	5	5
5	1	5	3	3
3	3	4	2	2
5	5	0	5	5
1	0	5	3	3
3	5	4	0	3
5	2	5	5	2
2	5	3	5	5
5	0	5	4	5

Variation: Turn the number chart into a house to tie up with the theme.

2. Who's Inside the house

Competencies:

- Count objects with one-to-one correspondence up to quantities of 10 (MKC-00-7)

Materials: pen, paper

Procedure:

1. Distribute materials to learners
2. Ask them to think of 5 different houses (based on shape, size, color, or design) then draw them on the paper.
3. Inside each house, the learners must draw 5 members of the house hold. It can be any combination of family members discussed (example: one house has father, mother, brother, sister, baby; another house has mother, lolo, lola, brother, baby; the next one can have mother, father, baby, lolo, uncle)
4. The learners can share what they drew afterwards

3. Comparing Quantities 0-5

Competencies:

- Count objects with one-to-one correspondence up to quantities of 10 (MKC-00-7)

- Compare two groups of objects to decide which is more or less, or if they are equal -Identify sets with one more or one less element (MKC-00-8)
- Nakapaghihintay ng kanyang pagkakataon (KAKPS-00-12)

Materials: picture cards of different kinds of houses in quantities 0 to 5, bottle spinner

Procedure:

1. Players take turns in spinning the bottle.
2. Players who are in both ends of the bottle will pick a picture card.
3. Players will describe what is in their picture cards (e.g., 1 nipa hut, 3 castles)
4. Player with the most number of houses in the picture card wins the round and keeps both cards.
5. Bottle spins again and the game continues on until all players have had a turn or more.
6. In the end, all the players count how many cards they won.
7. The teacher leads the players in comparing who has more or less cards than the others.
8. The player with the most number of cards wins the game.

4. Draw 5

Competencies:

- Name objects that begin with a particular letter of the alphabet LLKV-005
- Trace, copy, and draw familiar figures (LLKH-00-2)
- Count objects with one-to-one correspondence up to quantities of 10 (MKC-00-7)
- Trace, copy, and write the letters of the alphabet (LLKH-00-3)

Materials: sheets of bond paper with lines to make six boxes, pencils, crayons, felt pens of different colors

Procedure:

1. Each learner gets a sheet.
2. Ask the learners to think of things that they see at home that begins with the Ss sound (words in the mother tongue are most welcome)
3. Assist the learners in writing down the words on their sheets (one word per box).
4. Ask the learners to draw each object five times.

5. Safety Practice Pledge

Competencies:

- Nakikilala ang kahalagahan ng mga tuntunin: pag-iwas sa paglalagay ng maliit na bagay sa bibig, ilong, at tainga, hindi paglalaro ng posporo, maingat na paggamit ng matutulis/matatalim na bagay tulad ng kutsilyo, tinidor, gunting, maingat na pag-akyat at pagbaba sa hagdanan, pagtingin sa kaliwa't kanan bago tumawid sa daan, pananatiling kasama ng nakatatanda kung nasa sa matataong lugar (KPKPKK-lh-3)
- Nakalilikha ng iba't ibang bagay sa pamamagitan ng malayang pagguhit (SKMP-00-1)
- Express simple ideas through symbols (e.g., drawings, invented spelling) (LLKC-00-1)

Procedure:

1. Recalling what the resource speaker said, ask the learners to enumerate the safety practices that they have learned.
2. Tell them to draw (and or write) them down.
3. Stick all the pledges on a big paper.
4. Ask learners to stamp their finger print and sign their names on the big paper.
5. Discuss that these are the things that they pledge to carry out to keep their homes safe.

WORK PERIOD 2 INDEPENDENT ACTIVITIES

1. Lift the Bowl (concrete quantities of 5)

Competencies:

- Combine elements of two sets using concrete objects to represent the concept of addition (MKAT-00-3)
- Add quantities up to 10 using concrete objects (MKAT -00-8)
- Use a variety of materials and communicate strategies used to determine answers to addition and subtraction problems listened to (MKAT-00-10)

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

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

Teacher says...	Learners say...	Number combinations
"Place four sticks under the bowl."	"None and five is five." or "Zero and five is five."	0 5
"Place one stick on the bowl."	"One and four is five."	1 4
"Place one more stick on the bowl."	"Two and three is five."	2 3
"Place one more stick on the bowl."	"Three and two is five"	3 2
"Place one more stick on the bowl."	"Four and one is five"	4 1
"Place one more stick on the bowl."	"Five and zero is five" or "Five and none is five."	5 0

Note: Some learners will need to work within a small group or one-on-one with the teacher to help them focus. This will also help teachers closely monitor and assist a specific learner complete this activity. Use different counters from time to time.

2. Writing Numerals (0-5)

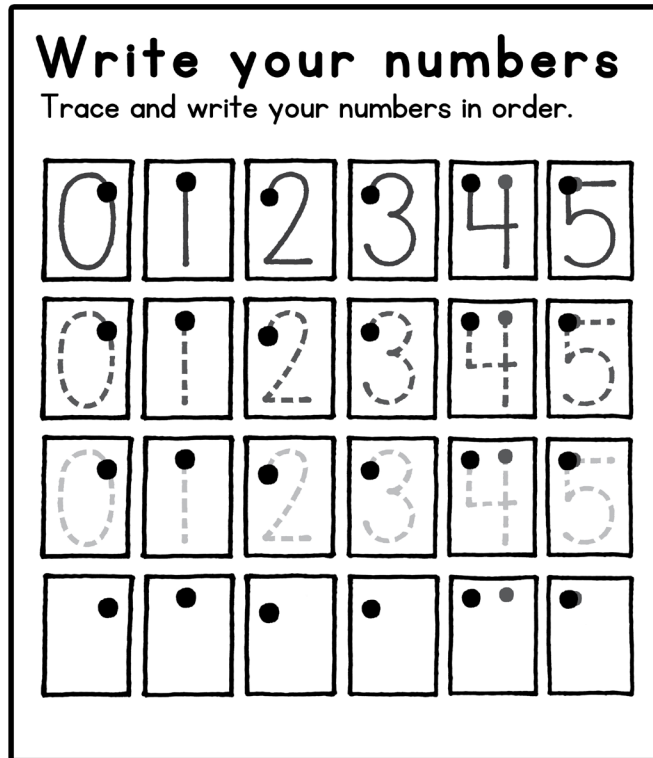
Competencies:

- Read and write numerals 0 to 10 (MKC-00-3)
- Pagbakat, pagkopya ng larawan, hugis, at titik (KPKFM-00-1.4)

Materials: pencils, writing paper with dotted numerals 0 to 5 (see sample), sand paper numerals 0 to 5

Procedure:

1. Ask the learners to trace the sandpaper numerals with their index and middle fingers together.
2. Ask the learners to say the numbers while tracing their shape with their fingers.
3. Ask the learners to identify the numerals on the writing paper randomly.
4. Ask the learners to connect the dots of the numerals 0 to 5 using the right strokes.
5. After tracing, ask the learners to write the numerals on their own.



3. Number 5 Mosaic

Competencies:

- Recognize and identify numerals 0 to 10 (MKC-00-2)
- pagpilas/paggupit/pagdikit ng papel (KPKFM-00-1.3)
- Nakapupunit, nakagugupit at nakapagdidikit sa paggawa ng collage (SKMP-00-7)

Materials: bond paper, felt tip pens, medium sized cut out paper of different colors, glue

Procedure:

1. Learners write or trace a big numeral 5 on their sheets of paper.
2. Learners paste cut out colored papers on the outline. They may use only one color or as many colors as they wish.

4. Number Concentration (0 to 5)

Competencies:

- Count objects with one-to-one correspondence up to quantities of 10 (4) (MKC-00-7)
- Match numerals to a set of concrete objects from 0 to 10 (MKC-00-4)
- Nakapaghihintay ng kanyang pagkakataon (KAKPS-00-12)

Materials: a set of number cards from 0 to 5, a set of picture cards of different items in the house with quantities from 0 to 5

Procedure:

1. All the picture cards are laid out face down on the table/floor.
2. Players decide who gets to play first.
3. Player turns two cards face up.
4. If the cards match each other (e.g. numeral 4 and 4 objects on the picture card), the player keeps the cards.
5. Players continue to take turns to play.
6. Player with the most cards wins.

ORIGINAL STORY

Ang Mahiwagang Bilin ni Nanay

ni Robert P. Macalindong

Si Susan ay batang limang taong gulang, masayahin at maraming kaibigan. Simple man ang buhay nila, ang batang si Susan ay laging masaya kasama ang kaniyang pamilya sa isang bahay na yari sa sasa.

Isang araw, nakita siya sa bintana ng kaniyang kaibigang si Sara. “Susan, halika maglaro tayo ng luto-lutuan doon sa likod ng bahay namin,” ang aya ni Sara. Agad na sumama si Susan kay Sara dahil paborito niya ang larong luto-lutuan. Umalis siya ng bahay na hindi nagpaalam sa kaniyang mga magulang. Dali-daling naglakad ang dalawa hanggang sa nakarating sila sa bahay ni Sara. Pumasok si Sara sa loob ng kanilang upang kumuha ng kandila at posporo.

“Halika na, Susan. Magluto-lutuan na tayo!” ang masiglang sabi ni Sara. Nang akma ng sisindihan ni Sara ang kandila ay napasigaw si Susan.

“Huwag, Sara! Baka masunog natin ang inyong bakuran pati na rin ang inyong bahay. Alam mo ba na laging bilin sa akin ni Nanay na huwag na huwag daw akong maglalaro ng posporo at kandila. Baka magkasunog!”

“Tama ka, Susan. Sige, ibang laro na lang ang gawin natin,” ang sabi ni Sara.

INDOOR/OUTDOOR GAMES

1. Bagyo! Bagyo! Sisilong ako!

Competencies:

- Nakasasali sa mga laro, o anumang pisikal na gawain at iba't-ibang paraan ng pageehersisyo (KPKPF-00-1)
- Nagagamit ang mga kilos lokomotor at di-lokomotor sa paglalaro, pageehersisyo, pagsasayaw (KPKGM-Ig-3)
- Naipapakita ang pagpapahalaga sa maayos na pakikipaglaro: pagiging mahinahon, pagsang –ayon sa pasiya ng nakararami/reperi, pagtanggap ng pagkatalo nang maluwag sa kalooban, pagtanggap ng pagkapanalo nang may kababaang loob (KAKPS-00-19)

Materials: none

Procedure:

1. Ask the learners to group themselves into three. In each group, two players will act as the “house” by holding hands and raising them up to make a ‘roof.’ One player will stay inside the ‘house.’
2. Call on a volunteer to be the ‘It.’ Let the ‘It’ practice saying in a loud voice, “Bagyo, bagyo! Sisilong ako!” (or its equivalent in the learners’ mother tongue)
3. When the ‘It’ shouts, “Bagyo, bagyo, sisilong ako!” the ‘houses’ open to let the players out and enter another ‘house.’ The ‘It’ also enters a ‘house.’
4. The player who is not able to enter a ‘house’ is the next ‘It.’

2. Larong Piko or Hopscotch

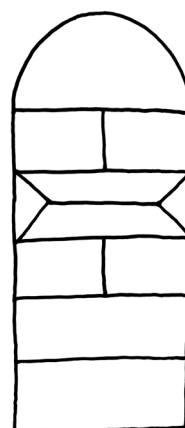
Competencies:

- Nagagamit ang mga kilos lokomotor at di-lokomotor sa paglalaro, pag eehersisyo, pagsasayaw (KPKGM-Ig-3)
- Naipakikita ang panimbang sa pagsasagawa ng ibat-ibang kilos ng katawan, gaya ng paglukso-luksong pahalinhinan ang mga paa (skipping), pagtulay nang di natutumba sa tuwid na guhit, pag-akyat at pagbaba sa hagdanan (KPKGM-00-4)
- Identify the 1st, 2nd, 3rd, up to 10th object in a given set (MKC-00-11)
- Nakapaghihintay ng kanyang pagkakataon (KAKPS-00-12)

Materials: chalk, pucks or pamato

Procedure:

1. Divide learners into groups of 3 or 4.
2. Let the learners make or choose their pucks (pamato).
3. Draw a ‘house’ on the ground for each group of learners.
4. Learners decide who goes first, second, and last to play the game.
5. The teacher demonstrates how to play ‘piko.’



3. Charades

Competencies:

- Nakasasali sa mga laro, o anumang pisikal na gawain at iba't ibang paraan ng pageehersisyo (KPKPF-00-1)
- Naipakikita ang pagpapahalaga sa maayos na pakikipaglaro (KAKPS-00-19)
- Demonstrate movements using different body parts (PNEKBS-lc-3)
- Nakapaghihintay ng kanyang pagkakataon (KAKPS-00-12)

Materials: none

Procedure:

1. Learners identify the different areas in the house (living room, kitchen, dining room, toilet and bathroom, bedroom).
2. Learners are given a chance to think of activities done in each area in the house.
3. Learners take turns in demonstrating an activity for the other learners to guess.
4. The player who guesses what the action is correctly has to say in which area of the house that action is done.
5. Let all the learners have a turn in doing a charade.

4. Build a House Relay

Competencies:

- Naipapakita ang pagpapahalaga sa maayos na pakikipaglaro: pagiging mahinahon, pagsang –ayon sa pasiya ng nakararami/reperi, pagtanggap ng pagkatalo nang maluwag sa kalooban, pagtanggap ng pagkapanalo nang may kababaang loob (KAKPS-00-19)
- Nagagamit ang mga kilos lokomotor at di-lokomotor sa paglalaro, pag eehersisyo, pagsasayaw (KPKGM-lg-3)
- Pagbuo ng puzzles (KPKFM-00-1.5)

Materials: 2 sets of 5 large cardboard parts of the house (roof, main frame, door, windows) as puzzle pieces, masking tape, wall or board

Procedure:

1. Divide the learners into groups of 5 members each.
2. Show the learners the puzzle pieces and ask them to say what parts of the house they are.
3. Tell the learners that each team will have a chance to form a house with the puzzle pieces.
4. Let two teams prepare to go first.
5. Let each team member choose a part of the house.
6. When the teacher says go, a player runs to the wall or board to paste the house part he/she is holding.
7. The next players paste the house part he/she is holding until the house is 'built.'
8. The first team to 'build' the house wins.
9. The next set of teams play next until all teams have had their turn to play.

5. Thumbs Up! Thumbs Down!

Competencies:

- Nakikilala ang kahalagahan ng mga tuntunin: pag-iwas sa paglalagay ng maliit na bagay sa bibig, ilong, at tainga, hindi paglalaro ng posporo, maingat na paggamit ng matutulis/matatalim na bagay tulad ng kutsilyo, tinidor, gunting, maingat na pag-akyat at pagbaba sa hagdanan (KPKPKK-Ih-3)
- Expresses thoughts, feelings, fears, ideas, wishes, and dreams (LLKOL-Ig-9)
- Talk about the details of an object/picture (LLKOL-Id-4)

Materials: pictures that show safe and unsafe practices at home (those used in the Safe or Unsafe? activity in Work Period 1)

Procedure:

1. The teacher lets the learners practice making the thumbs up and thumbs down sign.
2. The teacher tells the learners that she will show them some pictures, and when the picture shows a safety practice at home, they will make the thumbs up sign. If the picture shows an unsafe practice at home, the learners are to make the thumbs down sign.
3. The teacher asks the learners to say why they did the thumbs up or thumbs down sign.

SONGS, POEMS, AND RHYMES

Bahay Kubo (Tagalog folksong)

**may be sung in the learners' mother tongue*

Bahay kubo kahit munti
Ang halaman doon ay sari-sari
Singkamas at talong, sigarilyas at mani, sitaw, bawat, patani
Kundol, patola, upo't kalabasa
At saka mayroon pang labanos, mustasa
Sibuyas, kamatis, bawang, at luya
Sa paligid ligid ay puno ng linga.

WEEK 15
Content Focus: **My family provides my food.**

Blocks of Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Arrival Time (10 min)	Arrival routine				
Meeting Time 1 (10 min)	Meeting time routine Review of concepts learned the previous week/day Introduction of message for the day by asking the guide questions below				
MESSAGE	My family eats food that comes from different sources.	There are nutritious kinds of food.	There are certain kinds of food that I should not eat much of.	There are many ways to prepare food at home.	There are many ways to prepare food at home.
QUESTION/S	What is your favorite food? Do you know where your food comes from?	Are all kinds of food good for the body/nutritious? What kinds of food are good for the body/nutritious?	Are all kinds of food good for the body/nutritious? What are the food that we should not eat much of?	What are the ways to prepare food at home without cooking?	What are the ways we cook food at home?
Transition to Work Period 1	<i>The teacher gives instructions on how to do the independent activities, answers any questions, and tells the learners to join their group and do the assigned tasks.</i>				
Work Period 1 (40 mins)					
Teacher-Supervised Activity	Food source collage Introduce letter Bb	Super food	Collage of food that my family should not eat much of	Stuffed fruit mobile	Food preparation with an invited parent.
Learning Checkpoints	✓ <i>Sort food according to their sources correctly</i>	✓ <i>Name and identify super food</i>	✓ <i>Identify the kinds of food that we should not eat much of</i>	✓ <i>Follow instructions</i>	
Independent Activities	1. Mini-poster: My family's favorite food 2. Dramatic play 3. Target Letter: Bb 4. Letter Mosaic : Bb				
Learning Checkpoints	✓ <i>Identify and make the sound of the letter Bb correctly</i> ✓ <i>Represent the letter Bb in creative ways</i> ✓ <i>Act out food preparation and eating activities during dramatic play</i> ✓ <i>Represent their favorite food</i>				
Transition to Meeting Time 2	<i>The teacher reminds the learners about the time left in Work Period Time 1 around 15 minutes before Meeting Time 2. After 10 minutes, the teacher tells the learners to start packing away the materials they used and be ready for Meeting Time 2. A transition song or a countdown may be used.</i>				

Blocks of Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Meeting Time 2 (10 min)	The learners talk about the different sources of food as shown in their food sorting collage.	The teacher talks about super food and emphasizes those found in the local community.	The learners talk about the collage.	Fruit salad preparation with an invited parent	
QUESTIONS/ACTIVITY	What kinds of food come from plants? What kinds of food come from animals?	What are some examples of super food?	What are the kinds of food that we should eat? What are the kinds of food that we should not eat much of? Why?	How is fruit salad prepared? (Show pictures of the steps) Arrange the pictures of the steps in making the fruit salad in the correct order.	
Transition to Recess	<i>The teacher commends the learners for the work they did in Work Period Time 1 and tells them to prepare for recess time by washing their hands. Encourage sharing especially if not all children have food.</i>				
Recess (15 min)					
Transition to Quiet Time	<i>The teacher reminds the children to pack away the things they used in recess time, clean up their eating area, throw their trash in the trash bin, wash their hands, brush their teeth, change their wet clothes, and have their Quiet Time.</i>				
Quiet Time (10 min)					
Transition to Story Time	<i>While singing a transition song, the teacher “wakes” the learners up and tells them that it’s time to listen to a story. When the learners are ready, the teacher proceeds with the pre-reading activities and makes sure that the learners are listening attentively.</i>				
Story Time (20 min)	Theme: Any age and culturally appropriate story book about sources of food.	Theme: Any age and culturally appropriate story book about nutritious kinds of food.	Theme: Any age and culturally appropriate story book about the kinds of food that I should not eat much of.	Theme: Any age and culturally appropriate story book about food preparation at home (no cook).	Theme: Any age and culturally appropriate story book about food preparation at home (cooked - steamed, fried, grilled, boiled, etc.).
Pre-Reading	Define difficult words. Motivation question: <i>What is your favorite food?</i>	Define difficult words. Motivation question: <i>Can you tell me what kinds of food are</i>	Define difficult words. Motivation question: <i>What is junk food?</i>	Define difficult words. Motivation question: <i>How is food prepared in your home?</i>	Define difficult words. Motivation question: <i>How is food prepared in your home?</i>

Blocks of Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	<i>Motive question: Do you know where your food comes from?</i>	<i>nutritious/good for our health?</i> <i>Motive question: What are the nutritious kinds of food in the story?</i>	<i>Motive question: What kinds of food are considered junk food in the story?</i>	<i>Motive question: How is food prepared in the story?</i>	<i>Motive question: How is food prepared in the story?</i>
During Reading	Ask comprehension questions.				
Post-Reading	<i>Where does food come from?</i>	<i>Can you name the nutritious kinds of food in the story?</i> <i>Which of those nutritious kinds of food do you eat?</i>	<i>What kinds of food should we not eat much of?</i>	<i>How is food prepared in the story?</i> <i>Is your food prepared that way in your home?</i>	<i>How is food prepared in the story?</i> <i>What is favorite way of cooking food?</i>
Transition to Work Period 2	After the post-reading activities, the teacher gives instructions regarding the teacher-supervised and independent activities, answers any questions, and tells the learners to join their group and do the assigned tasks.				
Work Period 2 (40 min)					
Teacher-Supervised Activity	Farm to Table Food Match	My Book of 5 Nutritious Food	Trip to the school canteen or nearby food store	5 Fruit Kebab or Fruit BBQ	How to make _____ (recipe book)
Learning Checkpoints	✓ <i>Connect the food from its source correctly</i>	✓ <i>Name and draw 5 nutritious food</i>	✓ <i>Say which food sold in the school canteen or local food store should be eaten moderately</i>	✓ <i>Describe the step by step procedure in making fruit salad</i>	✓ <i>Sequence the food preparation activity correctly</i>
Independent Activities	<ol style="list-style-type: none"> 1. Number concentration (0-5) 2. Play dough numerals 3. Lacing of five fruits 4. Dramatic play 				
Learning Checkpoints	<ul style="list-style-type: none"> ✓ <i>Identify the numerals 0 to 5 correctly</i> ✓ <i>Match the numerals 0 to 5 with their corresponding quantities</i> ✓ <i>Represent the numeral 5 correctly</i> 				

Blocks of Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Transition to Indoor/Outdoor Games	<i>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.</i>				
Indoor/Outdoor Games (20 min)	Banana Bread	"The Coconut Nut" by: Ryan Cayabyab	Pass the Egg	Fruit Basket Relay	Dramatic Play: Lutu-lutuan
Learning Checkpoints	✓ <i>Play the game according to instructions</i>	✓ <i>Sing the song with their own actions</i>	✓ <i>Show how to pass the 'egg' over and under</i>	✓ <i>Play the game according to instructions</i>	✓ <i>Show how to prepare food in a dramatic play activity</i>
Transition to Meeting Time 3	<i>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 in Meeting Time 3. A transition song or countdown may be used.</i>				
Meeting Time 3 (5 min)	The learners talk about the different sources of food	The learners identify the super food items.	The learners talk about the food items they saw in their visit to the school canteen or the local food store	The learners talk about how to make fruit salad.	The learners talk about how the invited parent prepared food in class.
Wrap-Up Questions / Activity	<i>The teacher checks if the learners can say that there are kinds of food that come from animals, and there are kinds of food that come from plants.</i>	<i>The teacher checks if the learners can identify the super food from other nutritious food. The learners are reminded about the trip to the school canteen or local food store tomorrow.</i>	<i>The teacher checks if the learners can say what kinds of food their family should not eat much of.</i>	<i>The teacher takes note if the learners can name the fruits they used and the procedure they followed in making fruit salad.</i>	<i>The teacher takes note if the learners can describe their food preparation activity.</i>
		Remind the learners and their parents about the trip to the school canteen or local food store tomorrow.	Remind the learners to bring the fruit assigned to them for the fruit salad preparation with an invited parent tomorrow.	Remind the learners that a parent will come to conduct a cooking activity in the class.	
DISMISSAL ROUTINE					

WEEK 15

Content Focus: **My family provides my food.**

WORK PERIOD 1 TEACHER SUPERVISED ACTIVITIES

1. Food Source Collage

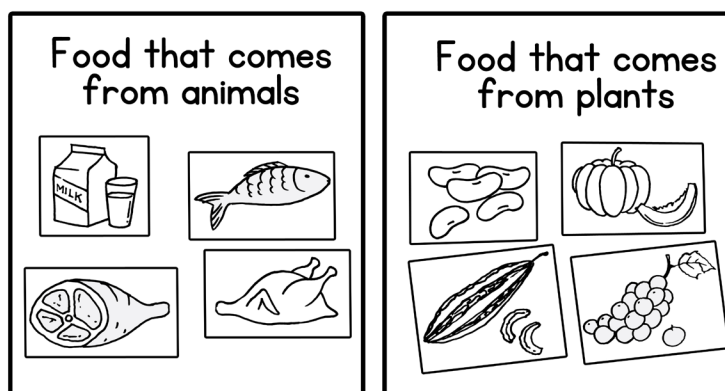
Competencies:

- Sort and classify objects according to one attribute/property (shape, color, size, function/use) (MKSC-00-6)
- Pagpilas, paggupit, pagdikit ng papel (KPKFM-00-1.3)
- Trace, copy, and write the letters of the alphabet (LLKH-00-3)
- Identify one's basic needs and ways to care for one's body (PNEKBS-li-8)

Materials: old newspapers and magazines or drawings of food from plant and animal source, scissors, glue, two sheets of Manila paper

Procedure:

1. Cut out pictures of food items.
2. Ask the learners to say whether the food comes from a plant source or an animal source.
3. Ask the learners to paste the cut out picture on the corresponding manila paper (one manila paper is "Food that comes from plants" and the other manila paper is labelled "Food that comes from animals.")
4. Assist the learners in writing down the name of food that comes from animals and food that comes from plants.



2. Super food

Competencies:

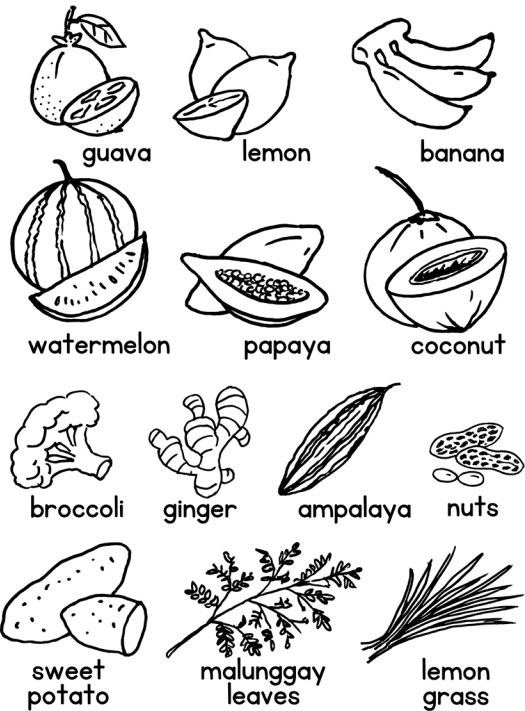
- Identify one's basic needs and ways to care for one's body (PNEKBS-li-8)
- Talk about the details of food LLKOL-ld-4
- Talk about one's personal experiences (LLKOL-lg-3)

- Nakalilikha ng iba't ibang bagay sa pamamagitan ng malayang pagguhit (SKMP-00-1)

Materials: pictures of super food (see examples), felt tip pens, bond paper

Procedure:

1. Show the learners pictures of super food and asks them to say their names.
2. Introduce the concept of super food (highly nutritious food that helps prevent cancer and other diseases)
3. Ask the learners to say the source of super food (plants).
4. Ask the learners to draw the super food that they eat.
5. Encourage the learners to eat more super food.



3. Collage of food that I should not eat much of

Competencies:

- Identify one's basic needs and ways to care for one's body (PNEKBS-li-8)
- Nakapupunit, nakagugupit at nakapagdikit sa paggawa ng collage (SKMP-00-7)
- Talk about the pictures (LLKBPA-00-4)
- Group objects that are alike (MKSC-00-5)

Materials: old newspapers and magazines or drawings of unhealthy food, scissors, glue, Manila paper

Procedure:

1. Cut out pictures of food.
2. Let the learners talk about the food and ask them to say if the food is good for the health or not and why.
3. Ask the learners to paste the food on the manila paper labeled "Food that I should not eat much of."
4. Remind the learners to avoid eating too much sweets and processed food.

4. Stuffed Fruit Mobiles

Competencies:

- Name common plants (PNEKP-IIa-7)
- Talk about the details of food LLKOL-Id-4
- Nakagagawa ng modelo ng mga pangkaraniwang bagay sa paligid (SKMP-00-3)
- Pagpilas, paggupit, pagdikit ng papel (KPKFM-00-1.3)

Materials: 1ft x 1ft outline of different fruit shapes on sturdy paper (suggestions: mango, banana, coconut, watermelon, guyabano, mangosteen, other super food), scissors, old newspapers or scratch paper for stuffing, stapler, staple wires, crayons

Procedure:

1. Learners identify the different fruit shapes and choose the one they like to work on.
2. Learners color the fruit outline correctly (green or yellow for mango, green for coconut), back to back
3. Learners cut along the outline of the paper, making sure that there is a margin for the staples.
4. The teacher seals 2/3 of the sides of the fruit shape outline using a stapler.
5. Learners crumple newspapers or scratch paper and stuff them inside the fruit shape.
6. The teacher seals the fruit shape completely and helps the learners write their name on their fruit.
7. The teacher attaches a string to the fruits and hang them around the classroom as fruit mobiles.

WORK PERIOD 1 INDEPENDENT ACTIVITIES

1. My Family's Favorite Food Poster

Competencies:

- Talk about likes/dislikes (food) (LLKOL-1c-15)
- Trace, copy, and write the letters of the alphabet (LLKH-00-3)
- Trace, copy, and draw familiar figures (LLKH-00-2)

Materials: ¼ cartolina sheet for each learner, colored pens, crayons

Procedure:

1. Learners draw the favorite food of their family members
2. The teacher assists the learners in labelling their drawings and in writing "My Family's Favorite Food" and their name.

2. Target Letter: Bb

Competencies:

- Identify the letters of the alphabet (mother tongue, orthography) LLKAK-1h-3
- Trace, copy, and write the letters of the alphabet (LLKH-00-3)

Materials: sheets of paper with different dotted letters in upper and lower case, colored pens, pencils

Procedure:

1. Each learner gets a sheet of paper filled with different dotted letters in upper and lower case.
2. Learners look for and trace the upper case and lower case letter Bb that they find.

3. Letter Bb Mosaic

Competencies:

- Identify the letters of the alphabet (mother tongue, orthography) (LLKAK-Ih-3)
- Give the sound of each letter (mother tongue, orthography) (LLKAK-Ih-7)
- Nakagugupit at nakakapagdidikit ng iba't-ibang hugis na may iba't-ibang tekstura (SKMP-00-4)

Materials: cut out colored papers for pasting, glue, outline of letter Bb

Procedure:

1. Learners take a sheet with the outline of letter Bb
2. Learners fill the letter outline with colored papers.
3. Learners say the sound of the letter Bb while pasting,

4. Dramatic Play

Competencies:

- Nakikipaglaro sa dalawa o tatlong bata gamit ang isang laruan (SEKPN-Ig-2)
- Naikukuwento ang mga ginagawa ng pamilya nang sama sama (KMKPPam-00-6)
- Participate active in a dialog or conversation of familiar topics (LLKOL-00-10)

Materials: dramatic play areas (food store, restaurant (bahay-bahayan with age-appropriate toys to represent a kitchen and a dining area and other props)

Procedure:

1. The teacher encourages the learners to play in the dramatic play area cooperatively.
2. Learners assign roles and proceed with their dramatic play.

WORK PERIOD 2 TEACHER SUPERVISED ACTIVITIES

1. Farm to table match

Competencies:

- Identify and describe how animals can be useful (PNEKA-III g-7)
- Identify and describe how plants can be useful (PNEKP-III f-4)
- Sort and classify objects according to one attribute/property (MKSC-00-6)

Materials: actual samples or pictures of food from plant and animal source, pictures of plants and animals where the food came from (chicken, pig, cacao, pineapple, cow, potatoes, tuna fish)

Procedure:

1. The learners identify the pictures.
2. The learners match the picture of the food with the picture of its source.
3. The learners sort and classify which food came from animal sources and which came from plant sources.

2. My Book of 5 Nutritious Food

Competencies:

- Talk about likes/dislikes (food) (LLKOL-Ic-15)
- Identify one's basic needs and ways to care for one's body (PNEKBS-li-9)
- Nakalilikha ng iba't ibang bagay sa pamamagitan ng malayang pagguhit (SKMP-00-1)

Materials: sheets of paper, colored pens, crayons, stapler

Procedure:

1. Ask the learners to get five sheets of paper.
2. Ask the learners to draw nutritious food on each sheet of paper.
3. Assist the learners in labelling their drawings.
4. Gather the drawings and staple them together with a cover page.
5. Assist the learners in writing, "My Book of 5 Nutritious Food" and their name on the cover.

3. Trip to the school canteen or nearby food store

Competencies:

- Nakikilala ang mga tauhan ng paaralan at ang tungkulin nilang ginagampanan (KMKPAara-00-2)
- Natutukoy ang iba't ibang lugar sa komunidad (KMKPKom-00-3)
- Identify one's basic needs and ways to care for one's body (PNEKBS-li-9)

Materials: none

Procedure:

1. The teacher discusses the rules of the field trip to ensure safety of the learners.
2. The teacher, learners, and parent chaperones visit the school canteen or nearby local food store to see the different food that are being sold there.
3. After the activity, the teacher and learners talk about which food in the school canteen or local food store should be eaten moderately and why.

4. Fruit Salad Preparation Recipe Book

Competencies:

- Talk about one's personal experiences/events of the day (LLKOL-Ig-3)
- Identify sequence of events (before, after, first, next, last) (MKSC-00-9)

Materials: sheets of paper, colored pens, pencils, crayons, stapler

Procedure:

1. The learners talk about their fruit salad preparation experience.
2. The teacher asks the learners to draw the fruits and the other ingredients that they used.
3. The teacher asks the learners to describe the steps in preparing fruit salad. The teacher takes dictation to write down the steps on paper.

4. The learners draw each step.
5. The teacher gathers the learners' drawings and staple them together with a cover page to make a recipe book.
6. The teacher assists the learners in writing "How to Prepare Fruit Salad" and their name on the cover.

Variation: If resources permit, actual fruit salad can be made with the learners.

5. How to make _____ (Recipe book)

Competencies, materials, and procedure are the same as the Fruit Salad Preparation Recipe Book activity.

Variation: If resources permit, actual fruit salad can be made with the learners.

WORK PERIOD 2 INDEPENDENT ACTIVITIES

1. Dramatic Play

Competencies:

- Nakikipaglaro sa dalawa o tatlong bata gamit ang isang laruan (SEKPKN-Ig-2)
- Naikukuwento ang mga ginagawa ng pamilya nang sama sama (KMKPPam-00-6)
- Participate active in a dialog or conversation of familiar topics (LLKOL-00-10)

Materials: dramatic play areas (food store, restaurant (bahay-bahayan with age-appropriate toys to represent a kitchen and a dining area and other props)

Procedure:

1. The teacher encourages the learners to play in the dramatic play area cooperatively.
2. Learners assign roles and proceed with their dramatic play.

2. Playdough Numerals (0-5)

Competencies:

- Recognize and identify numerals 0 to 10 (MKC-00-2)
- Match numerals to a set of concrete objects from 0 to 10 (MKC-00-4)
- Nakapagmomolde ng luwad (clay) sa nais na anyo (SKMP-00-6)

Material: playdough

Procedure:

1. Give each learner a medium-sized ball of play dough.
2. Let them form the numerals 1, 2, 3, 4, and 5.
3. Ask each learner to create the number of objects for each numeral. (Example: 1 ball for numeral 1, 2 hearts for numeral 2, and so on)

3. Number Concentration (0 to 5)

Competencies:

- Count objects with one-to-one correspondence up to quantities of 10 (4) (MKC-00-7)
- Match numerals to a set of concrete objects from 0 to 10 (MKC-00-4)
- Nakapaghihintay ng kanyang pagkakataon (KAKPS-00-12)

Materials: set of number cards from 0 to 5, a set of picture cards of different kinds of food from 0 to 5

Procedure:

1. All the picture cards are laid out face down on the table/floor.
2. Players decide who gets to play first.
3. Player turns two cards face up.
4. If the cards match each other (e.g., numeral 5 and 5 objects on the picture card), the player keeps the cards.
5. Players continue to take turns to play.
6. Player with the most cards wins.

4. Five Fruits Kebab or Fruit BBQ

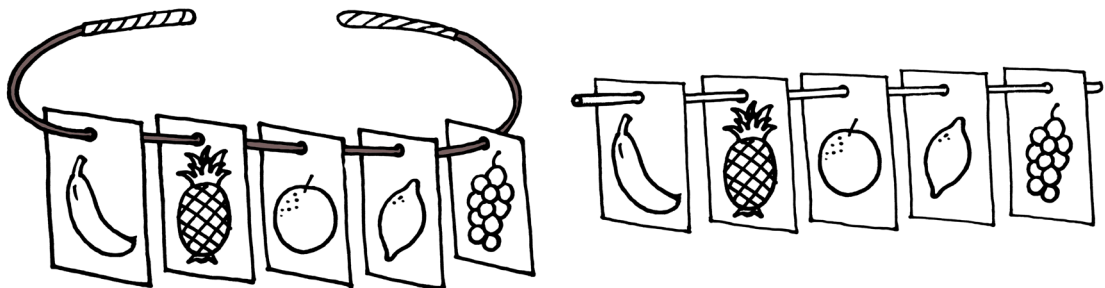
Competencies:

- Nakagagawa ng modelo ng mga pangkaraniwang bagay sa paligid (SKMP-00-3)
- Complete patterns (MKSC-00-19)

Materials: fruit pictures mounted on cardboard, yarn or stick, masking tape

Procedure:

1. Make individual fruit pictures mounted on cardboard or printed on construction paper.
2. Punch one hole on the edges of the fruit picture.
3. Wrap the end of the string/yarn with masking tape so that the learners can hold it easily, or use clean and splinter free stick
4. Have learners choose 5 fruits to put in the kebab; repeat it as how it was done previously.
5. Have learners discover and continue the pattern that they have made.
6. They can create more patterns of their choice.



INDOOR/OUTDOOR GAMES

1. Banana Bread

Note: The words “banana” and “bread” may be replaced by other names of nutritious food.

Competencies:

- Nagagamit ang mga kilos lokomotor at di-lokomotor sa paglalaro, pageehersisyo, pagsasayaw (KPKGM-Ig-3)
- Nakapaghihintay ng kanyang pagkakataon (KAKPS-00-12)

Procedure:

1. Learners form a circle and sit on the floor.
2. The “It” will go around to gently tap the shoulders of the other players. The It says “banana” for every shoulder he/she taps.
3. When the It taps the shoulder of the next player he/she wants to be It, It says “bread!”
4. The player tapped ‘bread’ will stand up and run after the It.
5. The players run around the circle once and the ‘It’ sits down to join the other players in the circle.
6. The new It will continue to play the game.
7. Repeat until all the learners have had a chance to be ‘It.’

2. Title: “The Coconut Nut” by Ryan Cayabyab

Competencies:

- Naisasagawa ang paggalaw/pagkilos ng iba’t ibang bahagi ng katawan sa saliw ng awitin nang may kasiyahan KPKGM-Ia-1
- Nakagagalaw, nakasasabay, nakaiindak at nakasasayaw sa himig na napapakinggan (SKMP-00-9)
- Naipakikita ang kawilihan nang may sariling interpretasyon sa himig/tugtuging napapakinggan SKMP-0010

Material: music or video of the song “The Coconut Nut” by Ryan Cayabyab

Procedure:

1. The learners listen to the song to be familiar with the lyrics and know what the song is about.
2. The learners create their own movement to the song.
3. The learners dance to the song together with simple choreography.

3. Pass the Egg

Competencies:

- Naipakikita ang pagpapahalaga sa maayos na pakikipaglaro (KAKPS-00-19)
- Arrange objects (themselves) one after another in a series/sequence according to height (MKSC-00-10)

- Identify the positions of the objects using “over” and “under” (MKSC-00-12)
- Nagagamit ang mga kilos lokomotor at di-lokomotor sa paglalaro, pageehersisyo, pagsasayaw (KPKGM-Ig-3)
- Nakapaghihintay ng kanyang pagkakataon (KAKPS-00-12)

Materials: two medium sized rubber balls

Procedure:

1. Let the learners form two groups and stand on their line from the shortest to the tallest.
2. The player in front of the line will hold the egg (rubber ball).
3. Tell the players that the objective of the game is to pass the egg (ball) backwards until it reaches the end of the line without dropping it, lest it ‘breaks.’
4. Demonstrate how it is to pass the ball “over” the head and “under” between the legs.
5. Let the learners practice passing the ball over and under first about two times.
6. Tell the learners that the last person to receive the egg (ball) must run in front and pass the egg (ball) over.
7. Begin the game. If the learners find it difficult to pass the egg (ball) over and under, have them all pass the egg (ball) over their heads only or under between the legs only.

4. Fruits in a basket relay

Competencies:

- Naipakikita ang pagpapahalaga sa maayos na pakikipaglaro (KAKPS-00-19)
- Nagagamit ang mga kilos lokomotor at di-lokomotor sa paglalaro, pageehersisyo, pagsasayaw (KPKGM-Ig-3)
- Nakapaghihintay ng kanyang pagkakataon (KAKPS-00-12)

Materials: pieces of plastic or real fruit (one for each learner), 2 baskets, 2 plastic trays

Procedure:

1. Divide the learners into two teams and have them make two lines.
2. Each line will face a chair about 3 meters away with a tray of fruits (one fruit for every team member). Have the learners identify and count the fruits on the trays.
3. Each team will be given a basket.
4. The first player on the line will run to the fruit tray, get a piece of plastic fruit, go around the chair and run back to his/her team.
5. The first player passes the basket on to the next player, and go to the end of the line.
6. The first team to get all the fruits from the tray wins.

4. Lutu-lutuan

Competencies:

- Talk about one’s personal experiences (LLKOL-Ig-3)
- Nakikipaglaro sa dalawa o tatlong bata gamit ang isang laruan SEKPKN-Ig-2

Materials: dramatic play areas (restaurant, dining room, kitchen with age-appropriate toys for cooking and eating), playdough, plastic food items

Procedure:

1. Let the learners play “lutu-lutuan” in the dramatic play areas.
2. Encourage the learners to “prepare food” using the plastic food items and play dough.
3. Introduce proper:”cooking vocabulary words.”

SONGS, POEMS, AND RHYMES

“The Coconut Nut” by Ryan Cayabyab

The coconut nut is a giant nut
If you eat too much you’ll get very fat
Now, the coconut nut is a big, big nut
But this delicious nut is not a nut

It’s a coco fruit (it’s a coco fruit)
From the coco tree (from the coco tree)
From the coco palm family

There are so many uses of the coconut tree
You can build a house for your family
All you need is to find a coconut man
If he cuts the tree, he gets the fruit free

It’s a coco fruit (it’s a coco fruit)
From the coco tree (from the coco tree)
From the coco palm family

The coconut bark for the kitchen floor
If you save some of it, you can build the door
Now, the coconut trunk, do not throw this junk
If you save some of it, you’ll have the second floor

The coconut wood is very good
It can stand 20 years if you create wood
Now, the coconut fruit, to tell you the truth
You can throw it or use it as firewood

The coconut leaves could shade it gives
For the roof, for the walls up against the eaves
Now, the coconut fruit, say my relatives
Make good cannonballs up against the eaves

It’s the coco fruit (it’s the coco fruit)
Of the coco tree (of the coco tree)
From the coco palm family

WEEK 16

Content Focus: **My family provides my clothing needs.**

Blocks of Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Arrival Time (10 min)	Arrival routine				
Meeting Time 1 (10 min)	Meeting time routine Review of concepts learned the previous week/day Introduction of message for the day by asking the guide questions below				
MESSAGE	My family provides my clothes that protect my body.	I wear clothes in different weather conditions and occasions.	There are people who make our clothes and other items of clothing.	Filipino families have traditional clothes.	I can take care of my clothes.
QUESTION/S	What are you wearing today? Who gave you your clothes? Aside from clothes, what are the other items of clothing? Why do we need to wear clothes?	What clothes do you wear when it's sunny? cloudy? rainy? windy? stormy? What clothes do you wear in different occasions?	Who makes our clothes? Who makes other items of clothing?	What are the traditional clothes of the Filipinos in different regions of the country?	How can we take care of our clothes?
Transition to Work Period 1	<i>The teacher gives instructions on how to do the independent activities, answers any questions, and tells the learners to join their group and do the assigned tasks.</i>				
Work Period 1 (40 mins)					
Teacher-Supervised Activity	Stick Puppet: Different Types and Items of Clothing Introduce letter Cc	Clothes for Different Weather Conditions	Clothing Riddles	Traditional Filipino Clothes	Laundry Day
Learning Checkpoints	✓ Represent different types and items of clothing using stick puppets	✓ Identify proper clothing in different weather conditions and occasions	✓ Guess the riddles about clothes	✓ Recognize traditional Filipino clothes	✓ Show how to wash and fold small items of clothing

Blocks of Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Independent Activities	1. Clothes Memory Game 2. Lacing Cards 3. Dress Up Play 4. Dressing Frames				
Learning Checkpoints	<ul style="list-style-type: none"> ✓ Identify and match pictures of clothing ✓ Complete a pattern ✓ Talk about activities of family members ✓ Manipulate dressing frames properly 				
Transition to Meeting Time 2	<i>The teacher reminds the learners about the time left in Work Period Time 1 around 15 minutes before Meeting Time 2. After 10 minutes, the teacher tells the learners to start packing away the materials they used and be ready for Meeting Time 2. A transition song or a countdown may be used.</i>				
Meeting Time 2 (10 min)	The learners sing the Clothing Pokey with the stick puppets (to the tune of The Hokey Pokey Song) and with actions; and/or "Hat, Sweater, Pants, and Shoes" by Morrison	The learners learn to recite nursery rhymes about clothes - C is for Cobbler A Funny Clown Do I Look Mad? Tailor, Tailor	The teacher tells the learners about famous Filipino clothing designers and guides the learners in group discussion	The learners sing "Paruparong Bukid" or any local song about clothing. Talk about what the lyrics mean and show pictures as appropriate.	The learners talk about their laundry day experience.
QUESTIONS/ ACTIVITY		Aside from clothes, what are the other items of clothing? (shoes, socks, bags, belts, caps, hats, sunglasses, headband, hair clips, etc) On what part of your body do you wear them?			Who washes your clothes at home? How can you help keep your clothes clean?
Transition to Recess	<i>The teacher commends the learners for the work they did in Work Period Time 1 and tells them to prepare for recess time by washing their hands. Encourage sharing especially if not all children have food.</i>				
Recess (15 min)					

Blocks of Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Transition to Quiet Time	<i>The teacher reminds the children to pack away the things they used in recess time, clean up their eating area, throw their trash in the trash bin, wash their hands, brush their teeth, change their wet clothes, and have their Quiet Time.</i>				
Quiet Time (10 min)					
Transition to Story Time	<i>While singing a transition song, the teacher “wakes” the learners up and tells them that it’s time to listen to a story. When the learners are ready, the teacher proceeds with the pre-reading activities and makes sure that the learners are listening attentively.</i>				
Story Time (20 min)	Theme: Any age and culturally appropriate story about items of clothing.	Theme: Any age and culturally appropriate story about proper clothing in different weather conditions and occasions.	Theme: Any age and culturally appropriate story about the people who make clothes and other items of clothing.	Theme: Any age and culturally appropriate story about traditional Filipino clothes.	Theme: Any age and culturally appropriate story about how to take care of clothes.
Pre-Reading	<p><i>Define difficult words</i></p> <p><i>Motivation questions: What are you wearing today? What are your favorite clothes?</i></p> <p><i>Motive question: What are the items of clothing in the story?</i></p>	<p><i>Define difficult words.</i></p> <p><i>Motivation questions: What do you wear when the weather is cold? What do you wear when the weather is hot? What do you wear on special occasions?</i></p> <p><i>Motive question: What are the right kinds of clothes for different weather conditions and occasions in the story?</i></p>	<p><i>Define difficult words.</i></p> <p><i>Motivation question: Can you tell who makes your clothes?</i></p> <p><i>Motive question: Who makes the clothes and other items of clothing in the story?</i></p>	<p><i>Define difficult words</i></p> <p><i>Motivation questions: Do your parents wear traditional Filipino clothes? If yes, what are they like?</i></p> <p><i>Motive question: What are the traditional Filipino clothes and where are they worn?</i></p>	<p><i>Define difficult words.</i></p> <p><i>Motivation question: How do you take care of your clothes?</i></p> <p><i>Motive question: How can we take care of our clothes according to the story?</i></p>
During Reading	<i>Ask comprehension questions.</i>				

Blocks of Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Post-Reading	What are the items of clothing in the story? Which of those items do you wear?	What are the right kinds of clothes for different weather conditions and occasions in the story?	Who makes the clothes and other items of clothing in the story? How are they made?	What are the traditional Filipino clothes and where are they worn? Which of those clothes would you like to wear?	How can we take care of our clothes?
Transition to Work Period 2	After the post-reading activities, the teacher gives instructions regarding the teacher-supervised and independent activities, answers any questions, and tells the learners to join their group and do the assigned tasks.				
Work Period 2 (40 min)					
Teacher-Supervised Activity	Fashion Chart	How many pockets? Zippers? Buttons?	Paper Shirt (Origami)	Tie Dye Shirt Part 2	Number Clothesline
Learning Checkpoints	✓ Classify clothes for different occasions correctly	✓ Collect and organize data in a graph	✓ Make their own paper shirt by following a folding sequence	✓ Finish tie dyeing their t-shirts	✓ Arrange numerals in sequence and match them with quantities correctly
Independent Activities	<ol style="list-style-type: none"> 1. Dress Up Play 2. Clothes Memory Game 3. Clothes Domino 4. Dress Up Sequence 				
Learning Checkpoints	<ul style="list-style-type: none"> ✓ Read and write numerals (5) ✓ Match object, pictures based on properties /attributes in one-to-one correspondence ✓ Tell that the quantity of a set of objects does not change even though the arrangement has changed ✓ Express simple ideas through symbols (e.g., drawings, invented spelling) ✓ Read and write numerals 0 to 10 ✓ Describe objects based on attributes/properties (shapes, size, its use and functions) 				
Transition to Indoor/ Outdoor Games	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.				
Indoor/ Outdoor Games (20 min)	Sorting Clothes	Fashion Show	Tie Dye Shirt Part 1	Dance to "Paru-parong Bukid"	Dress-up Relay

Blocks of Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Learning Checkpoints					
Transition to Meeting Time 3	<i>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 in Meeting Time 3. A transition song or countdown may be used.</i>				
Meeting Time 3 (5 min)	The learners talk about the clothes they wear, why they need to wear clothes, where their clothes come from, and the items of clothing they wear.	The learners talk about the different clothes and items of clothing they wear in different weather conditions and occasions.	The learners talk about their tie dye experience	The learners talk about traditional Filipino clothes as the teacher shows their pictures.	The learners listen to the story "A Day with the Pigs" by Pedro Pablo Sacristan
Wrap-Up Questions / Activity	<i>The teacher observes if the learners are able to say that their family provides their clothing needs, and that they wear clothes to protect their bodies.</i>	<i>The teacher observes if the learners are able to identify the clothes and items of clothing that they wear in different weather conditions and occasions.</i>	<i>The teacher checks if the learners are able to identify the people who make clothes and other items of clothing</i>	<i>The teacher checks if the learners can identify the traditional Filipino clothes from the different regions.</i>	<i>The teacher checks if the learners can say why clothes are important.</i>
Reminders	Learners are to bring assigned clothes for different weather conditions and occasions for a fashion show tomorrow.	Learners are to bring a plain t-shirt for the tie dye activity tomorrow. Invite parent volunteers to assist in the activity.			
DISMISSAL ROUTINE					

WEEK 16

Content Focus: **My family provides my clothing needs.**

WORK PERIOD 1 TEACHER SUPERVISED ACTIVITIES

1. Stick Puppet: Different Types of Clothing

Competencies:

- Identify one's basic needs and ways to care for one's body (PNEKBS-li-8)
- Talk about one's personal experiences (LLKOL-Ig-3)
- Nakagagawa ng modelo ng mga pangkaraniwang bagay sa paligid (SKMP-00-3)

Materials: pre-cut cardboard puppets, popsicle sticks, masking tape, scissors, scrap cloth, colored markers

Procedure:

1. Ask the learners to describe what they are wearing.
2. Tell the learners that they will dress up stick puppets..
3. Distribute pre-cut cardboard puppets to each learner.
4. Ask each learner to design his/her own puppet using the scrap cloth and colored markers available.
5. Attach each puppet to a popsicle stick using masking tape.
6. Let the learners describe what their puppets are wearing.
7. Display the puppets with the sign "We wear different types and items of clothing."

2. Letter Cc

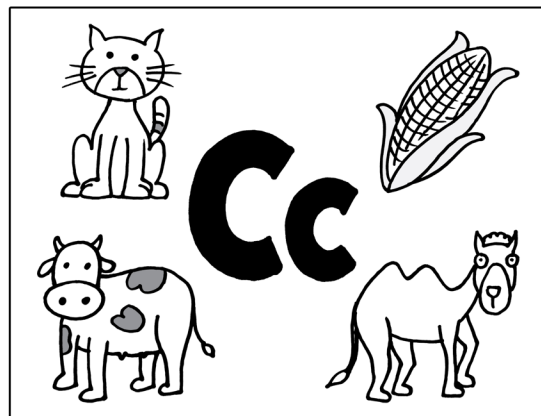
Competencies:

- Identify the sounds of letters orally given (LLKPA-Ig-1)
- Identify several words that begin with the same sound as the spoken word (LLKPA-Ig-7)
- Trace, copy, and write different strokes: scribbling (free hand), straight lines, slanting lines, combination of straight and slanting lines, curves, combination of straight and curved and zigzag (LLKH-00-6)
- Trace, copy, and write the letters of the alphabet (LLKH-00-3)

Materials: concrete objects that start with Cc, flash cards

Procedure:

1. Present the objects which start with letter Cc if available but if not, pictures may be used.
2. Sound the letter. Let the learners say the sound after the teacher.
3. Show pictures of the objects which start with letter Cc.
4. Let the learners say the words after the teacher says it.



5. Show the learners how to write Letter Cc in the air, on their palm, on the floor etc.
6. Ask the learners if they can think or say some words that start with Letter Cc.

3. Clothes for Different Weather Conditions

Competencies:

- Tell and describe the different kinds of weather (sunny, rainy, cloudy, stormy, windy) (PNEKE-00-1)
- Identify what we wear and use for each kind of weather (PNEKE-00-2)
- Talk about the details of an object/picture (LLKOL- Id - 4)

Materials: picture cards of different types and items of clothing for different kinds of weather, picture cards of a sunny day and a rainy day

Procedure:

1. The teacher shows the picture cards of the sunny and rainy days and asks the learners to describe them.
2. The teacher shows the picture cards of the different articles of clothing and asks the learners to describe them.
3. The teacher places the picture cards of a sunny and rainy day on the table, and asks the learners to classify the items of clothing under either picture card.
4. The teacher asks the learners to explain why they grouped the articles of clothing the way they did.



4. Ano ang Kasuotan Ko?

Competencies:

- Describe common objects/things in the environment (LLKV-00-1)
- Give the meaning of words (LLKV-00-4)

Materials: riddles about clothing items

Sample riddles:

- Ako ay ginagamit pag taglamig upang kayo ay hindi ginawin.
- Damit pambabae, maaaring mahaba o maikli. Ingat lang kung mahangin at baka ito'y liliparin.
- Damit na pantaas may tatlong butas - lagusan ng kamay at ng ulong mahusay.
- Suot na karaniwang panloob, Pandoble sa damit na manipis.
- Maikling gamit na pang-ibaba karaniwang suot ng mga bata. Dalawang paa'y dito isinusuot nang makakilos nang mas maayos.
- Maliit man ako'y mahalaga sa iyo May pambabae at may panlalaki. Isinusuot ako na panloob na damit mo.

Procedure:

1. The teacher tells the learners to listen carefully to the riddles and guess the
2. The teacher encourages the learners to say their own riddles about clothes.

5. Traditional Filipino Clothes

Competencies:

- Nabibigyang-pansin ang linya, kulay, hugis at tekstura ng magagandang bagay na gawa ng tao (SKPK-00-2)
- Nakikilala at iginagalang ang pagkakaiba-iba ng tao: kultura (kasuotan) (SEKPP-lb-1)

Materials: pictures of traditional Filipino clothes (barong tagalog, baro't saya, Maria Clara dress, patadyong, kimona, terno, balintawak, tribal clothes, royal clothes, etc.), actual traditional Filipino clothing if available, map of the Philippines



Procedure:

1. The teacher shows the pictures of traditional Filipino clothes, says what they are called, and points to the map to indicate where they are worn by Filipinos in the different regions of the Philippines. Highlight the traditional clothes in your region if there are any.
2. The teacher asks the learners to describe the traditional clothes and ask questions about them.
3. The teacher lets the learners touch and describe actual traditional Filipino clothes (if available).

6. Laundry Day

Competencies:

- Naipakikita ang wastong pangangalaga sa mga pansariling kagamitan sa paglilinis at pag-aayos ng katawan (KPKPKK-00-2)
- Nailalarawan ang nagagawa ng mga tagapag-alaga (KMKPPam-00-6)
- Identify sequence of events (MKSC-00-9)

Materials: plastic tub, water, laundry soap, handkerchiefs for hand washing, clothesline and clothespins, a child's shirt, a pair of short pants, and a pair of socks for folding

Procedure:

1. Ask the learners to say who washes their clothes at home and describe how it is done (either by hand washing or by using a washing machine). If common answer is their mother or any female member of their family, stress that even their father or the boys in the family can do the laundry. Stress on washing clothes as not the sole responsibility of women.
2. Let the learners follow the sequence of washing clothes: Separate whites from colored items. Fill the tub with enough amount of water, Add a small amount of laundry soap. Soak the handkerchief in the soapy water and scrub their hands gently while holding the handkerchief to wash away the dirt.
3. To save on water and laundry soap, let the learners take turns in washing their handkerchiefs and throw the water away after all the learners are done. Fill the tub with clean water again for rinsing. After all the learners have rinsed their handkerchiefs, they may hang them to dry.
4. The teacher demonstrates how to properly fold a shirt, a pair of short pants, and socks.
5. The learners take turns in folding the clothes.

WORK PERIOD 1 INDEPENDENT ACTIVITIES

1. Letter Mosaic (Cc)

Competencies:

- Identify the letters of the alphabet (mother tongue, orthography) (LLKAK-Ih-3)
- Give the sound of each letter (mother tongue, orthography) (LLKAK-Ih-7)
- Nakagugupit at nakakapagdidikit ng iba't-ibang hugis na may iba't-ibang tekstura (SKMP-00-4)

Materials: cut out colored papers for pasting, glue, outline of letter Cc

Procedure:

1. Learners take a sheet with the outline of letter Cc.
2. Learners paste the cut out colored papers on the letter outline.
3. Learners say the sound of the letter Cc while pasting,

2. Lacing Cards

Competencies:

- Nakagagawa ng modelo ng mga pangkaraniwang bagay sa paligid (SKMP-00-3)
- Complete patterns (MKSC-00-19)

Materials: lacing cards (outline of clothes: dress, long pants, t-shirt, short pants, jacket, etc.), yarn, masking tape

Procedure:

1. Make lacing cards by outlining different kinds of clothes on cardboard or construction paper.

2. Punch holes of equal distance from each other on the edges of the lacing cards.
3. Attach a piece of string/yarn to each lacing card which should be long enough to lace the entire card.
4. Wrap the end of the string/yarn with masking tape so that the learners can hold it easily.
5. Have learners choose which clothing card to lace.
6. Have learners lace each card and complete the pattern (up and down).

3. Dress -Up Play

Competencies:

- Nailalarawan ang nagagawa ng mga tagapag-alaga/Nanay/Tatay/ Lolo/Lola, atbp. (KMKPPam-00-6)
- Talk about likes/dislikes (LLKOL-Ic-15)

Materials: clothes worn by family members, accessories (bags, shoes, fake jewelry)

Procedure:

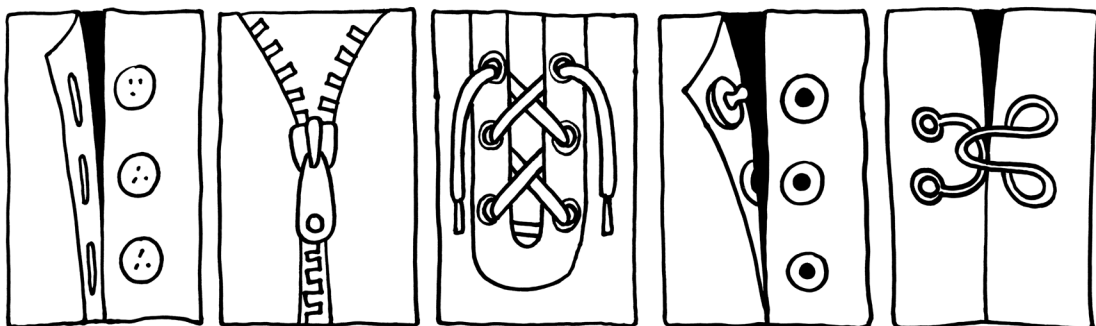
1. Set up the dress up play area with different clothes and accessories that family members wear.
2. Allow the learners to play dress up with the clothes.
3. Let the learners talk about the clothes their family members wear. Take note that there might be articles of clothing that both boys and girls wear.

4. Dressing Frames

Competency:

- Pagbobotones, pagsara ng zipper, pagtali/pagsuot ng sapatos (KPKFM-00-1)

Materials: dressing frames (with buttons, zipper, shoe laces, snaps, hooks and eyes)



Procedure:

1. Introduce the dressing frames to the learners and ask them what they are for.
2. Let the learners manipulate each dress frame.

WORK PERIOD 2 TEACHER SUPERVISED ACTIVITIES

1. Fashion Chart

Competencies:

- Sort and classify objects (clothes) according to use (MKSC-00-6)
- Create simple pictographs (MKAP-00-2)
- Discuss simple pictographs (MKAP-00-3)

Materials: chart (see example below), old magazines or drawings of different clothes worn on different occasions, scissors, glue

Procedure:

1. Show the learners the fashion chart and explain the categories.
2. Cut out pictures of clothes for the categories on the fashion chart.
3. Ask the learners to paste or glue the cut out pictures on their corresponding boxes.
4. Ask the learners to explain their categorization. Are there items of clothing that they can wear in all occasions?

Party Wear	Sportswear	Church wear	House wear	School wear
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2. How Many Pockets? Zippers? Buttons?

Competencies:

- Count objects with one-to-one correspondence up to quantities of 10 (MKC-00-7)
- Collect data on one variable through observation (MKAP-00-1)
- Create a simple pictograph (MKAP-00-2)
- Discuss simple pictographs (MKAP-00-3)
- Compare groups and decide which is more or less, if they are equal (MKC-00-8)

Materials: a chart for organizing data, pencils, felt tip pens

Procedure:

1. Show the chart to the learners and explain that they are going to count the pockets, zippers, and buttons on the clothes that they are wearing and write down how many they are.
2. Assist the learners in writing their name and the numerals on the chart.
3. Engage the learners in discussing the simple pictograph. Let them compare the quantities.

	Child's name	Child's name	Child's name	Child's name
Zippers				
Buttons				
Pockets				

3. Paper Shirt (Origami)

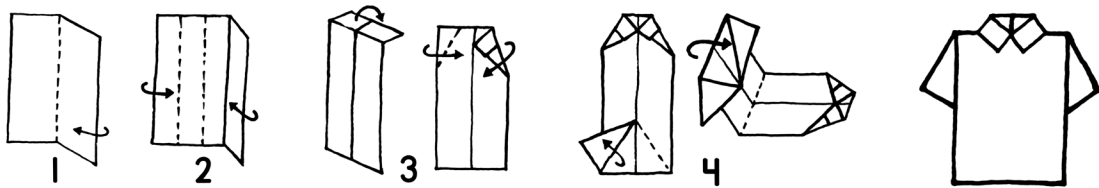
Competencies:

- Naisasagawa ang mga sumusunod na kasanayan sa pagtiklop ng papel (KPKFM-00-1.2)
- Nakaguguhit, nakapagpipinta at nakapagkukulay ng iba't ibang bagay o gawain (SKMP-00-2)

Materials: big colored, square papers for folding, felt tip pens

Procedure: Assist the learners in doing the following-

1. Fold paper down approximately 1.5 inches from the top
2. Make 2 cuts, one each side long about 2 inches long
3. Flip paper over both sides towards the center to form the collar of the shirt
4. Make 2 diagonal to form the shoulders.
5. Ask the learners to put their own designs on the folded shirt. Remind them that they can make their own pattern.



Variation: Assist the learners in making a poncho with brown craft paper which they can design with colored paper strips either vertically or horizontally.

4. Tie Dye Shirts Part 2

**Please refer to Tie Dye Shirts Part 1 in Indoor/Outdoor Games for materials.*

Procedure:

1. Take the T-shirt out of the bag and remove the elastic bands. Pour the salt and $\frac{1}{2}$ cup (125ml) of water into a large bowl. Soak the T-shirt into the salt water to set the dye and then wring the T-shirt out.
2. Rinse the dyed T-shirt in clean water several times until the water runs clear—take care when you rinse, as splashes of water may stain you and your clothes as the food coloring rinses off.
3. Wring the t-shirt out a final time and hang out to dry—preferably in the sun.

5. Number Clothesline

Competencies:

- Arrange three numbers from least to greatest/greatest to least (MKC-00-6)
- Match numerals to a set of concrete objects from 0 to 10 (MKC-00-4)
- Identify the numbers that come before, after, or in between (MKC-00-5)

Materials: 6 clotheslines, clothespins, cardboard cut outs of numerals 0 to 5, cardboard cut-outs of items of clothing (e.g. t-shirts, socks, short pants, hats, dresses, bags, shoes)

Procedure:

1. Set up 6 clothesline within the learners' reach.
2. Ask the learners to hang the numerals on the clothesline in sequence (one numeral per clothesline)
3. Ask the learners to hang the corresponding quantities of clothing items per clothesline.



WORK PERIOD 2 Independent Activities

1. Clothes Memory Game

Competencies:

- Match object, pictures based on properties /attributes in one-to-one correspondence (MKAT-00-1)
- Tell which objects/pictures are the same based on color, shape, size, direction, and other details (T-shirt with collar and without collar) (LLKVPD-Id-1)

Materials: two sets of picture cards of different items of clothing

Procedure:

1. All the picture cards are randomly placed on the table face down.
2. Each player turns over two cards during his/her turn. If he/she gets a pair of identical letter cards, he/she gets to keep the pair and takes another turn.
3. If the letter cards do not match, the player puts back the cards into their original places.
4. The player who is able to get the most number of pairs wins the game.

2. Clothes Domino

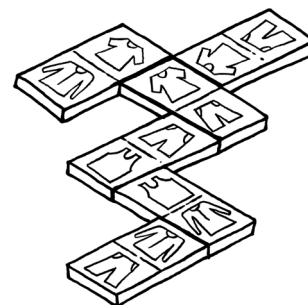
Competencies:

- Match picture to picture (MKAT-00-1)
- Talk about the details of a picture (LLKOL-Id-4)

Materials: domino cards of different clothing items

Procedure:

1. All domino cards are placed on the table/floor face down.
2. Each player gets 7 domino cards.
3. The player with a "double" begins play.



4. Each player in turn names the item of clothing that matches the ones on the table/floor.
5. The game continues until all the players have matched their domino cards with the ones on the table/floor.

3. Dress –Up Play

Competencies:

- Nailalarawan ang nagagawa ng mga tagapag-alaga/Nanay/Tatay/ Lolo/Lola, atbp. (KMKPPam-00-6)
- Talk about likes/dislikes (LLKOL-Ic-15)

Materials: clothes worn by family members, accessories (bags, hats, sunglasses, shoes, fake jewelry)

Procedure:

1. Set up the dress up play area with different clothes and accessories that family members wear.
2. Allow the learners to play dress up with the clothes.
3. Let the learners talk about the clothes their family members wear. Take note that there might be articles of clothing that both boys and girls wear.

4. Dress up sequence

Competency:

- Identifies sequence of events (before, after, first, next, last) (MKSC-00-9)

Materials: dressing up stories in picture cards (putting on socks and shoes, going out on a rainy day, going out on a sunny day, going to swim, going to church, going to a birthday party, etc.) in three or four parts, envelopes for each story sequence

Procedure:

1. Each story sequence of 3 to 4 cards are placed in an envelope,
2. Learners pick an envelope and arrange the picture cards in sequence.
3. Learners tell the story using what they see in the picture cards.

INDOOR/OUTDOOR GAMES

1. Sorting Clothes

Competencies:

- Sort and classify objects according to use (MKSC-00-6)
- Nakikilala at iginagalang ang pagkakaiba-iba ng tao: kasarian, kasuotan (SEKPP-Ib-1)
- Nakapaghihintay ng kanyang pagkakataon (KAKPS-00-12)

Materials: a box of assorted clothes and clothing items that only boys, only girls, and both boys and girls can wear, a box with a picture of a boy, a box with a picture of a girl, a box with a picture of a boy and a girl

Procedure:

1. Learners sit down in a circle with the boxes in the middle.
2. The teacher explains what the boxes are for.
3. Learners take turns in getting an item of clothing from the box, and transferring it to the box marked for boys, girls, or boys and girls.
4. After the learners all have had a turn, the teacher leads the discussion on how the items of clothing were grouped.
5. Ask the learners to say what other items of clothing are for boys only, for girls only, or for both boys and girls.

2. Fashion Show

Competencies:

- Nagpapakita ng kahandaan na sumubok ng bagong karanasan (SEKPSE-IIIc-6)
- Group objects that are alike (MKSC-00-5)
- Describe what they are wearing (LLKV-00-2)

Materials: the clothes that the learners brought from home (assigned per weather condition and occasion)

Procedure:

1. Give the learners time to put on their assigned clothes for the fashion show.
2. Ask the learners to form groups according to the clothes they are wearing.
3. The groups take turns in walking around the classroom and describing what they are wearing.
4. The teacher leads the discussion about dressing up appropriately according to the weather and the occasion.

3. Tie Dye Shirts

Competencies:

- Nabibigyang pansin ang linya, kulay, hugis, at tekstura ng magagandang bagay (SKPK-00-2)
- Naipakikita ang kahandaan na sumubok ng bagong karanasan (SEKPSE-IIIc-6)

Materials: basin for soaking the shirts, water, vinegar, rubber bands, food coloring, squirt bottle per color, salt, plastic bags, plastic aprons/smock, plain colored t-shirts, disposable gloves, clothesline and hangers

Procedure: The teacher and volunteer parents assist the learners in doing the following -

1. Put your T-shirt into a large plastic bowl and pour over the vinegar and 1/2 cup (125ml) water—this helps prepares the fabric for the dye. Leave to soak for about 30 minutes.

2. Lift the T-shirt out of the bowl and squeeze it to wring it out. Roll the T-shirt into a long sausage shape and then tie three or four elastic bands around the fabric, spacing them however you like. You could pinch it together in the middle and secure with an elastic band to create a spiral design, or tie knots in the T-shirt for yet another tie-dye design.
3. Fill the squirt bottle with 1/2 cup (125ml) water and add eight drops of food coloring. Put the cap on the bottle and shake to mix well
4. Place your T-shirt on your activity mat and put on a pair of rubber gloves. Squirt the food coloring mixture onto one area of the T-shirt, then turn it over and squirt the rest of the color mixture onto the other side.
5. Repeat steps 3 and 4 with your other food coloring colors, mixing up the colors in the squirt bottle and staining a different area of the T-shirt each time.
6. When your T-shirt is completely soaked in food coloring and water, place the T-shirt roll into a plastic bag and leave to rest in the bag overnight.

4. Dance to “Paru-parong Bukid”

Competencies:

- Naisasagawa ang paggalaw/pagkilos ng iba’t-ibang bahagi ng katawan na saliw ng awitin ng may kasiyahan (KPKGM-Ia-1)
- Nakagagalaw, nakasabay, nakaiindak at nakasasayaw sa himig na napapakinggan (SKMP-00-9)

Materials: a musical recording of “Paru-parong Bukid’

Procedure:

1. Let the learners sing along the musical recording of “Paru-Parong Bukid.”
2. Let the learners dance freely to the music.
3. Help the learners perform a simple choreography to the song.

5. Dress-Up Relay

Competencies:

- Nagagamit ang mga kilos lokomotor at di-lokomotor sa paglalaro, pag-eehersisyo, pagsasayaw (KPKGM-Ig-3)
- Nakapaghihintay ng kanyang pagkakataon (KAKPS-00-12)
- Materials: two chairs, two hats and two jackets (or any appropriate clothing item for the game)

Procedure:

1. Learners form two teams and make two lines.
2. In front of each line, about two meters away, is a chair with a hat, and a jacket.
3. The first player of each team runs to the chair, puts on the hat and the jacket, and then runs back to his/her team. He/she removes all the dress-up items and gives them to the next player,
4. The next player puts on the hat and the jacket, runs around the chair, and goes back to the line to take off the items of clothing and pass them on to the next player.
5. The game goes on and ends when the last player on both lines has had a turn to dress up, run around the chair, and return to the line.

SONGS, POEMS, RHYMES

.The Clothing Pokey *

(Sung to the tune of The Hokey Pokey)

You put your socks on; you take your socks off.
You put your socks on and you shake them all about.
You do the clothing pokey and you turn yourself around.
That's what it's all about!

You put your hat on; you take your hat off.
You put your hat on and you shake it all about.
You do the clothing pokey and you turn yourself around.
That's what it's all about!

You put your gloves on, you take your gloves off.
You put your gloves on and you shake them all about.
You do the clothing pokey and you turn yourself around.
That's what it's all about!

You put your sweater on; you take your sweater off.
You put your sweater on and you shake it all about.
You do the clothing pokey and you turn yourself around.
That's what it's all about!

C is for Cobbler

Cobbler, cobbler,
Mend my shoe
Get it done by half past two.
Half past two is much too late.
Get it done by half past eight.

Do I Look Mad?

My T-shirt is blue and my hat is pink
Tell me, what do you think?
My trousers are yellow my socks are green
Tell me, what do you think?
My jacket is purple my shoes are white
Tell me, what do you think?
My gloves are brown my scarf is black
Tell me, what do you think?
Do you like the clothes I'm wearing
Do you think they're good or bad?
Do you like the clothes I'm wearing?
Or do you think I just look mad!

[http://www.english-time.eu/for-teachers/
poem/267-08.-clothes-weather/](http://www.english-time.eu/for-teachers/poem/267-08.-clothes-weather/)

A Funny Clown

A funny clown in a big tall hat
A funny clown who is short and fat
A funny clown so tiny and small
A funny clown with a nose so red
A funny clown with green hair on his head.
A funny clown who is tall and lanky
A funny clown with great big shoes
add your own verses

Hat, Sweater, Pants and Shoes

by Patricia Morrison

** Sung to the tune of Head, Shoulders,
Knees and Toes*

Hat, sweater, pants and shoes.
Pants and shoes.
Hat, sweater, pants, and shoes.
Pants and shoes.
And belt, and scarf, and underwear!
Hat, sweater, pants, and shoes

Tailor, Tailor

Words and Music By: Unknown
Adapted By: Terry Kluytmans

Tailor, tailor, cut my coat;
Snip, snap, snip, snap, shears!
Cut it from our billygoat;
Snip, snap, snip, snap, shears!
One furry collar for it;
How many dollars for it?
Snip, snap, snip, snap, shears!

Copyright © 1999 KIDiddles.com (<http://www.kididdles.com/lyrics/t087.html>)

Paru-parong Bukid (Tagalog folk song)

Paruparong bukid na lilipad-lipad
Sa gitna ng daan papaga-pagaspas
Isang bara ang tapis
Isang dangkal ang manggas
Ang sayang de kola
Isang piyesa ang sayad
May *payneta* pa siya — uy!
May *suklay* pa man din — uy!
Nagwas de-ohetes ang palalabasin
Haharap sa altar at mananalamin
At saka lalakad nang pakendeng-kenden

ORIGINAL STORY

A DAY WITH THE PIGS

Pedro Pablo Sacristan

There was once a boy who would never get dressed when his parents told him to, nor would he put on what they wanted him to after his bath. He preferred to dress in a much stranger manner, but above all, he liked to take his time. His parents were always in a rush, and wanted him to be a lot quicker, but the boy didn't like this, and he would slow down even more.

One day, his parents were in their usual hurry, and they got so angry when he refused to put on his shirt, that they told him that he would have to go out topless. The boy didn't mind this in the least. So out they went.

While the boy was standing naked outside his house, waiting for his parents to bring the car, along came the local pig farmer. The pig farmer was hard of hearing and had poor eyesight. Not only that, but he'd also forgotten to put his glasses on that day. When he saw the little boy's pink skin, he thought it was one of his pigs. And, with a bit of shouting, prodding, and pushing, the farmer managed to get the boy safely back to a pigsty.

The boy protested the whole way there, but as the farmer was almost deaf, his complaints didn't help him. And there he was for the whole day, living amongst the pigs, thought to be a pig, and sharing their food and home.

Finally, though, his parents found him. The boy had had such a regrettable day that never again did he want to be mistaken for anything other than a human being. Nowadays he's the first to get dressed, and look perfectly neat and tidy, just like those learners in the clothes catalogues.

Source: <http://freestoriesforkids.com/learners/stories-and-tales/day-pigs>

WEEK 17

Content Focus: **My family celebrates special occasions.**

Blocks of Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Arrival Time (10 min)	Arrival routine				
Meeting Time 1 (10 min)	Meeting time routine Review of concepts learned the previous week/day Introduction of message for the day by asking the guide questions below				
MESSAGE	<p>My family celebrates birthdays.</p> <p><i>Note: Some families may not celebrate birthdays because of religious convictions. The learners who belong to such families will not be excluded from the discussions. Instead, the teacher will discuss in an age-appropriate way why those learners do not celebrate birthdays so that the other members of the class may be enlightened.</i></p>	<p>My family celebrates Mother's Day, Father's Day, Grandparents' Day</p>	<p>My family celebrates Christmas and New Year/ Chinese New Year.</p> <p><i>Note: Some families may not celebrate Christmas, New Year, and/ or Chinese New Year. The learners who belong to such families will not be excluded from the discussions. Instead, the teacher will discuss in an age-appropriate way why those learners do not do so that the other members of the class may be enlightened.</i></p>	<p>My family observes All Souls' Day.</p> <p><i>Note: Some families may not observe All Souls' Day. The learners who belong to such families will not be excluded from the discussions. Instead, the teacher will discuss in an age-appropriate way why those learners do not do so that the other members of the class may be enlightened.</i></p>	<p>Muslim families celebrate Eid'l Fitr.</p>
QUESTION/S	<p>Have you attended a birthday party?</p> <p>What kind of clothes do you wear to a party?</p> <p>When is your birthday?</p> <p>How do you celebrate your birthday?</p>	<p>When do we celebrate Fathers', Mothers, and Grandparents' Day?</p> <p>Why do we need to celebrate them?</p> <p>How can you celebrate them?</p>	<p>Does your family celebrate Christmas? New Year? Chinese New Year?</p> <p>When do we celebrate Christmas? New Year? Chinese New Year? How does your family celebrate it?</p>	<p>Has anyone in your family died? How do you feel about it?</p> <p>What is All Souls' Day all about? Does your family go to the cemetery to visit your dead loved ones?</p>	<p>What is Eid'l Fitr? Who celebrates Eid'l Fitr?</p> <p>How do Muslim families celebrate Eid'l Fitr?</p>

Blocks of Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Transition to Work Period 1	<i>The teacher gives instructions on how to do the independent activities, answers any questions, and tells the learners to join their group and do the assigned tasks.</i>				
Work Period 1 (40 mins)					
Teacher-Supervised Activity	Birthday Balloons Introduce letter Pp	Greeting Cards	Christmas Alphabet	Poster Making: How My Family Observes All Souls' Day	Collage Making :Mosque
Learning Checkpoints	✓ <i>Say the birthdates of their family members</i>	✓ <i>Express their appreciation to their parents and grandparents</i>	✓ <i>Make the Christmas sign with the names of their family members and friends</i>	✓ <i>Express their ideas about All Souls' Day creatively</i>	✓ <i>Represent a mosque creatively</i>
Independent Activities	1. Letter Pp mosaic 2. Poster of words that begin with the letter Pp 3. Memory game 4. Gift wrapping				
Learning Checkpoints	✓ <i>Identify and give the sound of the letter Pp</i> ✓ <i>Name objects that begin with the sound of the letter Pp</i> ✓ <i>Recognize symbols of holidays and celebrations</i> ✓ <i>Wrap gifts</i>				
Transition to Meeting Time 2	<i>The teacher reminds the learners about the time left in Work Period Time 1 around 15 minutes before Meeting Time 2. After 10 minutes, the teacher tells the learners to start packing away the materials they used and be ready for Meeting Time 2. A transition song or a countdown may be used.</i>				
Meeting Time 2 (10 min)	The learners sing the "Happy Birthday" song to the birthday celebrators per month of the year.	The learners show and describe their greeting cards.	The learners talk about Christmas, New Year, and Chinese New Year symbols.	The learners show and describe their poster on how their family celebrates All Souls' Day.	The teacher may show a short video or pictures about how Muslim families celebrate Eid'l Fitr
QUESTIONS/ACTIVITY	The learners say when their birth month is.	The learners describe how they would celebrate Fathers' Day, Mothers' Day and Grandparents' Day.	The learners sing an age and culturally appropriate song about Christmas, New Year, or Chinese New Year. What is Christmas about? New Year? Chinese New Year?		The learners ask questions about the short film. The teacher answers them appropriately.

Blocks of Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Transition to Recess	<i>The teacher commends the learners for the work they did in Work Period Time 1 and tells them to prepare for recess time by washing their hands. Encourage sharing especially if not all children have food.</i>				
Recess (15 min)					
Transition to Quiet Time	<i>The teacher reminds the children to pack away the things they used in recess time, clean up their eating area, throw their trash in the trash bin, wash their hands, brush their teeth, change their wet clothes, and have their Quiet Time.</i>				
Quiet Time (10 min)					
Transition to Story Time	<i>While singing a transition song, the teacher “wakes” the learners up and tells them that it’s time to listen to a story. When the learners are ready, the teacher proceeds with the pre-reading activities and makes sure that the learners are listening attentively.</i>				
Story Time (20 min)	Theme: Any age and culturally appropriate story about birthday celebrations.	Theme: Any age and culturally appropriate story about father’s, mother’s, and/or grandparents’ day.	Theme: Any age and culturally appropriate story about Christmas, New Year, Chinese New Year.	Theme: Any age and culturally appropriate story about All Souls’ Day.	Theme: Any age and culturally appropriate story about Eid’l Fitr.
Pre-Reading	<p><i>Define difficult words.</i></p> <p><i>Motivation questions: When is your birthday? How do you celebrate your birthday?</i></p> <p><i>Motive question: What is the birthday celebration in the story like?</i></p>	<p><i>Define difficult words.</i></p> <p><i>Motivation question: Do you celebrate father’s, mother’s, and grandparents’ day?</i></p> <p><i>Motive question: How are those special days celebrated in the story?</i></p>	<p><i>Define difficult words.</i></p> <p><i>Motivation question: How does your family celebrate Christmas/New Year/ Chinese New Year?</i></p> <p><i>Motive question: How are those special holidays celebrated in the story?</i></p>	<p><i>Define difficult words.</i></p> <p><i>Motivation questions: Does your family observe All Souls’ Day? How?</i></p> <p><i>Motive question: How is All Souls’ Day observed in the story?</i></p>	<p><i>Define difficult words.</i></p> <p><i>Motivation question: What is Eid’l Fitr?</i></p> <p><i>Motive question: How is Eid’l Fitr celebrated in the story?</i></p>
During Reading	<i>Ask comprehension questions.</i>				

Blocks of Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Post-Reading	What is the birthday celebration in the story like? How would you like to celebrate your next birthday?	How is father's/ mother's/ grandparents' day celebrated in the story? How would you like to celebrate those special days?	How is Christmas/New Year/ Chinese New Year celebrated in the story? Which is your favorite holiday and why?	How is All Souls' Day observed in the story?	How is Eid'l Fitr celebrated in the story?
Transition to Work Period 2	After the post-reading activities, the teacher gives instructions regarding the teacher-supervised and independent activities, answers any questions, and tells the learners to join their group and do the assigned tasks.				
Work Period 2 (40 min)					
Teacher-Supervised Activity	Birthday Candles	How Old Are They?	Lantern Making	Subtraction and Writing Number Sentences	Star and Crescent Moon Mobile
Learning Checkpoints	<ul style="list-style-type: none"> ✓ Make different combinations of 6 ✓ Compare ages of family members ✓ Make a paper lantern following directions ✓ Take away a quantity from a given set using concrete objects to represent the concept of subtraction 				
Independent Activities	<ol style="list-style-type: none"> 1. Playdough Numerals 2. Number Concentration 0-6 3. Writing Papers (6) 4. Mosaic of numeral 6 				
Learning Checkpoints	<ul style="list-style-type: none"> ✓ Identify the numeral 6 ✓ Match concrete objects to the numeral 6 ✓ Represent the numeral 6 				
Transition to Indoor/ Outdoor Games	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.				
Indoor/ Outdoor Games (20 min)	Birthday Train	Syllable Clap (words that has beginning Pp sound)	Lantern Relay	Candle Relay	Trip to Mecca (Musical Chairs)
Learning Checkpoints	<ul style="list-style-type: none"> ✓ Follow the instructions of the game ✓ Use their bodies to perform locomotor and non-locomotor movements ✓ Move according to the music 				

Blocks of Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Transition to Meeting Time 3	<i>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 in Meeting Time 3. A transition song or countdown may be used.</i>				
Meeting Time 3 (5 min)	The learners talk about how their family celebrates birthdays.	The learners talk about how their family celebrates Fathers' Day, Mothers' Day, and Grandparents' Day.	The learners talk about how their family celebrates Christmas, New Year, and Chinese New Year.	The learners talk about how their family observes All Souls' Day.	The learners talk about how Muslim families celebrate Eid'l Fitr.
Wrap-Up Questions / Activity	<i>The teacher checks if the learners are able to describe how their family celebrates birthdays.</i>	<i>The teacher checks if the learners are able to say how families celebrate Fathers' Day, Mothers' Day and Grandparents' Day.</i>	<i>The teacher checks if the learners are able to describe how families celebrate Christmas, New Year, Chinese New Year</i>	<i>The teacher checks if the learners are able to say how their family observes All Souls' Day.</i>	<i>The teacher checks if the learners are able to remember how Muslim families celebrate Eid'l Fitr.</i>
Reminders	Learners are to ask their parents and grandparents how old they are. The information will be for the Work Period 2 activity tomorrow.				
DISMISSAL ROUTINE					

WEEK 17

Content Focus: **My family celebrates special occasions.**

WORK PERIOD 1 TEACHER-SUPERVISED ACTIVITIES

1. Birthday Balloons

Competencies:

- Naisasagawa ang mga sumusunod na kasanayan : pagpilas/paggupit/pagdikit ng papel – (KPKFM-00-1.3), pagtiklop ng papel (KPKFM-00-1.2), pagbakat, pagkopya ng larawan, hugis, at titik (KPKFM-00-1.4)
- Express simple ideas through symbols (e.g., drawings, invented spelling) (LLKC-00-1)
- Natutukoy kung sinu-sino ang bumubuo ng pamilya (KMKPPam-00-2)

Materials: balloon shape outlines on bond paper, crayons, felt tip pens, yarn, scissors, cartolina for each learner, glue

Procedure:

1. Ask the learners to get one balloon shape outline for each of their family members.
2. Assist the learners in cutting along the circles to make the balloons.
3. Ask the learners to draw a family member on each balloon.
4. Assist the learners in writing down the family members' name and birthday on the balloon.
5. Ask the learners to get the yarn to make strings for the balloons.
6. Ask the learners to paste their balloons on a cartolina or any large paper.

2. Greeting Cards

Competencies:

- Naipakikita ang pagmamahal sa mga kasapi ng pamilya at sa nakatatanda (KMKPPam-00-5)
- Nakagugupit at nakapagdidikit ng iba't ibang hugis na may iba't ibang tekstura (SKMP-00-4)

Materials: colored paper, scissors, outline of shapes for cutting (hearts, flowers, stars), glue, marking pens

Procedure:

1. Encourage the learners to make a greeting card for their parents and grandparents or any adult family member that is special to him/her.
2. Assist the learners in writing what they want to say to their family members through the greeting cards.
3. Let the learners design their greeting cards by pasting the shapes that they cut

3. Christmas Alphabet

Competencies:

- Name the beginning letters of their friends' names, their family members' and common things they use (LLKAK-Ic-2)
- Nakagugupit at nakapagdidikit ng iba't ibang hugis na may iba't ibang tekstura (SKMP-00-4)

Materials: outline of the letters CHRISTMAS (one set per learner), felt tip pens, crayons

Procedure:

1. Give each learner a set of the CHRISTMAS letters (9 letters).
2. Ask the learners to think of names of family members and friends whose name begins with those letters and assist them in writing them down.
3. Substitute with Christmas-related words if there are no family members or friends whose name begins with the Christmas letters.
4. Ask the learners to color the letters with Christmas colors (red, green, gold or yellow).
5. Assist the learners in arranging the letters in order to spell Christmas.
6. Connect the letters and hang them on the walls of the classroom for all to see.

