



THE JAMAICA
EARLY CHILDHOOD
CURRICULUM

RESOURCE BOOK

FOR CHILDREN
BIRTH TO FIVE
YEARS OLD



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**The Dudley Grant Memorial Trust in collaboration with the
Ministry of Education and the Early Childhood Commission**

The Jamaica Early Childhood Curriculum Resource Book

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Introduction

The Resource Book has been compiled to assist you, the practitioners and other relevant stakeholders, with your curricular activity plans. It is a supplemental guide that accompanies the Jamaica Early Childhood Curriculum For Children Birth to Five Years Old. One of the considerations that guided the development and design of the curriculum was the need to “emphasize holistic development and integrated curriculum approaches that allow children to express themselves creatively by using all their senses to acquire new knowledge, skills and competencies as well as to engage in independent learning”, (Davies, 2008, Conceptual Framework, p.2). Furthermore, “play is central to curriculum practice, as it allows children to be active learners, interacting with a wide variety of materials and engaging with projects and learning centres in the process. Varied approaches to play and different methods of learning are encouraged...” (p.6). The Resource Book has been developed with these principles in mind. The activities outlined within it are interactive and child-centred and promote the active participation of children.

The Resource Book consists mainly of suggested developmentally appropriate activities for children birth to five years. The activities also take into account the types of resources that might be readily available to practitioners as well as other constraints that might be faced, such as a lack of space or a high practitioner-student ratio. Please note that these activities are suggestions so practitioners, please feel free to modify them to suit the needs of the children. Many of these activities can be used at different times of the day and in various locations, including the outdoor environment. Children must be as involved as possible in these activities. In order to facilitate this, you should allow children to participate in discussions and decision making and activities should be as hands-on as possible. The activities selected should be guided by children’s interests and developmental needs. Children should also be able to choose from a wide range of activities. As the practitioner, you should be engaged and support the children’s problem solving approach with enthusiasm. Many of the activities are items that the children can make as toys or manipulatives. Be sure to allow the children to use these materials during activities and in learning centres.

An anthology of songs, poems, finger plays, pictures of sample materials, a sample unit/weekly and daily activity plan and a detailed index are also included in the Resource Book.

The activities in the section for children birth to 24 months are not theme based and have been

categorized by age to provide developmentally appropriate suggestions. You will note that the section for children two to five year olds has been broken down by both age and theme to provide developmentally appropriate ideas.

Some themes occur in more than one age group, e.g. “Animals” is a theme for both two and three year olds, so feel free to look at other age groups for ideas and modify the activities so that they are developmentally appropriate. Additionally, many of the activity ideas can be modified and used for a number of themes and age groups but the idea may only appear once in the Resource Book, e.g. creating a Venn diagram. While the index with the activity titles will give you an indication of what each activity is about, we encourage you to read through the Resource Book and familiarize yourself with the activities so that you can apply relevant ideas that might be found in other sections.

Section Explanations

The Components of the Activities

Please be sure to read through the entire activity from the beginning to the end in order to better understand it before actually planning to do it with your class. This will help you to know what resources you need and in what quantities, whether you have to modify the activity to suit your classroom and children, what the space requirements are and whether the activity is whole group, small group and/or an independent activity. In many instances the use of “he/she” can become very clumsy when describing the gender of the child, as a result you will observe that ‘he’ and ‘she’ are used interchangeably in the activities.

Title of the Activity

The title of the activity will help you to get an understanding of what the activity entails. For example, “Measure Me” helps the children to learn about height by measuring themselves and their classmates while “Neighbourhood Walk” indicates that they will be taking a walk in their neighbourhood to observe different things. Activity titles are only included in the activities for two to five year olds because many of these activities can be modified and used for other age groups and the titles are an easy way to describe the activity. However, the activities for birth to twenty four months are more explicit activities for each developmental stage. As such, although some of these activities can be modified for another age group, they are general every-day activities for specific age groups that do not need a title as a reference.

What We Need

“What We Need” is the list of materials necessary for carrying out the activity.

Preparation

The “Preparation” comes before “What We Do” in some activities and tells you what you need to do or set up before you begin the activity with the children. This might include setting up a “learning bus” by lining up chairs and putting specific seat markers (i.e. colours, numbers etc.) on each seat or creating picture cards by gluing pictures onto cardboard.

What We Do

“What We Do” is the step-by-step instructions necessary for carrying out the activity.

Variations

Variations are sometimes listed at the end to help you modify or adjust the activity.

Extensions

Extensions are sometimes included to help you make the activity more challenging or extend the activity to include other subject areas and or other days.

What Is Happening?

Some of the activities, especially the science experiments, have explanations of what is happening so that you can answer the children’s questions if they ask or are curious about the process. While this will also help you to better understand what is going on you should not feel that you need to give the children a very technical explanation of the experiments.

Additional Activities

This section includes ideas for role play/dramatic play and “sand and water” play. There are also activity suggestions that can be applied to any theme or that will help children to develop different

skills such as letter and colour recognition and matching and sorting. There are also activities involving music and movement and “games that can be played anywhere.”

Anthology

The Anthology contains songs, poems and finger plays for each theme as well as other important subjects or topics such as days of the week, transitions, colours etc. It is not categorized by age and most of the items can be used for all ages, but be mindful of your children and their developmental needs. For example, longer songs might be more appropriate for five-year-olds and not two-year olds. If themes occur in more than one age group, the related songs, poems and finger plays can be found under a combined title, e.g. “Me/All About Me/Celebrating Me”. Some items can be applied to more than one theme, e.g. songs about the rain can be found in “Weather” and “Water” or you can find items related to plants in the “Flowers” and “Plants” themes. It is recommended, therefore, that you read through the entire anthology in order to find relevant items. Suggested movements are presented in italics to help guide you. This is the same format that is used throughout the book when there are songs associated with certain activities.

Make and Take

The “Make and Take” section includes recipes for materials that you can make for the children such as play dough and paint. It also includes pictures of sample materials that were taken at workshops, in schools and at other events. These are just a few examples of innovative items that you can make and exciting ways to set up learning corners/centres in your Early Childhood Institutions (ECIs).

Other Information

This section consists of a sample unit/weekly plan and a completed daily activity plan that was created from that unit/weekly plan. A list of websites, other resource manuals and relevant organizations are also included.

Index

The index is the alphabetical list of titles for the Anthology items, names of the ‘Make and Take’ items, activity titles for two to five year olds and other information. As previously indicated, many of the activities can be modified and used for different age groups. Similarly, many of the activity

ideas only occur in one theme although the idea can be applied to other themes and age groups, e.g. creating bar charts representing children's preferences or making ice cream. The index, therefore, will help you to quickly find appropriate, modifiable activities in the Resource Book.

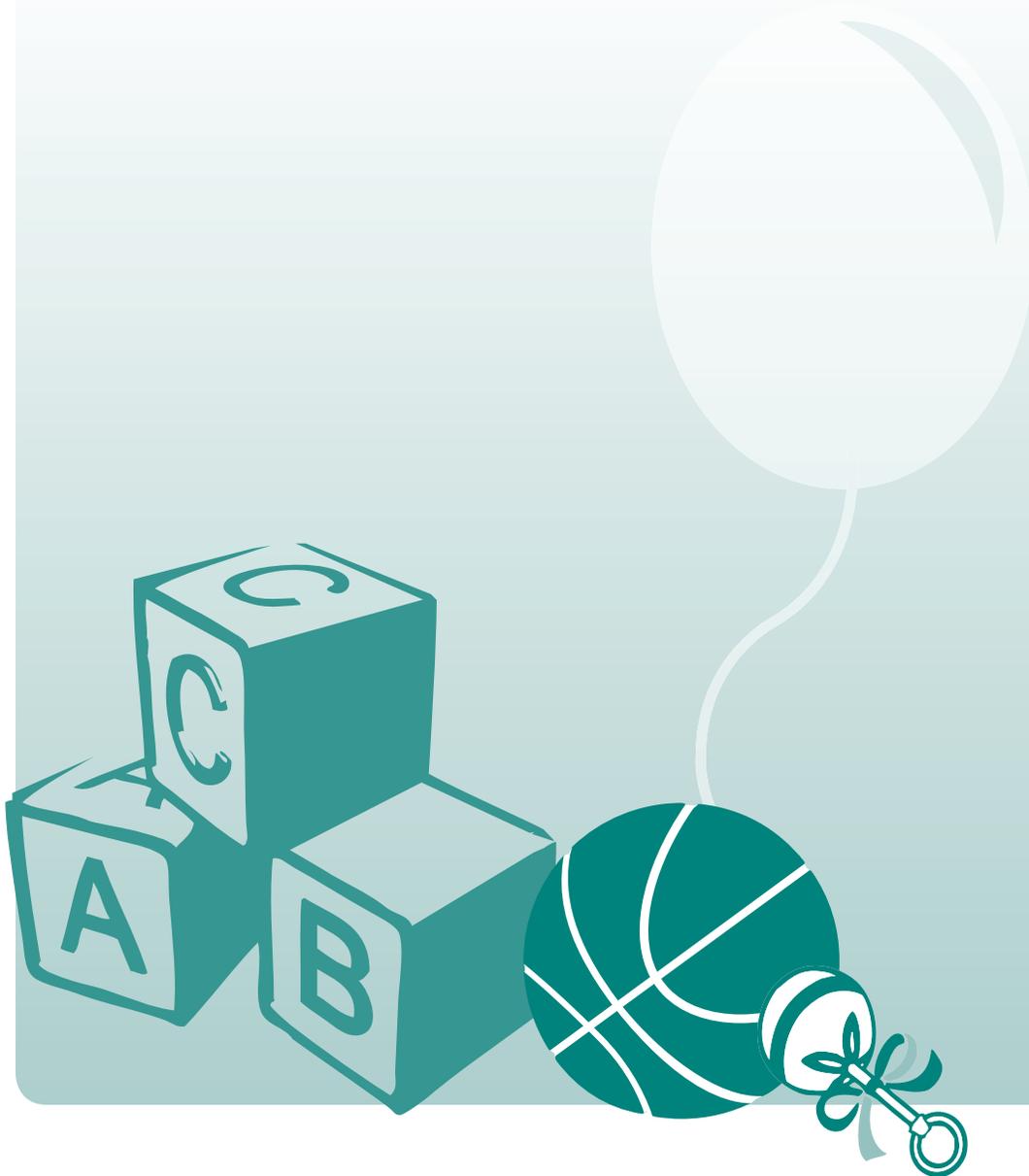
Additionally, the most vital part of the activities is your interactions with the children and their interactions with each other. It is therefore important to make each activity child-centred by facilitating and guiding the children, as well as infusing their experiences with literacy and numeracy concepts. Label and display children's work at their eye level so that they can be proud of and celebrate their accomplishments.

Children learn by doing and exploring, so give them the opportunity to enjoy learning in a number of different ways. Remember, learning doesn't always have to take place through structured activities. For example, children can make animal sounds or name their favourite colour instead of always saying "here" when answering to their names while you are taking attendance. They can also be encouraged to be quiet dinosaurs or move like different animals while walking in lines. Most importantly, be creative, play with the children and **HAVE FUN!**

Activities

FOR INFANTS AND TODDLERS

(BIRTH TO 24 MONTHS)



AGE RANGE: BIRTH – 6 MONTHS

Activity # 1

What We Need: Gym mat or sponge and brightly coloured objects, e.g. plastic toys

WHAT WE DO

1. Hold or suspend an object in front of the infant as he lies on a mat.
2. Place the object very close to the infant and allow him to reach for the object.
3. Slowly change position of the object so infant can continue reaching for it

Activity # 2

What We Need: Music with different rhythms, CD or tape player

WHAT WE DO:

1. Place the infant on your lap and clap your hands to the rhythm of the music so that the infant will try to imitate your actions.
2. Repeat activity at different tempos (slowly at first, then increase the pace).

Activity # 3

What We Need: Colourful shaker and mat



WHAT WE DO:

1. Place the infant on mat, then shake the rattle from side to side allowing the infant to move his head from side to side.
2. Shake rattle above the head to allow the infant to lift his head.

Activity # 4

What We Need: Bath with tepid water and wash cloth

WHAT WE DO:

1. Test the temperature of water with your elbow and make sure it is comfortable enough to bathe the infant in.
2. Put infant in bath water and allow him to kick legs and splash water with arms.
3. Drip water from wash cloth on to baby's body, legs and arms while encouraging him to reach for the wash.
4. Bathe baby.

Activity # 5

What We Need: Gym mat or towel

WHAT WE DO:

1. Place the infant on his back on the mat.
2. Sit on the floor beside the infant.
3. Use the feet instead of the arms to play pat-a-cake game.



Activity # 6

What We Need: Gym mat, colourful ball, objects with different shapes and rattles for the infant to grasp

WHAT WE DO:

1. Place the infant on his back on the mat.
2. Dangle one of the objects above him, then move out of reach in order to encourage the infant to roll over on the stomach to reach for the object.

Activity # 7

What We Need: Bouncing balls, cushions and mats

WHAT WE DO:

1. Place infant on the floor against cushions/pillows.
2. Sit on the floor in front of the infant.
3. Roll the ball to the infant allowing him to try to reach for it.
4. Repeat activity if he is enjoying it.

Activity # 8

What We Need: Mat or sponge or towel

WHAT WE DO:

1. Place the infant on his back on the mat.
2. Move the infant's legs in a bicycle motion.
3. Repeat the activity if he is enjoying it.

Activity # 9

What We Need: No materials needed

WHAT WE DO:

Do the finger play, "This Little Piggy," using infant's fingers:

This little piggy went to market (*wiggle infant's thumb*)

This little piggy stayed home (*wiggle index finger*)

This little piggy had roast beef (*wiggle middle finger*)

This little piggy had none (*wiggle fourth finger*)

And this little piggy cried, "wee-wee-wee!" all the way home (*wiggle little finger*).

Activity # 10

What We Need: A large colourful ball

WHAT WE DO:

1. Put the ball in the infant's reach
2. Allow him to hold it by closing his arms around it. Remember to always stay with the infant while he is holding something in order to ensure that no harm is done.



