



SOLOMON ISLANDS
GOVERNMENT

EARLY CHILDHOOD EDUCATION HOME LEARNING

PARENTS GUIDE CARDS FOR CHILDRENS LEARNING

MINISTRY OF EDUCATION HUMAN RESOURCE DEVELOPMENT

SUPPORTED BY SAVE THE CHILDREN, SOLOMON ISLAND



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Introduction

Children Learn through Play



Children learn from the environment they are in. Indoor and outdoor spaces are important parts of the early childhood curriculum. They support learning and growth. Create different learning areas to provide opportunities for children to play without parents directly teaching them. This encourages independence and promotes creativity, giving children the chance to try new ideas.

This Manual is designed for parents to work with their children when they are at home, or in the community.

How to use this Home Learning Booklet

This home learning package is a guide to all ECE parents to plan learning activities and create a Play Rich environment for your children to play at home. This booklet is divided into two parts:

Part 1: Setting learning play areas both indoor and outdoor:

<ol style="list-style-type: none"> 1. Art learning corner 2. Book learning corner 3. Dramatic Learning Corner 4. Outdoor learning space 	<ol style="list-style-type: none"> 1. Music learning corner 2. Block learning corner 3. Sand and water play outdoor 4. Science learning corner 	<p>Learning corners (space) for children’s play indoor and outdoor:</p> <ul style="list-style-type: none"> • Recognizes the need to proceed a child’s learning at own pace and level of ability. • Recognizes the child’s need and rights to proceed without adults’ intervention or criticism. • Recognizes that success must be seen in relation to that child and not in comparison to other children.
<p>Play is learning and children love to play and homes are encouraged to build and provide for this learning space</p>		<p>It is recognizes that it is most rewarding for a child to find out and discover things for themselves</p>

AS ADULTS WE LOOK, LISTEN, TALK, PRAISE, and SUGGEST. IF NECESSARY WE CAN REDIRECT.

Play with children, ask questions about their play and provide learning activities through play.

Part 2 Parents cards suggested simple basic activities in developing early literacy and numeracy skills. Choose topics you can prepare to teach and play with the child each day.

PARENTS CARD

Setting learning play areas, Indoor and Outdoor

Guides for Setting your Childs Home Learning Area

1. Setting Home space for learning depends on the size of space you have.
2. Set up a learning corner each week and change after 3 weeks.
3. Provide good storage for your child's resources and keep it clean.
4. Check children's interest in the learning areas and change resources to avoid boredom
5. Learning areas to be safe and comfortable
6. Resources, equipment used for both indoor and outdoor play must be safe and well maintained
7. Collect, make and buy if you can, resources/ material/ props in different sizes, shapes and colors.

NOTE: Play with your child: ask, discuss and guide in their play.

Children learn from whatever environment they are in.

If you cannot provide play materials for these areas, try to provide what you can.



PARENTS CARD

Setting ART and MUSIC Learning Corners

ART LEARNING CORNER	MUSIC AND MOVEMENT LEARNING CORNER
<p>Working with art materials allow young children to be creative in their experiments with color, shape and texture</p> <p>Art promotes creativity and is fun.</p> <p>It helps develop physical skills: eye hand coordination and control over small muscle movement</p> <p>Children feeling of accomplishment in their art work build their self-esteem.</p>	<p>Children get a lot of enjoyment from singing, dancing and movement activities.</p> <p>Through music children express their feelings in a creative and freeway. Music helps children to develop:</p> <ul style="list-style-type: none"> • A sense of rhythm and melody • Listening skills and movement • Language skills through songs • Social skills through group singing and dancing
<p>Materials to collect for art</p> <p>Something to paint on: paper, cardboard, leaves, stones etc.</p> <p>Something to paint with: brushes, paints</p> <p>Something to draw on: paper, cardboard, leaves etc.</p> <p>Something that hold things together:glue,paste,string</p> <p>Something that cuts: scissors</p> <p>Something to model: clay, play dough</p> <p>Something to clean up with: cloths,broom,water,containers etc.</p>	<p>Materials to collect</p> <p>New songs , poems and rhymes, custom dance and songs</p> <p>Flutes and whistles-thin bamboo fasten together</p> <p>Shakers and rattles- string seeds, bottle tops,</p> <p>Drums – half coconut shell and cover with fabric, traditional drum</p> <p>Movement activities with the music is fun builds concentration and language skills.</p> <p>Tape or CD player, tape recorder, radio</p>
 <p>A photograph showing two young children sitting on a patterned floor, engaged in an art activity. They are surrounded by various art supplies like paint containers and brushes. One child is actively painting on a piece of paper, while the other looks on.</p>	  <p>Two photographs illustrating music and movement learning. The left photo shows a table with several homemade musical instruments, including shakers made from plastic bottles and rattles. The right photo shows a young child standing and playing a shaker made from a plastic bottle.</p>

PARENTS CARD

Setting BOOKS and BLOCKS learning Corners

BOOK LEARNING CORNER

Contributes to children’s learning and enjoyment

Promote early literacy skills

Help to foster the love of books and learning

Builds imagination and creative thinking

A space where adults read and tell stories to children

Materials to Collect

Board books picture books story books Alphabet books

Letter cards,newspaper,good magazines, counting books

Word/flash cards, rhyming/poetry books

BLOCK LEARNING CORNER

Blocks help children learn to take turns and share materials, develop new friendships, increase attention span, cooperate with others, and develop self-esteem.

Materials to collect

Something to build with: wooden, hollow, cardboard blocks.