Variation: For learners who do not celebrate Christmas, this can be substituted with the equivalent celebration in their family or community.

4. Poster Making (How my family observes All Saints' Day)

Competencies:

- Naikukuwento ang mga ginagawa ng pamilya nang sama sama (KMKPPam-00-6)
- Nakalilikha ng iba't-ibang bagay sa pamamagitan ng malayang pagguhit (SKMP-00-1)

Materials: ¼ sized cartolina, felt pens, crayons

Procedure:

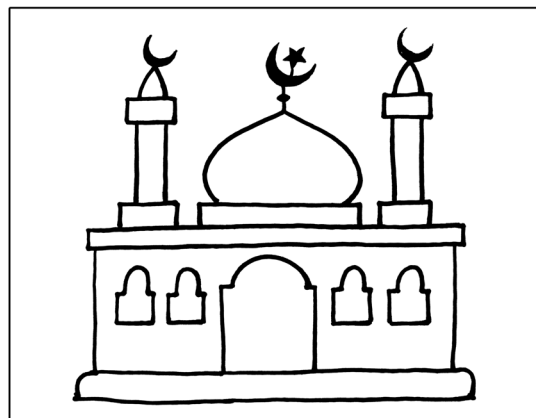
1. Ask the learners to describe how their family observes All Saints' Day.
2. Encourage the learners to draw their stories.
3. Assist the learners in labelling their work.

5. Collage Making :Mosque

Competencies:

- Nakikilala at iginagalang ang pagkakaiba-iba ng tao (SEKPP-Ib-1)
- Pagpilas/paggupit/pagdikit ng papel (KPKFM-00-1.3)

Materials: sheets of paper with basic outline of a mosque, cut out sheets of paper in different colors, glue



Procedure:

1. Ask the learners to describe the mosque, Tell them that it is a place of worship for the Muslim people.
2. Ask them to paste colored paper on the outline.

WORK PERIOD 1 INDEPENDENT ACTIVITIES

1. Letter Mosaic (Pp)

Competencies:

- Identify the letters of the alphabet (mother tongue, orthography) (LLKAK-Ih-3)
- Give the sound of each letter (mother tongue, orthography) (LLKAK-Ih-7)
- Nakagugupit at nakakapagdidikit ng iba't-ibang hugis na may iba't-ibang tekstura (SKMP-00-4)

Materials: cut out colored papers for pasting, glue, outline of letter Pp

Procedure:

1. Learners take a sheet with the outline of letter Pp
2. Learners paste the cut out colored papers on the letter outline.
3. Learners say the sound of the letter Pp while pasting,

2. Poster of words that begin with Pp

Competencies:

- Identify the letters of the alphabet (mother tongue, orthography) (LLKAK-Ih-3)
- Give the sound of each letter (mother tongue, orthography) (LLKAK-Ih-7)
- Name objects that begin with a particular letter of the alphabet (LLKV-00-5)

Materials: a 1/4 cartolina sized outline of the letter Pp for each learner, colored markers, crayons

Procedure:

1. Show the letter outline to the learners and ask them to identify the letter and produce its sound.
2. Tell the learners to think of objects that begin with the letter/ sound Pp.
3. Pp words in the learners' mother tongue are most welcome.
4. Ask the learners to draw their ideas inside the outline of the letter.
5. Assist the learners in labeling their drawings.

3. Memory Game

Competency:

- Match picture to picture (MKAT-00-1)

Materials: two sets of picture cards of objects associated with birthdays, Christmas, New Year, All Saints' Day, Eid'l Fitr or other equivalent celebrations in the learners' context

Procedure:

1. All the picture cards are randomly placed on the table face down.
2. Each player turns over two cards during his/her turn. If he/she gets a pair of identical picture cards, he/she gets to keep the pair and takes another turn.
3. If the picture cards do not match, the player puts back the cards into their original places.
4. The player who is able to get the most number of pairs wins the game.

4. Gift Wrapping

Competency:

- Nakagagawa ng modelo ng mga pangkaraniwang bagay sa paligid (SKMP-00-3)

Materials: empty bath soap boxes or any similar box, used gift wrapping papers, tape, glue, scissors

Procedure:

1. Let the learners choose an empty box.
2. Encourage them to wrap the box using the materials.

ORIGINAL STORIES

Sa Kaarawan ni Pam

Isinulat ni Rosemarie G. Lofranco

Sa ika-24 ng Setyembre, maagang gumising si Pam. Mabilis nyang iniligpit ang kanyang higaan. Pagkatapos niyang magligpit, agad siyang naligo at nagbihis ng malinis na damit. Masayang-masaya si Pam habang kumakain ng agahan kasama ang kanyang pamilya.

Pagkatapos kumain, umalis ang mag-anak papuntang sambahan. Sa sambahan, taimtim na nagdasal ang buong pamilya at nagpasalamat sa Maykapal. Pagkatapos sumamba, dumaan muna sila sa palengke. Bumili si Nanay Poly ng puto- maya, hinog na papaya, pinya, pakwan, pansit at patatas.

Pagkauwi ng bahay, nagtulungan ang mag-anak sa paghahanda ng kanilang tanghalian. Si Tatay Popoy ang nagluto ng kanyang paboritong pansit, habang si Kuya Paulo ay naghanda ng mga pinggan. Si Ate Pia naman ang naghugas ng mga baso, kutsara at tinidor. Si Pam naman ay tumulong sa kanyang Nanay Poly sa paghihiwa ng mga prutas. Habang masayang-masaya ang buong pamilya sa kanilang tanghalian, biglang may kumatok sa pinto.

Agad na tumayo si Pam at nagtungo sa may pinto. Tinanong niya kung sino ang kumakatok. Ngunit wala siyang narinig na sagot. Bahagyang binuksan ni Pam ang pinto upang silipin kung sino ang nasa labas. Napasigaw si Pam sa kanyang nakita. Ang kanyang Lolo Ponso at Lola Perla pala ang dumating. Agad siyang nagmano at niyakap ang mga ito. Sabay-sabay silang pumunta sa hapag-kainan. Pagkatapos nilang kumain, inabot ng kanyang Lola Perla ang regalo kay Pam, sabay ng pagbati ng, “Maligayang kaarawan, Pam!”

Agad na binuksan ni Pam ito at napangiti. Isang payong na pula ang laman ng kahon! Nagpasalamat si Pam sa kanyang Lolo Ponso at Lola Perla sa kanyang natanggap na regalo.

Ang mga Pagdiriwang

Isinulat ni Rosemarie G. Lofranco

Isang araw, naisipan ni Bb. Pascual na magkaroon ng Draw and Tell sa kanyang klase sa Kindergarten. Ang tema ng nasabing paligsahan ay “Mga Okasyon na Ipinagdiriwang ng Bawat Pamilya.” Masayang-masaya ang mga mag-aaral sa pagguhit habang sinubaybayan ni Bb. Pascual. Habang abalang-abala ang mga bata sa pagguhit, napansin ni Pat si Pir na tahimik at walang imik sa isang sulok. Pinuntahan niya ito at tinanong kung bakit siya malungkot. Sumagot si Pir na wala siyang lapis at krayola. Agad na pinahiram ni Pat si Pir ng lapis at krayola.

Pagdaan ng isang oras, natapos din ang paguhit ng mga mag-aaral. Unang tumayo si Pat at ipinakita niya ang kanyang iginuhit sa kanyang mga kaklase. Sinabi niya na tuwing Father’s Day at Mother’s Day binibigyan nilang magkakapatid ng sulat at mga bulaklak ang kanilang ama at ina tanda ng kanilang pagmamahal sa kanila.

Sunod na tumayo si Prisila at ipinakita niya ang kanyang iginuhit. Sinabi niya na tuwing Pasko at Bagong Taon ang kanyang buong pamilya ay sabay-sabay na nagsisimba bago kumain ng Noche Buena.

Pagkatapos magsalita ni Prisila sumunod naman si Poy. Ipinakita niya sa kanyang iginuhit na ang kanyang pamilya ay nagsusuot ng mga pulang damit, naghahanda ng mga malalagkit na pagkain. Ang kanyang pinakagusto ay ang dragon dance.

Ang sumunod na tumayo ay si Paolo. Sinabi niya na ang kanyang pamilya ay pumupunta sa puntod ng kanilang mga mahal sa buhay tuwing ika-1 ng Nobyembre. Nagdadala sila ng mga bulaklak at nagsisindi ng mga kandila.

Tumayo si Pir at ipinakita niya na ang kanilang pamilya ay nagdiriwang din ng Eid’l Fitri. Ang pagdiriwang na ito ay tungkol sa pagtatapos ng Ramadan, o isang buwan na pag-aayuno ng mga Muslim ayon sa katuruan ng Koran. Sa pagdiriwang na ito ang kanyang pamilya at mga kaibigan ay nagsasama-sama upang pagsaluhan ang mga masasarap at matatamis na pagkain. Nagsusuot sila ng mga bagong damit, nagbibigyan ng mga regalo sa isa’t-isa at naglalagay ng mga ilaw at iba’t-ibang dekorasyon sa kanilang bahay.

Pagkatapos magpahayag ang mga mag-aaral, sinabihan sila ni Bb. Pascual na idikit sa pisara ang kanilang mga iginuhit. Lahat sila ay tuwang-tuwa dahil binigyan ni Bb. Pascual ng anim na bituin ang kanilang mga ginawa.

WORK PERIOD 2
TEACHER SUPERVISED ACTIVITIES

1. Birthday Candles

Competencies:

- Combine elements of two sets using concrete objects to represent the concept of addition (MKAT-00-3)
- Add quantities up to 10 using concrete objects (MKAT-00-8)
- Recognize the words “put together,” “add to,” and “in all” that indicate the act of adding whole numbers (MKAT-00-26)
- Write addition number sentences using concrete representations (MKAT-00-10)

Materials: a cake made with play dough, birthday candles, pencils, paper

Procedure:

1. Let the learners hold 6 birthday candles.
2. Ask the learners to listen, follow the instructions and verbalize the combinations for 6.

Teacher says...	Learners say...
Cake with no candles	“None and six is six.” or “Zero and six is six.”
Cake with one candle	“One and five is six.”
Cake with two candles	“Two and four is six.”
Cake with three candles	“Three and three is six.”
Cake with four candles	“Four and two is six.”
Cake with five candles	“Five and one is six.”
Cake with six candles	“Six and none is six.” or “Six and zero is six.”

3. Assist the learners in writing down the number combinations for 6 on a sheet of paper.

2. How Old Are They? (*Remind learners a day before to get this info*)

Competencies:

- Collect data on one variable (MKAP-00-1)
- Create simple pictographs (MKAP-00-2)
- Discuss simple pictographs (MKAP-00-3)

Materials: an age chart (see sample below), pencils, felt tip pens

Learner's Name	Age of parents		Age of grandparents (father's side)		Age of grandparents (mother's side)	
	Father	Mother	Grandfather	Grandmother	Grandfather	Grandmother

Procedure:

1. Assist the learners in supplying the data required by the chart.
2. Ask them to compare ages (Who is older? Who is younger? Who is the oldest? Who is the youngest?)

Note: Make sure that this activity is picture supported. For the numerals written on the chart, especially when the numerals are more than 10, make sure to still draw dots so the learners can visualize which is more or which is less.

3. Lantern Making

Competencies:

- Nakagagawa ng modelo ng mga pangkaraniwang bagay sa paligid (SKMP-00-3)
- Nakagugupit at nakapagdidikit ng iba't ibang hugis na may iba't ibang tekstura (SKMP-00-4)

Materials: empty toilet paper cores/cardboard rolls, paint brushes, plastic tubs of prepared poster color in different bright colors, glue, glitters, Japanese paper or used tinsel paper, scissors, yarn or string



Procedure:

1. Have the learners paint an empty toilet paper roll.
2. While waiting for the paint to dry, have the learners cut short strips of Japanese paper or tinsel.
3. The learners may sprinkle glitter on the painted toilet paper roll.
4. Assist the learners in pasting strips of Japanese paper or tinsel on the inside of the cardboard roll to serve as tassels.
5. Punch two holes on the cardboard and attach a piece of yarn or string so that the lantern can be hung.

4. Subtraction and Writing Number Sentences

Competencies:

- Take away a quantity from a given set using concrete objects to represent the concept of subtraction (MKAT-00-4)
- Recognize the words “take away,” ‘less,’ and ‘are left’ that indicate the act of subtracting whole numbers MKAT-004
- Write subtraction number sentences using concrete representations (MKAT-00-10)

Materials: subtraction cards, counters, writing paper, pencils, colored markers

Procedure:

1. The learners get 6 counters.
2. The teacher asks the learners to show 6 take away zero using the counters. The learners write down the number sentence after.
3. Repeat until all the possible subtraction sentences are written down.

5. Star and Crescent Moon Mobile

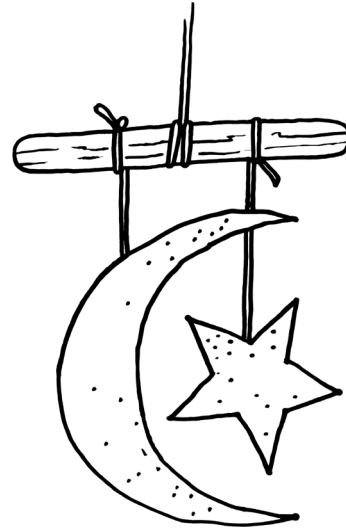
Competencies:

- Nakagagawa ng modelo ng mga pangkaraniwang bagay sa paligid (SKMP-00-3)
- Nakagugupit at nakapagdidikit ng iba't ibang hugis na may iba't ibang tekstura (SKMP-00-4)

Materials: template of crescent moon and star, card board for each learner, scissors, glue and glitter, string or yarn, popsicle sticks, tape

Procedure:

1. Assist the learners in tracing the crescent moon and star on their cardboards.
2. Assist the learners in cutting along the lines to make the crescent moon and the star.
3. Cover both sides of the crescent moon and star with glue and glitter, or paint.
4. Punch a hole in each and tie through a piece of string or yarn.
5. Tie or tape the other ends of the string to a popsicle stick. Tie a piece of string to the middle of the twig to hang the mobile by.



WORK PERIOD 2 INDEPENDENT ACTIVITIES

1. Playdough Numerals (0-6)

Competencies:

- Recognize and identify numerals 0 to 10 (MKC-00-2)
- Match numerals to a set of concrete objects from 0 to 10 (MKC-00-4)
- Nakapagmomolde ng luwad (clay) sa nais na anyo (SKMP-00-6)

Material: playdough

Procedure:

1. Give each learner a medium-sized ball of play dough.
2. Let them form the numerals 1, 2, 3, 4, 5, and 6.
3. Ask each learner to create the number of objects for each numeral. (Example: 1 ball for numeral 1, 2 hearts for numeral 2, and so on)

2. Number Concentration (0-6)

Competencies:

- Count objects with one-to-one correspondence up to quantities of 10 (4) (MKC-00-7)

- Match numerals to a set of concrete objects from 0 to 10 (MKC-00-4)
- Nakapaghihintay ng kanyang pagkakataon (KAKPS-00-12)

Materials: a set of number cards from 0 to 6, a set of picture cards of different items in the house with quantities from 0 to 6

Procedure:

1. All the picture cards are laid out face down on the table/floor.
2. Players decide who gets to play first.
3. Player turns two cards face up.
4. If the cards match each other (e.g. numeral 6 and 6 objects on the picture card), the player keeps the cards.
5. Players continue to take turns to play.
6. Player with the most cards wins.

3. Writing Papers (6)

Competency:

- Read and write numerals 0 to 10 (MKC-00-3)

Materials: writing papers with dotted numeral 6, pencils or crayons

Procedure:

1. Learners connect the dots of the numeral pattern to make 6.
2. Ask learners to try writing the numeral 6 on their own.

4. Title: Number 6 Mosaic

Competencies:

- Recognize and identify numerals 0 to 10 (MKC-00-2)
- Naisasagawa ang sumusunod na gawain: pagpilas/paggupit/pagdikit ng papel (KPKFM-00-1.3)
- Nakapupunit, nakagugupit at nakapagdidikit sa paggawa ng collage (SKMP-00-7)

Materials: bond paper, felt tip pens, medium sized cut out paper of different colors, glue

Procedure:

1. Learners write or trace a big numeral 6 on their sheets of paper.
2. Learners paste cut out colored papers on the outline. They may use only one color or as many colors as they wish.

INDOOR/ OUTDOOR GAMES

1. Birthday Train

Competencies:

- Nakasasali sa mga laro, o anumang pisikal na gawain at iba't ibang paraan ng pag-eehersisyo (KPKPF-00-1)
- Natatawag ang mga kalaro at ibang tao sa kanilang pangalan (KAKPS-00-13)

Procedure:

1. Ask the learners to form a circle.
2. Take the hand of one learner and walk around inside the circle as everyone chants: "Come aboard the birthday train, Come aboard the birthday train, What do you want for your birthday? Come aboard the birthday train."
3. Pause in front of a learner.
4. Ask the learner to say what he/she wants for his/her birthday.
5. After the learner speaks, he/she will join the birthday train and will ask the next learner what he/she wants for his/her birthday.
6. Continue chanting the verse until all the learners had their turn to join the birthday train.

2. Syllable Clap

Competencies:

- Listen discriminately and respond appropriately (LLKAPD-Id-6)
- Tell the number of syllables in given spoken words (LLKPA-Ig-8)

Procedure:

1. Have the learners sit on the floor in a circle.
2. Ask them to say their names. The rest of the class will syllabicate the name by clapping.
3. When all the learners have had their names clapped, ask them to think of words that begin with the sound of Pp. Words in the mother tongue are most welcome.
4. When they are ready, ask each learner to say a Pp word and the others will syllabicate the word by clapping.
5. Make sure all the learners were able to participate.

3. Lantern Relay

Competencies:

- Nakasasali sa mga laro, o anumang pisikal na gawain at iba't ibang paraan ng pag-eehersisyo- (KPKPF-00-1)
- Naisasagawa ang mga sumusunod na kilos lokomotor sa pagtugon sa ritmong mabagal at mabilis (paglakad, pagtakbo, pagkandirit, paglundag/pagtalon, paglukso) (KPKGM-Ie-2)
- Nakapaghihintay ng kanyang pagkakataon (KAKPS-00-12)

Materials: lanterns that the learners made in work period 2, two potted plants the height of the learners to serve as Christmas tree

Procedure:

1. Divide the learners into two groups and make them form a line.
2. Place a potted plant in front of each line, about two meters away from the line.
3. Instruct the learners to wait for the signal to run to the potted plant and hang their lanterns on it.

4. When the first player gets back to the line, the second one will get a turn, and so on until all the players on the line had a turn to hang their lanterns.
5. The team who hangs all their lanterns first wins.

4. Candle Relay

Competencies:

- Nagagamit ang mga kilos lokomotor ar di-lokomotor sa paglalaro (KPKGM-Ig-3)
- Nakasasali sa mga laro (KPKPF-00-1)

Materials: 10 stable plastic containers big enough to have a small candle, 10 small candles

Procedure:

1. Divide the learners into two groups and ask them to form a line.
2. Each line will have a column of 5 plastic containers equally apart from each other.
3. The teacher demonstrates what the learners are supposed to do: Hold the five candles. Place a candle on each of the five containers, Get all the candles back one by one and go back to the line. Pass on the candles to the next player.
4. Play the game until all the learners have had a turn.

5. Trip to Mecca (Musical Chairs)

Competencies:

- Naipakikita ang pagpapahalaga sa maayos na pakikipaglaro (KAKPS-00-19)
- Nakagagalaw, nakasasabay, nakaiindak at nakasasayaw sa himig na napapakinggan (SKMP-00-9)
- Nakasasali sa mga laro, o anumang pisikal na gawain at iba't ibang paraan ng pag-eehersisyo (KPKPF-00-1)
- Naipakikita ang kahandaang sumubok ng bagong karanasan (SEKPSE-IIIc-6)
- Natutukoy ang kahalagahan ng pagpapakita ng positibong pag-uugali sa harap ng hindi inaasahang pangyayari tulad ng pagkatalo sa laro, atbp. (SEKPSE-00-8)

Materials: one chair for each learner, Muslim-inspired music

Procedure:

1. Assist the learners in arranging the chairs in a circle with the seats facing outward.
2. Ask the learners to sit on a chair. There should be no empty chair in the circle.
3. Ask a volunteer to stand up and surrender his/her chair.
4. When the music starts, ask the learners to dance around the circle of chairs, following the rhythm of the music.
5. When the music stops, learners should find a chair to sit on.
6. The learner who is not able to take a seat will sit on the floor and wait for the others to join him/her.
7. Play the game until only one chair is left.
8. The learner who is able to sit on the last chair wins.

WEEK 18

Content Focus: **My family participates in school activities.**

Blocks of Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Arrival Time (10 min)	Arrival routine				
Meeting Time 1 (10 min)	Meeting time routine Review of concepts learned the previous week/day Introduction of message for the day by asking the guide questions below				
MESSAGE	We have family activities in school: PTCs, Family Day	My parents help the school in different ways.	Parents can help my school as resource persons (gardener).	Parents can help my school as resource persons (carpenter).	Parents can help my school as resource persons (cook).
QUESTION/S	What are the family activities in school? *use semantic web or graphic organizers	How do your parents help the school?	What does a gardener do? How does a gardener help the school?	What does a carpenter do? How does a carpenter help the school?	What does a cook do? How does a cook help the school?
Transition to Work Period 1	<i>The teacher gives instructions on how to do the independent activities, answers any questions, and tells the learners to join their group and do the assigned tasks.</i>				
Work Period 1 (40 mins)					
Teacher-Supervised Activity	School Activity Picture Mobile Introduce letter Gg	Brigada Eskwela Poster	Thank you poster for the Parent Resource Person (Gardener) Introduce letter Uu	Thank You poster for the Parent Resource Person (Carpenter)	Thank you poster for the Parent Resource Person (Cook)
Learning Checkpoints	✓ <i>Make a School Activity Picture Mobile as instructed</i>	✓ <i>Express their ideas through drawing</i>	✓ <i>Participate in making a Thank You card for the parent-gardener</i>	✓ <i>Participate in making a Thank You card for the parent-carpenter</i>	✓ <i>Participate in making a Thank You card for the parent-cook</i>
Independent Activities	1. Puzzles of different school activities, how parents help our school) 2. Letter Gg, Uu Collage 3. Letter Gg, Uu Mosaic 4. Block Play				

Blocks of Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Learning Checkpoints	<ul style="list-style-type: none"> ✓ Put the puzzle pieces together correctly ✓ Identify and give the sound of the letter gg ✓ Represent the letter gg creatively ✓ Express their ideas creatively 				
Transition to Meeting Time 2	The teacher reminds the learners about the time left in Work Period Time 1 around 15 minutes before Meeting Time 2. After 10 minutes, the teacher tells the learners to start packing away the materials they used and be ready for Meeting Time 2. A transition song or a countdown may be used.				
Meeting Time 2 (10 min)	The learners show and describe their school activity mobile.	The learners show and describe the poster about how their parents help the school.	The learners draw their garden.	The learners' build' a house with wooden blocks.	The learners do a food preparation charade.
QUESTIONS/ ACTIVITY	What activities in school does your family participate in?	How do your parents help the school?	What can be seen in your garden?	If you are a carpenter what kind of house will you build?	What food preparation actions can you show?
Transition to Recess	The teacher commends the learners for the work they did in Work Period Time 1 and tells them to prepare for recess time by washing their hands. Encourage sharing especially if not all children have food.				
Recess (15 min)					
Transition to Quiet Time	The teacher reminds the children to pack away the things they used in recess time, clean up their eating area, throw their trash in the trash bin, wash their hands, brush their teeth, change their wet clothes, and have their Quiet Time.				
Quiet Time (10 min)					
Transition to Story Time	While singing a transition song, the teacher "wakes" the learners up and tells them that it's time to listen to a story. When the learners are ready, the teacher proceeds with the pre-reading activities and makes sure that the learners are listening attentively.				
Story Time (20 min)	Theme: Any age and culturally appropriate story about family activities in school.	Theme: Any age and culturally appropriate story about different ways parents can help the school.	Theme: Any age and culturally appropriate story about a gardener.	The teacher reads any age and culturally appropriate story about a carpenter.	The teacher reads any age and culturally appropriate story about cooking or food preparation.

Blocks of Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Pre-Reading	<p>Define difficult words.</p> <p>Motivation question: <i>What are the family activities in our school?</i></p> <p>Motive question: <i>What are the family activities in school in the story?</i></p>	<p>Define difficult words.</p> <p>Motivation question: <i>How do your parents help the school?</i></p> <p>Motive question: <i>How do parents help the school in the story?</i></p>	<p>Define difficult words.</p> <p>Motivation questions: <i>Who takes care of our garden in school?</i></p> <p>Motive question: <i>What does the gardener do in the story?</i></p>	<p>Define difficult words.</p> <p>Motivation question: <i>How does a carpenter help the school?</i></p> <p>Motive question: <i>What does a carpenter do in the story?</i></p>	<p>Define difficult words.</p> <p>Motivation question: <i>How does a cook help the school?</i></p> <p>Motive question: <i>What does a cook do in the story?</i></p>
During Reading	Ask comprehension questions.				
Post-Reading	Retell the activities that the families did in the story.	How do parents help the school in the story?	<p>What does a gardener do?</p> <p>Who among you have parents who can help take care of our school garden?</p>	<p>What does a carpenter do?</p> <p>Who among you have parents who can help fix school furniture?</p>	<p>What does a cook do?</p> <p>Who among you have parents who can help prepare food in school?</p>
Transition to Work Period 2	After the post-reading activities, the teacher gives instructions regarding the teacher-supervised and independent activities, answers any questions, and tells the learners to join their group and do the assigned tasks.				
Work Period 2 (40 min)					
Teacher-Supervised Activity	Hand Game (concrete quantities up to 6)	Number Stations 6	Number Books (quantities of 6)	Lift the Bowl (quantities of 6)	Walk the Number Line
Learning Checkpoints	✓ Explore different combinations that make a given quantity	✓ See that despite the differences in appearance quantities remain the same (conservation)	✓ Use numeral to describe and record quantities	✓ Explore different combinations that make a given quantity	✓ Sequence numbers

Blocks of Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Independent Activities	1. Block Play Challenge 2. Play Dough Numerals (0-6) 3. It's A Match (0 to 6) 4. Comparing Quantities: A Game for Partners				
Learning Checkpoints	✓ Identify numerals 0 to 6 ✓ Match numerals to corresponding number of objects ✓ Compare quantities ✓ Represent the numeral 6 creatively				
Transition to Indoor/ Outdoor Games	<i>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.</i>				
Indoor/ Outdoor Games (20 min)	Action song: This is the Way We Join the Activities in School.	Role Play of Brigada Eskwela	Meet and greet the parent resource person (gardener).	Meet and greet the parent resource person (carpenter).	Meet and greet the parent resource person (cook).
Learning Checkpoints	✓ Sing and do the movements of the song	✓ Show how their parents help the school			
Transition to Meeting Time 3	✓ <i>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 in Meeting Time 3. A transition song or countdown may be used.</i>				
Meeting Time 3 (5 min)	The learners talk about the family activities in school.	The learners talk about how their parents help the school.			
Wrap-Up Questions / Activity	<i>The teacher checks if the learners are able to say what the family activities in school are.</i>	<i>The teacher checks if the learners are able to say how their parents help the school.</i>	<i>The teacher checks if the learners are able to perform the gardening activity with the parent resource person.</i>	<i>The teacher checks if the learners are able to describe how the parent resource person (carpenter) helps the school.</i>	<i>The teacher checks if the learners are able to describe how the parent resource person (cook) helps the school.</i>
DISMISSAL ROUTINE					

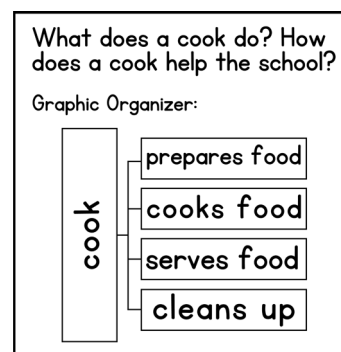
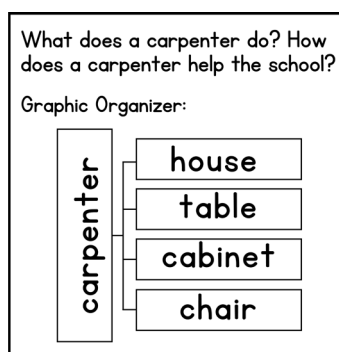
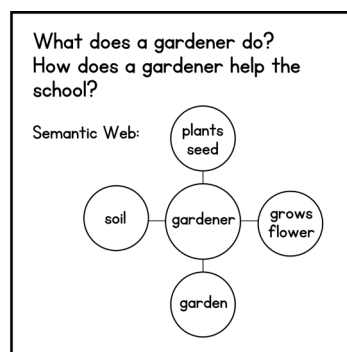
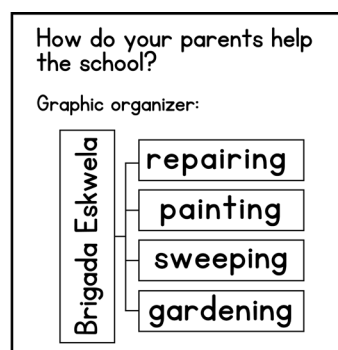
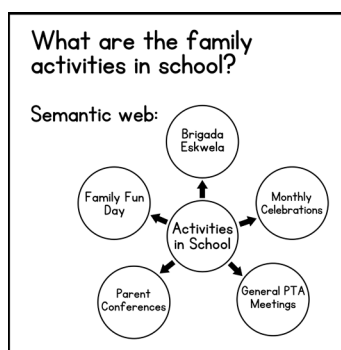
WEEK 18

Content Focus: **My family participates in school activities.**

MEETING TIME 1

To organize the learners' ideas and responses, semantic webs or graphic organizers may be used.

Examples:



WORK PERIOD 1 TEACHER-SUPERVISED ACTIVITIES

1. School Activity Picture Mobile

Competencies:

- Nakapagkukuwento ng mga ginagawa sa paaralan (KMKPArA-00-3)
- Nailalarawan ang mga karanasan na may kinalaman sa pagtutulungan ng pamilya at paaralan (KMKPArA-00-4)
- Nakapagpipinta at nakapagkukulay ng iba't-ibang bagay o gawain (SKMP-00-2)
- Nakakalikha ng iba't-ibang bagay sa pamamagitan ng malayang pagguhit (SKMP-00-1)
- Napagsisikapang matapos ang sinimulang gawain sa itinakdang oras (KAKPS-00-1)

Materials: paper, pencil, crayons, glue, picture, Manila paper/cartolina

Procedure:

1. Ask the learners to think about the school activities their families participate in.
2. Have them draw these on construction paper. Assist the learners in labelling their drawings.
3. Attach a yarn to each drawing and hang them as mobiles.

2. Brigada Eskwela Poster

Competencies:

- Nakapagkukuwento ng mga ginagawa sa paaralan (KMKP Ara-00-3)
- Nailalarawan ang mga karanasan na may kinalaman sa pagtutulungan ng pamilya at paaralan (KMKP Ara-00-4)
- Nakaguguhit/Nakapagpipinta at nakapagkukulay ng iba't-ibang bagay o gawain (SKMP-00-2)
- Nakalikha ng iba't-ibang bagay sa pamamagitan ng malayang pagguhit (SKMP-00-1)

Materials: ¼ sized cartolina that is shaped like a school, felt tip pens, crayons, markers

Procedure:

1. Assist the learners in writing the Brigada Eskwela on the "roof" of the school building (on the cartolina),
2. Assist the learners in drawing what the parents do on Brigada Eskwela.

3. A "Thank You" Poster for the Parent Resource Person (Gardener)

Competencies:

- Nakaguguhit/Nakapagpipinta at nakapagkukulay ng iba't-ibang bagay o gawain (SKMP-00-2)
- Nakalikha ng iba't-ibang bagay sa pamamagitan ng malayang pagguhit (SKMP-00-1)
- Naipakikita ang pagmamahal sa mga kasapi ng pamilya at sa nakatatanda (KMKPPam-00-5)

Materials: big outlines of flowers for cutting in colored paper, scissors, glue, colored markers, felt tip pens, a sheet of cartolina

Procedure:

1. Ask the learners to cut out the flower shapes.
2. Ask the learners to glue or paste them on the sides of the cartolina to become a frame.
3. The teacher writes a 'thank you' note on the cartolina, taking dictation from the learners.
4. The learners sign their names on the poster.
5. The learners present the poster to the parent-resource person.

4. A “Thank You” Poster for the Parent Resource Person (Carpenter)

Competencies:

- Nakaguguhit/Nakapagpipinta at nakapagkukulay ng iba’t-ibang bagay o gawain (SKMP-00-2)
- Nakalikha ng iba’t-ibang bagay sa pamamagitan ng malayang pagguhit (SKMP-00-1)
- Naipakikita ang pagmamahal sa mga kasapi ng pamilya at sa nakatatanda (KMKPPam-00-5)

Materials: a sheet of cartolina shaped like a school, colored markers, felt tip pens, outlines of tools (saw, hammer, chisel, nails) for cutting, scissors, glue

Procedure:

1. Have the learners cut out the carpenters’ tools and paste them on the sides of the cartolina to make a frame.
2. The learners dictate to the teacher their thank you message to the parent-resource person.
3. The learners sign their names on the poster.
4. The learners present their thank you poster to the parent-resource person.

5. A “Thank You” poster for the Parent Resource Person (cook)

Competencies:

- Nakaguguhit/Nakapagpipinta at nakapagkukulay ng iba’t-ibang bagay o gawain (SKMP-00-2)
- Nakalikha ng iba’t-ibang bagay sa pamamagitan ng malayang pagguhit (SKMP-00-1)
- Naipakikita ang pagmamahal sa mga kasapi ng pamilya at sa nakatatanda (KMKPPam-00-5)

Materials: a sheet of cartolina shaped like a platter, pictures of food from old newspapers and magazines for cutting, glue, felt tip pens, markers, scissors

Procedure:

1. Have the learners cut out the pictures of food from old newspapers and magazines.
2. Ask the learners to paste the pictures on the sides of the platter/cartolina.
3. The learners dictate their ‘thank you’ message for the teacher to write down on the platter/cartolina.
4. The learners sign their thank you poster and present it to the parent-resource person.

WORK PERIOD 1 INDEPENDENT ACTIVITIES

1. Puzzles of different school activities

Competencies:

- Pagmomolde ng luwad (clay), pagbuo ng puzzles (KPKFM-00-1.5)
- Nasasabi, nakikilala, at naipakikita ang kahalagahan ng pakikibahagi (KAKPS-00-16)

Materials: teacher-made, 6-8 piece puzzles of different school activities

Procedure:

1. Learners put the puzzle pieces together either alone or with another learner.
2. Learners describe what is shown in the puzzles.

2. Letter Gg/Uu Collage

Competencies:

- Nakapupunit, nakagugupit at nakapagdidikit sa paggawa ng collage (SKMP-00-7)
- Nakagugupit at nakapagdidikot ng iba't-ibang hugis na may iba't-ibang tekstura (SKMP-00-4)
- Identify the letters of the alphabet (mother tongue orthography) (Gg) (LLKAH-Ih-3)

Materials: bond paper with the outline of letter Gg, Uu, old magazines or newspapers, scissors, glue

Procedure:

1. Have the learners look over the old magazines and newspaper and cut out the letters Gg, Uu in upper and lowercase. (The letters may come in different colors, font and sizes.)
2. Have the learners paste the letters they found inside the outline of the letter.

3. Letter Gg/Uu Mosaic

Competencies:

- Nakagugupit at nakapagdidikot ng iba't-ibang hugis na may iba't-ibang tekstura (SKMP-00-4)
- Identify the letters of the alphabet (mother tongue orthography) (LLKAH-Ih-3)

Materials: bond paper with the outline of the letter Gg, Uu, cloth cut in medium sized circles (retaso) for pasting, glue

Procedure:

1. Have the learners paste the pieces of cloth on the outline of the letter Gg, Uu'
2. Have them say the sound of the letters while doing the mosaic.

4. Block Play

Competencies:

- Express thoughts, feelings, fears, ideas, wishes and dreams (LLKOL-Ig-9)
- Nailerawan ang mga karanasan na may kinalaman sa pagtutulungan ng pamilya at paaralan (KMKPAra-00-4)

Materials: table or floor blocks

Procedure:

1. Learners build the school and their house using the blocks.
2. Learners describe their work.

WORK PERIOD 2 TEACHER-SUPERVISED ACTIVITIES

1. Hand Game (concrete quantities of 6)

Competencies:

- Combine elements of two sets using concrete objects to represent the concept of addition (MKAT-00-3)
- Count objects with one-to-one correspondence up to quantities of 10 (MKC-00-7)
- Recognize and identify numerals 0 to 10 (MKC-00-2)
- Read and write numerals 0 to 10 (MKC-00-3)
- Add quantities up to 10 using concrete objects (MKAT-00-8)
- Use a variety of materials and communicate strategies used to determine answers to addition and subtraction problems listened to (MKAT-00-10)
- Solve simple addition and subtraction number stories (up to quantities of 10) read by the teacher using a variety of ways (e.g., concrete materials, drawings) and describe and explain the strategies used (MKAT-00-11)
- Recognize the words “put together,” “add to,” and “in all” that indicate the act of adding whole numbers (MKAT-00-26)

Materials: any kind of counter such as pebbles, chips, or sticks, numeral cards, work mats

Procedure:

1. Learners get 6 counters.
2. Learners separate counters in different ways and verbalize the combinations that result.

2. Number Stations 6

Competencies:

- Count objects with one-to-one correspondence up to quantities of 10 (MKC-00-7)
- Recognize and identify numerals 0 to 10 (MKC-00-2)
- Tell that the quantity of a set of objects does not change even though the arrangement has changed (i.e., the child should be able to tell that one set of counters placed in one-to-one correspondence and then rearranged still has the same quantity) (MKSC-00-23)

Materials: sticks as counters

Procedure:

1. Learners get 6 sticks.
2. Learners work together with the teacher in exploring 6 sticks, making as many arrangements as possible to show how they can form it in various ways.
3. Teacher encourages the learners to describe the patterns and to create more.

3. Number Books (Quantities of 6)

Competencies:

- Count objects with one-to-one correspondence up to quantities of 10 (MKC-00-7)
- Recognize and identify numerals 0 to 10 (MKC-00-2)
- Read and write numerals 0 to 10 (MKC-00-3)

Materials: old magazines/pictures of objects associated with a gardener, carpenter, or cook; scratch paper, crayons, pencils, scissors

Procedure:

1. Assist the learners in cutting 6 pictures of objects related to gardening, carpentry, or cooking.
2. Take dictation from the learners in labelling their work.
3. Assist the learners in writing the numeral 6.

4. Lift the Bowl (quantities of 6)

Competencies:

- Combine elements of two sets using concrete objects to represent the concept of addition (MKAT-00-3)
- Count objects with one-to-one correspondence up to quantities of 10 (MKC-00-7)
- Add quantities up to 10 using concrete objects (MKAT-00-8)
- Use a variety of materials and communicate strategies used to determine answers to addition and subtraction problems listened to (MKAT-00-10)

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

Procedure:

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

Teacher says...	Learners say...
"Place six blocks under the bowl."	"None and six is six." or "Zero and six is six."
"Place one block on the bowl."	"One and five is six."
"Place two blocks on the bowl."	"Two and four is six."
"Place three blocks on the bowl."	"Three and three is six."
"Place four blocks on the bowl."	"Four and two is six."
"Place five blocks on the bowl."	"Five and one is six."
"Place six blocks on the bowl."	"Six and none is six." Or "Six and zero is six."

Note: Some learners will need to work within a small group or one-on-one with the teacher to help them focus. This will also help teachers closely monitor and assist a specific learner complete this activity. Use different counters from time to time.

5. Walk the Line

Competencies:

- Recognize and identify numerals 0 to 10 (MKC-00-2)
- Rote count up to 20 (MKSC-00-12)

Materials: chalk, number cards 0 to 6

Procedure:

1. Chalk a line outdoors, long enough to include all the numbers 0 to 10 one step apart.
2. Make a mark where each number will come but don't actually write them in.
3. Shuffle a set of number cards
4. Take it in turns to take a number card and walk along the line from the start, stepping on the markers and counting out loud as you do so.
5. When you get to the correct spot for your number, put the card on the ground.
6. When all the cards are in position, turn them face down. Ask your learner to walk slowly along the line from the beginning until you shout "stop". Then see if she can tell you which number she is on. Check by turning the card over.

WORK PERIOD 2 INDEPENDENT ACTIVITIES

1. Block Play Challenge

Competencies:

- Nakapagkukuwento ng mga ginagawa sa paaralan (KMKP Ara-00-3)
- Nakapagpapatung-patong, nakapagdudugtongdugton at nakapagdidikitdikit (assemblage) ng blocks (SKMP-00-8)

Materials: 6 table or floor blocks for each learner

Procedure:

1. Challenge the learners to create or build anything using only 6 blocks.
2. Ask them to describe their work.

2. Playdough Numerals (0-6)

Competencies:

- Pagmomolde ng luwad (KPKFM-00-1.5)
- Match numerals to a set of concrete objects from 0 to 10 (MKC-00-4)

Materials: playdough

Procedure:

1. Give each learner a medium-sized ball of playdough.
2. Let them form the numerals 0, 1, 2, 3, 4, 5, and 6.
3. Ask the learners to create the number of objects for each numeral. (Example: 6 pencils – numeral 6)

3. It's A Match (0-6)

Competencies:

- Recognize and identify numerals 0 to 10 (MKC-00-2)
- Match numerals to a set of concrete objects from 0 to 10 (MKC-00-4)

Materials: numeral cards from 0 to 6, picture cards of quantities from 0 to 6

Procedure:

1. Place all cards on the table/floor face down.
2. Learners take turns in getting two cards.
3. If the numeral and the quantity match, player keeps the card.
4. Player with the most number of cards wins.

Note: For matching activities, teachers may present learners with varied materials that include tactile materials or concrete objects. For instance, instead of just matching colors, learners may match objects with the same texture. Teachers may use cloth swatches, cotton, corrugated paper, etc. Learners may also match the objects with the same shapes such as pencils, coins, blocks, or varied manipulatives. Consider this when you encounter other similar activities.

4. Comparing Quantities: A Game for Partners

Competencies:

- Combine elements of two sets using concrete objects to represent the concept of addition (MKAT-00-3)
- Count objects with one-to-one correspondence up to quantities of 10 (MKC-00-7)
- Recognize and identify numerals 0 to 10 (MKC-00-2)
- Read and write numerals 0 to 10 (MKC-00-3)
- Add quantities up to 10 using concrete objects (MKAT-00-8)
- Use a variety of materials and communicate strategies used to determine answers to addition and subtraction problems listened to (MKAT-00-10)
- Solve simple addition and subtraction number stories (up to quantities of 10) read by the teacher using a variety of ways (e.g., concrete materials, drawings) and describe and explain the strategies used (MKAT-00-11)
- Recognize the words “put together,” “add to,” and “in all” that indicate the act of adding whole numbers (MKAT-00-26)
- Compare two groups of objects to decide which is more or less, or if they are equal (MKC-00-8)
- Nakapaghihintay ng kanyang pagkakataon (KAKPS-00-12)

Materials: clothespins, small card numbers, more/less spinner

Procedure:

1. Each learner draws a numeral card from a pile of cards.
2. They each build the appropriate clothespin stack to match their cards.
3. One learner turns the more/less spinner. If it lands on less, the partner whose stack has lesser clothespins wins both stacks. If the spinner lands on more, the partner with more clothespins wins both stacks.
4. They continue to take turns, each accumulating clothespins.
5. When the time is up or the learners decide to end the game, they snap together all the clothespins. They turn the spinner to see if the person who has accumulated more or less clothespins is the winner.

INDOOR/OUTDOOR GAMES

1. Action Song (This is the Way)

Competencies:

- Nakasasali sa mga laro, o anumang pisikal na gawain at iba't-ibang paraan ng pag-eehersisyo (KPKPF-00-1)
- Nagagamit ang mga kilos lokomotor at di-lokomotor sa paglalaro, pag-eehersisyo, pagsasayaw (KPKGM-Ig-3)
- Nakagagalaw (martsa, palakpak, tapik, padyak, lakad, lundag at iba pa) nang angkop sa ritmo at indayog bilang tugon sa himig na napapakinggan/awit na kinakanta (KPKPF-Ia-2)
- Naisasagawa ang paggalaw/pagkilos ng iba't ibang bahagi ng katawan sa saliw ng awitin nang may kasiyahan (KPKGM-Ia-1)
- Naisasagawa ang mga sumusunod na kilos lokomotor sa pagtugon sa ritmong mabagal at mabilis (paglakad, pagtakbo, pagkandirit, paglundag/pagtalon, paglukso) (KPKGM-Ie-2)
- Recite rhymes and poems, and sing simple jingles/songs in the mother tongue, Filipino and/or English (LLKOL-Ia-2)

Materials: Song (This is the Way)

Procedure:

1. Let the learners form a circle.
2. The teacher will give the action first for the learners to follow while singing "This is the Way..."
3. The teacher will point to anyone in the circle to do the next action for them to follow.
4. Each learner should give an action to the words of the song.

2. Role Play (Brigada Eskwela)

Competencies:

- Nakapagkukuwento ng mga ginagawa sa paaralan (KMKPArA-00-3)
- Nailalarawan ang mga karanasan na may kinalaman sa pagtutulungan ng pamilya at paaralan (KMKPArA-00-4)
- Participate actively in a dialog or conversation of familiar topics (LLKOL-00-10)

Materials: pictures used in Meeting Time 1

Procedure:

1. Gather the learner in 4 groups.
2. Tell them that they are going to act out the ways parents help in the school like in Brigada Eskwela.
3. Each leader of the group will get 1 picture and show this to his/her group.
4. After brainstorming, they will act out the scenario in the picture in front of the class.

3. Meet and Greet the Parent - Resource Persons (Gardener, Carpenter, Cook)

Competencies:

- Use polite greetings and courteous expressions in appropriate situations (LLKOL-Ia-1)
- Give the names of family members..and the roles that they play...and the things they use (LLKV-00-6)
- Use objects and materials safely (PNEKPP-00-6)
- Identify needs of plants and ways to care for plants (PNEKP-IIb-2)
- Demonstrate an understanding that objects are made from one or more materials like metal, plastic, wood, paper (PNEKPP-00-2)
- Naipakikita ang pagtulong at pangangalaga sa kapaligiran: pagdidilig ng mga halaman, pag-aalis ng mga damo at kalat, hindi pagsira sa halaman, pag-aalaga sa hayop (KMKPKom-00-5)

Procedure:

1. The teacher introduces the parent resource persons
2. The learners greet the parent resource persons.
3. The parent resource persons talk about what they do and how they help the school as a gardener/carpenter/cook.
4. The parent resource persons show their tools and demonstrate how to use them.
5. The learners ask questions to the parent resource persons about the work they do to help the school
6. The learners observe and participate in the demonstration of the work the parent resource persons do in school.
7. The learners give their' thank you' poster.
8. The learners greet the guests goodbye.

SONGS, POEMS, RHYMES

This is the Way

This is the way we sweep the floor
Sweep the floor, sweep the floor
This is the way we sweep the floor
When we are in school.

**Replace the underlined words with fix the chair, clean the wall, paint the fence, other actions that the learners may suggest.*

WEEK 19

Content Focus: **My family participates in the community activities.**

Blocks of Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Arrival Time (10 min)	Arrival routine				
Meeting Time 1 (10 min)	Meeting time routine Review of concepts learned the previous week/day Introduction of message for the day by asking the guide questions below				
MESSAGE	My family is part of a community/ barangay.	My family participates in keeping the barangay clean.	My family participates in keeping the barangay clean.	My family members vote for barangay leaders.	My family helps other families in the barangay.
QUESTION/S	What is a barangay? Where does the word barangay come from? What is the name of our/ your barangay?	After showing pictures of a clean and a dirty barangay - Which barangay do you like more? Why? How does your family help keep our barangay clean?	How does your family participate in keeping our barangay clean? The teacher and the learners discuss the results of the homework/ interview.	The learners talk about their letters to the barangay chairman. Who is our barangay chairman? Where does he/ she hold office?	When does your family help other families? How does your family help other families?
Transition to Work Period 1	<i>The teacher gives instructions on how to do the independent activities, answers any questions, and tells the learners to join their group and do the assigned tasks.</i>				
Work Period 1 (40 mins)					
Teacher-Supervised Activity	Balangay Making (Paper folding activity)	Poster: I care for my barangay.	A letter to the Barangay Chairman	Map of the Barangay	Coin Bank
Learning Checkpoints	✓ <i>Fold paper boats as instructed</i>	✓ <i>Express ideas by drawing pictures</i>	✓ <i>Write a letter about what they see in the community</i>	✓ <i>Identify the different places in the barangay</i>	✓ <i>Express willingness to help families in need</i>
Independent Activities	1. Poster of words with letters NGng, Ññ 2. It's a Match (Picture-letters NGng,Ññ) 3. Writing Paper (NGng,Ññ) 4. Letter Tracing				

Blocks of Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Learning Checkpoints	<ul style="list-style-type: none"> ✓ Identify the letters ngng ✓ Give the sound of the letters ngng ✓ Trace/write the letters ngng ✓ Name words with the ngng sound 				
Transition to Meeting Time 2	The teacher reminds the learners about the time left in Work Period Time 1 around 15 minutes before Meeting Time 2. After 10 minutes, the teacher tells the learners to start packing away the materials they used and be ready for Meeting Time 2. A transition song or a countdown may be used.				
Meeting Time 2 (10 min)	“Hulaan mo ako” (Introduction of NG words)	Letter writing using different body parts	The learners talk about what they wrote to the barangay chairman.	The learners prepare for the mock election activity.	The learners show and describe their poster about how their families help other families.
QUESTIONS/ ACTIVITY	What is the sound of NG? What other words begin with the NG sound?	How do we write the big letter N? big letter G? small letter n? small letter g? How do we write big letter NG? small letter ng?	Who is our barangay chairman? What is the job of the barangay chairman? What did you write in your letter to the barangay chairman?	How is our barangay chairman chosen? Who can vote to choose our barangay chairman?	When do you help other families? How does your family help other families?
Transition to Recess	The teacher commends the learners for the work they did in Work Period Time 1 and tells them to prepare for recess time by washing their hands. Encourage sharing especially if not all children have food.				
Recess (15 min)					
Transition to Quiet Time	The teacher reminds the children to pack away the things they used in recess time, clean up their eating area, throw their trash in the trash bin, wash their hands, brush their teeth, change their wet clothes, and have their Quiet Time.				
Quiet Time (10 min)					
Transition to Story Time	While singing a transition song, the teacher “wakes” the learners up and tells them that it’s time to listen to a story. When the learners are ready, the teacher proceeds with the pre-reading activities and makes sure that the learners are listening attentively.				

Blocks of Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Story Time (20 min)	Theme: Any age and culturally appropriate story about the barangay/ community.	Theme: Any age and culturally appropriate story about keeping the barangay/ community clean.	Theme: Any age and culturally appropriate story about barangay leaders.	Theme: Any age and culturally appropriate story about voting.	Theme: Any age and culturally appropriate story about families helping one other families.
Pre-Reading	<p><i>Define difficult words.</i></p> <p><i>Motivation question: What is the name of our barangay?</i></p> <p><i>Motive question: What kind of barangay is the story about?</i></p>	<p><i>Define difficult words.</i></p> <p><i>Motivation question: Is your barangay clean or not?</i></p> <p><i>Motive question: How can we keep our barangay clean?</i></p>	<p><i>Define difficult words.</i></p> <p><i>Motivation questions What do we call the leader of our barangay? What is his/her name?</i></p> <p><i>Motive question: What is the job of the barangay leader in the story?</i></p>	<p><i>Define difficult words.</i></p> <p><i>Motivation question: Do you know what an election or voting is about?</i></p> <p><i>Motive question: What is an election or voting about in the story?</i></p>	<p><i>Define difficult words.</i></p> <p><i>Motivation question: What happens to families when there is a strong typhoon, fire, or earthquake?</i></p> <p><i>Motive question: How did families help other families in the story?</i></p>
During Reading	<i>Ask comprehension questions.</i>				
Post-Reading	<p><i>What is the barangay in the story like?</i></p> <p><i>Is that barangay same as ours?</i></p>	<p><i>How can we keep our barangay clean?</i></p> <p><i>What can we do to help keep our barangay clean?</i></p>	<p><i>What is the job of the barangay leader in the story?</i></p> <p><i>How can we help our barangay leader?</i></p>	<p><i>What is an election or voting about in the story?</i></p> <p><i>Is election or voting important?</i></p>	<p><i>How did families help other families in the story?</i></p>
Transition to Work Period 2	<i>After the post-reading activities, the teacher gives instructions regarding the teacher-supervised and independent activities, answers any questions, and tells the learners to join their group and do the assigned tasks.</i>				
Work Period 2 (40 min)					

Blocks of Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY		
Teacher-Supervised Activity	Hand Game (Concentration 0-6)	Number Cover All (1-6)	Street clean-up activity with parents/ guardians	Mock Election	Recognizing coins		
Learning Checkpoints	✓ <i>Make different combinations of 6</i>	✓ <i>Identify different numerals</i>			✓ <i>Identify the value of Philippine peso coins</i>		
Independent Activities	1. Fishing Game 2. Play Dough Numerals 3. Who Has More? 4. Block Play Challenge						
Learning Checkpoints	<ul style="list-style-type: none"> ✓ <i>Recognize numerals correctly</i> ✓ <i>Recognize more or less quantities</i> ✓ <i>Write the numeral 6</i> ✓ <i>Represent numerals with corresponding objects using play dough</i> ✓ <i>Make different combinations of 6</i> 						
Transition to Indoor/ Outdoor Games	<p><i>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.</i></p>						
Indoor/ Outdoor Games (20 min)	The balangay is sinking (The boat is sinking)	Clean Up Race			Follow the Leader		
Learning Checkpoints	✓ <i>Follow rules, form groups of 1-6, show sports-manship</i>	✓ <i>Coordinate the different body parts</i>			✓ <i>The teacher takes note if the street clean up activity was implemented as planned</i>	✓ <i>The teacher checks if the mock election process was followed</i>	✓ <i>The teacher observes if the learners can be a leader and a follower.</i>
Transition to Meeting Time 3	<p><i>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 in Meeting Time 3. A transition song or countdown may be used.</i></p>						

Blocks of Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Meeting Time 3 (5 min)	The teacher reviews with the learners where the term for community – barangay – came from.	The learners talk about the importance of keeping the barangay/ community clean.	The learners talk about their street clean up experience.	The learners talk about their mock election experience.	The learners talk about how their family participates in the community activities.
Wrap-Up Questions / Activity	<i>Where did the word barangay come from? (balangay) What is the meaning of balangay? (sailboat)</i>	<i>Why is it important to keep our barangay clean? Homework: The teacher asks the learners to interview their parents and other family members about what they do to help keep the community/ barangay clean.</i>	<i>How did you feel about keeping our barangay clean? What will you tell others so that they can help keep our barangay clean?</i>	<i>Can children like you vote? Who can vote? How does the election process take place?</i>	<i>How can we help our community? How can we help other families?</i>
Reminders		Adult family members should accompany the learners in the street clean up activity tomorrow.			
DISMISSAL ROUTINE					

WEEK 19

Content Focus: **My family participates in the community activities.**

WORK PERIOD 1 TEACHER SUPERVISED ACTIVITIES

1. Balangay Making (paper folding activity)

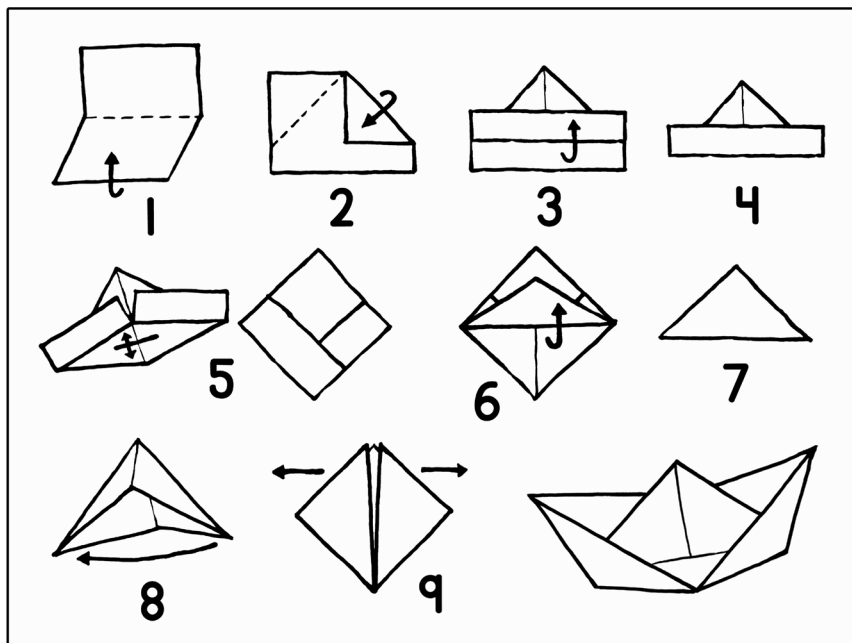
Competency:

- Naisasagawa ang mga sumusunod na kasanayan gaya ng: 2.2 pagtitiklop ng papel (KPKFM-00-1.2)

Materials: paper

Procedure: Assist the learners in doing the following-

1. Fold the paper in half, pattern side inwards.
2. With the 'open' edge at the bottom, fold the corners down to meet in the middle.
We found it helped to 'quarter' the sheet lightly first, so we knew where to fold to.
3. Fold one bottom 'lip' upwards and fold the little corners that overhand the triangles over the back.
4. Turn it over and fold the other lip upward too.
5. Open the shape up into a 'hat' and fold it down in the other direction so that the corners which were at each end are now together.
6. Fold the corner at the bottom of the new diamond up to lie flat. Effectively you open up the shape into a square.
7. Turn it over and do the same.
8. As before, open it up from the bottom and flatten it in the opposite direction.
9. The two upper corners will be loose. Grasp them and pull gently apart. The boat will open up in front of you.



2. Poster: Caring for the Community

Competencies:

- Nakalilikha ng iba't ibang bagay sa pamamagitan ng malayang pagguhit (SKMP-00-1)
- Natutukoy na ang bawa't pamilya ay kabilang sa isang komunidad (KMKPKom-00-1)
- Talk about family members...or members of the community using various appropriate descriptive words (LLKOL-00-5)

Materials: ½ construction paper for each learner, a sheet of manila paper labeled, "I Care for My Barangay", glue, felt tip pens, crayons, colored markers

Procedure:

1. Ask the learners to describe their community.
2. Ask them to think of ways to help the community and draw their ideas on the construction paper.
3. Assist the learners in labeling their work.
4. Assist the learners in pasting their drawing on the manila paper.

3. A Letter to the Barangay Chairman

Competencies:

- Nakikilala ang mga taong nakatutulong sa komunidad (KMKPKom-00-2)
- Express thoughts, feelings, fears, ideas, wishes, and dreams (LLKOL-Ig-9)

Materials: small sheets of paper for letter writing, felt tip pens, pencils, small brown envelope addressed to the Barangay Chairman

Procedure:

1. Ask the learners what they wish to say to the Barangay Chairman through a letter.
2. Assist the learners in writing down their letters. The teacher may take dictation and the learners will sign the letter.
3. Ask the learners to add drawings to their letter.
4. Let the learners put their letters in the brown envelope addressed to the Barangay Chairman.
5. Seal the envelope and tell the learners that you are going to deliver the letter to the Barangay Hall where the Barangay Chairman holds office at

4. Map of the Barangay

Competencies:

- Natutukoy ang iba't ibang lugar sa komunidad (KMKPKom-00-3)
- Create simple pictographs MKAP-00-02
- Discuss simple pictographs (MKAP-00-3)

Materials: sheets of paper, felt tip pens, crayons

Procedure:

1. Ask the learners to draw their house on one end of the sheet of paper and the school on the opposite end.
2. Ask the learners what places in the barangay they see on their way to school and draw them on the paper.
3. Assist the learners in labeling their work.

5. Poster Making: My Family Helps Other Families

Competencies:

- Nagkakaroon ng kamalayan sa damdamin ng iba (SEKEI-00-2)
- Natutukoy na ang bawa't pamilya ay nabibilang sa isang komunidad (KMKPKom-00-1)
- Nasasabi, nakikilala, a t naipakikita ang kahalagahan ng pakikibahagi (KAKPS-00-16)

Materials: small, empty, unbreakable containers that can be turned into a coin bank, felt tip pens, markers

Procedure:

1. Ask the learners for ways they can help families who need help.
2. Ask them if they are willing to keep a coin bank for 'helping' purposes.
3. Assist the learners in turning the small containers into a coin bank.
4. Have the learners write their name on the coin bank.
5. Tell them to bring the piggy bank home and put coins inside until it is full.

WORK PERIOD 1 INDEPENDENT ACTIVITIES

1. Poster of words with letters (NGng, Ññ)

Competencies:

- Identify the letters of the alphabet (mother tongue, orthography) (LLKAK-Ih-3)
- Give the sound of each letter (mother tongue, orthography) (LLKAK-Ih-7)
- Name objects that begin with a particular letter of the alphabet (LLKV-00-5)

Materials: a 1/4 cartolina sized outline of the letter NGng, Ññ for each learner, colored markers, crayons

Procedure:

1. Learners take a sheet of the letter outline.
2. Learners identify the letters and produce its sound.
3. Learners to think of words with the letter/sound Ngng, Ññ.
4. Words in the learners' mother tongue are most welcome.
5. Learners draw their ideas inside the outline of the letter.
6. Assist the learners in labeling their drawings.

2. It's a Match (Picture-letters NGng, Ññ)

Competencies:

- Identify the letters of the alphabet (LLKAK-Ih-3)
- Give the sound of each letter (LLKAK-Ih-7)

Materials: set of picture cards of objects with the NGng and Ññ sound, letter cards of NGng and Ññ

Procedure:

1. Place the letter cards on the table/floor.
2. Place all the picture cards face down on the table/floor
3. Learners get a picture card, say the word the picture represents, and match it with the correct letter.

3. Writing Papers (NGng,Ññ)

Competency:

- Write the lower case for each upper case letter or vice versa (LLKH-00-4)

Materials: writing papers (with letter dot patterns for each letter), felt tip pens, pencils, crayons

Procedure:

1. Learners get a writing paper and writing implement.
2. Learners trace the letters.
3. Learners try to write the letters on their own.

4. Letter Tracing

Competency:

- Trace, copy and write the letters of the alphabet (LLKH-00-3)

Materials: small flat trays with flour or baby powder

Procedure:

1. Learners write the letters on the tray using their index finger.
2. Learners are careful not to spill the flour or baby powder so that the other learners may use it, too.

Riddles

Ano Ito?

Malimit na paraan ng pagbati sa atin mga kapamilya at kaibigan - NGITI
Nasa loob ng ating bibig na ating ginagamit sa pagkain – NGIPIN
Ating ginagawa upang madurog an gating kinakain – NGUYA
Ginagawa natin ito sa utos ng ating dentist – NGANGA
Gawain ng ating mga labi bilang panturo - NGUSO

WORK PERIOD 2

TEACHER SUPERVISED ACTIVITIES

1. Hand Game (connecting level up to quantities of 6)

Competencies:

- Tell that the quantity of a set of objects does not change even though the arrangement has changed (MKSC-00-23)
- Recognize and visualize situations that require addition and subtraction (MKAT-00-14)
- Recognize the words “take away”, “less,” and “are left” that indicate the act of subtracting whole numbers (MKAT-00-4)
- Write subtraction number sentences using concrete representations (MKAT-00-10)

Materials: any kind of counters, sheets of paper, pencils, pens

Procedure:

1. Learners get six counters.
2. Learners separate counters in different ways and verbalize the combinations that result.
3. Learners write down number sentences using concrete objects.

2. Number Cover All

Competency:

- Recognize and identify numerals 0-10 (MKC-00-2)

Materials: number cards for each learner (variations of 0-10), tokens, container for chips with numerals 0 to 10

Procedure:

1. Players get a number card each and ten tokens.
2. A player calls out the numbers one by one.
3. If the number is called, player marks it with a token in the number cards
4. The first player whose numerals are all called out wins.

3. Street Clean Up

Competencies:

- Napananatiling malinis ang kapaligiran sa pamamagitan ng pagtulong sa mga simpleng gawain tulad ng pagwawalis ng bakuran, pagtapon ng basura sa tamang lalagyan at iba pa (KMKPKom-00-4)
- Nakikilala ang kahalagahan ng mga tuntunin (KPKPKK-Ih-3)
- Use objects and materials safely (PNEKPP-00-6)
- Identify simple ways of taking care of the environment PNEKE_00-4
- Explore simple cause-and-effect relationships in familiar events and situations (PNEKE-00-5)

Materials: disposable gloves or plastic to cover the hands of learners, trash bags, tongs or stick for picking up trash, dust pan, brooms

Procedure:

1. Each learner must be accompanied by an adult family member:
2. The teacher reminds the learners of the safety rules when on the street.
3. Learners and their family members help clean up the street nearest the school using the materials.
4. Participants dispose of the collected trash and their disposable gloves or plastic properly.
5. Participants wash their hands very well after the clean up and change their clothes as needed.

4. Mock Election

Competencies:

- Talk about likes/dislikes (LLKOL-Ic-15)
- Collect data on one variable (MKAP-00-1)

Materials: voting folders, ballots, pencil, ballot box, tally sheet and pens

Procedure:

1. Set up the classroom as a polling station, like how it looks on election days.
2. Talk to the learners about how the Barangay Chairman is elected from among other candidates by the adults in the barangay.
3. Tell the learners that there will be an election in the classroom today.
4. Let the learners decide what they will vote for, and what are their choices.
5. Give the learners a ballot and a pen. Tell them that the ballot should be handled properly so it will not get soiled, crumpled, or torn. Otherwise the ballot will be useless. Erasures are also not allowed in the ballot.
6. Ask the learners to make their choice on the ballot, fold it, and drop it in the ballot box.
7. When all the learners have voted, it is time to count the votes.
8. The choice with the most number of votes wins the election.

5. Recognizing Coins

Competencies:

- Recognize and identify coins and bills up to Php 20.00 (pesos and centavos) (MKAT-00-2)
- Talk about the details of an object (LLKOL-Id-4)
- Trace, copy, and draw familiar figures (LLKH-00-2)

Materials: current Philippine peso coins (Php 10, Php 5, Php 1, Php .25, Php .10, Php .05), cardboard for tracing, pencils

Procedure:

1. Show the coins to the learners and check if they can identify their value.
2. Ask the learners to describe the similarities and differences of the coins.
3. Ask the learners which coin has the most and the least value.
4. Let the learners describe the details of each coin.
5. Let the learners trace the coins on the cardboard paper and try to copy what it looks like.
6. Remind the learners to put coins in their coin banks.

WORK PERIOD 2 INDEPENDENT ACTIVITIES

1. Fishing Game

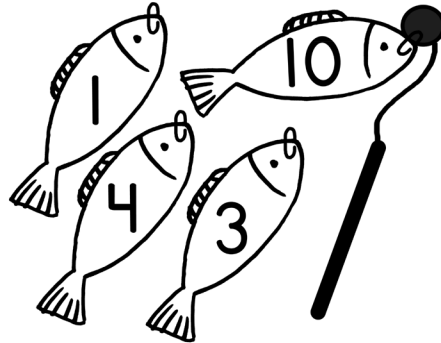
Competencies:

- Recognize and identify numerals 0 to 10 (MKC-00-2)
- Nakapaghihintay ng kanyang pagkakataon (KAKPS-00-12)

Materials: fish cut-outs (that have the numbers 1-10 written on them) with paper clips attached, one fishing rod with magnet at the end of the string, blue mat as fishing area

Procedure:

1. In the designated fishing area, learners stand outside the blue mat and take turns in catching fish with their fishing rods.
2. When learners catch a fish, they say the number written on the fish and do actions equivalent to the number (e.g. jump 5 times, clap their hands 6 times, and so on)



2. Playdough Numerals (0-6)

Competencies:

- Pagmomolde ng luwad (KPKFM-00-1.5)
- Matching numerals to a set of concrete objects from 0 to 10 (MKC-00-4)

Materials: playdough

Procedure:

1. Give each learner a medium-sized ball of playdough.
2. Let them form the numerals 0, 1, 2, 3, 4, 5, and 6
3. Ask the learners to create the number of objects for each numeral. (Example: 6 pencils – numeral 6)

3. Who Has More?

Competency:

- Compare two groups of objects to decide which is more or less, or if they are equal (MKC-00-8)

Materials: assorted counters, 6 plastic saucers

Procedure:

1. Put out about six saucers, each with a different number of things in, for example, six toothpicks, five small buttons, four big buttons, three peas, two pebbles, one marble.
2. The learners point at two saucers and choose without counting out, which has more. Learners then check by pairing up the contents of the two saucers.

Variations:

1. Put the same number of things in two of the saucers.
2. Put four big things and four small things in another saucer.
3. Put out bigger number of things.

3. Block Play Challenge

Competencies:

- Nakapagkukuwento ng mga ginagawa sa paaralan (KMKPArA-00-3)
- Nakapagpapatung-patong, nakapagdudugtongdugton at nakapagdidikitdikit (assemblage) ng blocks (SKMP-00-8)

Materials: 6 table or floor blocks for each learner

Procedure:

1. Challenge the learners to create or build anything using only 6 blocks.
2. Ask them to describe their work.

INDOOR/ OUTDOOR GAMES

1. Balangay is Sinking

Competencies:

- Nagagamit ang mga kilos na lokomotor at di-lokomotor sa paglalaro (KPKGM-Ig-3)
- Naipakikita ang pagpapahalaga sa maayos na pakikipaglaro (KAKPS-00-19)

Procedure:

1. Set the learners in a big space where they can freely run around safely.
2. The teacher says “The balangay is sinking, group yourselves into ___!” Then the learners will group themselves according to the number shouted.
3. When the players have settled into their respective groups, the teacher checks if the groups have the correct number of players.
4. The learners without group or with incomplete number will be out of the game

and can cheer for the other players. They can also shout, “The balangay is sinking. Group yourselves into _____.”

2. Clean Up Race

Competencies:

- Nagagamit ang mga kilos na lokomotor at di-lokomotor sa paglalaro (KPKGM-Ig-3)
- Naipakikita ang pagpapahalaga sa maayos na pakikipaglaro (KAKPS-00-19)

Materials: empty box or any container, crumpled papers

Procedure:

1. Learners are divided into two teams and form a line.
2. Each learner holds a piece of crumpled paper that they will shoot inside the box for their team one meter away from the line.
3. After shooting the crumpled paper, the learners go to the back of the line.
4. When all the players have played, the the team with the most number of crumpled papers inside the box/container wins.

3. Follow the Leader

Competencies:

- Naisasagawa ang paggalaw/pagkilos ng iba’t ibang bahagi ng katawan sa saliw ng awitin nang may kasiyahan (KPKGM-Ia-1)
- Nagagamit ang mga kilos lokomotor at di-lokomtor sa paglalaro, pageehersisyo, pagsasayaw (KPKGM-Ig-3)
- Nakagagalaw nang angkop sa ritmo at indayog bilang tugon sa himig na napapakinggan/awit na kinakanta (KPKPF-Ia-2)

Material: “Do a little action” song (Do a little action, one, two, three (3x) And I will follow you!”

Procedure:

1. Sing the song together.
2. The leader will sing the song while doing an action that the others must imitate. When the “And I will follow you” part comes, the leader will point to a classmate to be the next leader to do the action that the others must imitate while singing the song.
3. Repeat until all the learners had a chance to be the leader.

WEEK 20
Content Focus: **I have a family.**

Blocks of Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Arrival Time (10 min)	Arrival routine				
Meeting Time 1 (10 min)	Meeting time routine Review of concepts learned the previous week/day Introduction of message for the day by asking the guide questions below				
MESSAGE	My family is unique.	We care for one another in our family.	My family members help one another by doing different roles.	My family provides my food, shelter, and clothing needs.	My family celebrates Family Day in school.
QUESTION/S	What does unique mean? What makes your family unique?	How do we show care for one another in our family?	What are the roles that each family member has? How does each role help one another in the family?	What are the needs that your family provides?	What are the different activities that your family participates in?
Transition to Work Period 1	<i>The teacher gives instructions on how to do the independent activities, answers any questions, and tells the learners to join their group and do the assigned tasks.</i>				
Work Period 1 (40 mins)					
Teacher-Supervised Activity	Family Tree Mobile My Unique Family	I Care For My Family	I Have A Role In My Family Introduce the letter Dd	My Favorite Things (Food, Shelter, and Clothing)	It's Family Day in school! Singing Parlor games Special numbers
Learning Checkpoints	✓ Describe the uniqueness of their family	✓ Describe ways to care for their family members	✓ Say what their roles in the family are	✓ Say the basic needs provided by the family	
Independent Activities	<ol style="list-style-type: none"> 1. Letter mosaic – Rr, Dd 2. Letter Sound and Objects Match 3. Upper and Lower Case Pairs 4. Poster of Words that Begin with Rr, Dd 				

Blocks of Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Learning Checkpoints	<ul style="list-style-type: none"> ✓ Identify/recognize letters Rr, Dd ✓ Sound out letters Rr, Dd ✓ Sort letters/ words with beginning letters Rr, Dd ✓ Represent letters Rr, Dd ✓ Match upper and lower case letters 				
Transition to Meeting Time 2	The teacher reminds the learners about the time left in Work Period Time 1 around 15 minutes before Meeting Time 2. After 10 minutes, the teacher tells the learners to start packing away the materials they used and be ready for Meeting Time 2. A transition song or a countdown may be used.				
Meeting Time 2 (10 min)	The teacher writes and lets the learners recite the written tongue twister. Ang relo ni Riloy Raza ay Rolex.	The learners show their heart-shaped sheets of paper and describe how they care for their family members.	The learners show their puppets and let the puppet say what their roles in the family are.	The learners show and talk about their book of favorite things (food, shelter, and clothing).	
QUESTIONS/ ACTIVITY	<p>Who is the owner of the watch?</p> <p>What kind of watch does Riloy Raza have?</p> <p>In what letter does the word relo, Riloy, Raza and Rolex begin with?</p> <p>What sound does letter Rr have?</p> <p>How is Riloy, Raza and Rolex written? Why?</p> <p>How about the word relo, how it was written? Why?</p> <p>Can you say some words (in Mother Tongue) that begin with the /r/ sound.</p>				

Blocks of Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Transition to Recess	<i>The teacher commends the learners for the work they did in Work Period Time 1 and tells them to prepare for recess time by washing their hands. Encourage sharing especially if not all children have food.</i>				
Recess (15 min)					
Transition to Quiet Time	<i>The teacher reminds the children to pack away the things they used in recess time, clean up their eating area, throw their trash in the trash bin, wash their hands, brush their teeth, change their wet clothes, and have their Quiet Time.</i>				
Quiet Time (10 min)					
Transition to Story Time	<i>While singing a transition song, the teacher “wakes” the learners up and tells them that it’s time to listen to a story. When the learners are ready, the teacher proceeds with the pre-reading activities and makes sure that the learners are listening attentively.</i>				
Story Time (20 min)	Theme: Any age and culturally appropriate story about a family.	Theme: Any age and culturally appropriate story about family members caring for one another.	Theme: Any age and culturally appropriate story about the different roles and responsibilities of family members.	Theme: Any age and culturally appropriate story about how the family provides food, shelter, and clothing.	Singing Parlor games Special numbers Inspirational talk
Pre-Reading	Define difficult words. <i>Motivation question: What is your family like?</i> <i>Motive question: What is the family in the story like?</i>	Define difficult words. <i>Motivation question: How do the members of your family care for one another?</i> <i>Motive question: How do the family members in the story care for one another?</i>	Define difficult words. <i>Motivation question: What do your family members do to help one another?</i> <i>Motive question: How do the family members in the story help one another.</i>	Define difficult words. <i>Motivation question: What does your family provide for you?</i> <i>Motivation question: How does the family in the story use food, shelter, and clothing?</i>	
During Reading	<i>Ask comprehension questions.</i>				

Blocks of Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Post-Reading	<p>What is the family in the story like?</p> <p>How is it like your family?</p> <p>How is it different from your family?</p>	<p>How do the family members in the story care for one another?</p> <p>Do you and your family members care for one another the same way as the family in the story does?</p>	<p>How do the family members in the story help one another?</p> <p>What will happen if family members do not help one another?</p>	<p>How does the family in the story use food, shelter, and clothing?</p> <p>What will happen if the family does not have enough food and clothing? What if there is no shelter?</p>	
Transition to Work Period 2	After the post-reading activities, the teacher gives instructions regarding the teacher-supervised and independent activities, answers any questions, and tells the learners to join their group and do the assigned tasks.				
Work Period 2 (40 min)					
Teacher-Supervised Activity	Please Describe It	Watch the Clock	Telling Time	Day and Night	
Learning Checkpoints	✓ Describe attributes (size, shape, weight)	✓ Say what a clock is for and name its parts	✓ Tell the time by the hour	✓ Draw what their family members do during day time and night time	
Independent Activities	<ol style="list-style-type: none"> 1. Number Concentration (6) 2. Writing Numerals 0 to 6 3. Find 6 4. It's A Match 				
Learning Checkpoints	<ul style="list-style-type: none"> ✓ Match the numeral 6 with its correct quantity ✓ Write the numerals using the proper strokes ✓ Make combinations for the numeral 6 				
Transition to Indoor/Outdoor Games	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.				
Indoor/Outdoor Games (20 min)	Family Building Game	Action Song: "I Got Love" or any age and culturally appropriate action song about love and care for family members.	Block Play	Practice playing the parlor games for the Family Day tomorrow,	Clean Up

Blocks of Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Learning Checkpoints	<ul style="list-style-type: none"> ✓ Follow directions ✓ Form groups based on the called-out number ✓ Name roles of the members of the family ✓ Move to the rhythm, with coordination and timing. 				
Transition to Meeting Time 3	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 in Meeting Time 3. A transition song or countdown may be used.				
Meeting Time 3 (5 min)	The teacher engages the learners in a discussion about what makes their family unique by asking the learners to finish the sentence, "My family is_____."	Happy or Sad Face? The teacher shows pictures of different situations at home. The learners show a happy face if the family members are caring for each other in the picture, and a sad face when caring is not seen.	The teacher engages the learners in the discussion about the Family Day activity on Friday.	The learners write TO MY FAMILY in the letter of invitation to parents to attend the Family Day tomorrow. The teacher reminds the learners to come prepared for the Family Day activity tomorrow.	Awarding time Family picture taking
Wrap-Up Questions / Activity	<i>The teacher takes note of how the learners described the uniqueness of their family.</i>	<i>The teacher checks if learners can recognize actions of caring for members of the family.</i>	<i>The teacher takes note of how the learners are getting ready for the Family Day activity.</i>	<i>The teacher takes note if the learners were able to write TO MY FAMILY in the invitation letter.</i>	
Reminders	Send out letters to parents about the Family Day activity on Friday.			Send out invitations to remind parents about the Family Day activity tomorrow.	
DISMISSAL ROUTINE					

WEEK 20

Content Focus: **I have a family.**

WORK PERIOD 1 TEACHER SUPERVISED ACTIVITIES

1. My Family Is Unique!

Competencies:

- Nakalilikha ng iba't ibang bagay sa pamamagitan ng malayang pagguhit (SMKP-00-1)
- Nailalarawan kung paano nagkakaiba at nagkakatulad ang bawat pamilya (KMKPPam-00-3)
- Give the names of family members (LLKV-00-6)
- Trace, copy and draw familiar figures (LLKH-00-2)
- Trace, copy and write the letters of the alphabet (LLKH-00-3)

Materials: sheets of paper, pencils, crayons, colored pens, masking tape, pre-drawn tree

Procedures:

1. Have learners draw their family on the sheets of paper.
2. Assist the learners in writing down the names of their family members.
3. Assist the learners in pasting their drawings on the leaves or branches of a pre-drawn tree.
4. Write the title: "My Family is Unique" on a strip of paper and tape it on the roots part of the tree.
5. Let the learners talk about their drawing.

2. I Care for My Family

Competencies:

- Naipakikita ang pagmamahal sa mga kasapi ng pamilya at sa nakatatanda (KMKPPam-00-5)
- Express simple ideas through symbols (e.g. drawings, invented spelling) (LLKC-00-1)

Materials: heart shaped sheets of paper for each learner, colored pens, felt tip pens, crayons

Procedure:

1. Ask the learners what the heart-shaped sheet of paper means.
2. Encourage the learners to draw how they care for each family member.
3. Assist the learners in labelling their work.

3. My Role in My Family

Competencies:

- Natutukoy na may pamilya ang bawa't isa (KMKPPam-00-1)
- Give the names of family members...and the roles they play (LLKV-00-6)

- Nakagagawa ng modelo gamit ang mga pangkaraniwang bagay sa paligid (SKMP-00-3)
- Use objects and materials safely (PNEKPP-00-6)

Materials: small cardboard tubes/empty toilet paper rolls, poster color of different colors in stable, plastic tubs, paint brushes, yarn, glue, colored paper, scissors

Procedure:

1. Learners will make a puppet of themselves using the cardboard tubes.
2. Learners paint the cardboard tube first. While waiting for the paint to dry, they may cut colored papers to make the eyes, nose, mouth, and ears.
3. When the paint is dry, learners may glue the facial details on the cardboard tube, and add yarn for hair.
4. Encourage the learners to think about about their roles at home, which their puppet will talk about in the discussion time.



4. My Favorite Things (Food, Shelter, and Clothing)

Competencies:

- Identify one's basic needs and ways to care for one's body (PNEKBS-li-9)
- Talk about likes/dislikes (LLKOL-lc-15)
- Nakikilala ang sarili – gusto/di gusto (SEKPSE-IIc-1.4)
- Trace, copy, and draw familiar figures (LLKH-00-2)
- Trace, copy, and write the letters of the alphabet (LLKH-00-3)

Materials: sheets of paper, felt tip pens, colored markers, crayons, stapler

Procedure:

1. Ask the learners to draw their favourite food, favourite part of the house, and favourite clothes.
2. Encourage the learners to talk about how their family provides for their food, shelter, and clothing needs.
3. Assist the learners in labelling their drawings.

WORK PERIOD 1 INDEPENDENT ACTIVITIES

1. Letter Mosaic

Competencies:

- Naisasagawa ang mga sumusunod na kasanayan; pagpilas/paggupit/pagdikit ng papel (KPKFM-00-1.3)

- Nakagugupit at nakapagdidikit ng iba't-ibang hugis na may iba-t-ibang tekstura (SKMP-00-4)
- Nakapupunit, nakagugupit at nakapagdidikit sa paggawa ng collage (SKMP-00-7)
- Identify the letters of the alphabet (mother tongue orthography) (LLKAK-lh-3)
- Give the sound of each letter (mother tongue) (LLKAK-lh-7)

Materials: glue, materials for mosaic – seeds, buttons, pieces of cloth, colored paper cut outs, etc., cardboard with outlined letter Rr, Dd in block style

Procedure:

1. Learners identify the letters and give their sounds.
2. Learners fill in the letter outlines with mosaic materials.

2. Letter Sound and Objects Match

Competencies:

- Name objects that begin with a particular letter of the alphabet (LLKV-00-5)
- Name common objects/things in the environment (in school, home, and community) (LLKV-00-1)

Materials: letter cards – Mm, Aa, Ff, Tt, Nn, Ee, Ss, Bb, Cc, Pp, Gg, Uu, NGng, Ññ

Procedure:

1. Learners identify the letters and give their sounds.
2. Learners look for objects inside the classroom that begin with the letter sounds and place them on top of the letter cards.

3. Upper and Lower Case Match

Competency: Match an upper- to its lower-case letter (LLKAK-lh-4)

Materials: letter cards in upper case – M, A, F, T, N, E, S, B, C, P, G, U, NG, Ñ / letter cards in lower case – m, a, f, t, n, e, s, b, c, p, g, u, ng, ñ

4. Poster of words that begin with Rr, Dd

Competencies:

- Identify the letters of the alphabet (mother tongue, orthography) (LLKAK-lh-3)
- Give the sound of each letter (mother tongue, orthography) (LLKAK-lh-7)
- Name objects that begin with a particular letter of the alphabet (LLKV-00-5)
- Express simple ideas through symbols (e.g., drawings, invented spelling) (LLKC-00-1)

Materials: a 1/4 cartolina sized outline of the letter Rr, Dd for each learner, colored markers, crayons

Procedure:

1. Show the letter outline to the learners and ask them to identify the letter and produce its sound.
2. Tell the learners to think of objects that begin with the letter/ sound Rr, Dd.
3. Rr, Dd words in the learners' mother tongue are most welcome.
4. Ask the learners to draw their ideas inside the outline of the letter.
5. Assist the learners in labeling their drawings.

WORK PERIOD 2 TEACHER SUPERVISED ACTIVITIES

1. Please Describe It

Competencies:

- Describe objects based on attributes/ properties (shapes, size, its use and functions) (MKSC-00-4)
- Classify objects according to observable properties like size, color, shape, texture, and weight (PNEKPP-00-1)
- Compare objects based on their size, length, weight, mass (MKME-00-2)
- Arrange objects one after another in a series/sequence according to a given attribute (size, length) and describe their relationship (big/bigger/biggest or long/longer/longest) (MKSC-00-10)

Materials: Magic Box or Bag with objects of different shapes, sizes, and colors

Procedure:

1. Teacher shows the "Magic Box or Bag" to the learners.
2. Teacher calls learners to draw an item out from the "Magic Box or Bag".
3. Let the learners describe the drawn item based on attributes (e.g. shapes, sizes and weights).
4. Ask the learners to classify the objects. Let them think of the categories.
5. Ask the learners to compare the objects.
6. Ask the learners to arrange the objects.

2. Watch the Clock

Competencies:

- Recognize that a clock and a watch tell time (**MKME-00-5**)
- Recognize and name the hour and minute hands in a clock (**MKME-00-6**)

Materials: paper plate (medium to large) for each learner, felt tip pens, markers, crayons, round head fastener for each learner, re-cut long hand and short hand of the clock for each learner, a real clock and watch

Procedure:

1. Show the learners the real clock and watch and ask what they are used for. Ask them also how a clock and a watch are similar and different from each other.

2. Ask the learners to describe what they see on the clock and watch (numerals 1 to 12, a long hand and a short hand) and ask them what they are there for.
3. After discussing the parts of the clock and what the clock is used for, tell the learners that they are going to make their own paper clock.
4. Assist the learners in writing down the numerals 1 to 12 in their proper places in the clock, and in attaching the long and short hands.
5. The learners may color their paper clocks.

3. Telling Time

Competencies:

- Naikukuwento ang mga ginagawa ng pamilya nang sama-sama (KMKPPam-00-6)
- Talk about family members...using various, appropriate, descriptive words (LLKOL-00-5)
- Tell the time of day when activities are being done (morning, afternoon, night) (MKME-00-3)
- Tell the time by the hour (MKME-00-7)

Materials: paper clocks

Procedure:

1. Ask the learners to describe their paper clocks.
2. Introduce the concept of telling time by the hour by manipulating the long and short hand of the clock and saying 'One o'clock, 2 o'clock, 3 o'clock' and so on.
3. Introduce the concept of morning, afternoon, and evening by asking the learners about the time when they do things (e.g. "When do you go to school? (in the morning/afternoon), When do you sleep? When do you eat breakfast, lunch, and dinner?) and when things happen (When does the moon and the stars come out? When does the sun shine?)
4. Introduce the concept of 24 hours (day and night).

4. Day and Night

Competencies:

- Tell the time of day when activities are being done (morning, afternoon, night) (MKME-00-3)
- Nakalilikha ng iba't ibang bagay sa pamamagitan ng malayang pagguhit (SKMP-00-1)

Materials: sheets of paper shaped like a house and divided into two columns (Day and Night), felt tip pens, colored markers, crayons

Procedure:

1. Ask the learners what they see on the sheet of paper. They can draw a sun on the day side, and the moon and stars on the night side of the paper.
2. Ask the learners to draw what their family members do during the day, and during the night.
3. Assist the learners in labelling their drawings.

WORK PERIOD 2 INDEPENDENT ACTIVITIES

1. Number Concentration (0-6)

Competencies:

- Count objects with one-to-one correspondence up to quantities of 10 (4) (MKC-00-7)
- Match numerals to a set of concrete objects from 0 to 10 (MKC-00-4)
- Nakapaghihintay ng kanyang pagkakataon (KAKPS-00-12)

Materials: a set of number cards from 0 to 6, a set of picture cards of different items in the house with quantities from 0 to 6

Procedure:

1. All the picture cards are laid out face down on the table/floor.
2. Players decide who gets to play first.
3. Player turns two cards face up.
4. If the cards match each other (e.g. numeral 6 and 6 objects on the picture card), the player keeps the cards
5. Players continue to take turns to play.
6. Player with the most cards wins.