Activity # 11

What We Need: No materials needed

WHAT WE DO:

1. Rub the palm of the infant's hands softly in a small circular motion.
2. Sing 'Round and round the garden' as you rub his hand, touching each finger gently as you sing 'Hurray, Hurray...'
3. Bring his hands up so that he can see them. Round and round the garden, Round and round we go (repeat once) Hurray! Hurray! Hurray! Hurray! Hurray! (*To the tune of sweetly sings the donkey*)

Activity # 12

What We Need: No materials needed

WHAT WE DO:

1. Smile with the infant.
2. Say the infant's name in different tones (loud and soft).
3. Repeat the exercise.
4. Engage the infant by smiling, tickling him and modifying the pitch of your voice.

Activity # 13

What We Need: A mirror

WHAT WE DO:

1. Allow the infant to look at his reflection in the mirror while you sing songs related to self awareness.

Activity # 14

What We Need: Various see-through scarves (solid colours only) and a mat or sponge

WHAT WE DO:

1. Place infant on the mat.
2. Sit in front of the infant and cover your face with the scarves or your hands.
3. Move scarves or hands away from face and say, "Peek-a-boo, where are you?"

Activity # 15

What We Need: No materials needed

WHAT WE DO:

1. Place the infant on your lap or on the floor on a mat.
2. Touch or pat him on different parts of the body, e.g. hand, ear, nose and foot, then smile and name the body part that you touched.

Activity # 16

What We Need: Strap, yarn, safe rubber kitchen tools and toys

WHAT WE DO

1. Suspend objects attached to the strap across the infant's rocker to make a mobile.
2. Encourage the infant to explore objects with his hands and feet.
3. Talk to the infant as he makes contact with the objects.

Activity # 17

What We Need: CD player, CD/cassette with songs and rhymes and toys that make sounds

WHAT WE DO:

1. Play the game "Looking and Finding" by calling the infant's name from different locations in the room.
2. When the infant turns his head to locate your voice, reward the infant with hugs and praises.
3. The infant should be placed in different positions, e.g. on the back, on the tummy or in

seated positions to stimulate different movements to locate the adult playing the game.

4. To stimulate different kinds of movements and reactions, vary the tone and pitch of the voice and use the CD player and CD/cassette with rhymes or toys that make sounds.

Activity # 18

What We Need: A small bucket, ice cubes and a wash cloth

WHAT WE DO:

1. Put a few ice cubes in a bucket or a bowl and take them to the bathtub.
2. While the infant sits in the bathtub, take an ice cube and rub it on your hand then say the name of the body part. Rub the ice cube on the infant's hand as well and describe what you are doing and how it feels.
3. Rub the ice cube on other body parts, for example, arms and leg and name the body part as you do so.
4. Drop a few ice cubes in the water and watch them melt.
5. Encourage the infant to kick legs, move arms and reach for the wash cloth while he splashes in the water. Talk to the infant and praise him for the effort he makes.



Activity # 19

What We Need: A light, brightly coloured rubber rattle that may be chewed on and a CD/cassette player

WHAT WE DO:

1. Give the infant a rattle as soon as he can grasp one so that he will discover how to manipulate the rattle to make sounds.
2. Once the infant shows competence at grasping and banging the rattle, introduce plastic water bottles or other bottles small enough for the child to hold with a few grains of dried seeds. Secure cap a hot glue gun (do not use tape as infants "gnaw" at these items and choke on the tape).
3. Play CD/cassette and sing and clap to the tune being played. Encourage the infant to use the rattles to imitate actions.

AGE RANGE: 6 – 12 MONTHS



Activity # 1

What We Need: Shakers

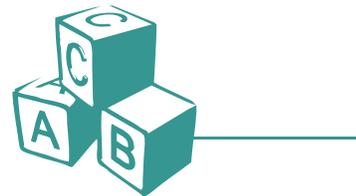


WHAT WE DO:

1. Give the infant shakers. Ensure that these shakers are easy to grasp and big enough not to be swallowed. Place a shaker in each hand to help develop her grasp. Use shaker to make music and sing with infant.

Activity # 2

What We Need: Coloured blocks and a container



WHAT WE DO:

1. As you both play with the blocks, place one small block in the container.
2. Shake the container to get baby's attention.
3. Next, show the baby how to take the block out of the container. Use the word 'out'. For example, "See how I take the block out."
4. Let the baby try to do it on her own.

Activity # 3

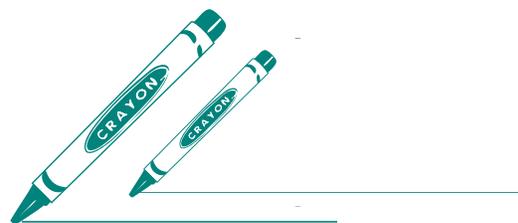
What We Need: Baby's meals and feeding tray

WHAT WE DO:

1. Place the baby's meal on her feeding tray.
2. Ensure that you give the baby food that she can pick up with the fingers. Pieces of fruit, cereal and small pieces of bread are good (remember to always check with parents before introducing new foods to baby).
3. Praise the infant when she picks up food with the fingers and feeds herself.

Activity # 4

What We Need: Large crayons and paper



WHAT WE DO:

1. Give baby the large crayon and paper and encourage her to make scribbles on the paper.

Activity # 5

What We Need: A sturdy picture book with large pictures of items that the child can identify with, e.g. shoes, bottle, faces and toys

WHAT WE DO:

1. Read the book to baby and encourage her to turn the pages as you read.

Activity # 6

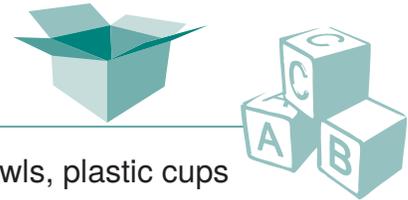
What We Need: Pictures of familiar faces, clear contact paper and cardboard

Preparation:

1. Create a big book of familiar faces by gluing photos/pictures of family members or from magazines or your own collection, on cardboard.
2. Preserve them with clear contact paper.

WHAT WE DO:

1. As you point to the picture, name it. For example, you could say "This is daddy."
2. The infant will begin to connect names with pictures.
3. She may also develop favourites and begin to show signs of what is liked or not liked.



Activity # 7

What We Need: Large blocks, cereal boxes, shoe boxes, plastic bowls, plastic cups

WHAT WE DO:

1. As infants gain greater hand and arm coordination, they enjoy placing one object on top of another. Allow them to place the blocks in whatever position they want.
2. Allow infants to play freely with the various sets of objects. Watch them stack the blocks up and knock them down. This activity helps the infants to explore spatial relationships and differences in size and shape.

Activity # 8

What We Need: Wooden spoons, metal bowls of different sizes, metal lids of various sizes, chubby bottles and squeezable toys

WHAT WE DO:

1. Encourage the infant to experiment with the various objects by banging, shaking or squeezing them to create interesting sounds.

Activity # 9

What We Need: No materials needed

WHAT WE DO:

1. Place infant on your lap with feet towards your stomach and head on your knees. Hold hands and gently pull infant towards you. He will sit up. Do the exercise several times.



Activity # 1

What We Need: Toy shopping cart or box



WHAT WE DO:

1. Provide a toy shopping cart or box so that the toddler can take things out and load it up again. Model the process and describe your actions as you model.

Variation:

You can provide toddlers with other containers and other objects to put in and take out of the containers. You could also ask them to fill a container with blocks then empty the container.

Activity # 2

What We Need: Large crayons, paper, an apron, non-toxic paint and large paintbrushes



WHAT WE DO:

1. Encourage the toddler to scribble as much as possible and have fun.

Variation:

Provide her with non-toxic paint, large paint brushes and paper on an easel. Encourage her to paint freely.

Activity # 3

What We Need: Coloured blocks and a container



WHAT WE DO:

1. Show the baby how to put a block into the container. Use the word 'in', e.g. say "Put the block in the box". Help the baby by guiding her hand if needs be. Try to get baby to put all the blocks in the container.

Activity # 4

What We Need: No materials needed

WHAT WE DO:

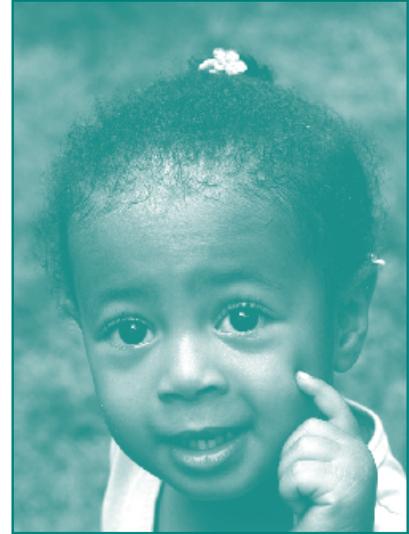
1. Introduce the song 'Clap, Clap, Clap' (*sung to the tune of 'the Wheels on the Bus'*).

As you sing, do the actions and encourage the toddler to imitate.

You take your little hands,
And go clap, clap, clap (*clap your hands*)
Clap, clap, clap, clap, clap, clap
Take your little hands,
And go clap, clap, clap,
Clap your little hands.

You take your little feet
And go tap, tap, tap (*tap toddler's foot for him*)
Tap, tap, tap, tap, tap, tap
You take your little feet
And go tap, tap, tap,
Tap your little feet.

Little arms – hug, hug, hug
Little mouth – kiss, kiss, kiss
Little hand – wave bye, wave bye



Emphasize the name of each body part as you sing and point it out on toddler's body.

Activity # 5

What We Need: A book with clear pictures of familiar objects, e.g. chair, house, car, ball, dog, cat, bird, and bed. Books made from plastic, cloth, or heavy cardboard are more suitable

WHAT WE DO:

1. Sit on the floor with the toddler.
2. Share the book with the toddler by reading and pointing to the pictures as you read.
3. Talk about the illustrations or photographs.
4. Emphasize the rhymes and funny words to engage toddler.
5. Ask the toddler to point to a picture which is named.

Please note:

You can tailor your reading session to the toddler's attention span. Let the toddler wander off to play with toys by himself if he wants to. Follow the toddler's cues to continue sharing the book. Reading should happen whenever possible and whenever the child shows an interest.

Activity # 6

What We Need: Drum, shaker, tambourine (2 of each), and other percussion instruments

WHAT WE DO:

1. Display instruments for the toddlers to see.
2. Choose an instrument and encourage the toddlers to do the same.
3. Say to toddlers, 'We're going to play the game – You are Mr. Music Man'.
4. Repeat chant as follows:

Hey Mr. Music Man, bum, bum, bum, (*Use hands to beat drum*).

I like the way you beat that drum. (*Continue beating drum*).

Listen to the sound we make,

Hear our shakers shake, (*shake the shakers*).

Can you Music Man, Come and join my band?

Listen to the sound we make, (*let your shaker shake*).

Listen to the sound we make on our drum.

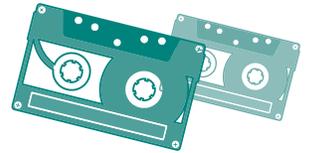
Hey Mr. Music Man, I really like your band.

Activity # 7

What We Need: Audio cassettes with nursery rhymes and a CD/cassette player

WHAT WE DO:

1. Choose one of toddlers' favourite nursery rhymes.
2. Play cassette and sing along.



Activity # 8

What We Need: Sturdy cardboard boxes

WHAT WE DO:

1. Cut out three or four simple shapes from the sides and top of the sturdy cardboard boxes. (Make sure that the shapes are about the same size so that the triangle will not fit into the space for the circle.)
2. Ask the toddlers to drop the shapes into the matching holes. Demonstrate the activity to get the toddlers started and allow the children to work at their own pace.

Activity # 9

What We Need: Clothing

WHAT WE DO:

1. Say the name of each piece of clothing as you dress the child, e.g. "Your pants go on

- your legs and your shirt goes over your head.”
2. Continue naming each item - socks, shoes etc.
 3. When you are finished dressing or undressing, sing the following song to the tune of “Are You Sleeping?”

*We are dressing, we are dressing.
Now we are through, now we are through.
You look nice and clean, you look nice and clean.
Hip, hip, hooray!*

Note: Getting dressed after a bath and before a bath is the perfect time to talk about clothes and where they belong





Activity # 1

What We Need: Large coloured blocks, balls and empty boxes such as shoe boxes and food containers

What We Do:

1. Sit on floor with toddlers. Let them play with blocks and have fun.
2. Try to get the toddlers to put one block on top of another and create their own piles.
3. Allow the toddlers to tell you what they are doing.
4. Encourage children to choose a ball and use it to knock over their pile of blocks.

Activity # 2

What We Need: A variety of materials

WHAT WE DO:

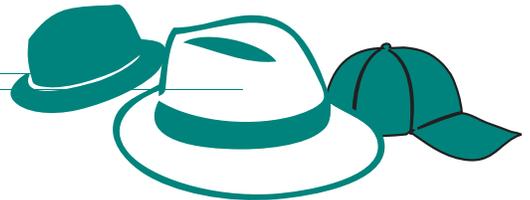
1. Allow children to explore with materials.
2. Allow sufficient time for them to develop an interest materials or change materials as desired.

Activity # 3

What We Need: A variety of hats and a large mirror

WHAT WE DO:

1. Children and practitioner will choose hats for dressing-up.
2. Use adjectives to describe the hats, e.g. “Red hat” or “This hat has soft features.”
3. As the toddlers try on different hats, you can use simple sentences to describe the hats e.g. “My hat is red” or “Your hat is pretty.”



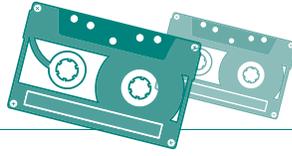
Activity # 4

What We Need: A texture book with samples of different materials such as cloth, burlap (crocus bag), fur, sponge and sand paper

WHAT WE DO:

1. Explore two textures per session with toddlers, describe the different sensations.
2. Use appropriate words to describe the different textures, e.g. “rough paper,” “soft cloth” and “smooth paper”.

3. Allow the toddlers to have fun exploring the textures while encouraging them to share.



Activity # 5

What We Need: A CD/cassette player and a CD/cassette with the song “Head and Shoulders”

WHAT WE DO:

1. Sing along with the cassette and touch the different body parts with both hands as you say the name of the body parts.
2. Encourage the toddlers to sing slowly with you.
3. Keep singing the song over and over and encourage toddlers to do the actions.

Activity # 6

What We Need: Magazines with pictures of some of the toys in the room, cardboard, glue, clear contact paper and scissors

WHAT WE DO:

1. Let the children find pictures of toys in the catalogues.
2. Cut out the pictures and mount each one on a piece of cardboard. (Cover with clear contact paper or laminate for durability).
3. Label the objects and encourage the children to describe the objects.
4. Allow time for the children to use objects in pretend play.