Legos



PARENTS CARD

Setting DRAMATIC and SAND/WATER learning Corner

<p style="text-align: center;">Dramatic LEARNING AREA</p>	<p style="text-align: center;">Sand and water LEARNING CORNER</p>
<p>To act life experiences and feelings</p>	<p>Learn basic math's concept: by filling, emptying and measuring sized containers, learn cause and effect by combining water and sand</p> <p>Motor control in pouring water,sifting,shoveling sand,</p> <p>Develop social skills by waiting turns, allowing others to do the work</p> <p>Help creative learning experiences</p> <p>Set in a safe area, cover the sand from animals after use.</p>
<p>Materials to Collect</p> <p>Old but clean shirt,dresses,adult size shoes,hats,grass skirts</p> <p>Old newspaper, comb, necklaces, dolls, house corner, shop corner, market corner, restaurant, post office and so forth.</p> <p>Eg SHOP: empty juice, soap, food boxes, empty rice bags, cut paper money, flat shells as coins and so forth.</p>	<p>Materials to collect</p> <p>Water area, bucket, basin</p> <p>Sand area, outside form a square with timber and fill with sand</p> <p>Containers, bottle tops,shells,coconut shells,</p> <p>Measuring cups, funnels</p>
	

PARENTS CARD

OUTDOOR LEARNING AREA

Children will enjoy playing freely outdoors.
Children throw and chase balls
Walking, running , jumping,crawling,pushing and pulling
Playing with sand and water
Healthy development for children
Note: adult supervise outdoor play

SCIENCE LEARNING CORNER

Science is everywhere

Allow children to explore,experiment,question and discover
They help your children **develop questions, problem solve and find answers.**
Observe ,watch and have fun
Allow them to ask questions, make predictions, observe, test, and then communicate their findings, they are developing critical science skills.

Materials to Collect

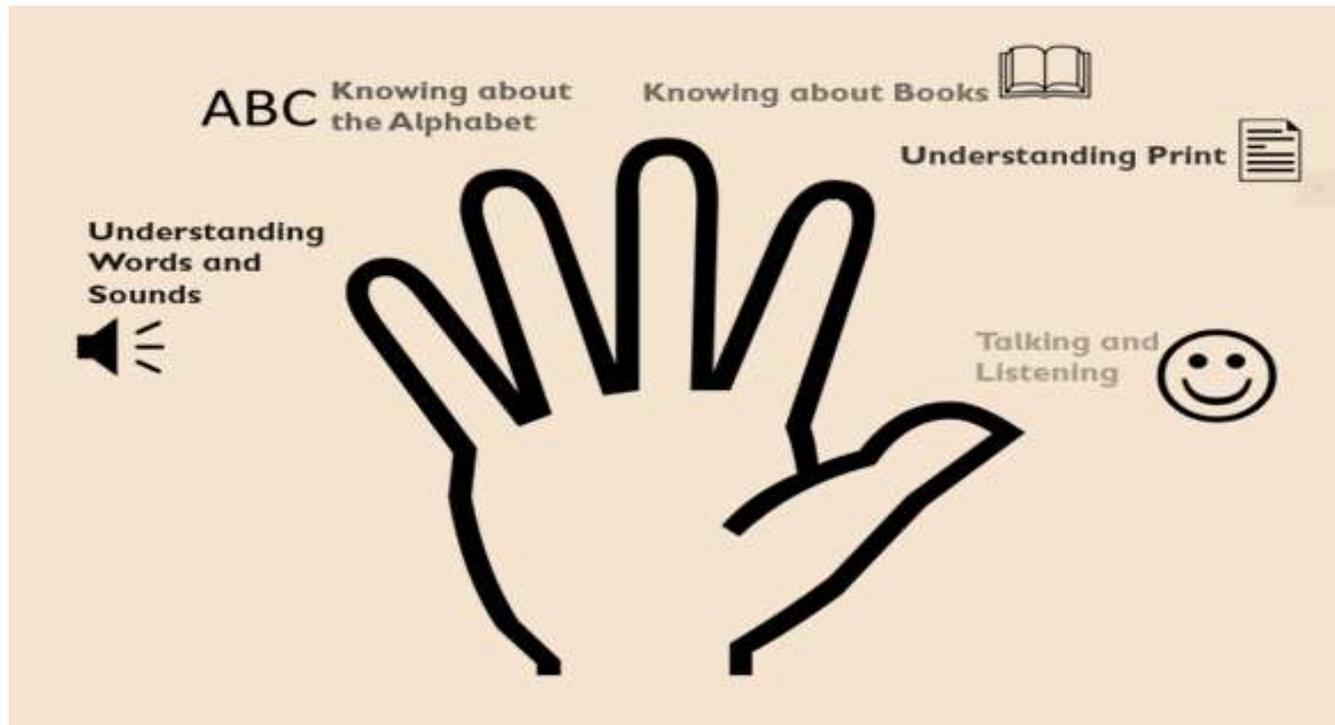
Empty boxes of different sizes, swings using rope and old tyres, slides, tree trunks for stepping, sand/water, stilts made of coconut, bamboo hoops. Stick maze, ropes for play and so forth

