ENGLISH Grade 1

THIRD QUARTER
WEEK 1:
Appendix A: Songs/Poems/Stories
1. What is your name? (to the tune of “Where is Thumbman?”)
   What is your name?
   What is your name?
   Clap your hands
   Clap your hands
   What is your name?
   My name is ____________.
   Thank you ____________.
   Thank you ____________.

2. Hello, How Do You Do (song)
   Hello, hello, hello,
   Hello, how do you do?
   I'm glad to be with you.
   And you, and you, and you.
   La, la, la, la

   Listen to: http://www.youtube.com/watch?v=Vp0CsOOe29U

3. Oh here we are together (song)
   Oh here we are together, together, together
   Oh here we are together, together, today
   with (name), with (name), with (name) and (name).
   Oh here we are together, together today.

   Listen to: http://www.youtube.com/watch?v=jom_Au2Cs7Q

Appendix B: Art
1. Name Tag Making
   a. Prepare the materials: cardboard / construction paper, crayons, yarn
   b. Write the names of the students in each name tag.
   c. Ask the students to decorate their name tags with coloring materials.

Appendix C: Games and other Activities
1. Getting to Know Game
   a. Ask the children to form 2 big circles (inner circle and outer circle).
   b. Ask the inner circle to move clockwise and the outer circle to move counter clockwise while the music is playing.
   c. When the music stops, ask the children to introduce themselves to the person in front of them.
   d. Have several rounds until they have talked to a number of classmates.

2. State name activity
   a. Write each child’s name on a piece of piece of paper and put them in a box.
   b. Prepare a “special hat” for the activity.
   c. Pick a name from the box.
   d. The child with the name chosen would have to go in front, wear the “special hat” and introduce his/her name.

   Hi, my name is ________________.
WEEK 2:

Appendix A: Songs/Poems/Stories

1. Age song:
   I’m six! I’m six! I’m six years old today.
   I’m six! I’m six! I love to sing and play.
   I’m six! I’m six! I laugh and smile all day.
   I’m six! I’m six! How old are you today?

2. Where are the boys & Girls? (song) → to the tune of “Where is thumb man?”
   Where are the boys?
   Here we are, here we are
   How are you today, boys?
   Very well, we thank you.
   Let’s (stand up).
   
   Where are the girls?
   Here we are, here we are
   How are you today, girls?
   Very well, we thank you.
   Let’s (stand up).

3. Happy Birthday Song
   Happy birthday to you (2x)
   Happy birthday, happy birthday
   Happy birthday to you!

4. Number Song
   One, two, three, four, five
   Six, seven, eight, nine, ten
   Let’s count, one, two, three, four, five,
   Six, seven, eight, nine, ten

5. Ten Little Boys and Girls (Song)
   One little, two little three little children
   Four little five little six little children
   Seven little eight little nine little children
   Ten little boys and girls.

Appendix B: Art

1. Cake and candle art
   Option # 1:
   a. Prepare the cake and candle cut-outs.
   b. Distribute the materials to the students.
   c. Ask the students to stick the candles on top (# candles = age of child)

   Option # 2:
   a. Distribute a worksheet that has the picture of a birthday cake.
   b. Have the students draw the number of candles that they would have on their cake given their age. They may color/decorate the worksheet when they are done drawing the candles.

2. Puppet Art
   a. Prepare the materials (socks/paper bags, yarn, coloring materials, glue, etc.)
   b. Distribute the materials to the students.
c. Guide the children in creating their puppets.

Appendix C: Games and other Activities
1. Pictures of the people
   a. Post pictures of family members and their ages
   b. Ask students about the ages of the family members in the pictures.

2. Spin the Bottle
   a. Ask the students to form a circle.
   b. Spin the bottle / spinner.
   c. When the bottle / spinner stops, 2 students will participate:
      * pointing end → “How old are you?”
      * other end → “I am ___ years old.”
   d. Spin the bottle / spinner again so that other students will be able to answer.

3. Name the picture
   a. Show different pictures of family members
   b. Students should be able to identify the family members (ex. grandfather, mother, sister, etc.)