Activity # 7

What We Need: Envelopes, laminated pictures of the children and pictures of their families

WHAT WE DO:

1. Create mail for the children by putting pictures in envelopes.
2. Let the children open their mail and play with them.
3. Encourage the children to talk about the pictures and have fun with them.

Activity # 8

What We Need: Flannel board and pictures of common objects backed with felt

WHAT WE DO:

1. Spread pictures on the floor or table.
2. Invite children to take turns to choose a picture and name or describe it.
3. Allow each child to place a picture on the board whether she can name it or not.

Activity # 9

What We Need: Sand box with a wide variety of containers (different sizes and shapes), measuring cups, plastic bottles, funnels, large spoons and plastic shovels

WHAT WE DO:

1. Invite children to use the containers provided to make shapes in the sand.
2. Encourage them to pour sand from one container to another, making different designs.

Extension: Add water to the sand

Activity # 10

What We Need: Models or pictures of animals or animal puppets

WHAT WE DO:

1. Point to pictures of the animals and have the children name them. Then ask them which animal they would like to sing about.
2. Introduce the appropriate prop as you sing the following song about each animal.

(Tune: "Skip to My Lou")

Cows in the pasture, moo, moo, moo,

Cows in the pasture, moo, moo, moo,

Cows in the pasture, moo, moo, moo,

moo, moo, moo, my darling.

3. Sing about the other animals, e.g. *Pigs: oink, oink, oink; and Horse: neigh, neigh, neigh.*

Activities

FOR CHILDREN

TWO TO FIVE YEAR OLDS



ME

Activity # 1: Shiny Paintings

What We Need: Plastic spoons, aluminum foil, dry coloured juice mix or food colouring and condensed milk or corn syrup.

Preparation:

1. Combine the dry coloured juice mix /food colouring and condensed milk/corn syrup to make a “paint” that children can use.

WHAT WE DO:

1. Give each child a piece of foil.
2. Spoon a little bit of “paint” on each piece of foil.
3. Allow the children to explore the materials using their fingers.
4. Lay the shiny paintings flat to dry. The children can even see a little bit of their reflection and their shadows in the foil.

Activity # 2: Circle Name Game

What We Need: Large ball

WHAT WE DO:

1. Have the children sit in a circle.
2. Call a child’s name and roll the ball to that child.
3. If children are able to, call out another child’s name and have the first child roll the ball to that child. If children do not know other children’s names then have the children roll the ball back to you, the practitioner then roll the ball to another child.
4. Continue the game until all children have had at least one turn.

**Activity # 3: Missing Body Parts Game**

What We Need: A large drawing of a face that is missing certain facial features (e.g. nose and eyes), large cut-outs/drawings/magazine clippings of the missing face’s parts (e.g. nose and eyes), tape or other adhesive material and cardboard

Preparation:

1. Stick the large face on a wall at the children’s eye-level.
2. Have the different cut-outs with the adhesive on the back available for children

WHAT WE DO:

1. Allow a child to choose cut-out and place it in the correct place on the face as you ask questions, e.g. “Where does the eye go on the face? Can you put it there?”
2. Assist the children if necessary as they walk over and find the right place for the body part.
3. Allow classmates to help them and check with the class about whether the child has put it in the right place so that all children are participating. For example, you could say “Does the nose go above the mouth? Yes, very good” or “Does the nose go under the mouth, hmm, John, can you please help Mary?” Always remember to praise the children’s effort, e.g. “Very good both of you, you worked together well.”

Variations:

- (a) *After putting the missing parts of the body onto the drawing you can continue the activity (on the same day or another day) by asking children to come up and point to the part of the body we use for the different senses. For example, “point to the body part we use for smelling.”*
- (b) *If you wanted to make this an individual or guided learning activity instead of a whole-group activity you could have smaller cut-out faces (with different body parts missing from each) and allow them to place the cut-out body parts on the face while sitting at a table.*
- (c) *You can make a drawing with cut-outs of the whole body and have children put them together on the wall or on the table as a guided learning activity.*
- (d) *You could also give children their own paper with a drawing of a face/body etc. with some body parts missing. Talk with them about which body parts are missing and ask them to draw them in the right place. Remember that their drawings probably won’t look like the body part but check that the location of the body part is fairly accurate.*

Activity # 4: Class Mural

What We Need: A very long piece of paper or a few pieces of cartridge paper taped together (big enough for three children to draw on at the same time) enough of these papers for all of the children to work in groups of threes, crayons and markers



WHAT WE DO:

1. Lay out the cartridge papers on the ground or on tabletops.
2. Let each child choose crayons and markers and place groups of three children around the edge of the papers. Make sure there is enough space for each child to have room

to draw. Remember, children will probably not interact with each other as they are drawing so allow each child to have enough space to draw comfortably.

3. Allow children to explore the materials and decorate their drawings.
4. As you talk with the children about their drawings write their names on their work so that they will begin to associate their name with their work and begin to feel a sense of pride and ownership.
5. Tape all of the mural pieces together to make one giant mural after they have finished.
6. Choose a title such as “Our Class Mural” and post the mural on the wall.

Variation:

You could also have pre-cut drawings or cut-outs of people in different colours. Children can then pick a person and glue this person onto the paper. They can then decorate that person.

Activity # 5: Do I Know My Body Parts?

What We Need: One large wooden cube or cube shaped object, e.g. empty box juice container, pictures of body parts that will fit on the cube, e.g. nose, mouth, eyes and tongue

Preparation:

1. Glue a picture of a different body part on each side of the cube.

WHAT WE DO:

1. Allow a child to throw/roll the cube.
2. Have the child say the name of the body part that is showing on the cube if he can, otherwise help him by naming the body part.
3. Have him point to the body part indicated on the cube on his own body.
4. Have other children join in as well and point to that body part on their own bodies.
5. Allow each child to have a turn.

Extension:

If children are able, use two cubes with different body parts on them. Have them throw both cubes and point to 2 body parts.

Activity # 6: Special Me

What We Need: A large box with a cover or flaps still attached and a mirror.

Preparation:

1. Place the mirror in the bottom of the box with the reflective side facing upwards.
2. Shut the box so children will be able to open it on their own. **What We Do:**



WHAT WE DO:

1. Tell the children that you have one of the most important people in the world inside their special box.
2. Have the children take turns guessing who it is.
3. Allow them to look inside the box one at a time.
4. After they have all had a turn looking inside the box, ask them the question, "Who is the most important person in the world?"
5. Explain to them that they are one of the most important people in the world because they are different and that there is no one else in the world just like them. This is what makes them very special.

Activity # 7: Expressions

What We Need: A mirror and two pictures of children showing different expressions, e.g. happy and sad

WHAT WE DO:

1. Place pictures of children showing different expressions at the children's eye level on a wall.
2. Put a mirror next to the pictures on the wall.
3. Have children try to copy the expressions.



Activity # 8: Smiley Face Necklaces

What We Need: Different coloured paper, crayons or markers, yarn, glue and hole punch

Preparation:

1. Cut out circular shapes from many different coloured papers.

WHAT WE DO:

1. Encourage the children to scribble a face on a circle.
2. Punch two holes near the top of the circle.
3. Give the children a length of yarn and their smiley face to make a necklace.
4. Help each child to get the yarn through the holes to make a necklace.
5. Help children to put their necklace on by tying the yarn together if they would like to wear it (do not force them).

Activity # 9: Me Puppet

What We Need: Paper bags, crayons, fabric scraps (optional) and glue

WHAT WE DO:

1. Help the children to make a puppet of themselves using the paper bag.

2. They can glue the fabric on the bag or scribble using crayons to make clothes for their puppet.
3. Allow children to use puppets in pretend play.

Extension:

Allow children to use puppets freely as they interact with each other or in solitary play as they may desire.

Activity # 10: Texture Cylinders

What We Need: Toilet paper rolls, pieces of smooth and rough fabric, e.g. satin and burlap and glue or stapler

Preparation:

1. Cover each toilet paper roll with a different fabric but ensure that there are matching pairs of covered toilet paper rolls, e.g. two satin rolls and two burlap rolls.

WHAT WE DO:

1. Have the children feel each roll and help them to describe the texture as rough or smooth.
2. Children can also try to find two rolls that feel the same, e.g. two smooth rolls.

Variation:

You can also cut the fabric into squares and just use the fabric squares instead of adhering them to toilet paper rolls.

Extensions:

(a) If children are able, let them separate all of the rough textures from the smooth textures, e.g. putting the satin and silk rolls together.





Activity # 1: Making A Birthday Hat

What We Need: White cartridge paper, large crayons, glue and stapler (for practitioner's use)

Preparation:

1. Pre-cut cartridge paper in rectangular shapes to fit the size of each child's head

WHAT WE DO:

1. Supply each child with paper and some crayons.
2. Have children make their own colourful patterns on the paper.
3. The practitioner can glue the edges of the decorated paper together to make a hat and staple to strengthen the hats if desired.
4. Allow children to have a hat parade in the class or to wear the hats at a "birthday party" that you can have as a class.

Activity # 2: Sand Moulding A Birthday Cake

What We Need: A sand box or a large plastic basin with sand, a watering can, a small plastic jug, serving plastic bowls, paper cups, very small boxes, waterproof aprons, water and straws, sticks or toothpicks

WHAT WE DO:

1. Have a group of children play in the dry sand for about 5 minutes.
2. Join the children with the watering can and tell them that they'll be doing something different today.
3. Ask one child to pour water from the can into one section of the sand and talk about what the children see as the water flows into the sand.
4. Allow them to play with the wet sand and discover how they can press it together in their hands and make a ball. Point out their discovery e.g. "Look, the water makes the sand stick together! Let's see what we can make with the sticky sand."
5. Pack some of the wet sand into a paper cup and, turn the cup over quickly and remove it carefully so that it retains its shape.
6. Encourage children to try doing it themselves, using the cups, bowls and boxes you brought, tell them to make birthday cakes using straws, sticks or toothpicks as candles.
7. Allow time for pouring, moulding and experimenting (you may need to add more water as the sand dries).

Variation:

Birthday cakes may be modelled from play dough and other sensory materials such as; goop, corn starch, gelatine, finger paint, shaving cream and bubble solutions. Allow time for children to explore the materials as this will encourage other stimulation.

Activity# 3: Cookie Cutter Painting

What We Need: Cookie cutters of various shapes, sheets of paper and small containers with pre-mixed red or green paint in each

Preparation:

1. Place cookie cutters on the tables.
2. Give each child a sheet of paper.
3. Set containers with red and green paint on the tables protected by newspaper or plastic covering.

WHAT WE DO:

1. Show the children how to dip the cookie cutters into the paint and print on paper. You can alternate colours.
2. Allow children to use different shapes and colours to make their cookie cutter painting.
3. Set their work to dry for display later.

Activity # 4: Christmas Card Sort

What We Need: A variety of Christmas cards, some that are the same size, some that are of the same colour and some that have matching pictures

WHAT WE DO:

1. Place the Christmas cards on a table (maybe in the mathematics area).
2. If children are able to, allow them to sort the cards by colour, size or matching picture.

Activity # 5: Christmas Card Puzzles

What We Need: Pairs of identical Christmas cards.

Preparation:

1. Remove covers from the cards.
2. Cut one of each of the pairs of cards into two to three puzzle pieces.

WHAT WE DO:

1. Demonstrate putting puzzle pieces together.
2. Distribute the cut pieces along with the matching cards to children.
2. Allow children to match the cut pieces to the uncut ones.
3. Allow children to exchange puzzles if they wish to.

Activity # 6: Decorating Personal Christmas Trees

What We Need: Green construction paper, stick on dots/stars (in a variety of colours) and crayons or markers

WHAT WE DO:

1. Pre-cut Christmas tree shapes from construction paper.
2. Provide each child with a Christmas tree shaped paper and a set of stick on dots.
3. Encourage the children to decorate their trees with stick on dots and crayons.
4. They can use them to decorate the classroom or hang them on a real tree if desired.

Activity #7: Present Sorting

What We Need: Boxes of different sizes, wrapping paper, different objects that make noise to put inside the boxes, e.g. buttons, bells and rice

Preparation:

1. Put a different object in each box and seal the box (optional).
2. Wrap the boxes with the wrapping paper.

What We Do:

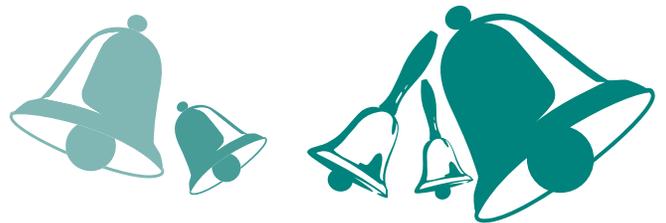
1. Encourage the children to sort the boxes by size.
2. Then let them shake the boxes and listen to the sounds inside. If they are able to, they can describe the sounds they hear.
3. Allow children to stock boxes to make a tower of presents.

Activity #8: Christmas Bells

What We Need: Bells of various shapes and sizes

WHAT WE DO:

1. Place bells on a desk or on a surface where all the children can see and access them.
2. Ask children to ring a bell and have others listen to the sound.
3. Help children to talk about the sounds that the bells make as well as their sizes.
4. Allow children to experiment in making up simple rhythms using 2-3 of the bells at a time.



Activity # 9: Birthday Cupcake Decoration

What We Need: One cupcake per child, plastic spoons, small bowls of frosting and small cake plates.

Preparation:

1. 1. Either have parents provide children with cupcakes or purchase cupcakes beforehand.
2. Prepare the frosting beforehand and divide it into enough small bowls so that the children will have easy access to the frosting.

WHAT WE DO:

1. Have each child collect a cupcake, a plate and a plastic spoon.
2. Place bowls of frosting amongst each small group of children.
3. Using one cupcake, as the practitioner, demonstrate how to place and hold the cupcake in the plate and how to frost the cupcake.
4. Allow the children to frost their cupcake.
5. If desired, help children to cut the cupcakes into two (2) halves and count the pieces.
6. Allow the children to eat their cupcake.