Materials to collect

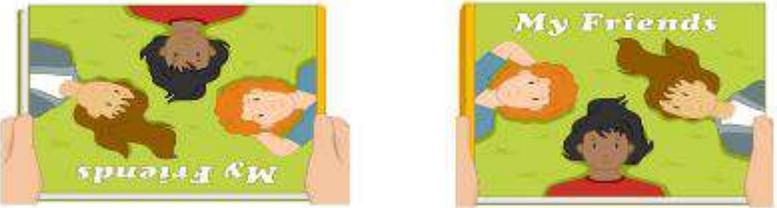
Natural materials: stones, rocks, food, leaves,all resources that are safe for play and touch. Flowers, leaves, shells, rocks, cones , bird nests, feathers , bones, wood, twigs, branches, drift wood



LITERACY LEARNING ACTIVITIES



Literacy Skills in details

<p>Talking and Listening</p>	<p>Children’s ability to understand and use language through listening , speaking and learning new words</p>	<p style="text-align: center;">My book Your book</p> <p>Our Book</p>
<p>Understanding words and Sounds</p>	<p>Children’s ability to tell the difference and use sounds of language to understand letters (are combine to make new words.</p>	
<p>Alphabet knowledge</p>	<p>Children’s ability to begin identify the names and shapes of letters of their own names , families and letters of the alphabet</p>	
<p>Understanding Print</p>	<p>Children to understand print, symbols: words, letters, pictures and printed text and how they relate to meanings</p>	
<p>Knowing about books</p>	<p>Children’s understanding of what a book is and how it is to be used and read(i.e. beginning reading)</p>	<p>What is the title of the book?</p> 

Parent Cards

Literacy skills – talking and listening – Daily routine

Cooking meals



Washing clothes



Working in the garden



Fishing



Selling food at the market



Collecting drinking water

Collective firewood

Sweeping

Baking cakes or bread

Parent Guide Card

Literacy Skills – **Talking and listening**. Choose to do each game a day

Game 1	Game 2	Game 3
<p>Mama says</p> <p>Instructions:</p> <ol style="list-style-type: none"> 1. Say: I am Mama. I will give you instructions. If I don't start by saying 'Mama Says' don't do as I say. If you make a mistake and do it even though I don't say 'Mama says' that's OK. Try again next time! <ol style="list-style-type: none"> a. Say: "Mama says touch your head." b. Say: "Mama says open your mouth." c. Say: "Close your eyes." If anyone closes their eyes tell them "I didn't say Mama says!" d. Say: "Mama says show me three fingers?" e. Say: "Touch your nose." If anyone touches their nose tell them "I didn't say Mama says!" 	<p>Making Stories Together</p> <p>Instructions:</p>  <ol style="list-style-type: none"> 1. Say out loud: We are going to make up a story. I will start and then you will help me continue it. <ol style="list-style-type: none"> a. Say: "Once upon a time there were 2 brown birds finding food and their names were (XX)" b. Say: "what do you think happened next?" c. Invite your child to continue the story with a sentence to two. d. Then say "What do you think happened next?" e. Invite your child to continue the story. 	<p>Remind me!</p> <p>Instructions:</p> <ol style="list-style-type: none"> 1. Say out loud: I need help remembering the types of things that are at the market. Can you help me?  2. Say: What are some things that are sold at the market? <ol style="list-style-type: none"> a. Do they sell bananas at the market? b. Do they sell mangoes at the market? c. What else do they sell? d. The child will say things that are sold at the market. e. Can you think of other things that they sell? f. Say: Thank you! Now I remember lots of things that are sold at the market!

PARENTS Guide Card

Literacy Skills: Understanding words and Sounds

Activity 1	Activity 2
<p>Weekly Theme: All about Me Lesson: Sounds around Me</p> <p>Activity: Sounds in the environment</p> <p>Learning Objectives: For children to identify sounds/ words</p> <p>Materials: Paper ,Crayons/pencil, Letter cards</p> <p>Procedure:</p> <p>Parents make the sound and children will show the letter.</p> <p>“this letter P makes the /pop/ sound”: pig</p> <p>This new truck - r r r r r r r r r</p> <p>The ambulance -</p> <p>Waves</p> <p>The dogs bark at night</p> <p>The ship horns</p> <p>The children singing</p> <p>The kettle bumble</p> <p>My mother cooking</p> <p>The hen lay eggs</p>	<p>Weekly Theme: All about Me Lesson: Knowing the letters sounds in my name</p> <p>Activity: Sounding letters and reading familiar words.</p> <p>Learning Objectives: To understand the relationship between letters and the corresponding sounds in words Development of self-awareness, and -identity</p> <p>Materials: letter cards, and three letter words JOG , JOB JAM JIG</p> <p>Procedure:</p> <p>Introduce the first letter of the child’s name.eg J for John</p> <p>Sound the letter J O H N</p> <p>Give paper and crayon to write the letter J (early experience)</p> <p>Do the same with the other letters - JOHN</p> <p>Use mud or play dough to mold and form John’s name (can repeat with other letters)</p> <p>Read the story from the book, read a word, uppercase letter, lowercase letter and the sentence (Story will have the letter of the child’s name.)</p> <div data-bbox="1070 943 2094 1343" style="border: 1px solid black; padding: 10px; text-align: center;"> <p>Pat and the Fat Cat</p>  <p>Pat has a pet. Her pet is a fat cat. The fat cat catches rats.</p> </div>

