

QUARTER 3: INDOOR RECREATIONAL ACTIVITIES

INTRODUCTION

Indoor recreational activities are voluntarily undertaken for pleasure, exercise, relaxation, and leisure. It is a way of rejuvenating the mind and the body especially when you are caught in situations such as hectic jobs and routine chores. This is why you have these modules, for you to indulge in some recreational activities like scrabble, chess, and domino.

Scrabble, chess, and domino are varieties of activities that affect what, when, and how people recreate including change in lifestyle, family structure/commitments, work demands, and work-life balance.

Participating in this leisure and recreational activities can foster a range of positive benefits including

Opportunities for health, well being, and quality lifestyle for the community.

Personal development, expressions, creativity, individuality, social, physical and intellectual, and close family ties/relationship.

TEACHING GUIDE FOR PHYSICAL EDUCATION
Quarter III
Indoor Recreational Activity

TEACHING GUIDE: SCRABBLE

Grade Level Standard:

The learner demonstrates understanding of family fitness in sustaining an active lifestyle.

Content Standard	Learning Competencies
Performance Standard	At the end of the module, they should be able to <ol style="list-style-type: none"> 1. discuss the nature/background of the game scrabble; 2. explain the health and fitness benefits derive from playing scrabble; 3. practice proper and acceptable behaviour when participating in indoor recreational activities; 4. execute basic skills and tactics in indoor recreational activities; 5. interpret rules and regulations of the game scrabble; 6. apply knowledge of rules and regulations in scrabble; 7. promote indoor recreational activities to family members.
The learner demonstrates understanding of the benefits that the family can derive from participating in indoor recreational activities.	
The learner takes part in indoor recreational activities that promote lifelong fitness and wellness in the family.	

INTRODUCTION

The module provides the learner with an overall outlook on what they are going to learn about the game scrabble. Activities will be provided to enhance their knowledge and skills on the following concepts: nature of the scrabble game, its basic skills and tactics and interpretation of the rules and regulations.

Varied assessment tools will be given to the learners and these will be used to define their personal goals and targets, acquire adequate and relevant information and knowledge and broaden their understanding about the game scrabble.

The learners will be given the opportunity to engage in practical application of the principles and ideas of playing scrabble.

OBJECTIVES

At the end of the lesson, the learners' should be able to

1. discuss the nature/background of the game scrabble;
2. explain the benefits that the family can derive from playing scrabble;
3. practice proper and acceptable behaviour when participating indoor recreational activities;
4. promote indoor recreational activities to family members;
5. execute basic skills and tactics in scrabble;
6. interpret rules and regulations in scrabble;
7. apply knowledge of rules and regulations and strategies in scrabble.

PRE-ASSESSMENT

The learners' will be provided with sets of activities to assess and activate their prior knowledge about scrabble.

ACTIVITY 1 DO I KNOW THIS INDOOR RECREATIONAL ACTIVITIES?

In this activity let the learners' choose/select the different terms used in playing scrabble in **Table A**. The selected scrabble terms will be placed on the space provided for in **Table B**.

Key Answers:

Table B.

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O		
1	3x WS			2x LS				3x WS				2x LS			3x WS	1	
2		2x WS				3x LS				3x LS				2x WS		2	
3		1. TILES							2x LS	6. DOUBLE LETTER						3	
4	2x LS			2x WS				2x LS				2x WS		2x LS		4	
5		2. TRIPLE WORD								7. DOUBLE WORD						5	
6		3x LS				3x WS				3x WS				3x WS		6	
7		3. COUNT TILES						2x LS		2x LS	8. DOUBLE CHALLENGE						7
8	3x WS			2x LS				★				2x LS			3x WS	8	
9		4. SHUFFLE						2x LS		2x LS	9. BLANK TILES						9
10		3x LS				3x LS				2x LS				2x LS		10	
11		5. HOOK LETTER								10. OPEN BOARD						11	
12	2x LS			2x WS				2x LS				2x WS		2x LS		12	
13			2x WS				2x LS		2x LS				2x WS			13	
14		2x WS				3x LS				3x LS				2x WS		14	
15	3x WS			2x LS				3x WS				2x LS			3x WS	15	
	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O		

ACTIVITY 2**AGREE****OR DISAGREE**

For this activity, tell the learners' to answer all the statements by placing a positive sign (+) if they agree and a negative sign (-) if they disagree. Ask the learners' to write their answers in their respective activity note book.

Note: Let the learners' analyze their answers and come up with reflections about this. This is one of the activities that will determine their understanding about the game scrabble.

Use the answer key, as shown below, to process the learners' responses.

Key Answers:

- | | |
|------|-------|
| 1. + | 6. + |
| 2. + | 7. - |
| 3. + | 8. + |
| 4. + | 9. + |
| 5. - | 10. - |

Use the following descriptions to rate the learners' responses.

<i>Equivalent</i>	<i>Descriptions</i>
10 <i>Highly Proficient</i>	<i>Congratulations!</i> You know the concept of the game scrabble
7-9 <i>Proficient</i>	You have an idea about the game scrabble
5-6 <i>Basic</i>	You have at least a partial idea about the game scrabble

BELOW 5 <i>Below Basic</i>	You need to be updated about the game scrabble
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LEARNING GOALS AND TARGETS

Based on the objectives of the lesson and results of the pre-assessment, let the learners define their personal goals and targets to achieve at the end of the module.

ACTIVITY 3

To Know You More!



<http://www.sophia.org>

- This activity will give opportunity for the learners' to know more about their expectations of the lesson, their prior knowledge and skills in one of the indoor recreational game called **SCRABBLE**.
- Ask the learners to write 4 things that they already know about scrabble. Remind them not to write anything yet on the third column for which should be accomplished on the later part of the module.

K - What you KNOW	W - What you WANT to know	L - What you LEARNED
• _____	• _____	• _____
• _____	• _____	• _____
• _____	• _____	• _____
• _____	• _____	• _____



(**Note:** The above activity will not be graded and you will only check. This will give you information on the learner's prior knowledge and will help you determine what areas you will need to focus on.)

PART 1. WHAT TO KNOW

In this part of the module, the learners' are provided with structured learning experiences that will assess their prior knowledge, and understanding, of the game, scrabble.

ACTIVITY 1

CLOSE ENCOUNTER of the SECOND KIND!

This activity will assess the learners' encounter with scrabble and will serve as the basis in planning the sequence of their learning activities regarding indoor recreational activities. Ask them to reflect on their participation in a scrabble game by accomplishing the questionnaire below. Let the learners' answer the question using the following smiley,  for YES ; and  for NO.

Note: During the duration of the activity, guide the learners in answering the questions.

QUESTIONS	YES	NO
1. Have I experience playing SCRABBLE		
2. Do I play SCRABBLE often?		
3. Do I play SCRABBLE with friends?		
4. Do I play SCRABBLE with family?		
5. Am I a member of a SCRABBLE team in school?		
6. Do I enjoy participating in a SCRABBLE game?		
7. Do I consider the benefits derived from playing SCRABBLE?		
8. Are there SCRABBLE game enthusiast in my family?		
9. Do I plan to make SCRABBLE as one of my lifelong activity?		

ACTIVITY 2**MMDA (*Meet my Deep Appreciation*)**

- In this activity, introduce to the learners' what is expected from them in terms of product and performance including how these shall be assessed and rated.
- Conduct an orientation on the product and performance expected from the learners at the end of the lesson including the rating system to be used in evaluating their outputs.

A. Product:

- Let the learners' create a scrapbook containing pictures of their family playing scrabble.
- Ask them to paste pictures that they have taken while playing scrabble with their family at home.
- Tell them to put a short description that includes the date and place including a short essay on the benefits that they will get from playing scrabble with their family.

Rate the learners' based on the **Criteria for Assessment** :

Product

○ Content / relevance of pictures presented	30%
○ Creativity and resourcefulness of presentation	30%
○ Understanding the benefits from playing scrabble	<u>40%</u>
On my family fitness and wellness	100%

Performance/s

- The learners' demonstrate their understanding about the skills and basic rules in playing scrabble

<u>Criteria for Assessment:</u>	
○ Proficiency in the execution of skills	30%
○ Ability to adopt / use skills to a particular game situations	40%
○ Behavior in playing scrabble	<u>30%</u>
	100%

ACTIVITY 3***PUNTO for PUNTO***

- This activity will allow the learners to further understand the lesson. Questions with increasing difficulty will be given to the learners' to draw ideas from them.

The following are the guide questions you are going to use during your interactions with the learners':

1. Based on what you have written in the K – W – L chart, what indoor recreational activities/games does your family play? Write down at least 3 skills/tactics you use as you play scrabble with your family and/or friends.
2. Give a short description about the nature and background of the game scrabble.
3. Do you think playing scrabble can promote health, fitness and wellness among family members? How?

Make sure that before you proceed with the next part of the module, all the topics about scrabble have been introduced.

PART II WHAT TO PROCESS?

In this part, the learners' are provided with various learning resources and learning experiences for them to enrich or broaden their understanding about the lesson.