4. Group the pictures of family members
   a. Divide the class into small groups.
   b. Each group will have one picture.
   c. The members of the group should be able to put the picture in the correct column / group (boys/girls).

5. Pass the Ball Game
   a. Ask the children to form a big circle.
   b. Play the music (or the children sing a song). Children pass the ball around.
   c. When the music stops, the child holding the ball will state his/her name, age and sex.

WEEK 3:
Appendix A: Songs/Poems/Stories
1. I Like (Poem)
   I like red.
   I like blue.
   I like yellow.
   And I like you.

2. Rainbow Song
   How many colors does a rainbow have
   Each time it appears in the sky
   Red, orange, yellow and green
   Blue and indigo
   The last one’s violet

Appendix B: Art
1. Crayon pattern

2. Pre-assessment Worksheet
   *Pre-assessment can be in oral or written form.
For oral pre-assessment:
The teacher will show different crayon cutouts. (A blue crayon cut-out, a red crayon cut-out, a yellow crayon cut-out, etc)
S/he will ask the question, “What color is this?
Ask the children to identify the colors orally.

For written pre-assessment:
The teacher will give a worksheet. The worksheet will have around 5 illustrations of crayons.
The children will color each crayon according to what the teacher says.

ex. Color the first crayon “green”.

3. “My Favorite Thing”
The children will draw and design their favorite thing using their favorite color.

4. Rainbow Art Activity
The children will color a picture of a rainbow. The teacher may opt to ask the children to put cotton/tissue/white crepe paper on both ends of the rainbow to serve as clouds.

5. Post Assessment Worksheet
Listen to the teacher. Color each picture accordingly.

Appendix C: Games and other Activities

1. Pass the Ball Color Game
The children will form a big circle. Two different colored balls (eg. red and blue) will be passed around as the music plays.
When the music stops, whoever gets the red ball will ask the question “What is your favorite color?” The player holding the blue ball will answer by saying “I like the color ______.”

2. Touch the Color
The teacher will say “Touch the color ______.” The children should be able to touch an object that corresponds to the given color.

3. Color Bring Me
The teacher will say “Bring me something that is color ______.” The children should be able to bring an object that corresponds to the given color.

Week 4:
Appendix A: Songs/Poems/Stories

1. The Fruit Song (by adapted from Mrs. Jones “Food Song”)
   Tune: Skip to my Lou
   I like *fruits, yes, I do.
   I like fruits, yes, I do.
   I like fruits, yes, I do.
   My tummy loves them, too.

   *fruits, bananas, mangoes, pineapple, melon, star apples, oranges etc.


2. I Eat
I eat carrots-
crunch, crunch, crunch
I eat apples-
munch, munch, munch
I eat mango ice cream
lick, lick, lick
But I eat bananas
quick, quick, quick!

Adapted from this reference: http://www.canteach.ca/elementary/songspoems77.html

3. Fruits in a Basket
    Yellow little lemon, sour as can be.
    Green little apple, picked from a tree.
    Purple little plum, juicy and round.
    Blue little berries, grown on the ground.
    Red little cherries, sweet very sweet.
    Orange little peach, so good to eat!

4. Vegetables are Good for Me (To the tune of “Old MacDonald Had a Farm”)
    Vegetables are good for me,
    Let’s count them, one, two, three
    a carrot here
    a cabbage there
    a potato that I’d love to share.
    Vegetables are good for me
    Let’s count them, one, two, three

    Vegetables are good for me,
    Let’s count them, one, two, three
    an okra here
    an onion there
    an eggplant that I’d love to share.
    Vegetables are good for me,
    Let’s count them, one, two, three

5. One, Two, Three (Adapted)
    One, two, three,
    Ice cream just for me!
    Four, five, six,
    I’ll take a couple of licks!
    Seven, eight, nine,
    It really tastes so fine!
    Ten, ten, ten,
    Time to count again!
Appendix B: Art / Worksheets
1. Encircle all the foods activity (worksheet)
2. Draw your favorite food activity
3. Color all the foods activity (worksheet)
Look at the pictures. Color all the food items.