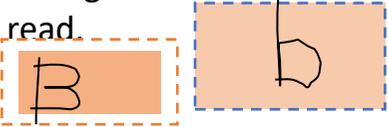
Parent Guide Card

Literacy skills– Learning Letters together. Choose a game each day

Game 1	Game 2	Game 3
<p>Letters in your child’s name</p> <p>You will need:</p> <ul style="list-style-type: none"> - White card board (use A4 card and cut in half) - Small pieces of cardboard - Coloured markers <p>Instructions:</p> <ol style="list-style-type: none"> 1. Take one piece of white cardboard. 2. Write your child’s name on the cardboard with upper case for the first letter and then the rest lower case. 3. Now, count the letters in your child’s name and take as many small pieces of paper as there are letters in the name. 4. Write your child’s name again, by writing each letter on one of the pieces of paper. 5. Mix up the letters on the small cards. 6. Ask your child to match them to the letters on the cardboard to spell their name 	<p>Searching for Letters</p> <p>You will need:</p> <ul style="list-style-type: none"> - Child’s name card - Storybook or box of food  <p>Instructions:</p> <ol style="list-style-type: none"> 1. Say: Let’s try searching for letters together!” 2. Take the storybook and show your child 3. Take one of the letters from your child’s name and ask your child to look in the book and see if they can find a letter that looks the same as that letter. 4. Say: Can you show me what you found? 5. Take another letter and repeat the activity. 	<p>Disappearing Letters</p> <p>You will need:</p> <ul style="list-style-type: none"> - Child’s name card - A stick <p>Instructions:</p> <ol style="list-style-type: none"> 1. Do this activity outside 2. First write the first letter of your child’s name in the sand. 3. Say: “How can you make the letter disappear? Can you take your hand and wipe it away? Where did that letter go? Let me write it again!” 4. You can keep writing the same letter and have your child wipe it away, or write different letters. You can also let your child do the writing and you can make the letter disappear. 

Parent Guide Card

Literacy skills– Alphabet knowledge.

Activity 1	Activity 2
<p>Weekly Theme: My Island Lesson: Names of Islands</p> <p>Activity: Naming own Island Sound letter and Write the name of own Islands</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> • To know and appreciate their own Islands • To learn letters and name of own Island <p>Materials: Paper ,Crayons/pencils/paint, pictures of own Island, letter Cards</p> <p>Procedure:</p> <p>The child will draw their Islands. Help the child to write their names. Sound the letters. Only teach the two names of familiar Islands at this time Letter formation – use mud or play dough Put alphabet cards in a box and allow the child to look for letters of own Island and so forth Introduce the letters of new Islands and why you like it Upper and lower case letter matching. Letter names of own Islands to put together and read. Play letter Bingo – make cards</p> 	<p>Weekly Theme: My Island Lesson: Animals on this Island</p> <p>Activity: Animals letter name</p> <p>Learning Objectives: To appreciate animals living on the Island and their usefulness Awareness of different animals and their names</p> <p>Materials: Drawing paper, crayons, felt-tip markers, animals pictures, letter cards</p> <p>Procedure:</p> <p>Read, read and read some more! Read rhyming books and picture book Read story books about animal Caring for animals - Teach animal names and play the animal game</p> <ul style="list-style-type: none"> - Run like a dog - Jump like a frog - Crawl like a snake etc. <p>Find animal names in the box and read the letter names Give flash cards to the child and talk about the animal and letters in the name – even sound it.</p>

Parent Cards

Literacy Skills— Knowing about Books and Print. Choose each game a day

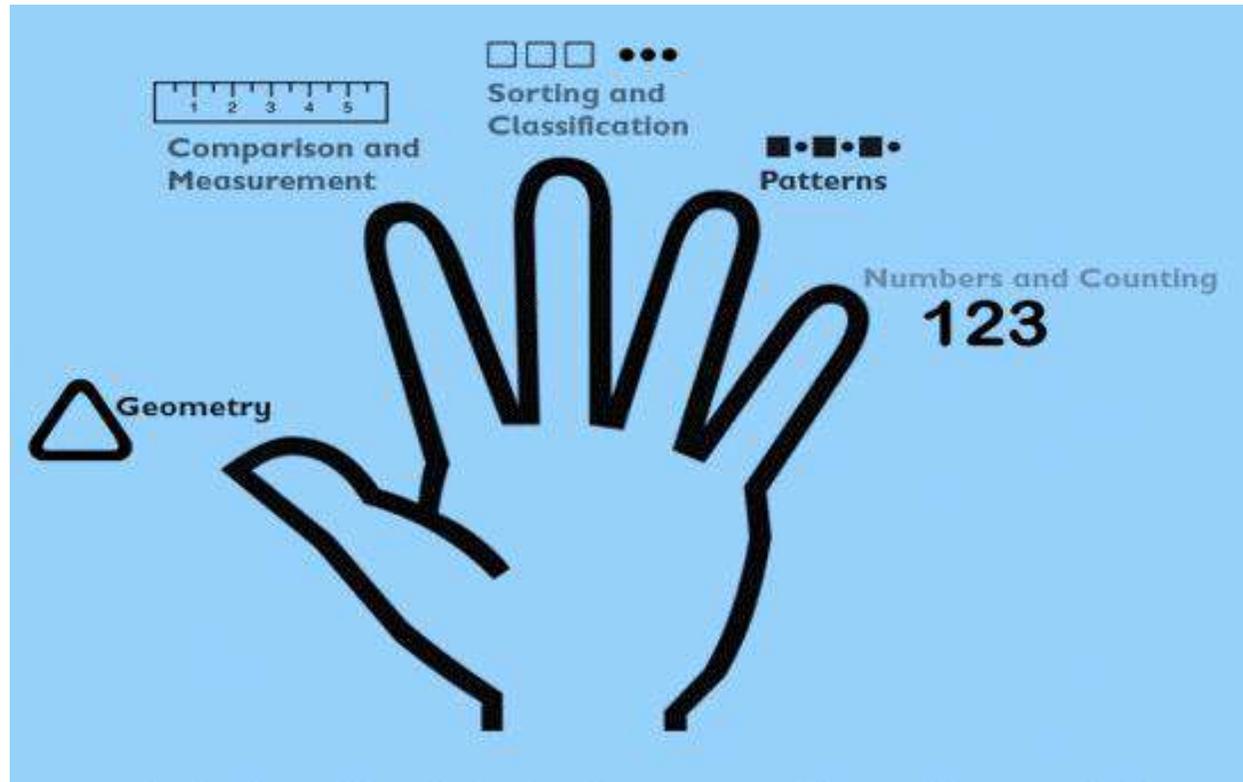
Game 1	Game 2	Game 3
<p>Making a Print Box</p> <p>You will need:</p> <ul style="list-style-type: none"> - A cardboard box or basket - Printed material (newspaper, labels, advertisements, magazines)   <p>Instructions:</p> <ol style="list-style-type: none"> 1. Take one piece of printed material. 2. Tear or cut out images, words or letters 3. Put it into the print box 4. Make a sign for the print box 	<p>Show me the book</p> <p>You will need:</p> <ul style="list-style-type: none"> - A book  <p>Instructions:</p> <ol style="list-style-type: none"> 1. Ask these questions <ol style="list-style-type: none"> a. Can you show me where the outside of the book is? b. Can you show me how to turn the pages of the book? c. Can you show me the picture in the book? d. Can you find a picture of a boy in the book? e. Can you show me a picture of a tree in the book? 	<p>Tell me the Story</p> <p>You will need:</p> <ul style="list-style-type: none"> - A book that you have read to your child before  <p>Instructions:</p> <ol style="list-style-type: none"> 1. Say to your child <ol style="list-style-type: none"> a. Can you remember the story and tell it to me just by looking at the pictures? 2. Say to your child <ol style="list-style-type: none"> a. What is happening in this picture? b. Can you remember what happened next? Let's look at the next picture. c. What happened next? Turn to the next page and repeat until the end of the book.