ACTIVITY 1

INTERNET CONNECTIVITY



- In this activity ask the learners' to make an internet research on the nature and background of the game scrabble.
- Ask them to base their research on the following:

- Objectives of the game
- No.of players
- Rules of the game
- Scoring system
- Equipment
- Playing time



<http://www.clker.com/clipart-internet-.html>

- Let the learners' be guided with the following questions:



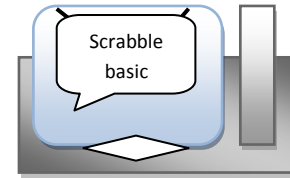
1. What are the objectives of the game scrabble?
2. What are the materials used in playing scrabble?
3. How many players can play in any game of scrabble?
4. Why do you need to follow correctly the rules of the game scrabble?
5. What particular rules of the game will enhance your knowledge/skills about the game scrabble?
6. What are the values of each tile used in scrabble?

7. How could you determine if you won the game ?
8. What learnings will you get from playing scrabble?

The following rubric will be use by the learners in assessing activity 1

Descriptions	Beginner 1	Novice 2	Intermediate 3	Expert 4
Content and Resource Requirement	The research work seems haphazard, hurried or unfinished. There are significant factual errors, misconceptions or misunderstanding	The research work has a focus but may stray from it at times. There is an organizational structure, through consistent enough. There may be factual errors or inconsistencies, but they are relatively minor.	The research work presents information in an accurate and organized manner that can be understood by the intended audience. There is a focus that is maintained throughout the piece. Information is relevant and useful.	The research work has a clear goal related to a significant topic or issue. Information included reflects broad research and application of critical thinking skills, show notable insight or understanding of the topic, compels the audience's attention.
Subject Knowledge	The learners does not have group of information. Information is confusing, incorrect, or flawed.	Learners are uncomfortable with the information and are able to answer only rudimentary questions. Some information are confusing, incorrect or flawed.	Learners are at ease and ready with expected answers to all questions, but fails to elaborate. Information is clear, appropriate and correct.	Learners demonstrate a full range of knowledge and are able to answer all questions with explanation and elaboration. All information are clear, appropriate and correct.
Data Collection	There is minimal or irrelevant data. None is gathered directly by learners.	Learners attempted to gather their own field data, but were unable to complete the assignment, therefore conclusions cannot be	Adequate relevant data of at least two types, at least one set gathered directly by learners	Abundant relevant data with at least three different types, at least one set are gathered by learners directly from their own field

		drawn.		work.
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ACTIVITY 2**WATCH AND LEARN : *THE BASIC***

- The activity aims to introduce to the learners the basic skills in playing scrabble and how each skill is properly executed.
- Video aided instructional materials will be used by the learners for their skill acquisition.

Tell the learners' to visit and download the information to be found on this site:

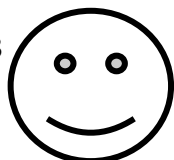
www.youtube.com/watch?v=62RxWIKEnqM *How to play scrabble.*

Guide the learners on this activity.

ACTIVITY 3**I WANT TO PLAY !**

This is now the opportunity for the learners to demonstrate the basic skills they have seen in the video-aided instructional materials.

- Tell the learners to form a group with 4 members each.
- Ask the learners to assign an observer & a recorder while the other members of the group will play. While playing, the observers / recorders will record their observations on skills / tactics used/applied by the players.
- At the end of the game, tell the players, observers / recorders to share their experiences in the game.
- The leader of their group will conduct a short discussion to arrive with a generalization regarding the importance of mastery of the basic skills in scrabble.



PART III. WHAT TO UNDERSTAND

In this module, learners' understanding of the essence of participating in scrabble games will be assessed.

ACTIVITY 1***HOW I APPRECIATE THE GAME***

Let the learners answer the questions below on how they appreciate the game scrabble.

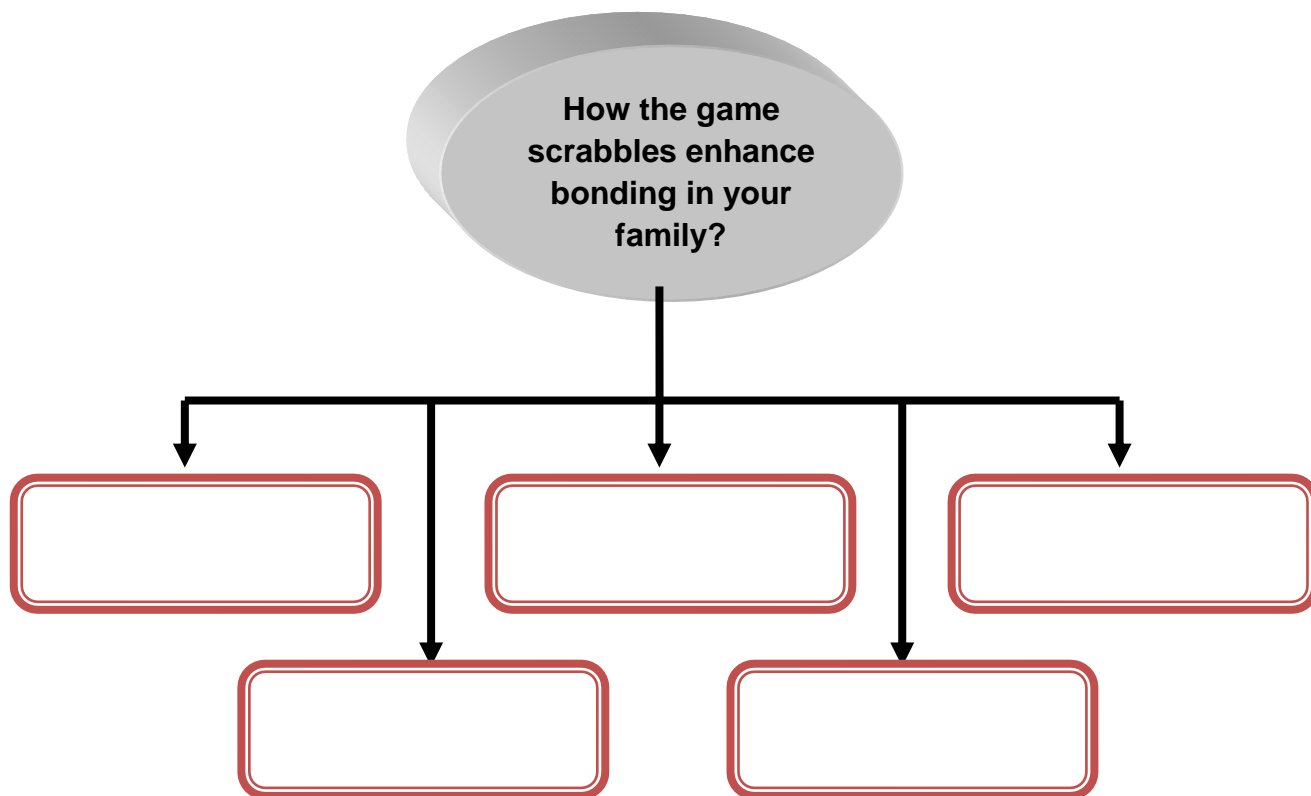
- How do you play scrabble?
- What basic skills/tactics do you need to develop/master in order to be successful in playing scrabble.
- Do you think that your knowledge on the rules and regulation of the game is an edge for you to win? Why?
- Are there any health and fitness benefits we can get out of playing scrabble? Enumerate at least 5 of them.

ACTIVITY 2***PLAYING WITH MY FAMILY***

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<http://www.clipartof.com/portfolio/bnpdesignstudio/illustration/stick-kids-playing>

Let the learners' fill up the data below regarding how the game scrabble enhances bonding in your family. Let the learners copy the format in their activity notebook. Process the activity.



ACTIVITY 3

WHAT VALUE I LEARNED FROM PLAYING SCRABBLE?

Explain to the learners' that one of the important aspects in playing scrabble is about developing good values. Ask them to complete the survey by determining values learned while playing scrabble. In their activity notebook check the appropriate space based on the importance.

After the learners have completed the table below, ask them to look for a partner and discuss with them the values learned from playing scrabble.

	<i>Not Important</i>	<i>Slightly Important</i>	<i>Most Important</i>
1. Developed camaraderie among my peers			
2. Established good relationship with my family			
3. To make intelligent decisions in my life			
4. To be smart in			

which I can used in my life			
5. Enhanced my capabilities in terms of vocabulary			

Note: To enhance your learners' skills in playing scrabble, tell them to play online scrabble game at www.games.com>Word Games.

Before the learners will proceed to the transfer part, let them answer the **SUMMATIVE ASSESSMENT** below:

Key Answers:

I. **Multiple Choices:** Choose the correct answer from the given choices below. Write the letter of the correct answer on the space provided for.