Note: For matching activities, teachers may present learners with varied materials that include tactile materials or concrete objects. For instance, instead of just matching colors, learners may match objects with the same texture. Teachers may use cloth swatches, cotton, corrugated paper, etc. Learners may also match the objects with the same shapes such as pencils, coins, blocks, or varied manipulatives. Consider this when you encounter other similar activities.

2. Writing Papers (6)

Competency:

- Read and write numerals 0 to 10 (MKC-00-3)

Materials: writing papers with dotted numerals 0 to 6, pencils or crayons

Procedure:

1. Learners connect the dots of the numeral patterns to make 0 to 6.
2. Ask learners to try writing the numerals 0 to 6 on their own.

3. Find 6

Competencies:

- Combine elements of two sets using concrete objects to represent the concept of addition (MKAT-00-3)
- Recognize the words 'put together,' 'add to,' and 'in all' that indicate the act of adding whole numbers (MKAT-00-26)

Materials: 4 sets of numeral cards (0-6), counters

Procedure:

1. Players are dealt a card each. The rest of the cards stay in a pile in the middle.
2. Players put counters on the top of his/her card to match the numeral.
3. Learners take turns in turning the top card of the pile face up.
4. If the learner turns up a card that can make a total of 6 with the card on his/her hand, he/she gets to keep the cards. If not, the card is placed on the bottom of the pile and the next player takes a turn.
5. Players may check if the card they picked from the pile would make 6 when combined with the card on hand by putting counters on the picked card.
6. The player who gets the most number of pairs of cards that make 6 wins.

4. It's A Match

Competencies:

- Recognize and identify numerals 0 to 10 (MKC-00-2)
- Match numerals to a set of concrete objects from 0 to 10 (MKC-00-4)

Materials: one set of cards with numerals 0 to 6, one set of cards with dots (corresponding to the numerals)

Procedure:

1. Place the numeral cards face down in a box.
2. Place the corresponding dot pattern cards in the chalk tray.
3. Learners get a card from the box and place it over the equivalent card in the chalk tray.

Note: For matching activities, teachers may present learners with varied materials that include tactile materials or concrete objects. For instance, instead of just matching colors, learners may match objects with the same texture. Teachers may use cloth swatches, cotton, corrugated paper, etc. Learners may also match the objects with the same shapes such as pencils, coins, blocks, or varied manipulatives. Consider this when you encounter other similar activities.

INDOOR/ OUTDOOR GAMES

1. Family Building Game

Competencies:

- Nakasasali sa mga laro, o anumang pisikal na Gawain at iba't-ibang paraan ng pag-eehersisyo (KPKPF-00-1)
- Nagagamit ang mga kilos lokomotor at di-lokomotor sa paglalaro, pag-eehersisyo, pagsasayaw (KPKGM-Ig-3)
- Natutukoy kung sinu-sino ang bumubuo ng pamilya (KMKPPam-00-2)
- Recognize and visualize situations that require addition and subtraction (MKAT-00-14)
- Naipakikita ang pagpapahalaga sa maayos na pakikipaglaro (KAKPS-00-19)

Procedure:

1. The teacher tells the learners that they are going to make groups of families with different numbers of members.
2. The teacher tells the learners to listen carefully for instructions (“Make a family of four! Make a family of eight! and so on.)
3. When the ‘families’ have been formed, the learners are to assign roles to each member in the group (father, mother, brother, sister, baby, other family members).
4. The teacher chooses a group/family per turn to say who their members are.

2. I've Got Love

Competencies:

- Nakagagalaw nang angkop sa ritmo at indayog bilang tugon sa himig na napapakinggan/awit na kinakanta (KPKPF-1a-2)
- Talk about family members ...using various descriptive and appropriate words (LLKOL-00-5)
- Recite rhymes and poems, and sing simple jingles/songs in the mother tongue, Filipino and/or English (LLKOL-1a-2)

Material: Song as follows -

I got L (*Sign language of L*)
I got L-O (*Sign language of L and O*)
I got L-O-V (*Sign language of L, O and V*)
L-O-V-E (*Sign language of L, O, V and E*)
(Family member) needs some LOVE.

Procedure:

1. Let the learners spell L-O-V-E first using their bodies.
2. Sing the song.
3. Ask the learners who their family members are, and sing the song for each one of them.

3. Block Play

Competencies:

- Nakikipaglaro sa dalawa o tatlong bata gamit ang isang laruan (SEKPKN-1g-2)
- Nailalarawan kung paano nagkakaiba at nagkakatulad ang bawa't pamilya (KMKPPam-00-3)
- Nakapagpapatong-patong, nakapagdudugtong-dugtong at nakapagdidikit-dikit (assemblage) (SKMP-00-8)
- Talk about one's personal experiences (LLKOL-1g-3)

Materials: wooden or plastic table or floor blocks

Procedure:

1. Encourage the learners to build houses using the blocks.
2. Ask the learners to describe their work.

4. Practice for the Family Day

Competencies:

- Nakasasali sa mga laro (KPKPF-00-1)
- Nagagamit ang mga kilos lokomotor at di-lokomotor sa paglalaro, pag-eehersisyo, pagsasayaw (KPKGM-Ig-3)
- Naipakikita ang pagpapahalaga sa maayos na pakikipaglaro (KAKPS-00-19)
- Naipakikita nang kaaya-aya ang tamang gawain sa iba't-ibang sitwasyon (KAKPS-00-6)
- Use objects and materials safely (PNEKPP-00-6)
- Nakapaghihintay nang kanyang pagkakataon (KAKPS-00-12)

Materials: materials for the parlor games for the Family Day

Procedure: Encourage the learners to participate in the parlor games and join the practice.

Quarter 3

WEEK 21
Content Focus: I belong to a community.

Blocks of Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Arrival Time (10 min)	Arrival routine				
Meeting Time 1 (10 min)	Meeting time routine Review of concepts learned the previous week/day Introduction of message for the day by asking the guide questions below				
MESSAGE	A community is a place where groups of families live together.	My community is unique.	There are leaders in the community.	People do different activities in the community.	There are different places in the community.
QUESTION/S	<p>What is the name of our barangay?</p> <p>What are the things that you see in the barangay?</p> <p>Emphasize that the barangay is a community because there are families who live together.</p>	<p>How does your barangay/ community look like? What are the landmarks you can find there? Are there buildings, parks, malls, mountains, rivers, beaches?</p> <p>What is your community known for?</p> <p>Who are the famous people from your community?</p> <p>What products are found in your community? (Guide the learners in identifying these products)</p>	<p>Who are is the barangay captain/ tribe leader/ community leader in your community?</p> <p>Who are the other leaders in the community whom you know?</p>	<p>What are the activities that you do in the community?</p> <p>What are the activities that you see other people do in the community?</p>	<p>What are the different places you have been to in your community?</p> <p>Describe them.</p>
Transition to Work Period 1	<i>The teacher gives instructions on how to do the independent activities, answers any questions, and tells the learners to join their group and do the assigned tasks.</i>				
Work Period 1 (40 mins)					
Teacher-Supervised Activity	Building Community Word Wall	Community Map - /o/ sound	Guest Speaker – Community Leader	Community initial sounds /o/	Community sorting

Blocks of Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Learning Checkpoints	✓ Give at least one word about the community and illustrate it	✓ Give names of objects and places which begin with the /o/ sound.	✓ Ask the guest speaker relevant questions	✓ Select words which begin with /o/	✓ Classify the pictures and words according to function
Independent Activities	1. Block Play 2. Tissue Roll Puppet (people in the community) 3. Community picture 4. Play dough community 5. Writing letter Oo				
Learning Checkpoints	✓ Build a model of the community using blocks ✓ Make at least one community member and name it ✓ Draw things and people in the community ✓ Make a 3-dimensional model of the community using playdough ✓ Write the letter O				
Transition to Meeting Time 2	<i>The teacher reminds the learners about the time left in Work Period Time 1 around 15 minutes before Meeting Time 2. After 10 minutes, the teacher tells the learners to start packing away the materials they used and be ready for Meeting Time 2. A transition song or a countdown may be used.</i>				
Meeting Time 2 (10 min)	Let the learners present their work.	Let the learners present their work.	Let the learners present their work.	Let the learners present their work.	Let the learners present their work.
QUESTIONS/ACTIVITY	Song: It's I Who Build the Community What do you call your barangay/ community? What are the things you see in the barangay/ community? Who are the people you see in the barangay/ community? Who are the families that you know in the barangay/ community? Mention the name of the barangay.	Poem: All Around the neighborhood Describe what your community looks like. What makes your community different? Show pictures of famous landmarks, people, and landmarks found in their community and explain each one.	Who is the leader in the barangay/ community? What does he/ she do for the community? Where can he/ she be found? Show a list of leaders in the community and describe their roles. If possible, show their pictures	What are the activities that you do in your community? Who are you with? What do you feel when doing these activities? List down the activities mentioned by the learners.	What are the places in the community where you go to? What do you do in these places? What do you feel when you are in these places? List down the places in the community that the learners are familiar with.

Blocks of Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Transition to Recess	<i>The teacher commends the learners for the work they did in Work Period Time 1 and tells them to prepare for recess time by washing their hands. Encourage sharing especially if not all children have food.</i>				
Recess (15 min)					
Transition to Quiet Time	<i>The teacher reminds the learners to pack away the things they used in recess time, clean up their eating area, throw their trash in the trash bin, wash their hands, brush their teeth, change their wet clothes, and have their Quiet Time.</i>				
Quiet Time (10 min)					
Transition to Story Time	<i>While singing a transition song, the teacher “wakes” the learners up and tells them that it’s time to listen to a story. When the learners are ready, the teacher proceeds with the pre-reading activities and makes sure that the learners are listening attentively.</i>				
Story Time (20 min)	Theme: Any age and culturally appropriate story about families in a community.	Theme: Any age and culturally appropriate story about the special features of a community	Theme: Any age and culturally appropriate story about leaders in the community.	Theme: Any age and culturally appropriate story different activities in the community.	Theme: Any age and culturally appropriate story different activities in the community.
Pre-Reading	<p><i>Define difficult words.</i></p> <p><i>Motivation: Who are the families that you know in your barangay?</i></p> <p><i>Motive: Who are the families in the community in the story?</i></p>	<p><i>Define difficult words</i></p> <p><i>Motivation: What does your barangay/ community look like?</i></p> <p><i>Motive: How do you think the community in the story looks like?</i></p>	<p><i>Define difficult words</i></p> <p><i>Motivation: What was the name of the community leader we interviewed?</i></p> <p><i>What does he do for the community?</i></p> <p><i>Motive: What do you think the community leader will do in the community?</i></p>	<p><i>Define difficult words</i></p> <p><i>Motivation: What are the activities that you do in the community?</i></p> <p><i>Motive: What do you think the characters in the story will do in their community?</i></p>	<p><i>Define difficult words</i></p> <p><i>Motivation: What are the places where you go to in the community?</i></p> <p><i>Motive: Which places do you think the characters in the story will go to?</i></p>
During Reading	<i>Ask comprehension questions.</i>				

Blocks of Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Post-Reading	<p>Who are the families in the community in the story?</p> <p>Describe each family in the story.</p>	<p>What does the community look like?</p> <p>What is the first landmark that they went to?</p> <p>What is the second landmark that they went to?</p> <p>What is the last landmark that they went to?</p>	<p>Who is the community leader in the story? What did he/she do for the community?</p> <p>If there is a problem in the community (give specific situation), what will you do?</p>	<p>What did the characters do in the community?</p> <p>If you can change the outcome of the story, how will it end?</p>	<p>Where did the characters in the story go to?</p> <p>Retell what happened in the story.</p>
Transition to Work Period 2	After the post-reading activities, the teacher gives instructions regarding the teacher-supervised and independent activities, answers any questions, and tells the learners to join their group and do the assigned tasks.				
Work Period 2 (40 min)					
Teacher-Supervised Activity	Number Stations-Quantities of 7	Who Has More?	Lift the Bowl	Community Activity Survey	Checking Survey
Learning Checkpoints	✓ Count objects up to 7	✓ Identify which set has "more" or "less"	✓ Make different combinations to make 7	✓ Collect surveys by interviewing different people ✓ Record the answers	✓ Interpret the data graph from the data they collected from the previous day
Independent Activities	1. Playdough numerals 2. Counting bags 3. Book of 7 4. Number picking up game 5. Number Cover All/Call Out: Numbers: (0-7)				
Learning Checkpoints	✓ Form numerals from 0 to 7 ✓ Put 7 fruits and vegetables inside the basket ✓ Draw sets of 7 objects ✓ Identify the numerals that they caught in the game ✓ Match similar numbers together				
Transition to Indoor/Outdoor Games	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.				

Blocks of Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Indoor/ Outdoor Games (20 min)					
Learning Checkpoints					
Transition to Meeting Time 3	<i>The teacher tells the learners to help pack away the materials they used in the Indoor/ Outdoor Games time and get ready to the wrap up activities in Meeting Time 3. A transition song or countdown may be used.</i>				
Meeting Time 3 (5 min)	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 in Meeting Time 3. A transition song or countdown may be used.	The learners talk about what is special about their community, identifying special landmarks, famous people, and known products.	Ask the learners why it is important to have a leader in the community.	The learners talk about their experiences while conducting the survey.	The learners talk about the different places in the community.
Wrap-Up Questions / Activity	<i>The teacher takes note if the learners are able to explain that a community is a group of families living together.</i>	<i>The teacher takes note if the learners are able to identify unique features about their community.</i>	<i>The teacher will take note if the learners are able to explain why it is important to have a leader in the community.</i>	<i>The teacher takes note if the learners were able to identify different activities done in the community.</i>	<i>The teacher takes note if the learners were able to identify and classify different places in the community.</i>
DISMISSAL ROUTINE					

WEEK 21

Content Focus: **I belong to a community.**

MEETING TIME 1

1. Concept Web

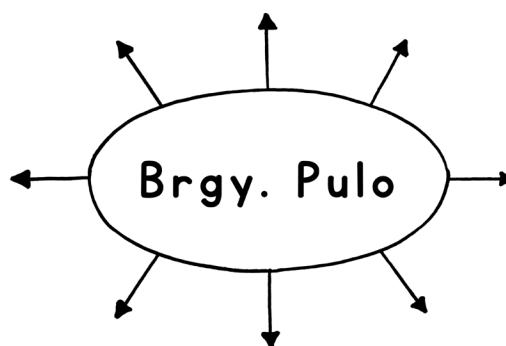
Competencies:

- Natutukoy na ang bawat pamilya ay nabibilang sa isang komunidad (KMKPKom-00-1)

Materials: board or Manila paper, chalk or marker

Procedure:

1. Discuss the questions with the learners:
 - What is the name of our barangay?
 - What are the things that you see in the barangay?
2. Emphasize that the barangay is a community because there are families who live together.
3. Write the answers of the learners on a concept web with the name of the barangay at the center of the oval.



2. Community Features Graph

Competencies:

- Natutukoy ang iba't ibang lugar sa komunidad (KMKPKom-00-3)

Materials: Manila paper, marker

Procedure:

1. Discuss the questions with the learners:
 - How does your barangay/ community look like? Are there buildings, parks, malls, mountains, rivers, beaches?
 - What is your community known for?
 - Who are the famous people from your community?
 - What products are found in your community? (Guide the learners in identifying these products)
2. Fill out the graph with the learners' answers.

Physical features	Famous people	Products

WORK PERIOD 1 TEACHER SUPERVISED ACTIVITIES

1. Building a Community Word Wall

Competencies:

- Name common objects/ things in the environment (community) LLKV-001
- Identify several words that begin with the same sound as the spoken word (LLKPA-Ig-7)
- Identify the letters of the alphabet (LLKAK-Ih-3)
- Nakaguguhit, nakapagpipinta at nakapagkukulay ng iba't ibang bagay o gawain (SKMP-00-2)

Materials: colored paper sentence strips, scissors, masking tape, crayons, markers

Procedure:

1. On strips of paper, write down the words that the learners gave about their barangay.
2. Let the learners illustrate the words that they gave.
3. Let the learners paste the pictures and words in a large Manila paper or on the wall under the letters of the alphabet in which the word begins..

2. Community Map - /o/ sound

Competencies:

- Identify several words that begin with the same sound as the spoken word (LKPA-Ig-7)
- Identify the letters of the alphabet (LLKAK-Ih-3)
- Name objects that begin with a particular letter of the alphabet (LLKV-00-5)
- Nakaguguhit, nakapagpipinta at nakapagkukulay ng iba't ibang bagay o gawain (SKMP-00-2)

Materials: Manila paper, coloring materials, pictures or drawing of objects in the community which begin with the /o/ sound.

Procedure:

1. Prepare the map of the community. Draw major roads and land marks.
2. Show the learners pictures or drawing of objects found in the community which begin with the /o/ sound.
3. Show the learners the letter Oo and explain that this produces /o/ sound.
4. Show the learners how to write the letter Oo.
5. Ask the learners to give other objects found in the community which begin with Oo.
6. Let the learners draw the the names of objects that they gave.
7. Let the learners paste their drawings on the map.

3. Guest Speaker – Community Leader

Competencies:

- Listen attentively to stories/poems/songs (LLKLC-00-1)
- Ask question about stories (who, what, where, when, why) as may be appropriate (LLKOL-00-7)
- Nakikilala ang mga taong nakatutulong sa komunidad (KMKPKOM-00-2)

Materials: Manila paper, Writing implements

Procedure:

1. Invite a community leader to talk to the learners.
2. Ask questions about his/her job as a community leader.
3. Encourage the learners to ask questions to the community leader.
4. Write the answers of the community leader on the board or Manila paper.

4. Title: Community Initial Sounds /o/

Competencies:

- Name common objects/ things in the environment (community) LLKV-001
- Identify several words that begin with the same sound as the spoken word (LLKPA-Ig-7)
- Identify the letters of the alphabet (LLKAK-Ih-3)
- Name objects that begin with a particular letter of the alphabet (LLKV-00-5)

Materials: pictures or drawing of objects and places found in the community beginning with different sounds and those beginning with /o/.

Procedure:

1. Show 3 pictures or drawing of objects and places in the community. Say the words aloud. One of the objects should begin with /o/.
2. Ask the learners to identify which word beginning with /o/.
3. Repeat until the learners are able to independently identify the words that begin with /o/.

5. Community Sorting

Competencies:

- Natutukoy ang iba't ibang lugar sa komunidad (KMKPKom-00-3)
- Group objects that are alike (MKSC-00-5)

Materials: pictures or drawing of different places in the community under different categories (if possible, pictures of real places):

- places of learning (library, museum, school, day care center etc.)
- places where to get medical services (hospital, clinic, health centers, etc.)
- places for recreation (park, zoo, garden, plaza, basketball court, etc.)

- places to get services (police station, barangay/municipal/city hall, fire station, post office, etc.)
- places of worship (church, mosque, chapel, etc.)
- places for trade (sari-sari-store, market, grocery, etc.)

Procedure:

1. Explain each category to the learners.
2. Show and describe each picture.
3. Ask the learners to classify the pictures.
4. Let the learners paste the pictures on the appropriate column on the chart.

Places of learning	Places to get medical services	Places for recreation	Places to get services	Places of worship	Places for trade

WORK PERIOD 1 INDEPENDENT ACTIVITIES

1. Block Play

Competencies:

- Nagagamit ang mga kilos lokomotr at di-lokomotor sa paglalaro, pag-eehersisyo, pagsasayaw (KPKGM-Ig-3)
- Nakagagawa ng modelo ng mga pangkaraniwang bagay sa paligid: dahon, bato, buti, patpatm tansan, atbp. SKMP-003-3

Materials: blocks, pictures or drawing of different places in the community

Procedure:

1. Put pictures or drawing of places in the community at the Blocks Area.
2. Encourage the learners to build places in the community, with the pictures as examples.

2. Tissue Roll Puppets

Competencies:

- Nakagagawa ng modelo ng mga pangkaraniwang bagay sa paligid: dahon, bato, buti, patpatm tansan, atbp. SKMP-003-3
- Nakaguguhit, nakapagpipinta at nakapagkukyulay ng iba't ibang bagay o gawain (SKMP-00-2)

Materials: cardboard/tissue roll, glue, cut out templates of different people in the community

Procedure:

1. Give each learner tissue roll cardboard. Ask them to choose from the cut out template of community helpers.
2. Glue their template on the tissue roll.

3. Community picture

Competencies:

- Nakalilikha ng iba't ibang bagay sa pamamagitan ng malayang pagguhit (SKMP-00-1)
- Nakaguguhit, nakapagpipinta at nakapagkukyulay ng iba't ibang bagay o gawain (SKMP-00-2)

Materials: paper, colored materials

Procedure:

1. Give the learners blank pieces of paper.
2. Ask the learners to draw things and people they see in their community.
3. Choose a few learners to share and talk about their work in class. Afterwards, display the works of all children around the classroom.

4. Play dough community

Competencies:

- Nakapagmomolde ng luwad sa nais na anyo (SKMP-00-6)
- Pagmomolde ng luwad (KPKFM-00-1.5)

Materials: playdough, folder or carton

Procedure:

1. Instruct the learners to build a community using play dough on a folder or carton.
2. After the learners formed their communities, let the play dough dry.
3. Display the learners' creations in the classroom to be exhibited.

5. Writing Letter Oo

Competencies:

- Pagbakat, pagkopya ng larawan o hugis, at titik (KPKFM-00-1.4)
- Identify the letter of the alphabet (LLKAK-lh-3)

Materials: paper, writing materials

Procedure:

1. Let the learners practice writing Oo on their sand paper.
2. Give each learner writing sheet of letter and tell them to connect the dots and trace the letter Oo with their orange crayon.

WORK PERIOD 2

TEACHER SUPERVISED ACTIVITIES

1. Number Stations (Quantities of 7)

Competencies:

- Count objects with one-to-one correspondence up to quantities of 10 (MKC-00-7)
- Pagbakat, pagkopya ng larawan o hugis, at titik (KPKFM-00-1.4)

Materials: several counters (objects found in the community), pencil, paper

Procedure:

1. Demonstrate how to count objects up to 7. While doing so, the teacher counts aloud.
2. Show the learners how to write the number 7. Let them write 7 on their palms or trace it with their fingers.

2. Who Has More?

Competencies:

- Compare two groups of objects to decide which is more or less, or if they are equal (MKC-00-8)

Materials: rocks

Procedure:

1. Give one group of learners a set of rocks. Count the rocks
2. Give another group another set of rocks. Count the rocks
3. Compare the two sets of rocks. Identify with the learners which set has “more” and which set has “less.”
4. Repeat until the learners are able to identify which set has more or less without the guidance of the teacher.

3. Lift The Bowl (concrete, up to quantities of 7)

Competencies:

- Count objects with one-to-one correspondence up to quantities of 10 (MKC-00-7)
- Combine elements of two sets using concrete objects to represent the concept of addition (MKAT-00-3)
- Add quantities up to 10 using concrete objects (MKAT-00-8)

Materials: bowl or cup, any kind of counter such as pebbles, chips, blocks or sticks that learners can find in the community

Procedure:

1. Place a set of chips under the bowl.

2. Follow the following instructions.

Teacher says...	Learners say...
"Place seven blocks under the bowl."	"None and seven is seven." or "Zero and seven is seven."
"Place six block under the bowl."	"One and seven is seven."
"Place five blocks under the bowl."	"One and six is seven."
"Place four blocks under the bowl."	"Two and five is seven."
"Place three block under the bowl."	"Three and four is seven."
"Place two blocks under the bowl."	"Five and two is seven."
"Place one block under the bowl."	"Six and one is seven."
"Place no blocks under the bowl."	"Seven and none is seven."
"Place no blocks under the bowl."	"None and seven is seven."

3. Guide the learners in finding out the answer.

4. Community Activity Survey

Competencies:

- Collect data on one variable (MKAP-00-1)
- Create simple pictographs (MKAP-00-2)

Materials: paper, pencil, clipboard, cutout of faces

Procedure:

1. Let the learners to go around the school to interview one person in the school by asking "What activity do you do in the community?"
Make sure that the learners do not interview the same person.
2. Allow the learners to draw or write their answers on the paper.
3. After interviewing one person, gather the learners again and together, count the answers gathered.
4. Create a graph to tally the answers.
5. Let the learners paste the cutouts on the graph. Count the pictures

Survey Form

Name:

What activity do you do in the community?

5. Checking Graph

Competencies:



- Discuss simple pictographs (MKAP-00-3)

Materials: graph made during the previous day

Procedure:

1. Let the learners write the numeral on the graph.

2. Ask which activity is done by most people.
3. Ask which activity is done by the least people.

Pictograph of Activities done in the Community	Tally	Number
(drawing of the activity) (name of the activity)		3
(drawing of the activity) (name of the activity)		2
Total		5

WORK PERIOD 2 INDEPENDENT ACTIVITIES

1. PlayDough Numerals (0-7) Mat

Competencies:

- Recognize and identify numerals 0 to 10 MKC-00-20
- Nakapagmomolde ng luwad sa nais na anyo (SKMP-00-6)
- Pagmomolde ng luwad (KPKFM-00-1.5)

Materials: playdough, placemats with numbers

Procedure:

1. Give each learner a medium-sized ball of playdough
2. Let them form the numerals 0,1,2,3,4,5,6, or 7 according to the mat they have
3. Ask the learners to create the number of objects (things community helpers used in their wordk) for each numeral.

2. Counting Bags

Competencies:

- Count objects with one-to-one correspondence up to quantities of 10 (MKC-00-7)
- Nakaguguput at nakapagdidikit ng iba't ibang hugis na may iba't ibang tekstura (SKMP-00-4)

Materials: basket bags, cut out fruits and vegetables

Procedure:

1. Let the learners put cut out fruits and vegetables inside according to the number shown on the market basket

3. Book of 7

Competencies:

- Count objects with one-to-one correspondence up to quantities of 10 (MKC-00-7)

Materials: booklet, pencil, crayons

Procedure:

1. Distribute to the learners booklet
2. Ask the learners to draw sets of objects with 7 members (they can use things they see in different community places). Let the learners color their drawing.

4. Number Picking Up Game

Competencies:

- Recognize and identify numerals 0 to 10 (MKC-00-2)

Materials: fish or fruit shape cut outs (that have numbers 1-7 written on them) with paper clip, rod with magnet

Procedure:

1. Set up “picking area” where shapes are placed on the floor.
2. Learners take turns using the rod to pick a number.
3. When a learner picks a “number” he/she identifies the number written on the fish or fruit shape.
4. The next learner take his/her turns.

5. Number Cover All/Call Out: Numbers: (0-7)

Competencies:

- Recognize and identify numerals 0 to 10 (MKC-00-2)

Materials: number boards, 2 sets of number cards

Procedure:

1. Give each player a number board.
2. Learners take turns to pick up a card from the deck.
3. If the number appears on their board they use this to cover the number up.
4. Continue until someone fills their board.

SONGS / POEMS / RHYMES

It's I Who Build Community

It's I, it's I, It's I who build community
It's I, it's I, it's I who build community
It's I, it's I, it's I who build community
It's I ... It's I ..., it's I who build community.

Roll over the ocean, roll over the sea
Roll over the ocean in the deep blue sea,
Roll over the ocean, roll over the sea
Roll over the ocean in the deep blue sea.

WEEK 22

Content Focus: **There are places of learning in the community.**

Blocks of Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Arrival Time (10 min)	Arrival routine				
Meeting Time 1 (10 min)	Meeting time routine Review of concepts learned the previous week/day Introduction of message for the day by asking the guide questions below				
MESSAGE	My school is a place of learning in the community.	There are places of learning for different people.	There are libraries in the school and in the community	There are other places of learning in the community.	There are people who work in places of learning.
QUESTIONS/S	<p>What is the name of your school?</p> <p>What are the things that you do in school?</p> <p>Aside from the school, what are the places where you can learn?</p>	<p>Where are you studying?</p> <p>Who are your friends here in school?</p> <p>Do you have friends who do not study here? Who are they?</p> <p>Where are your other friends studying?</p>	<p>Aside from the different classrooms that we visited yesterday, what else did we visit? (Library)</p> <p>What are the things that you saw in the school library?</p> <p>What are the people doing in the library?</p> <p>What other things can you do in the library?</p>	<p>Aside from the school and the library, what are the other places where you can learn things? (This may include the home, the barangay center, the parents' work places, museums, etc.)</p> <p>What are the things you can learn from these places?</p> <p>Can you learn even if you are finished studying in school? How?</p>	<p>In the places we visited, who are the people that you saw?</p> <p>What were the people doing?</p>
Transition to Work Period 1	<i>The teacher gives instructions on how to do the independent activities, answers any questions, and tells the learners to join their group and do the assigned tasks.</i>				
Work Period 1 (40 mins)					

Blocks of Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Teacher-Supervised Activity	Diorama of the school	School Tour Discuss how the learners should behave while visiting the different classrooms. Emphasize treating other learners with respect.	/Ll/ for library.	Which word starts with Ll?	Role Matching
Learning Checkpoints	✓ <i>Create a model of their school using different materials</i>	✓ <i>Behave properly during the classroom visit</i> ✓ <i>Interact with other teachers and learners in these classes</i>	✓ <i>Give words that begin with /L/</i>	✓ <i>Select words which begin with /l/</i>	✓ <i>Classify the pictures and words according to function</i>
Independent Activities	1. Block Play: Schools in the Community 2. Shape Collage: Places in the School 3. Play dough school 4. Map making: Home to school 5. Picture Sorting	School Tour	1. Block Play: Places of learning in the school and the community 2. Shape Collage: Places in the School 3. Play dough school 4. Map making: Home to school 5. Picture Sorting 6. Letter Ll Collage		
Learning Checkpoints	✓ <i>Build a model of the school</i> ✓ <i>Make a collage of places of learning using different shapes and identify the shapes that they used</i> ✓ <i>Make models of different places of learning</i> ✓ <i>Draw a map from their home to their school</i> ✓ <i>Classify appropriate and inappropriate behaviors in different places of learning</i>				

Blocks of Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Transition to Meeting Time 2	<i>The teacher reminds the learners about the time left in Work Period Time 1 around 15 minutes before Meeting Time 2. After 10 minutes, the teacher tells the learners to start packing away the materials they used and be ready for Meeting Time 2. A transition song or a countdown may be used.</i>				
Meeting Time 2 (10 min)	Let the learners present their work.	Let the learners talk about their experience in touring the different classrooms and the library in the school	Let the learners present their work.	Let the learners present their work.	Let the learners present their work.
QUESTIONS/ ACTIVITY	<p>Learners recite a poem/rap "Paaralan" or the Song: In School</p> <p>What is learning?</p> <p>What are the places of learning in your school?</p> <p>What are the things that you've learned?</p> <p>There are places in the community where I can learn things. This includes the school, library, etc.</p>	<p>Learners recite a poem/rap "Paaralan" or the Song: In School</p> <p>What are the different classrooms that we visited in the school?</p> <p>What are the things that the students and teachers are doing in these classrooms?</p> <p>What are the things that you saw in these classrooms?</p> <p>Write the learners' answers on a chart.</p>	<p>What are the things that you saw in the library?</p> <p>Are there other libraries in the community?</p> <p>What are the things that you can do in the library?</p> <p>How can the library help in learning new things?</p> <p>The library is a place where books are kept. It is a place where I can read about different things.</p>	<p>What are the other places where you can learn?</p> <p>Can you learn even if you are outside the school? What are these things?</p> <p>Can you learn even if you finished school? Where can you learn new things?</p> <p>We can learn things everywhere, even outside the school.</p>	<p>Who are the people in the different learning places?</p> <p>What are their roles?</p> <p>Why are they important?</p> <p>What are the things that you can learn from them? People work in places of learning. This includes teachers, trainers, librarians, etc.</p>
Transition to Recess	<i>The teacher commends the learners for the work they did in Work Period Time 1 and tells them to prepare for recess time by washing their hands. Encourage sharing especially if not all children have food.</i>				

Blocks of Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Recess (15 min)					
Transition to Quiet Time	<i>The teacher reminds the children to pack away the things they used in recess time, clean up their eating area, throw their trash in the trash bin, wash their hands, brush their teeth, change their wet clothes, and have their Quiet Time.</i>				
Quiet Time (10 min)					
Transition to Story Time	<i>The teacher reminds the children to pack away the things they used in recess time, clean up their eating area, throw their trash in the trash bin, wash their hands, brush their teeth, change their wet clothes, and have their Quiet Time.</i>				
Story Time (20 min)	Theme: Any age and culturally appropriate story about different places of learning	Theme: Any age and culturally appropriate story about different learners and schools (SPED schools, Adult schools, religious schools, day care)	Theme: Any age and culturally appropriate story about the library.	Theme: Any age and culturally appropriate story about learning things outside the school.	Theme: Any age and culturally appropriate story about people who work in places of learning.
Pre-Reading	<p>Define difficult words.</p> <p>Motivation: What are the places of learning that you have visited?</p> <p>Motive: What are the places of learning in the in the book?</p>	<p>Define difficult words.</p> <p>Motivation: What are the different classrooms that we visited during the fieldtrip?</p> <p>Motive: What kinds of places for learning are in the story?</p>	<p>Define difficult words</p> <p>Motivation: What can you do in the library?</p> <p>Motive: What are the things that the characters did in the library?</p>	<p>Define difficult words</p> <p>Motivation: Do you learn things outside the school? Where do you learn?</p> <p>Motive: What are the places where the characters learned different things?</p>	<p>Define difficult words</p> <p>Motivation: Who are the teachers that you know? What do they do?</p> <p>Motive: What do the teachers in the story do?</p>
During Reading	Ask comprehension questions.				

Blocks of Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Post-Reading	<p><i>What are the places of learning in the book?</i></p> <p><i>What are the things that the characters did in each place?</i></p>	<p><i>What are the different places of learning in the story?</i></p> <p><i>Who are studying in these places?</i></p> <p><i>How are the learners different from each other?</i></p> <p><i>How are the learners the same from one another?</i></p> <p><i>How should you treat learners from different places of learning (students with disabilities, students from other schools, etc.)</i></p>	<p><i>What are the things that the characters did in the library?</i></p> <p><i>What are the books that the characters read?</i></p> <p><i>If you could make your own book, what would it be about?</i></p>	<p><i>What are the places where the characters learned different things?</i></p> <p><i>Compare a school with other places of learning.</i></p> <p><i>How are they similar?</i></p> <p><i>How are they different?</i></p>	<p><i>Who are the teachers in the story?</i></p> <p><i>What are the things that they did?</i></p> <p><i>Do you think the characters learned something?</i></p> <p><i>What are these things.</i></p>
Transition to Work Period 2	<i>After the post-reading activities, the teacher gives instructions regarding the teacher-supervised and independent activities, answers any questions, and tells the learners to join their group and do the assigned tasks.</i>				
Work Period 2 (40 min)					
Teacher-Supervised Activity	School Tour Counting	School Tour Tally	Comparing number of objects in the school tour Tally	Multiply learning items	Divide learning items
Learning Checkpoints	✓ <i>Count different things seen in school</i>	✓ <i>The teacher will tally the objects counted in the activity from the previous day</i>	✓ <i>Determine which objects are “more” or “less” compared to others in the tally</i>	✓ <i>Group items together according to the number mentioned</i>	✓ <i>Separate items into groups</i>
Independent Activities	<ol style="list-style-type: none"> 1. Block Play: School 2. Drawing: This is My School 3. It’s a Match 4. School Tour Counting Book (Tuesday to Friday) 				

Blocks of Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Learning Checkpoints	<ul style="list-style-type: none"> ✓ Build places of learning from blocks ✓ Draw pictures of places of learning ✓ Match the numerals with the number of objects ✓ Count the number of objects that they drew on their book 				
Transition to Indoor/ Outdoor Games	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.				
Indoor/ Outdoor Games (20 min)	I Spy				
Learning Checkpoints	✓ Identify objects mentioned in the game				
Transition to Meeting Time 3	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 in Meeting Time 3. A transition song or countdown may be used.				
Meeting Time 3 (5 min)	The learners talk about different places in school. They can also discuss about the concept of learning and things that they can learn about.	The learners will discuss the different places of learning in the school and the community and how to behave in each one. There should also be emphasize on respecting other learners in different places of learning	The learners will discuss the importance of the library and how it can help in learning new things.	The learners will talk about how it is important to continue learning even outside the school.	The learners recall the different places of learning discussed for the whole week.
Wrap-Up Questions / Activity	The teacher takes note if the learners are able to give examples of places of learning and things that can be learned.	The teacher takes note if the learners are able to explain how they could show respect to different learners.	The teacher will take note of how the learners view what the library is for.	The teacher takes note of the learners were able to give examples where they can learn things in the community.	The teacher checks if the learners were able to recall the places of learning and the people who work there.
DISMISSAL ROUTINE					

WEEK 22

Content Focus: **There are places of learning in the community.**

MEETING TIME 1

1. Concept Web

Competencies:

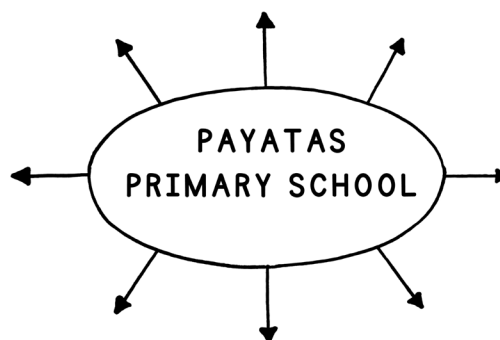
- Natutukoy na ang paaralan ay isang mahalagang bahagi ng komunidad (KMKPKom-00-7)

Materials: board or Manila paper, chalk or marker

Procedure:

Discuss the questions with the learners:

- What is the name of your school?
- What are the things that you do in school?
- Aside from the school, what are the places where you can learn?



NOTES:

- There are different places of learning in the community. That may include the school, library, day care center, museum, barangay center, Madrasah School, etc.
- Aside from your school, there are other places where people learn. There are different places in the community where people learn. (This may include an Alternative Learning Classroom for adults, a SPED classroom, a seminar hall in the school, etc.)
- The library is a place where people study. Some communities may have libraries in the community.
- Aside from the school and the library, there other places where you can learn many things. Emphasize in the concept of lifelong learning – that people can learn even if they are older.
- There are different people who work in the different places of learning. This includes teachers, librarians, museum curators, principals, aids, etc.

WORK PERIOD 1 TEACHER SUPERVISED ACTIVITIES

1. Diorama of the School

Competencies:

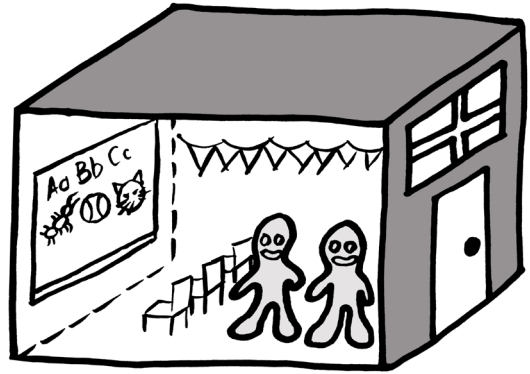
- Nakapagpatung-patong, nakapagdudugtong-dugtong at nakapagdidikit-dikit (assemblage) ng mga patapong bagay tulad ng maliit na kahon ng gamot (SKMP-00-8)

- Name places and things found in the classroom, school and community (LLKV-00-8)
- Napagsusumikapang matapos ang sinimulang gawain sa itinakdang oras (KAKPS-00-1)

Materials: indigenous materials, glue, clear tape, paint, brush

Procedure:

1. Distribute shoe boxes or any box of similar size for their diorama.
2. Brainstorm with them what can be seen in the school assigned to each group.
3. Using clay or play dough and other junk materials, have them recreate the school that was assigned to them.
4. Cover the box with art or construction paper and draw the natural features of the school.
5. Have them set up their clay and junk models inside the box.
6. Ask learners to hang the name of the school or learning center they recreated on the box.



2. School Tour

Competencies:

- Name places and things found in the classroom, school and community (LLKV-00-8)

Materials: Manila paper, coloring materials, pictures of objects in the community which begin with the /o/ sound.

Procedure:

1. Bring the learners to the different areas in the school. (Library, AV hall, Madrasah classroom, E-classroom etc)
2. Discuss each part with the learners.
3. Encourage the learners to observe the people and things in the different parts of the school.

3. Title: Activity Title: /L/ for Library

Competencies:

- Identify the sounds of letters orally given (LLKPA-Ig-1)
- identify several words that begin with the same sound as the spoken word (LLKPA-Ig-7)
- Name objects that begin with a particular letter of the alphabet (LLKV-00-5)

Materials: pictures of words that begin with L

Procedure:

1. Show words that begin with L. One example is the 'library.'
2. Show the letter Ll.
3. Show the learners how to write Ll.
4. Give examples of words that begin with /L/.
5. Ask the learners to give the sound of /L/.
6. Ask the learners for other words that begin with /L/.

4. Which word starts with L?

Competencies:

- Identify whether or not 2 spoken words begin with the same sound (LLKPA-Ic-2)

Materials: pictures or drawing of words that begin with different letters of the alphabet, pictures or drawing of words which begin with L.

Procedure:

1. Show two pictures. One begins with /L/, and the other begins with another letter.
2. Ask the learners to identify which /L/.

5. Activity Title: Role Matching

Competencies:

- Sort and classify objects according to one attribute/ property (MKSC-00-6)

Materials: pictures or drawing of people who work in different parts or drawing of the school, pictures or drawing of things found in different parts of the school, pictures of the different parts of the school (All pictures must have labels)

Procedure:

1. Lay down all the pictures and drawings
2. Ask the learners to match the pictures or drawings of the people and things, with that of the places.

Note: For matching activities, teachers may present learners with varied materials that include tactile materials or concrete objects. For instance, instead of just matching colors, learners may match objects with the same texture. Teachers may use cloth swatches, cotton, corrugated paper, etc. Learners may also match the objects with the same shapes such as pencils, coins, blocks, or varied manipulatives. Consider this when you encounter other similar activities.

WORK PERIOD 1 INDEPENDENT ACTIVITIES

1. Block Play

Competencies:

- Nagagamit ang mga kilos lokomotor at di-lokomotor sa paglalaro, pag-eehersisyo, pagsasayaw (KPKGM-Ig-3)
- Nakagagawa ng modelo ng mga pangkaraniwang bagay sa paligid: dahon, bato, buto, patpat, tansan, atbp. (SKMP-003-3)

Materials: blocks, pictures or drawing of places of learning

Procedure:

1. Put pictures or drawing of places in the community at the Blocks Area.
2. Encourage the learners to build places of learning in the community, with the pictures as examples.

2. Shape Collage

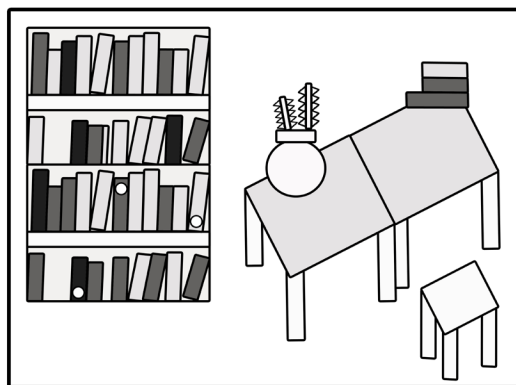
Competencies:

- Nakagugupit at nakapagdidikit ng iba't ibang hugis na may iba't ibang tekstura (SKMP-00-4)

Materials: shape cut-outs, glue, bond paper

Procedure:

1. Have learners choose an area in school to represent.
2. Let them recreate this area using the shape cut-outs.
3. After everyone is done, have each one present this to the group. Let them talk about the area of their choice - who uses, what is it used for and what can be found in this area.



3. Playdough School

Competencies:

- Nakapagmomolde ng luwad sa nais na anyo (SKMP-00-6)
- Pagmomolde ng luwad (KPKFM-00-1.5)

Materials: playdough

Procedure:

1. Ask the learners to make models of places of learning with clay.
2. Place their models on top of a piece of cardboard
3. Exhibit the learners' works.

4. Map Making

Competencies:

- Nakalilikha ng iba't ibang bagay sa pamamagitan ng malayang pagguhit (SKMP-00-1)

Materials: example of a map, coloring materials, paper

Procedure:

1. Show the learners a map.
2. Explain what a map is for.
3. Ask the learners to make a map from the school to their home.

5. Picture sorting

Competencies:

- Sort and classify objects according to one attribute/ property (MKSC-00-6)
- Naipahihiwatig ang katanggap-tanggap na reaksiyon sa mga akmaang sitwasyon (SEKEI-00-1)

Materials: pictures or drawing of appropriate and inappropriate behavior

Procedure:

1. Let the learners pick out a picture.
2. Ask the learners to classify the pictures to appropriate and inappropriate behavior.

WORK PERIOD 2 TEACHER SUPERVISED ACTIVITIES

1. School Counting Tour

Competencies:

- Count objects with one-to-one correspondence up to quantities of 10 (MKC-00-7)
- Pagbakat, pagkopya ng larawan o hugis, at titik (KPKFM-00-1.4)
- Collect data on one variable through observation and asking questions (MKAP-00-1)

Materials: tally board with different things that can be seen around the school (make sure that learners tally different items), writing materials

Procedure:

1. Give the learner a tally board.
2. Let the learners go around the classroom and ask them to count and record the items written on the tally board.

2. School Tour Tally

Competencies:

- Collect data on one variable through observation and asking questions (MKAP-00-1)

Materials: chart, learners' tally sheets

Procedure:

1. Ask the learners to share the items that they counted.
2. Tally the learners' answers.
3. Let the learners write the numeral on the chart.

3. Comparing School Tour Tally

Competencies:

- Collect data on one variable through observation and asking questions (MKAP-00-1)
- Create simple pictographs (MKAP-00-2)
- Discuss simple pictographs (MKAP-00-3)

Materials: tally chart of the counted items done during the previous day.

Procedure:

1. Read through the items on the chart.
2. Ask the learners the following questions:
 - Which among the items has the most number?
 - Which among the items has the least number?
 - Which items have equal number?

4. Multiply Learning Items

Competencies:

- Group, represent, and count sets of equal quantity of materials up to 10 (beginning multiplication) (MKAT-00-15)

Materials: different materials found in the school (pencils, papers, paper clips, etc)

Procedure:

1. Let the learners imagine that there are a number of learners who will need school supplies.
2. Give the following values and guide the learners to make different sets of items.
3. Count the total number of items each.
 - One learner with one pencil each. How many pencils do we need?
 - Three learners with two pieces of paper each. How many pieces of paper do we need?
 - Two learners with three pieces of paper clip each. How many pieces of paper clip do we need?

* *Selected learners may act out in front so the others can see the groupings made.*

* *Support worksheet may be given after wards.*

5. Divide Learning Items

Competencies:

- Separate and represent groups of equal quantities using concrete objects up to 10 (beginning division) (MKAT-00-16)

Materials: different materials found in the classroom

Procedure:

1. Let the learners imagine that there are a number of learners who will need school supplies.
2. Give the following values and guide the learners to make different sets of items.
3. Count the total number of items each.
 - There are 9 papers. Give 3 learners an equal number of papers? How many papers does each learner have?
 - There are 8 pencils. Give 4 learners an equal number of pencils. How many pencils does each learner have?
 - There are 4 erasers. Give 2 learners an equal number of pencils. How many erasers does each learner have?

** Selected learners may act out in front so the others can see the groupings made.*

** Support worksheet may be given afterwards.*

WORK PERIOD 2 INDEPENDENT ACTIVITIES

1. Block Play: School

Competencies:

- Nagagamit ang mga kilos lokomotor at di-lokomotor sa paglalaro, pag-eehersisyo, pagsasayaw (KPKGMIg-3)
- Nakagagawa ng modelo ng mga pangkaraniwang bagay sa paligid: dahon, bato, buti, patpatm tansan, atbp. (SKMP-003-3)

Materials: blocks, picture of places in the school

Procedure:

1. Show the learners pictures or drawing of different parts of the school.
2. Let the learners build models of the school using blocks.

2. Drawing: This is my School

Competencies:

- Nakalilikha ng iba't ibang bagay sa pamamagitan ng malayang pagguhit (SKMP-00-1)

Materials: paper, coloring materials

Procedure:

1. Let the learners draw the school.
2. Use this drawing as the first page of their Counting in School book.
3. Show the learners their finished front page.

3. It's a Match

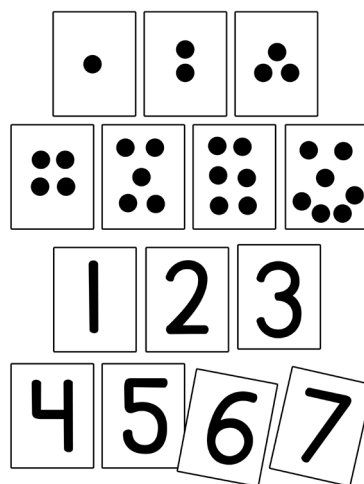
Competencies:

- Count objects with one-to-one correspondence up to quantities of 10 (MKC-00-7)
- Match numerals to a set of concrete objects from 1 to 10 (MKC-00-4)

Materials: one set of cards with numerals – 0 -7 one set of cards with dots (corresponding to the numerals)

Procedure:

1. Place the numeral cards face down in a box.
2. Place the corresponding dot pattern cards in the chalk tray.
3. Call on a learner to get a card from the box and place it over the equivalent card in the chalk tray.
4. If correct, the learner may choose the next player.



Note: For matching activities, teachers may present learners with varied materials that include tactile materials or concrete objects. For instance, instead of just matching colors, learners may match objects with the same texture. Teachers may use cloth swatches, cotton, corrugated paper, etc. Learners may also match the objects with the same shapes such as pencils, coins, blocks, or varied manipulatives. Consider this when you encounter other similar activities.

4. School Tour Counting Book

Competencies:

- Count objects with one-to-one correspondence up to quantities of 10 (MKC-00-7)
- Match numerals to a set of concrete objects from 1 to 10 (MKC-00-4)

Materials: blank book, coloring materials

Procedure:

1. Let the learners draw the different items that they saw during the school tour.
2. Ask the learners to count the items that they drew and guide the learners in writing the numeral that represents each number.

WEEK 23

Content Focus: **There are places in the community where we can have fun.**

Blocks of Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Arrival Time (10 min)	Arrival routine				
Meeting Time 1 (10 min)	Meeting time routine Review of concepts learned the previous week/day Introduction of message for the day by asking the guide questions below				
MESSAGE	There are different places in the community where we can have fun.	We can go to a plaza/park to have fun.	We can visit other places to have fun (land).	We can visit other places to have fun (water).	We can do different things in places where we can have fun.
QUESTION/S	<p>What do you mean when you say you are having "fun"?</p> <p>Write your answers on a concept web.</p> <p>What are the things that you did that are fun?</p> <p>Where did you do these things?</p> <p>There are different places in the community where we can have fun.</p>	<p>Have you been to a park/plaza (or open field)?</p> <p>What are the things that you did there?</p> <p>What are the things that you saw?</p> <p>What did you feel when you were there?</p> <p>People go to the park or plaza to have fun.</p>	<p>Have you been to a park/zoo/ garden?</p> <p>What are the things that you saw there?</p> <p>What are the things that you did?</p> <p>Did you have fun? What made you say so?</p> <p>There are other places to visit to have fun such as the cinema, playground, garden, field, mall, in the community. (Choose places that are available in the community.)</p>	<p>Have you been to the beach/ pool/ river/ stream?</p> <p>What are the things that you saw there?</p> <p>What are the things that you did? Did you have fun? What made you say so?</p> <p>There are other places to visit to have fun such as the beach, river, stream, pool, resort, etc. (Choose places that are available in the community.)</p>	<p>What are the places that we talked about the previous days?</p> <p>What are the things that people do in these places?</p>
Transition to Work Period 1	<i>The teacher gives instructions on how to do the independent activities, answers any questions, and tells the learners to join their group and do the assigned tasks.</i>				
Work Period 1 (40 mins)					
Teacher-Supervised Activity	Introduce the letter Jj Spot the letter J	Writing letter Jj	Syllable jumping /j/ words	Same or different?	Rhyme Time

Blocks of Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Learning Checkpoints	✓ Find the letter Jj in the picture	✓ Write the letter Jj properly	✓ Jump to the syllables of words given	✓ Recognize if word pairs begin with the same beginning sound	✓ Determine if the word pairs rhyme or not
Independent Activities	1. Blocks: Places of Recreation 2. Picture Puzzles 3. Recreational Board Game 4. Lacing Cards 5. Playdough: Recreational places				
Learning Checkpoints	✓ Build a model of places where they can have fun ✓ Put together puzzle pieces to complete a picture of a recreational place in the community ✓ Follow the rules of the game and identify the different places of recreation ✓ Lace the letter Jj ✓ Mold the playdough into different places of recreation				
Transition to Meeting Time 2	The teacher reminds the learners about the time left in Work Period Time 1 around 15 minutes before Meeting Time 2. After 10 minutes, the teacher tells the learners to start packing away the materials they used and be ready for Meeting Time 2. A transition song or a countdown may be used.				
Meeting Time 2 (10 min)	Let the learners present their work.	Let the learners present their work.	Let the learners present their work.	Let the learners present their work.	Let the learners present their work.
QUESTIONS/ACTIVITY	Song: Jack and Jill What is the beginning sound of the names of Jack and Jill? /j/ What other words begin with the /j/ sound? As a class, make up your own song by filling out the blanks. (Name1 that starts with J) and (Name 2 that starts with	Song: New Jack and Jill Song made during the previous day What are the things that you can do in the park/plaza? Who can come with you? You can do fun things in the park/ plaza. (biking, walking, running, etc.)	What are the places you have visited to have fun? What are the things you did there? Who was with you? There are places that you can visit to have fun.	Show different pictures of places of recreation. Ask the students to identify the beginning sound of each. Ask the students to give words that begin with the same sound. Some fun places have water. This includes the beach, stream, etc.	Show pictures of recreational places. Ask the learners to give activities that can be done in each place. There are many fun things you can do in different places in the community.

Blocks of Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	J) went to the (name of a place to have fun) to get a piece of (object that begins with J). (Name 1) fell down and broke his crown and (Name 2) came tumbling after.				
Transition to Recess	<i>The teacher commends the learners for the work they did in Work Period Time 1 and tells them to prepare for recess time by washing their hands. Encourage sharing especially if not all children have food.</i>				
Recess (15 min)					
Transition to Quiet Time	<i>The teacher reminds the children to pack away the things they used in recess time, clean up their eating area, throw their trash in the trash bin, wash their hands, brush their teeth, change their wet clothes, and have their Quiet Time.</i>				
Quiet Time (10 min)					
Transition to Story Time	<i>While singing a transition song, the teacher “wakes” the learners up and tells them that it’s time to listen to a story. When the learners are ready, the teacher proceeds with the pre-reading activities and makes sure that the learners are listening attentively.</i>				
Story Time (20 min)	Theme: Any age and culturally appropriate story about places to have fun.	Theme: Any age and culturally appropriate story about a park or a plaza.	Theme: Any age and culturally appropriate story about other recreational places.	Theme: Any age and culturally appropriate story about other recreational places.	Theme: Any age and culturally appropriate story about different recreational places.
Pre-Reading	<p><i>Define difficult words.</i></p> <p><i>Motivation: What are the things that you do that are fun?</i></p> <p><i>Motive: What do you think are the fun activities that the characters in the story will do?</i></p>	<p><i>Define difficult words.</i></p> <p><i>Motivation: What are the things that you can see in a park/plaza?</i></p> <p><i>Motive: What will the characters see in the park or plaza in the story?</i></p>	<p><i>Define difficult words.</i></p> <p><i>Motivation: What are the things that you can see in a park/plaza?</i></p> <p><i>Motive: What will the characters see in the park or plaza in the story?</i></p>	<p><i>Define difficult words.</i></p> <p><i>Motivation: What places with water have you been to?</i></p> <p><i>Motive: What are the places that the characters visited in the story?</i></p>	<p><i>Define difficult words.</i></p> <p><i>Motivation: What places with water have you been to?</i></p> <p><i>Motive: What are the places that the characters visited in the story?</i></p>

Blocks of Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
During Reading	Ask comprehension questions.				
Post-Reading	<p>Who are the characters in the story?</p> <p>What are the things that the characters did in the story?</p> <p>What do you think each character felt while doing the activities in the story?</p>	<p>Who are the characters in the story?</p> <p>Where did the story happen?</p> <p>What are the things that they say in the story?</p> <p>What will you feel if you experienced what the characters went through in the story?</p>	<p>What are the places that the characters visited?</p> <p>Retell what happened during their visit.</p>	<p>What are the places that the characters visited?</p> <p>Sequence the story. Which happened first? Next? Last?</p>	<p>What are the things that the characters did to have fun?</p> <p>What else can the characters do to have fun?</p>
Transition to Work Period 2	After the post-reading activities, the teacher gives instructions regarding the teacher-supervised and independent activities, answers any questions, and tells the learners to join their group and do the assigned tasks.				
Work Period 2 (40 min)					
Teacher-Supervised Activity	Picture patterns	Picture patterns	Reproduce the pattern	Reproduce patterns	Creating patterns
Learning Checkpoints	✓ The teacher checks if the learners are able to complete a pattern shown.	✓ The teacher checks if the learners are able to complete a pattern shown.	✓ The teacher checks if the learners are able to reproduce the pattern shown.	✓ The teacher checks if the learners are able to reproduce the pattern shown.	✓ The teacher checks if the learners are able to create their own patterns.
Independent Activities	<ol style="list-style-type: none"> Block Play: Places of Recreation Objects and numeral matching Numeral writing My 8 booklet 				
Learning Checkpoints	<ul style="list-style-type: none"> ✓ Block play: The teacher checks if the learners are able to create a model of places of recreation using blocks. ✓ Object and numeral matching: The teacher checks if the learners are able to match the objects and numerals. ✓ Numeral writing: The teacher checks if the learners are able to count the picture and write the numeral that represents it. ✓ Object pasting: The teacher checks if the learners are able to paste the number of objects based on what is written on the paper. 				

Blocks of Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Transition to Indoor/ Outdoor Games	<i>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.</i>				
Indoor/ Outdoor Games (20 min)	Fun outdoors				
Learning Checkpoints	✓ <i>Pretend to be in a place in the community where people can have fun</i>				
Transition to Meeting Time 3	<i>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 in Meeting Time 3. A transition song or countdown may be used.</i>				
Meeting Time 3 (5 min)	The learners talk about fun things that they do with their family and friends, and where they can do these things.	The learners talk about things that they do in the park or plaza.	The learners talk about other places they visited and what fun activities they did there.	The learners talk about places with water that they have visited and the activities that they did there.	The learners talk about activities that people do in different places of recreation.
Wrap-Up Questions / Activity	<i>The teacher takes note if the learners are able to describe what is fun and what are fun activities.</i>	<i>The teacher takes note if the learners are able to enumerate activities that they do in the park or plaza.</i>	<i>The teacher takes note if the learners were able to give other places of recreation.</i>	<i>The teacher takes note if the learners are able to give recreation places with water.</i>	<i>The teacher takes note if the learners are able to give fun activities that they can do in different places of recreation.</i>
DISMISSAL ROUTINE					

WEEK 23

Content Focus: **There are places in the community where we can have fun.**

WORK PERIOD 1 TEACHER SUPERVISED ACTIVITIES

1. Introduce Letter J

Competencies:

- Identify the sounds of letters orally given (LLKPA-Ig-1)
- Identify several words that begin with the same sound as the spoken word (LLKPA-Ig-7)
- Name objects that begin with a particular letter of the alphabet (LLKV-00-5)

Materials: list of random letters on a large sheet of paper

Procedure:

1. Show words that begin with J.
2. Show the letter Jj
3. Show the learners how to write Jj
4. Give examples of words that begin with /j/.
5. Ask the learners to give the sound of /j/.
6. Ask the learners for other words that begin with /j/.
7. Ask the learners to look for all the letter Js in the list.

2. Writing Letter Jj

Competencies:

- Pagbakat, pagkopya ng larawan, hugis at titik (KPKFM-00-1.4)

Materials: blank piece of paper, writing materials

Procedure:

1. Ask the children to write as many letter Js on their paper.
2. Ask them to decorate their paper.

3. Syllable Jumping

Competencies:

- Tell the number of syllables in given spoken words (LLKPA-Ig-8)

Materials: pictures or drawing of words that begin with J

Procedure:

1. Show pictures that begin with J.
2. Demonstrate how to count the number of syllables.
3. Say the words orally and ask the learners to jump to the number of syllables.
4. Count the number of syllables and record them on the board.

4. Same or different?

Competencies:

- Identify whether or not 2 spoken words begin with the same sound (LLKPA-003)

Materials: pictures or drawings of words with different and same beginning sounds.

Procedure:

1. Show a pair of pictures with the same beginning sound. Emphasize the beginning sound of the words and explain why they are same.
2. Show a pair of pictures that do not have the same beginning sound. Emphasize the beginning sound of the words and explain why they are different.
3. Show the learners different pairs of pictures and ask them if the beginning sounds are the same or different.

5. Rhyme Time

Competencies:

- Tell whether a pair or set of spoken words rhyme (LLKPA-lc-4)

Materials: pictures or drawing of rhyming words.

Procedure:

1. Show a pair of pictures of words that rhyme. Emphasize the sound of the words and explain why they rhyme,
2. Show a pair of pictures that do not have the same beginning sound. Emphasize the sound of the words and explain why they do not rhyme.
3. Show the learners different pairs of pictures and ask them if the words rhyme.

WORK PERIOD 1 INDEPENDENT ACTIVITIES

1. Block Play

Competencies:

- Nagagamit ang mga kilos lokomotor at di-lokomotor sa paglalaro, pag-eehersisyo, pagsasayaw (KPKGMIg-3)
- Nakagagawa ng modelo ng mga pangkaraniwang bagay sa paligid: dahon, bato, buto, patpat, tansan, atbp. (SKMP-003-3)
- Natutukoy ang iba't-ibang lugar sa komunidad (KMKPKom-00-3)

Materials: blocks, picture or drawing of places of recreation

Procedure:

1. Put pictures of places of recreation at the Blocks Area.
2. Encourage the learners to build places of recreation in the community, with the pictures as examples.

2. Picture Puzzles

Competencies:

- Naisasagawa ang mga sumusunod na kasanayan pagmomolde ng luwad (clay), pagbuo ng puzzles (KPKFM-00-1.5)
- Nakapagmomolde ng luwad na nais na anyo (SKMP-00-6)
- Natutukoy ang iba't-ibang lugar sa komunidad (KMKPKom-00-3)

Materials: Picture puzzles of different recreational places (if available) or cardboard with drawing of different recreational places in the community

Procedure:

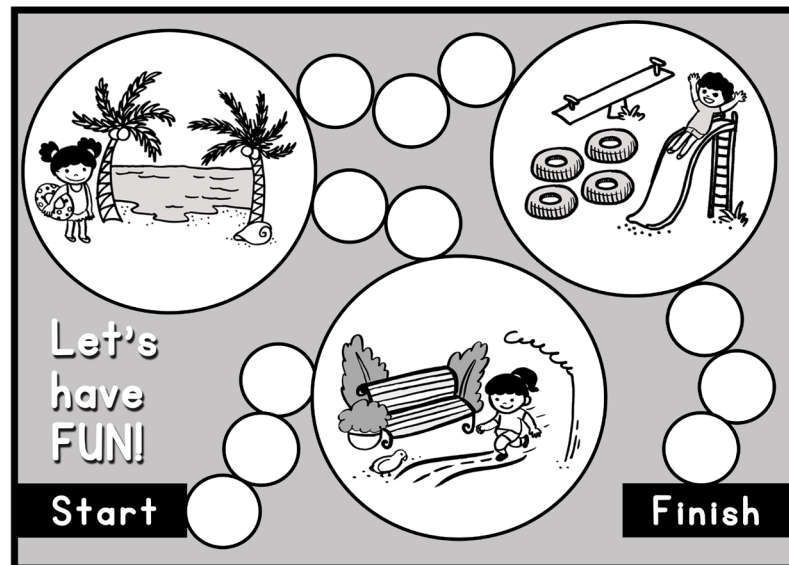
1. Cut each board in four to six puzzle pieces and put it on a boxes.
2. Let the learners to play and form the puzzles.

3. Recreational board Game

Competencies:

- Nakapaghihintay ng kanyang pagkakataon (KAKPS-00-12)
- Rote count up to 20 (MKSC-00-12)
- Recognize and identify numerals 0 to 10 (MKC-00-2)

Materials: board game (like snakes and ladders), tokens, dice



Procedure:

1. Players take turns throwing the dice to determine how many spaces a player will move at his/her turn.
2. If the player lands in an area of a recreational place, he/she must identify the places.
3. The first player to reach the end is the winner.

4. Lacing Cards

Competencies:

- Identify the sounds of letters orally given (LLKPA-Ig-1)
- Identify the letters of the alphabet (mother tongue, orthography) (LLKAK-Ih-3)
- Express simple ideas through symbols (e.g., drawings, invented spelling) (LLKC-00-1)
- Napagsisikapang matapos ang sinimulang gawain sa itinakdang oras (KAKPS-00-1)

Materials: letter cardboard with hole and strings/straw

Procedure:

1. Have the learners a big letter J and small letter j cardboard.
2. Let them do the lacing card activity.

5. Playdough Recreational Places

Competencies:

- Napagsisikapang matapos ang sinimulang gawain sa itinakdang oras (KAKPS-00-1)
- Naisasagawa ang mga sumusunod na kasanayan pagmomolde ng luwad (clay), pagbuo ng puzzles (KPKFM-00-1.5)
- Nakapagmomolde ng luwad (clay) sa nais na anyo (SKMP-00-6)
- Naisasagawa ang mga sumusunod na kasanayan paglikha ng mga modelo ng pangkaraniwang bagay sa paligid (KPKFM-00-1.6)

Materials: playdough, plastic plates/placemat, popsicle stick / twigs of plants (for day 3)

Procedure:

1. Encourage learners to mold different recreational places.
2. Have them place their molded clays on the plates/mat.
3. Let them share about what they did.

WORK PERIOD 2 TEACHER SUPERVISED ACTIVITIES

1. Picture Patterns

Competencies:

- Complete patterns (MKSC-00-19)
- Reproduce and extend patterns (MKSC-00-20)

Materials: a series of pictures or drawing with patterns (for example: park, park, beach, park, park, beach), pictures to complete the patterns

Procedure:

1. Show the learners patterns of pictures.

2. Explain how patterns are formed.
3. Ask the learners to complete the patterns
4. Give the child a tally board.
5. Let the learners go around the classroom and ask them to count and record the items written on the tally board.
6. Ask the learners to complete the patterns by adding subsequent pictures.



2. Reproduce the Patterns

Competencies:

- Reproduce and extend patterns (MKSC-00-20)

Materials: pictures or drawing of patterns, pictures that can be used to form patterns.

Procedure:

1. Review how patterns are made.
2. Ask the learners to make similar patterns using different pictures.

3. Creating Patterns

Competencies:

- Create own patterns (MKSC-00-21)

Materials: pictures to create patterns, paper, glue

Procedure:

1. Review how patterns are made.
2. Ask the learners to create their own patterns using the pictures given or using their own drawings in line with the topic of the week.
3. Let the learners paste their patterns on a piece of paper.

WORK PERIOD 2 INDEPENDENT ACTIVITIES

1. Block Play: Places of Recreation

Competencies:

- Nagagamit ang mga kilos lokomotor at di-lokomotor sa paglalaro, pag-ehehersisyo, pagsasayaw (KPKGM-Ig-3)

- Nakagagawa ng modelo ng mga pangkaraniwang bagay sa paligid: dahon, bato, buto, patpat, tansan, atbp. (SKMP-003-3)

Materials: blocks

Procedure:

1. Show the learners pictures of different places of recreation
2. Let the learners build models of the school using blocks

2. Objects and Numeral Matching

Competencies:

- Match numerals to a set of concrete objects (MKC-00-4)

Materials: cards with numbers, objects found in the classroom

Procedure:

1. Let the learners pick a card.
2. Ask the learners to place the number of objects as indicated in the card.

3. Numeral Writing

Competencies:

- Count objects with one-to-one correspondence up to quantities of 10 (MKC-00-7)
- Pagbakat, pagkopya ng larawan, hugis at titik (KPKFM-00-1.4)

Materials: worksheet with different number of items (0-8), writing materials

Procedure:

1. Ask the learners to count the objects in the picture.
2. Let the learners write the numeral s beside each item.

4. My 8 booklet

Competencies:

- Count objects with one-to-one correspondence up to quantities of 10 (MKC-00-7)
- Match numerals to a set of concrete objects from 1 to 10 (MKC-00-4)
- Nakagugupit at nakapagdidikit ng iba't ibang hugis na may iba't ibang tekstura (SKMP-00-4)

Materials: worksheet/booklet , glue, picture cut-outs

Procedure:

1. Let the learners paste the 8 pictures for every page.
2. They may be guided to write a title for each showing the quantity and name of object (i.e. 8 slides, 8 boats)

WEEK 24

Content Focus: There are places in the community where we can get services that will keep us healthy.

Blocks of Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Arrival Time (10 min)	Arrival routine				
Meeting Time 1 (10 min)	Meeting time routine Review of concepts learned the previous week/day Introduction of message for the day by asking the guide questions below				
MESSAGE	There are places I can go to to get well when I am sick.	There are places I can go to get special services to keep me healthy.	There are places in the community where I can buy medicine.	There are people I can call in case of emergencies.	There are people who help me keep healthy.
QUESTION/S	Have you been sick? What did you do to get better? Where did you go to get well? There are places in the community where I can go when I am sick (hospitals and clinics).	Have you experienced having a tooth ache? What did you do? Have you seen a pregnant woman? Where do you think she goes when she needs to give birth? There are places where you can get special medical services. This includes the dentist's office, lying in clinic, barangay health center, etc.	When you were sick, what do you have to do? (Drink medicine) Why do you need to take medicine? Where do you buy medicine? A drug store or pharmacy is a place where you can buy medicine to make you feel better.	Have you experienced stumbling and getting hurt? What did you do? Sometimes, people encounter accidents. When accidents happen, there are people in the community whom you can call to help you. (Barangay, or calling emergency numbers)	Recall the places where we can get services to keep ourselves healthy. Who are the people that you see in these places? There are people who help keep me healthy.
Transition to Work Period 1	<i>The teacher gives instructions on how to do the independent activities, answers any questions, and tells the learners to join their group and do the assigned tasks.</i>				
Work Period 1 (40 mins)					

Blocks of Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Teacher-Supervised Activity	Introduce the letter Hh. Give words that begin with /h/	Writing letter Hh	H bag	Blending sounds	Tool mobile
Learning Checkpoints	✓ Give words that begin with /h/.	✓ Write the letter Hh properly	✓ Name objects that begins with /h/	✓ Blend sounds together	✓ Identify different medical tools
Independent Activities	1. Diorama: Medical Services 2. Block play: Places of medical services 3. Popsicle puppets 4. Search and match letters				
Learning Checkpoints	<ul style="list-style-type: none"> ✓ Build models of places where medical services are given using different materials ✓ Build models of places where medical services are given using blocks ✓ Make puppets of doctors and nurses out of popsicle sticks ✓ Match upper case and lower case letters which spell words 				
Transition to Meeting Time 2	The teacher reminds the learners about the time left in Work Period Time 1 around 15 minutes before Meeting Time 2. After 10 minutes, the teacher tells the learners to start packing away the materials they used and be ready for Meeting Time 2. A transition song or a countdown may be used.				
Meeting Time 2 (10 min)	Let the learners present their work.				
QUESTIONS/ ACTIVITY	<p>Where can you go when you are sick?</p> <p>Why is it important to go to these places?</p> <p>There are places in the community where you can go when you are sick. This includes hospitals, clinics, etc.</p>	<p>Show a chart of special medical services. Match it with special medical needs. For example: Tooth ache – Dentist's office Pregnant woman – lying in clinic, etc.</p>	<p>When you are sick, what do you need to take?</p> <p>When should you drink medicine? (Only when the doctor tells me to.)</p> <p>Should you drink any medicine? (No.)</p> <p>Where could you buy medicine?</p> <p>Some medicine makes you feel better. It should only be taken when a doctor says so. That is the only time you could buy at a drug store.</p>	<p>What do you do when there is an accident?</p> <p>Do you have to move slowly to fast? Why?</p> <p>What will you do if you someone who got hurt?</p> <p>There are people in the community whom you can call in times of emergency. That includes the barangay.</p>	<p>Who are the people who work in places that help us be healthy?</p> <p>What do they do there?</p> <p>Show pictures of people who work in medical services and write down their roles.</p>

Blocks of Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
QUESTIONS/ACTIVITY			There are also medicine that you should not take. These can make you sicker. There are also some medicinal plants that helps take away simple illness. These however should be taken under adult supervision always.	Give the number of the barangay or 911. Emphasize that they should not hesitate to help people, but also, they should only call when it is needed.	
Transition to Recess	<i>The teacher commends the learners for the work they did in Work Period Time 1 and tells them to prepare for recess time by washing their hands. Encourage sharing especially if not all children have food.</i>				
Recess (15 min)					
Transition to Quiet Time	<i>The teacher reminds the learners to pack away the things they used in recess time, clean up their eating area, throw their trash in the trash bin, wash their hands, brush their teeth, change their wet clothes, and have their Quiet Time.</i>				
Quiet Time (10 min)					
Transition to Story Time	<i>While singing a transition song, the teacher “wakes” the learners up and tells them that it’s time to listen to a story. When the learners are ready, the teacher proceeds with the pre-reading activities and makes sure that the learners are listening attentively.</i>				
Story Time (20 min)	Theme: Any age and culturally appropriate story about a hospital.	Theme: Any age and culturally appropriate story about the dentist’s office or other medical facility.	Theme: Any age and culturally appropriate story about drug store/ pharmacy	Theme: Any age and culturally appropriate story about a medical emergency.	Theme: Any age and culturally appropriate story about different recreational places.
Pre-Reading	<i>Define difficult words.</i> <i>Motivation:</i> <i>Have you been to the hospital? Why did you go there?</i>	<i>Define difficult words.</i> <i>Motivation:</i> <i>What the places you went to when you feels sick?</i>	<i>Define difficult words.</i> <i>Motivation:</i> <i>Have you had experience drinking medicine? Why did you need to drink medicine?</i>	<i>Define difficult words.</i> <i>Motivation:</i> <i>What do you ride when you need to go to the hospital or clinic?</i>	<i>Define difficult words.</i> <i>Motivation:</i> <i>What are the things that you do to have fun?</i>

Blocks of Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Pre-Reading	Motive: They did the characters in the story go to the hospital?	Motive: Where did the characters go when they felt sick?	Motive: Why do you think the characters took medicine?	Motive: What will the characters ride to the hospital?	Motive: What are the things that the character will do to have fun?
During Reading	Ask comprehension questions.				
Post-Reading	What was the character's problem? What did he do to solve his problem?	Where did the characters go when they were sick? If you were sick, what would you do and where will you go?	Why do you think the character took medicine? What would have happened if the character did not take medicine?	What did the characters ride to the hospital? What would have happened if people did not help the character who encountered an accident?	What are the things that the characters did to have fun? What else can the characters do to have fun?
Transition to Work Period 2	After the post-reading activities, the teacher gives instructions regarding the teacher-supervised and independent activities, answers any questions, and tells the learners to join their group and do the assigned tasks.				
Work Period 2 (40 min)					
Teacher-Supervised Activity	Number stations	Number books	More than less than	Tool measuring	Guest speaker: Medical worker
Learning Checkpoints	✓ Place the correct number of objects indicated by the numeral	✓ Make a book by pasting objects and writing the corresponding numeral	✓ Compare quantities of objects	✓ Measure the different medical tools using strings	✓ Listen attentively to the speaker ✓ Ask the guest questions about his/her work
Independent Activities	1. Block Play 2. It's a Match 3. Play dough mats 4. Domino				
Learning Checkpoints	✓ Build structures of places where medical services are given ✓ Match the numerals with the correct number of pictures of medical tools ✓ Make the correct number of playdough indicated on the mat ✓ Match dominos with the same number of dots				
Transition to Indoor/Outdoor Games	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.				

Blocks of Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Indoor/ Outdoor Games (20 min)	Body letters	Doctor's appointment Circle game	Count and Turn (up to 8)	Call the doctor relay	
Learning Checkpoints	✓ <i>Form letters using their body</i>	✓ <i>Count the number of people according to the number indicated</i>	✓ <i>Perform the movements with the correct number of times indicated</i>	✓ <i>Move using different locomotor movements</i>	
Transition to Meeting Time 3	<i>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 in Meeting Time 3. A transition song or countdown may be used.</i>				
Meeting Time 3 (5 min)	The learners talk about fun things that they do with their family and friends, and where they can do these things.	The learners talk about where they should go when they are sick.	The learners talk about where to get medicine and when to taking medicine good and bad for the body.	The learners talk about what they should do when there is an accident.	The learners talk about people who can help others to feel better.
Wrap-Up Questions / Activity	<i>The teacher takes note if the learners are able to describe what is fun and what are fun activities.</i>	<i>The teacher takes note if the learners are able to correctly explain where they should go when they are sick.</i>	<i>The teacher takes note if the learners are able to explain when medicine is good or bad for the body.</i>	<i>The teacher takes note if the learners are able to give ways on how they can help people who encounter accidents.</i>	<i>The teacher takes note if the learners are able to give people whom can give medical services.</i>
DISMISSAL ROUTINE					

WEEK 24

Content Focus: **There are places in the community where we can get services that will keep us healthy.**

WORK PERIOD 1 TEACHER SUPERVISED ACTIVITIES

1. Introduce the letter Hh

Competencies:

- Identify the sounds of letters orally given (LLKPA-Ig-1)
- Identify several words that begin with the same sound as the spoken word (LLKPA-Ig-7)
- Name objects that begin with a particular letter of the alphabet (LLKV-00-5)
- Nagagamit ang mga kilos lokomoto at di-lokomotors sapaglalaro, pag-eehersisyo, pagsasayaw (KPKGMIg-3)

Materials: pictures of words that begin with /h/. Connect with the theme.

Procedure:

1. Show words that begin with H.
2. Show the letter Hh
3. Show the learners how to write Hh
4. Give examples of words that begin with /h/.
5. Ask the learners to give the sound of /h/.
6. Ask the learners for other words that begin with /h/.
7. Ask the learners to write Hh using different parts of their body (feet, head, elbows, etc.)

2. Writing Letter Hh

Competencies:

- Pagbakat, pagkopya ng larawan, hugis at titik (KPKFM-00-1.4)
- Name objects that begin with a particular letter of the alphabet (LLKV-00-5)

Materials: blank piece of paper, writing materials

Procedure:

1. Ask the learners to think of words that begin with Hh.
2. Ask the learners to write the letter Hh around the paper.

3. H bag

Competencies:

- Name objects that begin with a particular letter of the alphabet (LLKV-00-5)
- Tell the number of syllables in given spoken words (LLKPA-Ig-8)

Materials: bag, items that begin with Hh. Connect with the theme.

Procedure:

1. Put all the items inside the bag.
2. Ask the learners to try to guess the item by feeling the items inside the bag.

4. Blending sounds

Competencies:

- Identify the sounds of letters orally given (LLKPA-Ig-1)

Procedure:

1. Ask the learners to listen carefully.
2. Demonstrate how to blend two sounds together (consonant and vowel). For example /h/ and /a/ makes /ha/.
3. Repeat until the learners are able to do it on their own.
4. Give to sounds that the learners will blend.
5. Ask the learners to say the blended sounds.

/h/ and /a/

/h/ and /e/

/h/ and /ee/

/h/ and /o/

/m/ and /a/

/m/ and /e/

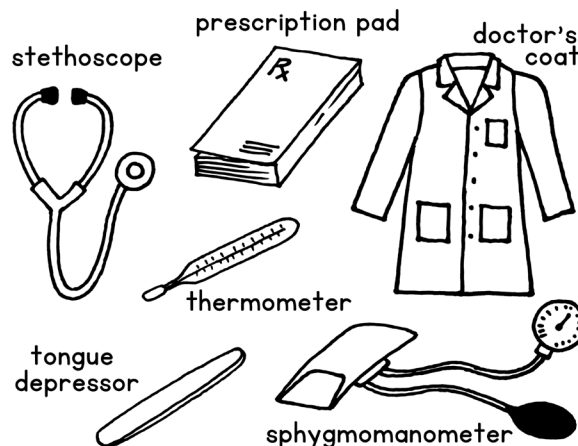
etc.

5. Tool Mobile

Competencies:

- Name common objects in the environment (LLKV-00-1)
- Talk about the details of an object/ picture like toys, pets, food, places (LLKOL-Id-4)

Materials: Pictures of tools used by doctors and health practitioners



Procedure:

1. Show real objects or pictures of medical tools and name it.
2. Write the name on the board.
3. Explain the the function of each one.
4. Ask the learners to recall how each one is called, how it is used, and what it is for.

WORK PERIOD 1 INDEPENDENT ACTIVITIES

1. Diorama of the barangay

Competencies:

- Natutukoy ang iba't ibang lugar sa komunidad (KMKPKom-00-3)
- Nakapagpatung-patong, nakapagdudugtong-dugtong at nakapagdidikit-dikit (assemblage) ng mga patapong bagay tulad ng maliit na kahog ng gamut (SKMP-00-8)
- Name places and things found in the classroom, school and community (LLKV-00-8)

Materials: shoebox, crayons, scissors, glue, cloth/string, masking tape

Procedure:

1. Divide the learners into groups of 3 - 4.
2. Distribute shoe boxes or any box of similar size for their diorama.
3. Brainstorm with them how the different places in the community which provide medical services look like.
4. Using clay or playdough and other junk materials, have them recreate the places in the community which provide medical services that was assigned to them.
5. Cover the box with art or construction paper and draw the natural features of the place they will make.
6. Have them set up their clay and junk models inside the box.
7. Ask learners to hang the name of the places in the community which provide medical services or they recreated on the box.

2. Block Play

Competencies:

- Nagagamit ang mga kilos lokomotr at di-lokomotor sa paglalaro, pag-eehersisyo, pagsasayaw (KPKGM-Ig-3)
- Nakagagawa ng modelo ng mga pangkaraniwang bagay sa paligid: dahon, bato, buti, patpatm tansan, atbp. SKMP-003-3

Materials: blocks, picture of places where people can get medical services

Procedure:

1. Put pictures of places in the community at the Blocks Area.
2. Encourage the learners to build places of learning in the community, with the pictures as examples.

3. Popsicle Puppets

Competencies:

- Nakikilala ang mga taong nakatutulong sa komunidad, hal. guro, bombero, pulis, atbp. (KMKPKom-00-2)
- Pagpilas/paggupit/pagdikit ng papel (KPKFM-00-1.3)

- Nakaguguhit, nakapagpipinta at nakapagkukulay ng iba't ibang bagay o gawain (dekorasyon sa 'name tag', kasapi ng mag-anak, gawain ng bawat kasapi ng maganak, mga alagang hayop mga halaman sa paligid) (SKMP-00-2)

Materials: pictures of the doctor's tools, glue, crayon, cut-out of doctor's bag

Procedure:

1. Ask the learners to color the figures of the community helpers.
2. Tell them to glue them on the popsicle stick.



4. Search and Match

Competencies:

- Identify the letters of the alphabet (mother tongue, orthography) (LLKAK-1h-3)
- Match an upper- to its lower-case letter (LLKAK-1h-4)
- Napagsisikapang matapos ang sinimulang gawain sa itinakdang oras (KAKPS-00-1)
- Nakapaghihintay ng kanyang pagkakataon (KAKPS-00-12)

Materials: sand letters, letter mat

Procedure:

1. With the learners taking one's turn, ask them to find the letters buried in the sand one at a time.
2. Tell them to match the letters on the pattern on the mat (upper and lower case).

WORK PERIOD 2 TEACHER SUPERVISED ACTIVITIES

1. Number stations

Competencies:

- Match numerals to a set of concrete objects (MKC-00-4)

Materials: number cards, cotton buds, band aid, medicine dropper, masks, or any countable materials related to health care

Procedure:

1. Let the learners to choose a card.
2. With the learners, count objects equivalent to the numeral on the card.
3. Let the learners choose a card and count objects on their own.

** Support the activity by giving learners paper wherein they can draw their health-care-related object based on the number card they can randomly get.*

2. Number 0-8 book

Competencies:

- Match numerals to a set of concrete objects (MKC-00-4)
- Count objects with one-to-one correspondence up to quantities of 10 (MKC-00-7)
- Pagbakat, pagkopya ng larawan, hugis at titik (KPKFM-00-1.4)

Materials: blank book, pictures of medical people and objects

Procedure:

1. Ask the learners to write the numbers 0-8 on each page of the book.
2. Let the learners paste the number of pictures as indicated on each page.

3. More Than, Less Than, As Many As

Competencies:

- Compare two groups of objects to decide which is more or less, or if they are equal (MKC-00-8)

Materials: cotton balls, tongue depressor or popsicle sticks

Procedure:

1. Teacher holds up 8 tongue depressor.
2. Group learners into three groups.
3. Each group will be given objects.
 - 1 - 5 tongue depressor
 - 2 - 6 tongue depressor
 - 3 - 7 tongue depressor
4. Ask questions:
 - Which group has less than the given objects?
 - Which group has more than the given objects?
 - Which group has as many as the given objects?
5. Reshuffle the tongue depressors in the groups then ask questions again.
6. Allow learners to manipulate the materials and to ask and answers the questions themselves.

4. Tool measuring

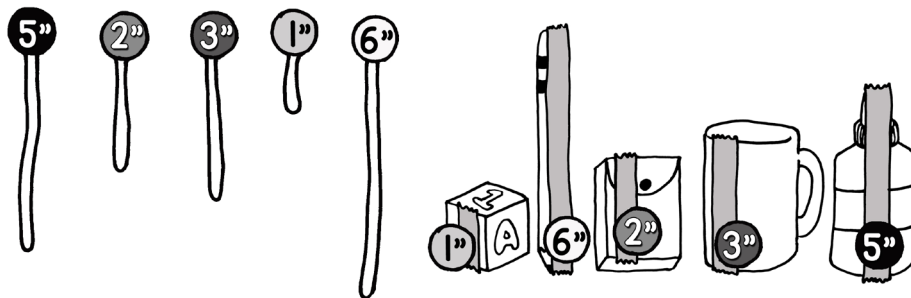
Competencies:

- Compare objects based on their size, length, weight/mass, big/little, longer/shorter, heavier/lighter (MKME-00-2)
- Use nonstandard measuring tools, e.g., length – feet, hand, piece of • string • capacity – mug/glass • mass – stone, table blocks (MKME-00-1)

Materials: 5 lengths of string labeled with length in inches written on a colored paper, 5 objects marked along one edge with the length in inches and color matching the string

Procedure:

1. Motivate or introduce the activity by showing a picture of a doctor or nurse measuring the height of a patient. Tell them this is similar to what they will do.
2. Tell the learners to take the strings and match them with the masking tape, trying to find the appropriate length of string to measure each object.
3. The learners make a record of which string matches each item.
4. Repeat the activity if you change the items to be measured. At the start measurements should be quite different but as the learners gain skill the measurements should become less differentiated, requiring more accurate measurements.



5. Guest Speaker

Competencies:

- Listen attentively to stories/poems/songs (LLKLC-00-1)
- Ask question about stories (who, what, where, when, why) as may be appropriate (LLKOL-00-7)
- Nakikilala ang mga taong nakatutulong sa komunidad (KMKPKOM-00-3)

Resource: guest speaker (health or medical worker)

Procedure:

1. Invite a guest speaker that works in the medical field (barangay health worker, doctor, dentist, nurse, etc.)
2. Encourage the learners to listen to the medical worker as he/she talks about his/her work.
3. Encourage the learners to ask questions to the guest speaker.

WORK PERIOD 2 INDEPENDENT ACTIVITIES

1. Block Play: Medical Services

Competencies:

- Nagagamit ang mga kilos lokomotor at di-lokomotor sa paglalaro, pag-eehersisyo, pagsasayaw (KPKGM-Ig-3)
- Nakagagawa ng modelo ng mga pangkaraniwang bagay sa paligid: dahon, bato, buti, patpatm tansan, atbp. (SKMP-003-3)

Materials: blocks, pictures of hospitals and clinics

Procedure:

1. Show the learners pictures of different places to get medical services.
2. Let the learners build models using blocks.

2. It's a Match

Competencies:

- Match numerals to a set of concrete objects (MKC-00-4)

Materials: cards with numbers, pictures of medical tools

Procedure:

1. Let the learners pick a card.
2. Ask the learners to place the number of pictures as indicated in the card.

3. Playdough mats

Competencies:

- Match numerals to a set of concrete objects from 0 to 10 (MKC-00-4)
- Nakapagmomolde ng luwad (clay) sa nais na anyo (SKMP-00-6)

Materials: playdough mats, playdough

Procedure:

1. Give the learners playdough mats and playdough.
2. Ask them to make numeral 0-8 and make enough objects to match the numerals

4. Domino

Competencies:

- Count objects with one-to-one correspondence up to quantities of 8 (MKC-00-7)
- Match objects, pictures based on properties /attributes in one-to-one correspondence - object to object - object to picture - picture to picture (MKAT-00-1)

Materials: set of 28 number dominoes

Procedure:

1. All dominoes are placed face down.
2. Each player draws 8 dominoes.
3. A player with a "double" begins to play.
4. Each player in turn says the number names and then plays as in a regular domino game.
5. The winner is the player who has played all dominoes, or the player with the smallest number of dominoes when all players must pass.