Activity # 10: Flower Card Lacing

What We Need: Photocopies of four (4) kinds of Christmas flowers or plants, large shoe laces, actual flowers where possible or pictures

Preparation:

1. Allow each child to colour the cards with the flowers or plants.
2. As the practitioner, cut out the shape and laminate them.
3. Punch holes about one inch apart all around the edges of the cards.
4. Tape one end of each shoelace to each card to secure it and leave the other end free for lacing.

WHAT WE DO:

1. Discuss with children the special occasions on which flowers are given.
2. Have children look at the pictures or touch the real flowers where possible. They can also smell the real flowers if available.
3. Introduce the flower lace cards and then allow the children to lace the cards on their own.

Activity #11: Hide And Seek Presents

What We Need: Small decorated or gift wrapped boxes (one per child) and fruits or healthy snacks (enough for each child)

Preparation:

1. Place a fruit or snack inside each box.
2. Wrap or decorate the boxes with the children or ask parents to do this at home and send the boxes with the children.

WHAT WE DO:

1. Help children to talk about gifts and playing hide and seek with gifts.
2. With the aid of another practitioner have the children go outdoors for 5 minutes while the gifts are hidden in the classroom or the other way around.
3. Have children return to the classroom and explain that they will be hunting for hidden gifts.
4. Allow children to search for the gifts and allow each child to keep one box.
5. After all the gifts have been found, allow children to unwrap the gifts and eat what is inside.

Activity # 1: Active Animals

What We Need: Cards with pictures of familiar animals

WHAT WE DO:

1. Have each child choose a card and do the action that is generally associated with that animal, e.g. dogs run, frogs jump, and birds fly.
2. Have the other children join in after the selected child begins.

Variation:

You can also do this activity without cards by allowing children to choose their favourite animals.

Do the actions associated with the animals.

Extensions:

- (a) You can also have children make the noises of animals that are familiar to them as they do the actions.
- (b) You may also introduce a few new animals and their sounds or movements to the children. Make sure you have pictures of these animals so they can identify them.

Activity # 2: Can You Say It Like I Do?

What We Need: No materials needed

WHAT WE DO:

1. Say “Can you change your voice like I can?”
2. Then tell them to imitate you while you make a specific animal sound with a specific tone or volume. For example, while softly whispering say, “bow-wow”, while speaking in a loud voice say, “meow meow”, while speaking in a high pitched voice say, “sssss”.
3. Vary the animal sounds and the volume/tone of your voice and help the children to identify the animals that make different sounds.
4. If they are catching on, have children take turns in making sounds for the others to imitate.

Activity # 3: “OOPS A Mistake!”

What We Need: Models or pictures of different animals, e.g. dog, cat, and fish

Preparation:

Place models or pictures of animals on a low table

WHAT WE DO:

1. Talk about calling things by the wrong names. For example, call a child by the wrong name and observe how the other children respond.
2. Then say “– oops I made a mistake.”
3. Practise calling things or children by the wrong names and get the children to identify the mistake by saying “oops”.
4. Tell them you need help identifying the animals on the table. Allow children to choose animals from the table and say the names with or without the help of others.
5. Now tell the children to listen carefully and say “oops” when you call an animal by the wrong name.
6. Call out some of the animal names correctly and some with the wrong names
7. Listen out to see who caught the mistakes.
8. Point out the ones with the mistakes and do them again to ensure that all the children catch on.
9. Allow the children to make mistakes naming the animals while the others listen and respond.

Variation:

You can also do this game by calling out animal sounds.

Activity # 4: Guess The Animal

What We Need: Cardboard and pictures of animals

Preparation:

Make picture cards using the picture of animals (enough for each child to have a card or, if the class size is large, have enough for half of the class and play the game twice to give each child a chance).

WHAT WE DO:

1. Tell the children that they will play a guessing game, you will give them clues that describe an animal and they have to guess which animal you are talking about.
2. Then give simple clues and make movements that describe an animal, e.g. I say bow-wow (dog), I say “sssss” and I crawl on the ground (snake).
3. Have the children guess which animal you are talking about.
4. Continue giving simple clues and have the children raise their hands if your clues describe the animals on their cards.
5. If they are having difficulty responding to your clues, you could ask, “What is your animal? What sound does it make?”
6. Do not be afraid to add new and exotic animals; just make sure to help children to identify

the animals from the pictures or another easy characteristic. Be sure to have the children show their pictures to their classmates so that all the children can see which animals they have identified.

Variation:

Play a game where one of the children makes an animal noise and the child with the corresponding card stands up.

Activity # 5 Rooster Crows

What We Need: No materials needed

WHAT WE DO:

1. Remind the children that the rooster wakes up all the farm animals each morning.
2. Encourage everyone to pretend to be a sleeping farm animal that you choose, e.g. dog, cat and horse.
3. Now tell them that when (you) the rooster crows, they have to wake up and pretend to be that animal. Also tell them that when you crow a second time they have to go back to sleep.
4. Crow and give them a chance to be that animal.
5. When you crow again, everyone should go back to sleep.
6. The children can then choose other animals to imitate.

Activity # 6: Walk Just Like Me

What We Need: Animal story books or pictures of animals

WHAT WE DO:

1. Read a story about an animal or show pictures to help the discussion.
2. Talk about animals and their distinctive movements.
3. Ask children if they know how different animals walk and imitate the movements of the animals they suggest.
4. Then demonstrate other animals' movements that they might not know and have children imitate these movements. For example, show how the duck waddles, the crab moves sideways and the rabbit hops.
5. Vary the animal actions and movements you do.
6. You can also vary the speed of the actions to emphasize the concepts of "fast" and "slow".

Note: This is also a great activity to do with children while walking in a group.

Variation:

- a) Let children take turns imitating an animal and the others guess what is being imitated.
- b) You can also place different animal foot prints, e.g. horse's hooves, and dog's paw, on a path which leads to a treasure. Have children follow the path by walking like the animal whose footprints they see.



Activity # 7: Pig Nose

What We Need: Yarn, egg cartons, black marker, paint and paintbrushes or crayons or markers and stapler or hole punch (for practitioner to use).

WHAT WE DO:

1. Cut out each section of the bottom portions of egg cartons (the part the eggs sit in).
2. Give each child a section to be worn as a "nose".
3. Let the children decorate their nose and use the black marker to make nostrils for the nose.
4. As the practitioner, poke air holes in the spot where the nostrils are so that the children can breathe when they are wearing the nose.
5. Next, attach string to both sides (staple or punch holes and tie).
6. Now children can wear their pig noses and pretend to be pigs.

Activity # 8: Horseshoes

What We Need: Sturdy cardboard, scissors (for practitioner's use) and foil (optional)

Preparation:

1. Cut horseshoe shapes from sturdy cardboard and then wrap aluminium foil around them.
2. Put a stick or something sturdy in the ground that stands out high enough for children to try to throw the horseshoes on.

WHAT WE DO:

1. Have children take turns trying to throw the horseshoes on the stick.

Variation:

You can also use large water jugs (e.g. 5 litres) as the target and make cardboard rings. Have children try to throw the rings onto the bottle's neck. The bottle can be filled with different objects or coloured water for discussion (e.g. "today the bottle has red water in it") and to add stability.

Activity # 9: Sea Urchin And Starfish

What We Need: Play dough or clay, tooth picks and paint (optional)

WHAT WE DO:

1. When talking about different sea animals, talk about sea urchins and show the children pictures of sea urchins.
2. Give each child some play dough and toothpicks.
3. Have the children roll the play dough into a ball.
4. Then children can stick toothpicks in the ball to make their own sea urchin.
5. Children can paint the sea urchin if desired.

Variation:

Children can also make a star fish using play dough or clay. Use sand to press on starfish to give it a more realistic feel.

Activity # 10: Tissue Paper Animals

What We Need: Glue, coloured tissue paper that matches the colour of the animal you will make, e.g. brown or black and white for cows, construction paper

Preparation:

1. Pre-cut animal shapes using the construction paper (one for each child)

WHAT WE DO:

1. Allow children to tear up the tissue paper into smaller pieces.
2. Allow children to glue the tissue paper onto the construction paper cut-outs.



Activity # 1: Make Your Own Garden

What We Need: A patch of land in the school yard

Preparation:

1. Obtain permission from principal to make a flower garden at a specified location on the school compound.
2. Ask parents to assist by contributing plants for the garden and also in preparing the garden area.

WHAT WE DO:

1. Allow children to plant seedlings in the prepares area.
2. Encourage children to water plants regularly.
3. Children will observe and talk about changes the observe in the garden.
4. As the flowers bloom, encourage children to talk about different colours and sizes.

Variations:

- a) Children can also make mini-gardens by placing dried or plastic flowers in clay or play dough.
- b) Children can also make larger gardens by placing large plastic flowers in the sand in the sand area.

Activity # 2: Flower Arranging

What We Need: An array of flowers, florist's oasis and a bowl or suitable container to hold the oasis.

Preparation:

1. Ask children to bring flowers from home or go on a class nature walk and pick a few flowers.

WHAT WE DO:

1. Place the oasis in the bowl.
2. Show the children how to insert the stem of the flower into the oasis.
3. Allow them to place the flowers wherever they want in the oasis.
3. Water lightly and place them as a centre piece in the classroom.

Activity # 3: Flower Collage Placemats

What We Need: Green card stock sheets (one per child), magazines, scissors (for practitioner's use) and glue

WHAT WE DO:

1. Go through the magazines with the children and look for pictures of flowers.
2. As the practitioner, cut out the pictures of flowers.
3. Allow children to choose flowers and help them to glue the flowers onto their card stock, leave a little space at the top to write the child's name, date and title.
4. If desired, laminated the cards and use them as placemats at meal times.

Activity # 4: Container Gardening

What We Need: Outdoor flower containers, potting soil, trays of seedlings and child-sized watering can

WHAT WE DO:

1. Show the children how to add the soil to the container and gently remove the seedling from its tray.
2. Help children to plant the seedling.
3. Allow the children to water the seedlings as necessary with their own little watering cans.

Variation:

You can also plant flower seeds instead of seedlings so you can watch them grow from seeds into flowers.

Activity # 5: Magnifying Flowers

What We Need: A variety of flowers and magnifying glass

WHAT WE DO:

1. Place flowers on a table.
2. Allow children to use the magnifying glass to observe the flowers.
3. Help children to talk about what they see.

Activity # 6: Butterfly Picture

What We Need: Sheets of paper or wax paper (one for each child) and paint.

WHAT WE DO:

1. Give each child a piece of paper.
2. Help the children to fold the paper in half and reopen it.
3. Place a small amount of paint in the middle of each paper where the fold is. Talk about

the colour of paint you are using so children can learn the name of the colour.

4. Assist children to fold the paper and allow the children to press and rub their hands over the paper so they can spread the paint around.
5. Let children open the paper and it should look like a butterfly. To emphasize the colour, remember to point out the colour, e.g. “wow, you have a beautiful red butterfly.”

Variation:

Use two different paint colours on the paper and see what happens.

Activity # 7: Handprint Trees With Flowers

What We Need: Green water paint, water, white construction paper, coloured construction paper (one per child), cotton and glue

Preparation:

1. Cut out flower and leaf shapes from coloured construction paper

WHAT WE DO:

1. Have children put their open hands in the paint and then place them on white construction paper to produce a hand print. (This will be the base and stem of their flowers.)
2. Allow the children to glue the flower cut-outs on the top of the stems when the paint dries.
3. Children will glue construction paper leaves and cotton wool as roots to complete pictures.

Activity # 8: Nature Walk

What We Need: A small basket or other container

WHAT WE DO:

1. Discuss the reasons for going on a nature walk.
2. Take the children on a nature walk outside.
3. Point out big leaves to them or different coloured plants or flowers. Collect similar objects of different sizes such as a small leaf and a big leaf or a small stick and a big stick.
4. Say hello to the trees (give them a hug if you like!) Notice the colours of the flowers and the clouds in the sky.
5. Look for bugs under rocks and study them with a safe magnifying glass if available.
Count your steps.

Extension:

For older children allow them to count the number of steps between two objects that are not far apart.

Activity # 9: Colour Changing Flowers

What We Need: White carnations, food colouring, water and a clear vase or other suitable transparent container

Preparation:

1. As the practitioner, trim the stems of the carnations at an angle while the stems are under water to create a fresh cut.

WHAT WE DO:

1. Put water in the vase.
2. Add a lot of food colouring to the water. You can add any colour or mix two primary colours to show the children what colour it makes.
3. Allow the children to add the carnations to the vase.
4. Observe the flowers over a few hours to a day to see what happens.

What Is Happening?

Most plants “drink” water from the ground through their roots. The water travels up the stem of the plant into the leaves and flowers where it makes food. When a flower is cut, it no longer has its roots, but the stem of the flower still “drinks” up the water and supplies it to the leaves and flowers. Colouring the water allows us to see this process.

Variation:

You can also put a few carnations in different vases with different coloured water so that you will end up with a rainbow of carnations at the end.

Activity # 1: Bird Collage

What We Need: Pictures of birds, glue, markers or crayons (optional) and construction or other type of paper (one for each child).

WHAT WE DO:

1. Help the children to glue pictures of birds onto their papers.
2. They can then decorate the pictures with markers or crayons if desired.

Activity # 2: Bird's Nest

What We Need: Thin, long strips of newspaper or construction paper (children can help tear the strips beforehand), cotton balls, glue, construction of paper, picture or cut-out of a bird (optional), paint and paintbrushes (optional)

WHAT WE DO:

1. Have each child glue the strips of newspaper onto the paper, have the children overlap the strips of paper to form a circular nest and glue strips onto construction paper.
2. Next, glue a few cotton balls in the arc to represent eggs in a nest.
3. If desired, children can paint their cotton-ball eggs.
4. Children can also glue a bird in the nest to represent the mother bird.

Variation:

You can also make a nest using play dough or clay, small sticks, yarn and other materials on a small round plate. Place cotton balls to represent the eggs.

Activity # 3: Egg Shell Collage

What We Need: Clean egg shells, construction or cartridge paper cut into ovals/egg shapes (one per child), glue, paint and paintbrushes (optional).

WHAT WE DO:

1. Put the egg shells in a plastic bag and have the children help you crush them by taking turns stepping on the bag lightly. For example, have the children sing a song while they march around the room, when the children get to the bag they can step on it.
2. Give each child an oval-shaped paper and some crushed egg shells.
3. Have them glue the egg shells onto their paper.
4. Children can then paint their egg shell collages if desired.

