MATATAG K to10 Kurikulum Lingguhang Aralin	**Paaralan:**	**Visit DepEdResources.com for More**	**Baitang:**	Kindergarten
	Pangalan ng Guro:		**Asignatura:**	1
	Petsa at Oras ng Pagtuturo	**JULY 29 – AUGUST 2, 2024 (WEEK 1)**	**Markahan**	1
	Tema:	**My new class and my new school.**		

A. Pamantayang Pagganap (Performance Standard)	The learners manage emotions, make decisions, recognize similarities and differences of people, and express oneself based on personal experiences; participate actively in various physical activities; use hands in creating models; perform coordinated body movements; and take care of one's physical health and safety.
B. Mga Kasanayang Pampagkatuto (Learning Competencies)	● *Give the correct sequence of events in a local text listened to (K-RL-II-4)* ● *Demonstrate proper behavior in various situations and places in the community (K-GMRC-II-1)* ● *Participate in dialogues or conversations about familiar events (K-L-III-IV-1)* ● *Show ways of caring for and protecting our environment (K-MB-IV-1)* ● *Observe the changes in weather daily (temperature, time, etc. (K-PNE-IV-1)* ● *Describe the different places and persons belonging in one's community (K-L-II-3)* ● *Create visual representations of simple concepts (pictographs, pictures, illustrations (K-M-IV-1)* ● *Write one's given name (LLKH-00-5)* ● *Nakaguguhit, nakapagpipinta at nakapagkukulay ng iba't ibang bagay o gawain (dekorasyon sa "name tag, people puppet, birthday cake, self-portrait). (SKMP-00-2)* ● *Name common objects/things in the environment (their likes and dislikes) (LLKV-00-1)* ● *Naisasagawa ang mga sumusunod na kasanayan: pagbakat, pagkopya ng larawan, hugis, at titik (KPKFM-00-1.4)* ● *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)* ● *Count objects with one-to-one correspondence up to quantities of 10 (MKC-00-7)* ● *Sort and classify objects according to one attribute/property (shape, color, size, function/use) (MKSC-00-6)* ● *Express one's feelings or emotions.*

C. Mga Layunin (Mensahe)	● Nalalaman ng bata na siya ay kabilang sa isang pangkat (section) sa kindergarten ● Nakikilala ng bata ang kaniyang guro at ilang mga kaklase ● Natutuhan niya ang iba't ibang tuntunin sa silid-aralan. ● Naiintindihan ng bata ang kahalagahan ng pagsunod sa tuntunin ng silid-aralan ● Nalalaman ng bata and iba't ibang learning corners sa kaniyang silid aralan at ang iba't ibang gawain dito

D. Nilalaman/Paksa (Content Focus)	Ako'y kabilang sa isang klase at isang paaralan.

BLOCKS OF TIME	**LUNES**	**MARTES**	**MIYERKOLES**	**HUWEBES**	**BIYERNES**
Arrival Time (10 mins) Batiin ng pinakamatamis na ngiti ang mga bata habang pumapasok sa silid aralan. Habang hinihintay ang ilang batang makapasok, hikayatin ang mga batang pumili ng laruan o laruang kanilang magustuhan na nasa estante o learning nook. (See Appendix for variations.) Tapos na ang sampung minuto, kailangan nang ibalik sa mga lalagyan ang mga gamit at maghanda na sa ating panimulang gawain. (See Appendix for routine activities at the beginning of class.)					
Meeting Time (15 mins)					
Routine Activities	Pambansang Awit Pagdadasal Ehersisyo *Kumustahan* Calendar* Attendance* *Balitaan**	Pambansang Awit Pagdadasal Ehersisyo *Kumustahan* Calendar* Attendance* *Balitaan** *Sumangguni sa apendiks para sa mga suhesityong gawain*	Pambansang Awit Pagdadasal Ehersisyo *Kumustahan* Calendar* Attendance* *Balitaan** *Sumangguni sa apendiks para sa mga suhesityong gawain*	Pambansang Awit Pagdadasal Ehersisyo *Kumustahan* Calendar* Attendance* *Balitaan** *Sumangguni sa apendiks para sa mga suhesityong gawain*	Pambansang Awit Pagdadasal Ehersisyo *Kumustahan* Calendar* Attendance* *Balitaan** *Sumangguni sa apendiks para sa mga suhesityong gawain*

	Pambansang Awit Panalangin Ehersisyo Kumustahan (Kamustahin ang mga bata, magtanong din tungkol sa balita sa telebisyon o radyo na napanoood o narinig nila, *current events,* hal., may bagyo, *transport strike*, SONA, at iba pa Balitaan: Alamin ang petsa, araw, buwan ngayon gamit ang ating kalendaryo.