Appendix C: Games and other Activities
1. My Own Snack
   The teacher will prepare bite-sized fruits and vegetables. Put each kind of fruit or vegetable in a separate serving bowl with a serving spoon. Let the children choose which fruits and vegetables they want to eat.

2. Thumbs Up, Thumbs Down
   Have the children sit in a circle and practice the thumbs up and thumbs down response. Then have the children respond accordingly as you show or mention different foods.

3. I Like!
   The teacher will hang up a picture of an open mouth on one side of the room and a sealed lips on the other side. A food picture will be shown in every round. Have the children who really love that food stand close to the open mouth picture, the children who do not like the food stand close to the sealed lips and the children who neither like the food nor hate it stand somewhere in between.

WEEK 5:
Appendix A: Songs/Poems/Stories
1. I Wiggle (poem)
   I wiggle my fingers
   I wiggle my toes
   I wiggle my shoulders
   I wiggle my nose
   Now no more wiggles
   Are left in me
   So I will be still
   as still as can be.

2. Our Body Parts (to the tune of “Twinkle, Twinkle”
   We use our legs when we walk.
   We use our mouths when we talk.
   We use our hands when we write
   We use our teeth when we bite.
   These are all our body parts.
   They can all do different things.

3. This is the Way (song)
   This is the way we
   brush our teeth 3X
   This is the way we brush our teeth
   So early in the morning
   
   This is the way we
   comb our hair 3X
This is the way we comb our hair  
So early in the morning  

This is the way we  
take a bath 3X  
This is the way we take a bath  
So early in the morning  

4. Person Parts  
A person has:  
two eyes,  
two ears,  
one mouth,  
one nose,  
two hands,  
two feet,  
ten fingers,  
ten toes!  

Source: 101 Thematic Poems for Emergent Readers  

5. Tap You Head (Poem by Margery Kranyik)  
Tap your head,  
Tap your toe,  
Turn in a circle,  
Bend down low,  
Tap your nose,  
Tap your knees,  
Hands on your shoulders,  
Sit down, please.  

Source: Learning and Caring About Ourselves  

6. So Many Parts of Me (Song by Diane Thom)  
Sung to: “Twinkle, Twinkle, Little Star”  
On my face I have a nose,  
On my feet I have ten toes.  
I’ve five fingers on each hand,  
I am tall when I stand.  
I have two eyes so I can see,  
There are so many parts of me.  

7. Clap Your Hands  
Clap your hands  
Touch your toes  
Turn around  
Put your finger on your nose  
Flap your arms  
Jump up high  
Wiggle your fingers  
And reach for the sky.  

8. Exercise  
Bend your body,
touch your toes.
Straighten up,
and touch your nose.
Wave your arms,
now touch each knee.
Stomp your feet,
and count to three.
one... two... three...

9. My toes, my knees,
   My shoulder, my head
   My toes, my knees
   My shoulder, my head
   My toes, my knees,
   My shoulder, my head
   Let’s all clap hands
   Together.....

Source: Learning and Caring About Ourselves

Appendix B: Art
Appendix C: Games and other Activities
1. My silhouette
   Use large pieces of paper and have children lie down on them. Trace the contour of their bodies. Cut out the shapes and hang them on the wall. Children decorate their silhouettes as they wish (markers, wooden pencils, fabric, etc.).

2. Body Parts Puzzle

3. Body Parts Game
   a. Teachers says: “Touch your part of the body.”
      Ex. Touch your feet. (Children should be able to touch their feet.)
   b. Teacher checks if the students are able to touch the correct part of the body mentioned.

4. Twister Game
   Explain the rules of the activity
   a. Divide the class into 2 groups. (or more depending on size of class)
   b. Lay a Twister mat on the floor.
      *Twister mat is divided into squares. Each square has a different color. There should be at least 2 squares with the same color.
   c. Give directions that will use names of body parts and colors.
      ex. Put your right hand on the color yellow.
         Put your left knee on the color blue.
   d. Each player should be able to follow accordingly.