** If possible, have medical-related design on dominoes instead of dots.*

WEEK 25

Content Focus: There are places in the community where I can get services that will keep us safe.

Blocks of Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Arrival Time (10 min)	Arrival routine				
Meeting Time 1 (10 min)	Meeting time routine Review of concepts learned the previous week/day Introduction of message for the day by asking the guide questions below				
MESSAGE	There are places in the community which keep us safe from trouble (police station and barangay hall).	There are many things I can do to keep safe from danger.	There are places in the community and things we can do to keep us safe from fire.	There are many things I can do to keep me safe from earthquake, storm/flood and other unfortunate events or disaster.	I can help my family be prepared for any unfortunate event or disaster.
QUESTION/S	What does "safe" mean? Write the learners' answers on a concept chart. Safe – being out of danger There are places in the community where you can get services to keep us safe. (firestation, police station, barangay hall, etc.)	Aside from the police, who can help us when there is danger or trouble? We can help keep ourselves and others safe from danger and trouble.	What is fire? What happens when fire grows big? Who are the people who can help us in case of fire? Where can they be found? What can the firemen do to keep us safe? There are places and people in the community which help us keep safe from fires. We can find the firemen in the fire station.	Aside from danger and fire, when else do we need help? What is a storm? Flood? What is an earthquake? What other events put us in danger? (Mention that in some parts of the country, children are caught in armed conflict.) We can also help keep ourselves and others safe from earthquake, storm/flood and other unfortunate events or disasters.	What is "preparedness"? Write the learners' answers on a concept chart. Preparedness – being ready Families can do some preparation to lessen the effect or impact of an unfortunate event or disaster, by preparing some basic survival materials. Introduce the concept of "Go Bags" or the Emergency Supply Kit. Basic contents are:

Blocks of Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
QUESTION/S				Introduce the concept of “Early Warning Signs” (ex. Fire alarms, alarm for a specific danger in school other than the regular bell, if available.)	<ul style="list-style-type: none"> - First Aid kit - Water - Flashlight - Whistle - Ready to eat Food - Small book and toy - Battery-operated radio - Blanket
Transition to Work Period 1	<i>The teacher gives instructions on how to do the independent activities, answers any questions, and tells the learners to join their group and do the assigned tasks.</i>				
Work Period 1 (40 mins)					
Teacher-Supervised Activity	Introduce the letter Kk Picture Sort	My Safety Station	Let’s write Kk	Safety poster	Go Bag
Learning Checkpoints	✓ <i>Sort words that begin with the /k/ sound</i>	✓ <i>Collect items used by workers who keep the community safe</i>	✓ <i>Write the letter Kk</i>	✓ <i>Draw ways to keep themselves safe</i>	✓ <i>Identify some items to include in the Go Bag</i>
Independent Activities	<ol style="list-style-type: none"> 1. Sequence Card (places they saw during gallery walk) 2. Lacing Card (pictures of public officer can do) 3. Look, Say, Write and Check 4. My Community at Peace (Draw the place in the community where safety is the prime services) 				
Learning Checkpoints	<ul style="list-style-type: none"> ✓ <i>Lace the pictures of people who keep the community safe</i> ✓ <i>Identify the letter and give a word that begins with it</i> ✓ <i>Distinguish safe and unsafe activities</i> ✓ <i>Sequence of events in a series of pictures</i> 				
Transition to Meeting Time 2	<i>The teacher reminds the learners about the time left in Work Period Time 1 around 15 minutes before Meeting Time 2. After 10 minutes, the teacher tells the learners to start packing away the materials they used and be ready for Meeting Time 2. A transition song or a countdown may be used.</i>				
Meeting Time 2 (10 min)	Let the learners present their work.	Let the learners present their work.	Let the learners present their work.	Let the learners present their work.	Let the learners present their work.
QUESTIONS/ACTIVITY	Have you seen the police station in our community? Barangay hall?	Show pictures of situations or common dangers which the learners might encounter.	What should you do when there is a fire? Who can you call?	Show and discuss ways to be prepared for or what to do during storm/flood, earthquakes,	Review the ways to keep safe from: <ul style="list-style-type: none"> - Common dangers - Fire

Blocks of Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
QUESTIONS/ ACTIVITY	<p>What are these places for?</p> <p>Who helps keep the community safe from danger? (police and tanod)</p> <p>The police station or barangay hall is place where we can ask for help to keep the community safe from bad people or in case of trouble.</p> <p>You can call emergency numbers of police and the barangay hall in case of trouble.</p>	<p>Ask the learners what they can do in these situations.</p> <p>Show pictures of common dangers such as:</p> <ul style="list-style-type: none"> - Getting lost - A stranger approaching them - Getting hit by a car - Stepping on broken glass - Drinking gasoline - Touching an open outlet - Putting marbles in mouth - Guide the learners to get to the correct answer. 	<p>Where do the fire trucks come from?</p> <p>The fire station is a place in the community where services to prevent fire are found.</p> <p>Show and discuss ways to prevent fire, and also the things to do when caught in fire.</p> <p>After presenting all the steps, ask the learners to recall what they need to do.</p> <p>Ways to prevent fires:</p> <ul style="list-style-type: none"> - Do not play with matches or lighter. - Do not play near a stove or anywhere where a fire is going. - Always get the help of an adult if there is a smoke coming from any appliance or smell of burnt wires <p>Things to do when caught in a burning house or building:</p>	<p>and crossfire.</p> <p>Floods</p> <ul style="list-style-type: none"> - Stay inside the house or inform a family member if getting out - Listen to news - When outside, stay out of open manholes, low-lying areas, etc. and always go with an adult. <p>Earthquakes</p> <ul style="list-style-type: none"> - Stay calm - Drop, cover and hold (Practice the drill) - When outside, stay away from buildings, posts, and always go with an adult. <p>Crossfire</p> <ul style="list-style-type: none"> - Stay low, inside the building or your house, and do not go out in the open 	<ul style="list-style-type: none"> - Storm/ Floods - Earthquakes - Crossfire

Blocks of Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
QUESTIONS/ ACTIVITY			<ul style="list-style-type: none"> - Get low and crawl out. Cover nose and mouth with wet cloth. <p>Things to do when your clothes caught a fire:</p> <ul style="list-style-type: none"> - Stop, drop, and roll! (Practice the drill) 	<ul style="list-style-type: none"> - If in school, follow the protocols or rules as instructed by the teacher. 	
Transition to Recess	<i>The teacher commends the learners for the work they did in Work Period Time 1 and tells them to prepare for recess time by washing their hands. Encourage sharing especially if not all children have food.</i>				
Recess (15 min)					
Transition to Quiet Time	<i>The teacher reminds the learners to pack away the things they used in recess time, clean up their eating area, throw their trash in the trash bin, wash their hands, brush their teeth, change their wet clothes, and have their Quiet Time.</i>				
Quiet Time (10 min)					
Transition to Story Time	<i>While singing a transition song, the teacher “wakes” the learners up and tells them that it’s time to listen to a story. When the learners are ready, the teacher proceeds with the pre-reading activities and makes sure that the learners are listening attentively.</i>				
Story Time (20 min)	Theme: Any age and culturally appropriate story about a police station or barangay hall.	Theme: Any age and culturally appropriate story about a learner facing a common danger.	Theme: Any age and culturally appropriate story about a fire, fire station or fire prevention	Theme: Any age and culturally appropriate story about storm/flood, or earthquake.	Theme: Any age and culturally appropriate story about being caught in war or crossfire.
Pre-Reading	<p><i>Define difficult words.</i></p> <p><i>Motivation: Do you know of a policeman/ woman? Or Have you seen a policeman/ woman?</i></p>	<p><i>Define difficult words.</i></p> <p><i>Motivation: Have you experience (common danger)? What did you feel?</i></p>	<p><i>Define difficult words.</i></p> <p><i>Motivation: Have you seen a house or building on fire? What does it look like?</i></p>	<p><i>Define difficult words.</i></p> <p><i>Motivation: What is a storm/flood? What will you do if there is flood?</i></p>	<p><i>Define difficult words.</i></p> <p><i>Motivation: Have you experience or seen a show about people fighting with guns?</i></p>

Blocks of Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Pre-Reading	Motive: What do you think the policeman will do in the story?	Motive: What would the character in the story do?	Motive: How will the fire be put out in the story?	Motive: What will the characters do in the story?	Motive: What will the characters in the story do?
During Reading	Ask comprehension questions.				
Post-Reading	What did the policemen do in the story? Why did the policeman do what he/she did?	What did the character do in the story? If you were the character in the story, what will you do?	What did the fireman do in the story? What will happen if the firemen did not come? How could the fire be prevented?	What are the things that the characters did in the story? What will you do to be prepared in such situation?	What are the things that the characters did in the story? What will you do in those situations?
Transition to Work Period 2	After the post-reading activities, the teacher gives instructions regarding the teacher-supervised and independent activities, answers any questions, and tells the learners to join their group and do the assigned tasks.				
Work Period 2 (40 min)					
Teacher-Supervised Activity	Matching Game	My Emergency 8 Necklace	Fire Drill Exercise	Earthquake Drill Exercise	Personal Go Bag
Learning Checkpoints	✓ Match the numeral with the number of pictures	✓ Make a necklace with / beads	✓ Follow directions to perform the fire drill	✓ Follow directions to perform the earthquake drill	✓ Identify some items to include in the Go Bag
Independent Activities	1. Block Play 2. It's a Match 3. Object Pasting 4. Complete the pattern				
Learning Checkpoints	<ul style="list-style-type: none"> ✓ Create a model of places of recreation using blocks ✓ Match the objects and numerals ✓ Paste the number of objects based on what is written on the paper ✓ Complete the pattern of pictures 				
Transition to Indoor/Outdoor Games	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.				
Indoor/Outdoor Games (20 min)	Free Play	Free Play	Fire Drill	Earthquake drill	Free Play

Blocks of Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Learning Checkpoints	✓ <i>Know who to call in times of trouble</i>	✓ <i>Match toxic items with warning signs</i>	✓ <i>Perform the fire drill properly</i>	✓ <i>Perform the earthquake drill properly</i>	
Transition to Meeting Time 3	<i>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 in Meeting Time 3. A transition song or countdown may be used.</i>				
Meeting Time 3 (5 min)	The learners talk about who to call when in trouble, instances when trouble happens, and where they can go to ask for help.	The learners talk about how they can be safe from danger.	The learners talk about who to call in times of fire and how they can be safe from fire.	The learners talk about how they can keep be safe from earthquakes, storm/floods, and crossfires.	The learners talk about how they can be safe from common dangers, fire, earthquake, storm/floods or crossfires.
Wrap-Up Questions / Activity	<i>The teacher takes note if the learners are able to give examples when they can go and ask the police and barangay personnel for help.</i>	<i>The teacher checks if the learners are able to give ways they can be safe and where they can go to ask for help.</i>	<i>The teacher takes note if the learners are able to explain who to call during fires and the ways to be safe from fire, and where they can go to ask for help.</i>	<i>The teacher checks if the learners can give ways to be safe from earthquakes, storm/floods, and crossfires.</i>	<i>The teacher takes note if the learners are able to explain ways to be safe from common dangers, fire, earthquake, storm/floods or crossfires; and where to get help in specific situation.</i>
DISMISSAL ROUTINE					

WEEK 25

Content Focus: **There are places in the community where I can get services that will keep us safe.**

WORK PERIOD 1 TEACHER SUPERVISED ACTIVITIES

1. Introduce the letter Kk – Picture Sort

Competencies:

- Identify the sounds of letters orally given (LLKPA-Ig-1)
- Identify several words that begin with the same sound as the spoken word (LLKPA-Ig-7)
- Identify the letters of the alphabet (mother tongue, orthography) (LLKAK-IH-3)
- Name objects that begin with a particular letter of the alphabet LLKV-005
- Match the letter sound to its letter form (LLKAK-Ih-5)
- Name objects that begin with a particular letter of the alphabet (LLKV-00-5)
- Nagagamit ang mga kilos lokomoto at di-lokomotors sapaglalaro, pag-eehersisyo, pagsasayaw (KPKGM-Ig-3)

Materials: pictures of words that begin with K and picture that begin with other letters.

Procedure:

1. Show words that begin with K.
2. Show the letter Kk.
3. Show the learners how to write Kk.
4. Give examples of words that begin with /k/.
5. Ask the learners to give the sound of /k/.
6. Ask the learners for other words that begin with /k/.
7. Show different pictures of words that begin with different letters.
8. Say the name of each picture and ask if it begins with the /k/ sound.
9. Group together words that begin with /k/.

2. My Safety Station

Competencies:

- Nakikilala ang mga taong nakatutulong sa komunidad, hal. guro, bombero, pulis, atpb. (KMPKKom-002)
- Natutukoy ang iba't ibang lugar sa komunidad (KMKPKom-00-3)
- Nagagamit ang mga kilos lokomotor at di-lokomotor sa paglalaro, pag-eehersisyo, pagsasayaw (KPKGM-Ig-3)

Materials: 6 small bags, pictures-realias of toxic items, lost or separated child,

electrocution, road accident, bare foot on broken glass, small marble in mouth; each picture to be posted in different stations; activity map

Procedures:

1. Group the learners into six
2. Orient them with activity rules on safety (being lost or separated from family, getting electrocuted, meeting a road accident, walking bare foot on broken glass, putting small marble in mouth).
3. Give each team a bag and an activity map.
4. Ask them to locate their assigned spot.
5. Each team will collect materials/ pictures related to safety or prevention from being lost or separated from family, getting electrocuted, meeting a road accident, walking bare foot on broken glass, putting small marble in mouth.
6. The teacher will ask the learners to share their experiences during the activity or if in case teacher will explain further the message of the week.

3. Let's Write Kk

Competencies:

- Name objects that begin with a particular letter of the alphabet (LLKV-005)
- Pagbakat, pagkopya ng larawan, hugis, at titik (KPKFM-00-1.4)

Materials: letter box, pencil or crayon, colored and attractive onset and rime charts (focused on Kk)

Procedure:

1. Set standards for the activity.
2. Get letter Kk from the letter box.
3. Hold the crayon or pencil.
4. Write K on the blank to complete the word on the flip chart (use words in the mother tongue).
5. Let the learners exchange flip charts to experience writing Kk to other chart.
6. Remind them to finish the task for the time you set for the activity.

4. Safety Poster

Competencies:

- Nakaguguhit, nakapagpipinta at makapagkukulay ng iba't ibang bagay o gawain (SKMP-00-3)

Materials: cartolina, coloring materials

Procedure:

1. Review ways on how to keep safe in the community as discussed in the previous days.
2. Ask the learners to draw a poster about it.

5. Go Bag

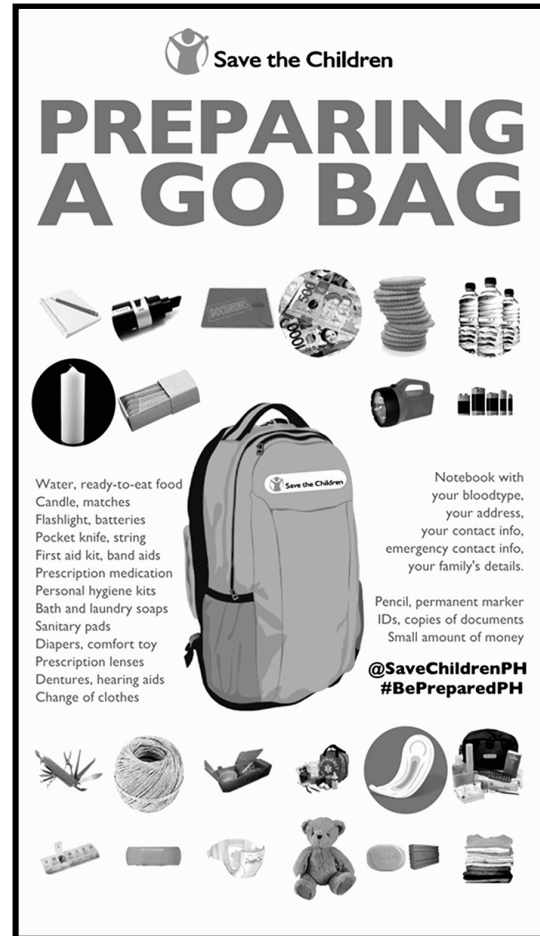
Competencies:

- Name objects that begin with a particular letter of the alphabet (LLKV-005)
- Match the letter sound to its letter form (LLKAK-lh-5)
- Talk about the details of an object/ picture like toys, pets, foods, places (LLKOL-ld-4)
- Naipakikita ang simpleng na kahandaan sa panahon ng sakuna: lindol, baha, sunog, atbp. (KPKPKK-lh-4)

Materials: bag, different basic survival items or cut-outs of those basic survival items, go bag checklist (pictorial)

Procedure:

1. Lay out all the items on the table.
2. Distribute the go bag checklist to each learner.
3. Pick an item and call out its name, emphasize sound of the beginning letter.
4. Ask the learners what are its uses.
5. Learners then check off the item in their list. Do this for all items.



WORK PERIOD 1 INDEPENDENT ACTIVITIES

1. Sequence Cards

Competencies:

- Give the correct sequence of three events in a story listened to orally and/or through drawing (LLKLC-007)

Materials: a series of pictures showing a sequence of events involving people who keep the community safe: example: a house on fire, firemen fighting the fire, fire stops



Procedure:

1. Setting of standards for the activity.
2. Learners will sequence places they saw during gallery walk.
3. Teacher will see to it that all learners will perform the task.

2. Lacing Cards

Competencies:

- Napagsisikapang matapos ang sinimulang gawain sa itinakdang oras (KAKPS-001)
- Paggamit ng kutsara at tinidor, pagbobotones, pagsara ng zipper, pagtali/pagsuot ng sapatos at iba pang gawain gamit ang kamay (KPKFM-00-1)
- Talk about the details of an object/picture like toys, pets, foods, places (LLKOL-Id-4)

Materials: pictures of barangay tanod, police officers, firemen, etc with holes punched at the edges, string

Procedure:

1. Sort first the activities done by police officer/ barangay tanod/peace and order officer.
2. Get materials from the activity tray.
3. Let the learners put back the picture cards being done.
4. Pass the tray with completed/laced picture cards.
5. Talk about the picture that they laced.

3. Look, Say, Write, Check

Competencies:

- Identify the letters of the alphabet (mother tongue, orthography) (LLKAK-IH-3)
- Name objects that begin with a particular letter of the alphabet (LLKV-005)
- Name the beginning letters of their friends' names, their family members', and common things they use (LLKAK-IC-2)
- Pagbakat, pagkopya ng larawan, hugis, at titik (KPKFM-00-1.4)

Materials: words that begin with the previous letters studied. Connect with theme.

Procedure:

1. Distribute one letter/word card to each pupil.
2. Have the pupil look at their cards, read it, name the letter/s or word.
3. Ask them to turn over the card so the word cannot be seen.
4. Ask them to write what is in the card.
5. Let them turn their cards again to check their work against what they wrote.

4. My community at peace

Competencies:

- Naipakikita ang simpleng na kahandaan sa panahon ng sakuna: lindol, baha, sunog, atbp. (KPKPKK-Ih-4)
- Nakaguguhit, nakapagpipinta at nakapagkukulay ng iba't ibang bagay o gawain SKMP-002
- Natutukoy ang iba't ibang lugar sa komunidad KMKPKom -00-3
- Nakikilala ang mga taong nakatutulong sa komunidad hal. guro, bombero, pulis, at iba pa (KMKPKom -00-2)
- Nakagugupit at nakapagdidikit ng iba't ibang hugis na may iba't ibang tekstura (SKMP-004)

Materials: activity tray- crayon, worksheets with picture of safe and unsafe activities

Procedure:

1. Get activity tray
2. Let the learners color the activities that imply safety measures
3. After the activity show the big poster (My Community at Peace) and match their work on it.

WORK PERIOD 2 TEACHER SUPERVISED ACTIVITIES

1. Matching Game

Competencies:

- Match object, pictures based on properties /attributes in one-to-one correspondence (MKAT-00-1)

Materials: picture cards that show different dangers as well as safety measures

Procedure:

1. Stick the cards aligned properly on the board or wall
2. Ask learners to stand up one at a time and pick 2 cards
3. If it matches they can hold the card; if not, they have to flip it back again
4. For every match made, try to ask the learner to talk a little about the picture. Say also information to support
5. After all cards have been matched, give the learners a chance to lay them on the floor and to do it on their own.

Note: For matching activities, teachers may present learners with varied materials that include tactile materials or concrete objects. For instance, instead of just matching colors, learners may match objects with the same texture. Teachers may use cloth swatches, cotton, corrugated paper, etc. Learners may also match the objects with the same shapes such as pencils, coins, blocks, or varied manipulatives. Consider this when you encounter other similar activities.

2. My Emergency 8 Necklace

Competencies:

- Count with one to one correspondence (MKC-00-7)
- Recognize simple shapes in the environment (MKSC-00-1)
- Identify two to three dimensional shapes: square, circle, triangle, rectangle (MKSC-00-2)

Materials: yarn, colored paper cut-outs, can be in different shapes – 8 per learner

Procedure:

1. Make cut-outs from colored paper into desired shapes. Each learner should have 8 pieces of cut-outs.
2. They will write the following information per cut-out: name, age, name of parent/guardian, contact number of parent/guardian, home address, name of school, name of teacher, favorite book or toy. Other information, such as, name of other parent or alternative guardian, medicine for ongoing treatment, name and contact info of family doctor, etc., may be added if there were less than 8 information applicable.
3. Wrap one end of yarn with small piece of tape. This will act as needle.
4. Lace the cut-out shapes into the yarn.
5. Put the necklace around each learner's neck and tie the ends together. Make sure that the length of the necklace is just enough for easy putting in and taking out from the learner's neck.

3. Fire Drill

Competencies:

- Give the correct sequence of three events in a story listened to orally and/or through drawing (LLKLC-007)

Materials: Chart of the procedure of what to do in case of fire

Procedure:

1. Discuss the poster.
2. Demonstrate what to do.
3. With the learners, act out procedure on what do do in case of fire.
4. Then, show them the pictures with the sequence of what they just did.
5. Ask the learners to put the pictures in appropriate sequence

Note: When discussing emergency drills with the learners, the teacher should also discuss how the class can help classmates who have disability during emergencies.

4. Earthquake Drill

Competencies:

- Give the correct sequence of three events in a story listened to orally and/or through drawing (LLKLC-007)

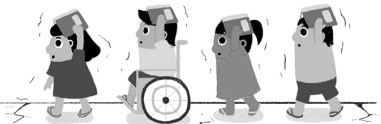
Materials: chart of the procedure of what to do in case of an earthquake

Procedure:

1. Discuss the poster.
2. Demonstrate what to do.
3. With the learners, act out procedure on what do do in case of an earthquakes
4. Then, show them the pictures with the sequence of what they just did.
5. Ask the learners to put the pictures in appropriate sequence


HABANG LUMILINDOL

Manatiling mahinahon.




Kapag nasa loob ng bahay, paaralan o anumang gusali, tandaan ang:


DROP!
Yumuko, at kung maaari, lumuhod.




COVER!
Protektahan ang ulo gamit ang mga braso, matigas na libro, o iba pang matitibay na bagay.




HOLD!
Manatili sa posisyon hanggang sa matapos ang pagyanig.



Kapag nasa labas, lumayo sa mga gusali at magtungo sa bakanteng lugar.



Laging alalayan ang mga batang may kapansanan sa oras ng sakuna.



KUNG NASUSUNOG ANG DAMIT MO, TANDAAN:

STOP!
Huwag tumakbo.



DROP!
Agad na dumapa sa sahig.



ROLL!
Takpan ang mukha gamit ang mga kamay at magpagulong-gulong para mamatay ang apoy.



Laging alalayan ang mga batang may kapansanan sa oras ng sakuna.

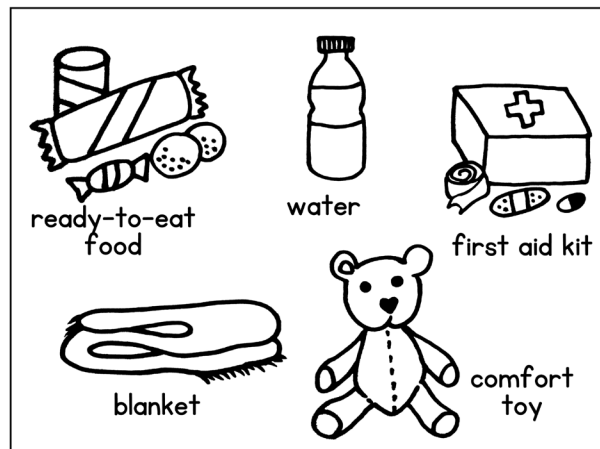


5. Personal Go Bag

Competencies:

- Name objects that begin with a particular letter of the alphabet (LLKV-005)
- Talk about the details of an object/picture like toys, pets, foods, places (LLKOL-Id-4)
- Naipakikita ang simpleng na kahandaan sa panahon ng sakuna: lindol, baha, sunog, atbp. (KPKPKK-lh-4)
- Nakaguguhit, nakapagpipinta at nakapagkukulay ng iba't ibang bagay o gawain (SKMP-002)
- Nakagugupit at nakapagdidikit ng iba't ibang hugis na may iba't ibang tekstura (SKMP-004)

Materials: bags, 4 sets of cut-outs of basic survival items – 5 items only; go bag checklist (pictorial)



Procedure:

1. Group the learners into 4. Give each group a set of the cut-outs of basic survival items.
2. Each learner will copy and draw the items, including coloring. They will tear/cut each item and place them inside their own personal Go Bag.
3. Ask learners to show their bag to their parents along with the checklist used earlier and tell them to prepare a Go Bag for their family.

WORK PERIOD 2 INDEPENDENT ACTIVITIES

1. Block Play: Safety services

Competencies:

- Nagagamit ang mga kilos lokomotr at di-lokomotor sa paglalaro, pag-eehersisyo, pagsasayaw (KPKGM-Ig-3)
- Nakagagawa ng modelo ng mga pangkaraniwang bagay sa paligid: dahon, bato, buti, patpatm tansan, atbp. SKMP-003-3

Materials: blocks

Procedure:

1. Show the learners pictures of different places to get services to keep safe?
2. Let the learners build models using blocks

2. It's a Match

Competencies:

- Match numerals to a set of concrete objects (MKC-00-4)

Materials: cards with numbers, pictures of safety-related tools or toys

Procedure:

1. Let the learners pick a card.
2. Ask the learners to place the number of pictures as indicated in the card.

3. Object Pasting

Competencies:

- Match numerals to a set of concrete objects from 0 to 10 (MKC-00-4)
- Nakagugupit at nakapagdidikit ng iba't ibang hugis na may iba't ibang tekstura (SKMP-004)

Materials: pieces of paper with different numbers written on each piece, pictures of people who keep the community safe, tools that policemen, and firemen use.

Procedure:

1. Give each learner a piece of paper.
2. Ask the learners to cut and paste the number of pictures indicated on the page.

4. Complete the pattern

Competencies:

- Complete patterns (MKSC-00-19)

Materials: a series of pictures with patterns (pictures of tools used by people who keep the community safe).

Procedure:

1. Show the learners patterns of pictures.
2. Explain how patterns are formed.
3. Ask the learners to complete the patterns
4. Give the learner a tally board.
5. Let the learners go around the classroom and ask them to count and record the items written on the tally board.
6. Ask the learners to complete the patterns by adding subsequent pictures.

WEEK 26

Content Focus: **There are places of worship and prayer in the community.**

Blocks of Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Arrival Time (10 min)	Arrival routine				
Meeting Time 1 (10 min)	Meeting time routine Review of concepts learned the previous week/day Introduction of message for the day by asking the guide questions below				
MESSAGE	There are different places of worship and prayer in the community.	There are people who work in the places of worship and prayer.	People have different ways of worshipping and praying.	We respect people with different ways of worshipping and praying.	We behave appropriately in the places of worship and prayer.
QUESTION/S	Do you go to church/mosque? Why do you go there? What do you there? Aside from your church, there are other places of worship and prayer in the community.	When you go to your churches and places of worship, who are the people that you see? There are people who work in different places of worship.	How do you pray in your church? (Ask the learners to demonstrate their manner of praying and worshipping.) There are different ways people pray and worship,	Since people have different ways of worshipping, what should you do if you see them praying? You should show respect to people's ways of worshipping and praying.	What are the things that you can do in your places of worship? What are the things that you cannot do in the places of worship? There are appropriate ways of behaving in places of prayer and worship.
Transition to Work Period 1	<i>The teacher gives instructions on how to do the independent activities, answers any questions, and tells the learners to join their group and do the assigned tasks.</i>				
Work Period 1 (40 mins)					
Teacher-Supervised Activity	Introduce the letter Yy	Letter Match-a-roo	Beginning sound substitution	Simon Says	Role playing
Learning Checkpoints	✓ Choose which word begins with /y/	✓ Match the sound with the letters	✓ Substitute the first sound of the word to begin with /y/	✓ Follow instruction given orally	✓ Show respect to other people who worship and pray differently from them

Blocks of Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Independent Activities	1. Block Play 2. Person-Religion Memory Game 3. Play Dough 4. Puzzle (places of worship, persons in the place of worship, ways of worshipping) 5. Step On Letters: Upper and Lower Case				
Learning Checkpoints	<ul style="list-style-type: none"> ✓ Build places of worship using blocks ✓ Mold places of worship using play dough ✓ Complete the picture puzzle of places of worship ✓ Match the person with the places of worship he or she works in ✓ Recognize the letters on the floor. 				
Transition to Meeting Time 2	<i>The teacher reminds the learners about the time left in Work Period Time 1 around 15 minutes before Meeting Time 2. After 10 minutes, the teacher tells the learners to start packing away the materials they used and be ready for Meeting Time 2. A transition song or a countdown may be used.</i>				
Meeting Time 2 (10 min)	Let the learners present their work.				
QUESTIONS/ACTIVITY	Who among you goes to church? Which church do you attend? What are the different places of worship that you see in the community? There are different places of worship in the community.	What do you call the people who work in places of worship? What do they do there? Show a picture of people who work in places of worship. Describe their roles in the churches.	How do people differ in their manner of worshipping? How are they the same? Show pictures of how different people pray and worship in different places.	How do you show respect to other people's way of worshipping and praying? Write the learners' answer on a chart.	How do you behave in places of worship? Let the learners demonstrate their answers.
Transition to Recess	<i>The teacher commends the learners for the work they did in Work Period Time 1 and tells them to prepare for recess time by washing their hands. Encourage sharing especially if not all children have food.</i>				
Recess (15 min)					
Transition to Quiet Time	<i>The teacher reminds the children to pack away the things they used in recess time, clean up their eating area, throw their trash in the trash bin, wash their hands, brush their teeth, change their wet clothes, and have their Quiet Time.</i>				
Quiet Time (10 min)					

Blocks of Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Transition to Story Time	<i>While singing a transition song, the teacher “wakes” the learners up and tells them that it’s time to listen to a story. When the learners are ready, the teacher proceeds with the pre-reading activities and makes sure that the learners are listening attentively.</i>				
Story Time (20 min)	Theme: Any age and culturally appropriate story about places of worship	Theme: Any age and culturally appropriate story about people who work in places of worship	Theme: Any age and culturally appropriate story about praying	Theme: Any age and culturally appropriate story about worshipping and praying.	Theme: Any age and culturally appropriate story about going to places of worship?
Pre-Reading	Define difficult words. Motivation: What do you see in your church/ mosque? Motive: What will we see in the church in the story?	Define difficult words. Motivation: Who is your newest friend? Motive: Who are the new friends that the characters met in the story?	Define difficult words. Motivation: What do you pray about? Motive: What will the character pray about?	Define difficult words. Motivation: What do you feel when you pray? Motive: What do you think the characters will feel while praying in the story?	Define difficult words. Motivation: What are the things you can do in your church? Motive: What can the characters do in the church?
During Reading	<i>Ask comprehension questions.</i>				
Post-Reading	What was in the church in the story? What did the characters feel in going to church?	Who is the new friend that the character met in the story? Where did they meet? What does he/she do in the place of worship?	What did the character pray about? How did he/she pray? What will she feel if his/her prayer was answered? What should he/she do if his/her prayer was not answered?	How did the characters feel while praying? How would you feel if you were the character?	What can the characters do in the church? What will happen if the characters did not behave properly?

Blocks of Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Transition to Work Period 2	<i>After the post-reading activities, the teacher gives instructions regarding the teacher-supervised and independent activities, answers any questions, and tells the learners to join their group and do the assigned tasks.</i>				
Work Period 2 (40 min)					
Teacher-Supervised Activity	Church Chart	Chart reading	Shape Sorting	Shape Construction	Time to Worship
Learning Checkpoints	✓ <i>Record data</i>	✓ <i>Compare and interpret the chart</i>	✓ <i>Match shapes that are the same</i>	✓ <i>Identify the different shapes used to create pictures of places of worship</i>	✓ <i>Tell the time of day when activities are being done, e.g. morning, afternoon, night</i>
Independent Activities	<ol style="list-style-type: none"> 1. Grab counting 2. Church Construction 3. Puppet making 4. Card Snap 				
Learning Checkpoints	<ul style="list-style-type: none"> ✓ <i>Count the number of items in the grab bag</i> ✓ <i>Build places of worship using different recyclable materials</i> ✓ <i>Make masks of different workers in places of worship using different materials</i> ✓ <i>Identify cards with the same number of objects and numerals</i> 				
Transition to Indoor/Outdoor Games	<i>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.</i>				
Indoor/Outdoor Games (20 min)					
Learning Checkpoints					
Transition to Meeting Time 3	<i>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 in Meeting Time 3. A transition song or countdown may be used.</i>				

Blocks of Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Meeting Time 3 (5 min)	Song: Iba't-ibang Pook Sambahan The learners talk about the different places of worship that they see in the community.	Song: People Working in a Place of Worship The learners talk about people who work in places of worship.	The learners talk about different ways of praying and worshipping.	The learners talk about how they can show respect towards other people who pray and worship differently from them.	The learners talk about how they should behave in places of worship.
Wrap-Up Questions / Activity	<i>The teacher takes note of the places of worship that the learners are familiar with.</i>	<i>The teacher checks if the learners are able to give workers for each place of worship.</i>	<i>The teacher takes note if the learners are able to demonstrate different ways of worshipping, making sure that they respect each others' ways.</i>	<i>The teacher checks if the learners are able to give concrete ways on how to show respect.</i>	<i>The teacher checks if the learners can give ways on how to behave properly in places of worship.</i>
DISMISSAL ROUTINE					

WEEK 26

Content Focus: **There are places of worship and prayer in the community.**

WORK PERIOD 1 TEACHER SUPERVISED ACTIVITIES

1. Introduce the letter Yy

Competencies:

- Identify the sounds of letters orally given (LLKPA-Ig-1)
- Identify several words that begin with the same sound as the spoken word (LLKPA-Ig-7)
- Identify the letters of the alphabet (mother tongue, orthography) (LLKAK –IH-3)
- Match the letter sound to its letter form (LLKAK-Ih-5)
- Name objects that begin with a particular letter of the alphabet (LLKV-00-5)

Materials: pictures of words that begin with K, pictures that begin with other letters. Connect with theme.

Procedure:

1. Show words that begin with K.
2. Show the letter Kk.
3. Show the learners how to write Kk.
4. Give examples of words that begin with /k/.
5. Ask the learners to give the sound of /k/.
6. Ask the learners for other words that begin with /k/.
7. Show different pictures of words that begin with different letters.
8. Say the name of each picture and ask if it begins with the /k/ sound.
9. Show a pair of pictures, one begins with /k/ and another begins with another letter sound
10. Ask the learners to choose which word begins with /y/.

2. Letter Match-a-roo

Competencies:

- Identify the letters of the alphabet (mother tongue, orthography) (LLKAK-Ih-3)
- Give the sound of each letter (mother tongue, orthography) (LLKAK-Ih-7)
- Match the letter sound to its letter form (LLKAK-Ih-5)

Materials: pictures of words that begin A to Y, cards with letters from A to Y (upper case), cards with letters from a to y (lower case). Connect with theme.

Procedure:

1. Give the learners the letters and the pictures.
2. Collaboratively, let the learners match the upper case and lower case letters
3. Let the learners match the letters with the pictures that begin with the sounds.
4. Guide the learners in accomplishing the activity, sounding out the letters if they ask.

3. Beginning Sound Substitution /y/

Competencies:

- Identify the sound of of the letters orally given (LLKPA-Ig-1)

Materials: pictures of words that begin with other letter sounds, connect with theme.

Procedure:

1. Review the sound of /y/.
2. Demonstrate how to substitute letter sounds. Give at least 3 examples or until the learners are able to do it on their own.
3. For example, show a picture of a child (bata).
4. Say the word: "Bata".
5. "Change /b/ to /y/. It becomes YATA.
6. Let the learners choose another picture and ask him/her to substitute the beginning sound with /y/.

4. Simon Says

Competencies:

- Naipakikita ang pagiging tahimik at maayos sa pagkilos/ pagsunod sa seremonya gaya ng pagluhod/ pagtayo/ pagyuko, pag-awit kung nasa pook dalanginan (KAKPS-0014)

Materials: picture of people performing different actions when praying.

Procedure:

1. Show the learners pictures of how people pray differently. (kneeling, bowing, putting their hands together, raising their hands, jumping for joy, dancing, etc.)
2. Demonstrate it to the learners.
3. Ask the learners to follow the actions.
4. Say "Simon says" and give an action that they will perform. For example, "Simon says, bow your heads."

5. Role Playing

Competencies:

- Naipakikita ang pagiging tahimik at maayos sa pagkilos/ pagsunod sa seremonya gaya ng pagluhod/ pagtayo/ pagyuko, pag-awit kung nasa pook dalanginan (KAKPS-0014)

Procedure:

1. Review ways to behave inside places of worship.
2. Ask the learners to act out how they should behave as if they are in a place of worship.
3. Ask the learners about why it is important to behave properly in places of worship.

WORK PERIOD 1 INDEPENDENT ACTIVITIES

1. Block Play

Competencies:

- Natutukoy ang iba't ibang lugar sa komunidad (KMKPKom-00-3)
- Naisasagawa ang mga sumusunod na kasanayan ; paglikha ng mga modelo pangkaraniwang bagay sa paligid (KPKFM-00-1.6)

Materials: blocks, pictures of places of worship in the community

Procedure:

1. Ask the learners to make models of places of worship using blocks.
2. Let the learners talk about what they built.

2. Playdough

Competencies:

- Nakikilala ang mga taong nakatutulong sa komunidad hal. guro, bombero, pulis, at iba pa (KMKPKom-00-2)
- Naisasagawa ang mga sumusunod na kasanayan ; pagmomolde ng luwad (clay) (KPKFM-00-1.5)

Materials: playdough, pictures of places of worship in the community, cardboard

Procedure:

1. Show the learners pictures of places of worship.
2. Review the places of worship with the learners.
3. Ask the learners to make models of places of worship using play dough, placing their creations on a piece of cardboard.
4. Let the models dry.
5. Exhibit the learners' work around the classroom.

3. Puzzle

Competencies:

- Nakikilala ang mga taong nakatutulong sa komunidad hal. guro, bombero, pulis, at iba pa (KMKPKom-00-2)
- Naisasagawa ang mga sumusunod na kasanayan ; pagbuo ng puzzles (KPKFM-00-1.5)

Materials: puzzles with pictures of people who work in places of worship, model of finished the completed puzzles

Procedure:

1. Review the different people who work in places of worship.
2. Each group will be given cut-outs of pictures of persons in their respective place of worship.
3. The learners will work together to finish the puzzle.

4. Step on letters

Competencies:

- Identify the letters of the alphabet (mother tongue, orthography) (LLKAK-Ih-3)
- Match the letter sound to its letter form (LLKAK-Ih-5)
- Identify several words that begin with the same sound as the spoken word (LLKPA-Ig-7)

Materials: floor cards of different letters, pictures of words that begin with different letters – connect with theme

Procedure:

1. Ask who among the members of the group would want to be the facilitator of the game (preferable someone who already knows the letter name and sounds)
2. Lay all the floor cards on a big space in the classroom.
3. Ask the facilitator to pick a picture card and name it.
4. The other members of the group will then look for the letter where the picture begins with and steps on it.



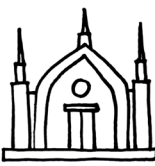





WORK PERIOD 2 TEACHER SUPERVISED ACTIVITIES

1. Church Chart

Competencies:

- Collect data on one variable through observation and asking questions (MKAP-00-1)
- Create simple pictographs (MKAP-00-2)

Materials: chart of different places of worship in the community, paper dolls equivalent to the number of learners in class

 Mosque	 Catholic Church	 Iglesia ni Cristo	 Indigenous place of worship
			
3	1	2	1

Procedure:

1. Review the different places of worship in the community.
2. Ask the learners where which place of worship they go to.
3. Let the learners paste their paper dolls under their place of worship.
4. Let the learners talk about what they do in their places of worship.

2. Chart reading

Competencies:

- Discuss simple pictographs (MKAP-003)

Materials: chart used during the previous day

Procedure:

1. After all the learners have placed their paper dolls on the chart, let the learners count the number of paperdolls for each place of worship.
2. Let the learners write the number on the box below.
3. Ask the learners the following questions:
 - Which place of worship has the least number of members from our class?
 - Which place of worship has the most number of members from our class?
 - Which has more? Place of worship 1 or place of worship 2?
 - Which has less? Place of worship 3 or place of worship 4? (try out different combinations)
4. Remind learners that this is not however a contest of which has more. Each person should be respected for their choice of religion or faith.

3. Shape Sorting

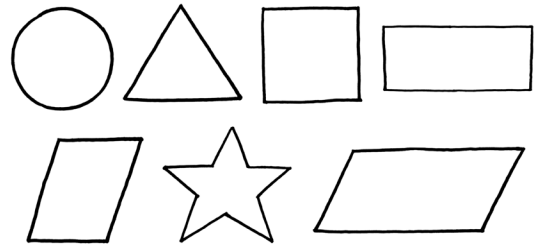
Competencies:

- Identify two to three dimensional shapes like square, circle, triangle, rectangle (MKSC-00-2)

Materials: different cutout shapes (circle, triangle, square, rectangle, rhombus, parallelogram, diamond, ova, star), a set of shapes per learner

Procedure:

1. Show the learners the different shapes and name each one.
2. Ask the learners to look for a similar shape shown from the set given to them.
3. Ask the learners to point to shapes that are the same as the shape discussed.
4. Ask the learners to name a similar shape that can be found in places of worship.
5. Ask the learners to name the shapes.



4. Shape Construction

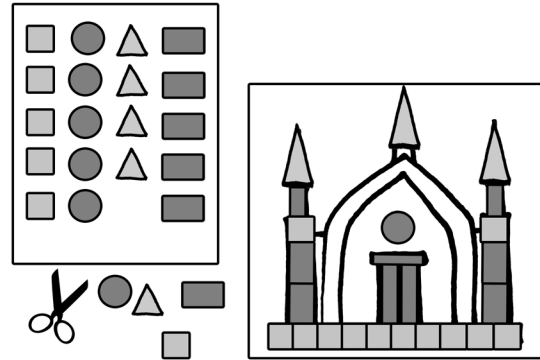
Competencies:

- Nakagugupit at nakapagdidikit ng iba't ibang hugis na may iba't ibang tekstura (SKMP-00-4)
- Recognize simple shapes in the environment (MKSC-00-11)

Materials: scissors, paper with different shapes drawn on the paper, glue, blank paper

Procedure:

1. Let the learners cut the shapes.
2. Ask the learners to arrange the different shapes to create a picture of a place of worship. Glue the shapes on the blank piece of paper.
3. Let the learners cut shapes on their own to add details to the picture.



5. Time to Worship

Competencies:

- Tell the time of day when activities are being done, e.g. morning, afternoon, night (MKME-00-3)

Materials: pictures of morning, noon, afternoon, and night

Procedure:

1. Ask the parents beforehand when the families go and attend their worship.
2. Explain to the learners that there are different times of the day that people go to their places of worship. (Teacher should research about the times of the day or week that different religion/faith conduct their worship service.)
3. Go outside and point to the place of the sun during the times of the day.
4. Show a clock and show the time of day when morning, noon, afternoon, and night.
5. Ask the learners what time they go to their place of worship.

WORK PERIOD 2 INDEPENDENT ACTIVITIES

1. Grab Counting

Competencies:

- Count objects with one-to-one correspondence up to quantities of 10 (MKC-00-7)

Materials: 10 small bags (one bag has 1 item, one has 2 items, one has 3 items... up to 10 items), small items from school that can fit in the bag, pen, paper

Procedure:

1. Ask the learners to choose one bag.
2. Empty the bag and let the learners count the items.
3. Let the learners to count the number of items.
4. Let the learners write the number on the piece of paper.

2. Church Construction

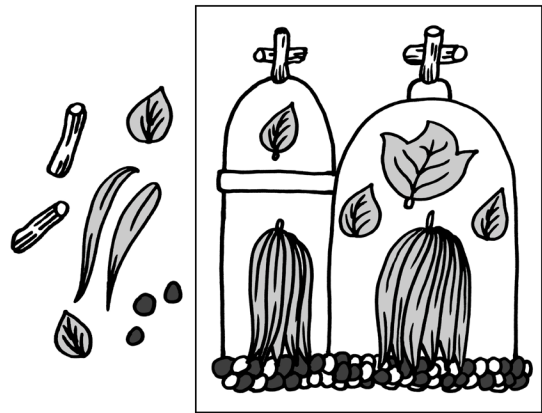
Competencies:

- Nakakagawa ng modelo ng mga pangkaraniwang bagay sa paligid: dahon, bato, buto, patpatm tansan, atbp. (SKMP-00-3)

Materials: different indigenous materials from around the school (dried leaves, boxes, sticks, etc.), glue, cardboard, clear or masking tape

Procedure:

1. Let the learners choose the materials that they will use.
2. Let the learners build a model of their place of worship using the different materials.
3. Let the learners talk about what they made.



3. Mask Making

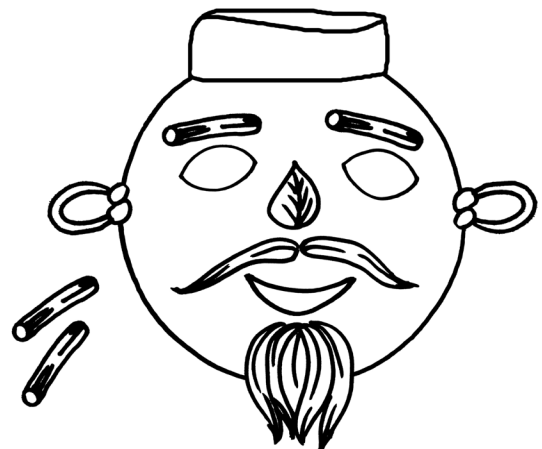
Competencies:

- Nakakagawa ng modelo ng mga pangkaraniwang bagay sa paligid: dahon, bato, buto, patpatm tansan, atbp. (SKMP-00-3)
- Natutukoy ang iba't ibang lugar sa komunidad (KMKPKom-00-3)

Materials: paper plates with eye holes, rubber band, glue, pen, string, paper, pictures of people who work in places of worship

Procedure:

1. Show the learners pictures of different people who work in places of worship
2. Let the learners create a face of the people who work in places of worship using different materials.
3. Attach rubber bands at both ends of the mask for the ears.



4. Card Snap

Competencies:

- Compare two groups of objects to decide which is more or less, or if they are equal (MKC-00-8)

Materials: 10 cards with images of places of worship and people working in worship places

Procedure:

1. Ask the learners to pair up, as this small group activity works in twos.
2. Shuffle and deal the cards to each of the players, each getting 5 cards.
3. The players take turns in turning over their top card.
4. If two matching cards are turned over, the first player to shout “snap” wins both the piles concerned.
5. Continue until all the cards are dealt or one player gets the most cards.

SONGS, POEMS AND RHYMES

Let's Give A Yell For Y

Tune: The Farmer In The Dell

Let's give a yell for Y, Y!

Let's give a yell for Y. Y!

Y is for you and for yellow, too.

All Things with Y (This may be translated in the mother tongue)

I love words with Y

I feel happy with Y

I love the Yoyo in my hand

The yellow yoyo in my hand

WEEK 27

Content Focus: **There are places in the community where we can buy and sell things.**

Blocks of Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Arrival Time (10 min)	Arrival routine				
Meeting Time 1 (10 min)	Meeting time routine Review of concepts learned the previous week/day Introduction of message for the day by asking the guide questions below				
MESSAGE	There are places in the community where we can buy food.	There are places in the community where we can buy goods and other things.	There are places in the community where we can get services.	There are ways to earn money.	I can use money wisely.
QUESTION/S	Have you bought food before? Where did you buy food? What food do you buy in these places? There are places in the community where we can buy food.	Other than food, what other things can you buy in your community? Where do you buy them? There are places in the community where we can buy things.	What are the things that need fixing? Are there places in your community where you can get things fixed? There are places in the community where you can get services.	Are any of the members of your family working? Where do they work? Why do they need to work? List down the jobs that the children mention. There are many ways in the community to earn money.	Show a picture of a piggy bank. What is this and what is it for? Why is it important to save money? What will you do if you were given money by your parents? I can use money wisely.
Transition to Work Period 1	<i>The teacher gives instructions on how to do the independent activities, answers any questions, and tells the learners to join their group and do the assigned tasks.</i>				
Work Period 1 (40 mins)					
Teacher-Supervised Activity	Introduce letter Vv. Vergie and Victor went to market.	I spy (Vv)	Community places quiz	Manual on earning money	Manual on saving money
Learning Checkpoints	✓ Sort words that begin with the /k/ sound	✓ Look for items that begin with the /v/ sound	✓ Answer the questions about the community	✓ Give ideas on how to earn money	✓ Give ideas on how to save money
Independent Activities	<ol style="list-style-type: none"> 1. Call Out Grocery Card (use term that is familiar to the children) 2. Making Market List 3. Market Categorizing: Sorting cans, boxes, fruits and vegetables onto the shelves. 4. Mini Supermarket/Mini Market Pretend Play 				

Blocks of Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Learning Checkpoints	<ul style="list-style-type: none"> ✓ Match pictures and objects with the same attributes ✓ List down items through writing or drawing ✓ Sort grocery items according to appropriate categories ✓ Pretend to buy and sell different things ✓ Form the letter Vv with egg shells 				
Transition to Meeting Time 2	The teacher reminds the learners about the time left in Work Period Time 1 around 15 minutes before Meeting Time 2. After 10 minutes, the teacher tells the learners to start packing away the materials they used and be ready for Meeting Time 2. A transition song or a countdown may be used.				
Meeting Time 2 (10 min)	Let the learners present their work.				
QUESTIONS/ ACTIVITY	<p>What are the places where you can buy food?</p> <p>What types of food can you buy from each place?</p> <p>What do you need to buy things?</p> <p>Let the learners draw the food items that they can buy from different places on a chart.</p>	<p>Show pictures of the following items (add other items that are relevant to the community):</p> <p>clothes</p> <p>shoes and bags</p> <p>furnitures (table, chairs, cabinet, bed, etc)</p> <p>lumber, galvanized iron sheets (yero), nails, etc)</p> <p>appliances (T.V. etc.)</p> <p>school supplies</p> <p>bread</p> <p>vegetable seeds</p> <p>Where do you buy these things?</p>	<p>Present stick puppets and pictures of the following places in the community in the pocket chart:</p> <p>Barber Shop/ Beauty Parlor</p> <p>Repair Shop</p> <p>Tailor Shop</p> <p>LaundryShop/ Laundromat</p> <p>Massage Parlor/SPA</p> <p>Gym</p> <p>Electronic Repair Shop</p> <p>Machine Shop</p> <p>What kinds of services are given in these places?</p>	<p>Recall the different ways that people earn money:</p> <p>Working in an office (secretary, banker, etc.)</p> <p>Selling goods (vendors, etc.)</p> <p>Offering services (barbers, drivers, etc.)</p> <p>Showcasing talent (performers, book writers, etc)</p> <p>Farming (vegetable growers, coco planters, etc.)</p> <p>Raising livestock</p> <p>In the future, what do you think will be your way of earning money?</p>	<p>Discuss the benefits of saving money:</p> <p>For emergency (ex. a family member needs to go to the hospital)</p> <p>Build up a fund to buy something in the future (ex. a very nice toy that is a little over your usual budget)</p> <p>Develop discipline to not spend all your money in one sweep</p> <p>Do a savings chart to illustrate build up of funds. Start with P5 per month, then add them all up to show a total savings of P60. Then change to P10, P20...and so on.</p>

Blocks of Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Transition to Recess	<i>The teacher commends the learners for the work they did in Work Period Time 1 and tells them to prepare for recess time by washing their hands. Encourage sharing especially if not all children have food.</i>				
Recess (15 min)					
Transition to Quiet Time	<i>The teacher reminds the children to pack away the things they used in recess time, clean up their eating area, throw their trash in the trash bin, wash their hands, brush their teeth, change their wet clothes, and have their Quiet Time.</i>				
Quiet Time (10 min)					
Transition to Story Time	<i>While singing a transition song, the teacher “wakes” the learners up and tells them that it’s time to listen to a story. When the learners are ready, the teacher proceeds with the pre-reading activities and makes sure that the learners are listening attentively.</i>				
Story Time (20 min)	Theme: Any age and culturally appropriate story about a market.	Theme: Any age and culturally appropriate story about different stores.	Theme: Any age and culturally appropriate story about places in the community where services are given.	Theme: Any age and culturally appropriate story about money.	Theme: Any age and culturally appropriate story about saving money.
Pre-Reading	<p><i>Define difficult words.</i></p> <p><i>Motivation: What food do you usually buy?</i></p> <p><i>Motive: What food will the characters in the story buy?</i></p>	<p><i>Define difficult words.</i></p> <p><i>Motivation: What is the newest thing that you bought?</i></p> <p><i>Motive: What is the newest thing that the characters in the story will buy?</i></p>	<p><i>Define difficult words.</i></p> <p><i>Motivation: Have you been to a hairdresser or barber shop? What did you feel while you were there?</i></p> <p><i>Motive: What will the characters in the story feel?</i></p>	<p><i>Define difficult words.</i></p> <p><i>Motivation: Do you have money? How did you get it?</i></p> <p><i>Motive: What will the character in the story do with his/her money?</i></p>	<p><i>Define difficult words.</i></p> <p><i>Motivation: Have you seen or been to a bank?</i></p> <p><i>Motive: What will the characters in the story do inside the bank?</i></p>
During Reading	<i>Ask comprehension questions.</i>				

Blocks of Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Post-Reading	<p>What are the food items bought by the characters?</p> <p>Where did the characters buy their food?</p>	<p>What did the characters buy?</p> <p>Why did he/she buy?</p> <p>Where did he/she buy it?</p> <p>Why did she buy the item?</p> <p>Do you think he/she needs what was bought?</p> <p>Why do you think so?</p>	<p>What did the character feel?</p> <p>If you were the character, what would you feel?</p> <p>Sequence the events.</p>	<p>How did the character use his/her money?</p> <p>If it were you, what would you do?</p>	<p>What are the things that the characters did in the story?</p> <p>What will you do in those situations?</p>
Transition to Work Period 2	After the post-reading activities, the teacher gives instructions regarding the teacher-supervised and independent activities, answers any questions, and tells the learners to join their group and do the assigned tasks.				
Work Period 2 (40 min)					
Teacher-Supervised Activity	Estimation	Checking estimates	Money Matters	Adding Money	Weigh what you shop
Learning Checkpoints	✓ Estimate the number of items in the jar	✓ Count the items in the jar to check if their estimates are correct	✓ Identify the values of money	✓ Arrange the numbers from smallest to biggest in value	✓ Compare the weight of different items
Independent Activities	<ol style="list-style-type: none"> Graph What Follow the grocery list Book making Community Places Mat Maze (Tuesday and Wednesday) Money Book (Thursday and Friday) 				
Learning Checkpoints	<ul style="list-style-type: none"> ✓ Make a graph of the items ✓ Collect the items that are in the list ✓ Make a a story about buying and selling things ✓ Knows the places in the community 				
Transition to Indoor/ Outdoor Games	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.				

Blocks of Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Indoor/ Outdoor Games (20 min)	Market hunt	Market hunt	Vergie the Vendor Relay	Saving Money Relay	Saving Money Relay
Learning Checkpoints	✓ <i>Look for items on the list</i>		✓ <i>Follow the directions of the game</i>		
Transition to Meeting Time 3	<i>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 in Meeting Time 3. A transition song or countdown may be used.</i>				
Meeting Time 3 (5 min)	The learners talk about places where they can buy food.	The learners talk about where they can buy things in the community.	The learners talk about where they can buy services in the community.	The learners talk about ways how people earn money.	The learners talk about how money should be handled properly.
Wrap-Up Questions / Activity	<i>The teacher takes note of the places that the learners mentioned.</i>	<i>The teacher checks if the learners are able to identify places where they can buy specific items in the community.</i>	<i>The teacher takes note if the learners are able to give places where they can get specific services.</i>	<i>The teacher checks if the learners are able to give examples on how they can earn money.</i>	<i>The teacher checks if the learners can give ways on how they can handle money properly.</i>
DISMISSAL ROUTINE					

WEEK 27

Content Focus: **There are places in the community where we can buy and sell things.**

WORK PERIOD 1 TEACHER SUPERVISED ACTIVITIES

1. Introduce the letter Vv

Competencies:

- Identify the sounds of letters orally given (LLKPA-Ig-1)
- Identify several words that begin with the same sound as the spoken word (LLKPA-Ig-7)
- Identify the letters of the alphabet (mother tongue, orthography) (LLKAK –IH-3)
- objects that begin with a particular letter of the alphabet (LLKV-005)
- Match the letter sound to its letter form (LLKAK-Ih-5)
- Name objects that begin with a particular letter of the alphabet (LLKV-00-5)

Materials: pictures of words that begin with Vv, pictures that begin with other letters

Procedure:

1. Show the sentence: "Victor and Vergie went to the market. (Use the mother tongue.)
2. Ask the learners the sound of the beginning sound of /v/.
3. Show words that begin with Vv
4. Show the letter Vv
5. Show the learners how to write Vv
6. Give examples of words that begin with /v/.
7. Ask the learners to give the sound of /v/.
8. Ask the learners for other words that begin with /v/.
9. Show different pictures of words that begin with different letters.
10. Say the name of each picture and ask if it begins with the /v/ sound.
11. Show a pair of pictures, one begins with /v/ and another begins with another letter sound.
12. Ask the learners to choose which word begins with /v/.

2. I Spy

Competencies:

- Identify several words that begin with the same sound as the spoken word (LLKPA-Ig-7)
- Get information from simple environmental prints (LLKSS-00-3)

Materials: objects that begin with V (vase, violin, vitamin, vegetable, vest, vinegar, veil), objects starting from different letters

Procedure:

1. Spread the items on the table or floor.
2. Ask the learners if they are familiar with the objects.
3. Ask the learners to name the objects that they know.
4. Ask the learners to identify which objects begin with the letter V.
5. Point out the letter and the beginning sounds of the words.

3. Community places quiz

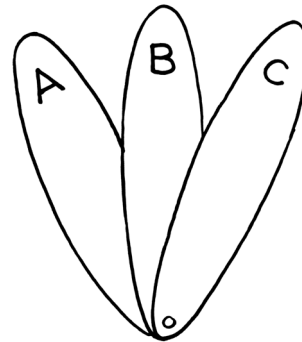
Competencies:

- Name places and things found in the classroom, school, and community (LLKV-00-8)
- Natutukoy ang iba't ibang lugar sa komunidad (KMKPKom-00-3)
- Nakikilala ang mga taong nakatutulong sa komunidad, hal. guro, bumbero, pulis, atbp. (KMKPKom-002)
- Nakapaghihintay ng kanyang pagkakataon (KAKPS-00-12)

Materials ABC fan, list of questions about the community and community helpers.

Preparation: ABC Fan

1. Cut cardboard into 3 oval shapes.
2. Put a hole at the bottom of the cut cardboard.
3. Place a ring/round fastener/loose leaf ring into holes to make it look like a fan.
4. Write letters A, B, C for each of the oval strips. One letter for each strip.



Procedure:

1. Tell the learners that they will listen to the teacher.
2. The teacher will describe a place in the community and give 3 choices for the learners to answer.
3. The learners will raise the letter of their choice using the ABC Fan.

4. Manual on earning money

Competencies:

- Express thoughts, feelings, fears, ideas, wishes, and dreams (LLKOL-Ig-9)
- Give 1-2 step oral directions (LLKOL-00-8)
- Participate actively in a dialog or conversation of familiar topics (LLKOL-00-10)
- Nakaguguhit, nakapagpipinta at nakapagkukulay ng iba't ibang bagay o gawain (SKMP-00-2)

Materials: blank paper, writing and coloring materials, puncher, fastener

Procedure:

1. Ask the learners how their parents earn money.

2. Ask the learners what other ways people can earn money.
3. Guide the learners to elicit steps on how to earn money.
4. Let the learners draw their ideas, noting the sequence of steps that people can take.
5. Let the learners share their drawings with their classmates.
6. Bind the learners' drawings into a book. Place it at the Reading Area.

5. Manual on using money wisely

Competencies:

- Express thoughts, feelings, fears, ideas, wishes, and dreams (LLKOL-Ig-9)
- Give 1-2 step oral directions (LLKOL-00-8)
- Participate actively in a dialog or conversation of familiar topics (LLKOL-00-10)
- Nakaguguhit, nakapagpipinta at nakapagkukulay ng iba't ibang bagay o gawain (SKMP-00-2)

Materials: blank paper, writing and coloring materials, puncher, fastener

Procedure:

1. Ask the learners the importance of money and spending it wisely.
2. Ask the learners what they can do with their money to make sure that it does not run out. Emphasize on saving even small amounts of money.
3. Ask ways on how to save and spend money wisely.
4. Let the learners draw their ideas, noting the sequence of steps that people can take.
5. Let the learners share their drawings with their classmates.
6. Bind the learners' drawings into a book. Place it at the Reading Area.

WORK PERIOD 1 INDEPENDENT PRACTICE

1. Call Out Grocery

Competencies:

- Match objects, pictures based on properties /attributes in one-to-one correspondence (MKAT -00-1)
- Name common objects/things in the environment (in school, home, and community) (LLKV-00-1)

Materials: grocery items bingo cards, individual grocery items cards

Preparation: Divide pieces of cardboard into 9 sections. Each frame must have a drawing of grocery items. Prepare individual cards for each grocery item. Use these as call out cards.

Procedure:

1. Distribute 1 bingo card to each student.
2. Take one call card at a time and show the grocery item card to the children.

3. If the child has this grocery item in his bingo card, he covers this with a token.
4. The first player to cover all colors in his card wins the game.

2. Making Grocery List

Competencies:

- 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)
- Nakalilikha ng iba't ibang bagay sa pamamagitan ng malayang pagguhit (SKMP-00-1)

Materials: paper, pencil, crayons

Procedure:

1. Give each child a pencil and a piece of paper.
2. Ask them what they want to buy at the store.
3. Let them draw and color those items on a piece of paper.
4. Allow them to write the name of the items more likely they will use inventive spelling.

3. Market Categorizing

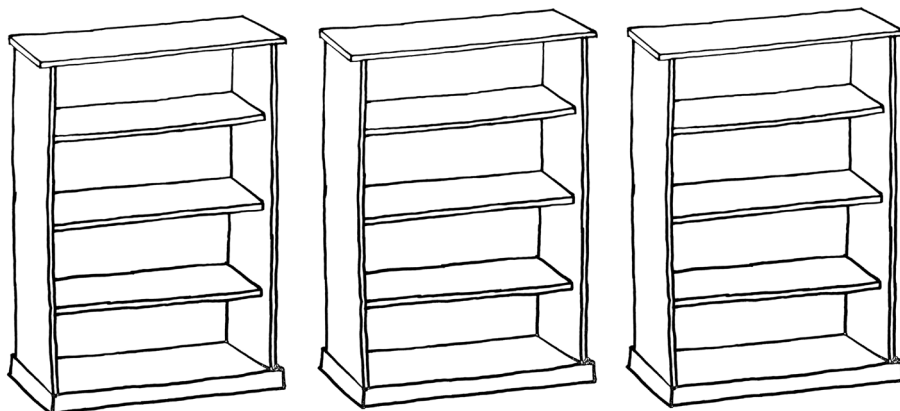
Competencies:

- Group objects that are alike (MKSC-00-5)
- Sort and classify objects according to one attribute/ property (shape, color, size, function,/use) (MKSC-00-6)

Materials: activity sheet with shelves, newspaper or magazine with grocery items, scissors, glue

Procedure:

1. Let the learners cut pictures of grocery items from the newspaper or magazine.
2. Ask the learners to paste together similar grocery items.



4. Mini-market Pretend Play

Competencies:

- Express one's idea/self freely through creative ways (drawing, body movement, singing, dancing) based on story listened to (LLKLC-00-13)
- Recognize and identify coins and bills up to PhP20 (pesos and centavos) (MKAT-00-2)
- Nasasabi, nakikilala at naipakikita ang kahalagahan ng pakikibahagi (pagbabahagi ng pagkain, laruan, gamit) (KAKPS-00-16)

Materials: big boxes of grocery items, toy food, toy cash register, baskets

Procedure:

1. Teacher will prepare dramatic play area and will set it up like a supermarket/ market.
2. Let the learners choose their roles and play pretend at the Dramatic Play Area.

5. Letter Vv Egg Mosaic

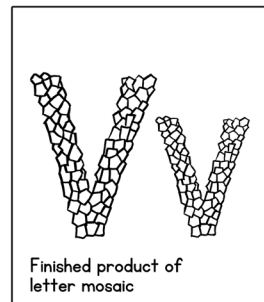
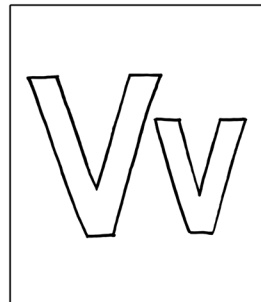
Competencies:

- Nakagugupit at nakapagdidikit ng iba't ibang hugis na may iba't ibang tekstura (SKMP-00-4)
- Napagsisikapang matapos ang sinimulang gawain sa itinakdang oras (KAKPS-00-1)

Materials: egg shell, newspapers, bond paper, glue

Procedure:

1. Prepare a worksheet that has the letter Vv.
2. Let the learners paste crushed egg shells in the letter Vv.



WORK PERIOD 2 TEACHER SUPERVISED ACTIVITIES

1. Estimation

Competencies:

- Rote count up to 20 (MKSC-00-12)

Materials: jar, 15 pieces of candy

Procedure:

1. Rote count up to the number the learners know.
2. Show the learners a jar of candy.
3. Ask the learners to guess how many candies are in the jar.

4. Take note of the numbers that the learners give.
5. Explain that what they are doing is making estimations.

2. Checking Estimates

Competencies:

- Count objects with one-to-one correspondence up to quantities up to quantities of 10 (MKC-00-7)

Materials: jar or candies used during the previous day

Procedure:

1. After all children gave their estimates, count the number of candies with the learners.
2. Check who got the correct amount.
3. Fill the jar with a different number of candies.
4. Ask the learners to make another estimation and repeat the process.

3. Money Matters

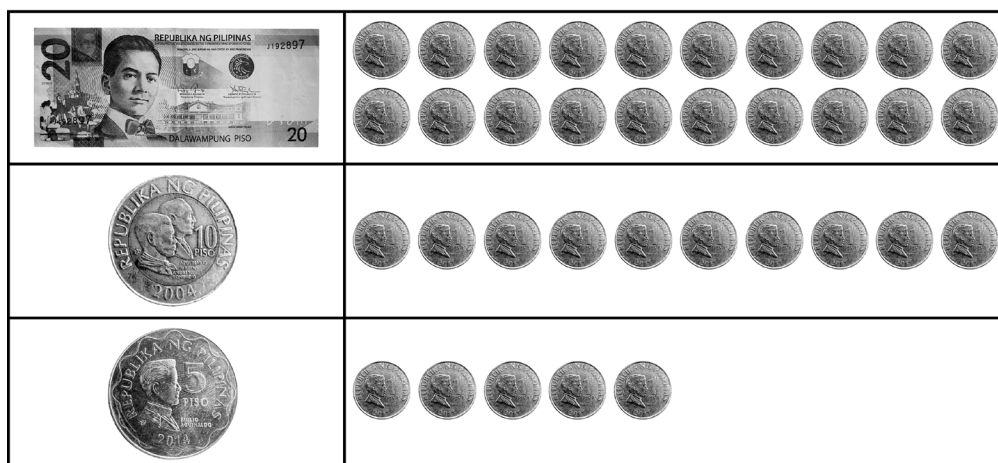
Competencies:

- Recognize and identify coins and bills up to PhP20 (pesos and centavos) (MKAT-00-2)

Materials: play money (bills), coins, money chart

Procedure:

1. Introduce the different bills and coins to the learners.
2. Emphasize the value written on the bills and coins.
3. Place the bills and coins on a chart.
4. Show the equivalent amount of bills to one peso.
5. Count the one peso equivalents with the learners.
6. Ask the learners to identify the different values of money.



4. Adding Money





Competencies:

- Recognize and identify coins and bills up to PHP20 (pesos and centavos) (MKAT-00-2)
- Recognize the words “put together “add to,” and “in all” that indicate the act of adding whole numbers (MKAT-00-26)

Materials: play money (bills), coins, money chart

Procedure:

1. The teacher explains that money can be added together to form a bigger value. This is important when buying something.
2. Show different combinations of money (whole values).
3. While discussing with the learners, illustrate using the chart.

	8 pesos
	15 pesos
	14 pesos
	17 pesos

5. Weigh what you shop


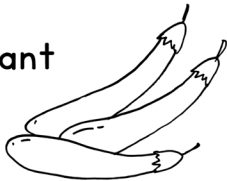
Competencies:

- Compare objects based on their size, length, weight/mass (MKME-00-2)

Materials: real objects (any grocery items or fruits & vegetables), weighing scale or improvised weighing scale, chart

Procedure:

1. Present the grocery items/ fruits and vegetables to the learners.
2. Let the learners lift two items at a time.
3. Ask them to compare which is heavier or lighter.
4. Let the learners weigh the items using a scale.
5. Record the weight on a chart. Round off the numbers to the nearest whole number.
6. Compare the numbers with each other.

Items	Weight
banana saging 	1 kilo
egg plant talong 	2 kilo

WORK PERIOD 2 INDEPENDENT ACTIVITIES

1. Graph Mother's Shop

Competencies:

- Group objects that are alike (MKSC-00-5)
- Create simple pictographs (MKAP-00-2)
- Discuss simple pictographs (MKAP-00-3)

Materials: individual graphs, pencils, crayons, picture of a basket with different fruits: 6 apples, 8 oranges,, 7 carrots, 9 egplants, 5 pieces of squash

Procedure:

1. Show the learners the different items in the basket.
2. Ask the learners to draw the different items on the chart.
3. Ask the learners to write the number of each item to create their own pictograph.
4. Ask the following questions:
 - How many apples did mother buy?
 - How many squash did mother buy?
 - What did mother buy most?
 - What did mother buy least?

Drawing of Items on the basket	Number of Items

2. Follow the grocery list

Competencies:

- Count objects with one-to-one correspondence up to quantities of 10 (MKC-00-7)
- Match numerals to a set of concrete objects from 0 to 10 (MKC-00-4)

Materials: grocery list with different items, pictures or toys of items, basket

Procedure:

1. Scatter the different items/ toys around the room.
2. Let the learners to work as a group.
3. Ask them to go around to collect the number of items listed.

3. Book making

Competencies:

- Express simple ideas through symbols (e.g., drawings, invented spelling) (LLKC-00-1)
- Name common objects/things in the environment (in school, home, and community) (LLKV-00-1)

Materials: blank book, pencil

Procedure:

1. Let the learners draw and write a story about buying things in the community.
2. Let the learners share their stories with their classmates.

4. Community Places Mat Maze

Competencies:

- Pagmomolde ng luwad (clay), pagbuo ng puzzles (KPKFM-00-1.5)
- Natutukoy ang iba't ibang lugar sa komunidad (KMKPKom-00-3)

Materials:

1. 2 pieces of Manila paper
2. pictures of drugstore
3. mall/department store
4. gas station
5. water refilling station
6. furniture shop
7. hard ware
8. box

Procedure:

1. Put the 2 pieces of Manila paper together to make a big mat.
2. Draw a maze pattern on the Manila paper. Place pictures of drugstore, mall/department store, gas station, water refilling station, furniture shop, hard ware
3. Say: Mother/Father asked you to buy _____. Get one object/picture in the box that mother/father wants you to buy and go to the place where it will be bought.
4. Let child name the picture then walk to the maze going to the place the item should be bought.

WEEK 28

Content Focus: **We go to different places in many ways and means. (land)**

Blocks of Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Arrival Time (10 min)	Arrival routine				
Meeting Time 1 (10 min)	Meeting time routine Review of concepts learned the previous week/day Introduction of message for the day by asking the guide questions below				
MESSAGE	There are many ways I can go to places by land.	Land vehicles move in many ways.	There are people who work with different land vehicles.	There are ways to keep safe when travelling by foot.	There are ways to keep safe when travelling by land.
QUESTION/S	<p>How do you go to school?</p> <p>What are the vehicles that you ride?</p> <p>There are many land vehicles that you can ride to go to different places.</p> <ul style="list-style-type: none"> • with motor (motorbike, jeep, etc) • pulled by animal (kalesa, karumata, etc) • manually driven by people (bike, padyak, etc) 	<p>How do the vehicles that you ride move? (Fast or slow)</p> <p>What makes the vehicles move? (engine, pedal, animals)</p> <p>There are many ways land vehicles move.</p>	<p>Who are the people who make the land vehicles move?</p> <p>Do you know anybody who drives a vehicle?</p> <p>There are people who work with different land vehicles to bring people to places.</p>	<p>When you do not ride land vehicles, what do you do to go to places?</p> <p>How far do you need to walk to go to school?</p> <p>We can also travel by foot. When doing so, there are ways to keep safe.</p>	<p>When riding vehicles, is it important to keep safe? Why?</p> <p>What do you do to keep safe?</p> <p>There are ways to keep safe when travelling by land.</p>
Transition to Work Period 1	<i>The teacher gives instructions on how to do the independent activities, answers any questions, and tells the learners to join their group and do the assigned tasks.</i>				
Work Period 1 (40 mins)					

Blocks of Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Teacher-Supervised Activity	Introduce letter Qq.	Fast and Slow Experiment	Transportation Word and picture sort	Quade's Car collage	Road sign coloring
Learning Checkpoints	✓ Identify the letter Qq and its sound	✓ Compare the speed of the toy cars	✓ Sort the cards according to different attributes	✓ Paste pieces of paper on the letter Q	✓ Copy the color of the road signs on the pictures
Independent Activities	1. Transportation Collage 2. Vehicles Book 3. Letter Qq writing 4. Land Vehicles Box				
Learning Checkpoints	<ul style="list-style-type: none"> ✓ Create a collage using pictures of land vehicles ✓ Draw different land vehicles that they ride to school ✓ Write the letter Qq properly. ✓ Decorate the box to make it look like a land vehicle 				
Transition to Meeting Time 2	The teacher reminds the learners about the time left in Work Period Time 1 around 15 minutes before Meeting Time 2. After 10 minutes, the teacher tells the learners to start packing away the materials they used and be ready for Meeting Time 2. A transition song or a countdown may be used.				
Meeting Time 2 (10 min)	Let the learners present their work.				
QUESTIONS/ACTIVITY	<p>What are the vehicles that you rode to school?</p> <p>What are the other vehicles that you have ridden?</p> <p>Where did you go when you rode those vehicles?</p> <p>Count the number of learners who ride different types of vehicles. Write their answers on a chart.</p>	<p>How do the vehicles you've ridden move?</p> <p>Which vehicles move fast?</p> <p>Which vehicles move slow?</p> <p>Which vehicles move because of engines?</p> <p>Which vehicles move because of the movement of people?</p> <p>Which vehicles move with the use of animals?</p> <p>Write the learners' answers on a chart.</p>	<p>What do you call people who make land vehicle move?</p> <p>What do you think they should know before they could drive a vehicle?</p>	<p>What can you do to keep yourself safe when walking on the road?</p> <p>Show signs of pedestrians and explain it to them;</p> <p>Pedestrian lane –</p> <p>Green – go</p> <p>Red – Stop</p> <p>etc.</p> <p>What ways can you keep safe when walking in the village? (Walk slowly, no pushing, etc.)</p>	<p>What can you do to keep yourself safe when riding vehicles?</p> <p>What should driver do to keep their passengers safe?</p> <p>Show different street signs and explain the meaning to the learners.</p>

Blocks of Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Transition to Recess	<i>The teacher commends the learners for the work they did in Work Period Time 1 and tells them to prepare for recess time by washing their hands. Encourage sharing especially if not all children have food.</i>				
Recess (15 min)					
Transition to Quiet Time	<i>The teacher reminds the children to pack away the things they used in recess time, clean up their eating area, throw their trash in the trash bin, wash their hands, brush their teeth, change their wet clothes, and have their Quiet Time.</i>				
Quiet Time (10 min)					
Transition to Story Time	<i>While singing a transition song, the teacher “wakes” the learners up and tells them that it’s time to listen to a story. When the learners are ready, the teacher proceeds with the pre-reading activities and makes sure that the learners are listening attentively.</i>				
Story Time (20 min)	Theme: Any age and culturally appropriate story about a land vehicles.	Theme: Any age and culturally appropriate story about how land vehicles move?	Theme: Any age and culturally appropriate story about driging lend vehicles.	Theme: Any age and culturally appropriate story about walking.	Theme: Any age and culturally appropriate story about driving and following road rules.
Pre-Reading	<p><i>Define difficult words.</i></p> <p><i>Motivation: What land vehicles have you ridden?</i></p> <p><i>Motive: What land vehicles will the characters ride?</i></p>	<p><i>Define difficult words.</i></p> <p><i>Motivation: What did you ride to school today? How did it move?</i></p> <p><i>Motive: How did the vehicle move in the story?</i></p>	<p><i>Define difficult words.</i></p> <p><i>Motivation: Do you know a driver of a vehicle? What is his name?</i></p> <p><i>Motive: What is the name of the driver in the story?</i></p>	<p><i>Define difficult words.</i></p> <p><i>Motivation: How far can you go whenever you are walking?</i></p> <p><i>Motive: How far did the characters go when they walked?</i></p>	<p><i>Define difficult words.</i></p> <p><i>Motivation: What do you do when you are riding a vehicle?</i></p> <p><i>Motive: What will the characters do while riding a vehicle?</i></p>
During Reading	<i>Ask comprehension questions.</i>				

Blocks of Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Post-Reading	<p>What land vehicles did the characters ride?</p> <p>Describe each vehicle.</p>	<p>What vehicles were in the story?</p> <p>How did the vehicles move?</p>	<p>Who is the driver in the story?</p> <p>Describe the driver? What made you say that?</p>	<p>What place did the character reach by walking?</p> <p>Is there a shorter route to that place? What would that be?</p>	<p>What did the characters do while riding the vehicles?</p> <p>Describe their experience.</p> <p>What would have happened if the driver in the story did not follow the road signs?</p> <p>Is it important to follow road signs?</p>
Transition to Work Period 2	After the post-reading activities, the teacher gives instructions regarding the teacher-supervised and independent activities, answers any questions, and tells the learners to join their group and do the assigned tasks.				
Work Period 2 (40 min)					
Teacher-Supervised Activity	Go 9	Writing equations	Add the passenger	Counting steps	Road sign sorting
Learning Checkpoints	✓ Write different number combinations to make 9	✓ Write mathematical equations based on what was demonstrated by the teacher	✓ Add numbers given by the teacher	✓ Count their number of steps	✓ Sort road signs according to same attributes
Independent Activities	<ol style="list-style-type: none"> 1. Wheel Counting 2. Number picking 3. Mixed up numbers 4. Block play 5. Concentration 				
Learning Checkpoints	<ul style="list-style-type: none"> ✓ Count the number of wheels that each vehicle has ✓ Recognize the numerals picked ✓ Arrange the numbers in the correct sequence ✓ Make different roads for the toy vehicles 				
Transition to Indoor/Outdoor Games	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.				

Blocks of Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Indoor/ Outdoor Games (20 min)		<i>Race car drivers</i>			
Learning Checkpoints		✓ <i>The teacher checks if the learners are able to move according to the speed indicated.</i>			
Transition to Meeting Time 3	<i>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 in Meeting Time 3. A transition song or countdown may be used.</i>				
Meeting Time 3 (5 min)	The learners talk about different land vehicles that the learners know.	The learners talk about how different land vehicles move?	The learners talk about who drives land vehicles and what things they need to know before being able to drive.	The learners talk about ways how to keep safe when walking.	The learners talk about how to keep safe when riding vehicles.
Wrap-Up Questions / Activity	<i>The teacher takes note of the vehicles that the learners mentioned.</i>	<i>The teacher checks if the learners were able to correctly describe how land vehicles move.</i>	<i>The teacher takes note of the qualifications that driver need to have to be able to drive vehicles.</i>	<i>The teacher checks if the learners are to demonstrate ways to keep safe when walking.</i>	<i>The teacher checks if the learners can give ways on how to keep safe and the importance of following road signs.</i>
DISMISSAL ROUTINE					

WEEK 28

Content Focus: **We go to different places in many ways and means. (land)**

WORK PERIOD 1 TEACHER SUPERVISED ACTIVITIES

1. Introduce Letter Qq

Competencies:

- Identify the sounds of letters orally given (LLKPA-Ig-1)
- Identify several words that begin with the same sound as the spoken word (LLKPA-Ig-7)
- Identify the letters of the alphabet (mother tongue, orthography) (LLKAK –IH-3)
- objects that begin with a particular letter of the alphabet (LLKV-005)
- Match the letter sound to its letter form (LLKAK-Ih-5)
- Name objects that begin with a particular letter of the alphabet (LLKV-00-5)

Materials: pictures of words that begin with Q, pictures that begin with other letters. Connect with theme.

Procedure:

1. Show words that begin with Q.
2. Show the letter Qq
3. Show the learners how to write Qq.
4. Explain that Qq can usually be seen in borrowed foreign words.
5. Give examples of words that begin with /q/.
6. Ask the learners to give the sound of /q/.
7. Ask the learners for other words that begin with /q/.
8. Show different pictures of words that begin with different letters.
9. Say the name of each picture and ask if it begins with the /q/ sound.

2. Fast and Slow Experiment

Competencies:

- Describe movement of objects like straight, round and round, back and forth, fast and slow (PNEKPP-00-5)
- Explores how objects can be moved like pushing, pulling, rising, sinking, blowing (PNEKPP-00-4)

Materials: different toy vehicles of different colors, cardboard plank

Procedure:

1. Explain the concept of fast and slow.
2. Give the learners a toy vehicles each.
3. Arrange the vehicles in a line.
4. Let the learners push the vehicles all at the same time.

5. Take note of the vehicles which moved the fastest.
6. Take note of the vehicles which moved the slowest.
7. Put half of the vehicles on top of a card book plank and let the vehicles roll down. Put half of the vehicles on the ground.
8. Push the vehicles to move.
9. Compare the movement of the vehicles on the card and and on the floor.
10. Ask the learners what made the vehicles move.
11. Ask the learners what made the vehicles move faster or slower.

3. Transportation Word and Picture Sort

Competencies:

- Identify the letters of the alphabet (mother tongue, orthography) (LLKAK-Ih-3)
- Group objects that are alike (MKSC-00-5)
- Express thought, feelings, fear, ideas, wishes, and dreams (LLKOL-Ig-9)
- Tell the number of syllables in given spoken words (LLKPA-Ig-8)

Materials: picture and word cards of transportation

Procedure:

1. Place transportation word cards on the table face up.
2. Have children sort the word cards according to different categories.
3. Ask the children why they sorted the pictures together.
4. Ask the learners to name the different vehicles.
5. Clap the number of syllables and note the number.
6. Let the learners identify the letters of the word.

4. Quade's Road

Competencies:

- Identify the letters of the alphabet (mother tongue, orthography) (LLKAK-Ih-3)

Materials: different toy vehicles, paper with the letter Q outline, paint

Procedure:

- Let the learners dip the toy vehicles' wheels on the paint.
- Have them roll the wheels inside the Qq outline.

5. Road sign coloring

Competencies:

- Nakikilala ang kahalagahan ng mga tuntunin (KPKPKK-Ih-3)
- Get information from simple environmental prints (LLKSS-00-3)

Materials: outline of different road signs, colored sample of road signs

Procedure:

1. Show the learners common colored road signs. (Choose the simplest and most common in the sample given.)
2. Ask the learners if they have seen the road signs and ask if they know the meaning of each one.
3. Explain the meaning of the road signs.
4. Give the learners outlines of the road signs and let the learners copy the color of the signs.
5. After coloring, review the meaning of the signs with the learners.



WORK PERIOD 1 INDEPENDENT ACTIVITIES

1. Transportation Collage

Competencies:

- Talk about the details of an object/picture like toys, pets, food, places (LLKOL-Id-4)
- Pagpilas/ paggupit/ pagdikit ng papel (KPKFM-00-1.3)
- Nakagughit, nakapagpipinta at nakapagkukulay ng iba't ibang bagay o gawain (SKMP-00-2)
- Nakapupunit, nakagugupit, at nakapagdidikot sa paggawa ng collage (SKMP-00-7)

Materials: big image of different land vehicles on a Manila paper, newspaper or magazine, glue, scissors

Procedure:

1. Let the learners choose a picture of a land vehicle
2. Ask the learners to cut pieces of paper to glue on the picture of the car.
3. Let the learners talk about their work.

2. Vehicles book

Competencies:

- Nakagugupit at nakapagdidikit ng iba't ibang hugis na may iba't ibang tekstura (SKMP-00-4)
- Express thoughts, feelings, fears, ideas, wishes, and dreams (LLKOL-Ig-9)

Materials: old magazines, scissors, paste, bond paper, crayons, pencil, fastener

Procedure:

1. Distribute different magazines to each group (in places where there are no magazines available)
2. Ask the learners to cut the pictures of vehicles and paste them on the blank sheet of paper.
3. Invite the learners to write something below the vehicles they have cut. (optional)
4. Allow the learners to talk about their work and what they have written.
5. Bind the papers and make it to a class book.
6. Place the book at the Reading Area.

3. Letter Qq Writing

Competencies:

- Identify the letters of the alphabet (mother tongue, orthography) (LLKAL-Ih-3)
- Pagbakat, pagkopya ng larawan, hugis, at titik (KPKFM-00-1.4)

Materials: pad paper with the Qq written on the first line

Procedure:

1. Ask the learners to copy the letter Qq repeatedly until they fill up the page.

4. Land Vehicles Box

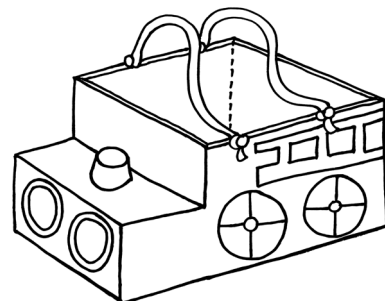
Competencies:

- Paglikha ng mga modelo ng pangkaraniwang bagay sa paligid (KPKFM-00-1.6)
- Nakaguguhit, nakapagpipinta, at nakapagkukulay ng iba't ibang bagay o gawain (SKMP-00-2)

Materials: big box (enough for 2 to 3 children to ride in), paint, paintbrush, markers, ribbon

Procedure:

1. Prepare the materials. Open both sides of the box. Draw an outline of land vehicles which will serve as guide for the learners to paint on.
2. Prepare the area by scattering newspapers on the floor or on the table.



3. Let the learners paint the box, reminding them to follow the lines.
4. When the boxes have dried, secure two pieces of ribbon which will serve a shoulder strap.

WORK PERIOD 2 TEACHER SUPERVISED ACTIVITIES

1. Go 9

Competencies:

- Count one-to-one correspondence (MKC-00-7)
- Combine elements of two sets using concrete objects to represent the concept of addition (MKAT-00-3)

Materials: adding boxes worksheet, writing materials, chips or popsicle sticks (counting objects)

Procedure:

1. Rote count up to number 8.
2. Introduce the number 9.
3. Show the learners how to write the number.
4. Pair up the learners. Together, the two learners will fill up the adding boxes worksheet.
5. Ask the learners to write their names on the worksheet. One column will be for the first student and another column for the second student.
6. Give each pair of 9 chips.
7. Count the number of chips. Every pair should have 9.
8. Ask them to divide the chips between the two learners. One learner will write the number of chips that he/she has and let him/ her write the numeral on the column.
9. Let the second learner count and record the number of chips he/ she has.
10. Let them make another combination of numbers. Explain that each combination totals 9.

If <u>Jose</u> has ___ chips and	<u>Lorie</u> has ___ chips,	together, we have 9
for example: 3	6	9
		9
		9
		9

2. Writing equations

Competencies:

- Write addition and subtraction number sentences using concrete representations (MKAT-00-10)
- Solve simple addition and subtraction number stories (up to quantities of 10) read by the teacher using a variety of ways (MKAT-00-11)

Materials: addition box worksheet used during the previous day, addition equation worksheet, writing materials, chips or sticks for counting

Procedure:

1. Review the activity done the previous day.
2. Explain that putting together objects can be written as a mathematical equation. Introduce the symbols + and =.
3. Demonstrate how the information on the addition box worksheet can be translated into the mathematical statement in the addition equation worksheet.
4. Let the learners write the mathematical equation based from their entries on the previous worksheet.