- ANSWERS**
- Which of the following scrabble tiles have a value of five points? 1. C
A. D B. X C. K
 - What particular color of the cells on the scrabble board corresponds to a triple word score? 2. B
A. Light Blue B. Dark Red C. Dark Blue
 - How many bonus points will be given to a player who is able to place all seven tiles on the board at the same time? 3. A
A. 50 B. 100 C. 150
 - Which of the following scrabble terms is used to stop the opponent from making a potentially large score? 4. B
A. Bluffing B. Blocking C. Challenge
 - When a rack has more than one of a given letter, it is called as? 5. C
A. Dumping B. Hold C. Duplication

II. **Completion Type:** Complete the given statements below. Write your answer on the space provided for.

- ANSWERS**
- Scrabble is played with exactly _____ tiles. 1. 100
 - When a player is able to place all seven tiles from the tile rack on the board, the player receives _____ point bonus. 2. 50

3. In scrabble the _____ tiles may be used as any letter desired. 3. Blank
4. A _____ square doubles the score of a letter. 4. Light Blue
5. An opponent calls _____ when they think a play is not acceptable. 5. Challenge

III. **Matching Type:** Match the scrabble letter in Column A with the equivalent point value in Column B. Write the letter of the correct answer on the space provided for in Column C.

Column A	Column B	Column C
1. A,E,I,L,N,O,R,S,T and U	A. 10 points	1. <u>E</u>
2. Q and Z	B. 4 points	2. <u>A</u>
3. J and X	C. 8 points	3. <u>C</u>
4. F,H,V,W, and Y	D. 3 points	4. <u>B</u>
5. B,C,M and P	E. 1 point	5. <u>D</u>

PART IV. WHAT TO TRANSFER

In this phase, the learners are expected to show/demonstrate a completed product or performance as an output required by the lesson.

ACTIVITY 1 HOW WELL DO I KNOW THE GAME

- In this activity the learners need to re-assess and apply what they have learned about the basic rules of the game scrabble.
- Using the table below, let the learners' enumerate the rules on how to play the game scrabble.
- Ask them to copy the table in their activity notebook.

Key Answers:

<i>How to play scrabble</i>	
1	The first player combines 2 or more of his letters to form a word and places them on the board to read either across or down with one letter on the center square.
2	Player must complete his turn by counting and announcing his score. He then draws as many new letters as he has played, thus always keeping 7 letters in his rack.
3	Players must pass to the left; the second player then, adds one or more letters to those already played to form new words.
4	Players may form new words by adding one or more letters to a word already on the board, placing a word at right angles to a word already on the board, and placing a complete word parallel to a word already played so that adjoining letters also form complete words.
5	No letter may be moved after it has been played.
6	The two blank tiles may be used as any letter desired.
7	Any player may use his turn to replace any or all of the letters in his rack.
8	Any words found in a standard dictionary are permitted except proper nouns, etc. Consult a dictionary only to check spelling or usage.
9	Any word may be challenged before the next player starts his turn. If the word challenged is unacceptable, the player takes back his tiles and loses his turns.
10	Play continues until all tiles have been drawn and one of the players has used all of the letters in his rack or until all possible plays are made.

www.fuzzimo.com/free-hi-res-wooden-scrabble-letter-tiles/&doc

ACTIVITY 2**DO YOU STILL REMEMBER ME?**

Let the learners' identify the common scrabble terms that they have learned before.

Ask them to complete the corresponding scrabble letters placed on the scrabble board.

Tell them to use the guide statements below as your reference to complete the scrabble terms.



<http://www.google.com.ph/imgres?q=HELLO+CLIP+ARTS&hl>

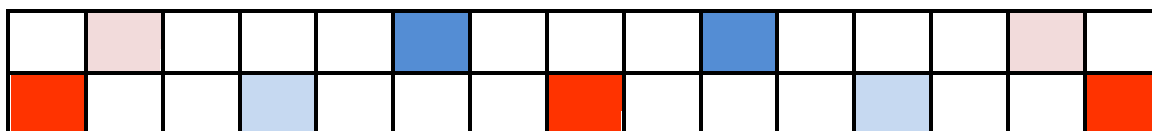
Let them write their answers in their activity notebook. Guide the learners in this activity.

Let the learners' read the statements below before completing the data on the scrabble board.

1. In scrabble, it is a term that describes a rack that has more than one of a given letter.
2. It consists of two blanks, the four S's and the letter J, Q, X and Z.
3. A piece that is being used in playing scrabble.
4. It is a word game in which two to four players score points by forming words from individual lettered tiles on a game board marked with a 15-by-15 grid.
5. A term used in scrabble when an opponent thinks a play is not acceptable.
6. A letter that will spell a new word when it is played with in the front of or at the end of a word already on the board.
7. This is a dark red square on the scrabble word. When a word is played using this square, then the points for the word are multiplied by three.
8. Any word played that uses all seven letters on the rack earning a bonus of 50 points.
9. The act of playing a word on the board that stops the opponent from making a potentially large score.
10. Term in scrabble wherein the player may "pass" his/her turn by not exchanging tiles and not making a play on the board.

Key Answers:

1 ↓	D														
				2 →	P	<u>Q</u>	W	<u>E</u>	R	3 ↓	<u>I</u>	L	E	S	
	U										<u>I</u>				
	P										L			6 →	H
	<u>L</u>		4 →	S	<u>C</u>	<u>R</u>	A	<u>B</u>	B	<u>L</u>	E				<u>Q</u>
	I				<u>H</u>										O
	<u>C</u>				<u>A</u>			9 →	B		10 →	P			<u>K</u>
7 →	A		B		L				L			<u>A</u>			L
	T	<u>R</u>	I	<u>P</u>	<u>L</u>	E	W	<u>Q</u>	R	<u>D</u>	S	<u>C</u>	O	R	E
	<u>I</u>		<u>G</u>		E				C			<u>S</u>			T
	O		G		N				<u>K</u>			I			<u>T</u>
	N				<u>G</u>				I			<u>N</u>			E
					E				<u>N</u>			G			R
									G						



Let the learners' rate themselves based on the value of the tiles:

Point values	Scrabble Letters
0	Blank tile
1	A, E, I, L, N, O, R, S, T and U
2	D and G
3	B, C, M and P
4	F, H, V, W and Y
5	K
8	J and X
10	Q and Z
2x L (Double Letter Score)	Light Blue Cells
3x L (Triple Letter Score)	Dark Blue Cells
2x W (Double Word Score)	Light Red Cells
3x W (Triple Word Score)	Dark Red Cells

ACTIVITY 3

MINI SCRABBLE GAME TOURNAMENT



<http://www.google.com.ph/imgres?q=scrabble+board+clip+art&start>

This activity aims to let the learners synthesize and apply what they have theoretically and practically learned in the previous phases of the learning sequence. Decision making, critical thinking and sportsmanship will be revealed and developed. Learners' performance during the activity will be rated according to the following criteria:

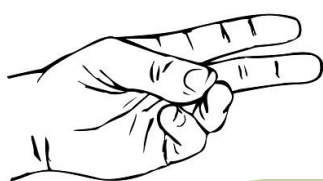
appropriateness of skills, execution of skills and behaviour during performance.

Tell the learners to:

- Form a group that has players and game officials. Rotation will be made so that all groups are able to play and officiate as arbiter/recorder.

Note:

- The winners of each group will be selected. Winners of each group will compete with one another to determine the champion.
- Encourage the learners' to **INTEGRATE/USE TERMS** related to social issues such as environmental aspect, drug education, peace education, and consumer education.



Use the assessment below to determine the performance of the learners'

ANALYTIC RUBRIC FOR THE ASSESSMENT OF LEARNERS' PERFORMANCE



	Proficiency in the Execution of Skills	Ability to Adapt a Skill to a Certain Sport Situation	Behavior in Playing
Weight	30%	40%	30%
5	MASTERFUL: Able to use knowledge and skills automatically, effectively and efficiently in game situations	SKILLFUL: Demonstrates powerful and skillful execution of the game skills with high level of confidence	MATURE: Highly disciplined and able to demonstrate appropriate behavior towards the game, players and game

			officials
4	SKILLED: Able to use knowledge and skills competently in game situations	COMPETENT: Demonstrates competently the game skills with confidence	SENSITIVE: Disciplined and able to demonstrate appropriate behavior towards the game, players and game officials
3	ABLE: Has limited but growing ability to use knowledge and skills in game situations	PRACTITIONER: Demonstrates general level of coordination and competence in the execution of game skills with limited but growing confidence	AWARE: Generally demonstrates proper behavior towards the game, players and game officials
2	APPRENTICE: Relies on a limited knowledge and skills; has limited use of judgment and responsiveness to game situations	APPRENTICE: Demonstrates limited coordination and competence in the execution of game skills with low level of confidence	DECENTERING: Has some capacity for self-discipline but with limited reactions and attitudes towards the game, players and game officials
1	NOVICE: Can perform only with coaching and relies on highly directed skill execution, procedures and game approaches	NOVICE: Has very low or no coordination in demonstrating game skills; has very low level or no confidence at all	EGOCENTRIC: Has little or no consideration to the rules of the game; behaves untowardly and has no respect for other players and game officials

SUMMARY/SYNTHESIS/GENERALIZATION

It is very encouraging on our part as teachers to have this teaching guide as a basis to facilitate the learning we want to impart to our learners' about the game scrabble. The content of this teaching guide will focus on the following aspects:

Pre-assessment activity wherein you assess the learners' on what they know about the lessons including new knowledge that they will learn.