	Kahapon ay (e.g., Linggo) Ngayon ay _____ Bukas ay _____ Ang petsa ngayon ay ika _____ng _____taon _____ Ano naman ang ating panahon ngayon? (maulan, maaraw, etc.) Ilan ang mga babae? Ilan ang mga lalaki? Ilan kaya lahat ang mga bata? Bilangin natin.			
Messages	**Ako ay si _____. (Banggitin ang sariling pangalan).** Ako ay nag-aaral sa _____. (pangalan ng paaralan) Kabilang ako sa Kindergarten _____(section) sa Room _____ Ang aking guro ay si _____. May mga tuntunin kami sa klase na dapat sundin upang: 1. Matuto ang mag-aaral ng tamang pag-uugali sa pakikitungo niya sa kapwa bata, nakatatanda at iba pa E.g. respeto sa tao, kalikasan at kagamitan. 2. Maging ligtas ang kapaligiran na nagpapakita sa pagkatuto ng mga bata. 3. Matuto na magkaroon ng pag-unawa ng responsibilidad (sense of responsibility hindi lamang sa sarili kundi sa ibang tao rin.	May mga bata, Teacher at ibang adults sa silid aralan. Magkakasama kaming maglaro, gumawa, at magpahinga sa silid-aralan. May sinusunod kaming iskedyul sa klase.	May iba-iba kaming gawain sa silid aralan.	Maraming gamit at kasangkapan sa aming silid-aralan May iba't-ibang lugar ng pagkatuto sa aming silid-aralan. May iba't iba kaming matututuhan sa bawat lugar ng pagkatuto.

Questions	*Ano ang pangalan ng ating school?* *Ano ang tawag sa ating baitang at bilang ng ating silid aralan (room number)?* *Kailangan ba natin ng mga tuntunin o susundin sa klase? Bakit?*	*Sino-sino ang mga tao sa ating klase?* *Kilala nyo ba sila?* *Marami tayong ginagawa sa klase, ano-ano ang mga ito?*	*Ano ang ibig sabihin ng "job" sa silid aralan?* *Ano- ano ang mga "jobs" sa silid aralan natin?* *Anong "job"ang gusto mong gawin?* *Mahalaga ba na ang bawat isa ay may job? Bakit?*	*Ano ang mga gamit natin sa silid-aralan? Ano-ano ang mga learning corner sa silid- aralan natin?* *Ano ang mga puwedeng gawin sa bawat area?*

Circle Time 1 (Work Period) (45 mins)	Bago magkuwento awitin ang *Kaibigang Libro* o bigkasin ang tulang *I Wiggle My Fingers*. (See Appendix letter E.) Story: *Paano kung Nakakatakot Ang Aking Guro?* (US AID, ABC+ Project) I-unlock ang mahihirap na salita o konsepto sa lebel na maintindihan ng bata gamit ang clue (pahiwatig) sa konteksto, kung mayroon. Pagganyak: Motivation Question: Saan ka natatakot? Anong ginagawa mo kapag natatakot ka? Pagganyak na Tanong: Motive Question: Talaga kayang nakakatakot si Teacher sa kuwentong ito? Anong nangyari sa kaniya sa school? Alamin natin. (Habang nagkukuwento gamitan ng Gradual Psychological Unfolding o GPU. Maaaring manaka-nakang magtanong ukol sa kuwento upang mapanat o mapukaw pa ang interes ng bata. Halimbawa: Änong sa palagay niyo ang gagawin ng tindera?)	Bago magkuwento awitin ang *Kaibigang Libro* o bigkasin ang tulang *I Wiggle My Fingers*. (See Appendix letter E.) Story: *Maligayang Pagdating sa K-Unity* (US AID, ABC+ Project) I-unlock ang mahihirap na salita o konsepto sa lebel na maintindihan ng bata gamit ang clue (pahiwatig) sa konteksto, kung mayroon. Pagganyak: Motivation Question: Excited ka bang pumasok sa school? Pagganyak na Tanong: Motive Question: Ano ang gagawin mo kung tinutukso ka ng iyong mga kaklase? (Habang nagkukwento gamitan ng Gradual Psychological Unfolding o GPU. Maaaring manaka-nakang magtanong ukol sa kwento upang mapanat o mapukaw pa ang interes ng bata.	Bago magkuwento awitin ang *Kaibigang Libro* o bigkasin ang tulang *I Wiggle My Fingers*. (See Appendix letter E.) Story: *Masaya Kapag Magkasama* (US AID, ABC+ Project) I-unlock ang mahihirap na salita o konsepto sa lebel na maintindihan ng bata gamit ang clue (pahiwatig) sa konteksto, kung mayroon. Pagganyak: Motivation Question: Ano-ano ang maaaring masayang gawin habang kasama ang mga kaklase? Pagganyak na Tanong: Motive Question: Anong nangyari sa batang mahilig mag drawing sa ating kuwento? (Habang nagkukuwento gamitan ng Gradual Psychological Unfolding o GPU. Maaaring manaka- nakang magtanong ukol sa kuwento	Alalahanin at pag usapan ang mga kwento na ginamit noong nakaraang mga araw. Ihambing ang mga pangyayari sa aklat at ang mga pangyayari sa klase. Anong mga gawain ang magkapareho? Ano- ano naman ang magkaiba? (Review/ discuss content for the week)