3. Add the passenger

Competencies:

- Solve simple addition and subtraction number stories (up to quantities of 10) read by the teacher using a variety of ways (MKAT-00-11)
- Recognize and visualize situations that require addition and subtraction (MKAT-00-14)

Materials: list of set of numbers that will be added by the learners, paper doll drivers/passengers

Procedure:

1. Review how to add numbers.
2. Give the learners a set of 9 counters.
3. Read the list of number combinations
4. Let the learners figure out the answer by using the counters.
5. Guide the learners to find out the correct answer.

Sample sentence:

1. If one car has 2 passengers and the other car has 5 passengers, how many passengers are there in total?
2. If one truck 1 passenger and the other truck has 4 passengers, how many passengers are there in total?
3. If there are 4 passengers in the car and 1 goes down, how many passengers are left?

4. Counting steps

Competencies:

- Count objects with one-to-one correspondence up to quantities of 10 (MKC-00-7)
- Naisagawa ang paggalaw/ pagkilos ng iba't ibang bahagi ng katawan sa saliw ng awitin nang may kasiyahan (KPKGM-1a-1)
- Use nonstandard measuring tools (MKME-00-1)

Procedure:

1. Pretend that you are a driver and the learners are the passengers.

2. Go around the different areas of the room using different movements.
3. Count the number of steps it takes to go to one place to the other. Different learners may have different numbers.
4. After reaching one area, ask the learners how many steps it took them to travel.

For example:

Jump from the Reading Area to the Blocks Area. How many jumps did it take?

Walk from the Blocks Area to the Meeting Area. How many steps did it take?

5. Road Sign Sorting

Competencies:

- Sort and classify objects according to one attribute/ property (MKSC-00-6)

Materials: road sign cards

Procedure:

1. Show the learners the cards.
2. Ask the learners to sort the road signs according to the attribute that you will say.
3. Guide the learners in order to sort the signs properly.
4. After you have observed that the learners are able to understand the skill, let the learners sort the signs on their own

For example:

Sort the signs according to shape.

Sort the signs according to color.

WORK PERIOD 2 INDEPENDENT ACTIVITIES

1. Wheel Counting

Competencies

- Group, represent, and count sets of equal quantity of materials up to 10 (beginning multiplication) (MKAT-00-15)
- Count objects with one-to-one correspondence up to quantities of 10 (MKC-00-7)

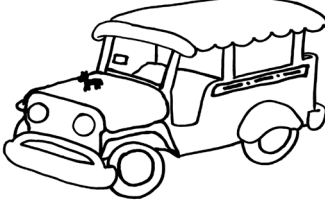
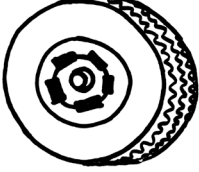
Materials: different toy vehicles, marker, wheel chart

Procedure:

1. Ask the learners to count the number of wheels that each vehicle has.
2. Ask the learners to count the total number of wheels given the number of vehicle.
3. Guide the learners in getting the answer.
4. Record the correct answers on the chart. Let the learners write the number on the chart.

For example:

If each car has four wheels, and there are 2 cars, how many wheels are there?
How many wheels are there for 3 cars?

Number of vehicles with four wheels	Number of wheels
	
3	12
2	8

2. Number Picking

Competencies:

- Count objects with one-to-one correspondence up to quantities of 10 (MKC-00-7)
- Identify the letters of the alphabet (LLKAK-Ih-3)

Materials: pictures of different vehicles of different numbers

Procedure:

1. Ask the learners to pick a card.
2. Let the learners say the number of items on the card.
3. Point to the name of the number.
4. Ask the learners to say the letters of the number name.

3. Mixed up numbers

Competencies:

- Compare two groups of objects to decide which is more or less, or if they are equal (MKC-00-8)
- Arrange three numbers from least to greatest and greatest to least (MKC-00-6)
- Identify the number that comes before, after, or in between (MKIC-00-5)

Materials: vehicle pictures with numbers and quantities from 1 to 9, numeral cards from 1 to 9

Procedure:

1. Show all the cards.
2. Ask the learners to arrange the pictures from the least number to the most number of vehicles in the picture (1 to 9)
3. Ask the learners to match the numerals to the number cards.

4. Review the sequence of numbers.
5. When the pictures and numbers are in proper order, ask the learners to compare two numbers together by referring to the arrangement.
For example: Which is more, 3 or 5? Which is less 1 or 8?
6. Ask the learners the position of the numbers.
For example: Which comes after 1? Which comes before 3? Which is between 4 and 6?
7. Guide the learners to figure out the answers.

4. Title: Block Play

Competencies:

- Natutukoy ang iba't ibang lugar sa komunidad (KMKPKom-00-3)
- Naisasagawa ang mga sumusunod na kasanayan ; paglikha ng mga modelo pangkaraniwang bagay sa paligid (KPKFM-00-1.6)
- Nasasabi, nakikilala at naipakikita ang kahalagahan ng pakikibahagi (KAKPS-00-16)

Materials: blocks, toy vehicles

Procedure:

1. Ask the learners to make roads for the community.
2. Let the learners play with the roads with toy vehicles.

INDOOR AND OUTDOOR GAMES

1. Racing Car Driver/Race to Finish

Competencies:

- Nakasasali sa mga lato, o anumang posikal na gawain at iba't ibang paraan ng pag-eehersisyo (KPKPF-00-1)

Materials: chalk, 2 chairs

Procedure:

1. In an open space, draw a starting line.
2. Place two chairs at the other end of th open space.
3. Group the learners into two teams.
4. The class pretends to be race car drivers.
5. Ask the learners to line up.
6. At the go signal, the first child runs and pivots around the chair and runs back to the starting line.
7. When the learner reaches the starting line, he/she tags the second learner to run towards the chair.
8. Repeat this until all the members of the teams have run and have gone back to the starting line.

SONGS, POEMS, AND RHYMES

Mga Sasakyan ni Juan

Tune: Wheels on the Bus

Ang bike ni Juan may dalawang gulong
Ang bike ni Juan may dalawang gulong
Ang bike ni Juan may dalawang gulong
Kaya tayo ng sumakay.....

Variation:

motor – 2 na gulong
tricycle – 3 na gulong
oto – 4 na gulong
bus – 4 na gulong
truck – 6 na gulong

Bisikleta ni Tatang

Ako'y papasok sa paaralan
Sakay sa bisikleta ni Tatang
Mabagal man, akin pa ring nagugustuhan
Kaysa mabilis, ako'y kinakabahan

Sa oras ng uwian,
Bisikleta ni Tatang inaabangan
Masaya aking nararamdaman
Dahil pauwi na sa aming tahanan

Wheels on the Bus

The wheels on the bus go round and round
round and round, round and round
The wheels on the bus go round and round
all through the town

The wipers on the bus go swish swish swish
swish swish swish, swish swish swish
The wipers on the bus go swish swish swish
all through the town

The doors on the bus go open and shut
open and shut, open and shut
The doors on the bus go open and shut
all through the town

The horn on the bus goes beep beep beep
beep beep beep, beep beep beep
The horn on the bus goes beep beep beep
all through the town

WEEK 29

Content Focus: **We go to different places in many ways and means. (water and air)**

Blocks of Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Arrival Time (10 min)	Arrival routine				
Meeting Time 1 (10 min)	Meeting time routine Review of concepts learned the previous week/day Introduction of message for the day by asking the guide questions below				
MESSAGE	There are many ways I can go to different places by water and air.	Water and air vehicles move in many ways.	There are people who work with different water and air vehicles.	There are many ways to keep safe when travelling by water	There are many ways to keep safe when travelling by air.
QUESTION/S	Have you ridden a boat or a raft? (Describe your experience.) How about an airplane? (Describe your experience.) Where did you go? People can go to different places by riding water and air vehicles.	Have you ridden a boat or a raft? (Describe your experience.) How did you feel? What made the vehicles move? There are many ways air and water vehicles move.	Who do you think makes the water and air vehicles move? Who are the other people who work with these vehicles? There are people who work with air and water vehicles.	Who has ridden a water vehicle? Do you think it is important to keep safe when travelling by water? Why? There are ways to keep safe when travelling by water.	Who has ridden an airplane? Is it important to keep safe when travelling by air? There are ways to keep safe when travelling by air.
Transition to Work Period 1	<i>The teacher gives instructions on how to do the independent activities, answers any questions, and tells the learners to join their group and do the assigned tasks.</i>				
Work Period 1 (40 mins)					
Teacher-Supervised Activity	Introduce letter Ww	Water waves	Letter Ww hunt	W Substitute	Safety posters
Learning Checkpoints	✓ <i>Recognize the letter Ww and its sound, and give words that begin with /w/</i>	✓ <i>Identify ways water vehicles move in the experiment</i>	✓ <i>Identify the letter Ww in a group of letters</i>	✓ <i>Substitute the beginning sound of words to /w/</i>	✓ <i>Draw or write ways to keep safe when travelling by water or air</i>

Blocks of Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Independent Activities	1. Box vehicles 2. Transportation puzzles 3. Vehicles book 4. My travel mural 5. Life vest making				
Learning Checkpoints	<ul style="list-style-type: none"> ✓ Build vehicles out of boxes ✓ Complete the puzzles of pictures of air and water vehicles ✓ Make a book of air and water vehicles by drawing and writing ✓ Paint a picture of them travelling using air or water vehicles ✓ Make their own life vest 				
Transition to Meeting Time 2	<i>The teacher reminds the learners about the time left in Work Period Time 1 around 15 minutes before Meeting Time 2. After 10 minutes, the teacher tells the learners to start packing away the materials they used and be ready for Meeting Time 2. A transition song or a countdown may be used.</i>				
Meeting Time 2 (10 min)	Let the learners present their work.	Let the learners present their work.	Let the learners present their work.	Let the learners present their work.	Let the learners present their work.
QUESTIONS/ ACTIVITY	Song: Sasakyang anghimpapawid What are the vehicles mentioned in the song? Among the vehicles mentioned, what have you ridden? If given a chance, where will you go using these vehicles?	Song: Row Row Row your boat Show a basin or water with paper boats. What makes water vehicles move? (waves, engine, people, wind) What makes air vehicles move? (air, air pressure)	Song: Ang Barko ni Juan Show a picture of different people who work with air and water vehicles. Who are the people who work with water vehicles? (this may include a fisherman or a local captain) Who are the people who work with air vehicles?	Song: This is the way I wear my vest Show a picture or a real life vest. What is this for? How does it work? (Show how it floats on water) Why is it important to wear a life vest?	Song: This is the way I use the seatbelt Show a sample of safety cards found in airplanes. Read each one and practice the steps with the learners.
Transition to Recess	<i>The teacher commends the learners for the work they did in Work Period Time 1 and tells them to prepare for recess time by washing their hands. Encourage sharing especially if not all children have food.</i>				
Recess (15 min)					
Transition to Quiet Time	<i>The teacher reminds the children to pack away the things they used in recess time, clean up their eating area, throw their trash in the trash bin, wash their hands, brush their teeth, change their wet clothes, and have their Quiet Time.</i>				

Blocks of Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Quiet Time (10 min)					
Transition to Story Time	<i>While singing a transition song, the teacher “wakes” the learners up and tells them that it’s time to listen to a story. When the learners are ready, the teacher proceeds with the pre-reading activities and makes sure that the learners are listening attentively.</i>				
Story Time (20 min)	Theme: Any age and culturally appropriate story about water and air vehicles	Theme: Any age and culturally appropriate story about how air and water vehicles move	Theme: Any age and culturally appropriate story about people water and air vehicles	Theme: Any age and culturally appropriate story about travelling by water	Theme: Any age and culturally appropriate story about driving and following road rules
Pre-Reading	Define difficult words. Motivation: What water or air vehicles have you ridden? Motive: What vehicles will the character ride in the story?	Define difficult words. Motivation: Where was the farthest place you have been? Motive: What was the farthest place the characters have been?	Define difficult words. Motivation: Do you know anybody who drives? What vehicle does he/she drives? Motive: What kind of vehicle does the character drive?	Define difficult words. Motivation: How do you keep safe when travelling by land? Motive: How will the character in the story keep safe when travelling by water?	Define difficult words. Motivation: What do you do when you are riding a vehicle? Motive: What will the characters do while riding a vehicle?
During Reading	<i>Ask comprehension questions.</i>				
Post-Reading	<i>What vehicles did the characters ride? Are these water or air vehicles? Describe each vehicle.</i>	<i>What was the farthest place the characters have been? What vehicles did they ride? What did they feel while riding the vehicle?</i>	<i>What type of vehicle did the character drive? What type of vehicle would you want to drive?</i>	<i>How did the character keep safe when they travelled? What other ways can you keep safe?</i>	<i>What did the characters do while riding the vehicles? Describe their experience. What would have happened if the driver in the story did not follow the road signs? is it important to follow road signs?</i>

Blocks of Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Transition to Work Period 2	<i>After the post-reading activities, the teacher gives instructions regarding the teacher-supervised and independent activities, answers any questions, and tells the learners to join their group and do the assigned tasks.</i>				
Work Period 2 (40 min)					
Teacher-Supervised Activity	Boat in the water	Paper planes	Workers sequence	More or Less Spin it.	Problem solving
Learning Checkpoints	✓ <i>Add and subtract concrete objects</i>	✓ <i>Identify how air vehicles move through the experiment</i>	✓ <i>Identify which among the workers are 1st, 2nd, 3rd, etc.</i>	✓ <i>Put together sets that make up 9</i>	✓ <i>Solve math problems using concrete objects</i>
Independent Activities	<ol style="list-style-type: none"> 1. Block Play 2. Math equations 3. Water Play 4. Paper planes 				
Learning Checkpoints	<ul style="list-style-type: none"> ✓ <i>Make water and air vehicles using blocks</i> ✓ <i>Fill in the blanks to write a math equation</i> ✓ <i>Try out ways to make toy boats move</i> ✓ <i>Make paper planes</i> 				
Transition to Indoor/Outdoor Games	<i>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.</i>				
Indoor/Outdoor Games (20 min)	The Boat is Sinking		Step on	Boat role play	Captain says
Learning Checkpoints	✓ <i>Divide themselves according to a specific number</i>		✓ <i>Follow the instructions of the game</i>	✓ <i>Demonstrate how to keep safe when travelling on water vehicles</i>	✓ <i>Follow the instructions of the teacher to practice safety measures when travelling on air vehicles</i>
Transition to Meeting Time 3	<i>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 in Meeting Time 3. A transition song or countdown may be used.</i>				

Blocks of Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Meeting Time 3 (5 min)	The learners talk about different air and water vehicles that they know.	The learners talk about how different air and water vehicles move?	The learners talk about who drives water and air vehicles and what things they need to know before being able to drive.	The learners talk about ways how to keep safe when travelling on water vehicles.	The learners talk about how to keep safe when traveling on air vehicles
Wrap-Up Questions / Activity	<i>The teacher takes note of the vehicles that the learners mentioned.</i>	<i>The teacher checks if the learners were able to correctly describe how air and water vehicles move.</i>	<i>The teacher takes note of where learners can go with water and air vehicles.</i>	<i>The teacher checks if the learners are to demonstrate ways to keep safe when travelling.</i>	<i>The teacher checks if the learners are to demonstrate ways to keep safe when travelling.</i>
DISMISSAL ROUTINE					

WEEK 29

Content Focus: **We go to different places in many ways and means. (water and air)**

WORK PERIOD 1 TEACHER SUPERVISED ACTIVITIES

1. Introduce letter Ww

Competencies:

- Identify the sounds of letters orally given (LLKPA-Ig-1)
- Identify several words that begin with the same sound as the spoken word (LLKPA-Ig-7)
- Identify the letters of the alphabet (mother tongue, orthography) (LLKAK –IH-3)
- objects that begin with a particular letter of the alphabet LLKV-005
- Match the letter sound to its letter form (LLKAK-Ih-5)
- Name objects that begin with a particular letter of the alphabet (LLKV-00-5)

Materials: pictures of words that begin with Ww, pictures that begin with other letters

Procedure:

1. Show words that begin with Ww.
2. Show the letter Ww.
3. Show the learners how to write Ww.
4. Explain that Ww. can usually be seen in borrowed foreign words.
5. Give examples of words that begin with /w/.
6. Ask the learners to give the sound of /w/.
7. Ask the learners for other words that begin with /w/.
8. Demonstrate how to substitute the first sound of a word with /w/. The teacher can use his/her own name. For example, Maria become Waria.
9. Let the learners substitute the first sound of their name with /w/.
10. Guide the learners in accomplishing the activity.

2. Water Waves

Competencies:

- Express thoughts, feelings, fears, ideas, wishes, and dreams (LLKOL-Ig-9)
- Explores how objects can be moved like pushing, pulling, rising, sinking, blowing (PNEKPP-00-4)

Materials: basin, water, newspaper boats, coloring materials

Procedure:

1. Distribute paper boats to each learner.
2. Let each learner decorate a paper boat using coloring materials.
3. Fill the basin with water.
4. Let the learners put their boats on the water,

5. Ask the learners to make their boats move. Encourage them to try different methods.
6. Afterwards, ask the learners what made the boats move. Record their answers. Possible answers may include: making waves, blowing the boats. blowing the water.
7. Process by saying that boats can move in different ways.

3. Letter Ww Hunt

Competencies:

- Identify the letter of alphabet (mother tongue, orthography) (LLKAK-lh-3)
- Count objects with one –to-one correspondence up to quantities of 10 (MKC-00-7)
- Rote count up to 20 (MKSC-00-12)
- Compare two groups of objects to decide which is more or less, or if they are equal (MKC-00-8)

Materials: used bond paper with documents at the back, newspapers, magazines, printed advertisements, writing materials

Procedure:

1. Give the learners printed materials and a colored pen.
2. Ask the learners to encircle all the letter Ws that they find.
3. Help the learners count the number of Ws that they encircled.
4. Record the number of Ws found by each learner.
5. Ask the group who found the most and who has the least.

4. W Substitute

Competencies:

- Identify the sounds of letters orally given (LLKPA-lg-1)
- Name common objects/ things in the environment (LLKV-00-1)

Materials: picture cards of words that begin with different letters of the alphabet

Procedure:

1. Demonstrate how to substitute the beginning sound of the word to /w/. For example, pusa becomes wusa.
2. Show pictures of different words to the learners. Help the learners substitute the /w/ for the beginning sound of the words in the pictures.
3. Let the learners substitute the beginning sounds on their own.

5. Safety Posters

Competencies:

- Express simple ideas through symbols (LLKC-00-1)
- Retell in 1 to 3 sentences through pictures and dramatization (LLKPL-lh-12)
- Participate actively in a dialog or conversation of familiar topics (LLKOL-00-10)

- Nakaguguhit, nakapagpipinta at nakapagkukulay ng iba't ibang bagay o gawain (SKMP-00-2)

Materials: Manila paper or cartolina, paint, brush, coloring materials

Procedure:

1. Discuss or review ways to keep safe when travelling by water or air.
2. Let the each learner choose at least one safety tip.
3. Ask the learners to make a poster to depict that safety tip.
4. Let the learners present their work in class.
5. Hang the posters around the classroom or school.

WORK PERIOD 1 INDEPENDENT ACTIVITIES

1. Box vehicles

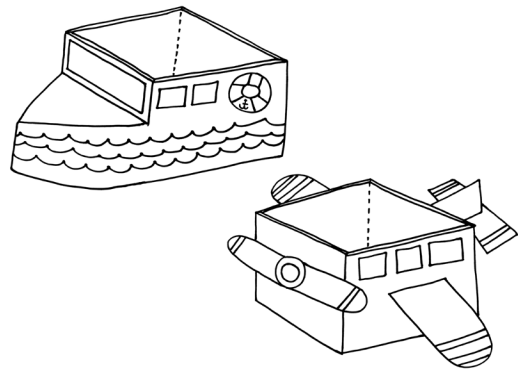
Competencies:

- Paglikha ng mga modelo ng pangkaraniwang bagay sa paligid (KPKFM-00-1.6)
- Nakaguguhit, nakapagpipinta, at nakapagkukulay ng iba't ibang bagay o gawain (SKMP-00-2)

Materials: big box (enough for children to ride in), paint, paintbrush, markers

Procedure:

1. Prepare the materials. Open the top side of the box. Draw an outlines water or air vehicles which will serve as guide for the learners to paint on.
2. Prepare the area by scattering newspapers on the floor or on the table.
3. Let the learners paint the box, reminding them to follow the lines.



2. Transportation Puzzles

Competencies:

- Nasasabi, nakikilala at naipakikita ang kahalagahan ng pakikibahagi (KAKPS-00-16)

Materials: big puzzle sets of pictures of air and water vehicles, pictures of the completed puzzles

Procedure:

1. Encourage the learners work together to complete the big puzzles. Remind the learners to share the materials with each other.

3. Vehicles Book

Competencies:

- Nakaguguhit, nakapagpipinta at nakapakukulay ng iba't-ibang bagay o gawain. (SKMP-00-2)
- Talk about the details of an object. picture like toys, pets, food, places (LLKPL-Id-40)

Materials: blank book, drawing and coloring materials

Procedure:

1. Review the different water and air vehicles that they remember from the discussions.
2. Let the learners draw the vehicles per page.
3. Encourage the learners to try to write the names of the vehicles using conventional or invented spelling.
4. Let the learners describe the vehicles that they drew.

4. My Travel Mural

Competencies:

- Nakakalikha ng iba't-ibang bagay sa pamamagitan ng malayang pagguhit. (SKMP-00-1)
- Talk about the details of an object. picture like toys, pets, food, places (LLKPL-Id-40)

Materials: newspapers or Manila paper, paint, brush

Procedure:

1. Stick the newspapers on the walls of the classroom (preferable outside if there is an adult supervisor).
2. During the meeting with the learners, ask them where they would want to go if they could travel by water or air. Let them describe the place.
3. Let them paint the places they mentioned.
4. Afterwards, allow the learners to present what they made with the other members o the class.

5. Life Vest Making

Competencies:

- Nakaguguhit, nakapagpipinta at nakapagkukulay ng iba't ibang bagay o gawain (SKMP-00-2)

Materials: cardboard shaped like a life vest, scissors, glue, plastic tape, paint (yellow or orange)

Procedure:

1. Show a picture of a life vest. Explain its function
2. Give the learners the materials and let them paint their own life vest.

3. Let the life vests dry.
4. Use the life vest for pretend play activities around the classroom.

WORK PERIOD 2 TEACHER SUPERVISED ACTIVITIES

1. Boat in the Water

Competencies:

- Recognize and visualize situations that require addition and subtraction. (MKAT-00-14)
- Count objects with one –to-one correspondence up to quantities of 10 (MKC-00-7)

Materials: newspaper boats, basin, water

Procedure:

1. Let the learners count the number of boats in the basin.
2. Add a number of boats and ask the learners how many are in the basin (addition)
3. Get a number of boats and ask the learners how many are left in the basin (subtraction).
4. Guide the learners in counting the boats.

2. Paper Planes

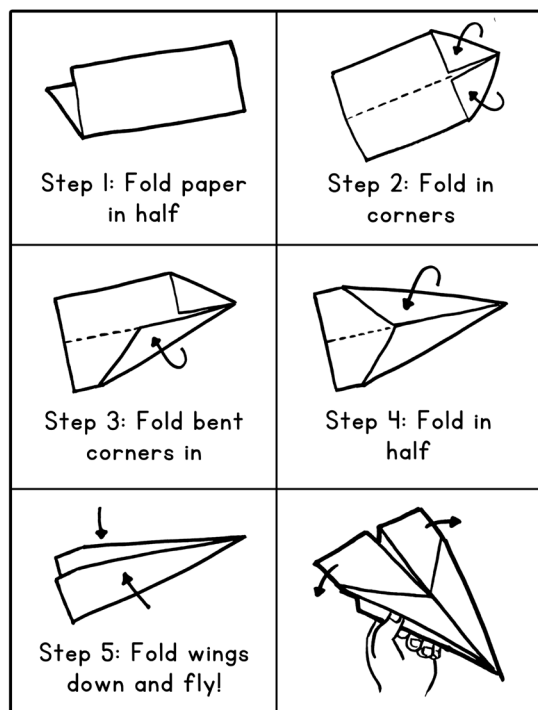
Competencies:

- Pagtiklop ng papel (KPKFM-00-1.2)
- Explore how objects can be moved like pushing, pulling, rising, sinking, blowing (PNEKPP-00-4)

Materials: paper, chart on how to make a paper airplane with illustrations

Procedure:

1. Give each learner a piece of paper.
2. Read each step to the learners.
3. Do each step together. Assist the learners who have difficulty following instructions.
4. Talk about how the airplane flies (Bernoulli's principle, aerodynamics)
5. During outdoor play, allow the learners to fly their paper airplanes.



3. Workers sequence

Competencies:

- Identify the 1st, 2nd, 3rd, up to 10th (MKC-00-11)

Materials: paper doll of different people who work with air and water vehicles (captain, pilot, stewardess, crew)

Procedure:

1. Introduce the names of the workers.
2. Teach the concept of 1st, 2nd, 3rd, etc.
3. Arrange the different workers in a certain order.
4. Ask which is 1st, 2nd, or 3rd among the pictures.
5. Let the learners line up.
6. Ask the learners who among them is the 1st, 2nd, etc.

4. More or Less Spin It

Competencies:

- Add quantities up to 10 using concrete objects to represent the concept of addition. (MKAT-00-8)

Materials: cubes or blocks with picture of jet, more or less spinner

Procedure:

1. Review the number 9, how to write it, and how many objects it represents.
2. Tell the learners to build a tower with 9 blocks.
3. Let the learners take turns in spinning the spinner.
4. When the spinner lands on “less than”, the learners will build a tower that has less than 9 cubes.
5. When the spinner lands on “more than”, the learners will build a tower which has more than 9 cubes..
6. “The original tower is 2 cubes higher. The new tower is 2 cubes less than 5.”
7. If the spinner lands on “equal with”, the learners will build a tower with 9 cubes,
8. After each round, count the cubes together with the learners to check if their towers have the correct number of blocks.

5. Problem Solving

Competencies:

- Solve simple addition and subtraction number stories read by the teacher using a variety of ways and describe and explain the strategies used (MKAT-00-11)

Materials: counters (chips or stick)

Procedure:

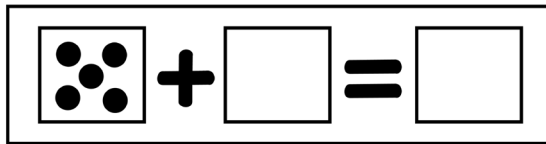
1. Show the learner the counters. Give each learner a set of 9 counters.

2. Demonstrate how the learners that the counters can represent objects in the problem. For example, say “There are 5 passengers in the boat. Another 2 passengers came aboard. How many passengers are there?”
3. Show how to use the counters to solve the problem.
4. Give other oral math problems (addition and subtraction) up to 9.
5. Guide the learners on how they can figure out the answers using the counters.

Sample problems:

- There were 9 boats at the shore. 7 of the boats went to sea. How many boats are left at the shore?
- There are 2 flight attendants who walked inside the airplane. Another 3 followed. How many flight attendants are in the air plane?

Variation: To help learners organize the sequence of instructions, and their materials, it will be helpful if they have a cardboard box with outlines of squares where they can put the counters. For example, when the teacher says, “there are 5 passengers in the boat,” the learners will put 5 counters in a square, as shown in the picture, and so on. This will help learners visualize the math activity.



WORK PERIOD 2 INDEPENDENT ACTIVITIES

1. Block Play

Competencies:

- Natutukoy ang iba’t ibang lugar sa komunidad (KMKPKom-00-3)
- Naisasagawa ang mga sumusunod na kasanayan; paglikha ng mga modelo pangkaraniwang bagay sa paligid (KPKFM-00-1.6)

Materials: blocks, pictures of places of different air and water vehicles, newspaper, small basin, toy planes and boats, background of a pier and a runway

Procedure:

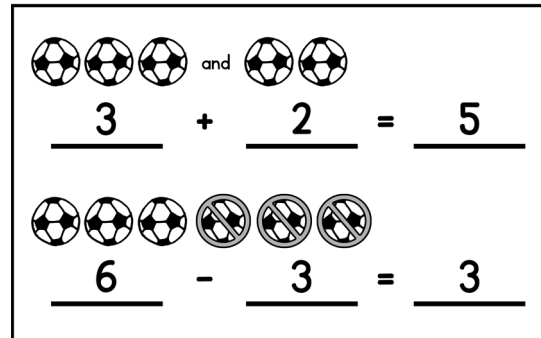
1. Prepare the Blocks Area by putting the basin filled with newspaper strips.
2. Place the pier and runway background around the blocks area
3. Add air and water vehicles to the toys
4. Allow the learners to play.

2. Math Equations

Competencies:

- Count objects with one-to-one correspondence up to quantities of 10 (MKC-00-7)
- Write addition and subtraction number sentences using concrete representations (MKAT-00-10)

Materials: worksheet with pictures of adding and subtracting with blanks for space in writing the numerals and the symbols. Sample items:



Procedure:

1. Review the concept of writing mathematical equations.
2. Demonstrate how to accomplish the worksheet. Use examples.
3. Ask the learners to answer the worksheet independently.

3. Water Play

Competencies:

- Classify objects according to observable properties like size, color, shape, texture, and weight) (PNKEKPP-00-3)
- Explores how objects can be moved like pushing, pulling, rising, sinking, blowing (PNEKPP-00-4)

Materials: basin of water, different objects that can sink or float, sink and float chart

Procedure:

1. Mount the sink and float chart on the wall.
2. Fill the basin with water.
3. Place the objects near the basin.
4. Let learners to try to see which objects float and sink on the water.
5. Ask the learners to draw objects that float and sink on the chart.

4. Paper planes

Competencies:

- Pagtiklop ng papel (KPKFM-00-1.2)

Materials: different kinds of paper, chart on how to make paper airplanes

Procedure:

1. Place the procedure chart on the area.
2. Let the learners make paper airplanes on their own.
3. Let the learners fly their paper airplanes during outdoor play.

SONGS, POEMS, AND RHYMES

Row Row Your Boat

Row row your boat gently down the
stream
Merrily, merrily life is but a stream

Mabagal at Mabilis

Tune of Twinkle Twinkle

Ang bangka ay mabagal.
Ang speed boat ay mabilis.
Ang jet plane ay mabilis.
Ang helicopter ay mabagal
Tandaan ang kaibahan ng mabagal sa
mabilis.

Fly Fly

Fly, fly fly the airplane flies
Using fuel. It flies so high.
With the pilot and crew with us.
We'll be safe in our trip.
This is the Way
This is the way we wear life vest (3x)
This is the way we wear life vest
To keep you safe from sailing
Seat belt
Flying

Ang Barko ni Juan

Tune: Ang Dyip ni Juan

Ang barko ni Juan naglayag sa dagat
(3X)
Kaya tayo ng sumakay

Ang Eroplano ni Juan

Ang eroplano ni Juan
May pakpak sa gilid (3X)
Kaya tayo ng sumakay.

Sasakyang Panghimpapawid

Tune: Ako ay may Lobo

Ang mga eroplano lumilipad sa langit
Maging ang helicopter kasabay ang jet
plane
Gamit ang gasolina para lumipad sila
Kay gandang pagmasdan
Sa langit makikita

Tingnan mo Ako

Tune: Look at Me

Tingnan mo ako (2x)
Ako'y isang Bangka
Sinagwan (2X)
Para umandar lang.

Titik Ww

Booom tarat(2x)
Boom tarat (2X)
Tararat tararat W w w w w

WEEK 30

Content Focus: **We are members of a community.**

Blocks of Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Arrival Time (10 min)	Arrival routine				
Meeting Time 1 (10 min)	Meeting time routine Review of concepts learned the previous week/day Introduction of message for the day by asking the guide questions below				
MESSAGE	We learn in the community.	We have fun the community.	We receive services in the community.	We pray and worship in the community.	We buy and sell goods and services in the community.
QUESTION/S	What places in the community do you learn from? What are the things that you learned in the community?	What places in the community did you enjoy visiting? What do you enjoy doing in these places?	What services can the community provide for you?	What places in the community do you go to pray?	What places in the community do you visit to buy things? What places do you visit to sell things?
Transition to Work Period 1	<i>The teacher gives instructions on how to do the independent activities, answers any questions, and tells the learners to join their group and do the assigned tasks.</i>				
Work Period 1 (40 mins)					
Teacher-Supervised Activity	Introduce letter Xx	Find X	Missing letter places	Poster making	Community Quiz Bee
Learning Checkpoints	✓ <i>Recognize the letter Ww and its sound, and give words that begin with /w/</i>	✓ <i>Look for the letter X in a newspaper</i>	✓ <i>Write the beginning letter of words read to them</i>	✓ <i>Make a poster of the community by drawing and writing</i>	✓ <i>Answer questions about the community</i>
Independent Activities	1. Dramatic play Community 2. Paper bag community helpers 3. X minibook. 4. Community mobile				
Learning Checkpoints	✓ <i>Pretend to be in different parts of the community</i> ✓ <i>Make community helper puppets using paperbags and other art materials</i> ✓ <i>Make a book of words and names which end in X</i> ✓ <i>Make a mobile of places and things in the community</i>				

Blocks of Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Transition to Meeting Time 2	<i>The teacher reminds the learners about the time left in Work Period Time 1 around 15 minutes before Meeting Time 2. After 10 minutes, the teacher tells the learners to start packing away the materials they used and be ready for Meeting Time 2. A transition song or a countdown may be used.</i>				
Meeting Time 2 (10 min)	Let the learners present their work.				
QUESTIONS/ACTIVITY	Recall the places of learning that we talked about. What do you do in these places? What do you see in these places? Who works in these places?	What are the places in the community where you can have fun? What can you do in these places?	Where can you go and who do you call when you are in danger? How can you keep yourself safe from danger? Where can you go and who do you call when you are sick? How can you keep yourself healthy?	What are the different places of worship and prayer in the community? Who works in these places? What do you do when you meet people with different ways of praying? How do you behave in places of worship?	Where can you go to buy food? Where can you go to buy things? Where can you go to get services? What do you need to buy things? What do you need to do to earn and save money?
Transition to Recess	<i>The teacher commends the learners for the work they did in Work Period Time 1 and tells them to prepare for recess time by washing their hands. Encourage sharing especially if not all children have food.</i>				
Recess (15 min)					
Transition to Quiet Time	<i>The teacher reminds the children to pack away the things they used in recess time, clean up their eating area, throw their trash in the trash bin, wash their hands, brush their teeth, change their wet clothes, and have their Quiet Time.</i>				
Quiet Time (10 min)					
Transition to Story Time	<i>While singing a transition song, the teacher “wakes” the learners up and tells them that it’s time to listen to a story. When the learners are ready, the teacher proceeds with the pre-reading activities and makes sure that the learners are listening attentively.</i>				
Story Time (20 min)	Theme: Any age and culturally appropriate story about learning.	Theme: Any age and culturally appropriate story about having fun.	Theme: Any age and culturally appropriate story about community helpers.	Theme: Any age and culturally appropriate story about praying and church.	Theme: Any age and culturally appropriate story different stores and shops in the community?

Blocks of Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Pre-Reading	Define difficult words. Motivation: What is your favorite place in school? Motive: What is the character's favorite place in school?	Define difficult words. Motivation: What do you do to have fun? Motive: What did the character do to have fun?	Define difficult words. Motivation: What is your parent's work? Motive: What kind of work do the characters do?	Define difficult words. Motivation: How do you pray? Motive: How did the character pray?	Define difficult words. Motivation: Which store do you usually visit? Motive: Which store did the character often visit?
During Reading	<i>Ask comprehension questions.</i>				
Post-Reading	<i>Who is the main character in the story?</i> <i>Where did the character first go to learn things? Where did he/she go next?</i> <i>What did the character learn?</i>	<i>Where did the characters go to have fun?</i> <i>Do you think they liked what they did in the community?</i> <i>Where do you go in the community to enjoy?</i>	<i>Why did the character go to the hospital?</i> <i>What do you think happened after he/she went to the hospital?</i> <i>Have you been in a hospital before?</i> <i>What happened when you were in the hospital?</i> <i>What could you have done to prevent getting sick?</i>	<i>Where did the character go to worship?</i> <i>Where do you go to worship?</i> <i>How is it the same or different with how you pray?</i>	<i>What did the characters do in the market?</i> <i>What did the characters see in the market?</i>
Transition to Work Period 2	<i>After the post-reading activities, the teacher gives instructions regarding the teacher-supervised and independent activities, answers any questions, and tells the learners to join their group and do the assigned tasks.</i>				
Work Period 2 (40 min)					
Teacher-Supervised Activity	Pictograph chart	Pictograph interpretation	Hand game (school materials)	Group and divide	Math sentence writing
Learning Checkpoints	✓ <i>Count and record objects on a pictograph</i>	✓ <i>Interpret the pictograph</i>	✓ <i>Put together sets of numbers to make 10</i>	✓ <i>Group and divide objects together</i>	✓ <i>Solve math problems using concrete objects</i>
Independent Activities	<ol style="list-style-type: none"> 1. Play dough numbers 2. Count and Match 3. Paper money sorting 4. Build a community 				

Blocks of Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Learning Checkpoints	<ul style="list-style-type: none"> ✓ Form numerals using playdough ✓ Count pictures and match them with numerals ✓ Sort together money and coins that are alike ✓ Make a model of a community using different materials 				
Transition to Indoor/Outdoor Games	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.				
Indoor/Outdoor Games (20 min)	I Spy		Puzzle relay		
Learning Checkpoints	✓ Look for items mentioned		✓ Follow the rules of the game		
Transition to Meeting Time 3	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 in Meeting Time 3. A transition song or countdown may be used.				
Meeting Time 3 (5 min)	The learners talk about places of learning in the community.	The learners talk about places in the community where they can have fun.	The learners talk about places in the community which keeps the safe and healthy.	The learners talk about different places of worship and how they should respect other's manner of praying and worshipping.	The learners talk about places where they buy goods and services in the community. Wrap – Up: Their community it unique because it has different places and people.
Wrap-Up Questions / Activity	The teacher checks if the learners are able to recall places of learning.	The teacher checks if the learners are able to recall places to have fun.	The teacher checks if the learners are able to recall places to get services.	The teacher checks if the learners are able to recall places of worship.	The teacher checks if the learners are able to recall places where they can get goods and services. The teacher checks if the learners are able to express the features that their community have.
DISMISSAL ROUTINE					

WEEK 30

Content Focus: **We are members of a community.**

WORK PERIOD 1 TEACHER SUPERVISED ACTIVITIES

1. Introduce letter Xx

Competencies:

- Identify the sounds of letters orally given (LLKPA-Ig-1)
- Identify several words that begin with the same sound as the spoken word (LLKPA-Ig-7)
- Identify the letters of the alphabet (mother tongue, orthography) (LLKAK –IH-3)
- Objects that begin with a particular letter of the alphabet (LLKV-005)
- Match the letter sound to its letter form (LLKAK-Ih-5)
- Name objects that begin with a particular letter of the alphabet (LLKV-00-5)

Materials: pictures of words that begin with Xx, pictures that begin with other letters

Procedure:

1. Name/Show words that begin with Xx.
2. Show the letter Xx.
3. Show the learners how to write Xx.
4. Explain that Xx can usually be seen in borrowed foreign words, and it can be usually seen at the end of the word.
5. Give examples of words that end with X: box, fox, ax, fax, Rex, tax

2. Find X

Competencies:

- Identify the letter of alphabet (mother tongue, orthography) (LLKAK-Ih-3)
- Count objects with one –to-one correspondence up to quantities of 10 (MKC-00-7)
- Rote count up to 20 (MKSC-00-12)
- Compare two groups of objects to decide which is more or less, or if they are equal (MKC-00-8)

Materials: used bond paper with documents at the back, newspapers, magazines, printed advertisements, writing materials, blank paper

Procedure:

1. Give the learners printed materials and a colored pen.
2. Ask the learners to list down words that have the letter X on a blank piece of paper. The learners with the most number of words win.

3. Missing Letter Places

Competencies:

- Identify the sounds of letters orally given (LLPA-Ig-1)

- Match the letter sound to its letter form (LLKAK-lh-5)
- Trace, copy, and write letters of the alphabet (LLKH-00-3)
- Write the lower case for each upper-case letter or vice versa (LLKH-00-4)

Materials: numbered blank piece of paper, word list, alphabet chart

Procedure:

1. Review the letter names and sounds that the class already tackled.
2. Mount the alphabet chart. Make sure that the learners see this clearly. This will serve as guide for the learners when identifying the letters.
3. Read words from the list.
4. Ask the learners to listen carefully and list down the letter which represents the beginning sound of the word mentioned.
5. Ask them to write both upper and lower-case letters.

4. Poster Making

Competencies:

- Nakalilikha ng iba't ibang bagay sa pamamagitan ng malayang pagguhit (SKMP-00-1)

Materials: poster paint, brush, cartolina

Procedure:

1. Talk about what the learner remembers from the discussions throughout the quarter.
2. Ask the learners to recall the different concept foci tackled.
3. Let the learners paint a poster of their community.

5. Community Quiz Bee

Competencies:

- Talk about the details of an object/picture like toys, pets, foods, places (LLKOL-ld-4)
- Naipapakita ang pagpapahalaga sa maayos na pakikipaglaro: pagiging mahinahon, pagsang-ayon sa pasiya ng nakararami, reperi, pagtanggap ng pagkatalo ng maluwag sa kalooban, pagtanggap ng pagkapanalo nang may kababaang loob (KAKPS-00-19)

Materials: pictures of different places in the community mounted on , cardboard (market, place of learning, health center, playground, market, shoe repair shop, etc.), list of questions about the community

Procedure:

1. Give the learners pictures of places in the community.
2. Ask different questions about places in the community.
3. The learners are to raise the picture of the place to indicate their answer.

Sample question: Where do people buy fresh fish?

WORK PERIOD 1 INDEPENDENT ACTIVITIES

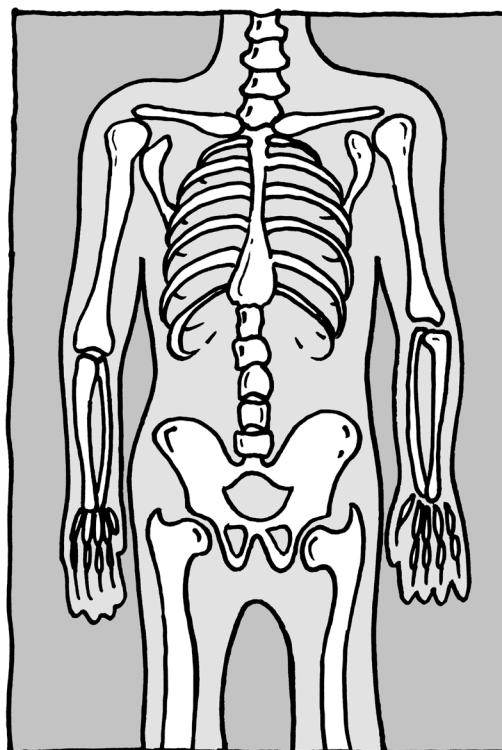
1. Dramatic Play Community

Competencies:

- Talk about the details of an object/picture like toys, pets, foods, places (LLKOL-Id-4)
- Natutukoy ang kahalagahan ng pagpapakita ng positibong pag-uugali sa harap ng hindi inaasahang pangyayari tulad ng pagkatalo sa laro, atbp. (SEKPSE-00-8)
- Nakapaghihintay ng kanyang pagkakataon. (KAKPS-00-12)

Procedure:

1. Prepare the classroom to look like different places in the community.
2. Playground: giant poster of a park/playground (with images of seesaws, swings, playground slides and children playing) OR, a diorama of a playground, 3.big picture cards of Dos and Don'ts in the playground
3. Hospital/ Health Center: .big poster of a hospital/health center (with images of hospital beds doctors and nurses with stethoscopes examining patients), a pretend x-ray machine: a big box with the image of a human skeleton plastered in front, old xray films
4. Place of worship: posters of places of worship
5. Market: poster of a market, play money, toy food
6. Allow the learners to play freely around the classroom.



2. Paper Bag Community Helpers

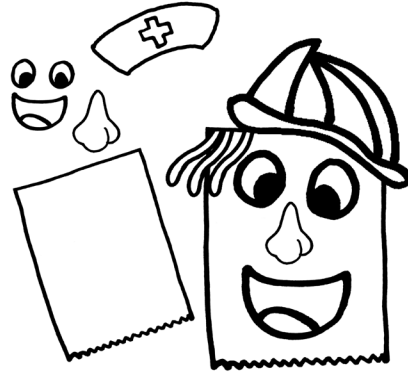
Competencies:

- Nakagugupit at nakadidikit ng iba;t'ibang hugis na may iba;t ibang tekstura (SKMP-00-4)
- Nakapagkikiskis ng krayola sa papel na nakapatong sa iba't ibang teskturang makikita sa ppaligid tulad ng semento, banig, medalya, basket, pera, sahirg (SKMP-00-5)
- Nakikilala ang mga taong tumutulong sa komunidad (KMKPKom-00-2)

Materials: paper bag, crayons, pre-cut parts of the face (eyes, nose, ears, mouth, eyebrows), pre-cut hats of different workers, yarn for the hair, different textures for rubbing, illustrated chart on how to make the paper bag puppet

Procedure:

1. Review the people who work in the community.
2. Give the learners a paper bag each.
3. With a crayon, let them choose a surface and rub the texture to the bag.
4. Give the learners the different pre-cut parts and allow them to decorate their puppets.
5. Let the learners use the puppet during pretend play.



3. X Minibook

Competencies:

- Identify the letters of the alphabet (mother tongue, orthography) (LLKAK-Ih-3)
- Give the sound of each letter (mother tongue, orthography) (LLKAK-Ih-7)
- Match the letter sound to its letter form (LLKAK-Ih-5)
- Talk about the details of an object/picture like toys, pets, foods, places (LLKOL-Id-4)

Materials: 20 words that end with X written on strips of paper, blank book, writing materials

Procedure:

1. Stick the words around the classroom.
2. Give the learners a blank book and writing implements.
3. Ask the learners to go around the classroom and copy the words that end in X.
4. Afterwards, collect the words, and read each word to the learners, emphasizing on the sound of letter x.

4. Community Mobile

Competencies:

- Express simple ideas through symbols (e.g., drawings, invented spelling) (LLKC-00-1)
- Nakgugupit at nakapagdidikit ng iba't ibang hugis na may iba't ibang tekstura (SKMP-00-4)

Materials: small cardboard with punched holes, yarn, scissors, pencil, colored markers, crayons, stick

Procedure:

1. Ask the learners to draw the things they enjoy doing in the community on different pieces of cardboard.
2. Let the learners tie their work on a piece of stick.
3. Hang the learners' work.

WORK PERIOD 2 TEACHER SUPERVISED ACTIVITIES

1. Pictograph Chart





Competencies:

- Collect data on one variable (MKAP-00-1)
- Create simple pictographs (MKAP-00-2)
- Answer questions about the details in a pictograph. (LLKSS-00-1)
- Count objects with one-to-one correspondence up to quantities of 10 (MKC-00-7)
- Compare two groups of objects to decide which is more or less, or if they are equal. (MKC-00-8)

Materials: Manila paper, pictograph chart with different items to count, writing materials, individual charts

Procedure:

1. Go outside the classroom and ask the learners to count the number of items drawn on their chart (playground equipment, or recreational objects, tree, etc.,)
2. After the learners were able to collect the data, show a model of a bigger pictograph.
3. Ask the learners the number of items that they counted.
4. Let the learners draw equivalent objects on the chart.

2. Pictograph Interpretation

Competencies:

- Answer questions about the details in a pictograph (LLKSS-00-1)
- Compare two groups of objects to decide which is more or less, or if they are equal (MKC-00-8)
- Discuss simple pictographs (MKAP-00-3)

Materials: chart used during the previous day

Procedure:

1. Review what had happened when the learners collected data by counting different objects.
2. Ask the learners different questions about the pictograph
3. Which object has the most number?
4. Which objects have the least number?
5. Which are equal with each other?
6. Which has more, seesaws or trees? etc.

3. Hand Game (School materials)

Competencies:

- Take away a quantity from a given set using concrete objects to represent the concept of subtraction. (MKAT-00-4)
- Subtract quantities up to 10 using concrete objects (MKAT-00-9)

Materials: school supplies as counters (pencil, eraser, etc.)

Procedure:

1. Teacher gives each child a given quantity of sticks, 9 in this case.
2. Children separate counters in different ways and verbalize the combinations that result.

4. Group and Divide

Competencies:

- Group, represent, and count sets of equal quantity of materials up to 10 (beginning of multiplication) (MKAT-00-15)
- Separate and represent groups of equal quantities using concrete objects up to 10 (beginning division) (MKAT-00-16)

Materials: 10 pictures of churches or items in places of worship

Procedure:

1. Ask the learners to group together items (simple multiplication). Example: Make 2 groups of 5. How many are there? (10)
2. Ask the learners to divide the group. Example: With the 9 picture, make 3 groups. How many are in each group? (3)
3. Count the items with the learners.
4. Guide the learners in doing the activity.

5. Math Sentence writing

Competencies:

- Write addition and subtraction number sentences using concrete representations (MKAT-00-10)
- Recognize and visualize situations that require addition and subtraction (MKAT-00-14)

Materials: paper, pencil, different toy food

Procedure:

1. Review how to write Math sentences.
2. Orally give math problems using the toy food.
3. Ask the learners to write the Math sentence of the problem.
4. Guide the learners in doing the activity.

Sample questions:

- I went to the market to buy eggs. At first, I bought 3 eggs. But I remembered that I

- need 2 more for tomorrow's meal, how many eggs in total did I buy? ($3+2=5$)
- I have 5 eggs, but 2 eggs fell. How many eggs are left? ($5-2=3$)

WORK PERIOD 2 INDEPENDENT ACTIVITIES

1. Play dough numbers

Competencies:

- Pagmomolde ng luwan, pagbuo ng puzzles (KPKFM-00-1.5)
- Recognize and identify numerals (MKC-00-2)

Materials: clay, number mats 1 to 9

Procedure:

1. Give the learners number mats with number 1 to 9.
2. Ask the learners to mold clay in the shape of the numbers.
3. Tell them to also make items that corresponds those numbers

2. Count and Match

Competencies:

- Match numerals to a set of concrete objects from 1 to 10 (MKC-00-4)

Materials: numeral cards 1 to 9, different objects in the classroom

Procedure:

1. Let the learners choose a card.
2. Ask the learners to count concrete objects indicated the numeral.

3. Paper Money Sorting

Competencies:

- Recognize and identify coins and bills up to Php 20 (pesos and centavos) (MKAT-00-2)
- Group object that are alike (MKSC-00-5)

Materials: paper money, cash box or toy cash register

Procedure:

1. Mix up the paper money.
2. Ask the learners to sort the money and put them in the cash.

4. Build a Community

Competencies:

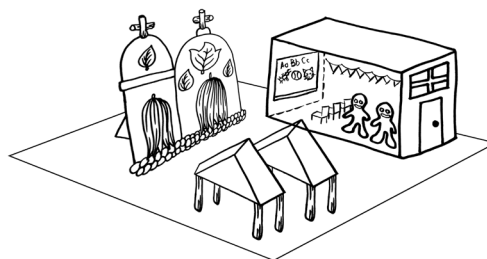
- Napagpapatung-patong, nakapagdudugtong- dugtong at nakapagdidikit-dikit ng mga patapong bagay tulad ng malitti na kahon gamit (SKMP-00-8)

- Natutukoy ang iba't ibang lugar sa komunidad (KMKPKom-00-3)

Materials: different indigenous materials that can be assembled together, glue, tape, scissors, folder

Procedure:

1. Let the learners build a model of the community using different materials.
2. Mount their work on a piece of folder.
3. Display the learners' models around the classroom.



INDOOR AND OUTDOOR GAMES

1. I Spy

Competencies:

- Talk about the details of an object/picture like toys, pets, foods, places (LLKOL-Id-4)

Materials: poster of a specific place of learning (daycare, school, madrasah)

Procedure:

1. The teacher is the first spy. S/He selects an object and asks the other players to guess what that object was based on a clue. The first to guess is the winner. (E.g. I spy with my little eye, a small rectangle with lines, we write on it.)
2. This winner gets to select the next object the rest of the group will guess based on the clues he/she will give.

2. Puzzle Relay

Competencies:

- Talk about the details of an object/picture like toys, pets, foods, places (LLKOL-Id-4)
- Pagmomolde ng luwad, pagbuo ng puzzles (KPKFK-00-1.5)

Materials: puzzle of places in the community

Procedure:

1. Place the puzzle pieces at the far end of the room.
2. Group the learners and ask them to line up.
3. At the teachers' signal, one member will get a puzzle piece from the other side of the room or field and run back to the starting line.
4. The member will tag the next player to get another piece.
5. The other members of the group will try to complete the puzzle.
6. The first group to complete the puzzle wins the game.

Note: The game can be changed to Egg Relay when the topic is about buying and trading.

SONGS, POEMS AND RHYMES

To the Park

Tune: The Farmer in the Dell

To the park we go,
To the park we go,
We'll jump and run
And have some fun
To the park we go

To Market

To market, to market
To buy a fat pig
Home again,
home again,
Jiggity jig
To market, to market
To buy a fat hog
Home again, home again,
Jiggity jig!

Community Tour

*Tune: Who Are The People In Your
Neighborhood?*

Come take a tour of our community,
Our community (3X)
Come take a tour of our community
There are shops and stalls to see
People helping you and me
Come and take a joyous ride with glee!

Halika Puntahan

Tune: The Farmer in the Dell

Halika puntahan (2X)
Iba't ibang lugar natin sa komunidad (2X)
May pook pasyalan
May pook sambahan
May pamilihan, laruan
Halika puntahan

Quarter 4

WEEK 31

Content Focus: I am part of a bigger community.

Blocks of Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Arrival Time (10 min)	Arrival routine				
Meeting Time 1 (10 min)	Meeting time routine Review of concepts learned the previous week/day Introduction of message for the day by asking the guide questions below				
MESSAGE	My community is part of a city/province. Song: O Kay Liit ng Mundo (It's a Small World)	My city/ province is part of the Philippines. Song: O Kay Liit ng Mundo (It's a Small World)	Many people live in my country. Song: O Kay Liit ng Mundo (It's a Small World)	My country has natural features and resources. Song: O Kay Liit ng Mundo (It's a Small World)	I need to take care of my country because it is my home. Song: O Kay Liit ng Mundo (It's a Small World)
QUESTION/S	Which city/ province does your community belong to? Concept Map	What is the name of our country? Where is your city/province located in the Philippines? Locating places in the map	Who are the different people of the Philippines? Photos/Slide show	What natural features and resources does the Philippines have?	How do I take care of my country?
Transition to Work Period 1	<i>The teacher gives instructions on how to do the independent activities, answers any questions, and tells the learners to join their group and do the assigned tasks.</i>				
Work Period 1 (40 mins)					
Teacher-Supervised Activity	Map Activity: City/Province Introduce Zz	Map Puzzle: Philippines	Culture Portrait	Papier-Mâché Globe	Save the Animals Placards
Learning Checkpoints	✓ Trace, copy, and write different strokes ✓ race, copy, and write the letters of the alphabet	✓ Put together the pieces of a puzzle	✓ Show respect for differences in culture	✓ Identify objects that are shaped like a sphere	✓ Identify ways of taking care of animals

Blocks of Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Independent Activities	1. Zz is for Zamboanga 2. Playdough: This is my city/province 3. Poster: Welcome to ____ 4. My Beautiful Country				
Learning Checkpoints	<ul style="list-style-type: none"> ✓ Identify the letter Zz, give its sound, and copy or write Zz. ✓ Playdough creations reflect actual places/objects in the community ✓ Copy or write the name of their city/province and if they are able to draw places and objects they see around 				
Transition to Meeting Time 2	<i>The teacher reminds the learners about the time left in Work Period Time 1 around 15 minutes before Meeting Time 2. After 10 minutes, the teacher tells the learners to start packing away the materials they used and be ready for Meeting Time 2. A transition song or a countdown may be used.</i>				
Meeting Time 2 (10 min)					
QUESTIONS/ ACTIVITY	Word Wall: city/province Poem: Kapaligiran	Word Wall: Philippines/ Pilipinas Poem: Kapaligiran	Poem: Kapaligiran	Share their culture portraits Poem: Mundo ay Bilog, Kapaligiran	Poem: Kapaligiran
Transition to Recess	<i>The teacher commends the learners for the work they did in Work Period Time 1 and tells them to prepare for recess time by washing their hands. Encourage sharing especially if not all children have food.</i>				
Recess (15 min)					
Transition to Quiet Time	<i>The teacher reminds the children to pack away the things they used in recess time, clean up their eating area, throw their trash in the trash bin, wash their hands, brush their teeth, change their wet clothes, and have their Quiet Time.</i>				
Quiet Time (10 min)					
Transition to Story Time	<i>While singing a transition song, the teacher “wakes” the learners up and tells them that it’s time to listen to a story. When the learners are ready, the teacher proceeds with the pre-reading activities and makes sure that the learners are listening attentively.</i>				
Story Time (20 min)	Theme: Any age and culturally appropriate story about the history or legend of the city/province	Theme: Any age and culturally appropriate story about the Philippines	Theme: Any age and culturally appropriate story about the Filipinos / cultural groups in the Philippines	“Si Zenia sa Kagubatan” Part 1 By Nanelyn Bontoyan	“Si Zenia sa Kagubatan” Part 2 By Nanelyn Bontoyan

Blocks of Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Pre-Reading	<p>Define difficult words.</p> <p>Motivation question: What is the name of our city/ province?</p> <p>Motive question: Where did the name of our city/province come from?</p>	<p>Define difficult words.</p> <p>Motivation question: Which country do we live in?</p> <p>Motive question: How did the Philippines become a country?</p>	<p>Define difficult words.</p> <p>Motivation question: How is our cultural group called?</p> <p>Motive question: How is the cultural group in the story called?</p>	<p>Define difficult words.</p> <p>Motivation question: What plants and animals do you see around?</p> <p>Motive question: What plants and animals do you think are in the story?</p>	<p>Define difficult words.</p> <p>Motivation question: Why do we need to plants trees?</p> <p>Motive question: Why are plants needed in the story?</p>
During Reading	Ask comprehension questions.				
Post-Reading	<p>Can you retell how our city/ province got its name?</p>	<p>How did the Philippines become a country?</p> <p>What do you like about the Philippines?</p>	<p>How is the cultural group in the story called?</p> <p>How do you feel about belonging to this cultural group? What makes you unique?</p> <p>What is the beginning sound of the cultural group's name?</p>	<p>What do you think the people should do after the calamity?</p>	<p>Why are plants needed in the story?</p> <p>What can you do to help save the environment?</p>
Transition to Work Period 2	After the post-reading activities, the teacher gives instructions regarding the teacher-supervised and independent activities, answers any questions, and tells the learners to join their group and do the assigned tasks.				
Work Period 2 (40 min)					
Teacher-Supervised Activity	City/Province Patterns	Philippine Symbols 1-10	Pictographs 1-10	Sphere Hunt	Building 3D Shapes
Learning Checkpoints	✓ Complete, reproduce and extend patterns	✓ Read and write numerals 1 to 10	✓ Create and discuss simple pictographs, as well as answer questions about the details in a pictograph	✓ Identify two to three dimensional shapes	✓ Make their own 3d shapes using playdough

Blocks of Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Independent Activities	1. 3D Shapes 2. Pretty Patterns 3. It's a Match: Numbers and Animals (1-10) 4. Number Concentration: Flags (1-10)				
Learning Checkpoints	<ul style="list-style-type: none"> ✓ Create their own patterns, and transform / translate patterns from one form to another ✓ Match numerals to a set of objects up to 10 ✓ Identify objects in the environment that has the same shape as a sphere, cube, and cylinder 				
Transition to Indoor/ Outdoor Games	<i>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.</i>				
Indoor/ Outdoor Games (20 min)	Unstructured Free Play	Bataan, Batanes, Batangas,	Unstructured Free Play	Pass the Ball	Unstructured Free Play
Learning Checkpoints				<i>The teacher checks if the learners know the positions "in," "on," "over," "under," "top," and "bottom"</i>	
Transition to Meeting Time 3	<i>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 in Meeting Time 3. A transition song or countdown may be used.</i>				
Meeting Time 3 (5 min)	Learner talks about what city/ province or region does his/ her community belong to?	Learner talks about their country.	Learner talks about the people who live in the Philippines.	Learner talks about the different features of the Philippines.	Learner talks about how to take care of their country.
Wrap-Up Questions / Activity	<i>The teacher takes note if the learners are able to name and describe their city/province or region.</i>	<i>The teacher takes note if the learners are able to identify the Philippines and point to the map his/her city/province or region.</i>	<i>The teacher takes note if the learners are able to identify Filipino as the people of the Philippines, and identify him/ herself as being Filipino.</i>	<i>The teacher takes note if the learners are able to give some of the different beautiful places in the Philippines and some of the unique cultural features.</i>	<i>The teacher takes note if the learners are able to give details on how they can contribute in keeping the Philippines nice and beautiful.</i>
DISMISSAL ROUTINE					

WEEK 31

Content Focus: **I am part of a bigger community.**

MEETING TIME 1

1. Concept Map

Competencies:

- Natutukoy ang iba't ibang lugar sa komunidad (KMKPKom-00-3)
- Naikukuwento ang mga naging karanasan bilang kasapi ng komunidad (KMKPKom-00-6)
- Express thoughts, feelings, fears, ideas, wishes, and dreams (LLKOL-Ig-9)
- Participate actively in a dialog or conversation of familiar topics (LLKOL-00-10)

Materials: board/cartolina/Manila paper, chalk/marker

Procedure:

1. During Meeting Time, write the word city (siyudad/lungsod) or province (lalawigan) in the center of the board or cartolina. Guide the children in sight reading the word.
2. Ask them what they know about the word. Write down all their ideas in a concept map.
3. Then tell them that your barangay/community is part of the city/province of ____.
4. You may show them a map of the city/province.
5. Sing: O Kay Liit ng Mundo (It's a Small World)

2. Locating places in the map

Competencies:

- Natutukoy ang iba't ibang lugar sa komunidad (KMKPKom-00-3)

Materials: Philippine map, yarn, masking tape

Procedure:

1. During Meeting Time, post in front a big map of the Philippines.
2. Ask the learners where their city/province is in the map. Tape a yarn on the area going to the board.
3. Write the name of the city/province beside the end of the yarn.
4. Ask them what other places in the Philippines they know and repeat the procedure.

3. Photos/Slide show

Competencies:

- Nakikilala at iginagalang ang pagkakaiba-iba ng tao: wika, kasarian, kaanyuan, kulay, kultura (kasuotan, gawi, paniniwala), katayuan sa buhay, kakayahan (SEKPP-Ib-1)
- Talk about the details of an object/picture like toys, pets, foods, places (LLKOL-Id-4)

Materials: photos of cultural groups in the Philippines

Procedure:

1. During Meeting Time, show the photos of different cultural groups in the Philippines.
2. Ask the learners to describe what they see.
3. Add on other important information about the different cultural groups which the learners may have not mentioned.

WORK PERIOD 1 TEACHER-SUPERVISED

1. Map Activity: City/Province

Competencies:

- Nakaguguhit, nakapagpipinta at nakapagkukulay ng iba't ibang bagay o gawain. (SKMP-00-2)
- Trace, copy, and write different strokes: scribbling (free hand), straight lines, slanting lines, combination of straight and slanting lines, curves, combination of straight and curved and zigzag (LLKH-00-6)
- Trace, copy, and draw familiar figures (LLKH-00-2)
- 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)
- Name the places and the things found in the classroom, school and community (LLKSS-00-2)
- Natutukoy ang iba't ibang lugar sa komunidad (KMKPKom-00-3)

Materials: map of the city/province, white paper, pencil, crayons

Preparation: Get a map of the city/province big enough for 5-10 learners to see. Depending on the skills of the learners, prepare blank sheets of paper for the learners to copy the outline of the city/province themselves, or draw the outline of the city/province in pencil for the learners to trace.

Procedure:

1. Show the map to the learners and explain that a map shows the places in a given area like a barangay, city/province, or country.
2. Ask questions to locate the community in the map: What is the name of our barangay? Which city/province does our barangay belong to? Where is it in the map?
3. Let the learners trace with their pointer finger the outline of the city/province after they have located it in the map.
4. Give the learners either a blank sheet of paper where they will copy the outline of the city/province, or a paper where the outline of the city/province is already drawn in pencil for the learners to trace.
5. Let the learners draw (or write using invented spelling) inside the outline what they see or what they know about their community, city or province.
6. Copy the name of the city/province under the outline.

2. Map Puzzle: Philippines

Competencies:

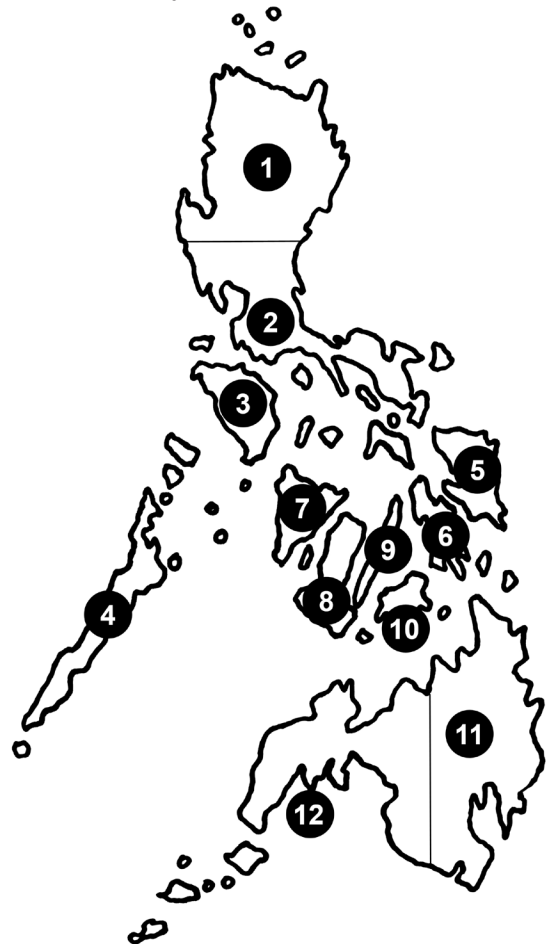
- Naisasagawa ang mga sumusunod na kasanayan: pagmomolde ng luwad (clay), pagbuo ng puzzles (KPKFM-00-1.5)
- Nakaguguhit, nakapagpipinta at nakapagkukulay ng iba't ibang bagay o gawain. (SKMP-00-2)
- Trace, copy, and write different strokes: scribbling (free hand), straight lines, slanting lines, combination of straight and slanting lines, curves, combination of straight and curved and zigzag (LLKH-00-6)
- 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)

Materials: map of the Philippines, white cartolina, pencil, puzzle pieces of the parts of the Philippines drawn on white bond or Oslo paper, markers, crayons

Preparation: Get a map of the Philippines big enough for 5-10 learners to see. In a whole white cartolina, draw the outline of the Philippines in pencil. Prepare cut out pieces of the areas in the map drawn on white bond or Oslo paper. Here is a suggested illustration (the numbers are for reference only):

Procedure:

1. Recall the city/province map yesterday. This time, show the Philippine map to the learners and explain that your city/province is in a country called the Philippines.
2. Ask questions to locate the city/province in the map: What is the name of our city/province? Where is it in the map?
3. Tell them that the Philippines is made up of many cities and provinces.
4. Give each learner a piece of the puzzle. Assign a color for each piece. They will trace the outline of the puzzle piece using markers then color inside the piece using their assigned color.
5. The learners will put together the puzzle pieces to form the Philippine map. They will take turns writing each letter of the word Philippines.



3. Papier-Mâché Globe

Competencies:

- Naisasagawa ang mga sumusunod na kasanayan: pagpilas/paggupit/pagdikit ng papel (KPKFM-00-1.3)
- Nakaguguhit, nakapagpipinta at nakapagkukulay ng iba't ibang bagay o gawain. (SKMP-00-2)
- Nakapupunit, nakagugupit at nakapagdidikit sa paggawa ng collage (SKMP-00-7)
- Identify objects in the environment that has the same shape as a sphere, cube, cylinder (MKSC-00-3)

Materials: A big round balloon, lots of newspaper, flour and water glue, bucket, blue and green paint, paint brushes

Preparation: Mix 1 cup of flour into 1 cup of water until the mixture is thin and runny. Stir into 4 cups of boiling or hot water until smooth, then cool. Make sure there is enough for all learners. Blow up and tie a round balloon for each group or a large balloon for the whole class.

Procedure:

1. Discuss with the children that the Philippines is on earth.
2. Ask: What is the shape of the earth? It is a sphere. A sphere is a 3-dimensional circle. What other objects are shaped like a sphere?
3. Tell the learners that they will make a globe, which is a representation of the earth.
4. Let them tear lots of strips of newspaper. Strips should be about 1 inch wide.
5. The learners will dip each strip of newspaper in the flour glue, wipe off excess, and wrap the strip around the balloon.
6. Have at least three layers surrounding the balloon. Then crumple some newspaper and place on different parts of the sphere (these will be the land).
7. Let it dry completely (at least overnight, but it may take a few days).
8. When the papier-mâché is dry, the balloon usually pops by itself, or you may pop it.
9. The learners will paint the embossed parts green and the rest of the globe blue.
10. Discuss with the learners the basic land forms (mountain, volcano, hill, valley, plain) and the water forms (ocean, river, lake). Talk about the land and water forms they see in the community or have seen elsewhere.

4. Culture Portrait

Competencies:

- Nakikilala at iginagalang ang pagkakaiba-iba ng tao: wika, kasarian, kaanyuan, kulay, kultura (kasuotan, gawi, paniniwala), katayuan sa buhay, kakayahan (SEKPP-Ib-1)
- Naisasagawa ang mga sumusunod na kasanayan: pagpilas/paggupit/pagdikit ng papel (KPKFM-00-1.3), pagbakat, pagkopya ng larawan, hugis, at titik (KPKFM-00-1.4)
- Nabibigyang-pansin ang linya, kulay, hugis at tekstura ng magagandang bagay na: gawa ng tao tulad ng mga sariling gamit, laruan, bote, sasakyan, gusali (SKPK-00-2)
- Nakalilikha ng iba't ibang bagay sa pamamagitan ng malayang pagguhit (SKMP-00-1)

- Nakaguguhit, nakapagpipinta at nakapagkukulay ng iba't ibang bagay o gawain. (SKMP-00-2)
- Nakapupunit, nakagugupit at nakapagdidikit sa paggawa ng collage (SKMP-00-7)
- Talk about the details of an object/picture like toys, pets, foods, places (LLKOL-Id-4)
- Express thoughts, feelings, fears, ideas, wishes, and dreams (LLKOL-Ig-9)
- Participate actively in a dialog or conversation of familiar topics (LLKOL-00-10)
- Express simple ideas through symbols (e.g., drawings, invented spelling) (LLKC-00-1)
- Name common objects/things in the environment (in school, home, and community) (LLKV-00-1)
- Describe common objects/things in the environment based on color, shape, size, and function/use (LLKV-00-2)

Materials: white bond or Oslo paper, art materials, scrap materials, yarn, pieces of fabric/cloth, beads/sequins, glue, old magazines or travel guides

Preparation: Prepare concrete materials from your locality: costume in your region/cultural group, artifacts/tools, famous dishes/delicacies, famous products, etc. If no concrete materials are available, show photos to the learners.

Procedure:

1. Discuss with the learners that Filipinos live in the Philippines. The Philippines have many cultural groups. People who live in our city/province/region are called ____ (Igorot, Kapampangan, Tagalog, Waray, Ilonggo, etc.). Emphasize this to the learners by writing the word on the board.
2. Show the concrete materials or photos to the learners and let them discuss/describe what they see. Tell them that these are what your city/province/region is known for.
3. Given them paper and allow them to create a portrait of themselves showing their culture by drawing, designing, or even cutting out pictures from magazines or travel guides. Encourage them to show the cultural costume and products.
4. Allow them to share their work with their classmates.

5. Save the Animals Placards

Competencies:

- Naipakikita ang pagtulong at pangangalaga sa kapaligiran: pagdidilig ng mga halaman, pag-aalis ng mga damo at kalat, hindi pagsira ng halaman, pag-aalaga sa hayop (KMKPKom-00-5)
- Nakaguguhit, nakapagpipinta at nakapagkukulay ng iba't ibang bagay o gawain. (SKMP-00-2)
- Tells possible outcomes of familiar events (e.g., what to wear on a sunny/rainy days, running fast on a wet and slippery corridor, etc.) (MKAP-00-5)
- Explore simple cause-and-effect relationships in familiar events and situations (PNEKE-00-5)
- Nakalilikha ng iba't ibang bagay sa pamamagitan ng malayang pagguhit (SKMP-00-1)
- Nakaguguhit, nakapagpipinta at nakapagkukulay ng iba't ibang bagay o gawain. (SKMP-00-2) Trace, copy, and write different strokes: scribbling (free hand), straight lines, slanting lines, combination of straight and slanting lines, curves, combination of straight and curved and zigzag (LLKH-00-6)

- 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)
- Express simple ideas through symbols (e.g., drawings, invented spelling) (LLKC-00-1)

Materials: photos of endangered animals in the Philippines, illustration board or cartolina cut into 24" (length) x 6" (height), markers or crayons

Preparation: Prepare photos of the following endangered animals Start with the ones the learners know or those that are in your locality:

- Philippine Crocodile
- The Mindoro Bleeding-Heart
- Rufous-Headed Hornbill
- Hawksbill Sea Turtle
- Red-Vented Cockatoo
- Philippine Forest Turtle
- Philippine Naked-Backed Fruit Bat
- Visayan Warty Pig
- Tamaraw
- Philippine Eagle

Procedure:

1. Discuss with the learners that some animals in the Philippines are almost gone because we do not take care of them (you may discuss deforestation, destruction of marine life, etc.). Show them the photos.
2. Allow them to choose among the animals and think of a simple way to take care of them. They will write this on the placard. Example: **Save the Philippine Eagle by planting trees!** Allow them to use invented spelling or copy from a guide.
3. They will draw the animal and what they will do to care for them.
4. The class may go out of the classroom and the learners can post their placards around the school campus.

WORK PERIOD 1 INDEPENDENT ACTIVITIES

1. Zz is for Zamboanga

Competencies:

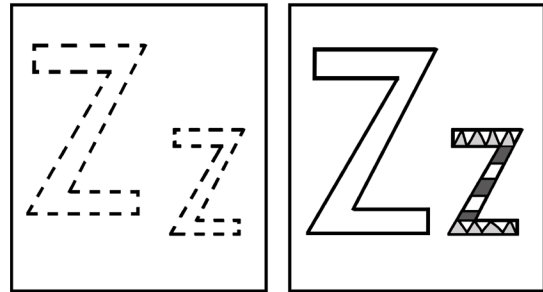
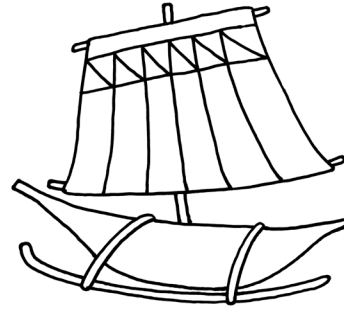
- Nakaguguhit, nakapagpipinta at nakapagkukulay ng iba't ibang bagay o gawain (dekorasyon sa "name tag", kasapi ng mag-anak , gawain ng bawat kasapi ng mag-anak, mga alagang hayop mga halaman sa paligid) (SKMP-00-2)
- Identify the letters of the alphabet (mother tongue, orthography) (LLKAK-Ih-3)
- Give the sound of each letter (mother tongue, orthography) (LLKAK-Ih-7)
- 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)

Materials: white paper, crayons, photos of vinta

Preparation: on a white paper, draw the outline of the letter Zz in upper and lowercase.

Procedure:

1. Show the learners the photo of a vinta. Tell them that this boat is found in a place in the Philippines called Zamboanga. Zamboanga starts with the letter Zz.
2. Give them the paper with the outline of Zz. They will trace the outline and inside the letter Zz, they will draw patterns of different colors like in a vinta.



2. Playdough: This is my city/province

Competencies:

- Nakapagmomolde ng luwad (clay) sa nais na anyo (SKMP-00-6)
- Naisasagawa ang mga sumusunod na kasanayan: pagmomolde ng luwad (clay), pagbuo ng puzzles (KPKFM-00-1.5)

Materials: playdough or clay

Procedure: Let the learners recreate their city/province using playdough or clay

3. Poster: Welcome to ____

Competencies:

- Natutukoy ang iba't ibang lugar sa komunidad (KMKPKom-00-3)
- Naisasagawa ang mga sumusunod na kasanayan: pagbakat, pagkopya ng larawan, hugis, at titik (KPKFM-00-1.4)
- Natutukoy ang magagandang bagay na nakikita sa paligid (SKPK-00-1)
- Nabibigyang-pansin ang linya, kulay, hugis at tekstura ng magagandang bagay na: (a) makikita sa kapaligiran tulad ng sanga ng puno, dibuho sa ugat, dahon, kahoy; bulaklak, halaman, bundok, ulap, bato, kabibe, at iba pa; (b) gawa ng tao tulad ng mga sariling gamit, laruan, bote, sasakyan, gusali (SKPK-00-2)
- Nakalilikha ng iba't ibang bagay sa pamamagitan ng malayang pagguhit (SKMP-00-1)
- 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)
- Talk about one's personal experiences/narrates events of the day (LLKOL-Ig-3)
- Express thoughts, feelings, fears, ideas, wishes, and dreams (LLKOL-Ig-9)
- Participate actively in a dialog or conversation of familiar topics (LLKOL-00-10)
- 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)
- Express simple ideas through symbols (e.g., drawings, invented spelling) (LLKC-00-1)

Materials: cartolina, crayons, markers

Procedure:

1. Let the learners write or copy the words **Welcome to _____** (name of city/province) on the cartolina.
2. They will create posters welcoming people to their city/province.
3. They will draw beautiful places in their city/province, things that their city/province is known for, and others.
4. They can write simple words or phrases about their city/province.
5. Let them share their work with their small group.

4. My Beautiful Country

Competencies:

- Natutukoy ang iba't ibang lugar sa komunidad (KMKPKom-00-3)
- Naisasagawa ang mga sumusunod na kasanayan: pagbakat, pagkopya ng larawan, hugis, at titik (KPKFM-00-1.4)
- Natutukoy ang magagandang bagay na nakikita sa paligid (SKPK-00-1)
- Nabibigyang-pansin ang linya, kulay, hugis at tekstura ng magagandang bagay na: (a) makikita sa kapaligiran tulad ng sanga ng puno, dibuho sa ugat, dahon, kahoy; bulaklak, halaman, bundok, ulap, bato, kabibe, at iba pa; (b) gawa ng tao tulad ng mga sariling gamit, laruan, bote, sasakyan, gusali (SKPK-00-2)
- Nakalilikha ng iba't ibang bagay sa pamamagitan ng malayang pagguhit (SKMP-00-1)
- 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)
- Talk about one's personal experiences/narrates events of the day (LLKOL-Ig-3)
- Express thoughts, feelings, fears, ideas, wishes, and dreams (LLKOL-Ig-9)
- Participate actively in a dialog or conversation of familiar topics (LLKOL-00-10)
- 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)
- Express simple ideas through symbols (e.g., drawings, invented spelling) (LLKC-00-1)

Materials: Oslo/bond paper or cartolina, coloring materials, glue, construction paper, scissors

Procedure:

1. Have learners think of a beautiful place in the Philippines where they have been to, or seen before (personal or from television, magazines, photos, posters, etc.), or even imagined.
2. They will draw this place on paper. They may also use the construction paper to cut shapes of objects, persons or places and glue these on paper.
3. Allow them label their work and share their experience on that place with their small group.

WORK PERIOD 2 TEACHER-SUPERVISED

1. City/Province Patterns

Competencies:

- Complete patterns (MKSC-00-19)
- Reproduce and extend patterns (MKSC-00-20)
- Create own patterns (MKSC-00-21)
- Transform/translate patterns from one form to another (MKSC-00-22)

Materials: pre-cut patterns of three objects that the city/province is known for (Example: Chocolate Hills, tarsier, beach), paper, pencil

Procedure:

1. Begin with pattern AB AB. Allow the learners to complete this pattern several times by manipulating the cut-outs.
2. Proceed to patterns ABC, AAB, ABB, AAA BBB, etc.
3. Allow the learners to create their own patterns.
4. Let them draw on paper the patterns they made.

2. Philippine Symbols 1-10

Competencies:

- Count objects with one-to-one correspondence up to quantities of 10 (MKC-00-7)
- Read and write numerals 0 to 10 (MKC-00-3)
- Match numerals to a set of concrete objects from 0 to 10 (MKC-00-4)

Materials: cut-outs of 10 Philippine national symbols (example: sampaguita, narra, Philippine Eagle, carabao, nipa hut, mango, bangus, kalesa , anahaw, flag, etc.), pencil, paper

Procedure:

1. Learners work together exploring the quantity of 10 using the cut-outs, making as many arrangements as possible.
2. Let the learners draw 10 objects on paper and write the number 10.

Variation: Learners can explore other materials such as pebbles, popsicle sticks, leaves, blocks and others.

3. Pictographs

Competencies:

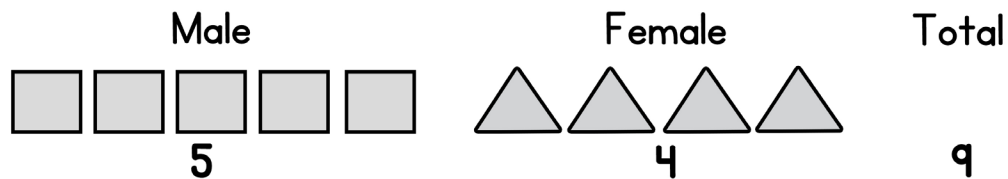
- Collect data on one variable (e.g., sex /boys or girls) through observation and asking questions (MKAP-00-1)
- Create simple pictographs (MKAP-00-2)
- Discuss simple pictographs (MKAP-00-3)
- Answer questions about the details in a pictograph (LLKSS-00-1)

Materials: cut-outs of children wearing different Philippine costumes (10 each), Manila paper/cartolina, marker, masking tape

Procedure:

1. 10 learners will work in pairs.
2. Each will get 5 random cut-outs.
3. The pair will group together the cut-outs they got according to gender.
4. They will create a pictograph.

Examples:



Variation: Group together those from the same cultural group. In this case, there will be 4 columns as there are 3 groups. Make sure each row adds up to 10 only.

4. Sphere Hunt

Competencies:

- Recognize simple shapes in the environment (MKSC-00-1)
- Identify two to three dimensional shapes like square, circle, triangle, and rectangle (MKSC-00-2)
- Identify objects in the environment that has the same shape as a sphere, cube, and cylinder (MKSC-00-3)

Materials: several sphere objects (plus cubes and cylinders)

Preparation: hide several sphere objects around the classroom

Procedure:

1. Tell the learners that a three-dimensional circle is called a **sphere**.
2. Let them identify objects in the environment that has the same shape as a sphere.
3. Tell them to look for sphere objects in the classroom. When a learner finds one, s/he goes back to the teacher.
4. Ask learners to identify the objects that he/she found.
5. Do the same with cubes and cylinders.

5. Building 3-D Shapes

Competencies:

- Nakapagmomolde ng luwad (clay) sa nais na anyo (SKMP-00-6)
- Naisasagawa ang mga sumusunod na kasanayan: pagmomolde ng luwad (clay), pagbuo ng puzzles (KPKFM-00-1.5)

- Identify objects in the environment that has the same shape as a sphere, cube, cylinder (MKSC-00-3)

Materials: clay or playdough, samples of 3-dimensional objects (sphere, cube, cylinder)

Procedure:

1. Discuss the 3-dimensional shapes sphere, cube, and cylinder. Remind learners that 3-dimensional shapes have basic shapes in them. For example, a sphere has circles, a cube has squares as its sides and base, and a cylinder has circles as base and rectangles as sides.
2. Using clay or playdough, the learners will recreate objects in the story “Si Zenia sa Kagubatan” in 3d. Examples: houses with pyramid roofs and cube base; trees with sphere tops and cylinder trunks; birds with sphere head, cylinder body, and pyramid tail.
3. Encourage the learners to think aloud as they are doing so and ask each other for ideas.
4. They may sun dry or air dry the 3d shapes and recreate the community/forest with all the other learners’ work.

Variation: Use bread dough instead of playdough. The learners can shape the dough, bake it, and eat afterwards.

WORK PERIOD 2 INDEPENDENT ACTIVITIES

1. 3D Shapes

Competencies:

- Naisasagawa ang mga sumusunod na kasanayan: pagbakat, pagkopya ng larawan, hugis, at titik (KPKFM-00-1.4)
- Identify objects in the environment that has the same shape as a sphere, cube, cylinder (MKSC-00-3)
- Trace, copy, and write different strokes: scribbling (free hand), straight lines, slanting lines, combination of straight and slanting lines, curves, combination of straight and curved and zigzag (LLKH-00-6)
- Trace, copy, and draw familiar figures (LLKH-00-2)
- Describe common objects/things in the environment based on color, shape, size, and function/use (LLKV-00-2)

Materials: paper, pencil

Procedure:

1. Learners identify objects in the environment that has the same shape as a sphere, cube, cylinder.
2. They will draw these objects on paper – 1 paper for spheres, 1 for cubes, 1 for cylinders.
3. They can label the shapes.

2. Pretty Patterns

Competencies:

- Create own patterns (MKSC-00-21)
- Transform/translate patterns from one form to another (MKSC-00-22)

Materials: pencil and paper

Procedure:

1. Allow the learners to draw on paper their own patterns of things related to the theme for the week, such as shapes they can see in the environment, etc.
2. A worksheet may also be given for the learners to complete patterns.

3. It's a Match: Numbers and Animals (1-10)

Competencies:

- Read and write numerals 0 to 10 (MKC-00-3)
- Count objects with one-to-one correspondence up to the quantities of 10 (MKC-00-7)
- Match numerals to a set of concrete objects from 0-10 (MKC-00-4)

Materials: one set of cards with numerals 1 to 10, one set of picture cards of endangered animals used in the activity Save the Animals Placards

Procedure:

1. Place the numeral cards face down in a box.
2. Place the corresponding picture cards in the chalk tray.
3. Call on a learner to get a card from the box and place it over the equivalent card in the chalk tray.
4. If correct, the learner may choose the next player.

4. Number Concentration: Flags (1-10)

Competencies:

- Match numerals to a set of concrete objects from 0-10 (MKC-00-4)

Materials: one set of cards with numerals 1 to 10, one set of picture cards of Philippine flags with 1 to 10 flags

Procedure:

1. Lay the cards down in two rows.
2. Take turns turning over 2 cards, one from each row.
3. If the cards match, the player wins them. If not, turn them face down again.
4. Player with most number of cards win.

INDOOR/ OUTDOOR GAMES

1. Bataan, Batanes, Batangas

Competencies:

- Nakasasali sa mga laro o anumang pisikal na gawain at iba't ibang paraan ng pag-eehersisyo (KPKPF-00-1)
- Nagagamit ang mga kilos lokomotor at di-lokomotor sa paglalaro, pag-eehersisyo, pagsayaw (KPKGM-Ig-3)
- Naipakikita ang pagpapahalaga sa maayos na pakikipaglaro: pagiging mahinahon, pagsang-ayon sa pasiya ng nakararami/reperi, pagtanggap ng pagkatalo nang maluwag sa kalooban, pagtanggap ng pagkapanalo nang may kababaang loob (KAKPS-00-19)

Materials: none

Procedure:

1. Allow the players to assign a movement for Bataan, Batanes, and Batangas. (Note: the names of places may be changed to those more familiar with the learners; just make sure they begin with the same sound). Example: Bataan – raise arms up, Batanes – wave arms upwards, Batangas – jump
2. Choose a caller who will say, “Bataan, Batanes, Batangas” over and over until he/she stops at one of the words.
3. The players will make the corresponding movement. Those who fail to do so will be out of the game.
4. Continue until only two or three players are left. They will be the winners.