Learning goals and targets will guide your learners' what is expected from them.

Part I of this guide, **what to know**, gives the learners' an overview on the concept of the game scrabble including adequate and relevant information and knowledge.

In Part II, what to process, the learners' perform/demonstrate activities that will assess their skills and understanding regarding scrabble.

Part III, reflect and understand provide the learners' with different activities and discussions that will help them reflect and think deeper about the game scrabble.

Finally, **Part IV, transfer** is the final phase wherein the learners' are expected to transfer their learning through a product or performance in a new context or situation.

GLOSSARY OF TERMS

1. **BINGO**- Any word played that uses all seven letters on the rack, earning a bonus of 50 points.
2. **BLOCKING** -The act of playing a word on the board that stops the opponent from making a potentially large score. It also refers to the act of playing words that make it harder for either player to score many points.
3. **CHALLENGE**-An opponent calls a "CHALLENGE" when s/he thinks a play is not acceptable (i.e. not in the OWL or Merriam-Webster Collegiate Dictionary, Eleventh Edition). A Word Judge is called to verify which words are acceptable or not. Whenever there is a challenge, someone loses one turn.
4. **COUNT TILES**- players often count tiles at two different times: 1) before a game begins to ensure that there are 100 tiles; 2) near the end of the game, when knowing exactly how many tiles remain to be played can be crucial for the astute player.
5. **DOUBLE-DOUBLE**-When a player makes a play with letters that cover two Double-Word Squares. The bonus for covering two DWSs one play: quadruple the sum of the value of the letters of the "Double-Double" word. The sum should include that extra values earned from any DLS covered that turn only.
6. **END GAME**-The portion of a SCRABBLE game when there are less than seven tiles left to draw from the bag.
7. **HOOK LETTER (A.K.A. HOOK)**-A letter that will spell a new word when it is played with in the front of or at the end of a word already on the board. Example: With HARD on the board, the letter Y is a hook letter since HARDY is acceptable. Likewise, the letter C can be "hooked: since CHARD is acceptable.
8. **PASSING**-A player may pass his/her turn by not exchanging tiles and not making a play on the board. The player scores zero and says "Pass!" and starts opponent's timer. It is now opponent's turn.

Note that when there are 6 consecutive scores of zero in a game, the game is finished.

9. **SCRABBLE**- is a word game in which two to four players score points by forming words from individual lettered tiles on a gameboard marked with a 15-by-15 grid.
10. **TILES** - Game equipment consisting of a flat thin piece marked with characters and used in board games like Mah-Jong, Scrabble, etc.

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TEACHING GUIDE: CHESS

Grade Level Standard:

The learner demonstrates understanding of family fitness in sustaining an active lifestyle.

<p>Content Standard:</p> <p>The learner demonstrates understanding on the basic principles and ideas of the game, chess.</p> <p>Performance Standard:</p> <p>The learner engages in a chess mini-tournament.</p>	<p>Learning Competencies:</p> <p>At the end of the module, the learner should be able to</p> <ol style="list-style-type: none"> 1. discuss the nature/background of the game, chess; 2. explain the benefits that the family can derive from playing chess; 3. practice proper and acceptable behavior when participating in indoor recreational activities; 4. promote indoor recreational activities to family members; 5. execute basic skills and tactics in chess; 6. interpret rules and regulations in chess; 7. apply knowledge of rules and regulations and strategies in chess.
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Planning for teaching-learning

INTRODUCTION

Participating in indoor recreational activities is important for a child's development and can lay the foundation for a healthy life. Play is a good mental and physical activity for children. It develops their physical body, movement and coordination, encourages self-esteem, fosters social interaction skills, improves thinking skills and develops emotional skills. Moreover, family relationships can be enhanced when the family has something worthwhile to do altogether.

In this module, the students are to be acquainted with the basic principles and ideas about one of the indoor recreational activities, i.e., chess. It will lead them to understand the nature/background of the game, chess and its benefits derived from playing the game. This will assist the students to become better players or perhaps start to love chess while learning the basic skills in playing it.

OBJECTIVES

At the end of the lesson, the students should be able to

1. discuss the nature/background of the game chess;
2. explain the benefits that the family can derive from playing chess;
3. practice proper and acceptable behavior when participating in indoor recreational activities;
4. promote indoor recreational activities to family members;
5. execute basic skills and tactics in chess;
6. interpret rules and regulations in chess;
7. apply knowledge of rules and regulations and strategies in chess.







Pre-Assessment



Assess your students' prior knowledge about chess.

Present **Activity 1: Name Me!** sheet to students. There are pictures of chess pieces and equipment which they will identify.

Together with your students, analyze the results of your pre-assessment to determine where they are in terms of knowledge. This will serve as your basis in planning the instructional activities.

Answer Key:

	King
	Queen
	Pawn
	Bishop
	Knight
	Chess Board

	Chess Clock
	Rook

LEARNING GOALS and TARGETS

Tell the students to define their own personal learning goals and targets at the end of this module. Instruct them to write them in their activity notebook. Monitor the progress of their targets as you go through the lesson.

(Note: This activity will not be graded and you will only check process. This will give you information on the students' prior knowledge and will help you determine what areas you need to focus on more.)

Part 1: KNOW

Reminder: Accept all answers of your students. Take note of those areas where you need to clarify details. Make sure that the learners fully understand how they are assessed so that they can clearly set their expectations such as performing well in this specific sport especially at the end of the grading period.

- Activity 1: Think of Me!** Instruct them to fill up the boxes A and B.
- Ask the students to give a short description about the nature and background of the game chess.
- Ask the students about their opinion on how chess can promote health, fitness and wellness among family members.
- Activity 2 Give me a Star!** Instruct them to put ☆☆☆ for always, ☆☆ for sometimes, and ☆ for never on the space provided. These activities will give you opportunity to know more about you students' expectations of the lesson, their prior knowledge and skills of the game chess, and what they want to know/learn more about.
- Activity 3: Map the Concept!** Let the students express what concepts they know about chess. Ask them to write a word or phrase inside the pieces which are related to the background and nature of chess. Instruct them to write their answers on the chess pieces found in Activity 2: Map the Concept!. After writing the four words or phrases, let them use those in sentence. The sentence must be related to the background and nature of chess. Call students to share their answers to class.
- Activity 4: Chess Out! All on Board!** Ask them to identify which are the benefits derived from chess and the proper behavior when participating in a chess game.

Answer Key:

Shaded box	White box
------------	-----------

1	3
2	5
4	8
6	10
7	12
9	13
11	15
14	16

7. **Activity 5: Watch Me!** Show them the video presentation on how to play the game which you could download at <https://www.youtube.com/watch?v=unB3BoEtLDo&feature=channel&list=UL>. Use the video to enrich your classroom discussion.

Make sure that before you proceed with the next part of the module, all the topics under chess have been discussed or introduced.

PART II. PROCESS

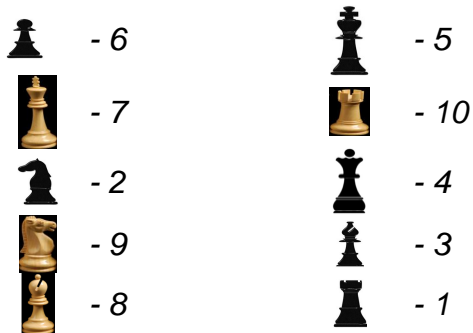
In this phase, the learners are provided with various learning resources and learning experiences to enable them to understand and perform better in chess as an indoor recreational activity.

1. **Activity 1: Paper Juggling.** Test students' ability to use their hands and eyes together to perform a task. Ask them to do the following:

1. Make a paper juggling ball by crumpling 2 sheets of paper.
2. Start the activity by juggling the paper ball alternately with right and left hand.
3. Count how many times the paper ball is hit.
4. Stop counting when the ball is not hit.
5. Do it three times.
6. The final score will be the highest in three trials.

2. **Activity 2: Where do I belong?** Make the students visualize a chess board with chess pieces placed in their proper initial positions. Present them Activity 3: Where do I belong? and tell them to locate the given pieces to their initial positions on the chess board.