Activity # 4: Blowing Feathers

What We Need: Feathers (one for each child)

WHAT WE DO:

1. Have each child blow her feather into the air.
2. If desired, have a contest to see who can keep their feather in the air the longest.

Activity # 5: Matching Eggs

What We Need: Construction paper in a variety of colours and scissors (for practitioner's use)

Preparation:

1. Cut the construction paper into egg shapes/ovals, ensuring that there are two eggs for each colour.

WHAT WE DO:

1. Allow children to choose one egg-shaped paper.
2. Ask children to find another egg that has the same colour as the one they have.

Activity # 6: Bird Beaks

What We Need: Snow cones or water cooler cups, string or yarn, hole punch or something sharp to make holes (for practitioner's use) and markers, crayons or paint.

WHAT WE DO:

1. Have children decorate their snow cone cup "beaks" using the markers, (remember the cups are fragile, so help the children to hold them carefully).
2. As the practitioner, put holes on the sides of the "beaks" where the nostrils are so the children can breathe.
3. You should also put holes on either side of the beaks so that you can attach strings to them.
4. Tie a string to each hole on the side.
5. Help the children to put their beaks on and tie the two strings together in the back.
6. Now they can pretend to be birds and flap around or use it during role-play, story time and in the dramatic play centre.

Activity # 7: Giant Bird's Nest

What We Need: Pillows, blankets and wading pool (optional)

WHAT WE DO:

1. Allow children to make a pretend child-sized bird's nest using the pillows and blankets in the wading pool or in the room.

2. Have the children pretend to be baby birds while sitting in their nest by making bird movements and sounds.

Variation:

Children can take turns pretending to be the mother bird and feed the baby birds a treat such as gummy worms or pretend foods.



Activity # 8: Bird Puppets

What We Need: Paint, markers or crayons, popsicle sticks, feathers, glue, cardboard and paper

Preparation:

1. Make bird shaped cut-outs (at least one for each child) using the paper and glue them to the cardboard, or just cut the shapes directly out of the cardboard.

WHAT WE DO:

1. Give each child a bird cut-out.
2. Allow children to choose feathers and crayons to decorate.
3. Have children decorate their birds. Allow them to glue feathers onto their birds. If they are using paint children will not need glue. They can just stick the feathers directly onto the painted bird while the paint is still wet.
4. Help them to glue their popsicle sticks to the backs of the birds.

Activity # 9: Birdie In The Tree

What We Need: Pieces of flannel in a variety of colours, flannel board and scissors (for practitioner's use)

Preparation:

1. Cut a piece of flannel into a large tree shape cut-out.
2. Make smaller bird shaped cut-outs from the coloured flannel.

WHAT WE DO:

1. Allow children to place the tree on the flannel board.
2. Let children choose a bird.
3. Sing this song:

“Little red bird in the tree
In the tree, in the tree
Little red bird in the tree
Sing me a song.”

4. Help the children who have red birds to place the birds on the tree and sing “Tweet Tweet” at the appropriate time.
5. Repeat with the other colours.

Activity # 10: Soft-Shelled Eggsperiment

What We Need: 2 eggs, 1 cup vinegar and a clear jar or glass.

WHAT WE DO:

1. Have your children touch the shells of the eggs to feel whether they are hard or soft.
2. Pour 1 cup of vinegar into jar.
3. Add one egg.
4. Talk about what you see with the children (bubbles rising from the egg).
5. Leave the egg in the vinegar for one day and place it where children can see the eggs but not touch the glass.
6. Have the children feel the egg that was not in the vinegar so they can remember that egg shells are hard.
7. Remove the egg from the vinegar and allow children to feel it.
8. Talk about how the egg feels (the egg shell will be soft) with the children and compare it with the other egg that remains hard.

What Is Happening?

You do not need to explain this to the children but here is what is happening for your understanding - Eggs contain something called “calcium carbonate”, which is what makes them hard. Vinegar is an acid known as acetic acid. When calcium carbonate (the egg) and acetic acid (the vinegar) combine, a chemical reaction takes place and carbon dioxide (a gas) is released. This is what the bubbles are made of. The chemical reaction keeps happening until all of the carbon in the egg is used up - it takes about a day. When you take the egg out of the vinegar it is soft because all of the carbon floated out of the egg in those little bubbles.

Extensions for older age groups:

- (a) *Leave the same egg sitting out on the table for another day. Now feel it again. It's hard! The calcium left in the egg shell stole the carbon back from the carbon dioxide that's in the air we breathe.*
- (b) *If you were using a raw egg, once the shell has softened, you can place the egg in water and it'll absorb and expand via osmosis until the shell finally bursts.*



Activity # 1: Bubbles

What We Need: Liquid soap, glycerin (optional, it makes the bubble stronger), water, shallow pans, straws, funnel and wire

WHAT WE DO:

1. Allow children to assist in making the following bubble solution. Mix 2/3 cup liquid soap, 1 gallon of water, 1 teaspoon glycerin. (See the “Recipes” section for other bubble recipes).
2. Discuss what happens to the bubble solution as the water mixes with soap and melts away the soap.
3. Pour some of the solution into the shallow pans so that a small group of children can use each pan.
4. Invite children to blow or make bubbles using a variety of items, e.g. funnels, straws, bent wire with no sharp edges or shapes made by taping straws together.

Activity # 2: Aquarium

What We Need: A small aquarium with water (make sure it is big enough to accommodate the animals comfortably), different types of aquatic life, e.g. fish, baby crabs, tadpoles, plants (make sure the water is properly aerated for the animals)

WHAT WE DO:

1. If possible, visit a pet store beforehand so that the children can explore, observe and name the animals they see in the aquarium.
2. Set up your own aquarium with the fish and other aquatic life in a safe place where the children can observe the animals moving about.
3. Help the children to take turns feeding the animals in the aquarium at the appropriate times.

Activity # 3: Rain Collage

What We Need: Paper (preferably blue or grey to represent the sky, one piece per child), cotton, glue, rice, aluminum foil, grey paint (optional) and paint brushes (optional)

Preparation:

1. Cut the foil into lightning bolt and puddle shapes.

WHAT WE DO:

1. Help the children to glue the cotton onto the paper to represent clouds.

2. If desired, have them paint the cotton to look like gray clouds.
3. Children can then glue the rice grains onto the paper to look like rain falling from the sky.
4. They can also glue the foil lightning bolts and puddles of water on the paper.

Activity # 4: Hot And Cold Drinks

What We Need: Ingredients for a hot beverage, e.g. water or milk, chocolate, ingredients for a cold beverage, e.g. water or milk, syrup, limes and sugar

Preparation:

1. Prepare a hot drink by mixing the ingredients together (make sure it is not too hot for the children to drink).
2. Do this activity during two different times of the day, over two different days or prepare both drinks at the same time and have them taste both.

What We Do:

1. Allow children to help to prepare a cold drink with the children by mixing the ingredients together.
2. As the children drink their beverage talk about the temperature of the drink using the word cold.
3. At another time children will be given the hot drink.
4. Allow them to talk about what they like about the hot drink. As the practitioner, you can introduce the word 'hot' if the children did not.

Extensions:

- (a) Have 3 bowls, one containing warm (NOT HOT) water, one with cold water and another empty bowl in the middle. Let the children dip their fingers to feel the different temperature of the warm and cold water. Now pour a little bit of warm and cold water into the bowl in the middle and have them feel the temperature of this water. Talk with the children and help them to use words to compare the "warm water" with the "cold water."
- (b) Instead of using a third bowl you can also add ice to the two bowls and compare what happens.

Activity # 5: Aquatic Life Sponge Painting

What We Need: Sponges, paint, paper (one per child), containers such as margarine tubs or paper plates which will be wide enough to hold the paint and allow children to dip the sponges in them

Preparation:

1. Make cut-outs of different aquatic animal shapes from the sponges, (e.g. starfish, fish, octopus, and shark).

WHAT WE DO:

1. Have children lightly dip the animal shaped sponges in the paint and press it down on their paper to print the shapes.
2. Help children to talk about their animals.

Variation:

Clean sponge shapes can also be used during water play.

Activity # 6: Wax Paper Sea

What We Need: Wax paper or other types of paper, construction paper cut into shapes of aquatic life (starfish, seaweed, fish etc.), blue and green paints and paintbrushes

WHAT WE DO:

1. Allow children to paint their wax paper like the sea with blue and green paint.
2. Children can then place the paper cut-outs on the sea and they will stick to the paint as it dries.

Activity # 7: Waves In A Bottle

What We Need: Empty plastic bottles with their caps on, e.g. 20 oz. water and soda bottles (one per child), water in another container, blue food colouring, oil (mineral oil or baby oil works best because it is clear)

Preparation:

1. Remove the labels from the bottles.
2. Add blue food colouring to the water in the container.

WHAT WE DO:

1. Help the children to fill half of their bottle with blue coloured water.
2. Next, help them fill the remainder of their bottle with oil.
3. As the practitioner, make sure to seal the bottles with superglue or tape around the edges of the lid so there are no spills.
4. Now the children can make waves by tilting the bottle. Observe the difference between tilting the bottle slowly and shaking the bottle.

Variation:

If you do not have enough bottles for each child to make their own “waves in a bottle,” make a few bottles with the children and put them in the science corner for them to explore on their own during the day.

Activity # 8: Fish, Fish, Shark

What We Need: No materials needed

WHAT WE DO:

1. Play this game (which is probably best played outdoors) just like “duck, duck, goose” just use the words “fish, fish, shark” instead.
2. Have the children sit in a circle.
3. Choose one child to be “it”.
4. Have him walk around the outside of the circle tapping each child on the head saying “fish, fish...” as he touches each child’s head, until he chooses a child and he says “shark”.
5. When the “shark” is chosen, the “shark” should try to catch the other child while running around the outside of the circle in an effort to get back to the place in the circle where the “shark” was sitting.
6. The child who is left standing starts the game again by choosing another child to be the “shark”.

Activity # 9: Flying Fish Socks

What We Need: A large box, paint, markers, dried beans, sand or rice, clean unmatched socks (ask parents for donations)

Preparation:

1. Paint the box blue to represent the sea.

WHAT WE DO:

1. Have the children use permanent markers to decorate the socks to resemble fish.
2. Once the socks have been decorated, partially fill them with handfuls of dried beans, sand or rice.
3. Then secure the ends with rubber bands or tie a secure knot at the open end of the socks.
4. Let the children take turns tossing the flying fish into the box.

Activity # 10: Playing In Water Is Fun

What We Need: Tubs with water, a variety of water play items such as sponges, funnels, squeeze bottles, spoons, plastic toys and cups of various sizes

WHAT WE DO:

1. Provide tubs of water and water play items.
2. Encourage children to play with the objects in the water tubs.
3. As they play, they will naturally observe things such as objects that sink and those that float, how the sponge soaks up water and how water goes through the funnel.

4. Talk with them about what they are observing and give them the words necessary to describe their observations, e.g. “sink”, “float”.

Activity # 11: Egg Float Experiment

What We Need: Hardboiled egg, water, a container, salt.

WHAT WE DO:

1. Put a hardboiled egg in water. The egg will sink.
2. Tell your children that you are going to add salt to the water and ask them what they think will happen.
3. Once you stir in enough salt the egg will actually float. This is because the salt makes the water denser (heavier).



ALL ABOUT ME

Activity # 1: All About Me Bags

What We Need: Bags (one for each child) and things from the classroom

WHAT WE DO:

1. Allow each child to choose a bag.
2. Ask children to choose things in the classroom that they like or have made and put them in their bags.
3. Have each child talk about what is in her bag. This is a great oral language development activity.

Activity # 2: Completing An Obstacle Course *needs illustration*

What We Need: A large rectangular carton box opened at both ends to make a tunnel, tape, or rope and a child sized chair

WHAT WE DO:

1. Set up the obstacle course in the following way: place the box in an open space, then place two 8 foot strips of tape (or ropes) about 9 inches apart horizontally at one opening of the box. At the other end of tape (or rope), place a child sized chair.
2. Ask the children to crawl through the tunnel, walk between the lines without touching them, climb on the chair and jump down.
3. Have one child who understands the instruction demonstrate the activity for the other children.
4. Each child gets a turn, and the next one starts as soon as the previous child has completed the obstacle course.
5. Do not let the children wait too long for their turn. Keep it moving!

Variation:

If you have a large number of children, divide the group in two to minimize wait time. Have one group do the obstacle course while the other group does another activity, then switch groups.

Activity # 3: Body Puzzle

What We Need: Body puzzles (3-6 pieces each) and templates with the same body used to make the puzzles to match the body parts

WHAT WE DO:

1. Give each child a template and four matching body parts (the puzzle).
2. Name a body part (head, body, arm or leg). Ask the children to find this body part, pick it up and place it correctly on the body template. Repeat until the puzzle is completed.
3. You can then ask the children to complete the puzzles by themselves.

Activity # 4: Mirror Name

What We Need: Mirror

WHAT WE DO:

1. Show the children the mirror and ask them what it is.
2. Look at yourself in the mirror, and say the following rhymes:

“Look into the mirror
Who do you see?
It is someone special
It is me...” (insert your name or child`s name).

3. Pass the mirror to the first child, and while she is looking at herself in the mirror, have everybody repeat the poem.
4. Continue until each child has had a chance to look at herself.

Activity # 5: Make A Mask

What We Need: A template of a mask for each child, crayons, string and scissors

Preparation:

1. Cut the masks out and make holes for the eyes and mouth.
2. Attach strings on each side so that they can be worn.

WHAT WE DO:

1. Talk about the eyes, nose, mouth, and ears with the children.
2. Point to them and name the sense each one represents.
3. Ask the children to colour their masks.
4. Have a child put on her mask and stand in a spot where the other children can only see her face. She can then talk or sing while the rest of the class guesses who it is. Give each child a chance to be the ``mystery person``.

Activity # 6: Roll Over

What We Need: Exercise or sleeping mats

WHAT WE DO:

1. Place mats next to each other so that there is a long surface to roll on.
2. Sing the song "There were nine on the mat":

There were nine on the mat and the little one said,
"Roll over, roll over"... and they all rolled over and one rolled off.
There were eight on the mat and the little one said,
"Roll over, roll over"... and they all rolled over and one rolled off.
(Continue until none of the children is left on the mat).

3. Ask the children to roll just like the children in the song. They can roll in different ways, e.g. roll with their arms at their sides and roll with their arms above their heads.