2. Pass the Ball

Competencies:

- Nakasasali sa mga laro o anumang pisikal na gawain at iba't ibang paraan ng pag-eehersisyo (KPKPF-00-1)
- Nakapagsisimula ng laro (SEKPN-00-1)
- Nakikipaglaro sa dalawa o tatlong bata gamit ang isang laruan (SEKPN-Ig-2)
- Nagagamit ang mga kilos lokomotor at di-lokomotor sa paglalaro, pag-eehersisyo, pagsayaw (KPKGM-Ig-3)
- Naipakikita ang pagpapahalaga sa maayos na pakikipaglaro: pagiging mahinahon, pagsang-ayon sa pasiya ng nakararami/reperi, pagtanggap ng pagkatalo nang maluwag sa kalooban, pagtanggap ng pagkapanalo nang may kababaang loob (KAKPS-00-19)
- Natutukoy ang kahalagahan ng pagpapakita ng positibong pag-uugali sa harap ng hindi inaasahang pangyayari tulad ng pagkatalo sa laro, aibp. (SEKPE-00-8)
- Naipakikita ang kahandaang sumubok ng bagong karanasan (SEKPE-IIIc-6)
- Identify the positions of objects using “in,” “on,” “over,” “under,” “top,” and “bottom” (MKSC-00-12)

Materials: ball

Procedure:

1. Divide the players into two groups.
2. Tell the players to line up, one behind the other.
3. Give the instruction that they need to follow the pattern: **Over-Under-Over-Under**. Demonstrate these using the ball.
4. Give the first player the ball.
5. S/He passes the ball **over** his/her head to the player behind him/her, saying "Over Mt. Apo"
6. The next player passes the ball **under** his/her legs to the player behind him/her, saying "Under Quezon Bridge"
7. The next learner again passes the ball **over** his/her head (then say "Over Mt. Apo") and the next player **under** his/her legs (then say "Under Quezon Bridge), and so on.
8. When the ball reaches the last player, s/he will shoot the ball **in** the basket in front.
9. The first group to finish wins.
10. Play several rounds.

Variations: Teacher can show cardboards where the words over, under, and in are written with pictures so that the players can easily identify the position.

SONGS/RHYMES/POEMS

Kapaligiran

by Nanelyn T. Bontoyan

Kapaligiran ay ingatan
Ito'y ating alagaan
Para sa kinabukasan
Ng ating mga kabataan
Alay sa ating inang kalikasan.

Mundo ay Bilog

by Nanelyn T. Bontoyan

Ang mundo ay bilog
Tulad ng bolang tumatalbog
Dito tayo nakatira
Hayop at halaman ay kasama.

It's a Small World

It's a world of laughter, a world of tears
It's a world of hopes, it's a world of fear
There's so much that we share
And it's time we're aware
It's a small world after all
It's a small world after all
It's a small world after all
It's a small world after all
It's a small small world.

Kay Liit ng Mundo

Ang mundo natin ay maliit
Sapagkat tayo ay bulinggig
Maglaro't kumanta at tumawa ka
Mga batang masasaya.
Oh kay liit ng mundo
Oh kay liit ng mundo
Oh kay liit ng mundo.
Kay litt ng mundo.

Week 32

Content Focus: **We care for the environment.**

Blocks of Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Arrival Time (10 min)	Arrival routine				
Meeting Time 1 (10 min)	Meeting time routine Review of concepts learned the previous week/day Introduction of message for the day by asking the guide questions below				
MESSAGE	We care for the environment. Song: Recycling in My Home	We dispose our garbage properly. Song: Recycling in My Home	We reduce our trash by reusing, recycling and restoring. Song: Reduce, Reuse, Recycle	We need to save water and energy. Song: Reduce, Reuse, Recycle	We need to replenish the resources that we use. Songs: Recycling in My Home Reduce, Reuse, Recycle
QUESTION/S	How do we take care of the things in our environment? Allow the children to share their ideas and write these down on the board or cartolina/ Manila paper	Can you give examples of biodegradable and non-biodegradable things? Unlock the words: biodegradable and non-biodegradable	What are the things we can reuse, recycle, and restore? Unlock the words: reduce, reuse, recycle, restore	What bodies of water do you see around? How do we keep bodies of water clean? How do we save water? How do we save energy?	How do we replenish the resources that we use every day? Unlock the words: replenish, resources
Transition to Work Period 1	<i>The teacher gives instructions on how to do the independent activities, answers any questions, and tells the learners to join their group and do the assigned tasks.</i>				
Work Period 1 (40 mins)					
Teacher-Supervised Activity	Experiment: Compost Pit	Sorting garbage: Biodegradable and Non-Biodegradable	Recycled crafts: Plastic bottle coin bank	Poster Making (Saving water and energy)	Planting Seedlings
Learning Checkpoints	✓ <i>Communicate changes observed</i>	✓ <i>Sort and classify objects into two categories</i>	✓ <i>Use recyclable materials to create art works</i>	✓ <i>Identify ways of taking care of the environment and draw these</i>	

Blocks of Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Independent Activities	1. Junk Models 2. Environment Signs 3. Memory Game (Mga Basura) 4. 4Dramatic Play: Junk shop or Repair Shop 5. 3 Rs Sorting Game				
Learning Checkpoints	<ul style="list-style-type: none"> ✓ Use recyclable materials to create art works ✓ Identify ways of taking care of the environment and draw these ✓ Tell which two words in a group are the same and give the antonyms of given words ✓ Dramatize what happens in a junk shop/repair shop ✓ Sort and classify objects according to categories 				
Transition to Meeting Time 2	<i>The teacher reminds the learners about the time left in Work Period Time 1 around 15 minutes before Meeting Time 2. After 10 minutes, the teacher tells the learners to start packing away the materials they used and be ready for Meeting Time 2. A transition song or a countdown may be used.</i>				
Meeting Time 2 (10 min)					
QUESTIONS/ ACTIVITY	Syllable Count: Garbage Words	Syllable Count: Garbage Words	Syllable Count: Garbage Words	Syllable Count: Garbage Words	Posting the Environment Signs around the school
Transition to Recess	<i>The teacher commends the learners for the work they did in Work Period Time 1 and tells them to prepare for recess time by washing their hands. Encourage sharing especially if not all children have food.</i>				
Recess (15 min)					
Transition to Quiet Time	<i>The teacher reminds the children to pack away the things they used in recess time, clean up their eating area, throw their trash in the trash bin, wash their hands, brush their teeth, change their wet clothes, and have their Quiet Time.</i>				
Quiet Time (10 min)					
Transition to Story Time	<i>While singing a transition song, the teacher “wakes” the learners up and tells them that it’s time to listen to a story. When the learners are ready, the teacher proceeds with the pre-reading activities and makes sure that the learners are listening attentively.</i>				
Story Time (20 min)	Theme: Any age and culturally appropriate story about taking care of the environment	Theme: Any age and culturally appropriate story about taking care of the environment / garbage	Theme: Any age and culturally appropriate story about taking care of the environment / garbage	Theme: Any age and culturally appropriate story about taking care of the bodies of water	“Si Zenia sa Kagubatan” By Nanelyn Bontoyan
Pre-Reading	Define difficult words. Motivation question: What do you do to take care of the environment?	Define difficult words. Motivation question: How do you dispose your garbage?	Define difficult words. Motivation question: What do you do with your garbage?	Define difficult words. Motivation question: What lives in the ocean/river?	Define difficult words. Motivation question: What plants do you have at home?

Blocks of Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Pre-Reading	<i>Motive question: What did the characters do to take care of the environment?</i>	<i>Motive question: How did the characters in the story dispose their garbage?</i>	<i>Motive question: What will the characters do with the garbage? (recycle)</i>	<i>Motive question: What plants and animals live in the ocean in the story?</i>	<i>Motive question: What plants are in the story?</i>
During Reading	<i>Ask comprehension questions.</i>				
Post-Reading	<i>What will happen if we do not take care of our environment?</i>	<i>How did the characters in the story dispose their garbage? What will happen if we do not dispose our garbage properly?</i>	<i>What did the characters do with the garbage? Other than throwing away the garbage, what else can you do with it?</i>	<i>What plants and animals live in the ocean in the story? What will happen if we do not take care of our bodies of water?</i>	<i>What plants are in the story? What will we do to take care of our environment?</i>
Transition to Work Period 2	<i>After the post-reading activities, the teacher gives instructions regarding the teacher-supervised and independent activities, answers any questions, and tells the learners to join their group and do the assigned tasks.</i>				
Work Period 2 (40 min)					
Teacher-Supervised Activity	Exploring Twigs	Class Survey: How Do You Dispose Your Garbage?	Junk Inventory: 3 Rs	Counting Bottle Caps	Seed Game (Hand Game)
Learning Checkpoints	<ul style="list-style-type: none"> ✓ Arrange objects in a series/ sequence according to a given attribute ✓ Compare objects based on size, length, weight/mass ✓ Use a twig as a measuring tool 	<ul style="list-style-type: none"> ✓ Create and discuss simple pictographs using one variable 	<ul style="list-style-type: none"> ✓ Compare two groups of objects to decide which is more or less, or if they are equal ✓ Arrange three numbers from least to greatest/ greatest to least 	<ul style="list-style-type: none"> ✓ Demonstrate understanding of beginning division 	<ul style="list-style-type: none"> ✓ Add quantities up to 10 using concrete objects

Blocks of Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Independent Activities	1. Caps and Cans 2. Number Books 3. Bottle and Cap Pair 4. Shoot the Trash				
Learning Checkpoints	✓ Match numerals to a set of concrete objects from 0 to 10 ✓ Read and write numerals 0 to 10 and match numerals to a set of concrete objects from 0 to 10 ✓ Identify the number that comes before, after, or in between				
Transition to Indoor/Outdoor Games	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.				
Indoor/Outdoor Games (20 min)	Outdoor Play	Sweep Race	Outdoor Play	Saving Water	Planting Game
Learning Checkpoints		✓ Show balance in following a straight line		✓ Show sportsmanship in playing a game	✓ Use locomotor movements in playing games
Transition to Meeting Time 3	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 in Meeting Time 3. A transition song or countdown may be used.				
Meeting Time 3 (5 min)			Learners enumerate the wastes that can be reused, recycled and restored.	Learners share ways to save water and energy.	Learners enumerate things that can be replenished at home, in school and in the community.
Wrap-Up Questions / Activity	Teacher asks the learners to help clean up the classroom. Teacher observes if the learners dispose of the garbage properly.	Teacher observes if the learners are able to segregate garbage properly.	The teacher takes note if the learners are able to differentiate correctly the wastes that can be reused, recycled and restored.	The teacher takes note if the learners understand the importance of saving water and energy.	The teacher notes if the learners understand why they need to replenish.
DISMISSAL ROUTINE					

Week 32

Content Focus: **We care for the environment.**

MEETING TIME 1

1. Biodegradable and Non-Biodegradable

Biodegradable matter is material that can be biodegraded. For example, most plastic bags are not biodegradable, but paper bags are. In managing waste disposal, this can sometimes be an important difference, because plastic bags stay around forever if left as litter, whereas paper bags eventually decompose. However, in anaerobic landfills, whether a material is biodegradable makes little difference: biodegradable matter usually does not decay, because of the lack of oxygen required by the microorganisms. Plastic and metal are examples of materials that are not biodegradable. Although these materials can be broken down by sunlight, moisture, and heat, the process can take decades to complete for metals and hundreds of years for plastic bottles. As these materials break down, they release chemicals into soil and water that can be harmful to humans and wildlife.

2. Reduce, Reuse, Recycle, Restore

Reduce: Every home can reduce the amount of waste/garbage it produces and the landfills would last years longer.

Reuse: We don't always need a new piece of paper or a new t-shirt. We can try to reuse what we already have. We can help keep trash out of the landfills. How can a piece of paper be reused? Example: We can use it as wrapping paper, use the clean side of discarded paper material. How can a T-shirt be reused? It can be reused by younger siblings or be given away so that others can use it. It can be used as a rag (for cleaning) or for making quilts or stuffed materials. It can also be used as a patch to cover parts of articles of clothing that have holes.

Recycle: We should not throw cans, bottles and newspapers. These items can be recycled. Don't throw those shoe boxes away -- they can become toy dioramas or doll houses. Discuss how these items get recycled.

Restore: Some broken things can still be repaired. Holes in clothes may be patched, old appliances may be repaired, old furniture can be repainted and look new again.

WORK PERIOD 1 TEACHER-SUPERVISED ACTIVITIES

1. Experiment: Compost Pit

Competencies:

- Demonstrate an understanding that objects are made from one or more materials like metal, plastic, wood, paper (PNEKPP-00-2)

- Communicate changes observed (e.g., shorter pencil when sharpened, ice to water, corn kernel becomes pop corn) (PNEKPP-00-3)
- Explore simple cause-and-effect relationships in familiar events and situations (PNEKE-00-5)

Materials: old milk carton, plastic bag, 1 cup water, 1 piece string bean or other vegetable/fruit

Preparation: Look for a place in the school to dump the garbage.

Procedure:

1. Dig a small hole in an area of your school where you are going to dump your garbage This will serve as your compost pit.
2. Dump the old milk carton, plastic bag, 1 piece string bean or other vegetable/ fruit in the hole and cover it up. Pour 1 cup water over the covered hole.
3. Return to the classroom. Divide a sheet of paper into two columns and label the columns: Change/No Change.
4. List down which items you think will undergo change over the week and which ones will stay the same.
5. On Friday, dig out the compost pit using the fork. Check which of your predictions are accurate and which ones are not.
6. Draw and describe your observations on the paper.

2. Sorting garbage: Biodegradable and Non-biodegradable

Competencies:

- Sort and classify objects according to one attribute/property (shape, color, size, function/use) (MKSC-00-6)
- Identify simple ways of taking care of the environment (PNEKE-00-4)
- Name common objects/things in the environment (in school, home, and community) (LLKV-00-1)
- Describe common objects/things in the environment based on color, shape, size, and function/use (LLKV-00-2)

Materials: junk materials or photos of junk materials, Manila paper/cartolina, markers, masking tape

Preparation: Collect junk materials prior to doing the activity. Put them in a box. Some biodegradable materials like food items may be represented by photos. Prepare a Manila paper/cartolina divided into two columns and labeled **biodegradable** and **non-biodegradable**.

Procedure:

1. Discuss biodegradable and non-biodegradable (nabubulok at hindi nabubulok) materials with the learners.
2. Allow them to give their own examples or give them examples and have them say whether these are biodegradable or non-biodegradable.
3. Let them tape the photos or draw objects under the biodegradable and non-biodegradable columns.

3. Recycled crafts: Plastic bottle coin bank

Competencies:

- Identify simple ways of taking care of the environment (PNEKE-00-4)
- Naisasagawa ang mga sumusunod na kasanayan:
 - pagpilas/paggupit/pagdikit ng papel (KPKFM-00-1.3)
 - pagbakat, pagkopya ng larawan, hugis, at titik (KPKFM-00-1.4)
 - paglikha ng mga modelo ng pangkaraniwang bagay sa paligid (KPKFM-00-1.6)
- 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)
- Nakagagawa ng modelo ng mga pangkaraniwang bagay sa paligid: dahon, bato, buto, patpat, tansan at iba pa (SKMP-00-3)
- Nakagugupit at nakapagdidikit ng iba't ibang hugis na may iba't ibang tekstura (SKMP-00-4)
- Nakapupunit, nakagugupit at nakapagdidikit sa paggawa ng collage (SKMP-00-7)
- Nakapagpapatung-patong, nakapagdudugtong-dugtong at nakapagdidikit-dikit (assemblage) ng mga patapong bagay: maliit na kahon ng gamot (SKMP-00-8)

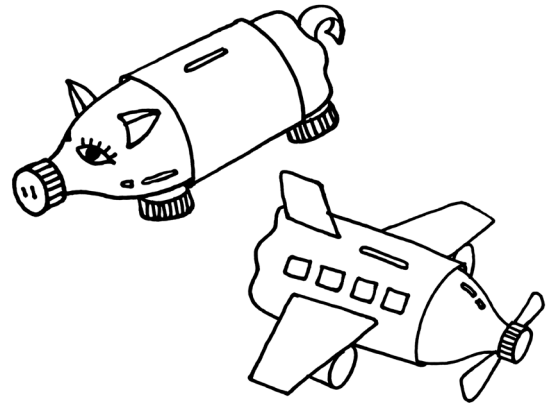
Materials: plastic bottles, art materials such as scraps of colored paper, beads/sequins, etc.; glue or tape, scissors

Samples:

Preparation: Ask the learners to bring plastic bottles.

Procedure:

1. Using art and scrap materials, design a plastic bottle to make it into a coin bank. The learners are encouraged to be creative in thinking of their designs. It can look like a dog, cat, pig, airplane, etc.
2. The teacher will cut a hole for the coins on top of the coin bank.



4. Poster Making (Saving water and energy)

Competencies:

- Identify simple ways of taking care of the environment (PNEKE-00-4)
- Nakalilikha ng iba't ibang bagay sa pamamagitan ng malayang pagguhit (SKMP-00-1)
- 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)
- Express simple ideas through symbols (e.g., drawings, invented spelling) (LLKC-00-1)

Materials: cartolina, pencils, crayons

Procedure:

1. The learners will work in groups of four to six.
2. Assign one group to work on keeping bodies of water clean, another group on saving water, and another on saving energy.
3. They will discuss in their group how they can help do the assigned task.
4. They will draw these on the cartolina like a poster and write words, phrases or sentences about their drawings.

5. Planting Seedlings

Competencies:

Naipakikita ang pagtulong at pangangalaga sa kapaligiran: pagdidilig ng mga halaman, pag-aalis ng mga damo at kalat, hindi pagsira ng halaman, pag-aalaga sa hayop (KMKPKom-00-5)

Identify simple ways of taking care of the environment (PNEKE-00-4)

Materials: seedlings, gardening tools

Preparation: Ask the learners to bring seedlings to plant. Prior to the activity, orient the learners by discussing how planting seedlings can help save the environment. Orient them also on the steps in planting the seedlings.

Procedure:

1. The whole group will go to the school garden and plant the seedlings.
2. Afterwards, they may draw or write about their experience.

WORK PERIOD 1 INDEPENDENT ACTIVITIES

1. Junk Models

Competencies:

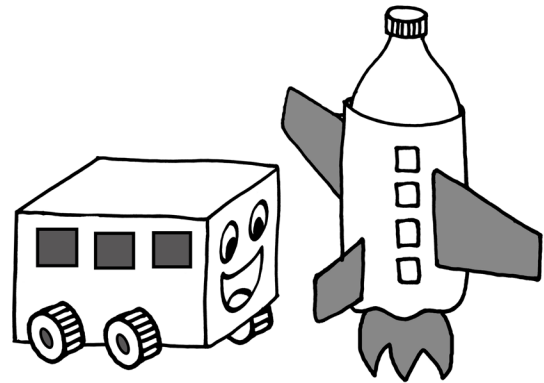
- Identify simple ways of taking care of the environment (PNEKE-00-4)
- Naisasagawa ang mga sumusunod na kasanayan:
 - pagpilas/paggupit/pagdikit ng papel (KPKFM-00-1.3)
 - pagbakat, pagkopya ng larawan, hugis, at titik (KPKFM-00-1.4)
 - paglikha ng mga modelo ng pangkaraniwang bagay sa paligid (KPKFM-00-1.6)
 - 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)
 - Nakagagawa ng modelo ng mga pangkaraniwang bagay sa paligid: dahon, bato, buto, patpat, tansan at iba pa (SKMP-00-3)
 - Nakagugupit at nakapagdidikit ng iba't ibang hugis na may iba't ibang tekstura (SKMP-00-4)
 - Nakapupunit, nakagugupit at nakapagdidikit sa paggawa ng collage (SKMP-00-7)
 - Nakapagpapatung-patong, nakapagdudugtong-dugtong at nakapagdidikit-dikit (assemblage) ng mga patapong bagay: maliit na kahon ng gamot (SKMP-00-8)

Materials: junk materials, art materials, glue or tape, scissors

Preparation: Continue filling the junk box with a variety of materials.

Procedure:

1. Encourage the learners to create their own 3D masterpieces using various junk items collected around the house or in school. Examples: toy car made out of soap boxes and bottle caps, airplane made out of plastic bottle, train made out of toothpaste boxes, etc.



2. Making School Signs

Competencies:

- Naisasagawa ang mga sumusunod na kasanayan:
- pagpilas/paggupit/pagdikit ng papel (KPKFM-00-1.3)
- pagbakat, pagkopya ng larawan, hugis, at titik (KPKFM-00-1.4)
- Identify simple ways of taking care of the environment (PNEKE-00-4)
- Trace, copy, and draw familiar figures (LLKH-00-2)
- 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)
- Express simple ideas through symbols (e.g., drawings, invented spelling) (LLKC-00-1)

Materials: scratch paper, coloring materials, pencils

Procedure:

1. Give each learner a piece of paper and ask him to make a school sign that will remind the rest of the school community about garbage disposal, use of facilities and keeping the area clean. Ask them to add drawings to accompany their signs and to color their work.
2. “Laminate” their signs by inserting it in empty store paper plastic wrappers (bond paper packaging) and taping the sides.
3. On Friday, allow them to post these signs in strategic place/areas in school. Ask the children which areas they think they ought to post their signs.

3. Memory Game (Mga Basura)

Competencies:

- Tell which two letters, numbers, or words in a group are the same (LLKVPD-Ie-4)
- Give the synonyms and antonyms of given words LLKV-00-7

Materials: memory game cards

Preparation: Write on strips of paper pairs of words such as nabubulok, di nabubulok, tuyo, basa, marumi, malinis, mabango, mabaho, etc. Write each word twice or thrice.

Procedure:

1. Put all strips of paper face down on the table.
2. Each learner will open two cards and check if the words are the same. If yes, the child can open two more cards until s/he encounters two cards that are not the same.
3. When s/he opens two cards and they do not match, s/he returns it face down and the next player takes his/her turn.
4. The game ends when all the cards have been matched, with the winner being the learner with the most number of pairs.
5. At the next round, do opposite words matching. Follow the same procedure but find words that are antonyms.

4. Dramatic Play: Junk Shop or Repair Shop

Competencies:

- Naipakikita ang pagpapahalaga sa maayos na pakikipaglaro: pagiging mahinahon, pagsang-ayon sa pasiya ng nakararami/reperi, pagtanggap ng pagkatalo nang maluwa sa kalooban, pagtanggap ng pagkapanalo nang may kababaang loob (KAKPS-00-1)
- Retell in 1 to 3 sentences through pictures and dramatization (LLKOL-lh-12)

Materials: dramatic play junk shop or repair shop set-up (with junk materials, weighing scale, broken appliances, etc.)

Procedure:

1. Children will engage in dramatic play of a junk shop or repair shop
2. Encourage them to talk with one another

5. 3 Rs Sorting Game

Competencies:

- Sort and classify objects according to one attribute/property (shape, color, size, function/use) (MKSC-00-6)
- Identify simple ways of taking care of the environment (PNEKE-00-4)
- Name common objects/things in the environment (in school, home, and community) (LLKV-00-1)
- Describe common objects/things in the environment based on color, shape, size, and function/use (LLKV-00-2)

Materials: old newspapers, clean and empty soda cans/bottles, cardboard boxes, broken appliances, clothes with holes, etc.

Procedure:

1. The learners will sort real objects into three piles: things that can be reused, recycled and restored.
2. Ask them to explain why a particular item should be reused/recycled/restored, and how.

MEETING TIME 2

Syllable Count: Garbage Words

Competency:

- Tell the number of syllables in given spoken words (LLKPA-Ig-8)

Materials: 30 real objects or picture cards of words with 2 and 3 syllables, two small boxes labeled 2 and 3

Preparation: Prepare real objects (junk materials such as cans, bottles, paper, etc.) or picture cards of the same objects

Procedure:

1. Learners will pick an object or picture card and say the name of the object or picture out loud.
2. S/He will count the number of syllables of the word by clapping each syllable.
3. If s/he is able to get the number of syllables correctly, s/he can put that object/ card in the corresponding number box.
4. If the child guesses incorrectly, ask the whole group to clap it out together so s/ he can put that card in the right box.
5. The game ends when all of the cards are in their right boxes.

Suggested objects/pictures: lata, bote, papel, basura, pagkain

WORK PERIOD 2 TEACHER-SUPERVISED ACTIVITIES

1. Exploring Twigs

Competencies:

- Arrange objects one after another in a series/sequence according to a given attribute (size, length) and describe their relationship (big/bigger/biggest or long/longer/longest) (MKSC-00-10)
- Compare objects based on their size, length, weight/mass (MKME-00-2)
 - big/little
 - longer/shorter
 - heavier/lighter
- Use nonstandard measuring tools e.g. length – feet, hand, piece of string (MKME-00-1)
 - capacity – mug/glass
 - mass – stone, table blocks

Materials: twigs, list of objects to measure, paper, pencil

Preparation: Gather twigs of different sizes, lengths, and weights. Put them in a box. Prepare a list of things to measure on Manila paper: table, side of the board, edge of the door, height of a classmate, etc.

Procedure:

1. Learners will arrange the twigs in sequence according to:
 - length (have them describe which is short and long, or short-shorter-shortest, long-longer-longest)
 - weight (light and heavy, or light-lighter-lightest, heavy-heavier-heaviest)
 - size (big and small, big-bigger-biggest, small-smaller-smallest)
2. Have them copy the list of objects on a piece of paper.
3. They will use a twig to measure the objects in the list and write the measurement on the paper.

2. Class Survey: How Do You Dispose Your Garbage?

Competencies:

- Collect data on one variable (e.g., sex /boys or girls) through observation and asking questions (MKAP-00-1)
- Create simple pictographs (MKAP-00-2)
- Discuss simple pictographs (MKAP-00-3)

Materials: Kraft paper, squares of colored paper, markers

Procedure:

1. As a class, identify the different ways of disposing garbage. Use these as categories for the Class Survey.
2. One group of learners will ask all of their classmates how they dispose their garbage at home.
3. Answers will be listed down per child (ex. one square, one child).
4. Glue the squares according to each category on the Kraft paper.
5. Count and tally the totals for each category.

3. Junk Inventory: 3 Rs

Competencies:

- Compare two groups of objects to decide which is more or less, or if they are equal (MKC-00-8)
- Arrange three numbers from least to greatest/ greatest to least (MKC-00-6)
- Collect data on one variable (e.g., sex /boys or girls) through observation and asking questions (MKAP-00-1)

Materials: Manila paper, markers

Procedure:

1. Divide the Manila paper into three columns: Reuse, Recycle, Restore
2. Go back to the 3 Rs Sorting Game in Work Period 1.
3. Write tally marks of how many objects are under each column.
4. Arrange the numbers from least to greatest/ greatest to least.

4. Counting Bottle Caps

Competency:

- Separate and represent groups of equal quantities using concrete objects up to 10 (beginning division) (MKAT-00-16)

Materials: bottle caps and big cans

Procedure:

1. Each learner takes 10 bottle caps and divides these into 2, 3, 4, or 5 big cans.
2. Expect to see the learners creating a wide variety of combinations, anything that totals ten, in this case is correct.
3. When all the caps are divided into groups, the learners sort the cans according to the combinations formed.

5. Seed Game

Competencies:

- Combine elements of two sets using concrete objects to represent the concept of addition (MKAT-00-3)
- Add quantities up to 10 using concrete objects (MKAT-00-8)
- Use a variety of materials and communicate strategies used to determine answers to addition and subtraction problems listened to (MKAT-00-10)
- Solve simple addition and subtraction number stories (up to quantities of 10) read by the teacher using a variety of ways (e.g., concrete materials, drawings) and describe and explain the strategies used (MKAT-00-11)

Materials: seeds

Procedure:

1. Give each learner 10 seeds as counters.
2. Learners separate seeds in different ways and verbalize the combinations that result, for example:

Teacher says:	Learners say:
Place ten seeds on your right hand.	None and ten is ten. or Zero and ten is ten.
Move one seed to your left hand.	One and nine is ten.
Move one more seed to your left hand.	Two and eight is ten.
Move one more seed to your left hand.	Three and seven is ten.
Move one more seed to your left hand.	Four and six is ten.
Move one more seed to your left hand.	Five and five is ten.
Move one more seed to your left hand.	Six and four is ten.
Move one more seed to your left hand.	Seven and three is ten.
Move one more seed to your left hand.	Eight and two is ten.
Move one more seed to your left hand.	Nine and one is ten.
Move one more seed to your left hand.	Ten and none is ten. or Ten and zero is ten.

Variations: Cave Game, Lift the Bowl, Peek Thru The Wall

WORK PERIOD 2 INDEPENDENT ACTIVITIES

1. Caps and Cans

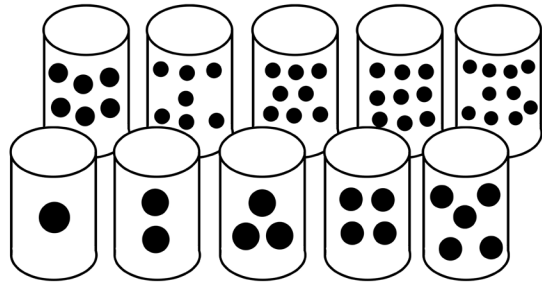
Competencies:

- Count objects with one-to-one correspondence up to quantities of 10 (MKC-00-7)
- Match numerals to a set of concrete objects from 0 to 10 (MKC-00-4)

Materials: bottle caps, large coffee cans, permanent marker

Procedure:

1. Mark the cans with dots (use one through 10).
2. Let the learners count the number of dots on each can and toss that many caps into the can.



2. Number Books

Competencies:

- Count objects with one-to-one correspondence up to quantities of 10 (MKC-00-7)
- Recognize and identify numerals 0 to 10 (MKC-00-2)
- Read and write numerals 0 to 10 (MKC-00-3)
- Match numerals to a set of concrete objects from 0 to 10 (MKC-00-4)

Materials: scratch paper, pencil, crayons

Procedure:

1. Fold three pieces of paper to make it into a 12-page book.
2. The learners will design the cover page with the title “Number Books 0 to 10”.
3. They will write the numeral 0 on the next page, then 1, and so on up to 10.
4. For each page, they will draw the number of objects as the numeral they wrote. They can label the objects as well.

Variation: They may cut pictures from old magazines and glue these on their number book.

3. Bottle and Cap Pair

Competencies:

- Count objects with one-to-one correspondence up to quantities of 10 (MKC-00-7)
- Read and write numerals 0 to 10 (MKC-00-3)
- Match numerals to a set of concrete objects from 0 to 10 (MKC-00-4)
- Identify the number that comes before, after, or in between (MKC-00-5)

Materials: 10 plastic bottles with caps for each pair, permanent marker, box

Procedure:

1. Let the learners work in pairs.
2. They will remove the caps from the bottles.
3. One will write numerals 1 to 10 on the bottle, and one will write numerals 1 to 10 on the cap.
4. Put together the bottles in a box and caps outside the box.
5. At the count of three, the pair will put on the matching caps on the bottles.

4. Shoot the Trash

Competencies:

- Recognize and identify numerals 0 to 10 (MKC-00-2)
- Match numerals to a set of concrete objects from 0 to 10 (MKC-00-4)

Materials: garbage bins or boxes, crumpled newspaper or scratch paper, marker

Procedure:

1. Mark each bin/box with a numeral between 6 to 10.
2. Let the learners crumple newspaper into balls and shoot the corresponding number of balls into the bins/boxes.

INDOOR/OUTDOOR GAMES

1. Sweep Race

Competencies:

- Natutukoy ang kahalagahan ng pagpapakita ng positibong pag-uugali sa harap ng hindi inaasahang pangyayari tulad ng pagkatalo sa laro, atbp. (SEKPSE-00-8)
- Nakasasali sa mga laro, o anumang pisikal na gawain at iba't ibang paraan ng pageehersisyo (KPKPF-00-1)
- Naisasagawa ang mga sumusunod na kilos lokomotor sa pagtugon sa ritmong mabagal at mabilis (paglakad, pagtakbo, pagkandirit, paglundag/pagtalon, paglukso) (KPKGM-1e-2)
- Nagagamit ang mga kilos lokomotor at di-lokomotor sa paglalaro, pag-eehersisyo, pagsasayaw (KPKGM-1g-3)
- Naipakikita ang panimbang sa pagsasagawa ng iba't ibang kilos ng katawan, gaya ng paglukso-luksong pahalinhinan ang mga paa (skipping), pagtulay nang di natutumba sa tuwid na guhit, pag-akyat at pagbaba sa hagdanan (KPKGM-00-4)
- Nakapaghihintay ng kanyang pagkakataon. (KAKPS-00-12)
- Naipakikita ang pagpapahalaga sa maayos na pakikipaglaro: pagiging mahinahon, pagsang-ayon sa pasiya ng nakararami/reperi, pagtanggap ng pagkatalo nang maluwa sa kalooban, pagtanggap ng pagkapanalo nang may kababaang loob (KAKPS-00-19)

Materials: broom, dustpan, garbage bin, newspaper crumpled into a ball (1 for each learner), colored tape

Preparation: Place the dustpan and garbage bin at the end of the race. Draw a straight line from the start to the finish line using colored tape.

Procedure:

1. The learners will form two teams/lines.
2. The first player holds the broom and sweeps the crumpled newspaper on the straight line towards the dustpan.
3. When s/he reaches the dustpan, s/he will use the dustpan to pick up the crumpled newspaper and shoot it in the bin.
4. S/He runs back to the line and hands the broom to the next player who does the same.
5. The first team to finish shooting all of the garbage in the bin wins the race.

2. Saving Water

Competencies:

- Natutukoy ang kahalagahan ng pagpapakita ng positibong pag-uugali sa harap ng hindi inaasahang pangyayari tulad ng pagkatalo sa laro, atbp. (SEKPSE-00-8)
- Nakasasali sa mga laro, o anumang pisikal na gawain at iba't ibang paraan ng pagueehersisyo (KPKPF-00-1)
- Naisasagawa ang mga sumusunod na kilos lokomotor sa pagtugon sa ritmong mabagal at mabilis (paglakad, pagtakbo, pagkandirit, paglundag/pagtalon, paglukso) (KPKGM-Ie-2)
- Nagagamit ang mga kilos lokomotor at di-lokomotor sa paglalaro, pagueehersisyo, pagsasayaw (KPKGM-Ig-3)
- Nakapaghihintay ng kanyang pagkakataon. (KAKPS-00-12)
- Naipakikita ang pagpapahalaga sa maayos na pakikipaglaro: pagiging mahinahon, pagsang-ayon sa pasiya ng nakararami/reperi, pagtanggap ng pagkatalo nang maluwa sa kalooban, pagtanggap ng pagkapanalo nang may kababaang loob (KAKPS-00-19)

Materials: small paper cups, pitcher of water, bucket

Procedure:

1. The learners will form two teams/lines.
2. The first player will pour water on the paper cup then walk to the bucket and pour the water in the bucket. S/He runs back to the line and gives the paper cup to the next player.
3. The team who has more water in the bucket at the end of 2 minutes wins the game.

3. Planting Game

Competencies:

- Natutukoy ang kahalagahan ng pagpapakita ng positibong pag-uugali sa harap ng hindi inaasahang pangyayari tulad ng pagkatalo sa laro, atbp. (SEKPSE-00-8)
- Nakasasali sa mga laro, o anumang pisikal na gawain at iba't ibang paraan ng pagueehersisyo (KPKPF-00-1)

- Naisasagawa ang mga sumusunod na kilos lokomotor sa pagtugon sa ritmong mabagal at mabilis (paglakad, pagtakbo, pagkandirit, paglundag/pagtalon, paglukso) (KPKGM-Ie-2)
- Nagagamit ang mga kilos lokomotor at di-lokomotor sa paglalaro, pag-eehersisyo, pagsasayaw (KPKGM-Ig-3)
- Nakapaghihintay ng kanyang pagkakataon. (KAKPS-00-12)
- Naipakikita ang pagpapahalaga sa maayos na pakikipaglaro: pagiging mahinahon, pagsang-ayon sa pasiya ng nakararami/reperi, pagtanggap ng pagkatalo nang maluwag sa kalooban, pagtanggap ng pagkapanalo nang may kababaang loob (KAKPS-00-19)

Materials: 5 straws and 5 bottles for each team

Procedure:

1. Put the bottles in line about 3 feet apart.
2. The learners will form two teams/lines.
3. The first player holds the five straws and run to “plant” one straw per bottle. Then s/he comes back to get the straws and hands them over to the next player.
4. The first team to finish the relay wins.

SONGS/RHYMES/POEMS

Recycling in My Home

(to the tune of “The Wheels On the Bus”)

Recycling in my home goes round and round,
Round and round, round and round.
Recycling in my home goes round and round,
All through the day.

Tie up the papers and take them back,
Take them back, take them back.
Tie up the papers and take them back,
All through the day.

Crush the cans and take them back.....
Rinse the bottles and take them back....
Save the glass and take it back.....

Reduce, Reuse, Recycle

(to the tune of Eensy Weensy Spider)

Reduce, Reuse, Recycle
Words that we all know
We have to save our planet so we can live and grow
We might be only children but we will try, you'll see
And we can save this planet, it starts with you and me.

Week 33

Content Focus: **We have plants in the environment.**

Blocks of Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Arrival Time (10 min)	Arrival routine				
Meeting Time 1 (10 min)	Meeting time routine Review of concepts learned the previous week/day Introduction of message for the day by asking the guide questions below				
MESSAGE	We have plants in the environment.	Plants have different parts.	The parts of the plants have functions.	Plants help us in many ways. Plants provide food.	Plants help us in many ways. Plants are used as medicine and provide material for making objects.
QUESTION/S	Can you name some plants in the environment? Mapping	What are the parts of a plant? Plant Parts Puzzle	What are the functions of the roots? stem or trunk? leaves? flowers? fruits? Plant Parts Functions	What food do we get from plants? What is your favorite fruit/vegetable? Song: Fruit Salad Song / Gulay ay Kailangan	What plants are used as medicine? What objects are made from plants?
Transition to Work Period 1	<i>The teacher gives instructions on how to do the independent activities, answers any questions, and tells the learners to join their group and do the assigned tasks.</i>				
Work Period 1 (40 mins)					
Teacher-Supervised Activity	Experiment: Monggo Seed	Nature Trip	Parts of the Plant and Functions	Kamote at Saging (cooking activity) Kalamansi juice	It's A Match!
Learning Checkpoints	✓ Know the days of the week	✓ Know the parts of the plant	✓ Identify the parts of the plant and their functions	✓ Identify how plants can be useful ✓ Use the spoon and fork properly	✓ Identify how plants can be useful
Independent Activities	1. Plant Race 2. How Many Syllables? 3. Garden Letters Hunt 4. Leaf Rubbing				

Blocks of Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Learning Checkpoints	<ul style="list-style-type: none"> ✓ Name common plants ✓ Identify and describe the uses of plants ✓ Name the beginning letter of a word ✓ Sequence the letters from a-z ✓ Count syllables correctly ✓ Match upper and lower case letters ✓ Notice the symmetry / patterns in leaves 				
Transition to Meeting Time 2	The teacher reminds the learners about the time left in Work Period Time 1 around 15 minutes before Meeting Time 2. After 10 minutes, the teacher tells the learners to start packing away the materials they used and be ready for Meeting Time 2. A transition song or a countdown may be used.				
Meeting Time 2 (10 min)					
QUESTIONS/ ACTIVITY	Poem: Halaman sa Kapaligiran	Talk about the Nature Trip activity and what plants the learners saw outside.	Pretend to be the parts of the plant – roots sip nutrient from the ground, stem holds the plant upright, leaves sway in the wind	Prepare the Kamote at Saging, Kalamansi juice for Recess Song: Fruit Salad Song / Gulay ay Kailangan	
Transition to Recess	The teacher commends the learners for the work they did in Work Period Time 1 and tells them to prepare for recess time by washing their hands. Encourage sharing especially if not all children have food.				
Recess (15 min)					
Transition to Quiet Time	The teacher reminds the children to pack away the things they used in recess time, clean up their eating area, throw their trash in the trash bin, wash their hands, brush their teeth, change their wet clothes, and have their Quiet Time.				
Quiet Time (10 min)					
Transition to Story Time	While singing a transition song, the teacher “wakes” the learners up and tells them that it’s time to listen to a story. When the learners are ready, the teacher proceeds with the pre-reading activities and makes sure that the learners are listening attentively.				
Story Time (20 min)	Theme: Any age and culturally appropriate story about seeds growing into plants	Theme: Any age and culturally appropriate story about plants	Theme: Any age and culturally appropriate story about parts of the plant	Theme: Any age and culturally appropriate story about fruits and vegetables	Theme: Any age and culturally appropriate story about medicine or material from plants

Blocks of Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Pre-Reading	<p>Define difficult words.</p> <p>Motivation question: What are the plants that you have at home?</p> <p>Motive question: What are the plants that are in the story?</p>	<p>Define difficult words.</p> <p>Motivation question: What are the plants in school?</p> <p>Motive question: What are the plants in the story?</p>	<p>Define difficult words.</p> <p>Motivation question: What is your favorite plant? Describe that plant.</p> <p>Motive question: What does the plant look like?</p>	<p>Define difficult words.</p> <p>Motivation question: What fruits and vegetables do you eat?</p> <p>Motive question: What fruits and vegetables are in the story?</p>	<p>Define difficult words.</p> <p>Motivation question: What things do you see around that are made from plants?</p> <p>Motive question: What object in the story are made from plants?</p>
During Reading	Ask comprehension questions.				
Post-Reading	<p>What are the plants in the story?</p> <p>How did the plants grow? (Show pictures stages of growth of plants)</p> <p>Arrange the stages of plant growth.</p>	<p>What are the plants in the story?</p> <p>Give words that rhyme with the names of the plants.</p>	<p>What is the plant in the the story.</p> <p>Describe the plant in the story.</p> <p>What are the different parts of the plant?</p>	<p>What are the fruits and vegetables in the story?</p> <p>Which parts of the fruits and vegetables can be eaten?</p>	<p>What objects in the story are made of plants?</p> <p>How else do plants help us?</p> <p>What are the beginning sounds of the different objects made of plants?</p>
Transition to Work Period 2	After the post-reading activities, the teacher gives instructions regarding the teacher-supervised and independent activities, answers any questions, and tells the learners to join their group and do the assigned tasks.				
Work Period 2 (40 min)					
Teacher-Supervised Activity	Seeds Around Us	Leaf Seriation	Origami Flowers	Plant Graph	Measuring Monggo Plant
Learning Checkpoints	✓ Sort and classify objects according to an observable attribute/property	✓ Arrange objects one after another in sequence according to a given attribute (size, length) (long/longer/longest)	✓ Divide a whole paper into two or four equal parts	✓ Write numerals 0 to 10	✓ Compare objects based on their height and identify the 1st, 2nd, 3rd, up to 10th object in a given set

Blocks of Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Independent Activities	1. Comparing Number – Plants 2. Roll, Add and Build - Plants 3. Three In A Row 4. Parts and Functions Memory Game				
Learning Checkpoints	<ul style="list-style-type: none"> ✓ Compare two groups of objects and identify which is more or less, or if they are equal ✓ Use a variety of materials and communicate strategies used to determine answers to addition problems and add quantities up to 10 using concrete objects ✓ Demonstrate beginning understanding of multiplication and division ✓ Tell that the quantity of a set of objects does not change even though the arrangement has changed ✓ Match object, pictures based on properties /attributes in one-to-one correspondence 				
Transition to Indoor/ Outdoor Games	<ul style="list-style-type: none"> ✓ 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. 				
Indoor/ Outdoor Games (20 min)	10 Little Beans	The Falling Leaves	Kalamansi Relay	One Potato	Free Play: In the Garden
Learning Checkpoints	<ul style="list-style-type: none"> ✓ Identify the 1st, 2nd, 3rd, up to 10th object in a given set 	<ul style="list-style-type: none"> ✓ Count objects with one-to-one correspondence up to quantities of 5 		<ul style="list-style-type: none"> ✓ Identify the number that comes before, after, or in between 	
Transition to Meeting Time 3	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 in Meeting Time 3. A transition song or countdown may be used.				
Meeting Time 3 (5 min)	<i>The learners name different plants in the environment.</i>	<i>The learners describe the different parts of the plant.</i>	<i>The learners describe the functions of each part of the plant.</i>	<i>The learners describe how plants help us.</i>	
Wrap-Up Questions / Activity	<i>The teacher takes note if the learners are able to give the name or identify different kinds of plants.</i>	<i>The teacher takes note if the learners are able to name and point correctly the different parts of the plant.</i>	<i>The teacher takes note if the learners are able to articulate the use of each part of the plant for its growth.</i>	<i>The teacher takes note if the learners are able to give different ways we use or the roles of the plants in our lives.</i>	
DISMISSAL ROUTINE					

Week 33

Content Focus: **We have plants in the environment.**

MEETING TIME 1

1. Concept Mapping

Competencies:

- Name common plants (PNEKP-IIa-7)

Materials: board, chalk/marker

Procedure:

1. Ask the learners, “Can you name some plants in the environment?”
2. Write down all their answers on the board, putting together similar responses.

2. Parts of the Plant Puzzle

Competencies:

- Naisasagawa ang mga sumusunod na kasanayan: pagmomolde ng luwad (clay), pagbuo ng puzzles (KPKFM-00-1.5)
- Observe, describe, and examine common plants using their senses (PNEKP-IIb-1)
- Group plants according to certain characteristics, e.g., parts, kind, habitat (PNEKP-IIb-8)

Material: simple plant puzzle that can be posted on the board

Procedure:

1. Call on volunteers to put together the puzzle in front of the class.
2. Introduce the parts of the plants by asking learners to label the parts: roots, stem or trunk, leaves
3. Tell the learners that some have flowers and/or fruits as you tape these parts on the puzzle.



3. Plant Parts Functions

Competencies:

- Observe, describe, and examine common plants using their senses (PNEKP-IIb-1)

Material: plant puzzle from yesterday

Procedure:

1. Show the plant puzzle and recall the parts discussed yesterday.
2. Ask the learners what they think are the functions of the roots? stem or trunk? leaves? flowers? fruits?

WORK PERIOD 1
TEACHER-SUPERVISED ACTIVITIES

1. Monggo Seed Experiment

Competencies:

- Naipakikita ang pagtulong at pangangalaga sa kapaligiran: pagdidilig ng mga halaman, pag-aalis ng mga damo at kalat, hindi pagsira ng halaman, pag-aalaga sa hayop (KMKPKom-00-5)
- Tell the names of the days in a week, months in a year (MKME-00-8)
- Use the senses to observe the environment (PNEKBS-Ic-5)
- Identify needs of plants and ways to care for plants (PNEKP-IIb-2)
- Communicate changes observed (e.g., shorter pencil when sharpened, ice to water, corn kernel becomes pop corn) (PNEKPP-00-3)

Materials: For planting – monggo seeds, plastic or paper cups with each learner’s name, tissue paper, water

For observation – paper, pencil

Procedure:

1. Show to the learners the monggo seeds and ask, “Do you know that these seeds can become plants?” Tell them, “We will see that happen in the next few days.”
2. Each learner will get a cup, write their name on the cup, moisten tissue paper, and put it at the bottom of the cup. They will count 10 monggo seeds and put these in the cup.
3. Place the cups near the window where there is sunlight and air.
4. Give the learners a half sheet of paper and tell them to copy the observation sheet.
5. The learners will draw and describe what they see under Monday. The following day, they will look at their cup before Work Period 1 starts and draw/describe their observation. They will do this until Friday.

My Monggo Plant Observation				
Monday	Tuesday	Wednesday	Thursday	Friday

2. Nature Trip

Competencies:

- Name common plants (PNEKP-IIa-7)
- Observe, describe, and examine common plants using their senses (PNEKP-IIb-1)
- Nabibigyang-pansin ang linya, kulay, hugis, at tekstura ng magagandang bagay na nakikita sa kapaligiran tulad ng sanga ng kahoy, bulaklak, dibuho sa ugat, kahoy, bulaklak, halaman (SKPK-00-2)
- Nakasusunod sa mga itinakdang tuntunin at gawain (routines) sa paaralan at silid-aralan (SEKPSE-IIa-4)

Materials: bond paper, pencils

Procedures:

1. Teacher will set rules on going out.
2. Learners will have a trip around the school and identify/name familiar plants.
3. Learners will observe their leaves, trunk, branches, etc. using their senses.
4. After the trip, ask the learners to draw the plants that they saw.

3. Parts of the Plant and Functions

Competencies:

- Naisasagawa ang mga sumusunod na kasanayan:
 - pagpilas/paggupit/pagdikit ng papel (KPKFM-00-1.3)
 - pagbakat, pagkopya ng larawan, hugis, at titik (KPKFM-00-1.4)
- Nakagagawa ng modelo ng mga pangkaraniwang bagay sa paligid: dahon, bato, buto, patpat, tansan at iba pa (SKMP-00-3)
- Nakagugupit at nakapagdidikit ng iba't ibang hugis na may iba't ibang tekstura (SKMP-00-4)
- Observe, describe, and examine common plants using their senses (PNEKP-IIb-1)
- Express simple ideas through symbols (e.g., drawings, invented spelling) (LLKC-00-1)

Material: colored paper (brown, green, yellow, orange, red), brown yarn, scissors, glue, white paper

Procedure:

1. The learners will draw on the colored paper the parts of the plant (stem, leaves, flowers, fruits).
2. They will cut the parts of the plants they drew and glue these on the white paper.
3. The brown yarn will be the roots. The learners will also cut small pieces of the yarn and glue these under the plant.
4. Review the learners' answers earlier about the functions of the roots, stem/trunk, leaves, flowers, fruits.
5. The learners will write down their answers beside the plant part on their paper.

4. Kamote at Saging + Kalamansi Juice (cooking activity)

Competencies:

- Nasasabi, nakikilala at naipakikita ang kahalagahan ng pakikibahagi (pagbabahagi ng pagkain, laruan, gamit) (KAKPS-00-16)
- Paggamit ng kutsara at tinidor, pagbobotones, pagsara ng zipper, pagtali/pagsuot ng sapatos (KPKFM-00-1)
- Identify and describe how plants can be useful (PNEKP-IIIb-4)
- Use objects and materials safely (PNEKPP-00-6)

Materials: boiled kamote and banana (saba), condensed milk, ice cubes if available, spoon and fork, kalamansi, sugar, pitcher, bowls and cups

Preparation: Boil the kamote and saba prior to the activity.

Procedure:

1. For the kamote at saba, the learners will peel the kamote and saba and cut them into small pieces using the fork.
2. Put condensed milk and ice on the kamote and saba.
3. For the kalamansi juice, the learners will squeeze the kalamansi into the pitcher. Add water and sugar and mix with the spoon. Add ice.
4. The learners will eat the kamote at saging and drink the kalamansi juice during Recess.

5. It's A Match!

Competencies:

- Identify and describe how plants can be useful (PNEKP-III-f-4)
- Demonstrate an understanding that objects are made from one or more materials like metal, plastic, wood, paper (PNEKPP-00-2)

Materials: pictures (flower, tree branch, leaf) and real objects (perfume bottle, pencil, cloth)

Procedure:

1. Place the real objects in a box and the pictures in the chalk tray.
2. Call on a learner to get an object from the box and match it with the picture of the plant part where it came from.
3. The teacher may ask:
4. What is the pencil made of? Answer: wood/tree
5. What part of the plant is perfume made from? Answer: flower
6. Some cloth comes from what plant part? Answer: leaf
7. If correct, the learner may choose the next player.
8. Ask learners to draw other things they get from plants and post their work on the board.

WORK PERIOD 1 INDEPENDENT ACTIVITIES

1. Plant Race

Competencies:

- Identify the letters of the alphabet (mother tongue, orthography) (LLKAK-Ih-3)
- Napagsisikapang matapos ang sinimulang gawain sa itinakdang oras (KAKPS-00-1)

Materials: 28 word cards, timer

Words: abokado, bayabas, calamansi, duhat, eggplant, fern, guyabano, halaman, ilang-ilang, jasmine, kalabasa, luya, mani, niyog, piña, ngipin, okra, patani, quince, rambutan, sili, talong, upo, Vina, walo, x-ray, yakal, zucchini (use words that the learners know)

Procedure:

1. Give each team one set of word cards, randomly shuffled. Set the timer for two minutes.
2. Each group arranges the 28 cards in alphabetical order.
3. After the time, groups will stop and count how many words were arranged alphabetically.
4. Words that are not in their correct alphabetical order are removed.
5. The group with the most number of correctly alphabetized words will win the game.

2. Flower Cut-Outs

Competencies:

1. 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)
2. Arrange objects one after another in a series/sequence according to a given attribute (size, length) and describe their relationship (big/bigger/biggest or long/longer/longest) (MKSC-00-10)
3. Napagsisikapang matapos ang sinimulang gawain sa itinakdang oras (KAKPS-00-1)

Materials: crayons, bond paper, scissors, paste

Procedure:

1. Teacher needs to prepare flower templates and distribute the flower template to the learners.
2. Learners make pattern of dots using crayons on ¼ size bond paper.
3. Vary the size and colors of the dots.
4. Trace the flower template on the dot pattern.
5. Cut-out the flower and arrange them on a bond paper and paste.

3. Syllable Count: Plants

Competency:

- Tell the number of syllables in given spoken words (LLKPA-Ig-8)

Materials: 20 real objects or picture cards of words with 2 and 3 syllables, two small boxes labeled 2 and 3

Preparation: Prepare picture cards of fruits and vegetables

Procedure:

1. Learners will pick an object or picture card and say the name of the object or picture out loud.
2. S/He will count the number of syllables of the word by clapping each syllable.

3. If s/he is able to get the number of syllables correctly, s/he can put that object/ card in the corresponding number box.
4. If the child guesses incorrectly, ask the whole group to clap it out together so s/ he can put that card in the right box.
5. The game ends when all of the cards are in their right boxes.

Suggested words: papaya, abokado, bayabas, duhat, guyabano, halaman, kalabasa, luya, mani, niyog, piña, okra, patani, rambutan, sili, upo

4. Garden Letters Hunt

Competency;

- Match an upper- to its lower-case letter (LLKAK-lh-4)

Materials: cards with lowercase letters a-z, small square pieces of paper, pencil/ marker

Preparation: Hide cards with lowercase letters a-z around the room

Procedure:

1. The learners will write the uppercase letters A-Z in pieces of paper.
2. The uppercase letters will be distributed among the learners.
3. They will look for the matching lowercase letters around the room.
4. They will identify the letters that they find.

5. Leaf Rubbing

Competencies:

- Nabibigyang-pansin ang linya, kulay, hugis at tekstura ng magagandang bagay na makikita sa kapaligiran tulad ng sanga ng puno, dibuho sa ugat, dahon, kahoy; bulaklak, halaman, bundok, ulap, bato, kabibe, at iba pa (SKPK-00-2)
- Nakagagawa ng modelo ng mga pangkaraniwang bagay sa paligid: dahon, bato, buto, patpat, tansan at iba pa (SKMP-00-3)
- Nakapagkikiskis (rubbing) ng krayola sa papel na nakapatong sa iba't ibang teksturang makikita sa paligid: semento, banig, medalya, basket, pera, sahi (SKMP-00-5)

Materials: paper, crayons, leaves with different patterns

Preparation: Ask the learners to bring different kinds of leaves or provide dried leaves.

Procedure:

1. The learners will put the leaf under a piece of paper then rub the crayon on top of it.
2. Describe the impression made on the paper.

WORK PERIOD 2 TEACHER-SUPERVISED ACTIVITIES

1. Seeds Around Us

Competencies:

- Describe objects based on attributes/properties (shapes, size, its use and functions) (MKSC-00-4)
- Group objects that are alike (MKSC-00-5)
- Sort and classify objects according to one attribute/property (shape, color, size, function/use) (MKSC-00-6)
- Read and write numerals 0 to 10 (MKC-00-3)
- Classify objects according to observable properties like size, color, shape, texture, and weight) (PNEKPP-00-1)
- Tell which objects/pictures are the same based on color, shape, size, direction, and other details (T-shirt with collar and without collar) (LLKVPD-Id-1)

Materials: seeds of different kinds, paper, pencils

Preparation: Instruct the learners to bring different kinds of seeds; examples: mango, guava, santol, jackfruit, tamarind, avocado, squash, peanut, beans, mungo, corn and butong pakwan.

Procedure:

1. Put the seeds in a tray or any wide-mouthed container.
2. Group the learners into three groups.
3. Group 1 will sort the seeds according to size; Group 2 according to shape; Group 3 according to color. (Note: The learners may be allowed to choose their own categories.)
4. Each group will get 10 random seeds.
5. They will make a chart/graph of the groupings by writing the categories on top of the chart/graph then writing the number of seeds under each category.

small	smaller	smallest

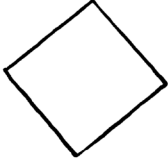
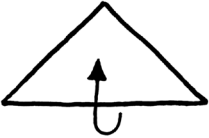
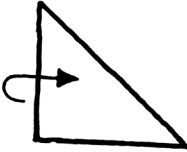
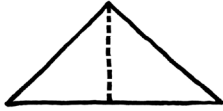
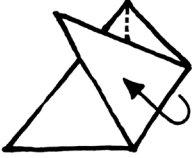
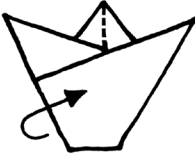
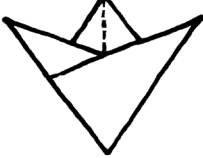
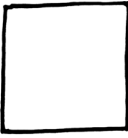
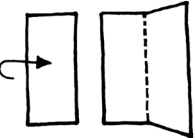
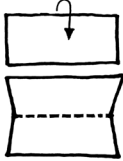
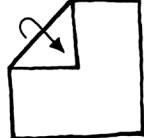
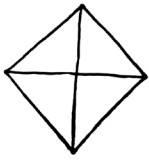
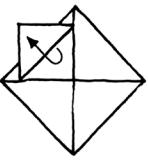
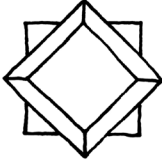
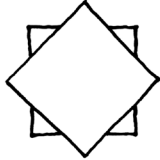
2. Origami Flowers

Competencies:

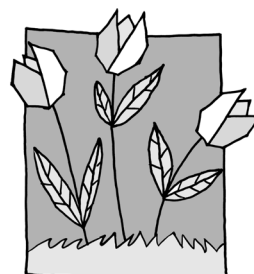
- Naisasagawa ang mga sumusunod na kasanayan:
 - pagtiklop ng papel (KPKFM-00-1.2)
 - paglikha ng mga modelo pangkaraniwang bagay sa paligid (KPKFM-00-1.6)
- Divide a whole into two or four equal parts (halves and fourths) (MKAT-00-17)
- Recognize symmetry (own body, basic shapes) (MKSC-00-11)

Materials: old glossy colored magazines or art paper

Procedure:

 <p>Step 1: Begin with a square sheet of paper and rotate it like a diamond.</p>	 <p>Step 2: Fold the bottom corner to the top corner.</p>	 <p>Step 3: Fold the left corner to the right corner.</p>	 <p>Step 4: Unfold.</p>
 <p>Step 5: Fold the right side to the left like so.</p>	 <p>Step 6: Fold the left side to the right like so.</p>	 <p>Step 7: Fold back the bottom corner.</p>	
 <p>Step 1: Begin with a square sheet of paper.</p>	 <p>Step 2: Fold paper in half from left edge to right edge, then unfold.</p>	 <p>Step 3: Fold in half again, but this time from top edge to the bottom edge, then unfold again.</p>	 <p>Step 4: Fold the top left corner to the center.</p>
 <p>Step 5: Fold the other three corners to the center. It should look like this when you're done.</p>	 <p>Step 6: Take a flap and fold outwards like so.</p>	 <p>Step 7: Fold out the rest of the flaps.</p>	 <p>Step 8: Turn the figure over.</p>

Let the learners make as many as they want and then glue this on paper and draw a stem and leaves. They may make it into a card to give to their parents.



3. Leaf Seriation

Competency:

- Arrange objects one after another in a series/sequence according to a given attribute (size, length) and describe their relationship (big/bigger/biggest or long/longer/longest) (MKSC-00-10)

Materials: leaves of various sizes

Procedure:

1. Ask learners to bring leaves of different sizes.
2. Place a set of 3-10 leaves on a table.
3. The learners will arrange the leaves by size – biggest to smallest or smallest to biggest.
4. The learners will describe which is big/bigger/biggest; small-smaller-smallest, long/longer/longest, or short-shorter-shortest.

3. Plant Graph










Competencies:

- Collect data on one variable (e.g., sex/boys or girls) through observation and asking questions (MKAP-00-1)
- Read and write numerals 0 to 10 (MKC-00-3)
- Express simple ideas through symbols (e.g., drawings, invented spelling) (LLKC-00-1)

Materials: a real plant that has complete parts – flower, leaves, stem, roots; pencil, blank paper for graphing

Procedure:

1. Ask learners to observe the plant and check the quantity of the petals, leaves, stem, and roots.
2. Create a pictograph where they will draw the parts of the plant, one category per line.

petal						5 five
stem						
leaf						
root						

3. Have them write the total in numeral and in words on the pictograph.

5. Measuring Monggo Plant

Competencies:

- Identify the 1st, 2nd, 3rd, up to 10th object in a given set (MKC-00-11)
- Compare objects based on their size, length, weight/mass (longer/shorter) (MKME-00-2)

Materials: monggo plants, ordinal number cards 1st, 2nd, 3rd, up to 10th

Procedure:

1. Ask 10 learners to get their monggo plant.
2. Let them compare their plants according to height and arrange them in order from shortest to tallest.
3. They will put the ordinal number cards in front of the cup.

WORK PERIOD 2 INDEPENDENT ACTIVITIES

1. Comparing Number – Plants

Competency:

- Compare two groups of objects to decide which is more or less, or if they are equal; Identify sets with one more or one less element (MKC-00-8)

Materials: plant clothespins, small cards that show number symbol with different types of plants that show the quantity of the number, more/less spinner

Procedure:

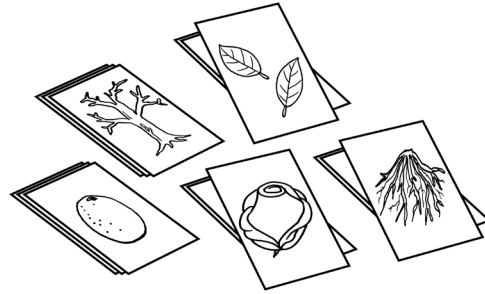
1. Each player draws a numeral card from a pile of cards.
2. They are to read the number symbol and count the quantity of pictures they see on the card. (If there is a chance, identification of the picture can be done as well, example what kind of plant, tree, fruit, etc. can be seen.)
3. One learner turns the more/less spinner. If it lands on less, the partner whose card has lesser picture wins both stacks. If the spinner lands on more, the partner with more picture wins both stacks.
4. They continue to take turns, each accumulating cards.
5. When the time is up or the learners decide to end the game, they turn the spinner one last time to see if the person who has accumulated more or less cards. The one who has the outcome of the last spin is the winner.

2. Roll, Add and Build Plant

Competencies:

- Use a variety of materials and communicate strategies used to determine answers to addition and subtraction problems listened to (MKAT-00-10)
- Add quantities up to 10 using concrete objects (MKAT-00-8)

Materials: plant cards that have pictures of root, stem, 2 leaves (left and right), flower/ fruit; 2 dice; guide sheet that says what card is equivalent to which number (e.g. root card is 2, 3; stem card is 4, 5; leaf card is 6, 7, 8; flower/fruit card is 9,10)



Procedure:

1. Pile the plant cards according to the picture of plant parts on it.
2. Provide learners with dice.
3. One at a time, let each learner roll the 2 dice.
4. Ask them to add the results.
5. Then, check the guide sheet what card corresponds to the sum that they got.
6. Let them get the plant card based on the sum they got.
7. The goal is to continue throwing the dice and adding the numbers until they get all the plant parts needed to create a picture of a whole plant.

3. How Many In A Set

Competencies

- Naisasagawa ang mga sumusunod na kasanayan: pagpilas/paggupit/pagdikit ng papel (KPKFM-00-1.3)
- Tell the quantity of a set of objects does not change even though the arrangement has changed (MKSC-00-23)
- Group, represent, and count sets of equal quantity of materials up to 10 (beginning of multiplication) (MKAT-00-15)
- Separate and represent groups of equal quantities using concrete objects up to 10 (beginning division) (MKAT-00-16)
- Divide a whole into two or four equal parts (halves and fourths) (MKAT-00-17)

Materials: set of fruit or vegetable pictures that have 12 pcs in each set; worksheet that shows 1. two plates, 2. three plates, 3. four plates, 4. six plates

Procedure:

1. Ask the children to cut the fruit or vegetable pictures. They should have 12 pictures.
2. Tell the learners to group the pictures with equal number to fill the appropriate plate in each number. Do this one number at a time.
3. After figuring out by trial and error the correct equal set needed, the learner must take out the pictures then draw the set they made on the plates.
4. Let the learners write the number signifying the quantity of the set below each plate.



1.	○	○			
2.	○	○	○		
3.	○	○	○	○	
4.	○	○	○	○	○

4. Parts and Functions Memory Game

Competencies:

- Match object, pictures based on properties /attributes in one-to-one correspondence (MKAT-00-1)
 - object to object
 - object to picture
 - picture to picture
- Sort and classify objects according to one attribute/property (shape, color, size, function/use) (MKSC-00-6)

Materials: memory game cards that have pictures of plant parts and plant use (e.g. fruit – food, trunk – boat, root – medicine)

Procedure:

1. Set the game cards lying face down on table or floor in a symmetrical grid
2. Each learner will have a turn to flip two cards.
3. Check if the cards show a match of a plant part and its use. If it does, player keeps both cards and goes on for another turn, until he/she opens cards that do not match.
4. If cards do not match, the learners turn will end and the next player takes his/her turn.
5. Game continues until all the cards are distributed to the players.

INDOOR/OUTDOOR GAMES

1. 10 Little Beans

Competencies:

- Nakapaghihintay ng kanyang pagkakataon (KAKPS-00-12)
- Nakasasali sa mga laro, o anumang pisikal na gawain at iba't ibang paraan ng pag-eehersisyo (KPKPF-00-1)
- Nakagagalaw (martsa, palakpak, tapik, padyak, lakad, lundag at iba pa) nang angkop sa ritmo at indayog bilang tugon sa himig na napapakinggan/awit na kinakanta (KPKPF-1a-2)
- Naisasagawa ang paggalaw/pagkilos ng iba'tibang bahagi ng katawan sa saliw ng awitin nang may kasiyahan (KPKGM-1a-1)
- Naisasagawa ang mga sumusunod na kilos lokomotor sa pagtugon sa ritmong mabagal at mabilis (paglakad, pagtakbo, pagkandirit, paglundag/pagtalon, paglukso) (KPKGM-1e-2)
- Nagagamit ang mga kilos lokomotor at di-lokomotor sa paglalaro, pag-eehersisyo, pagsasayaw (KPKGM-1g-3)
- Identify the 1st, 2nd, 3rd, up to 10th object in a given set (MKC-00-11)

Materials: monggo ordinal cards

Preparation: Draw 10 monggo bean shapes on green paper. Cut out each bean and

mark it with a number from 1 -10. Laminate the beans if desired. Tape the beans on the floor/ground in the classroom or outside.

Procedure:

1. Choose 10 learners to sit on a bean. Sing the “10 Little Beans” song. The learner sitting on the bean with the corresponding number will stand up when she hears the number.
2. Next, ask the 10 learners to stand on a bean. Choose another learner to call out a number and say an action. Example: Number 3 jump!
3. The learner standing on the corresponding number will do the action and will be the next caller. The caller will replace him/her.
4. Do this until all learners are able to participate in the activity.

2. The Falling Leaves

Competencies:

- Nakasasali sa mga laro, o anumang pisikal na gawain at iba’t ibang paraan ng pag-eehersisyo (KPKPF-00-1)
- Naisasagawa ang mga sumusunod na kilos lokomotor sa pagtugon sa ritmong mabagal at mabilis (paglakad, pagtakbo, pagkandirit, paglundag/pagtalon, paglukso) (KPKGM-Ie-2)
- Nagagamit ang mga kilos lokomotor at di-lokomotor sa paglalaro, pag-eehersisyo, pagsasayaw (KPKGM-Ig-3)
- Count objects with one-to-one correspondence up to quantities of 10 (MKC-00-7)

Procedure:

1. Let the learners form groups with five members each.
2. One learner will stand straight with both arms stretched sideways. S/He will be the tree trunk. Two learners will hold on to the left arm of the tree and two learners will hold on to the right arm.
3. A caller will say, “__ leaves are falling” (say a number from 1-10).
4. The corresponding number of leaves will run from one tree to another. The caller will also run to a vacant tree. The learner without a tree will be the next caller.

3. Kalamansi Relay

Competencies:

- Nakasasali sa mga laro, o anumang pisikal na gawain at iba’t ibang paraan ng pag-eehersisyo (KPKPF-00-1)
- Naisasagawa ang mga sumusunod na kilos lokomotor sa pagtugon sa ritmong mabagal at mabilis (paglakad, pagtakbo, pagkandirit, paglundag/pagtalon, paglukso) (KPKGM-Ie-2)
- Nagagamit ang mga kilos lokomotor at di-lokomotor sa paglalaro, pag-eehersisyo, pagsasayaw (KPKGM-Ig-3)

Materials: spoon, kalamansi

Procedure:

1. Have the learners line up in two groups.
2. The first player holds a spoon with a kalamansi (the learners may also hold the spoon in their mouth) and walks to the turning point without the kalamansi falling.
3. If the kalamansi falls, the learner oicks it up, goes back to the beginning to the line and starts over.
4. The next player does the same until all players have finished.
5. The first team to finish wins the game.

** use the kalamansi in the kalamansi juice the following day*

4. One Potato

Competencies:

- Recite rhymes and poems, and sing simple jingles/songs in the mother tongue, Filipino and/or English (LLKOL-Ia-2)
- Identify the number that comes before, after, or in between (MKC-00-5)

Materials: none

Procedure:

1. Have the learners sit in a circle
2. Ask them to close their fists with both hands and hold them in front of their bodies.
3. Choose a leader to tap the fists of each learner while everybody is reciting the One Potato rhyme.
4. The first that is tapped on the word "more" goes behind the back or is out.
5. Start the game again and continue until only one learner remains. That learner becomes the leader for the next game.

SONGS / RHYMES / POEMS

10 Little Beans

KidsSoup, Inc

One little, two little,
three little green beans,
four little, five little,
six little green beans,
seven little, eight little,
nine little green beans,
ten little green beans pop*!

(action may be changed to jump, hop, etc.)

Gulay ay Kailangan

Saluyot at petsay
Kangkong at malungay
Mga dahong gulay
Sagana sa mineral.

Kulitis, sili at saluyot
Pagkaing pampalusog
Karot at dilaw na kalabasa
Sagana sa bitamina A.

Mga bitaminang taglay
Ng mga dahong gulay
Nagpapalusog, nagpapalakas
Ng ating katawan

Halaman sa Kapaligiran

By: Marjun P. Porcadilla

Halaman ay ingatan sapagkat
ito'y ating kailangan,
Nagbibigay pagkain, bulaklak at tirahan.

Halama'y makikita sa kapaligiran,
Sa bukid, bayan at mga tindahan.

Halina't magtanim sa ating bakuran,
Upang ating maani at mapakinabangan.

Laging tatandaan halaman ay
pahalagahan,
Sapagkat ito'y kayamanang hindi
mapapantayan.

Kamote't Saging sa Gatas Song

By: Marjun P. Porcadilla

(Tune: Are You Sleeping?)

Sariwang gatas, sariwang gatas
Masarap, masarap
Saging, saging, saging (2x)
Kamote, kamote

One Potato

One potato, two potatoes
Three potatoes, four.
Five potatoes, six potatoes
Seven potatoes, more.

Week 34

Content Focus: **We care for plants in the environment.**

Blocks of Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Arrival Time (10 min)	Arrival routine				
Meeting Time 1 (10 min)	Meeting time routine Review of concepts learned the previous week/day Introduction of message for the day by asking the guide questions below				
MESSAGE	Plants need water and sunlight.	Plants need soil or something to live on.	Plants need air.	We care for plants in the environment.	
QUESTION/S	What do plants need? Why is sunlight and air important to plants? Concept Mapping	Where do farmers plant seeds? Song: Magtanim ay di biro	Do you know that some plants do not live on soil? Where do you think other plants live on? (water and trees) Show actual orchids and water lilies or photos if there are no concrete objects. (If the school has an orchidarium, the learners may visit for a while.)	Why do plants need air? Wind Exercise	How do we care for plants? Board work
Transition to Work Period 1	<i>The teacher gives instructions on how to do the independent activities, answers any questions, and tells the learners to join their group and do the assigned tasks.</i>				
Work Period 1 (40 mins)					
Teacher-Supervised Activity	Plants Need Sunlight Experiment	Soil Painting	Flowers for You	Wind Catcher	Kinder Gardener Poem: Tayo na sa Hardin
Learning Checkpoints	✓ <i>Predict possible outcomes</i>		✓ <i>Use recycled materials to create art works</i>		

Blocks of Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Independent Activities	1. Playdough Garden 2. Plants' Needs Mobile 3. Literature-Based: Story Trail of Bakit Malungkot si Rosas? 4. Flower Finger Painting				Kinder Gardener Rhyme: Kinder Gardener Chant
Learning Checkpoints	<ul style="list-style-type: none"> ✓ Create recognizable figures from playdough ✓ Know what plants need and if they are able to tell this through drawing ✓ Recall the story and sequence story events ✓ Check if the learners demonstrate ways to care for plants: watering, removing weeds and trash, handling pants properly 				
Transition to Meeting Time 2	<i>The teacher reminds the learners about the time left in Work Period Time 1 around 15 minutes before Meeting Time 2. After 10 minutes, the teacher tells the learners to start packing away the materials they used and be ready for Meeting Time 2. A transition song or a countdown may be used.</i>				
Meeting Time 2 (10 min)	Song: Mr. Sun	Song: Magtanim ay Di Biro	Song: Ang mga Orchids	Poem: Salamat Sa 'Yo Hangin	Rhyme: Kinder Gardener Chant
QUESTIONS/ACTIVITY	How does the sun help plants?	What is the usual color of the soil? What other colors can soil be?	Where do orchids and lilies live?	How does air help plants?	What did you do as a Kinder Gardener?
Transition to Recess	<i>The teacher commends the learners for the work they did in Work Period Time 1 and tells them to prepare for recess time by washing their hands. Encourage sharing especially if not all children have food.</i>				
Recess (15 min)					
Transition to Quiet Time	<i>The teacher reminds the children to pack away the things they used in recess time, clean up their eating area, throw their trash in the trash bin, wash their hands, brush their teeth, change their wet clothes, and have their Quiet Time.</i>				
Quiet Time (10 min)					
Transition to Story Time	<i>While singing a transition song, the teacher "wakes" the learners up and tells them that it's time to listen to a story. When the learners are ready, the teacher proceeds with the pre-reading activities and makes sure that the learners are listening attentively.</i>				
Story Time (20 min)	Bakit Malungkot si Rosas? Likhang kuwento ni Minard B. Abenojar				

Blocks of Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Pre-Reading	<p>Define difficult words.</p> <p>Motivation question: Have you ever felt sick in the past?</p> <p>Motive question: Why was Rosas sick?</p>	<p>Motivation question: When do you feel sad?</p> <p>Motive question: Why was Rosas sad?</p>	<p>Motivation question: What things do you need to live?</p> <p>Motive question: What did Sampaguita and Rosas need to live?</p>	<p>Motivation question: Who helped you when you were sick?</p> <p>Motive question: Who helped Rosas?</p>	<p>Retell the story using dramatization</p>
During Reading	Ask comprehension questions.				
Post-Reading	<p>Why was Rosas sick?</p> <p>How did the plant make Rosas feel better?</p>	<p>What was Rosas sad?</p> <p>How did the plants make Rosas feel happy?</p>	<p>What did Sampaguita and Rosas need to live?</p> <p>What do we give to plants so they will live longer?</p>	<p>Who helped Rosas?</p> <p>How can we be like Aling Magnolia?</p>	
Transition to Work Period 2	After the post-reading activities, the teacher gives instructions regarding the teacher-supervised and independent activities, answers any questions, and tells the learners to join their group and do the assigned tasks.				
Work Period 2 (40 min)					
Teacher-Supervised Activity	Let's Supply Water	Monggo Seeds in Soil	Flowers in Pots	Leaf Blowing Experiment	Kinder Gardener Press Con
Learning Checkpoints	✓ Understand that the volume of liquid does not change even if the size and shape of container do	✓ Group, represent, and count sets of equal quantity of materials up to 10	✓ Separate and represent groups of equal quantities using concrete objects up to 10	✓ Arrange objects one after another in a series/ sequence according length using yarn	
Independent Activities	<ol style="list-style-type: none"> 1. Seed-dition and Seed-traction 2. Adding and Subtracting Flowers 3. Flowers in my community 4. Mathematicians' Workshop 				

Blocks of Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Learning Checkpoints	<ul style="list-style-type: none"> ✓ Add and subtract quantities up to 10 using concrete objects ✓ Recognize the words “take away,” “less,” and “are left” that indicate the act of subtracting whole numbers ✓ Solve simple addition and subtraction number stories (up to quantities of 10) using a variety of ways ✓ Recognize and visualize situations that require addition and subtraction ✓ Write addition and subtraction number sentences using concrete representations 				
Transition to Indoor/ Outdoor Games	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.				
Indoor/ Outdoor Games (20 min)	Water the Plant	Soil and Pot Relay	Sasara ang Bulaklak	Power of Air	Free Play
Learning Checkpoints			✓ Demonstrate movements using different body parts	✓ Listen discriminately and respond appropriately, Tell if the sound is loud/ soft, and differentiate soft from loud sound	
Transition to Meeting Time 3	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 in Meeting Time 3. A transition song or countdown may be used.				
Meeting Time 3 (5 min)	Learners describe the role of sunlight and water in growing plants.	Learners describe where plants are planted on.	Learners identify the plants that lives on trees/water.	Learners describe the role of air in growing plants.	Learners talk about how they will take care of plants.
Wrap-Up Questions / Activity	The teacher takes note if the learners are able to describe the importance of sunlight and water to make the plants grow.	The teacher takes note if the learners correctly identify the medium where plants are plnated.	The teacher takes note if the learners are able to name some of the plants that thrives on trees/ water.	The teacher takes note if the learners are able to give the importance of air for plants.	The teacher takes note if the learners are able to demonstrate caring for plants.
DISMISSAL ROUTINE					

Week 34

Content Focus: **We care for plants in the environment.**

MEETING TIME 1

1. Mapping

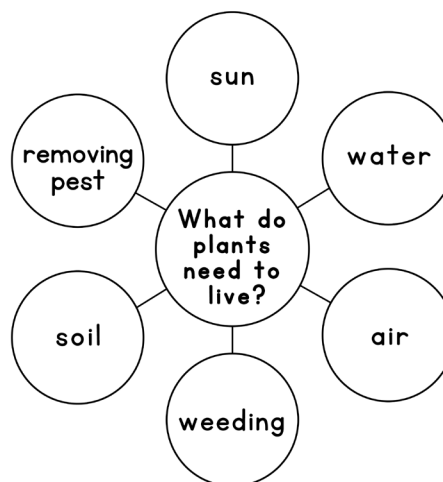
Competencies:

- Identify needs of plants and ways to care for plants (PNEKP-IIb-2)

Materials: Manila paper/cartolina or board, chalk or markers

Procedure:

1. Ask the learners, “What do plants need to live?”
2. Write all the answers given by the learners on the concept map.
3. Focus on water and sunlight by encircling these words.
4. Discuss the importance of water and sunlight on plants.



2. Wind Exercise

Competencies:

- Nakagagalaw (martsa, palakpak, tapik, padyak, lakad, lundag at iba pa) nang angkop sa ritmo at indayog bilang tugon sa himig na napapakinggan/awit na kinakanta (KPKPF-Ia-2)
- Naisasagawa ang paggalaw/pagkilos ng iba'tibang bahagi ng katawan sa saliw ng awitin nang may kasiyahan (KPKGM-Ia-1)
- Nagagamit ang mga kilos lokomotor at di-lokomotor sa paglalaro, pag-eehersisyo, pagsasayaw (KPKGM-Ig-3)
- Nakagagalaw, nakasasabay, nakaiindak at nakasasayaw sa himig na napapakinggan (SKMP-00-9)
- Naipakikita ang kawilihan nang may sariling interpretasyon sa himig/tugtuging napapakinggan (SKMP-00-1)
- Demonstrate movements using different body parts (PNEKBS-Ic-3)

Materials: music player (wind music)

Procedure:

1. Play relaxing wind music or make the sssssshhhhhhhhh sound of the wind.
2. Instruct the learners to close their eyes and wave their hands up slowly like branches of trees.
3. When the teacher makes a louder wind sound, the learners wave their hands faster. When the wind is softer, wave hands slower.

3. Board Work

Competencies:

- Naisasagawa ang mga sumusunod na kasanayan: pagbakat, pagkopya ng larawan, hugis, at titik (KPKFM-00-1.4)
- Identify needs of plants and ways to care for plants (PNEKP-IIb-2)
- Trace, copy, and write different strokes: scribbling (free hand), straight lines, slanting lines, combination of straight and slanting lines, curves, combination of straight and curved and zigzag (LLKH-00-6)
- 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)

Materials: chalk, board, paper, pencil

Procedure:

1. Recall the week's lessons. Ask, "What do plants need?"
2. Call learners to write on the board: water, sunlight, soil, air, care
3. The learners will copy these on paper for their checklist:

_____ 's Plant Care Checklist	
<input type="checkbox"/>	water
<input type="checkbox"/>	sunlight
<input type="checkbox"/>	soil
<input type="checkbox"/>	air
<input type="checkbox"/>	care

WORK PERIOD 1 TEACHER-SUPERVISED ACTIVITIES

1. Plants Need Sunlight Experiment

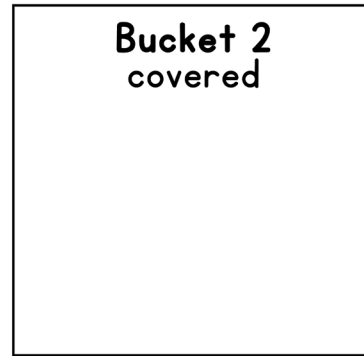
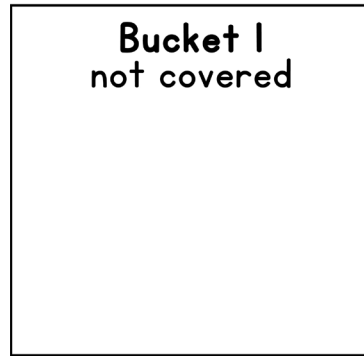
Competencies:

- Tells possible outcomes of familiar events (e.g., what to wear on a sunny/rainy days, running fast on a wet and slippery corridor, etc.) (MKAP-00-5)
- Communicate changes observed (e.g., shorter pencil when sharpened, ice to water, corn kernel becomes pop corn) (PNEKPP-00-3)
- Explore simple cause-and-effect relationships in familiar events and situations (PNEKE-00-5)

Materials: grass seeds, paper towel, 2 small buckets or *tabo*, paper plate

Procedure:

1. Fold two wet paper towels and add each to two small buckets. Add grass seeds to the buckets.
2. Put a paper plate on top of one of one of the buckets, blocking light from reaching the seeds. Leave the other exposed.
3. Predict what happens after five days. Draw your prediction on a sheet of paper.



4. Check the buckets on Friday.
5. Alternative: Put a bucket upside down on a grassy area outside. Ask children to draw their prediction and check on Friday what happens to the grass underneath the bucket.

2. Soil Painting

Competencies:

- 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)
- Express simple ideas through symbols (e.g., drawings, invented spelling) (LLKC-00-1)

Materials: different soils, containers, glue, water, paintbrush, paper

Preparation: Ask learners to bring a small amount of soil from their yards or from places in the community

Procedure:

1. Let the learners work in small groups and compare and contrast the soil they brought.
2. Then they will create soil paintings. Make sure the soil is finely crushed (you may use a mortar and pestle), mix with a little water and glue. Use the paintbrush to create paintings.

3. Flowers for You

Competencies:

- 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)
- Nakagagawa ng modelo ng mga pangkaraniwang bagay sa paligid: dahon, bato, buto, patpat, tansan at iba pa (SKMP-00-3)
- Nakagugupit at nakapagdidikit ng iba't ibang hugis na may iba't ibang tekstura (SKMP-00-4)
- Nakapupunat, nakagugupit at nakapagdidikit sa paggawa ng collage (SKMP-00-7)

- Nakapagpapatung-patong, nakapagdudugtong-dugtong at nakapagdidikit-dikit (assemblage) ng mga patapong bagay: maliit na kahon ng gamot (SKMP-00-8)

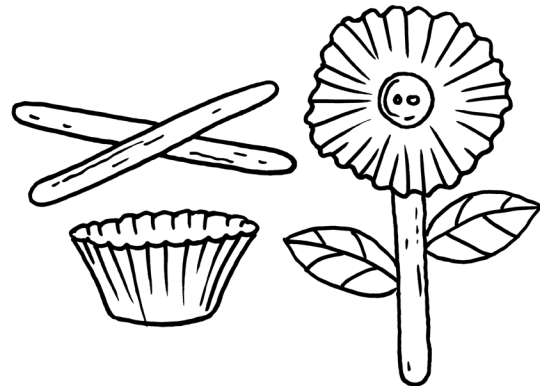
Materials:

Option 1: coffee filter, popsicle sticks, glue, crayons, art materials

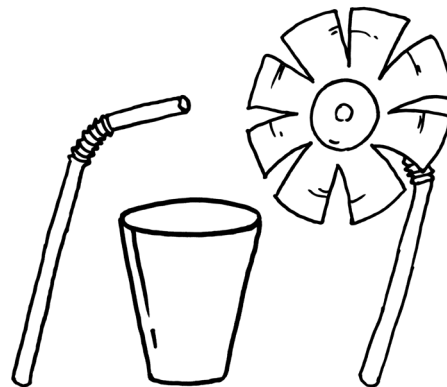
Option 2: paper cup, straw, scissors, glue, crayons, art materials

Procedure:

Option 1: Let the learners create flowers by coloring and decorating the coffee filter and gluing it on the popsicle stick. A cotton ball may also be glued in the middle and sprayed with cologne. Decorate the stem and leaves as well.



Option 2: Cut the lid of the paper cup so it opens into a flower. Color and decorate. Then poke a hole in the middle and push a straw in. Cut the end of the straw to open it and hold in place.



4. Wind Catcher

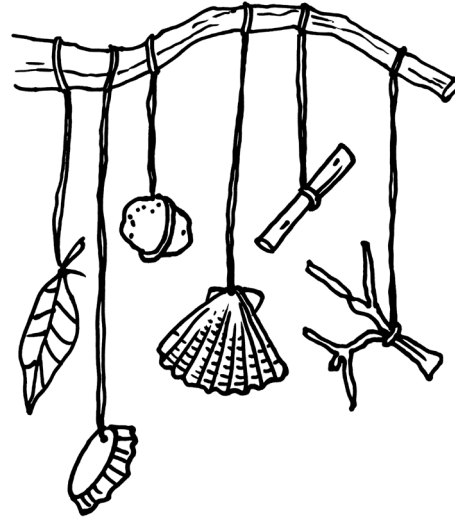
Competencies:

- Nabibigyang-pansin ang linya, kulay, hugis at tekstura ng magagandang bagay na: a. makikita sa kapaligiran tulad ng sanga ng puno, dibuho sa ugat, dahon, kahoy; bulaklak, halaman, bundok, ulap, bato, kabibe, at iba pa (SKPK-00-2)
- 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)
- Nakagagawa ng modelo ng mga pangkaraniwang bagay sa paligid: dahon, bato, buto, patpat, tansan at iba pa (SKMP-00-3)
- Nakagugupit at nakapagdidikit ng iba't ibang hugis na may iba't ibang tekstura (SKMP-00-4)
- Nakapagpapatung-patong, nakapagdudugtong-dugtong at nakapagdidikit-dikit (assemblage) ng mga patapong bagay: maliit na kahon ng gamot (SKMP-00-8)

Materials: dried twigs or branches, yarn, dried leaves and flowers, shells, stones, wood, and other things found in the community

Procedure:

1. The learners will tape the found materials on pieces of yarn.
2. They will hang these on the twig/ branch and hang on the window or outside.



5. Kinder Gardener

Competencies:

- Naipakikita ang pagtulong at pangangalaga sa kapaligiran: pagdidilig ng mga halaman, pag-aalis ng mga damo at kalat, hindi pagsira ng halaman, pag-aalaga sa hayop (KMKPKom-00-5)
- Naisasagawa ang simpleng gawain nang maluwag sa kalooban (KAKPS-00-4)
- Nakasusunod sa mga itinakdang tuntunin at gawain (routines) sa paaralan at silid-aralan (SEKPSE-IIa-4)
- Natutukoy ang magagandang bagay na nakikita sa paligid (SKPK-00-1)
- Nabibigyang-pansin ang linya, kulay, hugis at tekstura ng magagandang bagay na: makikita sa kapaligiran tulad ng sanga ng puno, dibuho sa ugat, dahon, kahoy; bulaklak, halaman, bundok, ulap, bato, kabibe, at iba pa (SKPK-00-2)

Materials: gardening tools, plant care checklist, pencil

Preparation: Ask the learners to bring watering cans, shovels, gloves, hats, etc.

Procedure:

1. Come up with rules when they go to the garden. These will be called “The Golden-Garden Rule.” List these down and let the learners understand the rules.
2. Recite “Tayo Na Sa Hardin” to build excitement among the learners.
3. Walk to the school garden chanting the “Kindergardener Chant.”
4. In the garden, each learner or small group of learners will choose a plant and water it, pull out weeds, remove pests, etc.
5. They will then check if their plant received water, sunlight, soil, air, and care.