PARENTS CARD

Literacy Skills: Understanding Books and Prints: Promoting print awareness.

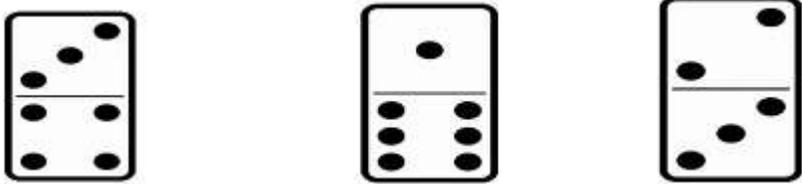
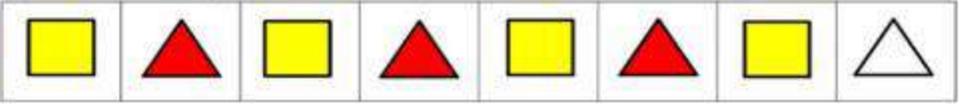
Activity 1	Activity 2
<p>Weekly Theme: All about me Lesson: I love books</p> <p>Activity : Inside my Book</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> • To identify the differences between letters and words • To know words ,sentences, lower and upper case letters <p>Materials: letter cards, word cards, sentence cards</p> <p>Procedure:</p> <p>Take a big book to show. Ask: What is inside my book ?</p> <p>a letter: a , c, e, z, w , q , u</p> <p>a word : my , big, a , is , boy , Jack</p> <p>The first word of a sentence</p> <p>The last word of a sentence</p> <p>The capital letter</p> <p>Lower case letter</p> <p>Tell the child - Print is what we read</p> <p>We read from left to right</p> <p>We read from top to bottom</p> <p>There is difference between words and letters</p> <p>The child choose his /her favourite book to read and learn from.</p>	<p>Weekly Theme: All about me Lesson: Words in my big Book</p> <p>Activity: Play with two letter word</p> <p>Learning Objectives:</p> <p>To search two letter word in books and newspaper</p> <p>Read two letter words: at,me,at, do, he,on,we, in ,an,so,am,it,of, to ,us,up,go by, be</p> <p>Materials: old newspaper, pencil, word cards</p> <p>Procedure:</p> <p>Read to children using bog books – easy to read</p> <p>Draw children’s attention to words and letters</p> <p>Label your homes: Kitchen, door, mat, table and so forth</p> <p>Give children to circle all two letter words in the magazine or newspaper</p> <p>Repeat with three letter words if children are not finding the activity difficulty</p> <p>Play with print: read a short sentence using the two letter word and ask the child to do. Hold up the letter word and the child follow the instruction eg in. Put the book <u>in</u> the box.</p>