Extension:

Try rolling the children up in the mats and unrolling them.

Activity # 7: My Body As An Instrument

What We Need: No materials needed

WHAT WE DO:

1. Ask the children to make a sound with their hands. Have them try many different ways to make sounds; e.g. clapping, tapping various body parts, clapping with cupped hands and snapping fingers.
2. Ask them to also try making different sounds with their feet, e.g. stamping, shuffling, and sliding.
3. Sounds can also be made with their mouths, e.g. tongue clacking, teeth-chomping, lips smacking, hissing, and sighing.
4. Sing known songs and include body sounds.

Activity # 8: Who Is Missing?

What We Need: No materials needed

WHAT WE DO:

1. Have all of the children cover their eyes.
2. Tap one child on the shoulder and have that child go and hide
3. Tell the other children to open their eyes.
4. Have the other children guess who is missing, provide clues if necessary, e.g. "someone with white ribbons" or "the person is a boy."

Activity # 9: Growing Up

What We Need: Pictures showing the different stages of development of each gender, e.g. baby girl, little girl, young lady, old woman), cartridge or construction paper and glue

Preparation:

1. Cut the paper into equal sized pieces.
2. Glue each picture onto a piece of paper to make a card.

WHAT WE DO:

1. Give children the cards (2-4 depending on their ability to do this exercise) and ask them to put them in the correct order from youngest to oldest.
2. Vary the number of cards the children get to make it easier or harder, e.g. give them two cards - one with the baby and the other with a child if they are having difficulty or if they need more of a challenge, give them all of the stages.



Activity # 10: Tone Bottles

What We Need: Six glass bottles, water and a stick or other object to hit the bottle, e.g. a pen

Preparation:

1. Create a set of tone bottles by putting a different amount of water in each of the six glass bottles.
2. Arrange the bottles in order from the least amount of water to the most water.

WHAT WE DO:

1. Give the children a stick and encourage children to explore the tones made by gently tapping each bottle.

Extension:

- a) Help the children to arrange the bottles from lowest tone to highest. Do they have to move any bottles?
- b) Add food colouring to the water so that each bottle has a different colour. You can also use the same amount of one colour in each bottle and talk about the different shades created because of the amount of water diluting the colour.

Activity #11: The Team Game

What We Need: No materials needed.

WHAT WE DO:

1. Have your entire class stand up.
2. Tell children that one side of the class is Team A and the other side is Team B. Ask children of the teams to do different actions. For example, say- “Team A touch your nose” or “Team B twist from side to side”.
3. Vary the actions for the different teams.

Extensions:

- (a) Choose a characteristic that one or more children might possess and ask children who have that characteristic to do an action, e.g. children who like to eat fruits clap your hands, children who have a brother wiggle your fingers, children with brown hair jump up and down, children who are wearing a yellow shirt touch your nose.
- (b) Ask the children to listen carefully for words or phrases that describe them in some way and when a child hears something that describes him, he should stand up and shout “that’s me!”



CELEBRATIONS

Activity # 1: Birthday Bean Bag Game

What We Need: Two or three bean bags, a large mat or piece of fabric and pictures of various party items

Preparation

1. Make a birthday mat (24" x 24") divided into nine squares with pictures of various items pasted onto each square.

WHAT WE DO:

1. Take the children outside and place the birthday mat on the ground.
2. Divide them into two or three teams.
3. Have them stand at a reasonable distance from the mat and allow one member from each team to alternate throwing the bean bags onto the square having a cake, ice-cream or other party item picture.
4. Allow the thrower to identify the item on his square, team members can assist if necessary.
5. Repeat this until each child has had a turn throwing the bean bags.



Activity # 2: Birthday Calendar Cake

What We Need: Cartridge paper, glue, scissors, markers, construction paper and crayon

Preparation

1. Make a large birthday cake from cartridge paper for each month (use a new cake at the beginning of each month).
2. Divide the top of the cake with the number of days.

WHAT WE DO:

1. Have each child draw, colour and cut out a candle from construction paper.
2. The practitioner should write each child's name and age on his candle.
3. Assist each child to put his candle on the cake when his birthday comes around.

Activity # 3: Birthday Bingo

What We Need: Cardboard, pictures of various birthday items (at least eight sets of nine pictures), glue, marker and scissors (for practitioner's use)

Preparation:

1. Cut cardboard into large squares of the same size.
2. Divide each of the cardboard squares into 9 squares with a marker.
3. Cut out and paste pictures of different birthday items on each square, vary the pictures on each card so that no two cards are the same.
4. Cut up four sets of the pictures to match the bingo cards that you just made.

WHAT WE DO:

1. Divide the children into four small groups for this activity.
2. Place bingo cards in the midst of each group along with a set of picture cards.
3. Call out the name of the items and have the children match the picture on the small squares to the identical pictures on the large cardboard (bingo card).
4. The first group that covers all of the squares wins.

Activity # 4: Birthday Puzzles

What We Need: Large pictures of birthday items, cardboard and glue

Preparation:

1. Cut pictures into two or three pieces and have a matching uncut picture of each item chosen to make puzzle.

WHAT WE DO:

1. Give each child or a small group of children the two or three puzzle pieces along with the uncut version.
2. Encourage children to assemble the picture puzzles.

Activity # 5: Let's Have A Birthday Party

What We Need: Real party items, e.g. cake, cups, plates, forks, hats, and balloons.

WHAT WE DO:

1. Set up a table for the party with the children's help, whenever it is someone's birthday or one party for children who were born in that month.
2. Allow children to talk about what they like to celebrate and why birthdays are special.
3. Guided by the practitioner, the birthday celebrants will cut and share the cake.
5. Sing Happy Birthday and mention children's names.

Variation:

You do not have to wait for a child's birthday to have a birthday party in the class.



Activity # 6: Christmas Diorama

What We Need: Four paper towel tubes, one flat box, pictures for story, glue, scissor, stencil knife and legal size papers

Preparation:

1. Cut-out two holes, one at the top and one at the bottom of the box towards the centre and cut out the front of the box.
2. Glue paper towel tubes together in twos and wrap with paper.
3. Paste pictures of the Christmas story on legal papers, showing the different scenes of the story.
4. Use glue to attach papers together at the ends
4. Glue both ends of the paper to the tubes.

WHAT WE DO:

1. Allow children to take turns spinning the pictures so they can tell the Christmas story.

Activity # 7: Making Christmas Cards

What We Need: Cartridge paper, glue, markers, scissors, paint and brush

Preparation:

1. Cut cartridge paper into 8" x 7" pieces and fold in two.
2. Draw the shape of a Christmas tree on the front of each card.

WHAT WE DO:

1. Distribute cards, paint and brushes to the children and allow them to paint and decorate the Christmas tree on their card.
2. On the inside of the card, write a short message that each child dictates to you .

Activity # 8: Decorating A Christmas Tree

What We Need: Christmas tree, sheets of plain paper, Christmas decorations, crayons, buttons, beads and other 'trashables', coloured cartridge paper, scissors (for practitioner's use) and glue

Preparation:

1. Ask your children to take some decorations to school.
2. Cut the cartridge papers into strips.

WHAT WE DO:

1. Give children plain paper and instruct them to colour all of it.
2. With practitioners' help, let them glue the strips together to make a chain.
3. Have a brief discussion about decorating a Christmas tree.
4. Allow children to put their decorations on the tree.

Activity # 9: Jonkunoo Mask

What We Need: Glitter glue, crepe paper, string, scissors and a template of a mask for each child.

Preparation:

1. Cut the mask out and make holes for the eyes, nose and mouth.

WHAT WE DO:

1. Give each child a print of the mask and demonstrate how to decorate it.
2. Allow children to decorate their masks using glitter glue.
3. Use crepe paper around the edge of the masks.
4. Attach a string on each side so the masks can be worn.



Activity # 10: Match The Candles

What We Need: Different coloured cartridge or construction paper, popsicle sticks and markers

Preparation:

1. Make birthday cakes out of the cartridge paper with different numbers of candles on each cake, e.g. 1-5. Space the candles in such a way that there is space for a popsicle stick to go on top of each candle.
2. Write the number of candles on the cake, e.g. if there are three candles write “3”

WHAT WE DO:

1. Give children some popsicle sticks and have them put a popsicle stick on each candle they see.

Activity # 11: Glittery Pinecones/Tissue Rolls

What We Need: Several pinecones or tissue rolls (at least one per child), red, white and green water paint, glitter, paintbrushes and pieces of string/yarn

Preparation:

1. Cover work areas/tables with newspaper or plastic sheeting and set shallow plastic dishes with paint and brushes on the desks.

WHAT WE DO:

1. Provide each child with a pinecone or tissue roll.
2. Demonstrate to children how to paint the pinecones/tissue rolls.
3. Allow children to paint their pinecones/tissue rolls after they have chosen a colour.
4. Provide them with glitter to sprinkle on their pinecones and allow paint to dry.
5. Allow children to decide if they want to attach strings to their pinecones or tissue rolls.
6. Help children to decide whether they want to use the pinecones to decorate the classroom, use them as presents or take them home.

Activity # 1: Project Approach – Learning About Fruits

What We Need: Scissors (for practitioner’s use), coloured cartridge paper, glue, markers and various other materials to be decided on with the class.

Preparation:

1. As a group, choose a fruit that the children find interesting.
2. Cut out three large shapes of that fruit from cartridge paper.
3. At the top of each fruit shape put one of the following headings:

I Know

I Wonder

I Learned

WHAT WE DO:

1. Begin the lesson by asking the children to tell the class what they know about the fruit and list their ideas on the fruit labelled ‘I Know’.
2. Then ask the children what they wonder about the fruit and list their comments on the fruit labelled ‘I Wonder’.
3. Have a brief discussion about the fruit or have a resource person such as a farmer, gardener or market vendor talk to them about the fruit.
4. Conclude by listing what was learnt on the fruit labelled ‘I Learned’.

Extension:

Use the points that the children raised in “I Wonder” to investigate the fruit and carry out a mini-project about the fruit. You can read books about the fruit, make up songs and poems, go on field trips, look at the seeds, taste the fruit etc. Then put the information you learned under “I Learned.” This project can be done over a period of time based on the children’s interests, e.g. 15 minutes per day for a week.

Activity # 2: Fruit And Vegetable Bean Bag Game

What We Need: Bean bags, glue, large mat or piece of fabric, pictures of fruits and vegetables

Preparation:

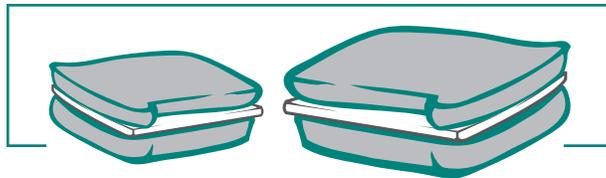
1. Make a fruit or vegetable mat (24” x 24”) divided into nine squares with pictures of a fruit or vegetable pasted onto each square.

WHAT WE DO:

1. Clear an area and place the food mat on the floor, then divide your children into groups or teams.
2. Have them stand at a reasonable distance from the mat and allow members from each team to take turns throwing the bean bags onto a square on the food mat.
3. Allow children to identify the food on the square.
4. Allow each child to have a turn throwing the bean bags and identify the fruit or vegetable they hit with the bags.

Variation:

- a) Ask the children to aim for a fruit, vegetable or food of a specific colour.
- b) Instead of throwing, the children can hop on the fruits or vegetables.



Activity # 3: Picnic

What We Need: Different types of picnic food, e.g. sandwiches, fruit salad, cookies; paper, markers or crayons, other materials to decorate paper (optional) and blankets or other suitable materials that can be spread on the ground

WHAT WE DO:

1. Tell children that you will be having a class picnic.
2. Discuss with the children the types of activities you do and the types of food you eat on a picnic.
3. Allow children to make invitations using the paper and markers to invite a special friend from the class to the picnic. Make sure that each child chooses a different child in the class so that every child will receive an invitation. If desired, have children make invitations for their family members and invite family members to the picnic. Give family members enough notice so they can attend.
4. Ask families to make simple food for the picnic with their children.
5. On a separate day, have the picnic. Make something special together as a class for the picnic as well. Simple recipes include fruit salad, sandwiches, crackers and jam and lemonade.
6. When everything is ready, go outside together and choose a cool, quiet place for the picnic.
7. Spread out the blankets and sit together on them. Sing songs and have conversations with children about what they observe and anything else that they are interested in.
8. Allow children to serve each other food using courteous expressions such as “would you like some crackers?” and “yes thank you.”
9. At the end of the picnic, help children to clean up and walk back to the classroom where they can draw a picture about their favourite part of the picnic.

Activity # 4: Food Bingo

What We Need: Cardboard, pictures of various fruits or vegetables, (enough so that the same vegetable or fruit can appear on at least 2 or 3 cards), paper

Preparation:

1. Cut four 9" x 9" pieces of cardboard and divide each of them into 9 equal squares with a marker.
2. Cut and paste pictures of a different fruit or vegetable on each square randomly so no two cards have the same set of fruits or vegetables.
3. Cut paper into squares that children can use as markers to cover the squares on their card

WHAT WE DO:

1. Divide the children into four small groups for this activity.
2. Place the bingo cards in the midst of each group along with a set of 9 marker cards.
3. Call out the name of a fruit or vegetable and have the children cover the corresponding square.
4. The first group that covers all of the squares wins.
5. Trade cards and play again if desired.

Activity # 5: My Food Book

What We Need: Pictures of food, coloured construction paper, sheets of letter sized paper, plastic scissors, glue, wool or yarn (or stapler) and a paper punch.

WHAT WE DO:

1. Encourage the children to choose foods that they like to eat from the pictures available.
2. Assist them in cutting out the pictures that they have selected.
3. Assist them in gluing the pictures to the letter sized paper.
4. Help the children to secure the pages of their books after punching three or four holes in the margin to the left of the pictures on the page.
5. Allow them to decorate the coloured construction paper and help them to write their names and a title for the book.
6. Use the coloured construction paper for the covers and punch holes in them as well to match those on the pages.
7. Cut tie-length pieces of wool for each book and help children to thread and tie pages together or staple the edges of the papers together to make a book.
8. Each child can then "read" her food book by talking about the pictures.
9. You can also help your children to label the pictures in the books.

Activity # 6: Fruit Salad

What We Need: Real food items, e.g. fruits or vegetables, plastic knives, forks, a wooden spoon and a large plastic bowl, plastic cups or paper plates.