		Halimbawa: Änong sa palagay niyo ang gagawin ng tindera?)	upang mapanat o mapukaw pa ang interes ng bata. Halimbawa: Änong sa palagay niyo ang gagawin ng tindera?)	
Teacher-Supervised Activity	Talakayan: Post Story Discussion: Pag usapan ang mga larawan sa aklat. Himukin ang mga bata na lapatan ito ng kuwento. Class Schedule	Talakayan: Post Story Discussion: Pag usapan ang mga larawan sa aklat. Himukin ang mga bata na lapatan ito ng kuwento. Classroom Rules	Talakayan: Post Story Discussion: Pag usapan ang mga larawan sa aklat. Himukin ang mga bata na lapatan ito ng kuwento. Ipakita ang Job chart.	Venn Diagram
Supervised Recess (15 mins)	*The teacher reminds the children 15 minutes before the time is up, about the time left in Circle Time 1 (Work Period). Then, 10 minutes before the time, the teacher tells the children to start packing away. Use a transition song/activity (See Appendix for ideas). The teacher commends the children for the work they did, and tells them to get ready to line up to wash their hands. Himukin ang mga bata na mag-share ng baon sa mga kaklase na walang dala.*			
Quiet / Nap Time (10 mins)	*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 prepare for Quiet / Nap Time.* Awitin ang Munting Bituin nang mahina habang nagpapahinga ang mga bata.			

Circle Time 2 (Work Period) (40 mins) **Teacher-Supervised Activity**	*After nap / quiet time "wake up" the children in small groups and tell them to get ready for Circle Time 2. You may sing a song or count. Give instructions regarding the teacher-supervised and independent activities, answer any questions, and tell the children to join their group and do the assigned tasks. The children may continue their work in Circle Time 1 if they haven't finished their work. You may also check on and give assistance to children who are having difficulty with the activity.*

Learn A Song: *Masaya Kung Sama- sama*	wala	*Munting Bituin* (Tingnan sa Appendix)	wala	Mapa ng Silid Aralan

Independent Activities	Math-Related: ● Mapa ng Silid Aralan Early Literacy Related: ● Name Card para sa Job Chart ● Imbentaryo ● Paborito Kong Area sa Klase ● School Banner *The teacher reminds the learners about the time left in Work Period Time 2 around 15 minutes before Indoor/Outdoor Games. After 10 minutes, the teacher tells the learners to start packing away the materials they used and be ready for Indoor/Outdoor Games. A transition song or countdown may be used. (See Appendix, letter E)*

Indoor/ Outdoor Play (35 mins)	Name Tag	Count and Run	Dance	Unstructured Free Play	Count and Turn (1, 2, 3)

Wrap Up Time & Dismissal (10 mins)
The teacher tells the learners to help pack away the materials they used in the Indoor/Outdoor Games time and get ready to do the wrap up activities. A transition song or countdown may be used. (See Appendix, letter E).