5. Mix and match
   Provide catalogues and magazines. Children cut out heads, bodies, and legs.....Have them create people.

6. I am thinking of...
Say, "I am thinking of a friend who has _______." Describe a specific characteristic pertaining to a child such as hair color or a certain piece of clothing. The child who identifies the correct friend becomes the leader of the game.

7. Searching with a fine-tooth comb
Show children a variety of objects used for daily hygiene (facecloth, comb, brush, toothbrush, etc.). Hide all of them. Following your signal, children must search for the objects and gather as many as possible.

8. Taking Care of the Body Worksheet

WEEK 6:
Appendix A: Songs/Poems/Stories

1. I am Special (poem)
   I am special.
   I am me.
   I have two hands, two eyes to see
   A nose to smell, my ears hear well
   A mouth to talk and two legs to walk
   But that's not all because, you see,
   I am special. I am me.

2. I Have Two Hands (song)
   I have two hands,
   The left and the right.
   Hold them up high,
   So clean and bright
   Clap them softly
   One, two, three
   Clean little hands are good to see.

   Listen to: http://www.youtube.com/watch?v=Y4rVBVHtA-4

3. I Use My Five Senses
   (Tune: The Farmer in the Dell)
   Author Unknown I use my eyes to see, I use my eyes to see,
   And when I want to see a star, I use my eyes to see.
   I use my nose to smell, I use my nose to smell,
   And when I want to smell a flower, I use my nose to smell.
   I use my tongue to taste, I use my tongue to taste,
   And when I want to taste a peach, I use my tongue to taste.
   I use my ears to hear, I use my ears to hear,
   And when I want to hear a bird, I use my ears to hear.
   I use my hands to touch, I use my hands to touch,
   And when I want to touch a cat, I use my hands to touch

   http://www.kidssoup.com/Five_senses/five_senses_activities.html

Appendix B: Art

Appendix C: Games and other Activities
1. Pin the Animal’s Tail/Beak/Horn  
   a. Pictures of horse, duck, carabao will be posted on the board  
   b. Ask some students to pin the missing parts of the animal.  
   c. Introduce the parts of the animals with the use of pictures.  
   d. Clap the syllables of the new words learned.

2. Funny Bones  
Pair up the students. In each pair, assign a player A and a player B. Have the students follow directions. The directions will require them to identify different body parts.

Example: Player A, put your head on your partner’s elbow  
     Player B, put your hand on your partner’s ear

3. Point-Point (body parts)  
This game may be a whole class activity. Demonstrate how the game is to be played by pointing to your nose (4x) while naming it. On the fifth try, name one of your other body parts and point to another (e.g. Say ‘eyes’ but point to your ‘ears’. The students should point to the correct body part and say “This is my _____”. The students can take turns being the leader.

4. Mystery Bag  
   a. Prepare a bag with pictures of different animals.  
   b. Ask each student to pick a picture from the bag.  
   c. Ask each student to name the common body part that he or she and the animal both have.  
     Example: S: “I have a nose. The dog also has a nose.”

5. Color It  
Prepare a worksheet for each child. The worksheet should contain a picture of a monkey. Ask the children to get their coloring materials. Make sure that the children listen and follow directions properly.  
examples:  
   a. Using the crayon yellow, color the tail of the monkey.  
   b. Using the crayon red, color the ears of the monkey.  
     * Teacher may vary the instructions.

6. Animals Game  
   a. Teacher prepares pictures of different animals (cat, pig, dog, etc.)  
   b. Teacher posts the pictures around the classroom.  
   c. Explain the rule of the game: go to the picture of the animal that the teacher will say  
   d. Teacher checks if the students are able to identify the correct picture of the animal.  
     * You can also give the sounds of the animals as clues.

7. Animal Puzzle Activity  
   a. Teacher prepares different animal puzzles (horse, goat, duck, etc.).  
   b. Teacher divides the class in small groups.  
   c. Teacher gives an animal puzzle to each group.  
   d. Each group will form the puzzle.  
   e. The students should name the animal in the puzzle.  
     (eg. This is a duck.)