WHAT WE DO:

1. Discuss the chosen food items, e.g. banana, apples, melon and mango and what they have learnt about them.
2. Allow children to assist in cutting up the fruits or vegetables.
3. Put them in a large bowl and stir with the wooden spoon.
4. If desired, you can make up a song about the fruits or vegetables as you make and share the salad, e.g. "This is the way we eat our fruits" to the tune of "This the way we brush our teeth".

Variation:

Children can also make patterns by putting different coloured fruits or vegetables on wooden skewers.

Activity # 7: Making Pictographs Of Our Taste Tests

What We Need: Plain milk and chocolate or other flavoured milk, plastic cups (one per child), glue or tape, white and coloured construction paper that matches the colour of the flavoured milk, cartridge paper

Preparation:

1. Pre-cut cup shapes in white and also in the colour of the flavoured milk.
2. Prepare a chart with the headings: "Milk" and "Chocolate Milk"

WHAT WE DO:

1. Pour a small amount of plain milk into the plastic cups, one for each child.
2. Have the children taste it and talk about the taste and feel of the milk on their tongue.
3. Next, pour some of the chocolate milk into each cup and have them taste it and talk about it.
4. Discuss which milk they prefer and do a tally.
5. Using the cut-outs, have the children who chose the flavoured milk glue or tape the corresponding cut-outs onto the section beside "Chocolate milk".
6. Have children who chose the plain milk do the same by gluing or taping the white cut-outs onto the section beside "plain milk".
7. Hang the pictograph where it can be seen and help the children to see what their choices were and to compare by using the concepts 'less' and 'more'.

| MILK | CHOCOLATE MILK |
|---|---|
|  |  |

Activity # 8: Observing Mould Growth On Some Foods

What We Need: A piece of white bread, a piece of brown bread and a piece of cheese, three heavy-duty (transparent) freezer bags and packaging tape to seal them securely

WHAT WE DO:

1. Discuss with your children why we need to keep food clean, covered and sometimes refrigerated. Brainstorm with children about what can happen if they eat foods that are spoilt.
2. Talk about what can happen to foods if they are left in the open or un- refrigerated for a long time.
3. Introduce the pieces of bread and cheese and discuss how they look, taste and smell – good food.
4. Next, put the piece of white bread, the brown bread and the cheese into three separate freezer bags.
5. Seal the top of each bag with the packaging tape so that the children cannot open them.
6. Let the bags sit for a week or longer and observe them daily with the children.
7. Talk about what the children see each day. If different phenomena occur in each bag, ask the children to think about why this might be and record their comments.

Variation:

Put the same types of food in the refrigerator while the others sit outside and compare them every day.

Activity # 9 Food Textures

What We Need: A variety of food items with different textures, e.g. yam, melon, sour sop or sweet sop, lychee, coco, carrot and pineapple.

WHAT WE DO:

1. Allow the children to feel all of the food items.
2. Ask them to describe the differences between those foods that are rough and smooth as the practitioner writes these comments down.

Variations:

- a) Explore the possibilities for smooth/rough textures outdoors – the bark of a tree compared to some leaves.
- b) You can also use vegetables with different textures as art supplies. For example, use a cucumber as a stamp, use carrots to make lines and corn on the cob can be used for roller painting.

Activity # 10: Building A Food Man

What We Need: Carrots, raisins, otaheite apples, celery, olives (or substitutes), tooth picks, marshmallows, popsicle sticks, banana skins or other types of food.

WHAT WE DO:

1. Children can use food items and wooden toothpicks to create their own people. Use an otaheite apple for the body.
2. Attach a marshmallow to the top of the apple using a toothpick to make the head.
3. Attach two baby carrots with tooth picks for arms. Celery stalks make great legs. Pieces of grapes and olives are useful for creating faces.
4. Use a banana peel to create long hair.
5. If possible, take a picture of the food man before eating him.

Variation:

You can also make a marshmallow snowman by stacking 2 or 3 marshmallows on top of each other using toothpick.

Activity # 1: Mommy And Daddy Collage

What We Need: Magazines, paper, glue and scissors

WHAT WE DO:

1. Cut out magazine pictures of male adults doing things with children and pictures of female adults with children.
2. Glue pictures onto a piece of paper for a family collage.

Variations:

(a) Children can use pictures of their family to make a collage.

(b) If desired, laminate and use as place mats or make cardboard picture frames and display in the classroom.

Activity # 2: Family Mobile

What We Need: Paper, cardboard for backing, yarn or string, hangers, paper scissors and crayons

WHAT WE DO:

1. Have children draw pictures of each member of their family and colour them. Include the pet if there is one.
2. Cut out family members and allow children to glue pictures on the cardboards provided.
3. Attach pictures using yarn or string to the hangers to make mobiles.
4. Print each child's name on pieces of paper and fasten to the appropriate hangers and hang the family mobiles in the classroom.

Activity # 3: Family Sponge Painting

What We Need: Paper, sponge, plastic trays and water paint of different colours

Preparation:

1. Using the sponge, make cut-outs of people of various sizes.

WHAT WE DO:

1. Put the children into small groups and supply each child with art paper.
2. Give each group a set of four or five sponge people cut-outs and two trays of water paint.
3. Allow the children to make representative prints of their family by dipping the sponges into the paint and then pressing them onto the paper provided.
4. Ask children to talk about the number of persons in their family, who those persons are, what they do for fun and so on.

Activity # 4: Mystery Bag

What We Need: One medium sized bag, a variety of family related items, e.g. toothbrush, comb, hair brush, spoon, wash cloth and baby bottle

WHAT WE DO:

1. Put one item in the bag.
2. Allow each child to feel the object and try to identify it without looking in the bag. Encourage children to describe the object and give reasons why they think the object is what they say it is. Provide vocabulary words to assist them if necessary.
3. Allow other children to feel the object and talk about whether they agree with the other child.
4. Put a different object in the bag and give another group of children a chance to guess.

Activity # 5: Family Hand Prints

What We Need: Paper, collage materials, e.g. paper, sand, seeds, string, and fabric pieces

Preparation:

1. Ask each family member to trace one of their hands, cut it out and decorate it.

WHAT WE DO:

1. Allow children to trace one of their hands on a sheet of paper and decorate it.
2. Each child can then make a hand print collage of their family by pasting all of the hand prints on to a large piece of paper.

Activity # 6: Family Portrait

What We Need: Paper plates, yarn, crayons and markers or paint

WHAT WE DO:

1. Let the children create a picture of their family on the inside of the plate.
2. Then put holes in the sides of the plate and thread the yarn through it.
3. Now you can hang the family portraits on the wall.

Activity # 7: Peek-A-Boo Books

What We Need: Spiral notebooks, copies of family photos, glue and scissors

WHAT WE DO:

1. Open the spiral note book and help children to glue their family pictures to every other right-hand page, one large picture per page.
2. Cut the blank pages into three (3) equal horizontal strips without removing the page.
3. As you view the book with the child, peel back one strip at a time, while talking to the child e.g. "Who is behind this paper, (say child's name)? "That's mommy's or daddy's nose", "That's mommy's or daddy's eyes etc" until the child is able to name the family member.

Activity # 8: Me And My Family Pictures

What We Need: Drawing paper, crayons, felt tip markers and a mirror (full length if possible)

WHAT WE DO:

1. Ask children to take turns at looking in the mirror and describing themselves. Ask them questions such as: "What colour is your hair? How many eyes do you have? What colour are they?" Describe the clothes that you are wearing and then ask children to describe what they and their classmates are wearing.
2. Next, ask children to draw pictures of themselves and their families (remember that many young children will only be able to manage organized scribbling). Say, "Tell me about your picture" and accept what each child tells you. Label the pictures accordingly, e.g. ear, hands, and face. Some children may want to draw pictures of their families, friend and pets.
3. Let each child help you to write her name on her drawing or, if she can, let her write it. Some children will want to take their drawings home, others may permit the teacher to put their pictures on classroom display.

Variation:

Vary this activity throughout the year using drawings of relatives, friends, pets, home and the neighbourhood.

Activity # 9: Family Tree

What We Need: Green water paint, paper, brown markers, large tray, green construction paper, glue stick and photos of each child

Preparation:

1. Make leaf-shaped cut-outs from green construction paper.
2. Draw a tree trunk and a few branches on the paper with the brown marker- enough for each child. The adult should do this to provide a little structure to the finished craft unless the children are capable.

WHAT WE DO:

1. Allow children to choose their tree trunk.
2. Put a generous amount of green water paint and let the children put their hands in it and smear them with the paint. Now, have the children make foliage on their own copy of the tree trunk with their hand prints. You may have to help so you get actual hand prints and not a mess. Let it dry.
3. Have those children who can, write names of family, friends, and even pets on the green construction paper leaves. Talk with children about these people as they write them down, e.g. Do they live far away? What is the best thing about Uncle Jeff? Tell me what you remember about the time you visited Grandma?

4. Let the children glue the leaves on the tree in whatever manner they choose. There is no need to put them in any sort of order.
5. Turn it into a keepsake by adding a photo of each child along with her name, e.g. label it as "Peter's Family Tree."

Activity # 10: My Family Box

What We Need: Shoe boxes

Preparation:

1. Ask parents to assist children in creating a show and tell family box with items representing some of the activities they do as a family and or things they like, e.g. family pictures of food they like, objects they play with, and sand if they like going to the beach.

WHAT WE DO:

1. During circle or another appropriate time of the day encourage children to talk about the items in their box and why they are important to their family. If you have a large group of children allow a few children to present each day, until each child has a turn.
2. Make a presentation schedule so that the children will see when it will be their turn, discuss with children the importance of waiting their turn and display the schedule at children's eye level.

Activity # 1: Animal Sorting

What We Need: Pictures of animals, sorting trays (optional), glue, scissors (for practitioner's use) and cardboard

Preparation:

1. Glue each picture onto cardboard to make animal cards.

WHAT WE DO:

1. Have the children sort the animal cards according to simple characteristics such as colour and size of animals.
2. Allow each child to choose an animal card and talk about his animal, e.g. Where the animal lives and what that animal can do.

Variations:

(a) You can also use pairs of animals and have the children find the matching animal.

(b) You can also provide large pictures of the various places animals are found, e.g. the ocean, tree and land so that children can place the animals on the picture that corresponds to where they are found (e.g. dolphin in the ocean). You can then have a discussion about animals that can be found in two areas, e.g. turtles can be found on land and in the water.

Activity # 2: Homemade Butter

What We Need: A clear glass jar with a lid and heavy whipping cream (chilled).

WHAT WE DO:

1. Allow children to talk about products we get from animals and ask them about what they can get from the cow.
2. Tell children that you will be making butter that comes from the milk of the cow.
3. Put chilled whipping cream in a jar and close it.
4. Then let children take turns shaking it.
5. Soon the cream will turn into butter.
6. To speed up the process you can add a marble to the jar.
7. When it is done, pour off excess liquid and allow children to spread butter on their bread or crackers for a snack.

Activity # 3: Animal-Home Match

What We Need: Pictures or models of animals (e.g. birds, dogs, fish), pictures or models of those animals' homes (e.g. birdhouse, doghouse, aquarium), cardboard and glue (if using pictures).

Preparation:

1. If using pictures of animals and their homes, glue each picture onto cardboard.

WHAT WE DO:

1. Have the children match the animals with their homes.

Variation:

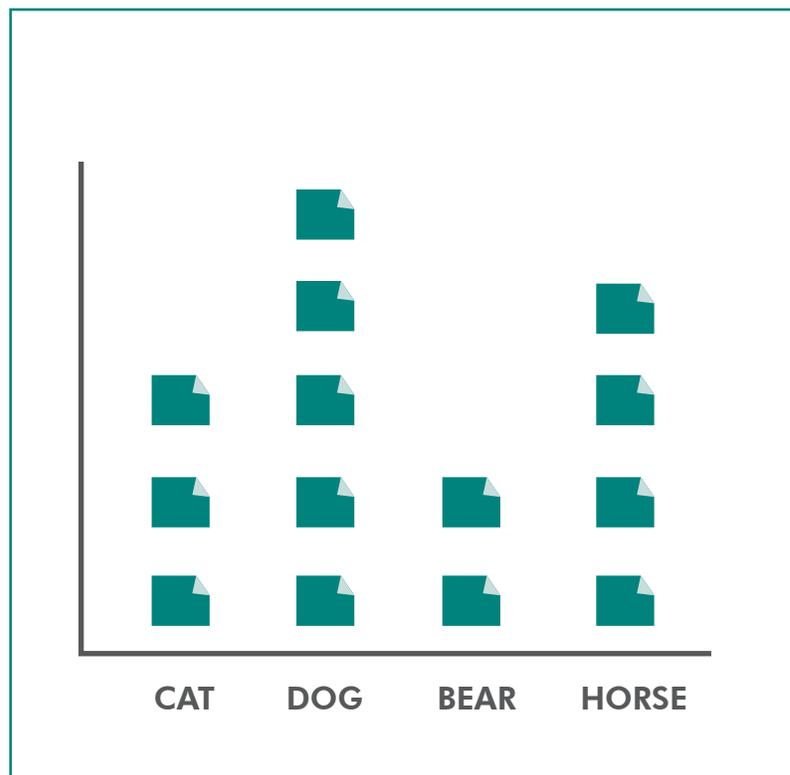
You can turn this into a gross motor whole group activity by placing different scenes of habitats in each corner of the room, e.g. a tree branch or picture of a tree in one corner and a bucket or picture of water in another. Give each child a picture card with an animal on it. Have children go to the corner of the room with the habitat that corresponds to their animal. Encourage them to move like the animal and make the animal sounds as they go to the corner of the room, e.g. flap and tweet like a bird as you fly in the air or land in the tree.

Activity # 4: Favourite Pet Or Animal Graph

What We Need: Sticky notes (one for each child which may or may not have their name written on it) or paper with tape on the back, cartridge paper and markers

WHAT WE DO:

1. Make an "L" shape on the cartridge paper.
2. At group time discuss pets or animals.
3. Choose a few of the pets or animals that you discussed and write their names along the bottom of the paper under the horizontal line.
4. Let the children come up and put sticky notes above their favourite pets.
5. Count the sticky notes and see which pets are the class's least and most favourite pets.