INTRODUCING NUMERACY LEARNING ACTIVITIES



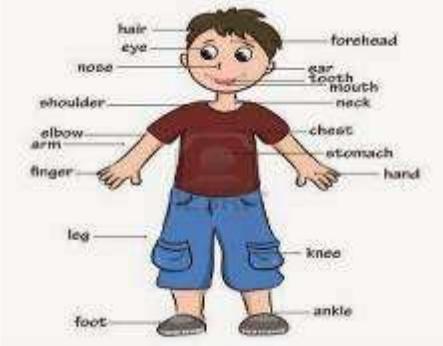
Parent Cards

Numeracy Skills in details

<p>NUMBERS AND COUNTING</p>	<p>This knowledge area refers to a child's ability to understand the concept of numbers and counting, order, ways of representing numbers, 1-to-1 correspondence, and quantity</p>	
<p>Pattern</p>	<p>This knowledge area refers to a child's ability to recognise, duplicate and create simple patterns (things that repeat)</p>	<p>1) Shade the shape to finish the pattern.</p> 
<p>Sorting and Classification</p>	<p>This knowledge area refers to a child's ability to tell between alike and different objects and to organise /sort objects according to their properties (size, colour, shape, texture, etc.).</p>	
<p>Comparison and Measurement</p>	<p>This knowledge area refers to a child's ability to describe and compare measurable attributes: time, length, weight and size using estimation as well as non-standard measures (such as hands, feet, leaves, stick etc.)</p>	
<p>Geometry</p>	<p>This knowledge area refers to a child's sense of space and position (under, over, beside, between, outside, next to) and child's understanding of basic geometric shapes</p>	

Parent Cards

Numeracy skills – Let’s Count. Choose each game a day

Game 1	Game 2	Game 3
<p data-bbox="188 352 517 379">Let’s Count our Body Parts</p>  <p data-bbox="188 810 344 837">Instructions:</p> <ol data-bbox="188 847 779 1305" style="list-style-type: none"> 1. Say out loud - Let’s count out body parts! <ol style="list-style-type: none"> a. Say: “How many noses do you have? Show me!” b. Say: “How many eyes do you have? Show me!” c. Say: “How many legs do you have? Count them!” d. Say: “How many ears do you have? Let’s count them!” e. Say: “Now can you show me 5 fingers?” f. Say: “Ok. Let’s try showing me 7 fingers?” g. Say: “How many noses are in this room?” 	<p data-bbox="806 352 1059 379">Clap, Jump, and Hop</p> <p data-bbox="806 389 965 416">Instructions:</p> <ol data-bbox="806 426 1397 810" style="list-style-type: none"> 1. Say out loud – Let’s play ‘Clap, Jump, and Hop.’ <ol style="list-style-type: none"> a. Say: Let’s clap 1 time. b. Say: Now clap 2 times. c. Say: Now jump 3 times. d. Say: Hop 5 times. e. Say: Now clap once, and then jump twice f. Say: “Now clap twice, then jump twice and then hop twice.” g. Say: “Now hop then clap then hop then clap.” 	<p data-bbox="1426 352 1711 379">My Bag of Rocks/Sticks</p>  <p data-bbox="1426 719 1583 746">Instructions:</p> <ol data-bbox="1426 756 2018 1321" style="list-style-type: none"> 1. Say out loud - We are going to go on a ‘treasure hunt’ and collect ten rocks (or sticks or any other object that will be easy to gather). 2. Take the child/children outside 3. Help them collect 10 rocks (or sticks or any other object that will be easy to gather). 4. Bring them back inside. 5. Say: Can you make a long line with your rocks and count them from 1 to 10. <ol style="list-style-type: none"> i. Say: Now, make your rocks into one big and one smaller pile. ii. Now make your rocks into equal piles iii. Now, give two rocks to your neighbour? iv. Make 5 groups of 2 rocks.

PARENTS CARD

Numeracy Skills: Numbers and Counting

Activity 1	Activity 2
<p>Weekly Theme: All about Me</p> <p>Rhyme with actions: Me!</p> <p>I have 10 little fingers and 10 little toes <i>hold up ten fingers</i></p> <p>Two little arms and one little nose <i>raise arms and then point to nose</i></p> <p>One little mouth and two little ears <i>point to mouth and ears</i></p> <p>Two little eyes for smiles and tears <i>everyone smile</i></p> <p>One little head and two little feet <i>shake head and feet</i></p> <p>One little chin; that's ME, complete! <i>Hold up arms</i></p> <p>1 2 buckle my shoe 3 4 knock at the door</p> <p>5 6 pickup stick 7 8 lay them straight</p> <p>9 10 A big fat hen</p>	<p>Weekly Theme: All about Me Lesson: My Family</p> <p>Activity: Family pictures</p> <p>Learning Objectives:</p> <ul style="list-style-type: none">• Developing fine motor skills and artistic expression• Exploring family relationships by knowing how many in the family <p>Materials: Paper, Crayons/pencils/paints</p> <p>Procedure</p> <p>Facilitate a group discussion with the children about their family. Ask the children to tell you who is in their family , what makes a family and how many people in the family</p> <p>Ask each child to draw a picture of their family.</p> <p>After each child has finished, write their name on the picture and write the names of each family member/ a brief description on the picture.</p> <p>My family 6 people Aunty Mary</p> <p>Each child is able to name and identify their family members through the picture activity and discussion.</p>