8. Animals & Persons Cut-Out Activity  
   a. Prepare worksheet having different pictures of animals and persons.  
   b. Explain the instructions: Cut each picture and paste in the correct group.  
     (persons and animals)
WEEK 7:
Appendix A: Songs/Poems/Stories
1. Feelings (poem)*
   Sometimes I feel angry,
   Sometimes I feel sad,
   Sometimes I feel scared,
   Sometimes I feel glad.
   But all the times I'm feeling,
   I hope you would agree.
   There's a feeling that won't change,
   I'm happy to be me!

   *Poem should be accompanied by pictures or teacher's different facial expressions.

2. If You're Happy and You Know It (song)*
   If you're happy and you know it,
   Clap your hands
   (Clap hands twice)
   If you're happy and you know it,
   Clap your hands
   (Clap hands twice)
   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 hands twice)
   *angry/ cross your arms
   *scared/ close your eyes
   *sad/ bow your head

3. Old Mac Donald had a farm
   Old MacDonald had a farm,
   EE-I-EE-I-O,
   And on that farm he had a [cow],
   EE-I-EE-I-O,
   With a [moo moo] here and a [moo moo] there
   Here a [moo], there a [moo],
   everywhere a [moo moo]
   Old MacDonald had a farm,
   EE-I-EE-I-O.
   * Other animals and animal sounds may be added depending on the children's interest.

Appendix B: Art
1. Paper Plate Art
   a. Prepare the materials: paper plate, buttons, crayons, pencils, etc.
   b. Ask the students to make a paper plate face by using the art materials.

2. Places of Feelings
   a. Teacher will give a worksheet.
   b. Draw your self inside the triangle.
   c. On the circle, draw a place where you feel happy.
   d. On the square, draw a place where you feel sad.

Appendix C: Games and other Activities
1. Mystery Bag 1
   a. Teacher prepares a bag containing pictures of faces showing happy and sad feelings.
   b. Teacher asks a student to pick one picture and identify the feeling by saying: I feel...
   c. Teacher asks the student to act out the feeling shown in the picture.
2. Mystery Bag 2
   a. Teacher prepares a bag containing pictures of faces showing happy, sad, scared and angry feelings.
   b. Teacher asks a student to pick one picture and identify the feeling by saying: I feel...
   c. Teacher asks the student to act out the feeling shown in the picture.
4. Charades
   a. Teacher acts out a feeling (i.e., happy, sad, angry, or scared) and says: I feel...
   b. Teacher asks the students to identify the feeling that the teacher acted out.
   c. Teacher calls a student and whispers a particular feeling that the child is supposed to act out.
   d. Child acts out the feeling and says: I feel...
   e. Other students identify the feeling that their classmate acted out
5. Group Singing
   a. Teacher divides the class into four groups.
   b. Teacher assigns each group a particular feeling to sing and act out.
      Group 1: happy/clap your hands
      Group 2: angry/stomp your feet
      Group 3: sad/bow your head
      Group 4: scared/close your eyes
   c. Each group sings assigned feeling song.
6. Going Places
   a. Set up the classroom so that each side has a model of a house, a school, a market, and a store. (You may use old boxes for this).
   b. Model to the child by saying: “I will go to to my house” or “I will go to school.”
   c. Call a child and ask him/her to choose the place he/she would like to go to using the sentence stem previously modelled.
7. Mix and Match Game
   a. Teacher distributes among the members of the class pictures of the different places they have learned, as well as the things that they can find in these places.
   b. Students go around to look for the person who holds the picture of the place/thing that matches the picture they hold.
   c. After all the students find their partner, each child will talk about the pictures they hold following the sentence stem that the teacher modeled for them.
      S1: This is a house.
      S2: I see a table in the house.

WEEK 8:
Appendix A: Songs/Poems/Stories
1. I Have a Family (story)
   This is my father. I call him “Papa”.
   This is my mother. I call her “Mama”.
   This is my sister. I call her “Ate”.
   This is my brother. I call him “Kuya”.
   We have fun together.
I love my family.