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

LINGGUHANG PAGNINILAY NG GURO	
Mga Tanong sa Pagninilay	
A. Aling bahagi ng activity ang nagustuhan ng mga bata? Bakit?	
B. Alin ang hindi nila masyadong nagustuhan? Bakit?	
C. Sa iyong palagay, aling estratehiya ang naging epektibo? Bakit?	
D. Anong inobasyon o lokal na materyales ang iyong ginamit sa araw na ito? Ano ang naging reaksyon ng mga bata rito?	
E. Anong obserbasyon sa mga bata ang gagamitin mo upang lalo pang mapaganda ang iyong pagtuturo?	
F. Nasagot ba ng mga bata ang mga tanong? (Tingnan ang 'Mga Katanungan' pagkatapos ng 'Mensahe').	

Inihanda ni:

_____
Guro

Nirebyu ni:

_____
Master Teacher / Head Teacher

Pinagtibay ni:

_____
School Head

Apendiks

A. Mga Gawaing Kaugnay ng Tema

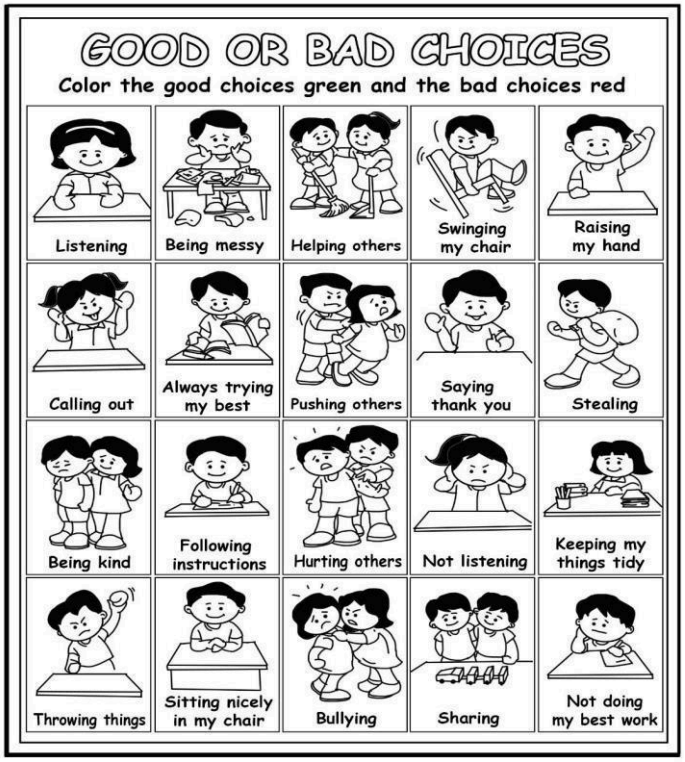
Classroom Rules
Layunin:
Mga gagamitin:
Bilang ng kasali: lahat ng bata
Pamamaraan:

1. Tanungin ang mga bata ang kahalagahan ng mga tuntunin sa loob ng silid aralan.
2. Pag-usapan ang bawat sagot ng mga bata sa pagbuo ng mga tuntunin na ipapatupad. (Kahit may handa nang mga tuntunin ang teacher mahalagang magkaroon ng may gabay na talakayan upang manggaling sa mga bata ang mga ito



Activity Sheet for Classroom Rules

Activity Sheet for Classroom Rules



Classroom Tour

Layunin: To become familiar with the classroom environment Mga gagamitin:
Bilang ng kasali: All the children
Procedure:

1. The Teacher introduces the different learning areas in the classroom by going to each and saying its name – meeting area, work area, block play, dramatic play area, reading area, etc.
2. Discuss what they can do in each area.
3. Talk about what materials or supplies can be found here.
4. Talk about acceptable and unacceptable behavior while playing or working in each area.
5. Tell the children that they will make a classroom map after going around the room.

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

Objective: To become familiar with the classroom environment. Materials:
medium–sized manila paper, scratch papers, pencils, crayons
Preparations: The teacher should have labeled the map already with pencil to show the important areas in the classroom so as to guide the children in the actual mapping activity.
Number of Players/Participants: per table Procedure:

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

Labeling Things in the Classroom

Objective: to identify objects in the environment Materials: strips of paper, masking tape, and scissors Number of Players/Participants: lahat ng bata Procedure:
For the Teacher: Prepare the strips of paper for the children to write on.