PARENTS CARD

Numeracy Skills: Pattern

Activity 1	Activity 2
<p>Weekly Theme: SHAPES Lesson: making Patterns</p> <p>Activity: Tracing and cutting, painting and coloring to make pattern</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> • Use cut out shapes to make patterns • To develop fine motor skills <p>Materials: Different sized shapes, flat card boards, small boxes, scissors, plastic containers, paper / fabric scraps, glue, tape, crayons, markers, color</p> <p>Procedure:</p> <p>Talk to the children to trace and cut shapes .Tell children about the type of patterns in the homes. Provide encouragement and support. Make patterns from cut off shapes</p> <div data-bbox="210 877 1220 1212">  <p data-bbox="840 877 1220 901">Activity 1: Connecting Shapes /patterns</p> <ol data-bbox="840 917 1220 1085" style="list-style-type: none"> 1) Make triangle with sticks to make patterns 2) Make square with sticks/patterns 3) Make 2 rectangle with sticks/patterns 4) Make diamond with sticks 5) Make many shapes as you can from sticks </div>	<p>Weekly Theme: SHAPES Lesson: Making Patterns</p> <p>Activity:</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> • Develop problem-solving, observation and prediction skills • To develop creative thinking and numeracy skills <p>Materials: Recycled materials ,different objects, toilet rolls, small boxes, different size block, plastic containers, paper / fabric scraps, glue, tape, crayons, markers, something to mould</p> <p>Procedure:</p> <p>Make patterns with toys, beads, stones / shells</p> <p>Make sound patterns with rhythm instrument, clapping, jumping and so forth</p> <p>Make patterns by drawing on the ground.</p> <p>Use small blocks to teach pattern : red blue red blue, red red, blue blue, red red</p> <p>Use familiar objects to make pattern : pencil, pen, pen, pencil, pen , pen, pencil</p> <p>Ask the child to draw simple pattern on the paper, sand, mud</p> <p>Talk about patterns in the environment</p> <p>Ask the child to extend patterns that you have started.</p>

Parents Cards

Numeracy Skills: Patterns

Lesson : Making and Discovering Patterns in the environment

Materials: paper, crayons, pencils

Children to give opportunities to make pattern you have started or create one for themselves

Patterns are all around us and let us discover together



Parent Cards

Numeracy Skills – Sorting and Organizing

Game 1	Game 2	Game 3
<p>Let's Sort the Food.</p>	<p>Let's Order the Leaves.</p>	<p>Can you think of something else!</p>
<p>You will need:</p> <ul style="list-style-type: none"> - 3 different ingredients that can be found in the kitchen (at least 5-6 of each kind) e.g. woven bag of beans, peanuts and corn (could also use garlic or small lemons)  <p>Instructions:</p> <ol style="list-style-type: none"> 1. Say: "Tell me what kind of fruits and vegetables do you usually use when you cook?" 2. Please a big kitchen bowl in front of the child 3. Place all the ingredients in the bowl 4. Say: Help me sort these vegetables into piles. Say: How many in each pile? Let's count together. 	<p>You will need:</p> <ul style="list-style-type: none"> - Many leaves from the garden (you can walk together to collect these) - You can also use shells, flowers, seed pods etc.  <p>Instructions:</p> <ol style="list-style-type: none"> 1. Say out loud: We are going to go on a quick walk to find leaves. Find 5-10 different leaves and bring them back to the circle. <ol style="list-style-type: none"> a. Look at your leaves and try to order them by size from smallest to biggest. b. Say: Great job! Now organise them by colour c. Say: Now, try to organise them by shape. 	<p>You will need:</p> <ul style="list-style-type: none"> - Tomato or other circle fruit or vegetable - Corn or beans  <p>Instructions:</p> <ol style="list-style-type: none"> 1. Say: We are going to think of some things that are similar or different from what I tell you. Here is a tomato. <ol style="list-style-type: none"> a. Can you think of something else that is red like a tomato? b. Say: "Great, can you think of something else that is round like a tomato? Anything else? Anything else?" c. Say: Here is a piece of corn/bean. d. Can you think of something else that is small like a bean? e. Say: Can you think of something that is bigger than a corn? f. Can you think of something that is yellow like corn? Anything else?"

PARENTS CARD

Numeracy Skills: Comparison and Measurement

Activity 1	Activity 2
<p>Weekly Theme: All about Me Lesson: My Home</p> <p>Activity: Building My Home</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> • Develop problem-solving, observation and prediction skills • To develop creative thinking and numeracy skills <p>Materials: Recycled materials such as paper tubes, toilet rolls, small boxes, Styrofoam pieces, plastic containers, paper / fabric scraps, glue, tape, crayons, markers</p> <p>Procedure:</p> <p>Talk to the children as a group about homes. Tell children about the type of home that you live in and ask them to tell about theirs. Ask, "Why do people live in homes? Why can't we live outside all of the time like some animals do?" Discuss why some homes are different than others. Help youngsters notice that the weather and available materials affect the way homes are built.</p> <p>Set out the art and trashable materials so children can create their own homes. Some young children might like to work together to make their homes. Others may want to create a home all their own. Give children plenty of time for this activity. Some may want to set it aside and work on it again the next day. Encourage children to bring in unusual materials from home to add to their buildings.</p> <p>Compare the length and heights of different houses in the neighborhood: high , low , wide , same , long , short,</p>	<p>Weekly Theme: All about Me Lesson: My Home</p> <p>Activity: Building My Home</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> • Develop problem-solving, observation and prediction skills • To develop creative thinking and numeracy skills <p>Materials: Recycled materials such as paper tubes, toilet rolls, small boxes, Styrofoam pieces, plastic containers, paper / fabric scraps, glue, tape, crayons, markers</p> <p>Procedure:</p> <p>Create a display of the children's designs. Then help each child explain his or her building. Write a brief description and place each description nearby.</p> <p>Use a large empty box and make it into a special kind of home / shelter. The new building can add to the youngster's "house" play area.</p> <p>Count and measure, compare resources used for building houses, talk about length, height, width, long short, and so forth.</p> <p>Children display an understanding of the meaning of home and are able to describe their own home through discussions with the parents and the activity.</p>