2. Story on Family Event (per region/city/town/province/municipality)

Page Template: Suggested number of pages (5 pages)
My name is ___________.
I am from ___________.
I enjoy going to the ________________ with my family. (pages 1-4)

Page 5:
We enjoy doing things together.

Example:

My name is Maria.
I am from Bacolod.
I enjoy going to the Masskara Festival with my family.

Appendix B: Art
1. Family Picture Frame

Appendix C: Games and other Activities
1. Ways to show love (Family) Worksheet
   a. pictures, ask them to color the pictures that show love for the family....

2. Events Game
   a. Show each picture of events to the class
   b. Ask the children to stand up and go to the picture if they celebrate it with their family
   * variation: raise hand/clap hand

Appendix C: Games and other Activities

WEEK 9:
Appendix A: Songs/Poems/Stories
1. Mais con Yelo (story)
   My name is Mario.
   I have a sister. Her name is Rica.
   We went to the market together.
   We bought corn, milk and ice.
   Mother is going to make Mais con yelo today.
   I can’t wait to taste it!

2. Mina in the Garden
   My name is Mina.
   I have a grandmother. I call her “Lola”.
   I visited her garden last Sunday.
   I saw a yellow butterfly.
   I saw a red gumamela bud.
   I climbed a calachuchi tree.
   I love visiting Lola’s garden!

Appendix B: Art

Appendix C: Games and other Activities
1. Naming Words Sorting (individual or group activity)
   a. Have the students cut or tear the pictures of naming words
b. Have the students paste and group them into categories (person, animal, thing, place)

**WEEK 10:**
Appendix A: Songs/Poems/Stories
1. Who has it? (poem)

Gary has a green hat
Green so fine
Gary has a green hat
Just like mine

Gab has a green hat
Green hat, green hat
Gab wears a green hat to the farm.

Rey has a red shirt
Red shirt, red shirt
Rey wears a red shirt to the store.

Yeng has a yellow skirt
Yellow skirt, yellow skirt
Yeng wears a yellow skirt to the park.

2. (story)
On Sunday, my family went to grandfather's house.
On Monday, my father went to the market.
On Tuesday, my grandmother went to the park.
On Wednesday, my mother went to the farm.
On Thursday, my brother went to the basketball court.
On Friday, my sister went to the library.
On Saturday, I went to the store.
What a busy week!

Appendix B: Art

Appendix C: Games and other Activities
1. Who has it? (Activity)
   a. Divide the students into small groups.
   b. Have the students get one object/picture of an object each. (eg. pencil, bag, etc)
   c. In each group, have students take turns in asking who questions. (eg. Who has a pencil?)
   d. In each group, have students take turns in answering who questions. (eg. Isabel has a pencil.)

2. What does ______ have? (Activity)
   a. Divide the students into small groups.
   b. Have the students get one object/picture of an object each. (eg. pencil, bag, etc)
   c. In each group, have students take turns in asking what questions. (eg. What does ______ have?)
   d. In each group, have students take turns in answering what questions. (eg. ______ (name of a person/he/she) has a ______ (name of a thing).
   eg. JM has a book.
3. Where did ______ go? (Activity)
   a.

GRADE 1 ENGLISH

Other Literature:

a. Big Book of Songs and Poems
   McMillan MacGraw-Hill
   © 1997

b. Ten Little Puppies (counting)
   Elena Vasquez & Scott Nash
   Houghton Mifflin
   © 2001