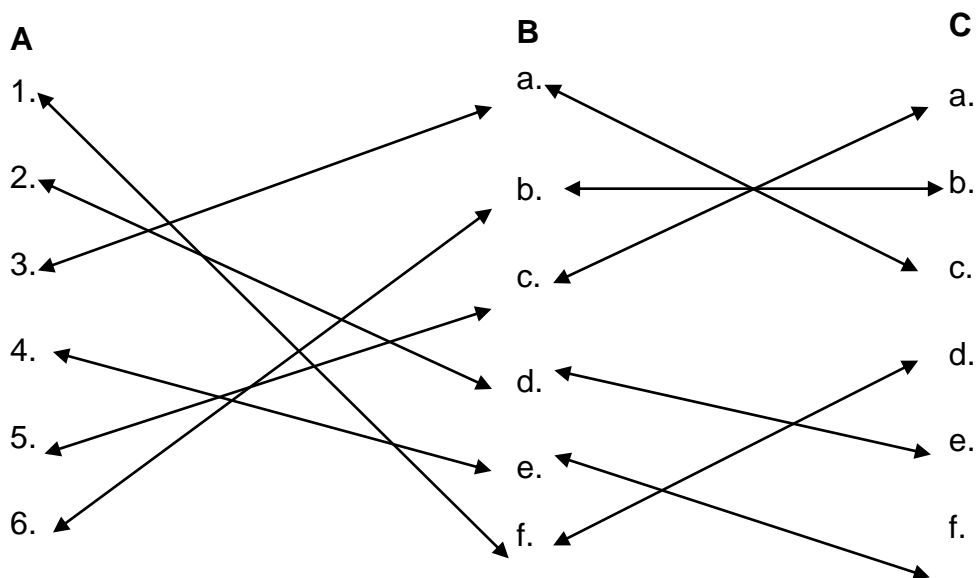
Answer Key:



3. **Activity 3: It's Playtime!** Illustrate the move of each chess piece. Tell the students to follow the moves by doing it one piece at a time until they have learned the basic moves of the chess pieces.

4. **Activity 4: Mix and Match!** This activity will gauge learner's skills in playing chess. Let the learners identify the move of each illustrated chess piece. The learners will match the correct move of the chess piece through the use of straight line by connecting column A with B and then to C.

Answer Key:



5. **Activity 5: Online Games!** Have the students play online chess game at <http://www.learn4good.com/games/board/play-chess-against-the-computer.htm>. They will have the computer as their opponent.

PART III. REFLECT AN UNDERSTAND

In this phase, the learners are provided with other learning resources and experiences for them to enrich their understanding of chess.

1. **Activity 1: The King and I.** In this activity tell the learner's to write the function of each chess piece and the function of the family members. Synthesize the results by emphasizing that like chess, every family member has a function to perform in the family.
2. **Activity 2: Very Essay** Create small groups from the class. Have the groups ponder the question:
 - Do you think playing chess can promote health, fitness, and wellness among *family members*? *How*? Let the students discuss their answers with their group mates.

PART IV: TRANSFER

In this phase, the learners are expected to demonstrate or show a completed product or performance as an output required for the lesson.

1. Let the learners solve the chess puzzle found in **Activity 1: CHESS PUZZLES**. Rate their ability to execute the basic skills and tactics in playing chess by using the rubrics that follows.

ACTIVITY	RATING			
	4	3	2	1
1. Solve the puzzle in	First Attempt	Second Attempt	Third Attempt	More than 4 Attempts
2. Time to solve the Puzzle.	Less than 2 minutes	Less than 3 minutes	Less than 4 minutes	More than 5 minutes

Rating Scale

- 4 - Advance
- 3 - Proficient
- 2 - Approaching Proficiency
- 1 - Developing

Answer Key

White to Move
 1. N X c7 ++
 CHECKMATE!!!



White **Black**
 1. Bxg5+ Kxg5
 2. Qf4 ++
 CHECKMATE!!!

White to Move
 1. Rd8 ++
 CHECKMATE!!!



White to Move
 1. Bf3 ++
 CHECKMATE!!!

Legend:

- + - A move which places the opponent's king in check
- ++ - Checkmate
- X - a piece makes a capture

2. Group the students. Tell them to perform **ACTIVITY 2: RANK OF DEFENSE!** Rotation will be done so that they will have the chance to meet the other members of the group. Evaluate learners performance based on the score garnered during the tournament.

Name of Learners	Score	Rank
------------------	-------	------

1.		
2.		
3.		

Note: The number of students to be ranked is not limited to three.

Based on the results of the summative assessment and the performance, find out if your students may now proceed to the next module.

Background Information for the Teachers



Brief History of Chess

Do you know where chess originated? Chess is a game that has been played for centuries and was thought to have originated in India over the 15th century. Long ago, it was considered a game reserved only for Kings and members of the upper classes. Nowadays, chess is played by common people even at early age.

The modern design of chess pieces bears the name Staunton, who was an English master in the mid-1800's. These are the type of pieces that are now used in all tournaments worldwide.

The first international chess tournament was the London Tourney played in 1851. A German named Adolf Anderssen won the game. He became the unofficial best chess player of the world because he did not receive any award or title.

The first great American-born chess player is Paul Morphy. Paul traveled to Europe in the 1850's, where he beat all challengers, including Adolf Anderssen. However, the English champion of the time (Staunton) refused to play with him, so Morphy never became a world chess champ.

The first official championship chess tournament was played in 1866 in London, with sand clocks to restrict the length of a game. A Bohemian (Czechoslovakian) Jew named Steinitz won the game. He became the world's first official chess champion, holding this title until 1894.

*Have you wondered who rules in the world of chess today? Recently, Russia dominates the game of chess. This results from the establishment of government schools for talented chess players after the communist revolution of 1917. Since 1927, many of the top chess players have been citizens of the former USSR, and include: Tal, Alekhine, Petrosian, Spassky, Smyslov, **Anatoli Karpov**, and Gary Kasparov.*

Benefits Derived from Playing Chess.

Chess is an indoor recreational activity which is now being introduced as a major part of secondary level curriculum because of the benefits it gives to the students.

You probably know some of the benefits derived from playing chess. Here are some of the benefits which can be derived from playing chess.

- 1. Chess increases the mathematical and scientific skills of the students. It also enhances the problem solving skills, concentration ability, as well as logical thinking ability of the students.*
- 2. It develops a sense of confidence and self-worth of a student.*
- 3. It also increases communication skills of a student.*
- 4. It gives a lesson of hard work and commitment.*
- 5. Aside from intellectual exercise, chess provides entertainment and relaxation. This game is free and can provide entertainment even for the observers.*
- 6. Chess also has health benefits. It is considered as a form of recreational therapy. Chess keeps the mind healthy and a healthy mind results in a healthy body. It is used by therapists to help people suffering from cognitive functioning such as anxiety and depression.*
- 7. Chess a form of indoor recreational activity can be used to strengthen family bond. The members of the family can play with each other while at home. In a way, the chess pieces can represent the family members. Each member of the family has a role to play. In chess, the pieces also have specific function to perform to win the game.*

Proper and Acceptable Behavior When Participating In Indoor Recreational Activities.

























How do you define indoor recreational activities? It can generally be defined as activities which are undertaken in the comfort of one's home or more specifically indoor. They are to recreate the mind.

There are proper and acceptable behaviors which you should remember when participating in indoor recreational activities.

- 1. Never boast over a victory (no happy dances) or show of rude behavior over a defeat. Always show sportsmanship.*
- 2. Minimize talking when at the events venue.*
- 3. Refrain from giving comments on another game that is in progress, it may distract the other players.*
- 4. Do not make it obvious if you make a mistake or you see someone else make a mistake while playing. It might be that your opponent will not notice your mistake if you play quietly.*
- 5. Never blame others for something they did not do or lie about your move in order to save a point.*
- 6. If you disagree with what your opponent has done and believe he/she has made an illegal move, raise your hand and ask for help.*

RULES AND REGULATIONS IN CHESS

As you watch a chess match, there are two players on opposite sides of a board containing 64 squares of alternating colors. Each player has 16 pieces: 1 king, 1 queen, 2 rooks, 2 bishops, 2 knights, and 8 pawns. The goal of the game is to checkmate the other king. Checkmate happens when the king is in a position to be captured (in check) and cannot escape from capture.

A white king, usually indicated by the symbol			A black king, usually indicated by the symbol		
A white queen, usually indicated by the symbol			A black queen, usually indicated by the symbol		
Two white rooks, usually indicated by the symbol			Two black rooks, usually indicated by the symbol		
Two white bishops, usually indicated by the symbol			Two black bishops, usually indicated by the symbol		
Two white knights, usually indicated by the symbol			Two black knights, usually indicated by the symbol		
Eight white pawns, usually indicated by the symbol			Eight black pawns, usually indicated by the symbol		

The initial position of the pieces on the chessboard is as follows:



The eight vertical columns of squares are called 'files'. The eight horizontal rows of squares are called 'ranks'. A straight line of squares of the same color, running from one edge of the board to an adjacent edge, is called a 'diagonal'.

Starting a Game

There are some steps which you need to follow to start a game of chess. These are the following:

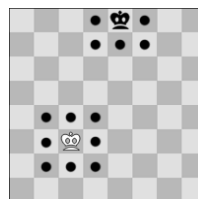
1. Begin by laying out the chess board so that each player has the white color square in the bottom right hand side.
2. Arrange the chess pieces in the following order: all pawns on the second row, rooks in the corners, then the knights, bishops, and finally the queen, who always goes on her own matching color (white queen on white, black queen on black), and the king on the remaining square.
3. The player with the white pieces always moves first. The players decide who will have the white pieces. The white and black moves alternately until the end of the game.