WORK PERIOD 1 INDEPENDENT ACTIVITIES

1. Playdough Garden

Competencies:

- Naisasagawa ang mga sumusunod na kasanayan: pagmomolde ng luwad (clay), pagbuo ng puzzles (KPKFM-00-1.5)

- Nakapagmomolde ng luwad (clay) sa nais na anyo (SKMP-00-6)

Materials: playdough

Procedure:

1. Give each learner a medium-sized ball of playdough.
2. Let them form flowers, flower pots, leaves, branches, etc. using the playdough.
3. Put these together to make a playdough garden.

2. Plants Mobile: Plants' Needs_

Competency:

- Identify needs of plants and ways to care for plants (PNEKP-IIb-2)

Materials: squares of paper, crayons/markers, hanger, yarn, puncher

Procedure:

1. Let the learners draw on the paper what plants need to live.
2. Punch a hole on top of the paper and tie a yarn.
3. Tie each yarn on the hanger to make a mobile.

3. Literature-Based Story Trail

Competencies:

- Express simple ideas through symbols (e.g., drawings, invented spelling) (LLKC-00-1)
- Recall details of the story: characters, when and where the stories/poems/songs happened, and the events in story listened to (LLKLC-00-2)
- Tell the event that happened first, middle, and last in stories listened to (LLKLC-Ih-6)
- Give the correct sequence of three events in a story listened to orally and/or through drawing (LLKLC-00-7)
- Express one's idea/self freely through creative ways (drawing, illustration, body movement, singing, dancing) based on story listened to (LLKLC-00-13)

Materials: crayons/markers, paper

Procedure:

1. Have 4 learners work in a group.
2. Recall the story "Bakit Malungkot si Rosas?"
3. One learner will work on the title page. Three learners will work on one event each.
4. They will recall story events and choose which ones they will illustrate.
5. They will draw and write the story based on how they remember it.
6. After all events are done, glue them together into a book.

4. Flower Finger Painting

Competencies:

- Nakalilikha ng iba't ibang bagay sa pamamagitan ng malayang pagguhit (SKMP-00-1)
- Nakaguguhit, nakapagpipinta at nakapagkukulay ng iba't ibang bagay o gawain

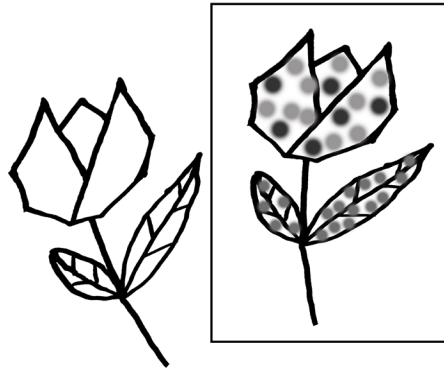
(dekorasyon sa “name tag”, kasapi ng mag-anak , gawain ng bawat kasapi ng mag-anak, mga alagang hayop, mga halaman sa paligid) (SKMP-00-2)

- Nakagagawa ng modelo ng mga pangkaraniwang bagay sa paligid: dahon, bato, buto, patpat, tansan at iba pa (SKMP-00-3)

Materials: finger paint, pre-cut flowers

Procedure:

1. Give the learners pre-cut shapes of different flowers.
2. They will use their fingers to put different colored dots on the flower.
3. Let it dry.



WORK PERIOD 2 TEACHER-SUPERVISED ACTIVITIES

1. Let's Supply Water

Competency:

- Tell that the volume of liquid does not change even if the size and shape of container do (MKSC-00-24)

Materials: different clear water containers of different shapes and sizes that can hold similar volume of liquid, water, water dipper, clear water bottle

Procedures:

1. Fill the clear water bottle up to a certain height. Put a line or a tape to mark the amount of water placed in this water bottle. This will serve as the base measure of the volume of the water in this activity.
2. Line the different water containers randomly; then, fill the first one with the water from the bottle. Pour out all the water.
3. Put back the water from the first container back to the water bottle.
4. Ask learners what they noticed especially at the mark of base measure of the water bottle (expected answer: it remains up to the mark of measure)
5. Invite a volunteer to pour the water into the next container and back again to the water bottle.
6. Process the discussion so that the learners come to a conclusion that the volume or amount of water in the water bottle did not change even if it looked like it did because of the different sizes and shapes of the containers.

2. Monggo seeds in cups

Competencies:

- Group, represent, and count sets of equal quantity of materials up to 10 (beginning of multiplication) (MKAT-00-15)

- Separate and represent groups of equal quantities using concrete objects up to 10 (beginning division) (MKAT-00-16)

Materials: 3 plastic cups, 9 monggo seeds

Procedure:

1. Let the learners divide the 9 monggo seeds equally in the three cups.
2. Show the learners, by writing and drawing on the board, the following equations:
3. 3 spoons of soil in three cups means there were 9 spoonfuls of soil in all
4. 9 monggo seeds grouped equally into 3 cups means there were 3 seeds in each cup
5. Create other possible equations, example:
6. If there were 2 spoonfuls of soil in 3 cups, how many spoonfuls would there be?
7. If there were 6 monggo seeds instead of 9, how many seeds would be in each cup?

3. Flowers in pots

Competencies:

- Group, represent, and count sets of equal quantity of materials up to 10 (beginning of multiplication) (MKAT-00-15)
- Separate and represent groups of equal quantities using concrete objects up to 10 (beginning division) (MKAT-00-16)

Materials: 8 flowers from previous arts and crafts activities, 4 cups (pots)

Procedure:

1. Let the learners divide the 8 flowers equally in the 4 pots.
2. Show the learners, by writing and drawing on the board, the following equations:
 - a) 4 pots with 2 flowers each means there were 8 flowers in all
 - b) 8 flowers grouped equally into 4 pots means there were 2 flowers in each pots
3. Create other possible equations, example:
 - a) If there were 5 pots with 2 flowers each, how many flowers would there be in all?
 - b) If there were 4 flowers instead of 8, how many would be in each pot?

4. Leaf Blowing Experiment

Competencies:

- Arrange objects one after another in a series/sequence according to a given attribute (size, length) and describe their relationship (big/bigger/biggest or long/longer/longest) (MKSC-00-10)
- Use nonstandard measuring tools e.g. length – feet, hand, piece of string, capacity – mug/glass, mass – stone, table blocks (MKME-00-1)

Materials: leaves of the same size and shape, yarn, scissors

Procedure:

1. Provide one leaf per learner.
2. Ask the learners to line up side by side, holding on to their leaf.
3. Either on the table or on the floor, the learners will blow the leaf just once from a common starting point.
4. They will mark where the leaf landed after one blow.
5. The learners will use their yarn to measure the length the leaf travelled from the starting to the end point .
6. They will compare length of their yarns and determine who was able to blow the leaf the farthest up to the nearest (longest to shortest yarn).

5. Kindergardener Press Conference

Competency:

- Talk about one's personal experiences; narrates events of the day (LLKOL-Ig-3)

Materials: plant care checklist

Procedures:

1. Ask the learners to form a big circle and sit.
2. Host a press conference by going around asking the learners what they have checked on their checklist.

WORK PERIOD 2 INDEPENDENT ACTIVITIES

1. Seed-ition and Seedtraction

Competencies:

- Add quantities up to 10 using concrete objects to write addition equations involving quantities of 10 (MKAT-00-8)
- Subtract quantities up to 10 using concrete objects (MKAT-00-9)

Materials: pot and seeds

Procedure:

1. Tell the learners to record or write equations that represent their concrete manipulations on the hand game worksheet.
2. The learner will add and subtract up to 10 using the seeds in the pot.

**If worksheets are not available, teacher can simply write the combinations*

$0 + 10 = \underline{\quad}$	$10 - 0 = \underline{\quad}$
$3 + 7 = \underline{\quad}$	$10 - 1 = \underline{\quad}$
$2 + 8 = \underline{\quad}$	$10 - 2 = \underline{\quad}$
$5 + 5 = \underline{\quad}$	$10 - 3 = \underline{\quad}$
$4 + 6 = \underline{\quad}$	$10 - 4 = \underline{\quad}$
$1 + 9 = \underline{\quad}$	$10 - 5 = \underline{\quad}$

2. Adding and Subtracting Flowers

Competencies:

- Add quantities up to 10 using concrete objects (MKAT-00-8)
- Recognize the words “take away,” “less,” and “are left” that indicate the act of subtracting whole numbers to subtract quantities (MKAT-00-4)

Materials: flowers they made during previous activities, cardboard, pencils

Procedure:

1. Group learners in pairs.
2. They will count the flowers they made all together.
3. Each pair will create their own number sentence and write the equation on their individual card board

3. Flowers in my community

Competency:

- Solve simple addition and subtraction number stories (up to quantities of 10) read by the teacher using a variety of ways (e.g., concrete materials, drawings) and describe and explain the strategies used (MKAT-00-11)

Materials: interactive big picture book with removable flower pot pictures

Procedure:

1. Using the big picture book, the learners figure out what is asked with the use of the removable pot pictures.
2. The learner will count how many flower pots are needed in the page. It can be any of the following:
 - a) How many flower pots in all
 - b) How many flower pots are left
 - c) Fill in the blanks using the flower pot to complete the equation
3. Here are some examples:
 - a) Megan had 3 flower pots and Natalie had 4 flowers pots. There were _____ flower pots in all.
 - b) I saw 10 flower pots in all. But a stray cat ran and one pot fell! There were _____ flower pots left.
 - c) Kiara told me there were 5 flower pots. I only saw 2. Maybe I will see _____ more.

4. Artists Workshop

Competencies:

- Use a variety of materials and communicate strategies used to determine answers to addition and subtraction problems listened to (MKAT-00-10)
- Solve simple addition and subtraction number stories (up to quantities of 10) read

by the teacher using a variety of ways (e.g., concrete materials, drawings) and describe and explain the strategies used (MKAT-00-11)

- Write addition and subtraction number sentences using concrete representations (MKAT-00-10)
- Recognize and visualize situations that require addition and subtraction (MKAT-00-14)

Materials: blank paper and markers

Procedure:

1. Provide the learners with a worksheet that has different equations.
2. The learner must show these equations represented by drawing of soil, sun, water, or air.

INDOOR/OUTDOOR GAMES

1. Water the Plants

Competency:

- Naisasagawa ang mga sumusunod na kilos lokomotor sa pagtugon sa ritmong mabagal at mabilis (paglakad, pagtakbo, pagkandirit, paglundag/pagtalon, paglukso) (KPKGM-Ie-2)

Materials: 2 chairs, 2 plants and 2 water sprinkles

Procedure:

1. Divide the class into two groups. They will form two lines.
2. Put a plant on the chair several feet away from the learners' lines.
3. The first player holds the water sprinkler. At the count of three, s/he runs to the plant and pretend to water it. S/He then runs back to the line and pass the sprinkler to the next player.
4. The first group to finish watering the plant will be the winner.

2. Soil and Pot Relay

Competency:

- Naisasagawa ang mga sumusunod na kilos lokomotor sa pagtugon sa ritmong mabagal at mabilis (paglakad, pagtakbo, pagkandirit, paglundag/pagtalon, paglukso) (KPKGM-Ie-2)

Materials: 2 chairs, 2 pots, 2 shovels, and 2 plastic bags with soil

Procedure:

1. Divide the class into two groups. They will form two lines.
2. Place the soil in front of the first player and give him/her the shovel.
3. Place the pot on a chair several feet away from the learners' lines.
4. The first player scoops soil from the bag, walks to the pot, and dumps the soil in.
5. S/He then runs back to the line and pass the shovel to the next player.
6. First group to fill the pot with soil wins.

3. Sasara ang Bulaklak

Competencies:

- Nakasasali sa mga laro, o anumang pisikal na gawain at iba't ibang paraan ng pag-eehersisyo (KPKPF-00-1)
- Nakagagalaw (martsa, palakpak, tapik, padyak, lakad, lundag at iba pa) nang angkop sa ritmo at indayog bilang tugon sa himig na napapakinggan/awit na kinakanta (KPKPF-1a-2)
- Naisasagawa ang paggalaw/pagkilos ng iba'tibang bahagi ng katawan sa saliw ng awitin nang may kasiyahan (KPKGM-1a-1)
- Naisasagawa ang mga sumusunod na kilos lokomotor sa pagtugon sa ritmong mabagal at mabilis (paglakad, pagtakbo, pagkandirit, paglundag/pagtalon, paglukso) (KPKGM-1e-2)
- Nagagamit ang mga kilos lokomotor at di-lokomotor sa paglalaro, pag-eehersisyo, pagsasayaw (KPKGM-1g-3)
- Demonstrate movements using different body parts (PNEKBS-1c-3)
- Nakagagalaw, nakasasabay, nakaiindak at nakasasayaw sa himig na napapakinggan (SKMP-00-9)
- Naipakikita ang kawilihan nang may sariling interpretasyon sa himig/tugtuging napapakinggan (SKMP-00-10)
- Recite rhymes and poems, and sing simple jingles/songs in the mother tongue, Filipino and/or English (LLKOL-1a-2)

Procedure:

1. Sing "Sasara ang Bulaklak." Use the names of the learners and any action word they like.
2. The activity is done when everyone had a turn to be the "queen."

4. Power of Air

Competencies:

- Naipakikita ang pagpapahalaga sa maayos na pakikipaglaro: pagiging mahinahon, pagsang-ayon sa pasiya ng nakararami/reperi, pagtanggap ng pagkatalo nang maluwag sa kalooban, pagtanggap ng pagkapanalo nang may kababaang loob (KAKPS-00-19)
- Nakasasali sa mga laro, o anumang pisikal na gawain at iba't ibang paraan ng pag-eehersisyo (KPKPF-00-1)
- Nakagagalaw (martsa, palakpak, tapik, padyak, lakad, lundag at iba pa) nang angkop sa ritmo at indayog bilang tugon sa himig na napapakinggan/awit na kinakanta (KPKPF-1a-2)
- Nagagamit ang mga kilos lokomotor at di-lokomotor sa paglalaro, pag-eehersisyo, pagsasayaw (KPKGM-1g-3)
- Listen discriminately and respond appropriately, i.e., speak loudly/softly when asked, asked to adjust volume of television/radio (LLKAPD-1d-6)
- Tell if the sound is loud/soft, high/low (LLKAPD-1d-4)
- Differentiate a soft from a loud sound/high from low (LLKAPD-1e-5)

Procedure:

1. Divide the learners into three groups. Assign soft, moderate, and strong to the three groups.
2. The teacher will say, "Calling wind, calling wind. Blow soft (or moderate or strong) wind!" then point to the group.
3. The soft group will make a soft sound of the wind and just sway their bodies side to side slowly. The moderate group will make a louder sound of the wind and sway their arms up in moderate speed. The strong group will make the loudest sound and fastest movement.
4. When a group has three errors, they will be eliminated.

SONGS / RHYMES / POEMS

MAGTANIM AY DI BIRO

Magtanim ay di biro, maghapong nakayuko,
di naman makatayo, di naman makaupo,
Magtanim di biro, maghapong nakayuko,
di naman makaupo, di naman makatayo.

Braso ko' namamanhid
Baywang ko'y nangangawit
Binti ko'y namimitig
Sa pagkababad sa tubig.

Kay pagkasawing-palad
Ng inianak sa hirap
Ang bisig kung hindi iunat
Di kumita ng pilak.
Sa umagang pagka-gising
Lahat ay iisipin
Kung saan may patanim
Masarap ang pagkain.

Halina, halina, manga kaliyag.
Tayo'y magsipag unat-unat.
Magpanibago, Tayo ng lakas,
para sa araw ng bukas

THE SEED CYCLE

Tune: The farmer in the dell

The farmer sows his seeds

Hi-ho the dairy-o

The farmer sows his seeds.

The wind begins to blow.

The rain begins to fall.

The sun begins to shine.

The seeds begin to grow.

The plants grow big and tall.

The farmer cuts them all.

He puts them in his barn.

He's happy in the farm.

KINDERGARDENER SONG

Tune: Kung Ikaw Ay Masaya

Kung ikaw ay masaya sumama ka, sama

Kung ikaw ay masaya sumama ka, sama

Kung ikaw ay masaya, alagaan

halamanan

Kung ikaw ay masaya

sumama ka, sama.

Magdilig ka, magdilig

Magpulot ka, ng kalat

Bunutin mo, ang damp

Tanggalin, ang uod

SALAMAT SA'YO HANGIN

ni Minard B. Abenojar

Hangin hangin kailangan ka namin,

Damang dama namin ang iyong pag dating,

Mga halaman ay napapasayaw din,

Sa hangin mong kay sarap damhin.

Mga puno sa paligid tuwang tuwa sa'yo

Tunay kang kailangan ng mga ito,

Ikamamatay nila kung ika'y maglalaho,

Salamat hangin, Salamat sa'yo.

TAYO NA SA HARDIN

ni Minard B. Abenojar

Halina na mga bata

Sa hardin magpunta

Makikita natin mga halamang kay

gaganda,

Mahalin natin at wag sirain pa,

Pasalamat natin ang Dios na lumikha.

ANG MGA ORCHIDS

Ang mga Orchids,

Minamahal ng Dios

Di kumukupas

Ang mga Orchids na nasa puno,

Minamahal ng Dios di kumukupas

Wag ka ng malungkot o praise the Lord

SASARA ANG BULAKLAK

Sasara ang bulaklak, bubuka ang

bulaklak

Dadaan si ____, pa-____-____ pa

Boom tiyaya boom tiyaya boom yeye

Boom tiyaya boom tiyaya boom yeye

Week 35

Content Focus: **We have animals in the environment.**

Blocks of Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Arrival Time (10 min)	Arrival routine				
Meeting Time 1 (10 min)	Meeting time routine Review of concepts learned the previous week/day Introduction of message for the day by asking the guide questions below				
MESSAGE	We have animals in the environment.	Animals live in different places.	Animals have different body parts.	Animals move in different ways.	Animals help us in different ways.
QUESTION/S	When we went to the garden last week, what else did you see besides plants? What animals do you see in the environment? Mapping	Where do animals live? Animal Habitat	What are the body parts of animals? * body covering: scales, fur, feathers * antenna / horn * legs * wings, tail, etc.	How do animals move? * Land animals walk/crawl/hop * Water animals swim * Air animals fly Song: Ang Mga Ibon	How do animals help us? * Animals provide food * Animals help people at work * Animals can be our friends (pets)
Transition to Work Period 1	<i>The teacher gives instructions on how to do the independent activities, answers any questions, and tells the learners to join their group and do the assigned tasks.</i>				
Work Period 1 (40 mins)					
Teacher-Supervised Activity	Animals in the Community	Animal Mural	Paper Plate Animal Mask	Classification Chart: Animal movements	Matching Animals to their Uses
Learning Checkpoints	✓ <i>Name common animals and draw them</i>	✓ <i>Group animals according to where they live</i>	✓ <i>Identify the body parts of animals</i>	✓ <i>Group animals according to how they move</i>	✓ <i>Identify and describe how animals can be useful</i>
Independent Activities	1. Playdough Animals 2. Connect the Animal Parts 3. Sand/ Water Play 4. Animal Name Memory Game				
Learning Checkpoints	✓ <i>Make recognizable animals using playdough</i> ✓ <i>Identify the body parts of animals and put them in their proper place</i> ✓ <i>Identify the word that is different in a group and tell which two words in a group are the same</i>				
Transition to Meeting Time 2	<i>The teacher reminds the learners about the time left in Work Period Time 1 around 15 minutes before Meeting Time 2. After 10 minutes, the teacher tells the learners to start packing away the materials they used and be ready for Meeting Time 2. A transition song or a countdown may be used.</i>				

Blocks of Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Meeting Time 2 (10 min)	Bugtungan: Mga Hayop sa Paligid	Bugtungan: Mga Hayop sa Paligid	Poem: Manok	Poem: Aso	
QUESTIONS/ACTIVITY	What animals are in our community?	What are the habitats of animals?	What are the body parts of animals?	What movements do animals make?	What do animals give us?
Transition to Recess	<i>The teacher commends the learners for the work they did in Work Period Time 1 and tells them to prepare for recess time by washing their hands. Encourage sharing especially if not all children have food.</i>				
Recess (15 min)					
Transition to Quiet Time	<i>The teacher reminds the children to pack away the things they used in recess time, clean up their eating area, throw their trash in the trash bin, wash their hands, brush their teeth, change their wet clothes, and have their Quiet Time.</i>				
Quiet Time (10 min)					
Transition to Story Time	<i>While singing a transition song, the teacher “wakes” the learners up and tells them that it’s time to listen to a story. When the learners are ready, the teacher proceeds with the pre-reading activities and makes sure that the learners are listening attentively.</i>				
Story Time (20 min)	Theme: Any age and culturally appropriate story about animals	Theme: Any age and culturally appropriate story about animals	Theme: Any age and culturally appropriate story about animals	Theme: Any age and culturally appropriate story about animals	Theme: Any age and culturally appropriate story about animals
Pre-Reading	Define difficult words. Motivation question: What are the animals you see in the community? Motive question: What animals are in the story?	Define difficult words. Motivation question: Where do animals in our community live? Motive question: Where do the animals live in the story?	Define difficult words. Motivation question: What are the different parts of animals that you know? Motive question: What are the different parts of the animals in the story?	Define difficult words. Motivation question: How do the animals move? Motive question: How will the animals in the story move?	Define difficult words. Motivation question: What are the things that you eat? Motive question: How will the animals in the story eat?

Blocks of Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
During Reading	Ask comprehension questions.				
Post-Reading	<p>What are the animals that are in the story?</p> <p>What animals do you have at home?</p> <p>How do you take care of these animals?</p>	<p>What will happen if the places where the animals live get destroyed?</p>	<p>What are the animals in the story?</p> <p>What are their parts?</p> <p>How did the parts of the animals help the characters in the story?</p>	<p>How did the animals in the story move?</p> <p>Demonstrate.</p>	<p>How did the animals in the story eat?</p>
Transition to Work Period 2	After the post-reading activities, the teacher gives instructions regarding the teacher-supervised and independent activities, answers any questions, and tells the learners to join their group and do the assigned tasks.				
Work Period 2 (40 min)					
Teacher-Supervised Activity	Animal Boat	Animal and their Homes	Ants in the Pan	Butterfly Wings	Bird-Wing Division
Learning Checkpoints	<ul style="list-style-type: none"> ✓ Group, represent, and count sets of equal quantity of materials up to 10 ✓ Separate and represent groups of equal quantities using concrete objects up to 10 				
Independent Activities	<ol style="list-style-type: none"> 1. Counting by twos 2. Finger Print fish scales 3. Modified Fishing Game 4. Horse Wagon Division 				
Learning Checkpoints	<ul style="list-style-type: none"> ✓ Group, represent, and count sets of equal quantity of materials up to 10 ✓ Separate and represent groups of equal quantities using concrete objects up to 10 				
Transition to Indoor/Outdoor Games	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.				
Indoor/Outdoor Games (20 min)	Animal Sound Game	Animal Habitat and Movement Game	Animal Parts Relay	Animal Movement Relay	Free Play

Blocks of Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Learning Checkpoints	✓ <i>Identify where the sound is coming from</i>	✓ <i>Group animals according to how they move and where they live</i>	✓ <i>Follow instructions</i>	✓ <i>Do the animal movements</i>	✓ <i>Do the animal movements</i>
Transition to Meeting Time 3	<i>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 in Meeting Time 3. A transition song or countdown may be used.</i>				
Meeting Time 3 (5 min)	Learners name the different animals they see in the community.	Learners identify the different habitat of animals living in the community.	Learners identify the body parts of the animals they see in the community.	Learners share how animals move around the community.	Learners share how animals help the people in the community.
Wrap-Up Questions / Activity	The teacher takes note if the learners are able to identify the names of the different animals that can be seen in the community.	The teacher takes note if the learners are able to match the animals with their habitat.	The teacher takes note if the learners are able to distinguish the different body parts of animals.	The teacher takes note if the learners can demonstrate the different movements of different animals in the community.	The teacher takes note if the learners are able to articulate and are appreciative of the uses of animals in people's lives.
DISMISSAL ROUTINE					

Week 35

Content Focus: **We have animals in the environment.**

MEETING TIME 1

1. Concept Mapping

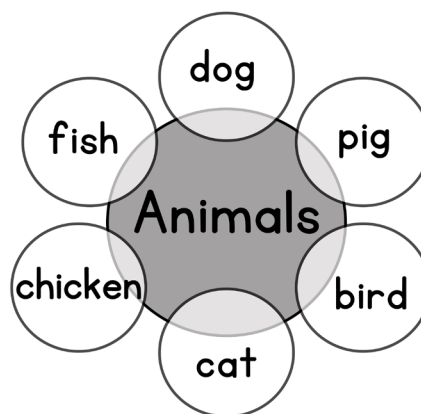
Competencies:

- Name common animals (PNEKA-Ie-1)
- Participate actively in a dialog or conversation of familiar topics (LLKOL-00-10)

Materials: Manila paper, marker

Procedure:

1. Ask the learners what they know about animals.
2. Write all their answers on the Manila paper.



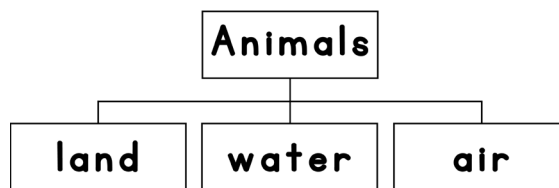
2. Animal Habitat

Competencies:

- Group objects that are alike (MKSC-00-5)
- Sort and classify objects according to one attribute/property (shape, color, size, function/use) (MKSC-00-6)
- Name common animals (PNEKA-Ie-1)
- Observe, describe, and examine common animals using their senses (PNEKA-IIIh-2)
- Group animals according to certain characteristics (how they look/ body, coverings/ parts, how they move, sounds they make, what they eat, where they live) (PNEKA-IIIi-4)

Materials: Manila paper, marker

Procedure: Classify the animals given yesterday according to where they live.



**WORK PERIOD 1
TEACHER SUPERVISED ACTIVITIES**

1. Animals in the Community

Competencies:

- Name common animals (PNEKA-Ie-1)
- Express simple ideas through symbols (e.g., drawings, invented spelling) (LLKC-00-1)

Materials: ¼ Oslo or bond paper, coloring materials, scissors

Procedure:

1. Have learners think of animals that they see in their community or have seen before. Animals that they have only seen in pictures/video can also be included.
2. Let them draw these on the ¼ Oslo or bond paper.
3. Allow the learners to cut around the outline of the animals they drew.

2. Animal Mural

Competencies:

- Nakalilikha ng iba't ibang bagay sa pamamagitan ng malayang pagguhit (SKMP-00-1)
- 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)
- Name common animals (PNEKA-Ie-1)
- Group animals according to certain characteristics (how they look/ body, coverings/ parts, how they move, sounds they make, what they eat, where they live) (PNEKA-IIIi-4)
- Express simple ideas through symbols (e.g., drawings, invented spelling) (LLKC-00-1)

Materials: 2 or 3 Manila paper made into one whole and posted on the board or wall, glue/tape

Procedure:

1. Group the learners into four:
 - Group 1: land – forest
 - Group 2: land – farm
 - Group 3: water
 - Group 4: air/sky
2. Each group will draw the habitat assigned to them on the Manila paper: top for air/sky, middle for water, bottom for land.
3. They will draw the things they see in the habitat like trees in the forest, barn in the farm, etc.
4. Using the animals they drew yesterday, the groups will choose which animals live in their assigned habitat and paste these accordingly.

3. Paper Plate Animal Masks

Competencies:

- Naisasagawa ang mga sumusunod na kasanayan pagpilas/paggupit/pagdikit ng papel (KPKFM-00-1.3)
- paglikha ng mga modelo pangkaraniwang bagay sa paligid (KPKFM-00-1.6)
- Nakalilikha ng iba't ibang bagay sa pamamagitan ng malayang pagguhit (SKMP-00-1)
- 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)
- Nakagugupit at nakapagdidikit ng iba't ibang hugis na may iba't ibang tekstura (SKMP-00-4)

- Nakapupunit, nakagugupit at nakapagdidikit sa paggawa ng collage (SKMP-00-7)
- Nakapagpapatung-patong, nakapagdudugtong-dugtong at nakapagdidikit-dikit (assemblage) ng mga patapong bagay: maliit na kahon ng gamot (SKMP-00-8)
- Observe, describe, and examine common animals using their senses (PNEKA-IIIh-2)
- Nakagagawa nang nag-iisa (KAKPS-00-3)

Materials: paper plates, glue, cardboard or construction paper, scissors, markers, rubber bands, yarn, art materials

Preparation: cut out the eyes part of the paper plate

Procedure:

1. Ask each learner to choose the animal s/he would like to make a mask of.
2. Discuss what parts will be included in the mask (e.g. whiskers for cats, scales for fish, antenna for insects).
3. The learners are free to add/draw parts of the animal's face to the mask using the art materials.

4. Classification Chart: Animal Movement

Competencies:

- Group animals according to certain characteristics (how they look/ body, coverings/parts, how they move, sounds they make, what they eat, where they live) (PNEKA-IIIi-4)
- Express simple ideas through symbols (e.g., drawings, invented spelling) (LLKC-00-1)

Materials: ¼ Manila paper and 1/8 bond papers

Procedure:

1. Let the children write names of animals on the 1/8 bond paper. They may be given a guide to copy.
2. The learners will imitate the movement of the animals and paste the animal names under their movement in the chart.

Animal Movement				
Swim	Fly	Walk	Hop	Crawl

5. Matching Animal to Their Uses






Competency:

- Identify and describe how animals can be useful (PNEKA-III g-7)

Materials: reusable chart, yarn, names of farm animals, pictures of uses of animals (e.g. egg, milk, meat, kalesa,)

Procedure: Make a reusable chart (see sample) and the learners will match the farm animals to the things they give or do for us.

Match the animal to its uses

cow	●	●	
pig	●	●	
carabao	●	●	
chicken	●	●	
horse	●	●	

Note: For matching activities, teachers may present learners with varied materials that include tactile materials or concrete objects. For instance, instead of just matching colors, learners may match objects with the same texture. Teachers may use cloth swatches, cotton, corrugated paper, etc. Learners may also match the objects with the same shapes such as pencils, coins, blocks, or varied manipulatives. Consider this when you encounter other similar activities.

WORK PERIOD 1 INDEPENDENT ACTIVITIES

1. Playdough Animals

Competencies:

- Naisasagawa ang mga sumusunod na kasanayan: pagmomolde ng luwad (clay), pagbuo ng puzzles (KPKFM-00-1.5)
- Nakapagmomolde ng luwad (clay) sa nais na anyo (SKMP-00-6)
- Name common animals (PNEKA-Ie-1)
- Group animals according to certain characteristics (how they look/ body, coverings/parts, how they move, sounds they make, what they eat, where they live) (PNEKA-IIIi-4)
- Nakapagbubuo ng pagkakaibigan (KMKPAra-00-5)

Materials: playdough, popsicle sticks, small boxes, other art materials

Procedure:

1. Let the learners mold animals out of playdough.
2. Encourage them to also build the habitat of the animals: forest, farm, ocean, etc.

2. Connect the Animal Parts

Competency (s):

- Naisasagawa ang mga sumusunod na kasanayan: pagmomolde ng luwad (clay), pagbuo ng puzzles (KPKFM-00-1.5)
- Name common animals (PNEKA-Ie-1)
- Observe, describe, and examine common animals using their senses (PNEKA-IIIh-2)
- Group animals according to certain characteristics (how they look/ body, coverings/parts, how they move, sounds they make, what they eat, where they live) (PNEKA-IIIi-4)

Materials: cut-outs of different body parts of animals

Procedure:

1. Put the cut-out body parts in corresponding boxes labeled head, body, tail, wings, etc.
2. Let the learners connect the cut-out body parts to form the animals.

3. Sand /Water Play

Competencies:

- Name common animals (PNEKA-Ie-1)
- Observe, describe, and examine common animals using their senses (PNEKA-IIIh-2)
- Use objects and materials safely (PNEKPP-00-6)

Materials: plastic or rubber animals, water and sand toys

Procedure:

1. Let the learners construct animal homes using sand and water and available play accessories.
2. Encourage them to use the plastic or rubber animals as accessories or props.

4. Animal Name Memory Game

Competencies:

- Identify the letter, number, or word that is different in a group (LLKVPD-00-6)
- Tell which two letters, numbers, or words in a group are the same (LLKVPD-Ie-4)

Materials: pairs of names of animals written on cards

Procedure:

1. Let the learners read the animal names.
2. Shuffle them and put them face down on the table.

3. Each learner will open two cards and check if the words are the same. If yes, the child can open two more cards until s/he encounters two cards that are not the same.
4. When s/he opens two cards and they do not match, s/he returns it face down and the next player takes his/her turn.
5. The game ends when all the cards have been matched, with the winner being the learner with the most number of pairs.

WORK PERIOD 2 TEACHER SUPERVISED ACTIVITIES

1. Animal Boat

Competency:

- Group, represent, and count sets of equal quantity of materials up to 10 (beginning of multiplication) (MKAT-00-15)

Materials: $\frac{1}{4}$ Manila paper, markers

Procedure:

1. Play the boat is sinking but use instead “The ark is moving” (may have a short explanation on connection of the story to animals)
2. After a few rounds, discuss how the animals can be grouped equally inside boats by using drawings.
 - If there were 2 boats and 8 animals, how many animals will be in each group?
 - How about if there were 2 boats and 10 animals?
 - 3 boats and 9 animals?
3. Divide the class into small groups. Each group will be given a $\frac{1}{4}$ Manila paper.
4. Ask the learners to draw 5 boats on the paper.
5. Then they will draw two animals in each boat and write the numeral 2 inside it. (Do this again for 4, 6, 8, 10).



3. Animals and their Homes

Competency:

- Group, represent, and count sets of equal quantity of materials up to 10 (beginning of multiplication) (MKAT-00-15)

Materials: $\frac{1}{4}$ Manila paper, markers

Procedure:

1. Divide the class into 3 groups – land, water, land and water.
2. The learners will choose an animal according to the animal home assigned to them (e.g. dolphin for water, lion for land, turtle for land and water).
3. The learners will be given Manila paper to create their own poster by drawing the animal assigned to them.
4. The children will draw 2 animals in each group until they complete the 10 animals similar to the boat activity on the previous day.
5. The children will present their drawing in front while also reciting skip counting by 2 using the poster that they made.

3. Ants in the Pan

Competencies:

- Separate and represent groups of equal quantities using concrete objects up to 10 (beginning division) (MKAT-00-16)
- Divide a whole into two or four equal parts (halves and fourths) (MKAT-00-17)

Materials: pandesal, peanut butter, raisins

Procedure:

1. Give each learner a pandesal, a little peanut butter, and 10 raisins.
2. Ask them to cut the pandesal in half, then spread peanut butter.
3. Then, they will divide the 10 raisins on the 2 pieces of bread. They are supposed to have 5 raisins on each bread.
4. Teacher will show the equation of $10 \div 2 = 5$ on the board.

4. Butterfly Wings

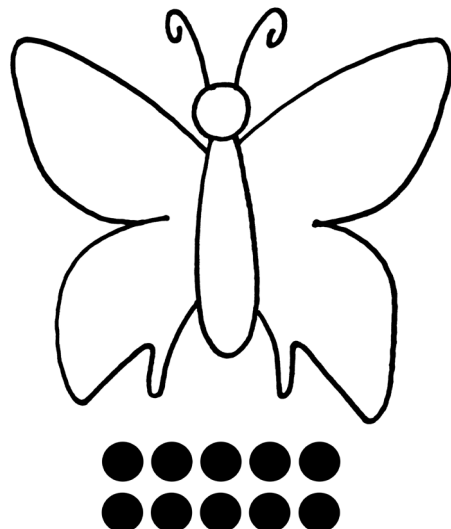
Competency:

- Separate and represent groups of equal quantities using concrete objects up to 10 (beginning division) (MKAT-00-16)

Materials: butterfly template, 10 spots, glue

Procedure:

1. Give learners a picture of a butterfly and 10 spots.
2. The learner will divide the 10 spots equally in the 2 wings of the butterfly.
3. The learners will write the numeral below the dots.
4. The teacher will walk through the student in understanding that when 10 dots are divided in two, the answer is 5.



5. Bird-Wing Division

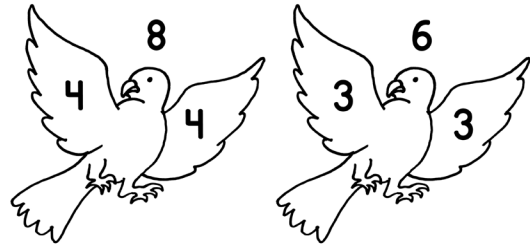
Competency:

- Separate and represent groups of equal quantities using concrete objects up to 10 (beginning division) (MKAT-00-16)

Materials: bird template, pencils

Procedure:

1. Give children a picture of a bird with its wings spread.
2. On the head of the bird, numbers in multiples of 2 are written and the learner must think of the numbers that makes it up if divided in two (example: 8 is 4 and 4, 6 is 3 and 3).
3. The learner will write the 2 numbers on the wings of the bird.
4. The teacher will walk through the student in understanding that when the number on the head of the bird is divided in two, the answer will be the number on the wings.



WORK PERIOD 2 INDEPENDENT ACTIVITIES

1. Counting by two's

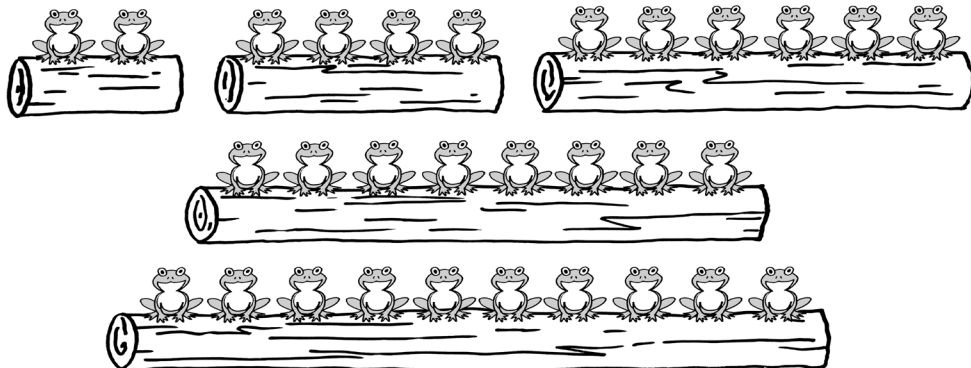
Competencies:

- Count objects with one-to-one correspondence up to quantities of 10 (MKC-00-7)
- Group, represent, and count sets of equal quantity of materials up to 10 (beginning of multiplication) (MKAT-00-15)

Materials: reusable pictures of 5 logs with numbers on it (2, 4, 6, 8, 10) and 30 frogs

Procedure:

1. Song: 10 Green Speckled Frogs (variation of Five Green Speckled Frogs)
2. Place the logs and frogs on the table.
3. Let the children place the number of frogs on the corresponding logs.



2. Modified Fishing Game

Competencies:

- Count objects with one-to-one correspondence up to quantities of 10 (MKC-00-7)
- Group, represent, and count sets of equal quantity of materials up to 10 (beginning of multiplication) (MKAT-00-15)
- Nakapaghihintay ng kanyang pagkakataon (KAKPS-00-12)

Materials: Fish with numbers on it, cards with table of 2 number sentence on it, and fishing rod

Procedure:

1. Group the children. Place the fish on the floor.
2. Each child take turns to pick up card.
3. S/He reads the number sentence on the card.
4. Ask the child to pick up the corresponding answer among the fish on the floor using the fishing rod.

3. Finger Print Fish Scales

Competency:

- Group, represent, and count sets of equal quantity of materials up to 10 (beginning of multiplication) (MKAT-00-15)

Materials: 10 fish outline on paper, paint

Procedure:

1. Give each child paint and worksheet with fish outline
2. The learners will dip their fingers in the paint and put 5 finger prints on each fish.
3. They can use this as poster to review counting by 5s

4. Horse Wagon Division

Competency:

- Separate and represent groups of equal quantities using concrete objects up to 10 (beginning division) (MKAT-00-16)

Procedure:

1. Prepare the work mat with picture of 10 horses (or carabaos) pulling a wagon and give 1 per learner.
2. Give each learner 20 popsicle sticks.
3. Ask the children to divide the popsicle sticks equally into the 10 wagons.
4. They can repeat the activity when they are done, using 30, 40, and 50 popsicle sticks.

INDOOR/OUTDOOR GAMES

1. Animal Sound Game (indoor game)

Competencies:

- Naipakikita ang panimbang sa pagsasagawa ng iba't ibang kilos ng katawan, gaya ng paglukso-luksong pahalinhinan ang mga paa (skipping), pagtulay nang di natutumba sa tuwid na guhit, pag-akyat at pagbaba sa hagdanan (KPKGM-00-4)
- Group animals according to certain characteristics (how they look/ body, coverings/parts, how they move, sounds they make, what they eat, where they live) (PNEKA-IIIi-4)
- Identify familiar sounds in the environment (LLKAPD-Ie-1)
- Tell who/what is producing a given sound (LLKAPD-Ie-2)
- Identify where the sound is coming from (inside/outside the room) (LLKAPD-Ie-3)

Materials: blindfold or handkerchief

Procedure:

1. The learners are divided into groups and will represent an animal that makes a sound (dog, cat, elephant, rooster, cow, etc.).
2. All members except one are blindfolded. The one who is not blindfolded is the leader.
3. The leader goes to a random place in the room.
4. On signal start, the leader starts making the animal sound and the group members listen carefully to their sound and start looking for the source of the sound.
5. Once they are together, they make the sound continuously until all the group members are together.

2. Animal Habitat and Movement Game (variation of stop dance)

Competencies:

- Naisasagawa ang mga sumusunod na kilos lokomotor sa pagtugon sa ritmong mabagal at mabilis (paglakad, pagtakbo, pagkandirit, paglundag/pagtalon, paglukso) (KPKGM-Ie-2)
- Group animals according to certain characteristics (how they look/ body, coverings/parts, how they move, sounds they make, what they eat, where they live) (PNEKA-IIIi-4)
- Naisakikilos ang sariling kakayahan sa iba't-ibang paraan (SEKPSE-If-2)

Materials: animal mask, land, water, air background

Procedure:

1. Post the backgrounds around the classroom.
2. Let the learners wear the animal mask they made. Gather them in the middle of the classroom.
3. Play a song about animals (example: Do The Monkey) and let the learners dance.
4. When the music stops, all animals must go to their proper habitat by using their movement (walk, hop, crawl, fly, swim, etc.)
5. Children who are not in their proper habitat will be out from the game.

3. Animal Parts Relay

Competencies:

- Naisasagawa ang mga sumusunod na kilos lokomotor sa pagtugon sa ritmong mabagal at mabilis (paglakad, pagtakbo, pagkandirit, paglundag/pagtalon, paglukso) (KPKGM-Ie-2)
- Nakapaghihintay ng kanyang pagkakataon (KAKPS-00-12)

Materials: 2 sets of improvised tail, wings, crown of a chicken

Procedure:

1. Divide the learners into two groups.
2. The first player wears the improvised tail, wings, and crown of the chicken then runs around the turning point and back to the starting line. S/He passes the tail, wings, and crown to the next player.
3. First group to finish will be declared the winner.

4. Animal Movements Relay

Competencies:

- Naisasagawa ang mga sumusunod na kilos lokomotor sa pagtugon sa ritmong mabagal at mabilis (paglakad, pagtakbo, pagkandirit, paglundag/pagtalon, paglukso) (KPKGM-Ie-2)
- Group animals according to certain characteristics (how they look/ body, coverings/parts, how they move, sounds they make, what they eat, where they live) (PNEKA-IIIi-4)
- Nakapaghihintay ng kanyang pagkakataon (KAKPS-00-12)

Materials: none

Procedure:

1. Group the learners into 5. Arrange the group in parallel lines.
2. Players will move like the animal assigned to them:

First line:	duck
Second line:	frog
Third line:	horse
Fourth line:	fish
Fifth line:	snake

3. The first player imitates the animal movement going to the turning point. S/He goes back to the starting line and taps the next player.
4. The first group to finish wins.

SONGS / RHYMES / POEMS

Ako ay may Alaga

Ako ay may alaga
Asong mataba
Bunto't ay mahaba
Maaamo ang mukha
Mahal niya ako at mahal ko rin siya.
Kaya kaming dalawa ay laging
magkasama

Ang Mga Ibon

Ang mga ibon na lumilipad
Ay mahal ng Diyos
Di kumukupas
Ang mga ibon na lumilipad
Ay mahal ng Diyos
Di kumukupas
Wag ka nang malungkot
Oh praise the Lord.

Ang mga isda na lumalangoy
Ang mga aso na tumatahol
(Let the learners think of other animals
and their movement/sound)

Aso

Ako ay may aso
Ito ay si Do-do
Dali, dali, takbo
At hahabol na ito.
Ang tahol ng aso
Sa may bakuran ninyo.
Ang batang magulo
Ay hindi matututo.

Manok

Ang tilaok ng manok
Sa sangang nabaluktot
"sa batang paladabog
Dapat ay sa bundok."
Alaga kong manok
Nagbibigay ng itlog
Kaya ako ay mabilog
At saka malusog.

Bugtungan: Mga Hayop sa Paligid

Ako'y may apat na paa
Bunto't at dalawang tenga
Aw,aw, aw ang tahol ko
Tumatakbo ang mga tao
Sino ako? _____

Dalawa ang paa ko
Dalawang pakpak saka ulo
Sa sapa ay kay saya
Quack, quack langoy na kita
Sino ako? _____

Damo sa bakuran
Pagkain ko araw-araw
Sa matulis kong sungay
Mee, mee, takot ang kaaway
Sino ako? _____

Tubig na malinaw
Ang aking tirahan
Pag ako'y lumalangoy
Buntot ko'y gumagalaw
Sino ako? _____

May ulo walang leeg
May tiyan walang puwit
Kapag siya'y natatakot
Tinta nya'y ginagamit
Sino ako? _____

May berde, dilaw at pula,
Bibig at mata laging nakabuka
Wala man silang paa
Nakakapasyal din siya
Sino ako? _____

WEEK 36

Content Focus: **We care for animals in the environment.**

Blocks of Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Arrival Time (10 min)	Arrival routine				
Meeting Time 1 (10 min)	Meeting time routine Review of concepts learned the previous week/day Introduction of message for the day by asking the guide questions below				
MESSAGE	We take care of animals. We call these animals pets.	Animals need a home. Pets live in humans' homes.	Animals need a home. Some live in the zoo and other places where humans care for them.	Animals need food to live.	Animals need love and care.
QUESTION/S	What animals can we take care of? What do we call animals that we take care of in our homes? List all the learners' answers then discuss if all of these can be pets. Cross out those that cannot be pets and talk about why.	Where do pets live?	What animals live in the zoo? Do you know that there are homes for endangered animals? Introduce words: refuge, reserve, endangered, extinct	What do animals need to live and grow? What do animals eat?	How do animals take care of their young? How do you take care of animals?
Transition to Work Period 1	<i>The teacher gives instructions on how to do the independent activities, answers any questions, and tells the learners to join their group and do the assigned tasks.</i>				
Work Period 1 (40 mins)					
Teacher-Supervised Activity	Favorite Pet Survey	Pet Parade	Kinder Zoo	Animals Eat, Too	Commitment Board
Learning Checkpoints	✓ <i>Create a simple pictograph</i>	✓ <i>Talk about pets using various appropriate descriptive words</i>	✓ <i>Identify the needs of animals</i>	✓ <i>Identify the needs of animals</i>	✓ <i>Know how to care for animals</i>

Blocks of Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Independent Activities	1. My Favorite Pet 2. Animal Homes 3. Word Box (Mother Animals and their Young) 4. Animal Food Match				
Learning Checkpoints	<ul style="list-style-type: none"> ✓ Create animals using junk materials ✓ Identify common words ✓ Match pictures based on attributes in one-to-one correspondence ✓ Know the names of animals and their young 				
Transition to Meeting Time 2	<i>The teacher reminds the learners about the time left in Work Period Time 1 around 15 minutes before Meeting Time 2. After 10 minutes, the teacher tells the learners to start packing away the materials they used and be ready for Meeting Time 2. A transition song or a countdown may be used.</i>				
Meeting Time 2 (10 min)					
QUESTIONS/ ACTIVITY	Pantomime: Pet Ko, Hula Mo	Poem: Animal Homes	Finger Play: This Little Cow		Song : Animals and their Young / Inahin at mga Inakay
Transition to Recess	<i>The teacher commends the learners for the work they did in Work Period Time 1 and tells them to prepare for recess time by washing their hands. Encourage sharing especially if not all children have food.</i>				
Recess (15 min)					
Transition to Quiet Time	<i>The teacher reminds the children to pack away the things they used in recess time, clean up their eating area, throw their trash in the trash bin, wash their hands, brush their teeth, change their wet clothes, and have their Quiet Time.</i>				
Quiet Time (10 min)					
Transition to Story Time	<i>While singing a transition song, the teacher “wakes” the learners up and tells them that it’s time to listen to a story. When the learners are ready, the teacher proceeds with the pre-reading activities and makes sure that the learners are listening attentively.</i>				
Story Time (20 min)	<i>Theme: Any age and culturally appropriate story about how to take care of animals</i>	<i>Theme: Any age and culturally appropriate story about animals and their home</i>	<i>Theme: Any age and culturally appropriate story about animal extinction</i>	<i>Theme: Any age and culturally appropriate story about animals and the food that they eat</i>	<i>Theme: Any age and culturally appropriate story about how animals show love and care to their young</i>

Blocks of Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Pre-Reading	<p>Define difficult words.</p> <p>Motivation question: Do you have a pet? Do you want to have a pet?</p> <p>Motive question: What are the pets in the story?</p>	<p>Define difficult words.</p> <p>Motivation question: Where do you live?</p> <p>Motive question: Where do the animals live in the story?</p>	<p>Define difficult words.</p> <p>Motivation question: Have you lost something that is important to you?</p> <p>Motive question: What was almost gone in the story?</p>	<p>Define difficult words.</p> <p>Motivation question: What is your favorite food?</p> <p>Motive question: What is the favorite food of the animal in the story?</p>	<p>Define difficult words.</p> <p>Motivation question: Who takes care of you at home?</p> <p>Motive question: Who took care of the animal in the story?</p>
During Reading	Ask comprehension questions.				
Post-Reading	<p>What are the pets in the story? How do you take care of pets?</p>	<p>Where do the animals live?</p> <p>How can we help protect the homes of animals?</p>	<p>What was almost gone in the story?</p> <p>How can we help prevent animal extinction?</p>	<p>What is the favorite food of the animal in the story?</p> <p>How can we make sure the animals have enough food to eat?</p>	<p>Who took care of the animal in the story?</p> <p>How can we help care for animals?</p>
Transition to Work Period 2	After the post-reading activities, the teacher gives instructions regarding the teacher-supervised and independent activities, answers any questions, and tells the learners to join their group and do the assigned tasks.				
Work Period 2 (40 min)					
Teacher-Supervised Activity	Chicken Feet (Counting groups of 2)	Pair Pressure	Calling All Caterpillars	Beautiful Butterfly Wings	Triangular Animals
Learning Checkpoints	✓ Group, represent, and count sets of equal quantity of materials up to 10 (beginning of multiplication)	✓ Group, represent, and count sets of equal quantity of materials up to 10 (beginning of multiplication)	✓ Mastered the concept of subtraction	✓ Recognize symmetry	✓ Group, represent, and count sets of equal quantity of materials up to 10 (beginning of multiplication)

Blocks of Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Independent Activities	1. Saucer and Food Match-Up 2. Eggs in the Nest 3. 10 to Reach Home 4. Five in a Row				
Learning Checkpoints	<ul style="list-style-type: none"> ✓ <i>Group, represent, and count sets of equal quantity of materials up to 10 (beginning of multiplication)</i> ✓ <i>Recognize and visualize situations that require addition and subtraction</i> ✓ <i>Arrange objects one after another in a series/sequence according to a given attribute (size, length) and describe their relationship (big/bigger/biggest or long/longer/longest)</i> ✓ <i>Separate and represent groups of equal quantities using concrete objects up to 10 (beginning division)</i> 				
Transition to Indoor/Outdoor Games	<i>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.</i>				
Indoor/Outdoor Games (20 min)	Pet Stations	Animals Run Home	Save the Animals	Beware of Sharks	Agawang Sisiw
Learning Checkpoints	<i>Observe the learners' team work and sportsmanship</i>				
Transition to Meeting Time 3	<i>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 in Meeting Time 3. A transition song or countdown may be used.</i>				
Meeting Time 3 (5 min)	Learners share the different ways of taking care of animals.		Learners give the meaning of the words refuge, reserve, endangered and extinct.	Learners describe what animals need to live and grow.	Learners match the mother animals with their young.
Wrap-Up Questions / Activity	<i>The teacher takes note if learners are able to give different ways of taking care of animals.</i>	<i>The class will recite the poem Animal Home.</i>	<i>The teacher takes note if learners are able to correctly distinguish the words refuge, reserve, endangered and extinct with each other.</i>	<i>The teacher takes note if learners are able to give the different needs of animals in order to live and grow.</i>	<i>The teacher takes note if learners are able to match correctly the mother and its young animal.</i>
DISMISSAL ROUTINE					

WEEK 36

Content Focus: **We care for animals in the environment.**

WORK PERIOD 1 TEACHER-SUPERVISED ACTIVITIES

1. Favorite Pet Survey

Competencies:

- Collect data on one variable (e.g., sex /boys or girls) through observation and asking questions (MKAP-00-1)
- Create simple pictographs (MKAP-00-2)
- Discuss simple pictographs (MKAP-00-3)
- Name common animals (PNEKA-Ie-1)
- Talk about likes/dislikes (foods, pets, toys, games, friends, places) (LLKOL-Ic-15)

Materials: pieces of paper, pencil, Manila paper, marker

Procedure:

1. From the list of animals that can be taken care of as pets, let each learner choose their favorite.
2. They will draw this animal or write their name on a piece of paper.
3. Make a tally of the class' favorite pet after all the learners have chosen one.
4. Ask the learners to look at the graph and answer the following questions:
5. Which animal was the most popular choice for a pet?
6. Which was the least popular?
7. Do the numbers add up to the number of learners in the class?

2. Pet Parade

Competencies:

- Talk about likes/dislikes (foods, pets, toys, games, friends, places) (LLKOL-Ic-15)
- Talk about the details of an object/picture like toys, pets, foods, places (LLKOL-Id-4)
- Talk about family members, pets, toys, foods, or members of the community using various appropriate descriptive words (LLKOL-00-5)
- Participate actively in a dialog or conversation of familiar topics (LLKOL-00-10)

Preparation: Talk to the parents of learners with pets at home and ask them to bring these to the class. Also request the parents to stay in class on Pet Parade Day to assist. It is a good idea to make the pets varied, e.g. dog, cat, fish, turtle, rabbit, bird. Make sure these are safe for the learners to look at/touch, i.e. dogs/cats have anti-rabies vaccines.

Procedure:

1. Let the pet owner show his/her pet to class and describe it: say its name and stories about how s/he got it, funny things that happened to it, and how s/he takes care of it.
2. The other learners may ask questions or share their experiences.
3. The learners may also be allowed to touch the pets.

Variation: The learners may visit a nearby veterinary clinic or farm, or invite a veterinarian or farmer to class.

3. Kinder Zoo

Competencies:

- Naisasagawa ang mga sumusunod na kasanayan:
- pagmomolde ng luwad (clay), pagbuo ng puzzles (KPKFM-00-1.5)
- paglikha ng mga modelo pangkaraniwang bagay sa paligid (KPKFM-00-1.6)
- Nakapagmomolde ng luwad (clay) sa nais na anyo (SKMP-00-6)
- Use objects and materials safely PNEKPP-00-6
- Talk about the details of an object/picture like toys, pets, foods, places (LLKOL-Id-4)
- Talk about family members, pets, toys, foods, or members of the community using various appropriate descriptive words (LLKOL-00-5)

Materials: playdough, plastic animals, blocks, scrap materials like cloth, sticks, etc.

Procedure:

1. Let the learners create a zoo using the materials above.
2. Allow them to talk about their creation.

4. Animals Eat, Too

Competencies:

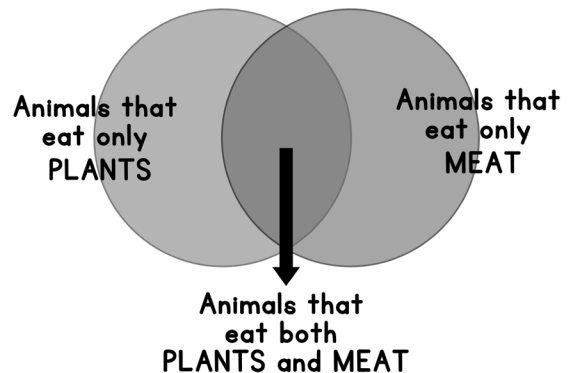
- Nakaguguhit, nakapagpipinta at nakapagkukulay ng iba't ibang bagay o gawain (dekorasyon sa 'name tag', kasapi ng mag-anak, gawain ng bawat kasapi ng mag-anak, mga alagang hayop, mga halaman sa paligid) (SKMP-00-2)
- Identify the needs of animals (PNEKA-III g-5)
- Name common animals (PNEKA-Ie-1)
- Group animals according to certain characteristics (how they look/ body, coverings/ parts, how they move, sounds they make, what they eat, where they live) (PNEKA-IIIi-4)
- Express simple ideas through symbols (e.g., drawings, invented spelling) (LLKC-00-1)

Materials: Manila paper, strips of bond paper or newsprint, tape, pencils/ coloring materials

Preparation: Draw a Venn diagram

Procedure:

1. Show the diagram to the learners and tell them it is called a Venn diagram. Read the categories to them and explain how the diagram can be used.
2. Ask, "What animals eat only plants?"
"How about animals that eat only meat?"
"Can you think of animals that eat both?"
3. The learners will draw animals and tape them in the circle where they belong.
4. If there is a debate, consult the Internet or encyclopedia and move the animal if it was placed on the wrong circle.



5. Commitment Board

Competencies:

- Naipakikita ang pagtulong at pangangalaga sa kapaligiran, halimbawa pagdidilig ng mga halaman, pag-aalis ng mga damo at kalat, hindi pagsira ng halaman, at pag-aalaga sa hayop (KMKPKom-00-5)
- Nakapaghihintay ng kanyang pagkakataon (KAKPS-00-12)
- 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)
- Identify ways to care for animals (PNEKA-III g-6)
- Express simple ideas through symbols (e.g., drawings, invented spelling) (LLKC-00-1)

Materials: cartolina, markers

Procedure:

1. The learners will draw or write their promise on taking care of animals.
2. They will sign their promise with their names.
3. Read the promises in Meeting Time 2.

WORK PERIOD 1 INDEPENDENT ACTIVITIES

1. My Favorite Pet

Competencies:

- Naisasagawa ang mga sumusunod na kasanayan
- pagpilas/paggupit/pagdikit ng papel (KPKFM-00-1.3)
- pagbakat, pagkopya ng larawan, hugis, at titik (KPKFM-00-1.4)
- paglikha ng mga modelo pangkaraniwang bagay sa paligid (KPKFM-00-1.6)
- Nakalilikha ng iba't ibang bagay sa pamamagitan ng malayang pagguhit (SKMP-00-1)
- 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)
- Nakagugupit at nakapagdidikit ng iba't ibang hugis na may iba't ibang tekstura (SKMP-00-4)
- Nakapupunit, nakagugupit at nakapagdidikit sa paggawa ng collage (SKMP-00-7)
- Nakapagpapatung-patong, nakapagdudugtong-dugtong at nakapagdidikit-dikit (assemblage) ng mga patapong bagay: maliit na kahon ng gamot (SKMP-00-8)
- Identify ways to care for animals (PNEKA-III g-6)
- Observe, describe, and examine common animals using their senses (PNEKA-IIIh-2)
- Talk about the details of an object/picture like toys, pets, foods, places (LLKOL-Id-4)
- Express simple ideas through symbols (e.g., drawings, invented spelling) (LLKC-00-1)

Materials: paper, crayons, markers, art materials, small boxes, yarn, glue/tape

Procedure:

1. Ask the learners to imagine a pet that they like to take care of. They can be

- creative and mix traits of different animals.
2. They will create this pet using the materials.
 3. They will name the pet and write its name below their art work.

2. Animal Homes

Competencies:

- Naisasagawa ang mga sumusunod na kasanayan
- pagpilas/paggupit/pagdikit ng papel (KPKFM-00-1.3)
- pagbakat, pagkopya ng larawan, hugis, at titik (KPKFM-00-1.4)
- paglikha ng mga modelo pangkaraniwang bagay sa paligid (KPKFM-00-1.6)
- Nakalilikha ng iba't ibang bagay sa pamamagitan ng malayang pagguhit (SKMP-00-1)
- 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)
- Nakagugupit at nakapagdidikit ng iba't ibang hugis na may iba't ibang tekstura (SKMP-00-4)
- Nakapupunit, nakagugupit at nakapagdidikit sa paggawa ng collage (SKMP-00-7)
- Nakapagpapatung-patong, nakapagdudugtong-dugtong at nakapagdidikit-dikit (assemblage) ng mga patapong bagay: maliit na kahon ng gamot (SKMP-00-8)

Materials: popsicle sticks, paper scraps, plastic cover, blue cellophane

Procedure:

1. Discuss with the learners where pets usually live: farm pets live in barns, dogs in dog houses, birds in nests, fish/turtles in a fish tank or pond.
2. They will choose which animal home they want and make this using sticks (dog house, barn), paper scraps (nest), and plastic cover/blue cellophane (fish tank/pond).
3. They may draw the animal living in the home they made.

3. Word Box (Mother Animals and their Young)

Competencies:

- Express simple ideas through symbols (e.g., drawings, invented spelling) (LLKC-00-1)
- Identify the letters of one's given name (LLKAK-lc-1)
- Name common animals (PNEKA-le-1)

Materials: 2 boxes, paper strips with names of mother animals and their young are written, pocket chart

Procedure:

1. Place a set of names of mother animals and their young in separate boxes. Use the names in the song "Animals and their Young" (Nanay at Inakay).
2. Learners take turns picking out a card from the mother animals box, spelling aloud the word, and trying to read it. The other learners may help.
3. The learner puts the card on the left side of the pocket chart.
4. Another learner looks for the matching young animal name and places it beside the name of the mother animal.

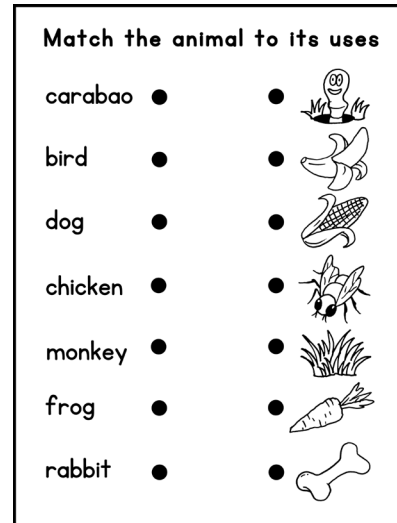
4. Animal Food Match

Competencies:

- Match object, pictures based on properties /attributes in one-to-one correspondence (MKAT-00-1)
- Identify the needs of animals (PNEKA-III g-5)

Materials: reusable chart, yarn, names of animals, pictures of animal food

Procedure: Make a reusable chart like this and the learners will match the animals to the food they eat.



MEETING TIME 2

1. Pantomime: Pet Ko, Hula Mo

Competencies:

- Name common animals (PNEKA-Ie-1)
- Observe, describe, and examine common animals using their senses (PNEKA-IIIh-2)
- Group animals according to certain characteristics (how they look/ body, coverings/parts, how they move, sounds they make, what they eat, where they live) (PNEKA-IIIi-4)
- Demonstrate movements using different body parts (PNEKBS-Ic-3)

Materials: pictures of pets

Procedure:

1. Prepare as many different pet animal pictures as there are players. Do not show these pictures to the players.
2. Write the name of each pet animals on the sheet of paper. 3.Fold up all the sheets of paper so that the players cannot see what is written on them.
3. Each player draws out a picture. Without showing to the others, s/he will act out the pet on the picture.
4. The rest of the class try to guess what animal it is.

WORK PERIOD 2 TEACHER SUPERVISED

1. Chicken Feet (counting groups of 2)

Competencies:

- Group, represent, and count sets of equal quantity of materials up to 10 (beginning of multiplication) (MKAT-00-15)

- Read and write numerals 0 to 10 (MKC-00-3)
- Match numerals to a set of concrete objects from 0 to 10(MKC-00-4)
- 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)

Materials: paper (folded into 6 rows), crayons or pencils

Procedure:

1. Ask the learners to draw a hen on the first row.
2. Ask, "How many feet do you see?" Ask the learners to write the quantity of feet at the right most part of the row.
3. Ask the learners to draw 2 hens on the second row.
4. Ask, "How many feet do you see on two hens?" Ask the learners to write the quantity of feet at the right most part of the row.
5. Continue procedure until learners have drawn 5 hen and have written the total number of feet they see on 5 hens.
6. On the last row, ask learners to write the numbers in sequence as they have written in each row: 2 4 6 8 10

2. Pair Pressure

Competencies:

- Group, represent, and count sets of equal quantity of materials up to 10 (beginning of multiplication) (MKAT-00-15)

Materials: pencil and paper

Procedure:

1. See how many things the learners can name that come in pairs. Write them on the board. The list might include: socks, slippers, shoes, earrings
2. Now tell the learners silly word problems using the items on the list. For example:
 - Eight cows bought shoes for themselves. How many shoes did they buy in all?
 - Five dogs bought earrings for themselves. How many earrings did they buy in all?
 - Three cats bought slippers for themselves. How many slippers did they buy in all?
3. For each problem you give, have a learner come forward and draw a picture on the board illustrating the problem. Ask the learner to write the numerals under each picture.

3. Calling All Caterpillars

Competencies:

- Take away a quantity from a given set using concrete objects to represent the concept of subtraction (MKAT-00-4)
- Recite rhymes and poems, and sing simple jingles/songs in the mother tongue, Filipino and/or English (LLKOL-1a-2)

Materials: pocket chart, strips of paper with lines of the poem Counting Caterpillars

Procedure:

1. Read the poem Counting Caterpillars. Pause before each number word and let the learners chime in then make the poem come alive by acting it out.
2. Seven performers are needed – 5 children as caterpillars, 1 as the narrator, and the narrator’s sister. Caterpillars can wear special hats or head bands and crawl around.

4. Beautiful Butterfly Wings

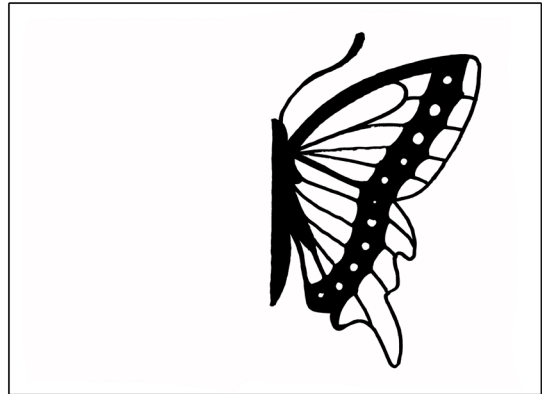
Competencies:

- Recognize symmetry (own body, basic shapes) (MKSC-00-11)
- 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)

Materials: construction paper, paint, scissors

Procedure:

1. Fold paper in half crosswise. The learner will draw half of a butterfly’s wing on one half of the paper.
2. S/He will fold the paper again and cut the outline of the wing.
3. Open the paper and design half of the wing with paint. Make sure the paint is not runny.
4. Fold again and press so the paint transfers to the other half.
5. Open the paper and dry.



5. Triangular Animals

Competencies:

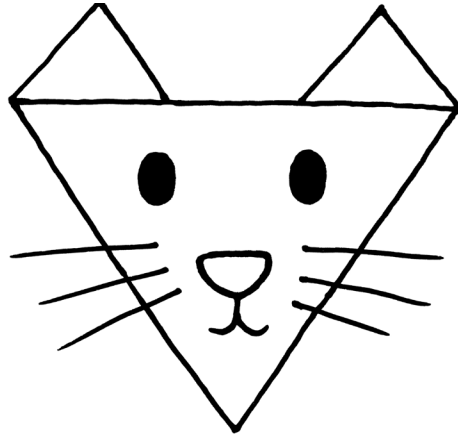
- Group, represent, and count sets of equal quantity of materials up to 10 (beginning of multiplication) (MKAT-00-15)
- Read and write numerals 0 to 10 (MKC-00-3)
- Match numerals to a set of concrete objects from 0 to 10 (MKC-00-4)
- Nakaguguhit, nakapagpipinta at nakapagkukulay ng iba’t ibang bagay 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)

Materials: paper (folded into 4 rows), crayons or pencil

Procedure:

1. Ask the learners to draw 1 triangle with the point down. Turn this into a dog or cat.
2. Ask, “How many sides does a triangle have?” The learner will write the quantity below the triangle.
3. The learner will draw another triangle.

4. Ask, "How many sides do 2 triangles have in all?" The learner will write the quantity below the second triangle.
5. The learner will draw another triangle.
6. Ask, "How many sides do 3 triangles have in all?" The learner will write the quantity below the third triangle. Beside the triangle, the learner will write the numbers in sequence: 3 6 9



WORK PERIOD 2 INDEPENDENT ACTIVITIES

1. Saucer and Food Match-Up

Competencies:

- Separate and represent groups of equal quantities using concrete objects up to 10 (beginning division) (MKAT-00-16)

Materials: sets of saucers and pictures or drawings of food eaten typically by an associated animal (i.e. fish bone-cat, bone-dog, carrot-rabbit, etc.)

Procedure:

1. Give saucers to the learner. Give corresponding picture card. There has to be a divisible number of pictures in accordance to the number of saucer. For example: 6 pictures, 3 saucers; 8 pictures, 4 saucers; 10 pictures, 5 saucers; etc.
2. Ask the learner to divide the same pictures equally among the saucers.
3. Learner checks by making sure all contents of all the saucers have the same number.

Variations:

- *Put different combination of saucer and picture quantity (i.e. 6 can be divided into 2 instead of 3)*
- *This can come with a worksheet where they can record their answer as they group the items.*

Note: For matching activities, teachers may present learners with varied materials that include tactile materials or concrete objects. For instance, instead of just matching colors, learners may match objects with the same texture. Teachers may use cloth swatches, cotton, corrugated paper, etc. Learners may also match the objects with the same shapes such as pencils, coins, blocks, or varied manipulatives. Consider this when you encounter other similar activities.

2. Eggs in the Nest

Competencies:

- Group, represent, and count sets of equal quantity of materials up to 10 (beginning of multiplication) (MKAT-00-15)

Materials: $\frac{1}{4}$ Manila paper, markers

Procedure:

1. Divide the class into small groups. Each group will be given a $\frac{1}{4}$ Manila paper.
2. Ask the learners to draw 5 nests on the paper.
3. Then they will draw 2 eggs in each nest and write the numeral 2 inside it. (Do this again for 4, 6, 8, 10).

3. 10 to Reach Home

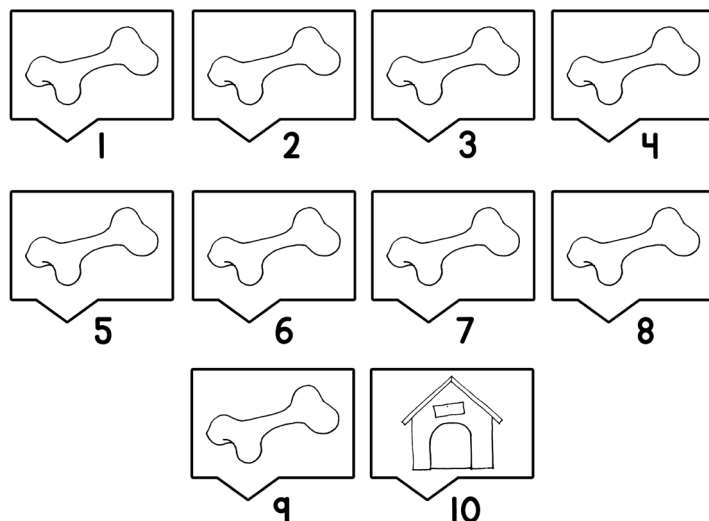
Competencies:

- Recognize and visualize situations that require addition and subtraction (MKAT-00-14)
- Write addition and subtraction number sentences using concrete representations (MKAT-00-10)
- Add quantities up to 10 using concrete objects (MKAT-00-8)
- Count objects with one-to-one correspondence up to quantities of 9 (MKC-00-7)
- Transform/translate patterns from one form to another (MKSC-00-22)
- Naipakikita ang pagpapahalaga sa maayos na pakikipaglaro: pagiging mahinahon, pagsang-ayon sa pasiya ng nakararami/ reperi, pagtanggap ng pagkatalo nang maluwag sa kalooban, pagtanggap ng pagkapanalo nang may kababaang loob (KAKPS-00-19)

Materials : playing board, dice

Procedure:

1. Give each player a playing board



2. Players take turns throwing the die.
3. Player 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. Children will write number sentence in their templates.
6. Player who reaches ten first wins.

4. Five in a Row

Competencies:

- Arrange objects one after another in a series/sequence according to a given attribute (size, length) and describe their relationship (big/bigger/biggest or long/longer/longest) (MKSC-00-10)
- Sort and classify objects according to one attribute/property (shape, color, size, function/use) (MKSC-00-6)
- Reproduce and extend patterns (MKSC-00-20)

Materials: 10 picture cards of animals with tails of varied length . Note: children can manipulate the tails attached to the picture cards.

Procedure:

1. Give 3 or 4 different picture cards to a group of 2-3 players.
2. Ask the children to focus their attention on the animal’s tails.
3. Ask them to arrange the tails in order according to its size or length.
4. First to arrange the sequence properly and snap finger wins.
5. Increase the number of picture cards based on the children’s ability until they are able to arrange 5-10 picture cards according to a given attribute.

INDOOR/ OUTDOOR GAMES

1. Pet Stations

Competencies:

- Natutukoy ang kahalagahan ng pagpapakita ng positibong pag-uugali sa harap ng hindi inaasahang pangyayari tulad ng pagkatalo sa laro, atbp. (SEKPSE-00-8)
- Nagkakaroon ng kamalayan sa damdamin ng iba (SEKEI-00-2)
- Nakasasali sa mga laro, o anumang pisikal na gawain at iba’t ibang paraan ng pag-eehersisyo (KPKPF-00-1)
- Naisasagawa ang paggalaw/pagkilos ng iba’tibang bahagi ng katawan sa saliw ng awitin nang may kasiyahan (KPKGM-Ia-1)
- Nakikipaglaro sa dalawa o tatlong bata gamit ang isang laruan (SEKPN-Ig-2)

Materials: water bowl, food bowl, towel, shampoo bottle, soap box, improvised stethoscope or injection or small bottle of vitamins (or any available materials that animals need), animal mask used in Week 35

Procedure:

1. Four stations will be set up: 1) drinking station, 2) food station, 3) grooming station, 4) animal clinic.
2. One learner is assigned to a station.
3. Divide the remaining children into two groups.
4. Each group will have a stuffed toy animal.
5. The first player brings the stuffed toy to every station where the learner assigned will pretend to give what the animal needs.
6. When the first player has passed all the stations, the next player will take the stuffed toy and do it over again.

Variation: If the learners agree, they can act as the pet animal instead of using a stuffed toy. They may wear animal masks.

2. Animals Run Home

Competencies:

- Nagagamit ang mga kilos lokomotor at di-lokomotor sa paglalaro, pag-eehersisyo, pagsasayaw (KPKGM-Ig-3)
- Naisasagawa ang mga sumusunod na kilos lokomotor sa pagtugon sa ritmong mabagal at mabilis (paglakad, pagtakbo, pagkandirit, paglundag/pagtalon, paglukso) (KPKGM-Ie-2)

Materials: Names of animals written on sticker paper

Procedure:

1. The learners will form a circle.
2. Stick an animal name sticker (rabbit, cow, dog, etc.) on each learner's sleeve so that s/he can see it.
3. Select a "caller" to call two animals. Those whose animal names were called must leave their "home" in the circle and change places. The caller tries to get into one of their places . Anyone who does not find a home becomes the next caller.

3. Save the Animals

Competencies:

- Naisasagawa ang mga sumusunod na kilos lokomotor sa pagtugon sa ritmong mabagal at mabilis (paglakad, pagtakbo, pagkandirit, paglundag/pagtalon, paglukso) (KPKGM-Ie-2)

Procedure:

1. Group the learners into 5 and ask them to form 5 lines.
2. Assign them different endangered animals:
 - a) First – Eagle
 - b) Second – Tamaraw
 - c) Third – Bat
 - d) Fourth – Crocodile
 - e) Fifth – Turtle
3. Say this chant: "We are responsible for saving planet Earth. Do your share!"

- Children, let us save the (mention the animal's name).”
- The learners which teacher called out will be carried by the rest of the class. The aim is to “save” the animal. Their feet should not touch the floor.
 - Call one group at a time to be saved. As the game progresses, increase the number of groups to be saved.

Note: Remind learners to be careful in playing this game.

4. Beware of Sharks

Competencies:

- Recite rhymes and poems, and sing simple jingles/songs in the mother tongue, Filipino and/or English (LLKOL-Ia-2)
- Natutukoy ang kahalagahan ng pagpapakita ng positibong pag-uugali sa harap ng hindi inaasahang pangyayari tulad ng pagkatalo sa laro, atbp. (SEKPSE-00-8)
- Nakasasali sa mga laro, o anumang pisikal na gawain at iba't ibang paraan ng pag-eehersisyo (KPKPF-00-1)
- Naisasagawa ang paggalaw/pagkilos ng iba'tibang bahagi ng katawan sa saliw ng awitin nang may kasiyahan (KPKGM-Ia-1)
- Nakikipaglaro sa dalawa o tatlong bata gamit ang isang laruan (SEKPN-Ig-2)

Procedure:

- The learners form a circle. They will be the monkeys. Ask for a volunteer to be the shark. The shark goes around the circle, while the rest of the group recite the rhyme: “Along came Mr. Shark, hungry as can be. And snapped (number between 1-5) monkey/s floating on the sea.”
- The shark snaps the number of players while the monkeys run/swim to save their lives.
- When a player is snapped, s/he will be out of the game.
- Repeat until only 2 or 3 players are left.

5. Agawang Sisiw

Competencies:

- Natutukoy ang kahalagahan ng pagpapakita ng positibong pag-uugali sa harap ng hindi inaasahang pangyayari tulad ng pagkatalo sa laro, atbp. (SEKPSE-00-8)
- Nagkakaroon ng kamalayan sa damdamin ng iba (SEKEI-00-2)
- Nakasasali sa mga laro, o anumang pisikal na gawain at iba't ibang paraan ng pag-eehersisyo (KPKPF-00-1)
- Naisasagawa ang paggalaw/pagkilos ng iba'tibang bahagi ng katawan sa saliw ng awitin nang may kasiyahan (KPKGM-Ia-1)
- Nakikipaglaro sa dalawa o tatlong bata gamit ang isang laruan (SEKPN-Ig-2)

Procedure:

- Choose 12 players. One will be “Mother Hen,” one “Hungry Snake” and 10 chicks.
- The chicks are led by Mother Hen and they hold onto each other's waists like a train.
- The Snake will try to snatch the chicks while Mother Hen protects them by running. Chicks who fail to hold on will be out.

SONGS / RHYMES / POEMS

Counting Caterpillars

Some caterpillars crawled along,
Upon the garden wall.
I watch their backs go up and down,
I counted five n all.
One critter hid behind a leaf,
Then there were only four.
I didn't really care too much
'cause there were plenty more.
I put one in my pocket,
But it quickly crawled away.
I still had three more critters
'cause I laughed and let it go.
My sister lost another
So that left me only one more
The last one climbed a tree trunk,
And my counting was all done.

But caterpillars make cocoons
And change their shape and size.
When they have changed,
I'll have more fun
By counting butterflies.

This Little Cow (finger play)

This little cow eats grass
(hold up your thumb)
This little cow eats hay
(hold up first finger)
This little cow drinks water
(holds up next finger)
This little cow runs away
(holds up next finger)
This little cow does nothing but just lies
down all day (hold up your pinkie)

Variation:

Choose five children to be the cows.
They will do the action in the rhyme
(pretend to eat grass, eat hay, drink
water, runs away, lies down).

Animal Homes

(Tune: "On Top of Old Smoky")

On top of a mountain
Or under the sea,
There are so many places Where
creatures may be,

Alone in a desert,
Or grouped on a farm,
Or tucked in a tree trunk
Away from all harm.

On bright, sunny grasslands,
Or in a dark cave,
In jungles and forests,
Where all must be brave.

On ice in the Arctic,
Or holed underground,
There are so many places Where
creatures are found!

Animals and their Young

(Tune: "Where is Thumbkin")

Cat and kitten
Goat and kid
Horse and pony
Whale and calf
Dog and puppy
Lion and cub
Duck and duckling
Fish and fingerling

Nanay at Inakay

Aso, tuta (2x)
Baboy, biik
Kabayo at bisiro (2x)
Manok at sisiw
Pusa't kuting (2x)
Ibon, inakay
Palaka't butete (2x)
Daga at bubwit

WEEK 37
Content Focus: **I have responsibilities.**

Blocks of Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Arrival Time (10 min)	Arrival routine				
Meeting Time 1 (10 min)	Meeting time routine Review of concepts learned the previous week/day Introduction of message for the day by asking the guide questions below				
MESSAGE	I have responsibilities to the environment.	I am responsible for my own safety.	I have responsibilities to others.	I am responsible to prevent bullying.	I am a responsible Filipino.
QUESTION/S	What is responsibility? What are your responsibilities to the environment? Recall lessons from previous weeks – taking care of the environment, plants, and animals.	How can you be safe? Why do we need to know safety measures in times of accident, threats and disasters? Tell a story about what could happen when children do not observe safety measures	What are your responsibilities to: - the members of your family? - your classmates and peers? - community helpers?	Unlock bullying/ bully. Have you experienced being bullied? What did you feel/What do you think the person bullied feels? If you are being bullied, what will you do? What will you do to prevent bullying?	What are your responsibilities to your country as a Filipino?
Transition to Work Period 1	<i>The teacher gives instructions on how to do the independent activities, answers any questions, and tells the learners to join their group and do the assigned tasks.</i>				
Work Period 1 (40 mins)					
Teacher-Supervised Activity	Big Book: My Responsibilities	Literature-Based: Self Stick Puppets	10 Commandments	Resource Person on Bullying Promise Card	Panatang Makabayan
Learning Checkpoints	✓ <i>Work with minimal supervision and finish their work on time</i>	✓ <i>Infer how the character in the story felt</i>	✓ <i>State rules on being a good family member, student, and member of the community</i>	✓ <i>Knows how to be a good friend – practice sharing, respect, cooperation, patience, etc.</i>	✓ <i>Show respect to the Philippine flag and the National Anthem</i>

Blocks of Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Independent Activities	1. Jigsaw Sentences 2. Mystery Words 3. Go Hunting 4. GoMy Friend's Portrait				
Learning Checkpoints	✓ Link words to form sentences ✓ Give the sound of the letters and match the letter sound to its letter form ✓ Have formed friendships with each other				
Transition to Meeting Time 2	<i>The teacher reminds the learners about the time left in Work Period Time 1 around 15 minutes before Meeting Time 2. After 10 minutes, the teacher tells the learners to start packing away the materials they used and be ready for Meeting Time 2. A transition song or a countdown may be used.</i>				
Meeting Time 2 (10 min)					
QUESTIONS/ACTIVITY	As a Kindergarten pupil, what are your responsibilities to your environment?	Cause and Effect Pictures (playing with knife, matches, teasing a dog, playing with electrical appliances)	Why is respect and obedience important?	Share what you wrote on your Promise Card	Which of the reminders in Panatang Makabayan can you do even as a young child?
Transition to Recess	<i>The teacher commends the learners for the work they did in Work Period Time 1 and tells them to prepare for recess time by washing their hands. Encourage sharing especially if not all children have food.</i>				
Recess (15 min)					
Transition to Quiet Time	<i>The teacher reminds the children to pack away the things they used in recess time, clean up their eating area, throw their trash in the trash bin, wash their hands, brush their teeth, change their wet clothes, and have their Quiet Time.</i>				
Quiet Time (10 min)					
Transition to Story Time	<i>While singing a transition song, the teacher "wakes" the learners up and tells them that it's time to listen to a story. When the learners are ready, the teacher proceeds with the pre-reading activities and makes sure that the learners are listening attentively.</i>				
Story Time (20 min)	Big Book: My Responsibilities	Theme: Any age and culturally appropriate story about safety	Theme: Any age and culturally appropriate story about obedience	Theme: Any age and culturally appropriate story about bullying	Theme: Any age and culturally appropriate story about being a Filipino

Blocks of Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Pre-Reading	<p>Define difficult words.</p> <p>Motivation question: What tasks do you do at home and in school?</p> <p>Motive question: What were the tasks that the characters need to do in school?</p>	<p>Define difficult words.</p> <p>Motivation question: Have you experienced getting hurt?</p> <p>Motive question: What caused the pain experienced by the characters?</p>	<p>Define difficult words.</p> <p>Motivation question: Do your parents tell you to do things? What are these?</p> <p>Motive question: What did the parents in the story ask their children to do?</p>	<p>Define difficult words.</p> <p>Motivation question: Have you experienced being teased by or teasing someone? What did you feel?</p> <p>Motive question: What will the character feel when he/she was bullied?</p>	<p>Define difficult words.</p> <p>Motivation question: What do you mean when you say one is a Filipino?</p> <p>Motive question: What does it mean to be a Filipino for the characters in the story?</p>
During Reading	Ask comprehension questions.				
Post-Reading	<p>What are your tasks at home and in school?</p> <p>Do you all do these responsibilities at home and in school?</p>	<p>How did the character in the story get hurt?</p>	<p>What did the parents ask the children to do in the story?</p> <p>Is obeying your parents important? Why?</p> <p>When do you need to obey your parents?</p>	<p>After the bully in the story teased his/her classmates, what do you think will happen to him?</p>	<p>What does it mean to be a Filipino in the story?</p> <p>What can you do to become a good Filipino?</p>
Transition to Work Period 2	After the post-reading activities, the teacher gives instructions regarding the teacher-supervised and independent activities, answers any questions, and tells the learners to join their group and do the assigned tasks.				
Work Period 2 (40 min)					
Teacher-Supervised Activity	Human Clock	Road to Safety	Responsibility to Others Graph	Problem Solving	Responsibility Call Out

Blocks of Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Learning Checkpoints	✓ <i>Recognize and name the hour and minute hands in a clock, tell time by the hour, and tell the time of day when activities are being done</i>	✓ <i>Tell possible outcomes of familiar events</i>	✓ <i>Create and discuss simple pictographs</i>	✓ <i>Solve addition, subtraction, simple multiplication, and simple division word problems</i>	✓ <i>Complete, reproduce and extend, and create patterns</i>
Independent Activities	1. Responsibility game board 2. Clock and responsibility match 3. Clock making 4. Find, Tally, and Graph				
Learning Checkpoints	✓ <i>Recognize that a clock and a watch tell time</i> ✓ <i>Recognize and name the hour and minute hands in a clock</i>				
Transition to Indoor/Outdoor Games	<i>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.</i>				
Indoor/Outdoor Games (20 min)	Free Play	Obstacle Course to Safety	Mother Says	Be a Buddy, Not a Bully	Free Play
Learning Checkpoints					
Transition to Meeting Time 3	<i>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 in Meeting Time 3. A transition song or countdown may be used.</i>				
Meeting Time 3 (5 min)	Learners share how they fulfill their responsibilities of caring for the environment.	Learners share ways of keeping themselves safe.	Learners share the importance of respecting other people.	Learners share the bad effects of bullying and how it can be prevented.	Learners share how to be a better Filipino.
Wrap-Up Questions / Activity	<i>The teacher takes note if the learners show concern about the environment.</i>	<i>The teacher takes note if the learners are able to give why personal safety is importance.</i>	<i>The teacher takes note if the learners are able to articulate why they need to treat other people right.</i>	<i>The teacher takes note if the learners understand that bullying is a bad thing.</i>	<i>The teacher takes note if the learners show passion and love about being a Filipino.</i>
DISMISSAL ROUTINE					

WEEK 37
Content Focus: **I have responsibilities.**

WORK PERIOD 1
TEACHER SUPERVISED ACTIVITIES

1. Big Book: My Responsibilities

Competencies:

- Nakalilikha ng iba't ibang bagay sa pamamagitan ng malayang pagguhit (SKMP-00-1)
- 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)
- Identify simple ways of taking care of the environment (PNEKE-00-4)
- Talk about one's personal experiences/narrates events of the day (LLKOL-Ig-3)
- Retell in 1 to 3 sentences through pictures and dramatization (LLKOL-Ih-12)
- Express simple ideas through symbols (e.g., drawings, invented spelling) (LLKC-00-1)

Materials: half cartolina (crosswise) for each learner, crayons, pencils, markers

Procedure:

1. Talk about the word "responsibility." Ask the learners if they know the meaning and allow them to share their ideas.
2. Ask them what they think are their responsibilities: to themselves, other people, and the environment.
3. Let them draw their ideas freely on one half of a cartolina.
4. Collate the pages into a big book titled "My Responsibilities."
5. Use this book during Story Time.