Parent Cards

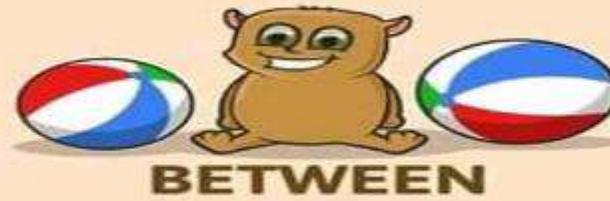
Numeracy skills – Learning about shapes and measurement

Game 1	Game 2	Game 3
<p>Circles, Circles Everywhere</p>	<p>Which is Longer?</p>	<p>Measuring with your feet and hand</p>
<p>You will need:</p> <ul style="list-style-type: none"> - stick  <p>Instructions:</p> <ol style="list-style-type: none"> 1. Play this game outside 2. Draw a circle in the sand or dirt. 3. Say: This is a circle, as you slowly draw it. Then make another one: 'Here is another circle!' Make some bigger and some smaller. 4. Ask your child to draw a circle, too. Help your child if need be. 5. After you do this a few times, you can ask your child to look for things around your home or outdoors that have the same shape. Let your child find these, giving your child hints if she needs them – like 'look up in that tree!' 6. Say: Let your child use his/her imagination to add to the circles – circles can become faces with eyes and nose; or they can become a fruit or the tyres of a bike, or whatever else your child imagines. 	<p>You will need:</p> <ul style="list-style-type: none"> - Sticks – three different sizes <p>Instructions:</p> <ol style="list-style-type: none"> 1. Say: Show me which stick is longer. Which is shorter? How do you know? 2. Show how you can put the sticks next to each other with the ends lined up and compare. 3. Play this game again, this time ask them to arrange from longer to shorter sticks. 2. Play this game with other objects such as rocks and bamboo. 	 <p>Instructions:</p> <ol style="list-style-type: none"> 1. Ask: "How many steps are there from where you are sitting to that tree?" (count the steps together as you go). 2. Say: 'And how many steps to walk from where you are sitting to where I am sitting?' 2. Say: "Let's try with our hands now. How many hands from one end of this stick to the other?"

PARENTS CARD

Numeracy Skills: Geometry

Learn Positions with the child



PARENTS CARD

Numeracy Skills - Geometry

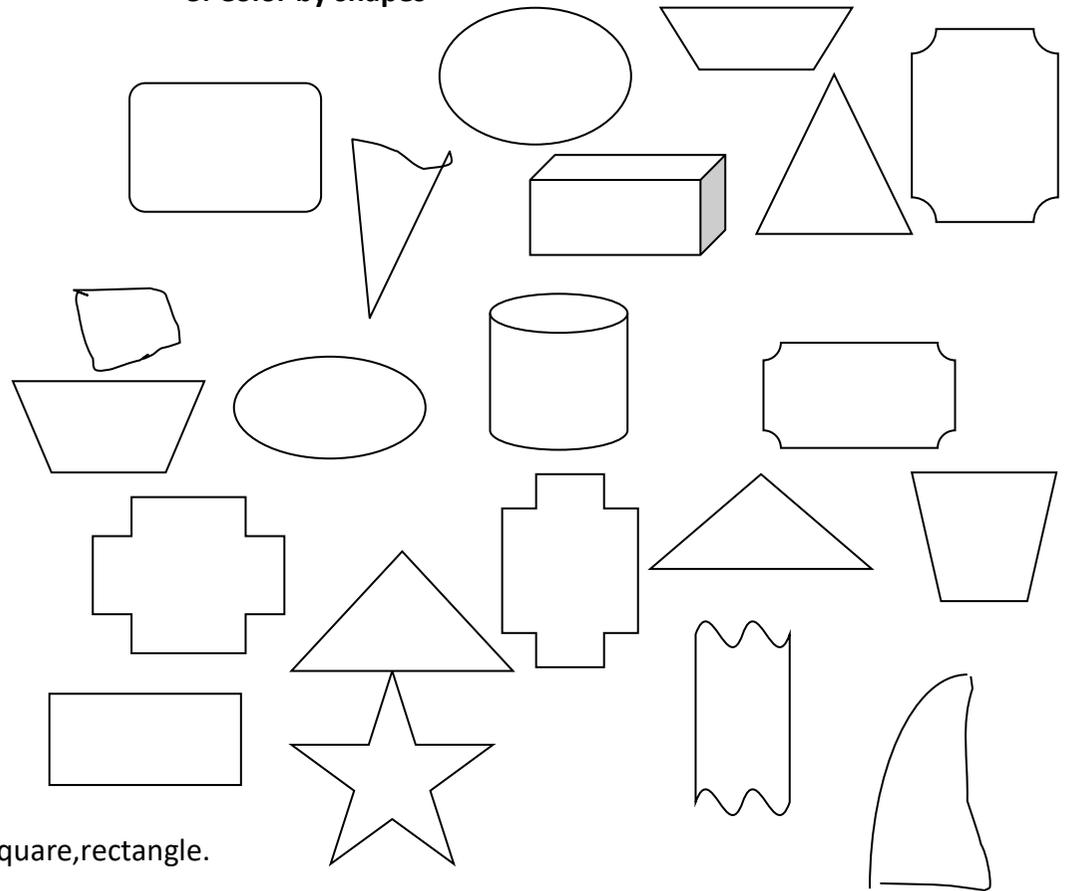
FREE PLAY AND HAVE FUN

1. Draw, Cut and paste three Circles

2. Trace circle



3. Color by shapes



3. Find shapes in picture books/enviroment: circle,triangle,square,rectangle.

4. Provide different materials to children to build, draw and make shapes.