Quarter 3

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| 3 likes and dislikes (color, food, animal/pets, toys) | 1. If I Were a Fish
   Susan Caver & Darcia Labrosse
   Modern Curriculum Press
   © 1995
   2. New Shoes, Red Shoes
   Susan Rollings
   McGraw-Hill
   © 2000 |
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<td>© 1987, 1969</td>
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<td>4</td>
<td>From Head to Toe</td>
<td>Eric Carle</td>
<td>Scholastic, Inc</td>
<td>© 1997</td>
</tr>
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<td>5</td>
<td>No, No, Titus!</td>
<td>Claire Masurel &amp; Shari Halpern</td>
<td>North-South Books, Inc.</td>
<td>© 1997</td>
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<tr>
<td>6</td>
<td>What Will fat Cat Sit On?</td>
<td>Jan Thomas</td>
<td>Hardcourt, Inc.</td>
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<td>7</td>
<td>Gotcha!</td>
<td>Gail Jorgensen &amp; Kerry Argent</td>
<td>Scholastic, Inc.</td>
<td>© 1995</td>
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<tr>
<td>8</td>
<td>I Know an Old Lady Who Swallowed a Fly</td>
<td>Scott Foresman</td>
<td>Scott Foresman and Co.</td>
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<tr>
<td>9</td>
<td>Along Came Duck</td>
<td>Robert Kraus, Dennis Hockerman and Bob Masheris</td>
<td>Scott Foresman and Co.</td>
<td>© 1989</td>
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</tbody>
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4. **likes and dislikes** (color, food, fruits, vegetables, animal/pets, toys)

5. **parts of the body & taking care of the body** (body)

6. **parts of the face; animals**
### Enrichment Activities for Science

#### Quarter 3

<table>
<thead>
<tr>
<th>Week</th>
<th>Enrichment Activity</th>
</tr>
</thead>
</table>
| 1    | A. Title of Activity: clap! CLAP!  
Subject Matter: Sound  
Skills: Observe loudness and softness of sound  
Classify loud sounds and soft sounds  
Materials: musical instruments and recorder/cassette or CD player  
Procedure:  
1. Ask the students to clap their hands.  
2. Try clapping softly.  
What do you notice about the sound? Is it loud or soft?  
Can you try doing it?  
3. Guide the students as they attempt to clap softly.  
4. Try clapping loudly.  
What do you notice about the sound? Is it loud or soft?  
Can you try doing it?  
5. Guide the students as they attempt to clap loudly.  
6. Give directions (loud or soft) as the students try to follow and perform.  
7. What loud / soft sounds do you know?  
Variation: Musical instruments may also be used in creating loud and soft sounds.  
Using a recorder, the teacher may also play back different sounds. The students will attempt to identify which are soft and which are loud sounds. |
| 2    | A. Title of Activity: Boy or Girl  
Subject Matter: Differences in sex  
Skill: Classify boys and girls |
### Materials
- chart, puppets

### Procedure:
1. Post two areas where the boys and the girls can group themselves.
2. After describing the differences between boys and girls, ask the students to go to the correct area when a signal is given.
3. Check if the students are in the correct area.
4. Students may describe the differences between boys and girls further.

*Note: Teacher should be careful not to stereotype boys and girls. Teacher should be open to individual differences regardless of sex.*

### Variation
Students may decorate their own puppets. Each student will stand up in front of the class, say his or her name and gender “I am Bitoy. I am a boy.” and post the puppet in the correct column in the chart.

---

### Title of Activity: Let’s Make a Rainbow

**Subject Matter:** Light (Rainbow)

**Skill:** Observe how a rainbow is made.

**Materials:** prism (optional), clear jar, water, sunlight, black cardboard

**Procedure:**

*The teacher may ask what the children usually see after the rain.*

1. Gather the children outside the classroom where there is enough sunlight.
2. Pour water into the jar.
3. Position the jar or the prism in such a way that the sunlight passes through it.
4. Align the cardboard to the jar or the prism and see the colors it will make. *What colors can you see? (It may be white light or different colors)*
5. Try to adjust the position of the jar or the prism according to the direction of the sunlight. *What do you need to make a rainbow?* sunlight and water
6. Connect the activity with why rainbows are usually seen after it rains.