How the Chess Pieces Move

Do you know the different functions of each 6 different kinds of pieces chess pieces? You need to remember each specific move to win a game. Pieces can be moved to capture an opponent's piece. This is done by landing on their square and then replacing them. Pieces can also move to defend other pieces in case of capture, or control important squares in the game.

The King

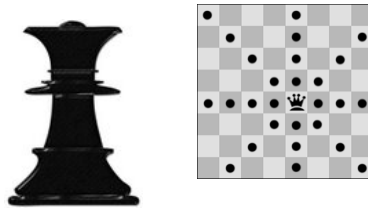
The king is the most important pieces, however it is considered one of the weakest. The king only moves one square in any direction - up, down, to the sides, and diagonally. The king may never move himself into check (where he could be captured).



Note: The dot (●) represents the direction of move of the pieces.

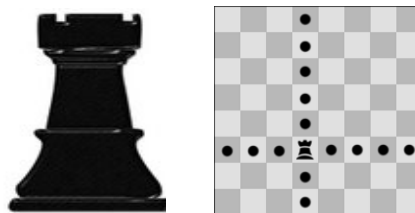
The Queen

The queen is the most powerful piece. It moves in any one straight direction - forward, backward, sideways, or diagonally. As all the other pieces except the knight, it cannot move over any intervening piece.



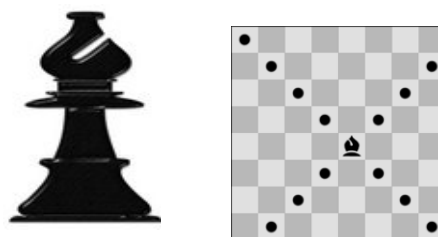
The Rook

The rook may move to any square as far as it wants, but only forward, backward, and to the sides. The rooks are particularly powerful pieces when they are protecting each other and working together!



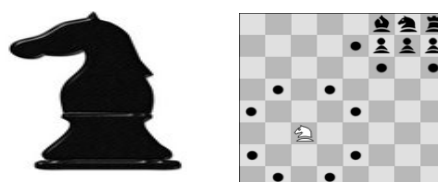
The Bishop

The bishop may move as far as it wants, but only diagonally. Each bishop starts on one color (light or dark) and must always stay on that color. Bishops work well together because they cover up each other's weaknesses.



The Knight

Knights moves by going two squares in one direction, and then one more move just like an "L" shape. Knights are the only pieces that can move over other pieces.



The Pawn

Pawns move forward, but capture diagonally. They can never move backwards. On its first move, the pawn can advance two squares at a time. Succeeding moves will be one square at a time.

There are also special features of the pawn. Pawns can be promoted and as a passant.

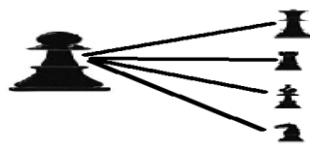


features of the pawn. Pawns special move called en

Promotion

Pawns have another special ability and that is that if a pawn reaches the other side of the board it can become any other chess piece except the king. A pawn may be exchanged to a queen, rook, bishop or a knight. Pawns exchange is not restricted to a piece that has been captured. Only pawns may be promoted.

En Passant



The last rule about pawns is called “en passant,” which is French basically means “in passing”. If a pawn advances two squares on its first move, and lands to the side of an opponent’s pawn (effectively jumping past the other pawn’s ability to capture it), that other pawn has the option of capturing the first pawn as it passes by. This special move must be done immediately after the first pawn has moved past, otherwise that option is forfeited.

Other terminologies which you need to remember include castling, check and checkmate and draws.

Castling

Another special rule is called castling. This is a move of the king and either rook of the same color along the player’s first row. On a player’s turn he may move his king two squares over to one side and then move the rook from that side’s corner to right next to the king on the opposite side. In order to castle, however, it must meet the following conditions:

- it must be that king’s very first move
- it must be that rook’s very first move
- there cannot be any pieces between the king and rook to move
- the king may not be in check or pass through check

Check and Checkmate

Let us recall, the purpose of the game is to checkmate the opponent's king. Checkmate occurs if the king is checked and cannot get out of check. If a king is checked, he can get out in by moving out of the way, blocking the check with another piece, or capturing the piece threatening the king. If a king has no possible move to escape, then the game is over.

Draws

In a chess game, if nobody ends as a winner, it is declared as a draw. There are 5 reasons why a chess game may end in a draw:

- The position reaches a stalemate when it is one player's turn to move, but his king is NOT in check and yet he does not have another legal move.
- The players agree to stop playing.
- There are not enough pieces on the board to force a checkmate (example: a king and a bishop vs. a king)
- A player declares a draw if the same exact position is repeated three times.
- Fifty consecutive moves have been played where neither player has moved a pawn or captured a piece.

Another thing is that in the game of chess, take note that there is a "touch-move" policy. Once a player touches one of its own pieces he must move that piece as long as it is a legal move. If a player touches an opponent's piece, he must capture that piece. In case a player intends to adjust a piece on the board, he must first announce the intention by saying "adjust".

Lastly, there are basic strategies that you should always remember:

1. Always protect your king. It is best to put your king to safety by castling as soon as possible.
2. Don't give pieces away. Guard each of your own pieces. Each piece is valuable and you can't win a game without pieces to checkmate.
3. Control the center. You should try and control the center of the board with your pieces and pawns. If you control the center, you will have more room to move your pieces and will make it harder for your opponent to find good squares for his pieces.
4. Use all of your pieces. Try and develop all of your pieces so that you have more to use when you attack the king.

SUMMARY/SYNTHESIS/GENERALIZATION

This module focused on different sets of activities that help the learners develop the required skills in playing chess. It has enabled the learners to understand the basic principles and concepts behind the game. After performing all the required tasks in this module, it is expected that they have already gained knowledge on the essentials of chess and its deeper value as a recreational activity to promote good family relationship.

Part I gives a brief recall on the game chess. It has activities which strengthened your students knowledge about the game such as providing them with the opportunity to enumerate what they know and what they want to know about chess. They are also acquainted with the benefits derived and the proper behavior when participating in a chess game. Moreover, a downloadable video clip is prepared for your students to help them better understand the rules and regulations of the game.

Part II has activities intended to evaluate your students' skills and understanding of the game. They are tasked to demonstrate the move of each chess piece. Moreover, they are given the opportunity to play online chess to enhance their skills in playing the game.

Part III provides the learners with activities to make them reflect and think deeper on the value of chess as a game.

Part IV, the learners are made to transfer what they have learned in this module through a product or performance. They are given the chance to apply what they have learned theoretically and practically in this module. They are made to solve chess puzzles and played mini-chess tournaments.

Surely, your students have gained a lot of knowledge after performing all the activities in this module. It is hoped that they have also gained the family values this module wants to convey.

Glossary of Terms

1. **Chess** -A board game for two players, each beginning with 16 pieces of six kinds that are moved according to individual rules, with the objective of checkmating the opposing king.
2. **Checkmate**- is a situation in chess in which one player's king is threatened with capture (in check) and there is no way to meet that threat.
3. **En Passant**-It is a special pawn capture which can occur immediately after a player moves a pawn two squares forward from its starting position, and an enemy pawn could have captured it had it moved only one square forward. The opponent captures the just-moved pawn as if taking it "as it passes" through the first square. The resulting position is the same as if the pawn had moved only one square forward and the enemy pawn had captured normally.
4. **Draw** - a chess game where nobody ends as a winner.
5. **Promotion** - Special ability of pawns wherein if it reaches the other side of the board it can become any other chess piece.
6. **Castling** - This is a move of the king and either rook of the same color along the player's first row. On a player's turn he may move his king two squares over to one side and then move the rook from that side's corner to right next to the king on the opposite side.
7. + - A move which places the opponent's king in check
8. ++ - Checkmate
9. X - a piece makes a capture

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TEACHING GUIDE: DOMINO

Grade Level Standard:

The learner demonstrates understanding of family fitness in sustaining an active lifestyle.

<p>Content Standard:</p> <p>The learner demonstrates understanding of the basic principles and ideas of the game domino that promote good family relationship.</p> <p>Performance Standard:</p> <p>The learner engages in a domino mini-tournament.</p>	<p>Learning Competencies:</p> <p>Tell your students that at the end of the module, they should be able to</p> <ol style="list-style-type: none"> 1. discuss the nature/background of the game domino; 2. explain the health and fitness benefit that the family can derive from playing dominos; 3. practice proper and acceptable behavior when participating in indoor recreational activities; 4. execute basic skills and tactics in domino; 5. interpret rules and regulations in domino; 6. apply knowledge of rules and regulations in domino; 7. promote indoor recreational activities to family members.
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Planning for Teaching-Learning

Introduction

The family needs to have opportunities to have fun and bond together. Parents are important role models and should be active with their children everyday. It is best that activities for children match their skills and abilities.