1. Let the children identify the things in the classroom. List them down on the blackboard.
2. From the list, assign each child to write a label for each object in the classroom. There are things in the classroom that may be written more than once like tables and chairs, windows among others.
3. Ex. blackboard, lapis, mesa, upuan, bintana, pangkulay (crayons), gunting etc
4. If the child cannot spell the word on his own yet, the teacher writes the word on a card and asks the child to copy the word from this model.

5. Ask the child to stick the label to the object it represent using masking or transparent tape.

Classroom Inventory

Objectives: to count objects, to copy words from a model
Materials: paper, pencil
Number of Players/Participants: per table
Procedure:
For the Teacher: Prepare on a Manila paper a checklist of list of furniture, toys and other school materials in the classroom like the checklist to be used by the children.

1. Teacher shows and distributes the inventory sheet per table and explains what it is for.
2. Ask the children to count the number of objects in the list.
3. The group record results of the inventory on the sheet of paper.
4. At the end of the week, the Teacher distributes the children's inventory sheet and they check their own paper to see if their answers are correct.
5. The teacher transfers the results of the inventory to the Manila paper posted on the boar (and later on the Math corner).

Job Chart

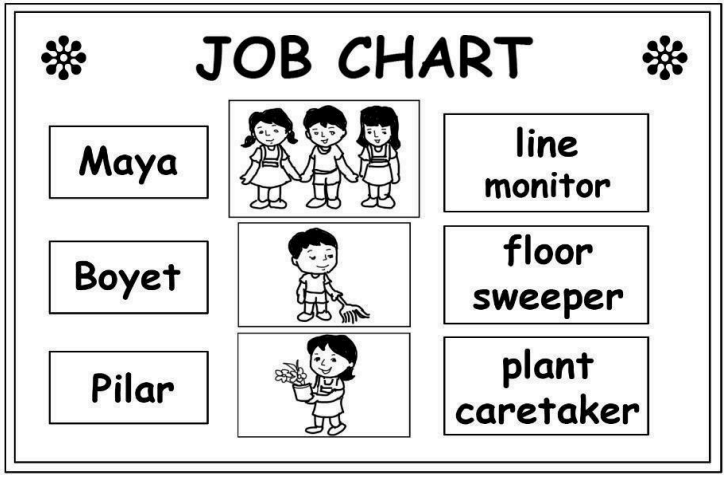
Objective: to enumerate the different jobs needed to make sure the classroom is clean and orderly
Materials: pre-cut 2x4 individual cards, markers, crayons, pocket chart, name cards
Number of Players/Participants: lahat ng mga bata
Procedure:
For the Teacher: Prepare a pocket chart for the job cards.

1. The teacher shows and explains to the children the prepared job cards to be used for the chart.
2. Ask the children to think of other “jobs” around the classroom that they could learn to do themselves such as fixing the chairs, setting the table, collecting the garbage, watering the plants, sweeping the floor etc. List them on the board.
3. Teacher adds the job cards from the list the children gave.
4. Every day children get to choose a job for the day. The child picks the corresponding job card and slips these into his name on the pocket chart.

Sample Classroom Inventory

Count and write the number on the line.

1. Blackboard _____
2. Mesa _____
3. Upuan _____
4. Bintana _____
5. Pinto _____
6. Bulletin Board _____
7. Crayons _____
8. Gunting _____
9. Shelves _____
10. Basurahan _____
11. Cabinets _____
12. Toys _____



Name Tag

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

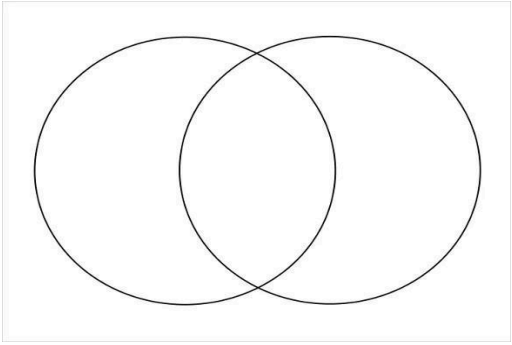
Preparation by the Teacher:

a. Cut cardboard into 3x8 rectangles. Paste the photo of the learner on the left side.
b. Hang he pocket chart.