2. Literature-Based: Self Stick Puppets

Competencies:

- Naisasagawa ang pangangalaga sa pansariling kalusugan tulad ng: paglilinis ng katawan, paghuhugas ng kamay bago at pagkatapos kumain, pagsesipilyo, pagsusuklay, paglilinis ng kuko, pagpapalit ng damit, pagtugon sa personal na pangangailangan nang nag-iisa (pag-ihing, pagdumi) paghuhugas ng kamay, pagkatapos gumamit ng palikuran (KPKPKK-Ih-1)
- Naipakikita ang wastong pangangalaga sa mga pansariling kagamitan sa paglilinis at pag-aayos ng katawan (KPKPKK-00-2)
- Nakikilala ang kahalagahan ng mga tuntunin: pag-iwas sa paglalagay ng maliit na bagay sa bibig, ilong, at tainga, hindi paglalaro ng posporo, maingat na paggamit ng matutulis/matatalim na bagay tulad ng kutsilyo, tinidor, gunting, maingat na pag-akyat at pagbaba sa hagdanan, pagtingin sa kaliwa't kanan bago tumawid sa daan, pananatiling kasama ng nakatatanda kung nasa sa matataong lugar (KPKPKK-Ih-3)

- Nakikilala ang kahalagahan ng pansariling kaligtasan: nagpapaalam kung lalabas, sumasama lamang sa mga kilalang tao/kalaro, nagsasabi ng “HUWAG” o “HINDI” kung hinipo ang maselang bahagi ng katawan (KPKPKK-Ih-2)
- Naipakikita ang simpleng na kahandaan sa panahon ng sakuna: lindol, baha, sunog, atbp. (KPKPKK-Ih-4)
- Talk about one’s personal experiences/narrates events of the day (LLKOL-Ig-3)
- Express simple ideas through symbols (e.g., drawings, invented spelling) (LLKC-00-1)
- Recall details of the story: characters, when and where the stories/poems/songs happened, and the events in story listened to (LLKLC-00-2)
- Relate personal experiences to events in stories/poems/songs listened to (LLKLC-Ig-4)
- Express one’s idea/self freely through creative ways (drawing, illustration, body movement, singing, dancing) based on story listened to (LLKLC-00-13)

Materials: cardboard, crayons, pencils, markers, pair of scissors, jumbo popsicle sticks, tape, glue, scrap materials (paper scraps, cloth, beads/sequins, etc.)

Procedure:

1. Recall what happened in the story and talk about the characters.
2. Ask the learners that they will make their own story character based on themselves.
3. They will make stick puppets of their character by drawing and coloring the character on cardboard, cutting around the drawing, and taping it on a jumbo popsicle stick.
4. The characters will be used during Story Time.

3. 10 Commandments

Competencies:

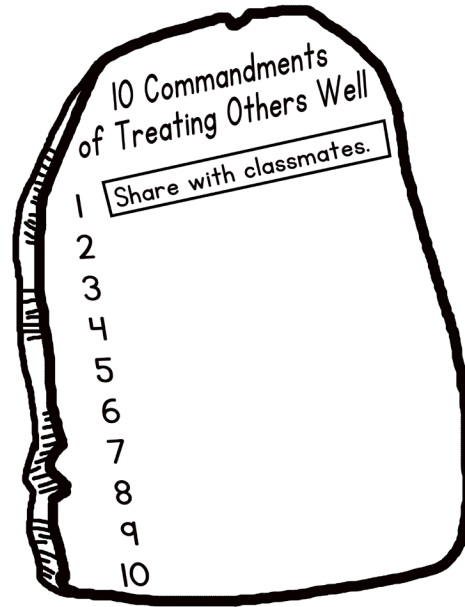
- Nagkakaroon ng kamalayan sa damdamin ng iba (SEKEI-00-2)
- Nakapagbubuo ng pagkakaibigan (KMKPAra-00-5)
- Naipakikita ang pagpapahalaga sa maayos na pakikipaglaro: pagiging mahinahon, pagsang-ayon sa pasiya ng nakararami/reperi, pagtanggap ng pagkatalo nang maluwag sa kalooban, pagtanggap ng pagkapanalo nang may kababaang loob (KAKPS-00-19)
- Nasasabi, nakikilala at naipakikita ang kahalagahan ng pakikibahagi (pagbabahagi ng pagkain, laruan, gamit) (KAKPS-00-16)
- Naipakikita ang kusang pagtulong sa panahon ng pangangailangan (KAKPS-00-20)
- Nakalilikha ng iba’t ibang bagay sa pamamagitan ng malayang pagguhit (SKMP-00-1)
- Talk about one’s personal experiences/narrates events of the day (LLKOL-Ig-3)
- Express simple ideas through symbols (e.g., drawings, invented spelling) (LLKC-00-1)

Materials: cartolina, markers, paper strips, tape/glue

Preparation: Draw a frame/border around the cartolina. It may look like a scroll, stone tablets, etc. Write the title, “The 10 Commandments” and write the numerals 1 to 10 with enough space for each commandment.

Procedure:

1. Choose 10 learners.
2. Ask them who are the people significant to them. Answers must include: family, classmates, playmates, etc.
3. Discuss their responsibilities to these people. Examples: Obey the instructions of Father/Mother. Share with classmates, etc. We will call these the 10 Commandments of treating others well.
4. They will write one commandment on a strip of paper.
5. Tape/glue all the commandments on the cartolina.
6. The group will read the 10 Commandments that they wrote.



4. Resource Person on Bullying

Competencies:

- Use polite greetings and courteous expressions in appropriate situations (LLKOL-Ia-1)
- Listen attentively to stories/poems/ songs (talks) (LLKLC-00-1)
- Relate personal experiences to events in stories/poems/songs listened to (LLKLC-Ig-4)

Preparation: Invite a resource person who can explain “bullying” to the learners, including the law against it. This may be a psychologist, a guidance counselor, a community volunteer, a lawyer, someone from an NGO, etc.

Procedure:

1. Set rules on listening.
2. Introduce the resource person to the learners.
3. Allow the learners to listen, ask questions, and share their own ideas.
4. Process the experience by asking questions afterwards.

5. Promise Card

Competencies:

- Natutukoy ang kahalagahan ng pagpapakita ng positibong pag-uugali sa harap ng hindi inaasahang pangyayari tulad ng pagkatalo sa laro, atbp. (SEKPSE-00-8)
- Naipakikita ang pag-unawa sa nangyayari o kasalukuyang sitwasyon at nakapaghihintay sa tamang oras na matugunan ang gusto/pangangailangan (SEKPSE-00-10)
- Nakikilala ang mga pangunahing emosyon (tuwa, takot, galit, at lungkot) (SEKPSE-00-11)

- Naipahihiwatig ang katanggap-tanggap na reaksiyon sa mga akmaang sitwasyon (hindi pagtawa sa nasaktan na batang nadapa) (SEKEI-00-1)
- Nagkakaroon ng kamalayan sa damdamin ng iba (SEKEI-00-2)
- Nakapagsasabi ng totoo sa magulang, nakatatanda at iba pang kasapi ng pamilya sa lahat ng pagkakataon (KAKPS-00-21)
- Naipakikita ang pagpapahalaga sa maayos na pakikipaglaro: pagiging mahinahon, pagsang-ayon sa pasiya ng nakararami/reperi, pagtanggap ng pagkatalo nang maluwag sa kalooban, pagtanggap ng pagkapanalo nang may kababaang loob (KAKPS-00-19)
- Nasasabi, nakikilala at naipakikita ang kahalagahan ng pakikibahagi (pagbabahagi ng pagkain, laruan, gamit) (KAKPS-00-16)
- Naipakikita ang kusang pagtulong sa panahon ng pangangailangan (KAKPS-00-20)
- Express simple ideas through symbols (e.g., drawings, invented spelling) (LLKC-00-1)

Materials: cardboard squares, markers

Procedure:

1. From the talk of the resource person, ask the learners to identify what they can do about bullying.
2. They will write down a promise to not become a bully, or to tell an adult when they are bullied, etc. They may also draw.

6. Panatang Makabayan

Competencies:

- Naipakikita ang paggalang sa pambansang sagisag (watawat at Pambansang Awit): pagtayo nang tuwid na nakalagay ang kanang kamay sa dibdib habang umaawit at itinataas ang watawat (KAKPS-00-15)

Materials: Philippine flag, lyrics of Pambansang Awit written on cartolina/Manila paper, words of Panatang Makabayan written on cartolina/Manila paper, crayons

Note: There should be spaces between lines where the learners can draw.

Underline these words:

Pambansang Awit ng Pilipinas

Bayang magiliw, perlas ng silanganan
 Alab ng puso, sa dibdib mo'y buhay.
 Lupang hinirang, duyan ka ng magiting,
 Sa manlulupig di ka pasisiil.

Sa dagat at bundok,
 Sa simoy at sa langit mong bughaw,
 May dilag ang tula
 At awit sa paglayang minamahal.
 Ang kislap ng watawat mo'y
 Tagumpay na nagniningning;

Ang bituin at araw niya
Kailan pa ma'y di magdidilim.
Lupa ng araw, ng luwalhati't pagsinta,
Buhay ay langit sa piling mo;
Aming ligaya na pag may nang-aapi
Ang mamatay nang dahil sa iyo.

Panatang Makabayan

Iniibig ko ang Pilipinas, aking lupang sinilangan,
Tahanan ng aking lahi, kinukupkop ako at tinutulungang
Maging malakas, masipag at marangal
Dahil mahal ko ang Pilipinas,
Diringgin ko ang payo ng aking magulang,
Susundin ko ang tuntunin ng paaralan,
Tutuparin ko ang mga tungkulin ng isang mamamayang makabayan,
Naglilingkod, nag-aaral at nagdarasal nang buong katapatan.
Iaalay ko ang aking buhay, pangarap, pagsisikap
Sa bansang Pilipinas.

Procedure:

1. Hold a flag ceremony with the whole group. Allow the children to sing the Pambansang Awit and recite Panatang Makabayan.
2. In the small group, discuss why the flag is important and why we sing to and make a promise to the flag. Discuss how to be good Filipinos.
3. Read together the lyrics and words (or the teacher may read to the learners) and ask the learners to choose a key word from the underlined words. They will draw how they understand the word. It may be literal or figurative. Example: perlas – pearl, dagat – ocean, duyan ka ng magiting – heroes

WORK PERIOD 1 INDEPENDENT ACTIVITIES

1. Jigsaw Sentences

Competencies:

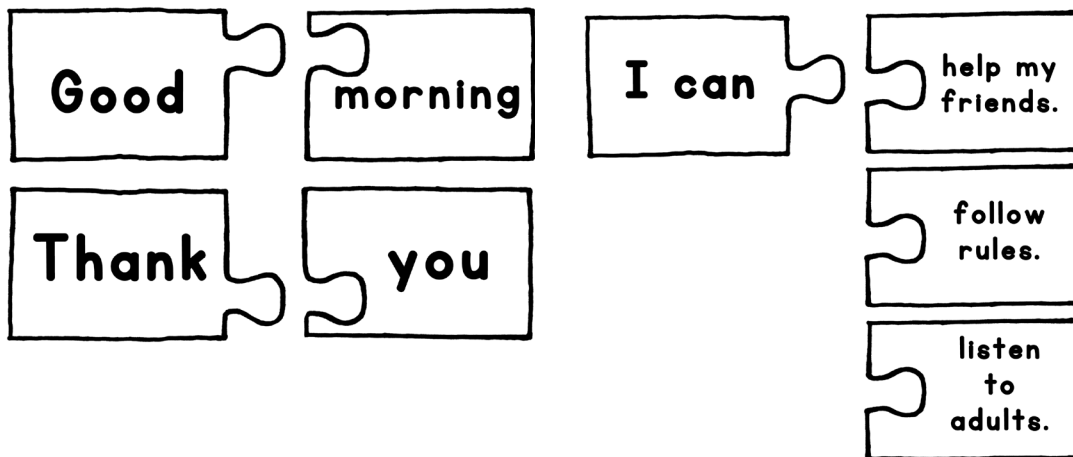
- Use polite greetings and courteous expressions in appropriate situations (LLKOL-la-1)
 - a) Good Morning/Afternoon
 - d. Thank You/You're Welcome
 - e. Excuse Me/I'm Sorry

Materials: words written in jigsaw puzzle pieces

Preparation: Write down words on jigsaw puzzle pieces. These may be polite words and expressions or ways of helping.

Suggestions:

- Good morning/afternoon/evening/night
- Thank You/You're Welcome
- Excuse Me/I'm Sorry
- I can... (think of many tasks they can do)



Procedure:

1. Put the two parts of the jigsaw sentences in separate boxes.
2. Allow the learners to put together the two words/phrases to make sense.

2. Mystery Words

Competencies:

- Retell in 1 to 3 sentences through pictures and dramatization (LLKOL-Ih-12)
- Identify the sounds of letters orally given (LLKPA-Ig-1)

Materials: words written in strips of paper, each letter covered with a paper square

Preparation: Write down the letters of words talked about in class. Cover each letter with paper. Example:



Suggestions: bully, classmate, parents, Philippines, rules, friends

Procedure:

1. Learners get a strip of paper with a hidden word under the paper squares.
2. S/He peeks through the first letter and tries to guess the word. Remind them that these words are ones that were discussed in class.
3. Continue guessing while peeking through letter per letter.

3. Go Hunting Go

Competencies:

- Tell which two letters, numbers, or words in a group are the same (LLKVPD-Ie-4)

Materials: key words written in strips of paper

Preparation: On strips of paper, write down words talked about in class: responsibility, bullying, friendship, obedience. Hide these words around the classroom.

Procedure:

1. Tell the learners to look for the word for the day around the classroom.
2. Give them one word that they need to look for. Show them how it is written.

4. My Friend's Portrait

Competencies:

- Nakapagbubuo ng pagkakaibigan (KMKP Ara-00-5)
- Natatawag ang mga kalaro at ibang tao sa kanilang pangalan (KAKPS-00-13)
- Nakalilikha ng iba't ibang bagay sa pamamagitan ng malayang pagguhit (SKMP-00-1)
- 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)
- Nakagugupit at nakapagdidikit ng iba't ibang hugis na may iba't ibang tekstura (SKMP-00-4)
- Nakapupunit, nakagugupit at nakapagdidikit sa paggawa ng collage (SKMP-00-7)
- Express simple ideas through symbols (e.g., drawings, invented spelling) (LLKC-00-1)
- Give the names of family members, school personnel, and community helpers, and the roles they play/ jobs they do/things they use (LLKV-00-6)

Materials: cardboard cut in rectangles like a photo 4 x 6, popsicle sticks, art materials, glue, markers, yarn

Procedure:

1. Ask the learners to identify their best friend.
2. They will draw a portrait of their friend on the cardboard.
3. They will glue popsicle sticks around the portrait as a frame and decorate the portrait.
4. They will write the name of their friend on the bottom popsicle stick.
5. A yarn may be taped as a portrait hanger.

WORK PERIOD 2 TEACHER SUPERVISED ACTIVITIES

1. Human clock

Competencies:

- Recognize that a clock and a watch tell time (MKME-00-5)
- Recognize and name the hour and minute hands in a clock (MKME-00-6)
- Tell time by the hour (MKME-00-7)
- Tell the time of day when activities are being done, e.g., morning, afternoon, night (MKME-00-3)

Materials: number cards 1-12, picture cards of household chores/routines such as: eating breakfast, taking afternoon nap, helping out with the dishes, going to bed, etc.)

Procedure:

1. Rote count up to 12.
2. Explain to the learners that the clock tells time. Point to them the hour hand and how to tell the time by the hour.
3. Put the number cards on the floor, in a circle, pretending the floor is a clock.
4. Choose a pair of learners and ask one of them to lie down in the middle of the circle. The learner will use his/her hands to show a specific time.
5. Let the other learner pick a picture card of a particular responsibility or routine during the day.
6. This learner will help the volunteer learner to show the correct time when this responsibility/routine is done.
7. Choose another pair and repeat the procedure.
8. A supplemental worksheet can be answered after everyone has taken their turn to be the human clock.

2. Road to Safety

Competencies:

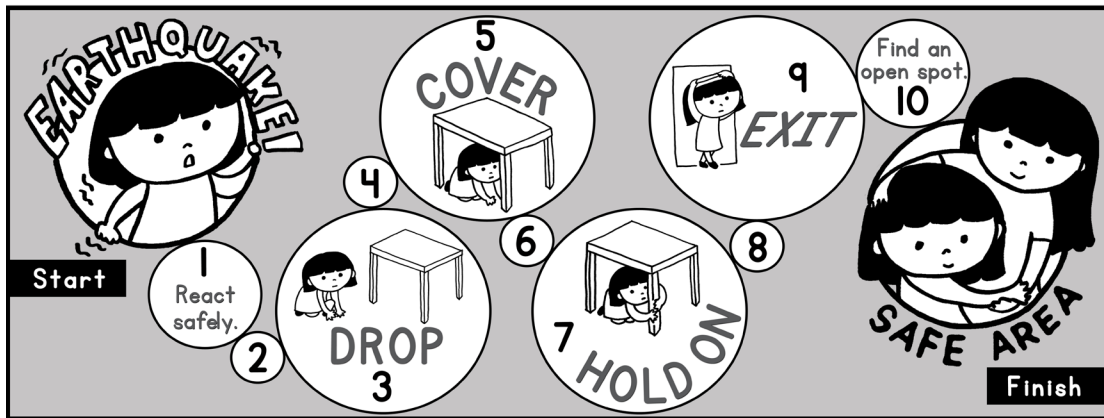
- Naisasagawa ang pangangalaga sa pansariling kalusugan tulad ng: paglilinis ng katawan, paghuhugas ng kamay bago at pagkatapos kumain, pagsesipilyo, pagsusuklay, paglilinis ng kuko, pagpapalit ng damit, pagtugon sa personal na pangangailangan nang nag-iisa (pag-ihl, pagdumi) paghuhugas ng kamay, pagkatapos gumamit ng palikuran (KPKPKK-lh-1)
- Naipakikita ang wastong pangangalaga sa mga pansariling kagamitan sa paglilinis at pag-aayos ng katawan (KPKPKK-00-2)
- Nakikilala ang kahalagahan ng mga tuntunin: pag-iwas sa paglalagay ng maliit na bagay sa bibig, ilong, at tainga, hindi paglalaro ng posporo, maingat na paggamit ng matutulis/matatalim na bagay tulad ng kutsilyo, tinidor, gunting, maingat na pag-akyat at pagbaba sa hagdanan, pagtingin sa kaliwa't kanan bago tumawid sa daan, pananatiling kasama ng nakatatanda kung nasa sa matataong lugar (KPKPKK-lh-3)
- Nakikilala ang kahalagahan ng pansariling kaligtasan: nagpapaalam kung

lalabas, sumasama lamang sa mga kilalang tao/kalaro, nagsasabi ng “HUWAG” o “HINDI” kung hinipo ang maselang bahagi ng katawan (KPKPKK-lh-2)

- Naipakikita ang simpleng na kahandaan sa panahon ng sakuna: lindol, baha, sunog, atbp. (KPKPKK-lh-4)
- Nakasali sa mga laro, o anumang pisikal na gawain at iba’t ibang paraan ng pag-eehersisyo (KPKPF-00-1)

Materials: giant board game, die

Preparation: Make a giant board game with a starting point (child in danger) and end point (adult to help the child), circle with numbers, pictures of safety measures



Procedure:

1. On the floor, put the giant board game.
2. To play the game, the players roll the die and step on each of the circles, counting the numbers out loud.
3. First player to reach the end point wins.
4. Supplemental worksheet may be given.

3. Responsibility to others graph

Competencies:

- Collect data on one variable (e.g., sex /boys or girls) through observation and asking questions (MKAP-00-1)
- Create simple pictographs (MKAP-00-2)
- Discuss simple pictographs (MKAP-00-3)

Procedure:

1. Post a big chart on the board with pictures of father, mother, sibling, teacher, classmates.
2. Ask the learners what they think are their responsibilities for each of these people.
3. Write down their responses in the blocks/boxes in the graph, across the appropriate person (e.g. mother – help her in going to the market).

4. After everyone has given a response, tally the blocks for each of the person.
5. Discuss the results of the graph (e.g. who do you have most responsibilities towards?)
6. The class may decide to add other people whom they think they have responsibility towards.

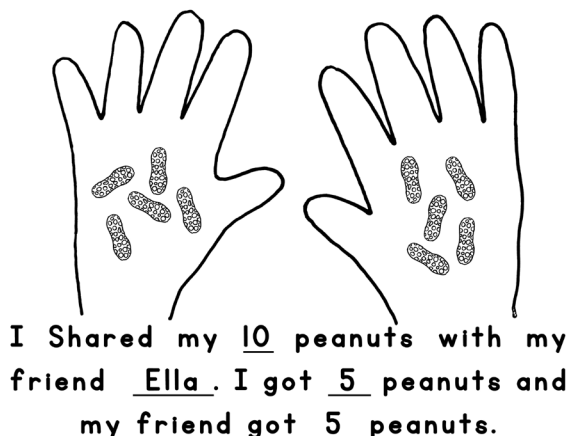
4. Problem Solving

Competencies:

- Count objects with one-to-one correspondence up to quantities of 10 (MKC-00-7)
- Combine elements of two sets using concrete objects to represent the concept of addition (MKAT-00-3)
- Take away a quantity from a given set using concrete objects to represent the concept of subtraction (MKAT-00-4)
- Add quantities up to 10 using concrete objects (MKAT-00-8)
- Subtract quantities up to 10 using concrete objects (MKAT-00-9)
- Use a variety of materials and communicate strategies used to determine answers to addition and subtraction problems listened to (MKAT-00-10)
- Solve simple addition and subtraction number stories (up to quantities of 10) read by the teacher using a variety of ways (e.g., concrete materials, drawings) and describe and explain the strategies used (MKAT-00-11)
- Write addition and subtraction number sentences using concrete representations (MKAT-00-10)
- Recognize and visualize situations that require addition and subtraction (MKAT-00-14)
- Group, represent, and count sets of equal quantity of materials up to 10 (beginning of multiplication) (MKAT-00-15)
- Separate and represent groups of equal quantities using concrete objects up to 10 (beginning division) (MKAT-00-16)

Procedure:

1. Help children to trace out their hands on a blank sheet of paper.
2. Give them a problem solving question that they must fill out the blanks with the correct answer. (As shown in the picture)
3. Ask the children to draw on the hand the counters so they can answer the questions.



5. Responsibility Call-Out

Competencies:

- Complete patterns (MKSC-00-19)
- Reproduce and extend patterns (MKSC-00-20)
- Create own patterns (MKSC-00-21)

Procedure:

1. Provide the learners with picture cards of children being responsible.
2. Prepare a draw box with the same picture cards.
3. Decide on a specific pattern to build for each round.
4. Call out the picture taken from the draw box, provide a little explanation on how that picture shows responsibility.
5. The first child to create a pattern successfully will be declared winner.
6. Do as many rounds as the time permits.

WORK PERIOD 2 INDEPENDENT ACTIVITIES

1. Responsibility Game Board

Competencies:

- Count objects with one-to-one correspondence up to quantities of 10 (MKC-00-7)
- Tells possible outcomes of familiar events (e.g., what to wear on a sunny/rainy days, running fast on a wet and slippery corridor, etc.) (MKAP-00-5)

Materials: game board like “Snakes and Ladders” with pictures showing responsible or safe acts and irresponsible or unsafe acts, dice, counters

Procedure:

1. Each player takes turns rolling the dice and adding the dots.
2. Put the counter to the box of the number rolled.
3. They must follow the instruction on the box they land on, whether to stay put, go up, or slide down.
 - If the player lands on a blank box, s/he will stay put.
 - If the player lands on a picture showing a responsible or safe act, s/he will go up the ladder.
 - If the player lands on a picture showing an irresponsible or unsafe act, s/he will go slide down the snake.
4. The first player to reach the end of the board will be the winner.

2. Clock and Responsibility Match

Competencies:

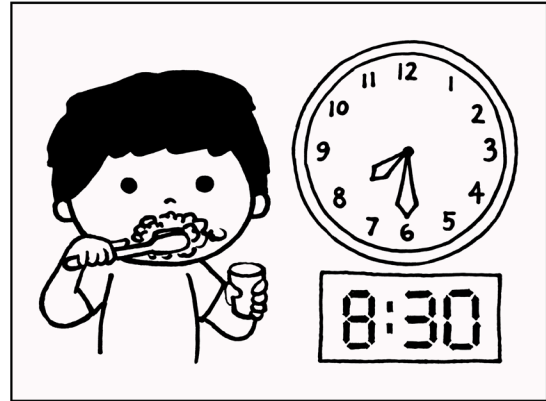
- Recognize that a clock and a watch tell time (MKME-00-5)
- Recognize and name the hour and minute hands in a clock (MKME-00-6)
- Tell time by the hour (MKME-00-7)

- Tell the time of day when activities are being done, e.g., morning, afternoon, night (MKME-00-3)

Materials: boards that show a picture of a specific responsibility during the day and a blank clock at the side, together with a digital time at the bottom, marker or chalk

Procedure:

1. Allow each child to get one board and to put the correct time on the blank face of the clock.
2. They can exchange with other children if they are done, or get a new card.
3. Provide a poster with time that the children can use a cue.



3. Clock making (with skip counting by 5)

Competencies:

- Recognize that a clock and a watch tell time (MKME-00-5)
- Recognize and name the hour and minute hands in a clock (MKME-00-6)
- Read and write numerals 0 to 10 (MKC-00-3)

Materials: paper plate, marker, eyelet fastener, cardboard hour and minute hand

Procedure:

1. Give each learner a paper plate, marker, and eyelet fastener.
2. Guide them in writing the numbers 1-12 around the clock, using the marker.
3. Put the eyelet faster and the hour and minute hand in the middle of the paper plate.
4. Use the clock to tell time.

4. Find, Tally, and Graph

Competencies:

- Match object, pictures based on properties /attributes in one-to-one correspondence (MKAT-00-1)
- Count objects with one-to-one correspondence up to quantities of 10 (MKC-00-7)
- Read and write numerals 0 to 10 (MKC-00-3)

Materials: worksheet showing safety signs (see sample on the next page)

Procedure:

1. Give learners a tally sheet with pictures safety signs.
2. They will look at the signs then tally how many of each are shown.
3. Then they will graph their tally.

Sample Worksheet:

Find, Tally, and Graph

Tally Chart		8				

INDOOR/ OUTDOOR GAMES

1. Obstacle Course to Safety (Indoor Game)

Competencies:

- Nakasasali sa mga laro, o anumang pisikal na gawain at iba't ibang paraan ng pag-eehersisyo (KPKPF-00-1)
- Nagagamit ang mga kilos lokomotor at di-lokomotor sa paglalaro, pag-eehersisyo, pagsasayaw (KPKGGM-Ig-3)
- Rote count up to 20 (MKSC-00-12)
- Listen discriminately and respond appropriately, i.e., speak loudly/softly when asked, asked to adjust volume of television/radio (LLKAPD-Id-6)
- Give 1- to 2-step oral directions (LLKOL-00-8)

Materials: chairs, scenarios on safe and unsafe situations, answerable by “right” or “wrong”

Procedure:

1. Line up 5 chairs close to each other. Make two lines of 5 chairs.
2. Group the learners into 2. Have them stand behind the 2 lines of chairs.
3. Give a scenario to which the learners will try to race to answer “Right” or “Wrong”.

4. The learner who answered correctly will then remove one chair from his/her line.
5. Do all the questions with the learners until a group clears all the “obstacle” chairs and wins the game.

2. Mother Says

Competencies:

- Nakasasali sa mga laro, o anumang pisikal na gawain at iba’t ibang paraan ng pag-eehersisyo (KPKPF-00-1)
- Naisasagawa ang mga sumusunod na kilos lokomotor sa pagtugon sa ritmong mabagal at mabilis (paglakad, pagtakbo, pagkandirit, paglundag/pagtalon, paglukso) (KPKGM-Ie-2)
- Nagagamit ang mga kilos lokomotor at di-lokomotor sa paglalaro, pag-eehersisyo, pagsasayaw (KPKGM-Ig-3)
- Listen discriminately and respond appropriately, i.e., speak loudly/softly when asked, asked to adjust volume of television/radio (LLKAPD-Id-6)
- Give 1- to 2-step oral directions (LLKOL-00-8)

Procedure:

1. Played like Simon Says.
2. Give oral instructions for the players to follow. Start with one instruction then add another or more complicated actions.
3. When you don’t say “Mother Says...” the players must not move.
4. Players who move when a name other than mother is said or were not able to follow instructions will be out of the game.

3. Be a Buddy, Not a Bully

Competencies:

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

Procedure:

1. Ask the players to form a big circle.
2. While the players march around the circle, say, “Be a buddy, not a bully” over and over again.
3. When you stop with “Be a buddy!” players will hold both hands of the one beside them.
4. When you stop with “Not a bully!” players go back-to-back with the one beside them.
5. When you say “Shuffle!” players run across the circle and change places.

WEEK 38
Content Focus: **We had fun in Kindergarten.**

Blocks of Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Arrival Time (10 min)	Arrival routine				
Meeting Time 1 (10 min)	Meeting time routine Review of concepts learned the previous week/day Introduction of message for the day by asking the guide questions below				
MESSAGE	We had fun in Kindergarten.	I enjoyed doing things with my classmates and teacher.	We learned many things this year.		
QUESTION/S	What did you like about Kindergarten?	What did you enjoy doing with your classmates and teacher?	What new words and stories did you learn in kindergarten?	What math activities did you do in kindergarten?	What values/ good manners did you learn in kindergarten?
Transition to Work Period 1	<i>The teacher gives instructions on how to do the independent activities, answers any questions, and tells the learners to join their group and do the assigned tasks.</i>				
Work Period 1 (40 mins)					
Teacher-Supervised Activity	Class Scrapbook: What did I like about Kindergarten? *list 5 favorite stories, songs, games	Learners' Mural	Kindergarten words	Math Puzzles	Lights, Camera, Action
Learning Checkpoints	✓ <i>Retell experiences in 1 to 3 sentences through pictures and invented spelling</i>		✓ <i>Form simple words out of given letters</i>	✓ <i>Note the math concepts the learners have mastered</i>	✓ <i>Show values they learned</i>
Independent Activities	1. Class Quilt 2. Poster: What we learned in Kindergarten 3. Picture Puzzle: Life in kindergarten 4. Labeling Blocks of Time				
Learning Checkpoints	✓ <i>Retell experiences in 1 to 3 sentences through pictures and invented spelling</i> ✓ <i>Know the blocks of time and what they do during that time</i> ✓ <i>Put together puzzle pieces</i>				

Blocks of Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Transition to Meeting Time 2	<i>The teacher reminds the learners about the time left in Work Period Time 1 around 15 minutes before Meeting Time 2. After 10 minutes, the teacher tells the learners to start packing away the materials they used and be ready for Meeting Time 2. A transition song or a countdown may be used.</i>				
Meeting Time 2 (10 min)					
QUESTIONS/ ACTIVITY	Presentation of work period 1 outputs. Sing a class favorite song 1	Presentation of work period 1 outputs. Sing a class favorite song 2	Presentation of work period 1 outputs. Sing a class favorite song 3	Presentation of work period 1 outputs. Sing a class favorite song 4	Presentation of work period 1 outputs. Sing a class favorite song 5
Transition to Recess	<i>The teacher commends the learners for the work they did in Work Period Time 1 and tells them to prepare for recess time by washing their hands. Encourage sharing especially if not all children have food.</i>				
Recess (15 min)					
Transition to Quiet Time	<i>The teacher reminds the children to pack away the things they used in recess time, clean up their eating area, throw their trash in the trash bin, wash their hands, brush their teeth, change their wet clothes, and have their Quiet Time.</i>				
Quiet Time (10 min)					
Transition to Story Time	<i>While singing a transition song, the teacher “wakes” the learners up and tells them that it’s time to listen to a story. When the learners are ready, the teacher proceeds with the pre-reading activities and makes sure that the learners are listening attentively.</i>				
Story Time (20 min)	Theme: Any age and culturally appropriate story about school.	Theme: Any age and culturally appropriate story about school.	Theme: Any age and culturally appropriate story about activities done in school.	Theme: Any age and culturally appropriate story about math.	Theme: Any age and culturally appropriate story about being polite.
Pre-Reading	<p><i>Define difficult words.</i></p> <p><i>Motivation question: What are the things that you liked in Kindergarten?</i></p> <p><i>Motive question: What the characters in the story like in being in Kindergarten?</i></p>	<p><i>Define difficult words.</i></p> <p><i>Motivation question: Who are the people that you met in school?</i></p> <p><i>Motive question: Who are the people that the characters met in school?</i></p>	<p><i>Define difficult words.</i></p> <p><i>Motivation question: What are the things that you did in school?</i></p> <p><i>Motive question: What are the things that the characters did in school?</i></p>	<p><i>Define difficult words.</i></p> <p><i>Motivation question: What are the things that you counted in school?</i></p> <p><i>Motive question: What were the math activities that the characters did in school?</i></p>	<p><i>Define difficult words.</i></p> <p><i>Motivation question: What are polite words that you learned in school?</i></p> <p><i>Motive question: What are the polite words that the characters learned in school?</i></p>

Blocks of Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
During Reading	Ask comprehension questions.				
Post-Reading	What did the characters liked in being in Kindergarten?	Who are the people that the characters met in school?	What are the things that the characters did in school? What was your favorite activity? Why? What was your favorite story? Why?	What were the math activities that the characters did in school? Demonstrate how to add objects. Demonstrate how to subtract objects.	What are the polite words that the characters learned in school? polite actions? Act out when polite words and actions are done.
Transition to Work Period 2	After the post-reading activities, the teacher gives instructions regarding the teacher-supervised and independent activities, answers any questions, and tells the learners to join their group and do the assigned tasks.				
Work Period 2 (40 min)					
Teacher-Supervised Activity	Division Stories (Concrete)	Division Stories (Pictures)	Clothespin Train	Line Them Up	Tally Board
Learning Checkpoints	✓ Demonstrate knowledge of beginning division by separating and representing groups of equal quantities using concrete objects up to 10			✓ Divide a whole into two or four equal parts	✓ Count the votes, write the corresponding numerals, and add the votes
Independent Activities	1. Sequencing blocks of time 2. Which is Longer? Shorter? 3. Kindergarten Election				
Learning Checkpoints	✓ Sequence events that happen first, second, and so on ✓ Identify which activities take a longer or shorter time to do ✓ Read and write numerals 0 to 10 with understanding				
Transition to Indoor/Outdoor Games	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.				
Indoor/Outdoor Games (20 min)	Favorite Game 1	Favorite Game 2	Favorite Game 3	Favorite Game 4	Favorite Game 5

Blocks of Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<i>Learning Checkpoints</i>					
<i>Transition to Meeting Time 3</i>	<i>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 in Meeting Time 3. A transition song or countdown may be used.</i>				
Meeting Time 3 (5 min)	Recall riddles or rhymes learned				Kinder Awards
<i>Wrap-Up Questions / Activity</i>					
DISMISSAL ROUTINE					

WEEK 38
Content Focus: **We had fun in Kindergarten.**

WORK PERIOD 1
TEACHER SUPERVISED ACTIVITIES

1. Class Scrapbook: What I Like About Kindergarten

Competencies:

- Naipakikita ang kahandaang sumubok ng bagong karanasan (SEKPSE-IIIc-6)
- Nakapagkukuwento ng mga ginagawa sa paaralan (KMKPAra-00-3)
- Nakalilikha ng iba't ibang bagay sa pamamagitan ng malayang pagguhit (SKMP-00-1)
- Nakagagawa nang nag-iisa (KAKPS-00-3)

Materials: Teacher-made blank scrapbook, crayons, and markers

Procedure:

1. Have learners recall activities or experience that they like about kindergarten.
2. Talk about these activities - what they did, who they were with and what they learned from it
3. Have them choose which one they want to draw and write about. Examples are 5 most liked stories, games, etc.
4. Divide the learners into pairs.
5. Each pair gets to work on a page in the scrapbook.
6. Show the scrapbook to the class during Meeting Time 2.

2. Learners' Mural

Competencies:

- Paglikha ng mga modelo pangkaraniwang bagay sa paligid (KPKFM-00-1.6)
- Naipapahayag sa positibong paraan ang nararamdaman (KAKPS-00-7)

Materials: construction paper, colored magazines, junk materials, markers, glue and scissors

Procedure:

1. Let the learners choose an activity that made them happy in Kindergarten.
2. They will recreate this using junk materials.

3. Kindergarten Words

Competencies:

- Express simple ideas through symbols (e.g., drawings, invented spelling) (LLKC-00-1)

Materials: three sets of kindergarten word written individually on the flashcard

K I N D E R G A R T E N

Procedure:

1. Prepare question or clues to be answered by the learners. Ex. This is the color of the heart. The answer is **R E D**
2. The learners will spell the answer using the letters of the word kindergarten.

4. Math Puzzles

Competencies:

- Compare two groups of objects to decide which is more or less, or if they are equal (MKC-00-8)
- Identify the number that comes before, after, or in between (MKC-00-5)
- Arrange three numbers from least to greatest/ greatest to least (MKC-00-6)
- Identify the 1st, 2nd, 3rd, up to 10th object in a given set (MKC-00-11)

Materials: math puzzles

Preparation: Make puzzles of different math concepts such as greater than/less than, numerals 0 to 10, missing numbers, ordinal numbers, etc. Put each puzzle set in an envelope.

Procedure: The learners will work in pairs. Give each pair an envelope and encourage them to complete the puzzle.

5. Lights, Camera, Action

Competencies:

- Retell in 1 to 3 sentences through pictures and dramatization (LLKOL-lh-12)

Procedure:

1. Prepare narrations showing different situations based on these:
 - Natutukoy ang kahalagahan ng pagpapakita ng positibong pag-uugali sa harap ng hindi inaasahang pangyayari tulad ng pagkatalo sa laro, atbp. (SEKPSE-00-8)
 - Naipakikita ang pag-unawa sa nangyayari o kasalukuyang sitwasyon at nakapaghihintay sa tamang oras na matugunan ang gusto/pangangailangan (SEKPSE-00-10)
 - Nakikilala ang mga pangunahing emosyon (tuwa, takot, galit, at lungkot) (SEKPSE-00-11)
 - Naipahihiwatig ang katanggap-tanggap na reaksiyon sa mga akmang sitwasyon (hindi pagtawa sa nasaktan na batang nadapa) (SEKEI-00-1)
 - Nagkakaroon ng kamalayan sa damdamin ng iba (SEKEI-00-2)

- Nakikilala at iginagalang ang pagkakaiba-iba ng tao: wika, kasarian, kaanyuan, kulay, kultura (kasuotan, gawi, paniniwala), katayuan sa buhay, kakayahan (SEKPP-Ib-1)
 - Nakapagbubuo ng pagkakaibigan (KMKP Ara-00-5)
 - Nakapagkukuwento ng mga ginagawa sa paaralan (KMKP Ara-00-3)
 - Nailalarawan ang mga karanasan na may kinalaman sa pagtutulungan ng pamilya at paaralan (KMKP Ara-00-4)
 - Napananatiling malinis ang kapaligiran sa pamamagitan ng pagtulong sa mga simpleng gawain tulad ng pagwawalis ng bakuran, pagtapon ng basura sa tamang lagayan at iba pa. (KMKP Kom-00-4)
 - Naipakikita ang pagtulong at pangangalaga sa kapaligiran: pagdidilig ng mga halaman, pag-aalis ng mga damo at kalat, hindi pagsira ng halaman, pag-aalaga sa hayop (KMKP Kom-00-5)
 - Naikukuwento ang mga naging karanasan bilang kasapi ng komunidad (KMKP Kom-00-6)
 - Nakasusunod sa mga utos/gawain nang maayos at maluwag sa kalooban (KAKPS-00-5)
 - Naipakikita nang kaaya-aya ang tamang gawain sa iba't ibang sitwasyon (KAKPS-00-6)
 - Naipahahayag sa positibong paraan ang nararamdaman (KAKPS-00-7)
 - Nakapagliligpit lamang ng sariling gamit (KAKPS-00-9)
 - Nakasusunod sa mga itinakdang tuntunin at gawain (routines) sa paaralan at silid-aralan (SEKPSE-IIa-4)
 - Nakapaghihintay ng kanyang pagkakataon (KAKPS-00-12)
 - Napagbabalik/napagsasauli ng mga bagay na napulot (KAKPS-00-8)
 - Nakahihingi ng pahintulot (paggamit ng bagay na pag-aari ng ibang tao, pagpasok/paglabas ng silid-aralan/tahanan) (KAKPS-00-11)
 - Naipakikita ang pagiging tahimik at maayos sa pagkilos/ pagsunod sa seremonya gaya ng pagluhod/pagtayo/pagyuko, pag-awit kung nasa pook dalanginan (KAKPS-00-14)
 - Naipakikita ang paggalang sa pambansang sagisag (watawat at Pambansang Awit): pagtayo nang tuwid na nakalagay ang kanang kamay sa dibdib habang umaawit at itinataas ang watawat
 - Nasasabi, nakikilala at naipakikita ang kahalagahan ng pakikibahagi (pagbabahagi ng pagkain, laruan, gamit) (KAKPS-00-16)
 - Naipakikita ang kusang pagtulong sa panahon ng pangangailangan (KAKPS-00-20)
2. Choose 3-5 learners and read one narration. Example: One of your classmates slipped and fell on the floor. What will you do?
 3. The group will act out what will happen/what should be done.

WORK PERIOD 1 INDEPENDENT ACTIVITIES

1. Class Quilt

Competencies:

- Nakalilikha ng iba't ibang bagay sa pamamagitan ng malayang pag guhit (SKMP-00-1)

Materials: construction paper, markers or crayons, yarn

Procedure:

1. Cut squares out of paper.
2. Assign a block of time to each learner: Arrival, Meeting Time, Work-Period, Recess, Quiet Time, Story Time, Indoor/Outdoor Games, Dismissal.
3. They will draw a picture of what they do during the block of time assigned to them.
4. Put all the squares together and tie them with yarn.
5. Use black colors to make a border and fillers.

2. Poster: What We Learned in Kindergarten

Competencies:

- Nakaguguhit, nakapagpipinta at nakapagkukulay ng iba't ibang bagay o gawain (SKMP-00-2)
- Express one's idea/self freely through creative ways (drawing, illustration, body movement, singing, dancing) based on story (LLKLC-00-13)

Materials: Manila paper, ¼ bond paper, crayons, markers

Procedure:

1. Have learners think about the things they learned this school year. Ask questions that will help them recall.
2. Have them draw these on ¼ sheet of paper.
3. Let them glue these on Manila paper.

3. Puzzle: Life in kindergarten

Competencies:

- Naisasagawa ang mga sumusunod na kasanayan: pagmomolde ng luwad (clay), pagbuo ng puzzles (KPKFM-00-1.5)

Materials: teacher-made puzzle of pictures of school activities done in kindergarten (may be photos of special activities done during the school year)

Preparation: Print pictures of special school activities. Paste them on thick cardboard and cut into puzzle pieces. Place each puzzle set in individual envelopes.

Procedure: The learners will work in pairs. Give each pair an envelope and encourage them to complete the puzzle.

4. Labeling Blocks of Time

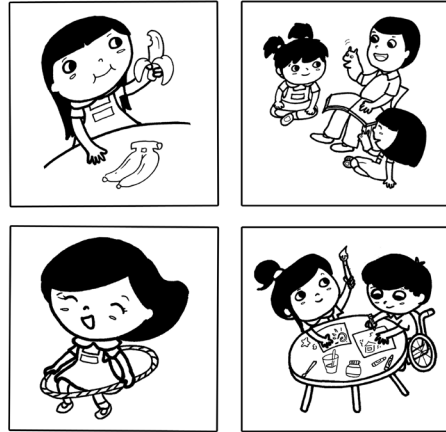
Competencies:

- Nakapagkukuwento ng mga ginagawa sa paaralan (KMKPra-00-3)

Materials: Pictures of activities done during blocks of time (e.g learners eating, drawing and writing, playing, praying etc.)

Procedure:

1. Let the learners look at the picture and identify the block of time when the activity is done.
2. Let them label the pictures using invented spelling.



WORK PERIOD 2 TEACHER SUPERVISED ACTIVITIES

1. Division Stories (Concrete)

Competencies:

- Separate and represent groups of equal quantities using concrete objects up to 10(beginning division) (MKAT-00-16)

Materials: 2 plastic cups with picture of a teacher, 10 popsicle sticks with faces of male and female learners

Procedure:

1. The learners divide the popsicle sticks into the two cups equally.
2. Let the learners count the popsicle sticks in each cup.
3. Variation: Teacher can use different materials depending to their needs.

2. Division Stories (Pictures)

Competencies:

- Match object, pictures based on properties /attributes in one-to-one correspondence: picture to picture (MKAT-00-1)
- Separate and represent groups of equal quantities using concrete objects up to 10(beginning division) (MKAT-00-16)

Materials: pictures to be used in division stories (Example: 2 school bags and 10 books)

Procedure:

1. Show the pictures to the learners.
2. Let them make a number sentence using the pictures.
3. Ask them to divide the 10 books equally into two bags.

3. Clothespin Train

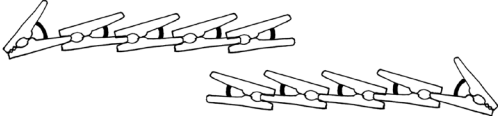
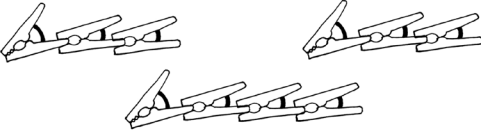
Competencies:

- Separate and represent groups of equal quantities using concrete objects up to 10 (beginning division) (MKAT-00-16)

Materials: clothesline pins, construction paper (work mat)

Procedure:

1. Make a train of 10 clothespins.
2. Learners explore dividing a group of objects into groups of equal number.
3. Continue dividing the train of 10 clips into different number of groups.
4. Try out different quantities such as dividing a train of 9 clips into 2 groups, 3 groups and so on.

TEACHER	LEARNERS
<p>Can you break the train into 2 groups of equal number?</p>  <p>How many clothespins are there in each group?</p>	<p>Yes</p> <p>Five</p>
<p>Can you break the train into 3 groups of equal number?</p>  <p>Why not?</p>	<p>No.</p> <p>If we break the train into 3 groups then 2 groups will have 3 and one group will have 4 clips.</p> <p>No.</p> <p>I have two groups of 4 clothespins each and 1 group with 2 clips.</p>

4. Line Them Up

Competencies:

- Separate and represent groups of equal quantities using concrete objects up to 10 (beginning division) (MKAT-00-16)

Procedure:

1. Learners follow the teacher's directions, dividing into groups.
2. Start with quantities up to 10. Continue exploring other quantities. If learners are more confident, the teacher can explore quantities larger than 10. Learners do not need to know how to count the total quantities beyond 10 since they are required to count groups of equal quantities (Example: Show me five groups of three. – learners only need to know how to count 3 and 5 and not 15.)

WORK PERIOD 2 INDEPENDENT ACTIVITIES

1. Sequencing Blocks of Time

Competencies:

- Give the correct sequence of three events in a story listened to orally and/or through drawing (LLKLC-00-7)

Materials: blocks of time written on cards, numeral cards

Preparation: Write the blocks of time on cards. Prepare numeral cards.

Procedure:

1. The learners sequence the blocks of time accordingly.
2. Match the numeral cards according to the sequence.

2. Which Takes Longer? Shorter ?

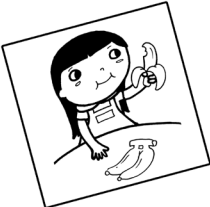



Competencies:

- Tell which activities take a longer or shorter time (recognize and names the things that can be done in a minute, e.g., washing hands, etc., and recognize and name the things that can be done in an hour) (MKME-00-4)

Materials: Photos of classroom activities, chart showing longer time and shorter time

Procedure:

1. The learners will look at the photos of activities in kinder class.
2. Each learner will pick two pictures.
3. Let them identify which activity takes a longer time or shorter time to do.
4. Paste them on the appropriate column in the chart.

Shorter Time	Longer Time
	
	

3. Kindergarten Election

Competencies:

- Read and write numerals 0 to 10 (MKC-00-3)
- Talk about likes/dislikes (LLKOL-1c-15)

Materials: 1/8 sheet bond paper, markers, box

Procedure:

1. During Meeting Time 1, ask the learners for five songs, five stories, and five games that they liked in kindergarten. Write these on Manila paper and assign a number to each.
2. Each learner will cast his/her vote on a 1/8 sheet of paper and put inside the box.
3. Come Friday, tally the votes to see which wins the “Kinder Awards”

4. Tally Board

Competencies:

- Read and write numerals 0 to 10 (MKC-00-3)
- Collect data on one variable (e.g., sex /boys or girls) through observation and asking questions (MKAP-00-1)

Materials: tally board, marker

Preparation: Make a tally board. Use as headings the titles of the songs, stories, and games with their corresponding numbers.

Procedure:

1. Bring out the box that contain the ballots.
2. Ask each learner to draw one ballot and read the numbers. They may also be the ones to write the tally on the board.
3. Everyone participates in counting the votes.

WEEK 39

Content Focus: **Thank you and Goodbye Kinder.**

Blocks of Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Arrival Time (10 min)	Arrival routine				
Meeting Time 1 (10 min)	Meeting time routine Review of concepts learned the previous week/day Introduction of message for the day by asking the guide questions below				
MESSAGE	Thank you and Goodbye Kinder.	Thank you community helpers for caring for, protecting me and teaching me new things.	Thank you classmates for the friendship.	Thank you teacher for your love.	Thank you family for providing my needs and sending me to Kinder.
QUESTION/S	What are you thankful for in Kindergarten?	How did the community helpers care for you in Kinder? How did the community helpers protect you in Kinder? How did the community helpers teach you with new things in Kinder?	Let the learners say thank you to their classmates. Song: Hello! How do you do?	Distribute simple tokens/ cut-outs to the learners thanking them for their active participation for the whole school year.	What are you thankful for to your family?
Transition to Work Period 1	<i>The teacher gives instructions on how to do the independent activities, answers any questions, and tells the learners to join their group and do the assigned tasks.</i>				
Work Period 1 (40 mins)					
Teacher-Supervised Activity	Kindergarten A-Z	Thank You Card	Friendship Bracelet	Teacher's Portrait	Certificate of Appreciation (Personalized)
Learning Checkpoints	✓ <i>Name objects that begin with a particular letter of the alphabet</i>	✓ <i>Appreciate and thank the community helpers</i>	✓ <i>Name the beginning letters of their friends' names, their family members', and common things they use</i>	✓ <i>Express simple ideas through symbols (e.g., drawings, invented spelling)</i>	✓ <i>Show love to their family</i>

Blocks of Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Independent Activities	1. Clay Play: What I like best in Kindergarten 2. Picture Stories: My Life in Kindergarten 3. Writer's Workshop: Drawing of their friends in the class 4. Opposite Words Puzzle	1. Clay Play: Community Helpers 2. Picture Stories: A Day With ____ (Community Helper)	1. Clay Play: My Close Friends in the Class 2. Picture Stories: My Classmates	1. Clay Play: Things We Do with Our Kindergarten Teacher 2. Picture Stories: My Kindergarten Teacher	1. Clay Play: My Family Provides for My Needs 2. Picture Stories: My Family
Learning Checkpoints	<ul style="list-style-type: none"> ✓ Mold clay into recognizable figures ✓ Identify sequence of events (before, after, first, next, last) ✓ Express ideas through drawing ✓ Give the meaning of words presented through real objects, pictures, actions, synonyms and antonyms, and context clues 				
Transition to Meeting Time 2	<i>The teacher reminds the learners about the time left in Work Period Time 1 around 15 minutes before Meeting Time 2. After 10 minutes, the teacher tells the learners to start packing away the materials they used and be ready for Meeting Time 2. A transition song or a countdown may be used.</i>				
Meeting Time 2 (10 min)					
QUESTIONS/ ACTIVITY	Show Kindergarten A-Z Song: This is the Way... (Tune: This is the Way...) - dance with you -fold papers -cut papers -climb the chair -play guitar etc.	Give the thank you card to the chosen community helper.	The learners will give the bracelet to their classmate.	Let the learners give the portrait to the teacher.	Ask: How will you express your gratitude to your parents?
Transition to Recess	<i>The teacher commends the learners for the work they did in Work Period Time 1 and tells them to prepare for recess time by washing their hands. Encourage sharing especially if not all children have food.</i>				

Blocks of Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Recess (15 min)					
Transition to Quiet Time	<i>The teacher reminds the children to pack away the things they used in recess time, clean up their eating area, throw their trash in the trash bin, wash their hands, brush their teeth, change their wet clothes, and have their Quiet Time.</i>				
Quiet Time (10 min)					
Transition to Story Time	<i>While singing a transition song, the teacher “wakes” the learners up and tells them that it’s time to listen to a story. When the learners are ready, the teacher proceeds with the pre-reading activities and makes sure that the learners are listening attentively.</i>				
Story Time (20 min)	Theme: Any age and culturally appropriate story about saying good bye.	Theme: Any age and culturally appropriate story about community helpers	Theme: Any age and culturally appropriate story about friendship	Theme: Any age and culturally appropriate story about teachers	Theme: Any age and culturally appropriate story about the family
Pre-Reading	<p><i>Define difficult words.</i></p> <p><i>Motivation question: When do you say goodbye?</i></p> <p><i>Motive question: When will the characters in the story say goodbye?</i></p>	<p><i>Define difficult words.</i></p> <p><i>Motivation question: Who are the people in the community who helps you?</i></p> <p><i>Motive question: Who are the community helpers in the story?</i></p>	<p><i>Define difficult words.</i></p> <p><i>Motivation question: Who are your friends in school?</i></p> <p><i>Motive question: Who are the friends in the story?</i></p>	<p><i>Define difficult words.</i></p> <p><i>Motivation question: What are the things that you did with your teacher?</i></p> <p><i>Motive question: What are the things that the students did with their teachers?</i></p>	<p><i>Define difficult words.</i></p> <p><i>Motivation question: What are the things that you did with your family?</i></p> <p><i>Motive question: What are the things that the children will do with their families?</i></p>
During Reading	<i>Ask comprehension questions.</i>				
Post-Reading	<p><i>When will the characters in the story say goodbye?</i></p> <p><i>How did they feel when they said good bye?</i></p>	<p><i>Who are the community helpers in the story?</i></p> <p><i>How can you show your appreciation to people in the community who helped you?</i></p>	<p><i>Who are the friends in the story?</i></p> <p><i>How can you be a good friend?</i></p>	<p><i>What are the things that the students did with their teachers?</i></p>	<p><i>What will the children do with their families?</i></p>

Blocks of Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Transition to Work Period 2	<i>After the post-reading activities, the teacher gives instructions regarding the teacher-supervised and independent activities, answers any questions, and tells the learners to join their group and do the assigned tasks.</i>				
Work Period 2 (40 min)					
Teacher-Supervised Activity	Sharing Fruits: Can I Have Half?	Sharing Fruits: Can I Have Half?	Sharing a cake: Can I Have One-Fourth?	Sharing a cake: Can I Have One-Fourth?	Writing Fractions
Learning Checkpoints	<ul style="list-style-type: none"> ✓ <i>Divide a whole into two or four equal parts (halves and fourths)</i> ✓ <i>Correctly compare $\frac{1}{2}$ from $\frac{1}{4}$</i> ✓ <i>Know the important of sharing</i> 				
Independent Activities	<ol style="list-style-type: none"> 1. Cut in half, one-fourth 2. Where does it go? 3. Where is my partner? 4. Puzzle Relay 5. Which is bigger? 				
Learning Checkpoints	<ul style="list-style-type: none"> ✓ <i>Divide a whole into two or four equal parts (halves and fourths)</i> ✓ <i>Name the places and the things found in a map of a classroom</i> 				
Transition to Indoor/Outdoor Games	<i>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.</i>				
Indoor/Outdoor Games (20 min)	Playing with Grade 1 students				
Learning Checkpoints					
Transition to Meeting Time 3	<i>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 in Meeting Time 3. A transition song or countdown may be used.</i>				
Meeting Time 3 (5 min)	Learners share what they are thankful for in Kindergarten.	Learners share how the community helpers have been important while they are in Kinder.	Learners share what they are thankful for with their classmates.	Learners share what they are thankful for with their teacher.	Learners share what they are thankful for with their family.
Wrap-Up Questions / Activity	<i>Poem: Ang Batang Mabait ay Pagpapalain</i>				
DISMISSAL ROUTINE					

WEEK 39
Content Focus: **Thank you and Goodbye Kinder.**

WORK PERIOD 1
TEACHER SUPERVISED ACTIVITIES

1. Kindergarten A-Z

Competency:

- Name objects that begin with a particular letter of the alphabet (LLKV-00-5)
- Name the beginning letters of their friends' names, their family members', and common things they use (LLKAK-Ic-2)
- Nakikilala ang sarili - gusto at di gusto (SEKPSE-IIC-1.4)

Materials: marker, coloring pen or crayons, colorful papers, Manila paper, cartolina

Procedure:

1. Prepare a template, and then write letters from A-Z.
2. Distribute the materials to each learner.
3. Encourage them to draw/write the things that they are thankful for in Kindergarten.
4. Guide them in posting their outputs based on the initial letter from A-Z on the prepared template.

2. Thank You Card

Competency:

- Nakikilala ang mga taong nakatutulong sa komunidad hal. guro, bombero, pulis, at iba pa (KMKPKom-00-2)
- Express simple ideas through symbols (e.g., drawings, invented spelling) (LLKC-00-1)

Materials: marker, coloring pen or crayons, paper/board, beads or any designed accessories

Procedure:

1. Give each learner a piece of paper.
2. Learners will fold them into half crosswise.
3. Encourage them to design their word card and write a simple message on it.
4. Guide the learners who cannot write and encourage them to give the card to the chosen community helper.

3. Friendship Bracelet

Competencies:

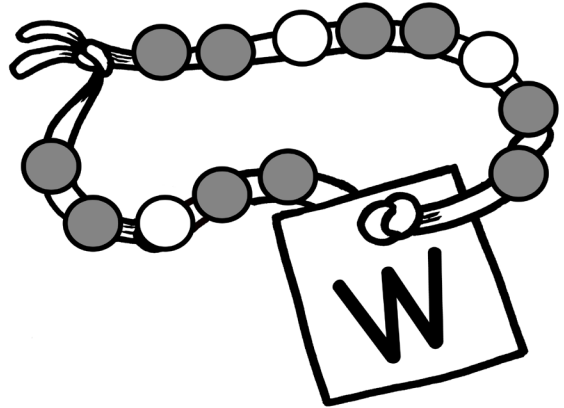
- Name the beginning letters of their friends' names, their family members', and common things they use (LLKAK-Ic-2)

- Nakagugupit at nakapagdidikit ng iba't- ibang hugis na may iba'tibangtekstura(SKMP-00-4)
- Nakapagbubuo ng pagkakaibigan (KMKP Ara-00-5)

Materials: straw cut outs, beads, cut 1x1 inch board, yarn/string, scissors, marker, crayons, puncher (small hole)

Procedure:

1. Distribute the materials to each learner.
2. Learners will string the cut-outs or beads using the yarn.
3. Make a hole and string the 1x1 inch board at the center in between the beads/cut-outs.
4. Let them write the initial letter of their assigned classmate on the board.
5. Encourage them to create their own pattern/design of bracelet.



4. Teacher's Portrait

Competency:

- Express simple ideas through symbols (e.g., drawings, invented spelling) (LLKC-00-1)

Materials: marker, crayons/coloring pen, board/construction paper/cartolina

Procedure:

1. Encourage the learners to draw their teacher on the paper.
2. You may take a pose pretending to be a model and the learners are the painters.
3. After learners have already drawn their teacher, guide them to express their love to their teacher by writing.
4. Encourage the learners to read their message to you.

5. Certificate of Appreciation (Personalized)

Competencies:

- Naipakikita ang pagmamahal sa mga kasapi ng pamilya at sa nakatatanda sa pamamagitan ng: (KMKPPam-00-5)
 - paggamit ng magagalang na pagbati/pananalita
 - pagsasabi ng mga salitang may pagmamahal (I love you Papa/Mama)
- Express simple ideas through symbols (e.g., drawings, invented spelling) (LLKC-00-1)
- Nakaguguhit, nakapagpipinta at nakapagkukulayngiba'tibangbagay o gawain (dekorasyonsa "name tag", kasaping mag-anak ,gawain ng bawat kasaping mag-anak, mga alagang hayop mga halaman sa paligid) (SKMP-00-2)

Materials: marker, crayons/coloring pen, board/construction paper/cartolina

Procedure:

1. Guide the learners in writing words of appreciation to their parents/family.
2. Let the learners design the certificate and give it to their parents.

WORK PERIOD 1 INDEPENDENT ACTIVITIES

1. Activity Title: Clay Play

Competency:

- Nakapagmomolde ng luwad (clay) sa nais na anyo (SKMP-00-6)

Materials: clay play area (can be done outside the room), toys, puppets, props

Procedures:

1. Prepare a clay play area outside the classroom.
2. Let the learners create a situation based on the day's theme.

2. Picture Stories

Competency:

- Identify sequence of events (before, after, first, next, last) (MKSC-00-9)

Materials: picture cards

Procedure:

1. Prepare different story pictures about the theme of the day.
2. Distribute four picture cards to each learner.
3. Learners will arrange the picture cards in their correct sequence.

3. Writer's Workshop

Competency:

- Nakalilikha ng iba't-ibang bagay sa pamamagitan ng malayang pagguhit (SKMP-00-1)

Materials: marker, pencil, colored pencils, crayons, paper/old folder or cardboard

Procedure:

1. Let the learners draw about the theme of the day on a piece of paper/board.
2. Encourage them to post their work right after sharing their story in the class.

4. Opposite Words Puzzle

Competency:

- Give the meaning of words presented through real objects, pictures, actions, synonyms and antonyms, and context clues (LLKV-00-4)

Materials: bond paper or newsprint, pencil, crayons

Procedure:

1. Give group of words to the class. (Note: Translate these words in your Mother Tongue) Examples:

Dry	shallow
long	wet
rough	girl
short	thick
thin	deep
smooth	boy

2. Let them draw to show the meaning of each word.
3. Learners will match pictures of opposite words.

WORK PERIOD 2 TEACHER SUPERVISED ACTIVITIES

1. Sharing fruits: Can I Have Half?

Competencies:

- Divide a whole into two or four equal parts (halves and fourths) (MKAT-00-17)
- Naisasagawa ang mga sumusunod na kasanayan pagmomolde ng luwad (clay), pagbuong puzzles (KPKFM-00-1.5)
- Use objects and materials safely. (PNEKPP-00-6)
- Nasasabi, nakikilala at naipakikita ang kahalagahan ng pakikibahagi (pagbabahagi ng pagkain, laruan, gamit) (KAKPS-00-16)

Materials: real fruits if available (or playdough), $\frac{1}{2}$ fraction cards

Procedure:

1. Tell learners to choose a partner. Each pair will pretend they are a pair of twins who always share their food between themselves equally.
2. Give each pair a real fruit and/or playdough.
3. Then tell the pair to figure out a way to divide the fruit so that each person can have an equal amount.
4. Ask the learners if there are other ways of dividing the fruit.
5. When the learners have tried out different ways of dividing the fruit, they will eat the fruit together.

2. Sharing a cake: Can I Have One-Fourth?

Competencies:

- Divide a whole into two or four equal parts (halves and fourths) (MKAT-00-17)
- Naisasagawa ang mga sumusunod na kasanayan pagmomolde ng luwad (clay), pagbuong puzzles (KPKFM-00-1.5)
- Use objects and materials safely. (PNEKPP-00-6)

- Nasasabi, nakikilala at naipakikita ang kahalagahan ng pakikibahagi (pagbabahagi ng pagkain, laruan, gamit) (KAKPS-00-16)

Materials: real cake if available (or pancake, cupcake, playdough)

Procedure:

1. Group the learners into four. Each group will pretend they are one happy family who always share their food between themselves equally.
2. Give each group a real cake and/or play dough.
3. Then tell the pair to figure out a way to divide the cake into four so that each person can have an equal amount.
4. Ask the learners if there are other ways of dividing the cake.
5. When the learners have tried out different ways of dividing the cake, they will eat together.

3. Writing Fractions

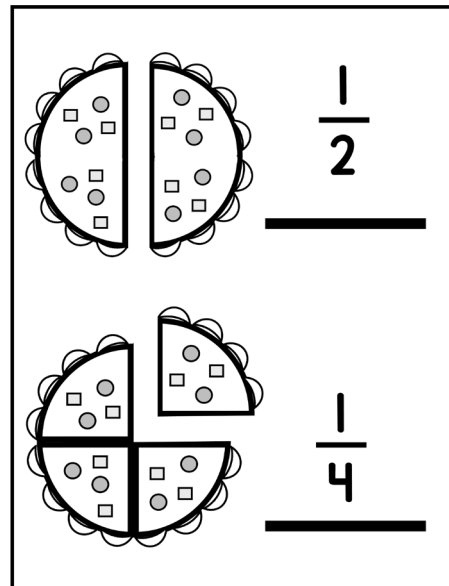
Competency:

- Divide a whole into two or four equal parts (halves and fourths) (MKAT-00-17)

Materials: playdough, answer sheets

Procedure:

1. Distribute the answer sheets to the learners.
2. Divide a playdough circle into two equal parts and say, "This is one-half" and let the learners repeat after you.
3. Show how to label one-half.
4. Divide a playdough circle into four equal parts and say, "This is one-fourth" and let the learners repeat after you.
5. Show how to label one-fourth.
6. Ask them to label the pictures on their paper.



WORK PERIOD 2 INDEPENDENT ACTIVITIES

1. Cut in half / Cut in one-fourth

Competencies:

- Divide a whole into two or four equal parts (halves and fourths) (MKAT-00-17)
- Identify two to three dimensional shapes: square, circle, triangle, rectangle (MKSC-00-2)

Materials: shape cut-outs, pair of scissors, marker

Procedure:

1. Give each learner a rectangle paper.
2. They will fold the paper in two and cut in half.
3. Next, try a circle, a triangle, a diamond, a star, etc.
4. Let them label each part.
5. On the following days, try one-fourth following the same instructions.

2. Where does it go?

Competencies:

- Naisasagawa ang mga sumusunod na kilos lokomotor sa pagtugon sa ritmong mabagal at mabilis (paglakad, pagtakbo, pagkandirit, paglundag/pagtalon, paglukso) (KPKGM-Ie-2)
- Name the places and the things found in a map of a classroom (LLKSS-00-2)
- Nakasusunod sa mga utos/gawain nang maayos at maluwag sa kalooban (KAKPS-00-5)

Materials: objects from the areas of the classroom, basket

Procedure:

1. Collect materials found in the different areas of the classroom (example: block, book, toothbrush, etc.) and put these in a box/basket
2. Gather the learners at the center of the classroom. Put down the box/basket.
3. Each learner will get one object and put it back to the area where it belongs.

3. Where is my partner?

Competencies:

- Divide a whole into two or four equal parts (halves and fourths) (MKAT-00-17)
- Identify two to three dimensional shapes: square, circle, triangle, rectangle (MKSC-00-2)

Materials: different shape cut-outs (circle, triangle, rectangle, square, oblong, diamond, heart, hexagon, trapezoid, cone)

Procedure:

1. Cut the shapes into two equal parts.
2. Distribute the halves of different shapes randomly to the learners.
3. Learners find their partners by looking for the other half of their cut-out.

4. Puzzle Relay

Competencies:

- Divide a whole into two or four equal parts (halves and fourths) (MKAT-00-17)

Materials: 4 sets of puzzle cut-outs (4 pieces per set)

Procedure:

1. Choose 16 learners and group them into four.
2. Give each player a random puzzle piece.
3. The players cannot look at each other's puzzle pieces.
4. When you say go, the learners will put together the puzzle pieces.
5. The fastest group to form the whole wins!

5. Which is bigger? (concrete objects)

Competencies:

- Divide a whole into two or four equal parts (halves and fourths) (MKAT-00-17)
- Use objects and materials safely. (PNEKPP-00-6)

Materials: bread, cake, fruit, plastic knife

Procedure:

1. Learners will use two representations; one whole bread will be cut into halves and one bread will be cut into one-fourths.
2. Let them discover why $\frac{1}{2}$ is bigger than $\frac{1}{4}$ despite the fact that the denominator in $\frac{1}{4}$ is bigger than $\frac{1}{2}$.

6. Which is bigger? (answer sheets)

Competency:

- Divide a whole into two or four equal parts (halves and fourths) (MKAT-00-17)

Materials: answer sheet, marker, crayon, pencil

Procedure:

1. Distribute answer sheets to the learners.
2. Show two rectangle cut-outs; one is divided into halves while the other one is divided into fourths.
3. Say, $\frac{1}{2}$ is bigger than $\frac{1}{4}$. Learners will write, $\frac{1}{2} > \frac{1}{4}$.
4. Repeat steps 2 and 3 procedures using different shape.
5. You may introduce adding $\frac{1}{2}$ and $\frac{1}{2}$ is 1. And $\frac{1}{4}$ and $\frac{1}{4}$ and $\frac{1}{4}$ and $\frac{1}{4}$ is 1.

SONGS / POEMS / RHYMES

Hello! How do you do?

Hello, hello, hello
Hello, how do you do?
I'm glad to be with you, and you, and you, and you.. Tralalalalalala(2x)

Goodbye

Goodbye my friend
Goodbye my friend
See you next time,
Goodbye, Goodbye..
(Repeat)

Ang Batang Mabait ay Pagpapalain

Sa aming tahanan
ay aking pinakikinggan
Payo at habilin ng
aking mga magulang

Maging matulungin sa aking kapwa
Kahit may kapalit man o wala
Sa aming paaralan
ay aking pinakikinngan

Mga habilin at payo
Nang aking mahal na guro
Sa lahat ng gagawin
ay lagi ko raw iisipin

Gantimpala ng Diyos ay aking kakamtin
Tamang daan ay 'wag ko raw limutin
Sapagkat ang mabait na bata
Laging pinagpapala

WEEK 40
Content Focus: I am ready for Grade 1!

Blocks of Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Arrival Time (10 min)	Arrival routine				
Meeting Time 1 (10 min)	Meeting time routine Review of concepts learned the previous week/day Introduction of message for the day by asking the guide questions below				
MESSAGE	I am ready for Grade 1!	I will know new things and meet new people in Grade 1.	I will know new things and meet new people in Grade 1.	My family can help me prepare for Grade 1.	I am ready!
QUESTION/S	Where do you want to study in Grade 1? Song: Goodbye Song	What is the name of our Grade 1 teacher? Who do you think are your classmates in Grade 1?	Discuss and compare the schedule in Kindergarten and Grade 1.	How can my family help me with the things that I need before I enter Grade 1?	What makes you feel excited about entering Grade 1?
Transition to Work Period 1	<i>The teacher gives instructions on how to do the independent activities, answers any questions, and tells the learners to join their group and do the assigned tasks.</i>				
Work Period 1 (40 mins)					
Teacher-Supervised Activity	Class Survey: Grade 1 school	Grade 1 classroom visit (Whole session)	Venn Diagram: Kinder and Grade 1 schedule	Checklist: Things that we need	Writer's Workshop: My Grade 1 Classroom
Learning Checkpoints	✓ <i>Collect data on one variable (e.g., sex/ boys or girls) through observation and asking questions</i>	✓ <i>Demonstrate readiness to try new experiences</i>	✓ <i>Name common objects/ things in the environment (in school, home, and community)</i>	✓ <i>Name common objects/ things in the environment (in school, home, and community)</i>	✓ <i>Express simple ideas through symbols (e.g., drawings, invented spelling)</i>
Independent Activities	My Portfolio: Compilation of My Work				
Learning Checkpoints	✓ <i>Talk about experiences in school</i> ✓ <i>Express simple ideas through symbols (e.g., drawings, invented spelling)</i>				
Transition to Meeting Time 2	<i>The teacher reminds the learners about the time left in Work Period Time 1 around 15 minutes before Meeting Time 2. After 10 minutes, the teacher tells the learners to start packing away the materials they used and be ready for Meeting Time 2. A transition song or a countdown may be used.</i>				

Blocks of Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Meeting Time 2 (10 min)					
QUESTIONS/ACTIVITY	Talk about the class survey.		Talk about the comparison chart.	Talk about the checklist and ask: Who will provide these things for you?	Talk about the output in Writer's Workshop: My Grade 1 Classroom
Transition to Recess	<i>The teacher commends the learners for the work they did in Work Period Time 1 and tells them to prepare for recess time by washing their hands. Encourage sharing especially if not all children have food.</i>				
Recess (15 min)					
Transition to Quiet Time	<i>The teacher reminds the children to pack away the things they used in recess time, clean up their eating area, throw their trash in the trash bin, wash their hands, brush their teeth, change their wet clothes, and have their Quiet Time.</i>				
Quiet Time (10 min)					
Transition to Story Time	<i>While singing a transition song, the teacher "wakes" the learners up and tells them that it's time to listen to a story. When the learners are ready, the teacher proceeds with the pre-reading activities and makes sure that the learners are listening attentively.</i>				
Story Time (20 min)	Theme: Any age and culturally appropriate story about going to school.		Theme: Any age and culturally appropriate story about different activities in school.	Theme: Any age and culturally appropriate story about a family preparing the child to school	Theme: Any age and culturally appropriate story about going to school
Pre-Reading	<p><i>Define difficult words.</i></p> <p><i>Motivation question: What do you think will happen when you are in Grade 1?</i></p> <p><i>Motive question: What happened when the characters went to school in the story?</i></p>	<p>Recall the places that you saw in the Grade 1 classroom.</p>	<p><i>Define difficult words.</i></p> <p><i>Motivation question: What are the routines that we have in Kindergarten?</i></p> <p><i>Motive question: What are the routines of the class in the story?</i></p>	<p><i>Define difficult words.</i></p> <p><i>Motivation question: How does your family help you when going to school?</i></p> <p><i>Motive question: How did the families help the children before going to school?</i></p>	<p><i>Define difficult words.</i></p> <p><i>Motivation question: What makes you feel excited?</i></p> <p><i>Motive question: What will make the children in the story excited?</i></p>

Blocks of Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
During Reading	Ask comprehension questions.				
Post-Reading	<p>What happened when the characters went to school?</p> <p>What do you expect to happen next year?</p>	<p>Draw the things that you experienced when you visited the Grade 1 classroom.</p>	<p>What are the routines in the story?</p> <p>How is it the same or different with the routines that we have in Kindergarten?</p>	<p>How did the families help the children in going to school?</p> <p>What are the things that you can do to prepare for Grade 1?</p>	<p>What made the child feel excited?</p> <p>What makes you excited about going to Grade 1?</p>
Transition to Work Period 2	After the post-reading activities, the teacher gives instructions regarding the teacher-supervised and independent activities, answers any questions, and tells the learners to join their group and do the assigned tasks.				
Work Period 2 (40 min)					
Teacher-Supervised Activity	Graph: Children Staying in Old School and Children Going to New School		Inventory: Class Schedule in Kindergarten and Grade I	Inventory: Things I Need	
Learning Checkpoints	✓ Create and discuss simple pictographs		✓ Read and write numerals 0 to 10	✓ Count objects with one-to-one correspondence up to the quantities of 10	
Independent Activities	<ol style="list-style-type: none"> Lift the frog (Addition Drill; concrete up to quantities of 10) Lift the frog (Subtraction Drill; concrete up to quantities of 10) Repeat it (Simple Multiplication Drill; concrete up to quantities of 10) Share it (Simple Division Drill; concrete up to quantities of 10) 				
Learning Checkpoints	<ul style="list-style-type: none"> ✓ Use a variety of materials and communicate strategies used to determine answers to addition and subtraction problems listened to ✓ Solve simple addition and subtraction number stories (up to quantities of 10) read by the teacher using a variety of ways (e.g., concrete materials, drawings) and describe and explain ✓ Group, represent, and count sets of equal quantity of materials up to 10 (beginning of multiplication) ✓ Separate and represent groups of equal quantities using concrete objects up to 10 (beginning division) 				

Blocks of Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Transition to Indoor/ Outdoor Games	✓ <i>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.</i>				
Indoor/ Outdoor Games (20 min)	Simple Amazing Race				
Learning Checkpoints	<ul style="list-style-type: none"> ✓ <i>Recognize the importance of positive attitude when faced with an unexpected situation in a game</i> ✓ <i>Can initiate play</i> ✓ <i>Demonstrate readiness to try new experiences</i> ✓ <i>Show traits of being a good player</i> 				
Transition to Meeting Time 3	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 in Meeting Time 3. A transition song or countdown may be used.				
Meeting Time 3 (5 min)					
Wrap-Up Questions / Activity	<i>What are the things that you like in Grade 1?</i>	<i>What do you like about the Grade 1 classroom?</i>	<i>What is the difference between your schedule in Kindergarten and in Grade 1?</i>	<i>How can our family help us with the things that we need before we enter Grade 1?</i>	<i>What makes you feel excited about entering Grade 1?</i> <i>Song: I'm Ready To Go</i> <i>www.youtube.com</i>
DISMISSAL ROUTINE					

WEEK 40

Content Focus: **I am ready for Grade 1!**

WORK PERIOD 1 TEACHER-SUPERVISED ACTIVITIES

1. Class Survey: Grade I School

Competencies:

- Nakalilikha ng iba't ibang bagay sa pamamagitan ng malayang pagguhit (SKMP-00-1)
- Express simple ideas through symbols (e.g., drawings, invented spelling) (LLKC-00-1)
- Name common objects/things in the environment (in school, home, and community) (LLKV-00-1)
- Collect data on one variable (e.g., sex/boys or girls) through observation and asking questions (MKAP-00-1)
- Nagkakaroon ng kamalayan sa damdamin ng iba (SEKEI-00-2)

Materials: cartolina, Manila paper, marker, crayon, coloring pen, strip of paper

Procedure:

1. Make a chart by folding the cartolina or draw a line at the center then label each column; Stay in Old School and Transfer to New School
2. Talk about in the class who will be staying in old school and transfer to new school for Grade I.
3. Unlock Survey. Encourage each learner to write his/her name on a strip of paper and paste it in proper column.

Stay in Old School	Transfer to New School
Jesa	Angel
Miguel	Dino
Lalay	

2. Grade I Classroom Visit Plan

Competencies:

- Name common objects/things in the environment (in school, home, and community) (LLKV-00-1)
- Express simple ideas through symbols (e.g., drawings, invented spelling) (LLKC-00-1)
- Nakasusunod sa mga itinakdang gawain (routines) sa paaralan at silid-aralan (SEKPSE-IIa-4)
- Naipakikita ang kahandaan na sumubok ng bagong karanasan (SEKPSE-IIIc-6)

Materials: classroom visit plan

Procedure:

1. Prepare the classroom visit plan for their whole period stay in the Grade I classroom.
2. Inform the parents that the learners are joining the visitation.
3. With consent, instruct the learners to form their line.
4. Orient them about the rules in visitation.
5. Ensure safety measures of the learners.

**Ask the learners what they can see in the Grade 1 classroom (materials, routines, etc).*

**Encourage learners to ask Grade 1 teachers of the things they need to prepare for Grade 1.*

3. Venn Diagram: Kinder and Grade I Schedule (recall the tour in Grade 1 classroom)

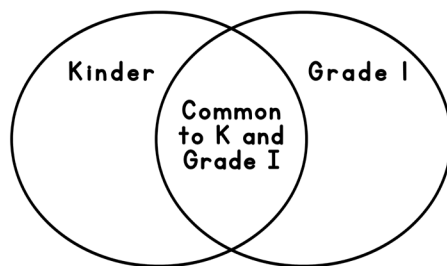
Competencies:

- Name common objects/things in the environment (in school, home, and community) (LLKV-00-1)
- Express simple ideas through symbols (e.g., drawings, invented spelling) (LLKC-00-1)
- Naikukuwento ang naging karanasan bilang kasapi ng komunidad (KMKPKom-00-6)
- Nakapagkukuwento ng mga ginagawa sa paaralan (KMKPAra-00-4)

Materials: cartolina, marker, crayon, coloring pen, strip of paper

Procedure:

1. Prepare the Venn Diagram. It should be labeled with Kindergarten and Grade 1.
2. Talk about their schedule and help them to recall the schedule of Grade I after the yesterday's classroom tour.
3. Discuss the similarities of both schedules and record it in the middle space.
4. Discuss the differences and record it in the corresponding circle.



Guide Questions:

- What are the routines & activities in Kinder?
- What are the routines & activities in Grade I?
- What is/are the common routine/s done in Kinder & Grade I?

4. Checklist: Things That We need

Competency:

- Name common objects/things in the environment (in school, home, and community) (LLKV-00-1)
- Naipakikita ang kahandaan na sumubok ng bagong karanasan (SEKPSE-IIIc-6)

Materials: school bag template, marker, coloring pen, crayon

Procedure:

1. Recall the things that the Grade 1 teacher told them to prepare for Grade 1.
2. On the school bag template, tell the learners to draw the things that they need to bring when they go to Grade I.
3. Ask them to label their drawings.
4. Keep their works for the inventory in Work Period 2.

Note: Include a good hygiene kit (e.g. dental check etc.).

5. Writer's Workshop: My Grade I Classroom

Competencies:

- Nakalilikha ng iba't ibang bagay sa pamamagitan ng malayang pagguhit (SKMP-00-1)
- Express simple ideas through symbols (e.g., drawings, invented spelling) (LLKC-00-1)
- Naipakikita ang pagtulong at pangangalaga sa kapaligiran, halimbawa pagdidilig ng mga halaman, pag-aalis ng mga damo at kalat, hindi pagsira ng halaman, at pag-aalaga sa hayop (KMKPKom-00-5)
- Name common objects/things in the environment (in school, home, and community) (LLKV-00-1)
- Naipapahayag sa positibong paraan ang nararamdaman (KAKPS-00-7)

Materials: ½ lengthwise bond paper, pencils, crayons

Procedure:

1. Ask each learner to draw about his/her new Grade 1 Classroom and label his/her drawings.
2. Encourage the learners to write about feelings on their new classroom.
3. Compile the stories and make it into a book.

WORK PERIOD 1 INDEPENDENT ACTIVITIES

My Portfolio: Compilation of My Work

Competencies:

- pagpilas/paggupit/pagdikit ng papel (KPKFM-00-1.3)
- Nakagugupit at nakapagdidikit ng iba't ibang hugis na may iba't ibang tekstura (SKMP-00-4)
- Nakaguguhit, nakapagpipinta, at nakapagkukulay ng iba't ibang bagay o gawain (dekorasyon sa mga halaman sa paligid) (SKMP-00-2)
- Nakagagawa ng modelo ng mga pangkaraniwang bagay sa paligid, dahon, bato, buto, patpat, tansan, atbp. (SKMP-00-3)

Materials: board, rings, beads, ribbons etc.

Procedures:

1. Learners will compile their work from the beginning up to the end of the school year.
2. Learners will design their front pages and put a back cover on it.

WORK PERIOD 2 TEACHER-SUPERVISED ACTIVITIES

1. Graph: Learners Staying in Old School and Transferring to New School

Competencies:

- Collect data on one variable (e.g., sex /boys or girls) through observation and asking questions (MKAP-00-1)
- Create simple pictographs (MKAP-00-2)
- Discuss simple pictographs (MKAP-00-3)
- Count objects with one-to-one correspondence up to quantities of 10 (MKC-00-7)

Materials: cartolina, Manila paper, old calendar etc., marker

Procedures:

1. After writing and pasting the names of learners in appropriate column during Work Period 1, ask learners to count the number of learners in each column.
2. Discuss which column has more or less learners.
3. Talk about their reasons for staying and transferring.

2. Class Schedule in Kindergarten and Grade I

Competencies:

- Read and write numerals 0 to 10 (MKC-00-3)
- Count objects with one-to-one correspondence up to the quantities of 10 (MKC-00-7)

Materials: chart

Procedure:

1. Prepare the chart.
2. Let them count their activities done in Kindergarten and the subjects of Grade I.

3. Checklist: Things I Need

Competencies:

- Read and write numerals 0 to 10 (MKC-00-3)
- Count objects with one-to-one correspondence up to the quantities of 10 (MKC-00-7)

Materials: chart, marker

Procedure:

1. Refer to the school bag templates of the learners in work period 1.
2. Let them count the items or needs in each of the learners' school bag templates.
3. On the chart, learners will write the numeral that matches the number of items beside their name/self-portrait.

WORK PERIOD 2 INDEPENDENT ACTIVITIES

1. Lift the Frog (Addition Drill/ Subtraction Drill; concrete up to quantities of 10)

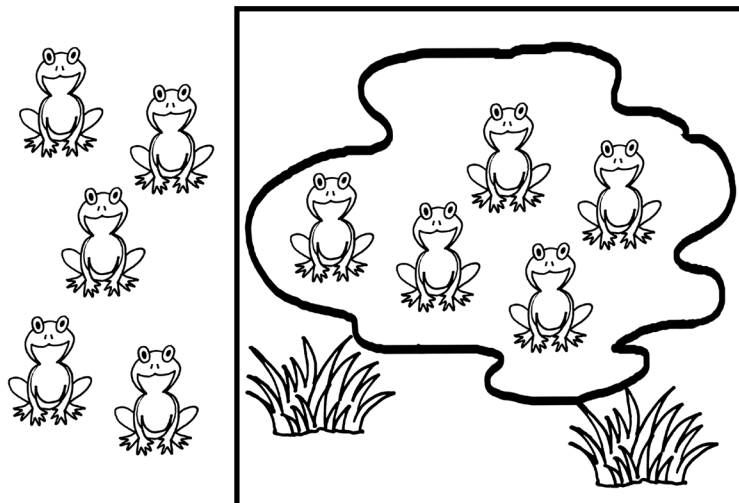
Competencies:

- Use a variety of materials and communicate strategies used to determine answers to addition and subtraction problems listened to (MKAT-00-10)
- Solve simple addition and subtraction number stories (up to quantities of 10) read by the teacher using a variety of ways (e.g., concrete materials, drawings) and describe and explain the strategies used (MKAT-00-11)

Materials: counting boards (illustration of a pond and frog cut-out counters)

Procedure:

1. Learners work in small groups.
2. Give counting board to each learner.
3. Learners separate counters in different ways and verbalize the combination results.
4. For addition drill, for example, say "Place five in your board and add another five". Learners say "Five and five is ten".
5. For subtraction drill, for example, say "Place ten in your board and take away six". Learners say "Ten take away six is four".
6. Let the learners try other combinations.
7. Use the counting boards in telling number stories.



2. Repeat it (Simple Multiplication Drill; concrete up to quantities of 10)





Competency:

- Group, represent, and count sets of equal quantity of materials up to 10 (beginning of multiplication) (MKAT-00-15)

Materials: counting boards/answer sheets, counters, cut-outs

Procedure:

1. Learners work in small groups.
2. Give counting board to each learner.
3. Learners arrange the counters in rows and verbalize the combination results. For example, say “Four rows by two’s”. Learners say “Four rows by two is Eight “.
4. Let the learners try other combinations.

	1	2	3	4	5
1					
2					
3					
4					
5					

3. Share it (Simple Division Drill; concrete up to quantities of 10)

Competency:

- Separate and represent groups of equal quantities using concrete objects up to 10 (beginning division) (MKAT-00-16)

Materials: cups, counters

Procedure:

1. Learners work in small groups.
2. Give counters and a cup to each learner.
3. Learners arrange the counters in group and verbalize the combination results.
4. For example, say “Group eight stones by four with equal quantities”. Learners say “Four stones in a cup, there are two cups”.
5. Let the learners try other combinations.

INDOOR/ OUTDOOR GAME

Simple Amazing Race

Competencies:

- Natutukoy ang kahalagahan ng pagpapakita ng positibong pag-uugali sa harap ng hindi inaasahang pangyayari tulad ng pagkatalo sa laro, atbp. (SEKPSE-00-8)
- Nakapagsisimula ng laro (SEKPKN-00-1)
- Naipakikita ang kahandaang sumubok ng bagong karanasan (SEKPSE-IIIc-6)
- Naipakikita ang pagpapahalaga sa maayos na pakikipaglaro: pagiging mahinahon, pagsang-ayon sa pasiya ng nakararami/reperi, pagtanggap ng pagkatalo nang maluwag sa kalooban, pagtanggap ng pagkapanalo nang may kababaang loob, (KAKPS-00-19)

Materials: strips of paper, flaglets, signage

Procedures:

1. Think of a simple mission for the learners to accomplish.
2. Prepare strips of papers in which instructions or questions are illustrated.
3. Group the learners into desired number of groupings. Give flaglets to each group by color.
4. Put up 2-3 stations and prepare related materials needed for each station.
5. First group to finish wins!

SONG

I'm Ready to Go

Chorus:

The future's looking good to me
I'm ready to go, I'm ready to go, yeah!
The future's looking good to me
I'm ready as I can be. Yeah, yeah!
(Repeat 2 times)

I'm ready to go

My time has come
I'm on my way
I'm really ready
This is the day
I've worked so hard
to make it so
Now I'm ready,
I'm ready to go

I did my best
I made it through
So now I'm watching
My dream come true

I'll bring along all I have learned
Now I'm ready, ready to go

Repeat Chorus
Ready to go
Yes, I'm ready to go
Ready to go
Ready to go

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