Families who spend their leisure time together become closer and indoor activities are the best way for them to stay close while having fun.

This module concerns the game domino. It focuses on the nature/background of the game, benefits derived from the game, and the basic skills and tactics in

playing the game. With the help of this module, your students will surely become better players and learn to appreciate the game even more.

Objectives:

At the end of the lesson the learner should be able to

1. discuss the nature/background of the game domino;
2. explain the health and fitness benefit that the family can derive from playing dominos;
3. practice proper and acceptable behavior when participating in indoor recreational activities;
4. execute basic skills and tactics in domino;
5. interpret rules and regulations in domino;
6. apply appropriate rules and regulations in domino;
7. initiate the promotion of indoor recreational activities to family members.

Pre- Assessment:

Assess and activate your students' prior knowledge about domino.

Divide the class into 3 teams and tell them to play charades on different words related to the game domino (**Activity 1: BatangHenyo**).

The game starts by asking each team to write words related to domino on pieces of paper then fold and put them in a fish bowl. Each member of the teams will pick a piece of paper from the fish bowl. He will read its contents to himself and act out the word using appropriate gestures without speaking. A minute is given to each team to guess the word. The teams alternate turns in playing. The team with the most number of correct guesses wins the game. Make sure the teams use the following words:

- Bone
- Double
- Block
- Tiles
- China
- Rectangle
- Bar
- Dots

Prepare the following materials/equipment before the start of the game.

- A stopwatch or other timing device
- Strips of paper
- Fish bowl

- Note pad and pencil for safekeeping

Together with your students, analyze the results of your pre-assessment to determine where they are in terms of knowledge and skills. This will serve as your basis in planning the instructional activities.

LEARNING GOALS and TARGETS

Tell the students to define their own personal learning goals and targets at the end of this module. Instruct them to write in their activity notebook. Monitor their progress on their targets as you go through the lesson.

Note: The above activity will not be graded and you will only check. This will give you information on the students' prior knowledge and will help you determine what areas you will need to focus on more.

PART I: WHAT TO KNOW

Reminder: Accept all answers of your students. Take note of the details that you need to clarify. Make sure that the learners are clear about their expectations such as their product and performance, and how these expectations are assessed at the end of the grading period.

1. Instruct the students to copy the charts as shown in **Activity 1 Go Domino!** in their activity notebook, and make them write what they currently know about domino under **box 1** and what they want to know more about domino under **box 2**. Ask them to share their answers with the class. As each group presents their output other groups are allowed to contribute to the discussion during the face-to-face encounter.
2. Have the students ponder on the following questions. Answers should be written in their activity notebooks.
 - *Is domino a game for two persons only? If your answer is no, give a scenario wherein the game can be played by more than two persons?*
 - *Why are domino tiles called bones?*
 - *How many tiles and dots are there in a domino set?*
 - *What is the origin of dominoes?*
 - *Why are the dots on the dominoes called pips?*
3. **Activity 2: Watch a video!** Show them the video presentation on how to play the game which you could download at <https://www.youtube.com/watch?v=uyy2XQ9n-yM&feature=g-upl>. Use the video to enrich your classroom discussion.
4. Ask the students to do **Activity 3 and 4** in their activity notebook based on the video they watched.

Answer Key: Activity 3 - Way to Domino

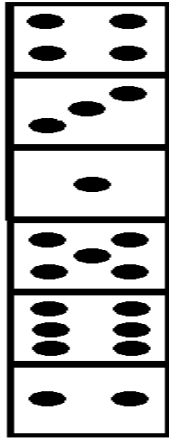
Step 1 – Shuffling the dominoes

Step 2 – Decide who will make the first move

Step 3 – Drawing tiles

- Step 4 – Placing the first tile
- Step 5 – Playing subsequent tiles
- Step 6 – Drawing a tile from the boneyard
- Step 7 –Ending a game

Answer Key: Activity 4 – Domino Rules



Make sure that before you ask the learners to proceed to the next part of the module, all the topics under domino have been discussed or introduced.

Part II. WHAT TO PROCESS

In this part, the learners are provided with various learning resources and learning experiences to enable them to understand and perform better in the game domino as an indoor recreational activity.

1. Activity 1: Domino Effect

Make the students relax, develop, and maintain their coordination and reaction time which is essential in playing domino. Have them play Activity 1: Domino Effect! The students will form a straight line. The first player in front will perform and the next player will follow one after the other. If someone can't follow, he/she will go in front and make a move to be followed by the students.

Suggested moves/steps:

1. Sit
2. Squat
3. Turn to the right/left
4. Raise arms
5. Clap

2. Activity 2: DOMINO PUZZLES!

Gauge your students' skills in playing domino. There are illustrated domino pieces which need to be connected to other pieces found in Activity 3 (DOMINO PUZZLES!). Have the students identify the correct bone to connect.

Answer Key

1. C
2. B
3. C
4. C
5. B

3. Activity 3: Online Games!

Let us further enhance your students' skills in playing domino, tell them to play domino through online games in a computer at <http://freegamepick.com/free-online-games/domino/>.

4. The students will make a domino set similar to Activity 4 (Make your own domino). Divide them into three groups and tell them to make 28 domino cards using illustration boards or cartolina. The size will be 2 x1 inch. Use pen marker or ballpen to draw dots. (Materials needed: illustration board, cartolina, pen marker or ballpen, and scissor.)

PART III. WHAT TO REFLECT AND UNDERSTAND

In this part, the learners are provided with other learning resources and experiences for them to enrich their understanding of the game domino.

1. Activity 1: Let's Get Domino!

Ask the students to reflect on the following based on what they have learned in the module:

- *Has your view on the significance of playing a recreational activity like domino changed? Start your write-up with this statement. I have come to realize that _____.*

2. Activity 2: Guess the Word!

Ask the students to arrange the domino tiles found in Activity 1 (Guess the Word!) and try to guess the hidden word.

Answer Key

**3. Activity 3: Sharing Time!**

Ask the learners to share to the class/friends/relatives their ideas about the value of playing domino. Tell them to be guided by the following questions.

Write your ideas/answers to the questions in your activity notebook.

- How did you feel about playing recreational games like domino?
- Would you encourage your family members to play domino? Why?
- Is playing domino considered a good recreational activity which foster could good social relationship?
- Can you think of other activities which can be paired with domino to make the game more exciting?

4. Synthesize the results in the last activity.

PART IV: WHAT TO TRANSFER

In this part, the learners are expected to demonstrate or show a completed product or performance as an output required by the lesson.

1. Activity 1: Let's Play!

Ask your students to pair with their classmates in a domino match. Assess the performance of the students using the following rating scale.

Numerical Value	Interpretation	Descriptive Equivalent
1	Perform the basic skills with no errors	Advanced
2	Perform the basic skills with some errors	Proficient
3	Perform the basic skills	Approaching

	with some errors but relied on others' help	Proficiency
4	Needs more practice to get it through.	Developing

2. Activity 2: Assessment of Performance - Domino Mini-tournament

Conduct a domino mini-tournament. Each game is composed of four players. Students' performance will be ranked based on the score garnered during the tournament.

Name of Students	Score	Rank
1.		
2.		
3.		

Note: The number of students to be ranked is not limited to three.

Based on the results of the summative assessment and the performance/product, find out if your students may now proceed to the next module.

Background Information for the Teachers

History of Dominoes

Dominoes or dominos generally refer to the collective gaming pieces making up a domino set (sometimes called a deck or pack) or to the subcategory of tile games played with domino pieces. In the area of mathematical tilings and polyominoes, the word domino often refers to any rectangle formed from joining two congruent squares edge to edge. A domino set may consist of different number of tiles and dots. The traditional Sino-European domino set consists of 28 dominoes. The totals for all common domino sets is presented in the following table:

Domino Set	Number of Tiles	Number of Dots
Double Six (6-6)	28	168
Double Nine (9-9)	55	495
Double Twelve (12-12)	91	1092
Double Fifteen (15-15)	136	2040

Dominoes are called "bones" because the earliest domino tiles were made from animal bones or ivory. In addition to "bones", dominoes are also called "tiles", "stones", "men", "tickets", or "spinners.". Each domino is a rectangular tile with a line dividing its face into two square ends. Each end is marked with a number

of spots (also called pips) or is blank. The word "pip" commonly means a "spot" or a "speck", and perhaps that's why a domino's spots are called "pips". The backs of the dominoes in a set are indistinguishable, either blank or having some common design. A domino set is a generic gaming device, similar to playing cards or dice, in that a variety of games can be played with a set.

Evidences show that tile games have been found in China as early as 1120 CE. Some historians credit Keung T'ai Kung, in the twelfth century BCE for creating them. Other historians stated that dominoes were invented by a statesman named Chu sz yam in 1120 CE. This person is said to have presented them to the Emperor Hui Tsung, and that they were circulated abroad by imperial order during the reign of Hui's son, Kao-Tsung (1127-1163 CE).