Procedure:

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

Venn Diagram



Objective: Compare the activities in the wordless storybooks to the activities in the school Materials: Manila Paper

Number of Players/ Participants: class discussion Procedure:

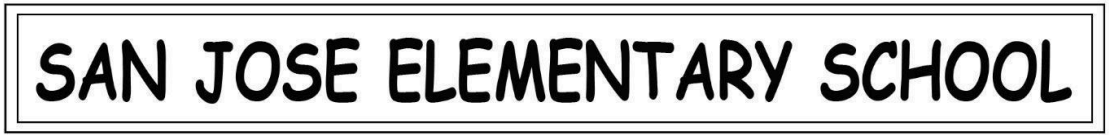
1. Choose a book from the three wordless books shared in class.
2. Label the left part of the diagram with the book title.
3. Label the right side of the diagram with your class name.
4. Label the intersecting part with Common Activities.
5. Talk about the activities the children did based on the book and the activities you do in class. How are the activities the same? different?
   What's common between the two? Write the children's answers under the right label.

School Banner

Objective: Lengthen attention span, fine motor development, Materials:

Number of Players/ Participants:

Procedure:



1. Fold the bond paper in two and cut the needed number to write each letter of the school name.
2. Write the outline of the letters of the school name in upper and lower case.
3. The learner may cut small pieces of colorful paper and paste these inside the letter outline.

Variation: The learner may color the inside of the letter and cut small pieces of colorful paper and paste it on the outline of the letter. Teacher then glues the decorated letters on to a cartolina to form the words.

Paborito Kong Area sa Klase

Objective: draw and express one's thought on what he/she likes Materials:Bond paper,crayons

Number of Players/ Participants: per child Procedure:

1. The child will choose his favorite area and label his work using correct and invented spelling.
2. The child may ask the teacher for assistance when labelling his/her work.

A. Intentional Teaching for Routine Activities

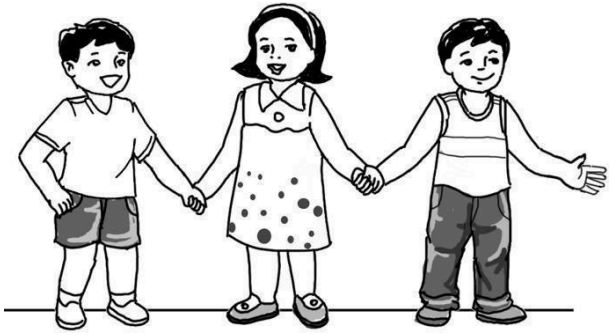
<u>Variations for Lining Up</u>

Objective: Teach concepts of pairs, triads, etc.; sorting, classifying, sequencing, and problem solving. Materials: None

Number of Players/ Participants: All learners Procedure:

(Choose which one to do for the day)

1. Have children line up in pairs or by twos. Tell them to pick a partner. After everyone has chosen a pair, ask if there is someone who has no pair? Which line has more children? How do you know? Which line has less? How do you know?
2. Try lining up in triads or in threes. Explain what is a triad. This means three children hold hands, but they maintain a line. This is what the front of the line looks like.



Questions to is in front of you? Who is at your back? Who is beside you? Who is on your left? Who is on your right? Who is in the middle? Have the children go in the classroom by triads.

3. Try lining up:
    a. by making a pattern-–boy, girl, boy, girl, etc. Ask the children for suggestions on other patterns.
    b. according to the color of their bag, shoes, slippers, etc. Which line is shortest? Longest?

c. according to height, shortest to tallest child. Be careful to address teasing because a child is short or too tall.
d. according to the birth month once you have discussed in class about their birthdate
e. alphabetical order using their first name

4. Ask the children for their ideas on how they could arrange themselves.

Variations for doing **Calendar and Attendance Activities**

1. Isulat sa blackboard ang mga sumusunod.

Ngayon ay _____(araw). Ika- _____ng _____(buwan), 20_.(taon)
Kahapon ay _____(araw).
Bukas ay _____(araw).