---

### A. Title of Activity: Fruits Have Seeds

**Subject Matter:** Fruits

**Skill:** Observe different kinds of fruits
- Observe seeds in the fruits
- Describe different fruits and different seeds

**Materials:** table, different kinds of fruits, platters, knife, forks

**Procedure:**

1. Show the different kinds of fruits to the class. Make sure that everybody can see them.
2. Ask the children to name and describe each fruit.
3. Cut one fruit in half. Give instructions about the proper use of knives. (Only teacher will be able to use the knife).
4. Ask the children to describe what they see inside. *Fruits have seeds!*
5. Cut the other fruits and ask the children to observe the different seeds they see. *Variation: Vegetables may also be dissected, observed and described. Magnifying glasses may also be used if available.*

Students may be asked to taste the fruits and describe them.

---

### Title of Activity: Height Chart

**Subject Matter:** Body

**Skill:** Observe the body
- Measure height

**Materials:** long string, scissors, paper, pen

**Procedure:**
1. Divide the students into pairs.
2. Student A would lie down on the floor. Student B would measure the length of partner’s body using string. Cut the string where the length of the body stops. Label the string with the student’s name on the paper.
3. Student A would now measure student B’s height using the same procedure.
4. Teacher may ask the students to arrange the strings according to length.
5. After the quarter or semester, the same procedure would be repeated to check if the students’ heights increased.

Variation: Other parts of the body may also be measured such as limbs.

<table>
<thead>
<tr>
<th>Title of Activity: Magic / Surprise Bag</th>
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</thead>
<tbody>
<tr>
<td>Subject Matter: Sense Organs</td>
</tr>
<tr>
<td>Skill:</td>
</tr>
<tr>
<td>Observe</td>
</tr>
<tr>
<td>Describe</td>
</tr>
<tr>
<td>Classify</td>
</tr>
<tr>
<td>Materials: bag, different objects like ball, spoon, doll, paper, candle, toothbrush, pencil, ruler, shoelace</td>
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<tr>
<td>Procedure:</td>
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<tr>
<td>1. Place different objects inside the bag.</td>
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<tr>
<td>2. Ask the children to put their hand inside the bag and hold one object.</td>
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<tr>
<td>3. Before pulling it out, ask the child to describe the object and guess what the object is.</td>
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<tr>
<td><em>The child may describe the object’s shape and texture by saying if it is smooth or rough.</em></td>
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<tr>
<td>4. Ask the children what they used to feel the objects.</td>
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<table>
<thead>
<tr>
<th>Title of Activity: Where Do I Live?</th>
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<tbody>
<tr>
<td>Subject Matter: Farm Animals</td>
</tr>
<tr>
<td>Skill:</td>
</tr>
<tr>
<td>Identify</td>
</tr>
<tr>
<td>Classify</td>
</tr>
<tr>
<td>Materials: backdrop/ poster of a farm, animal cut-outs</td>
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<tr>
<td>Procedure:</td>
</tr>
<tr>
<td>1. Divide the class into groups.</td>
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<tr>
<td>2. Ask each group to design a farm by placing the animals in their appropriate homes.</td>
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<tr>
<td>3. Have each group present their work.</td>
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<tr>
<td>4. Classify the animals according to their homes (land, water, air).</td>
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<thead>
<tr>
<th>Title of Activity: Sink or Float?</th>
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<tbody>
<tr>
<td>Subject Matter: Prediction</td>
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<tr>
<td>Skill:</td>
</tr>
<tr>
<td>Observe</td>
</tr>
<tr>
<td>Predict</td>
</tr>
<tr>
<td>Classify</td>
</tr>
<tr>
<td>Materials:</td>
</tr>
<tr>
<td>Procedure:</td>
</tr>
<tr>
<td>1. Present different objects to the class and have the children predict whether each object will sink or float when you put it in water.</td>
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<tr>
<td>2. Put the object in water and let them verify their predictions.</td>
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<td>3. Ask the children to encircle the correct answer in the prediction chart. (See Appx.)</td>
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<thead>
<tr>
<th>Title of Activity:</th>
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<tbody>
<tr>
<td>Subject Matter:</td>
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<tr>
<td>Food Groups</td>
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<tr>
<td>Skill:</td>
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<tr>
<td>Materials:</td>
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<td>Procedure:</td>
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