You might have notice that there has been no exact data on the origins of domino. However, one is clear enough, it has existed so long ago that documentation of which is scarce. Although domino tiles are clearly of Chinese inheritance, there is a debate over whether the European tile set came from China to Europe in the fourteenth century or was invented independently

Have you seen European dominoes? They are rectangular tiles that are twice as long as they are wide. There is a single tile for each combination of the faces of a pair of dice; the blank suit is the throws of a single die, for a total of twenty-eight tiles in the standard Double six set. Other sets with larger numbers of tiles were invented later, with the double nine and Double twelve sets being the most common extensions.

Where did the word domino come from? The word "domino" is most likely to be derived from the Latin, dominus (i.e., the master of the house). The vocative, domine, became the Scottish and English dominie (i.e., schoolmaster). The dative or ablative, domino, became the French and then the English domino. The word "Domino" is French for a black and white hood worn by Christian priests in winter which is probably where the name of the game derives from. Domino games are played all over the world, but they are most popular in Latin America.

The game domino is very popular in Italy, France, and Britain in the 18th century. France was also producing domino puzzles. The puzzles were of two types. In the first, you were given a pattern and asked to place tiles on it in such a way that the ends matched. In the second type, you were given a pattern and asked to place tiles based on arithmetic properties of the pips, usually totals of lines of tiles and tile halves.

Benefits from playing dominoes.

As any indoor recreation game, playing dominoes provides fun and interaction for the family. At the same time, the game provides learning opportunities to stimulate the mind. It also encourages socializing and important social skills such as learning how to win/lose, teamwork, and other values. These are values which cannot be gained from playing online games which children play on their own.

Dominoes cater not only for the young ones but also for the grown-ups. Domino sets come in different colors, designs, and sizes.

Proper and Acceptable Behavior When Participating In Indoor Recreational Activities.

How do you define indoor recreational activities? It can generally be defined as activities which are undertaken in the comfort of one's home or more specifically indoor and they are to recreate the mind.

There are proper and acceptable behaviors which you should remember when participating in indoor recreational activities.

7. Never boast over a victory or show rude behavior over a defeat. Always show sportsmanship.
8. Minimize talking when at the event venue.
9. Refrain from giving comments on another game that is in progress, it may distract the other players.
10. Do not make it obvious if you make a mistake or you see someone else make a mistake while playing. It might be that your opponent will not notice your mistake if you play quietly.
11. Never blame others for something they did not do or lie about your move in order to save a point.

How to Play Dominoes

The proceeding sections detail the basic rules and regulations in playing dominoes.

1. Shuffling the Dominoes

Before you start a game, the dominoes must be shuffled to make a boneyard. You need to shuffle the tiles all face down moving them in random motion. Make sure that no one knows the location of any given tile.

2. Decide who will make the first move.

You can do it in two ways:

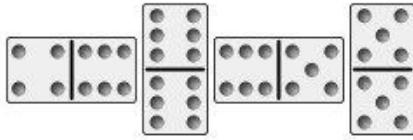
- Each of the players choose a domino at random, with first move going to the player holding the "heavier" domino (these dominoes are returned to the boneyard and reshuffled), or
- The players draw their allotted number of tiles (which varies according to the game being played), and the holder of the "heaviest" domino goes first.

3. Drawing Tiles

Once you begin drawing tiles, they are typically placed on-edge so that you and your opponent can see your own tiles, but none can see the value of other players' tiles. Every player can thus see how many tiles remain in the other players hands at all times during the game.

4. Placing The First Tile

After you and your opponent have drawn dominoes, the first player places the first tile, usually a double-six, on the table. If no one holds the double-six, then the double-five is played, and so on.



5. Playing Subsequent Tiles

You can only put domino tiles to "open ends", i.e., no other tile is connected to it. A double tile is usually placed cross-ways in the layout, straddling the end of the tile that it is connected to. All four sides of a double are open allowing dominoes to be connected in all four directions.

6. Drawing a tile from the boneyard ("draw" games) or you must "pass" if you cannot make a move ("block" games)

As you take turns placing tiles with your opponent, if someone cannot make a move, you can do either two things. In "block" games (or if there are no tiles left in the boneyard), you must "pass" if you cannot make a move. In a "draw" game, you can draw a tile from the boneyard. Depending on the game, you can then either play it (if it fits, and if the rules allow), pass (if he cannot play the drawn tile), or continue drawing until you can make a move or the boneyard is empty.

Currently, most rules allow the boneyard to be emptied completely. However, some rules do not allow the last two tiles in the boneyard to be removed, and at the end of a game, the winner receives the value of the tiles in the boneyard.

7. Ending A Game

The game ends when you have played all your tiles, or when a game is blocked. When you play your last tile, tradition requires you to say "domino"! (when this happens, the other players are said to have been dominoed. A game is blocked when no player is able to add another tile to the layout.

When playing a multi-round game, domino games are typically scored by awarding the number of pips on opposing player's tiles to the winner. Doubles may be counted as one or two (if one, a 6-6 counts as 6; if two, a 6-6 counts as 12), and double-blank may either count as 0 or 14. (These rule variations must be agreed upon before the game begins!) The player who reaches the target score (100, 200, or whatever is agreed on among the players), or the player who amasses the most points in a given number of rounds wins the game.

Domino Game Tips

Here are some useful tips in playing domino. These are tips which can give you advantage over other players who aren't using any real strategy at all.

- **Set down doubles early.** Do not get stuck with doubles. Lay them down early in the game or whenever you have the opportunity.
- **Set down your heavier tiles early.** Play your heavier tiles early in the game so you won't be caught with a high score of points for your opponent.
- **Hold on to a variety of suits.** Try to keep as many different suits as you can in your hand as long as you can. This will give you a range of options when it comes to the tiles you can set down and prevent you from being unable to make a play at all and having to pass on your play.
- **Note your opponents weak suits.** Take note of the tiles your opponent doesn't have. This will allow you to block them later in the game.
- **Work out your opponent's hand.** Study the layout of already played tiles and the tiles in your own hand to guess what your opponents are holding in their hands. You'll soon learn which tiles in your own hand to play to block your opponents.
- **Always be aware of the board count.** This is the total of all open ends on the layout. In games like Fives, players score points when the board count is a multiple of five.
- **Evaluate the tiles in your hand and how they can change the board count.** Determine the difference between suit values on either end of a tile so you quickly know how they will change the board count. For example, 5 and 3 on each end will change the board count by 2. Connecting the lower end to the open ends of the layout will raise the board count, while connecting the higher suit will lower the board count.
- **Use blocking strategies near the end of a point game,** when the opportunities for scoring points diminish.
- **Control and manipulate the board count.** Push the board count up when you can set down scoring tiles, and down when you can't. Knowing the suits your opponent does and doesn't hold will help you alter the board count accordingly, allowing you to prevent opponents from setting down scoring tiles.

Be aware when you use blocking strategy too early in the game, it could backfire on you especially when your opponent must draw tiles from the boneyard. They can draw tiles that can work against you, and not increase your score at the end of a round.

SUMMARY/ SYNTHESIS/GENERALIZATION

Domino mimics family situations wherein the pieces are interconnected and need to match each other. Like the family, the members of the family have a bond that connects them. Each member needs to be in consonance with each other so that harmony among them will be achieved.

This module focuses on activities that facilitated the development of the required skills in playing domino. It has helped your students understand the basic ideas and concepts behind the game. After performing the required activities in this module, it is expected that your students are already equipped with the knowledge on the basics of domino and the family values the game wants to promote.

Part 1 deals in a short recall on your students' prior knowledge about domino. It has activities which strengthened your students' knowledge about the game such as asking them to enumerate what they already know and what they want to know about domino. The module also acquaints your students with the basic rules and regulations of the game. The module also comes with a downloadable video clip which will surely help your students to better understand the rules and regulations of the game.

Part II focuses on activities that assesses your students' skills and understanding of the game domino. They are tasked to solve domino puzzles as well as make their own domino set. Moreover, they are given the opportunity to play online domino to enhance their skills in playing the game.

Part III provides you with activities to make you reflect and think deeper on the value of domino as a game.

Finally, in Part IV, the students are made to transfer what they have learned in this module through a product or performance. They are given the chance to apply what they have learned theoretically and practically in this module. They are made to compete in mini-domino tournaments.

The last part of this module is a background of the game which you can use in your teaching-learning process.

Your students have learned a lot after going through the module. It is hoped that they have also gained the family values embodied here.

GLOSSARY OF TERMS

- Bar** - refers to the middle line dividing the two squares of a domino tile.
- Blocked game** - occurs when neither player can play.
- Bones** - also known as the domino tiles.
- Bone yard** - refers to the stock of domino pieces.
- Dominos** - refers to the collective gaming pieces making up a domino set (sometimes called a deck or pack) or to the subcategory of tile games played with domino pieces.
- Dots** - refers to the spots of a bone.
- Draw game** - Players are additionally allowed to draw as many tiles as desired from the stock before playing a tile, and they are not allowed to pass before the stock is (nearly) empty. The score of a game is the number of pips in the losing player's hand plus the number of pips in the stock.

Sources:

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