Ang panahon ngayon ay _____.(maaraw, maulan, maulap) Babae ___
Lalaki _____
Total _____

2. Sa mga unang linggo ang guro ang magsusulat ng sagot ng mga bata sa linya.
3. Hikayatin ang mga bata na isulat ang tamang sagot sa patlang
4. Maaring kopyahin ng bata ang baybay sa calendar chart o magsabi sa guro kung kailangan ng bata ang tulong sa pagsagot.
5. **Ang konsepto ng nauna at susunod**: ay maaaring gamitin sa mga araw sa isang lingo, mga buwan sa isang taon, at mga bilang sa kalendaryo.
6. Ang **konsepto ng katumbas (equivalency)** ay magagamit kung ang mga bata ay papalakpak ayon sa bilang ng petsa sa kalendaryo.
   Halimbawa: 20 palakpak sa ika-dalawampung araw ng buwan.
7. Ang **konsepto ng nauna at susunod na bilang**
   Tanong: Anong bilang ang nauuna sa 4? Susunod sa 4
8. Maaaring gamitin ang **konsepto ng nawawalang bilang sa pagkakasunod**.
   Halimbawa: Kinuha ng guro ang bilang 6. Tanong: Anong bilang ang nawawala sa pagkakasunod ng isa hanggang sampu? Pagkatapos ay maaaring higit pa sa isang bilang ang kukunin ng guro.
9. **Konsepto ng pagkakasunod ng bilang** sa kalendaryo. Ipamahagi sa mga bata ang mga bilang at ilalagay nila sa tamang ayos ngpagkakasunod ang bilang na hawak nila.
10. **Konsepto ng kanan at kaliwa**: Anong bilang ang nasa kanan ng 8? Ano naman ang nasa kaliwa nito? 11.**Konsepto ng ordinal number:** Ano ang nauunang bilang? Ano ang huli? Ano ang ikalawa, ikatlo, ika apat, etc.
12. **Konsepto ng Cardinal number:** Halimbawa**:** isa, dalawa, tatlo, apat, lima etc.

Attendance

1. **Konsepto ng pagbibilang at one-to-one correspondence.** Para sagutin ang patlang sa dami ng mga babae, hahawakan sa ulo ng batang nagbibilang habang sinasabi ang bilang. Ganoon din ang gagawin para sa bilang ng mga mga lalaki. Isulat sa patlang ang sagot.
2. Ulitin ang paraan sa pagbilang upang malaman kung ilang bata lahat ang pumasok sa paaralan.
3. **Konsepto ng mas marami at mas kaunti.** Papilahin ang mga babae ng isang pila at ganoon din ang mga lalaki. Siguraduhin na may katapat ang bawat isa upang malaman kung kaninong pila ang may mas maraming bata.
4. **Konsepto ng kasing dami.** Mga pwedeng itanong: Aling pila ang may mas maraming bata? Mas kaunti? Bakit mo nasabi 'yan? Mas marami ng ilan ang mga _____? Ilan ang kailangan ng mga _____para magkasing-dami na sila?

Balitaan

1. *Himukin ang mga bata na magbahagi ng mga kasalukuyang pangyayari na naibalita sa tv o radio tungkol sa panahon, mga anunsyo na makakaapekto na araw-araw na pamumuhay tulad ng transport strike, mawawalan ng tubig, holidays, etc.*
2. *Maari ring ibahagi ang mga karanasan ng bata sa bahay, napuntahang lugar, at iba pa.*
3. *Bigyan rin ng pagkakataon na magtanong ang mga klasmeyt tungkol sa ibinahagi.*

B. Songs, Poems

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

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Ili-ili tulog anay

Ili-ili tulog anay
Wala diri imong nanay Kadto
tienda bakal papay Ili-ili
tulog anay

Kumusta, Kumusta

Kumusta, kumusta, kumusta Kumusta
kayong lahat
Ako'y tuwang-tuwa Masaya't
nagagalak Tralalalala, Tralalala
(2x)

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Twinkle Twinkle Little Star

Twinkle twinkle little star, How I
wonder what you are. Up above
the world so high, Like a
diamond in the sky. Twinkle
twinkle little star, How I wonder
what you are.

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The More We Get Together

The more we get (together 3x)
The more we get together The
happier are we
For your friends Are
my friends And my
friends Are your
friends

The more we get together The
happier are we

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Rhymes

I Wiggle My Fingers

I wiggle my fingers I
wiggle my toes
I wiggle my head I
wiggle my nose
Now no more wiggles
Are left in me
I'm ready to listen To
teacher's story.

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