Activity # 5: Friendship Butterflies

What We Need: Tape, paper, glitter, crayons or markers, paint (optional), paintbrushes (optional), scissors (for practitioner's use) and glue

WHAT WE DO:

1. On a piece of paper have each child trace both of his hands separately, with the thumb sticking out, but the other fingers close together (help them if necessary).
2. Cut out tracings of each child's hands, so you will have 2 pieces of paper, one hand on each.
3. Have them exchange one of their hands with another child.
4. Help the children to tape two hand cut-outs together to make a friendship butterfly.
5. Allow the children to decorate their butterflies with glitter, paint, markers or crayons.

Activity # 6: Giraffe

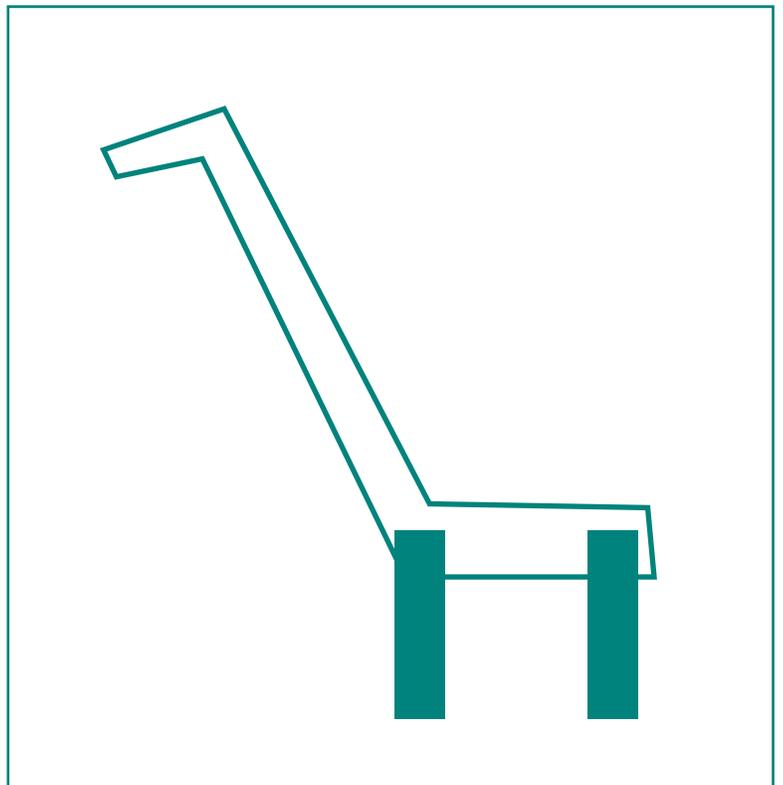
What We Need: Two clothes pins per child, brown cardboard, yellow construction paper and markers

Preparation:

1. Cut out Z shapes from the cardboard (one for each child)

WHAT WE DO:

1. Have the children tear the yellow construction paper into small pieces.
2. Allow them to glue the yellow pieces of paper onto the brown cardboard giraffes.
3. Let them draw eyes and a mouth using the marker. If desired add ears and black tongue to your giraffe.
4. Show children how to add two clothes-pin legs on the bottom of the giraffes and allow them to do same.



Activity # 7: Paper Plate Lions

What We Need: Paper plates, yarn of various colours (orange, yellow, brown and red), markers, crayons, glue and construction paper

Preparation:

1. Make cut-outs of lions ears from construction paper.
2. Cut yarn in appropriate length.

WHAT WE DO:

1. Show children a picture of a lion.
2. Allow children to talk about the lion especially the face and mane.
3. Use a paper plate as a lion's head and demonstrate how to make a paper plate lion.
4. Allow children to choose a plate and the colour yarn they want to use.
5. Have the children glue the yarn around the edge of the paper plate to make the lion's mane.
6. Ask children to colour the face of the lion.
7. Assist children to glue the ears to the top of the paper plate (lion's head).
8. Allow children to use lions in pretend play.

Variation:

Make a mask by cutting holes where the lion's eyes would be. Then punch holes on either side of the plate and attach yarn to tie around the children's heads.

Activity # 8: Terrific Toads

What We Need: Picture or model of a toad, brown construction paper, bird seeds or rice and glue.

Preparation:

1. Make toad-shaped cut-outs from brown construction paper.

WHAT WE DO:

1. Talk about the toads and frogs, all toads are actually frogs. The frogs that have warty, dry skin and like dryer climates are called toads. Other frogs have smooth or slimy skin and they tend to like moist environments.
2. Allow the children to take a toad-shaped cut-out and glue on the paper. For best results use straight glue, not mixed with water.
3. Sprinkle on bird seeds.
4. When it is dry it will feel bumpy like the back of a real toad.

Activity # 9: Animal Search

What We Need: No materials needed

WHAT WE DO:

1. Take the children on an imaginary animal search. Everyone should sit in chairs with their hands on their knees.
2. As the search begins, show them how to slap their knees alternately to simulate a person walking.
3. Have the children repeat each line after you say it and imitate your hand movements.
4. Chant this animal search poem as you slap your knees:

“We’re going on an animal search.

I’m not afraid!

Oh, no!

What’s that up ahead?

It’s a river.* *(or other area, depending on the animal you choose)*

Can’t go around it. *(Try other prepositions, too, for example, over or through)*

Can’t go under it,

We’ll have to swim in it.”

Suggestions for animal habitats:

Cow- Grass

Bird- Tree

Lion- Grass

Fish- River or Sea

Whale- Ocean

Monkey- Tree

Goat- Hills or Grass

Snake- River or Grass

Octopus- Ocean

5. Pause after the first verse and ask what kind of animals live in the river. Allow for some discussion and then suggest that the children attempt to catch some of those types of animals as you swim in the river.
6. Make swimming motions and pretend that you are picking up various fish and water creatures and putting them in a sack. Wipe your forehead with your hand, shake your arms and begin slapping your knees again as you say the next verse of the poem.
7. Continue as you explore a variety of animal habitats, until you feel you have gathered enough animals or the children’s interest begins to wane.
8. Stop your animal search in a nice field for lunch and over your pretend meal, discuss the

animals you collected during your adventure. You can ask questions such as “Where did we get the snakes? What lived in the tall grass? What did you find under the rocks?”

9. Discuss what you should do with your collection of animals. Should you put them in a zoo or release them back into the wild? Maybe you can take them home with you in your school bag, or just let them loose to roam around the room.

Extensions:

- (a) Cut out magazine pictures of various animals and use them to make a collage representing what you found on your animal hunt.
- (b) The children can make their own binoculars for their next animal hunt. Have them decorate two toilet paper rolls. Avoid using glitter or glued-on materials since these will be used near the eyes and these materials often fall off. Tape or staple the two tubes together to form a pair of binoculars. If desired, punch two holes in the ends and tie on some string so that the binoculars can be worn around the children’s necks.
- (c) Make a simplified lift-the-flap book about your jungle adventures. Cut out magazine pictures of jungle animals and glue them to an 8” x10” piece of paper. Glue the corresponding habitat onto a piece of paper and put the animal’s picture over its habitat so that when the children lift the flap they can find out which jungle animals live in which habitats. Then create a cover and bind the pages together into a book.

Activity # 10: Bee Hive

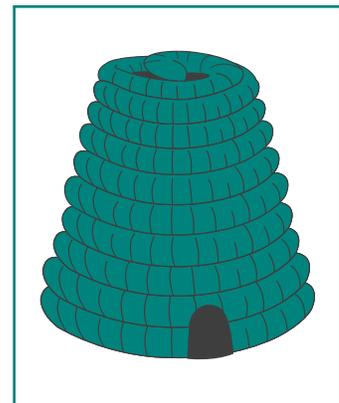
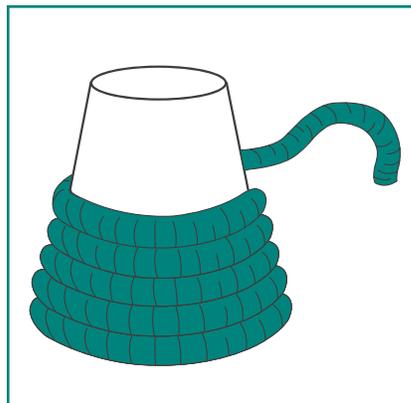
What We Need: Pictures of bees and hives for each child, tissue paper strips- 1 ½” x 6”, small plastic cups, paintbrushes, black construction paper, yellow construction paper and black crayons or markers

Preparation:

1. Construct a half circle, half inch wide from black construction paper. Make small bee shaped cut-outs from the yellow construction paper.

WHAT WE DO:

1. Visit a bee keeper if possible, or invite one to come visit your class. Show children pictures of bees. After discussing bees, help the children to make small bees using the yellow construction paper bee-shaped cut-outs.
2. Show children how to draw black horizontal lines on the cut-outs.



3. Demonstrate how to make a bee hive using a plastic cup turned upside down and twisted tissue paper.
4. Allow children to choose tissue paper strips and have them twist strips of tissue into ropes using a wringing motion.
5. Let them use a brush to paint glue all over the sides of the cup.
6. Now, wrap the strips of tissue around the cup to completely cover the sides.
7. Put glue on top of the cup and cover it with more twisted tissue paper.
8. Glue some bees onto the hives.
9. Glue the black half circle at the bottom edge of the cup to represent a door, so the bees can go inside of the hive (see illustration).

Extensions:

(a) Eat popcorn dipped in honey.

(b) Play a game and have the children pretend to be busy, buzzing bees who have to go into their hive to sleep. You can select a corner of the room to be the hive.

Activity # 11: Animal Parts

What We Need: Pictures of animals, cardboard, scissors and glue (for practitioner's use)

Preparation:

1. Cut out pictures of various animals.
2. Glue the pictures onto different pieces of cardboard.
3. Cut the pictures in half, separating the head section from the tail section.
4. Put all the cards with the head in one group and those with the tail in another group.

WHAT WE DO:

1. Allow children to choose one section of an animal and guess what, that animal is.
2. Help children try to find the matching section for their animal (attach the head to the tail).
3. Repeat until all the animals are reconnected correctly.

Variation:

Have your children intentionally mismatch the heads and tails to create funny new animals.

Help them to come up with funny names for their new animals.

Activity # 12: Walk Just Like Me

What We Need: Animal story books or pictures of animals

WHAT WE DO:

1. Read a story about an animal or show pictures to help the discussion.
2. Talk about animals and their distinctive movements.

3. Ask children if they know how different animals walk and imitate the movements of the animals they suggest.
4. Then demonstrate other animals' movements that they might not know and have children imitate these movements. For example, show how the duck waddles, the crab moves sideways and the rabbit hops.
5. Vary the animal actions and movements you do.
6. You can also vary the speed of the actions to emphasize the concepts of "fast" and "slow".

Note: This is also a great activity to do with children while walking in a line.

Variation:

- a) Let children take turns imitating an animal and the others guess what is being imitated.
- b) You can also place different animal foot prints, e.g. horse's hooves, and dog's paw, on a path which leads to a treasure. Have children follow the path by walking like the animal whose footprints they see.

Activity # 13: Making Ice Cream

What We Need: 1 gallon re-sealable plastic bag, 1 quart re-sealable plastic bag (heavy duty), 4 cups ice, ¼ cup salt, 1 cup half and half or whole milk, 1 teaspoon vanilla extract, 2 tablespoons sugar, cups and spoons (one for each child)

WHAT WE DO:

1. Talk with children about products that come from the cow and tell them that they will be making ice cream.
2. Pour the milk, vanilla extract, and sugar into the small sealable bag. Squeeze as much air out as possible and seal the bag carefully.
3. Place the small sealable bag into the large sealable bag. Cover the inner bag with the ice and salt. Seal the large bag tightly.
4. Have children help to shake, toss, and flip the "ice cream machine" for 5 to 10 minutes. If the bag gets too cold to handle, wrap it with a towel or pass it from child to child. Don't open the large bag to check the ice cream because it may not seal properly afterwards.
5. Open both bags and spoon the ice cream into small cups. Enjoy!

What Is Happening?

The salt lowers the freezing point of the water which allows it to get colder than ice (about 28 degrees). This super-cold water and ice mixture causes the liquid milk mixture to freeze and become solid.

Variation:

Omit the vanilla and half the sugar. Add strawberry or chocolate syrup to the milk mixture.



Activity # 1 Water Filtration Activity

What We Need: At least 8 glass jars or clear containers, e.g. drinking glasses, at least 4 coffee filters, cotton balls, rubber bands, markers and masking tape

WHAT WE DO:

1. Collect a few samples of water from all available sources. Take a jar to the bodies of water that are close enough for you to visit such as (a spring, stream, river, pond and sea). The children can help you with this task by helping to identify any local water sources and also by gathering the samples. Ensure that it is a safe source for children to visit.
2. Fill half of containers with about two cups or more of water from each source. Fill one jar with tap water. Also, if possible, place a container outside to collect rain water. Make sure each of your containers is labelled with the type and location of your sample, e.g., rain water from backyard.
3. Have brief discussion about the appearance of the samples of water and allow children to say which one is clear and which is not clear.
4. Gather the same number of clear, empty containers as there are samples and label them with the name of a water source. Attach a coffee filter inside each container with a rubber band.
5. Place three cotton balls in the coffee filter. Take each sample and pour it slowly through the cotton balls and into the corresponding, labelled container. As the water trickles into the glass have the children observe what is happening.
6. Once the samples have been filtered, compare the samples again and talk about which ones are the clearest and dirtiest. Look at the top of the cotton balls to see what was left behind. Tell children that although some of the water may appear clear, it may not be clean enough to drink. You may also compare the filtered samples with tap water.

Activity # 2: Sea In A Jar

What We Need: Transparent jars with lids (jam jars, baby food jars), sand, small plastic sea creatures, rocks, grass, water and blue food colouring (optional)

WHAT WE DO:

1. Allow the children to put sand and small rocks in a bottle.
2. Then have them add small plastic sea creatures and grass (seaweed)
3. Finally have them add water coloured by the blue food colouring (if desired).

Note: Super glue or tape the lids shut so your children cannot open them once they are made.

Activity # 3: Making A Pond

What We Need: Large bucket, sand, large plastic tub, small plastic frogs, snakes and insects

WHAT WE DO:

1. Place the sand in a large bucket (the kind you use for water play).
2. In the middle of the sand in the bucket, dig a hole large enough for the plastic tub to fit in and fill the tub with water.
3. Place the animals around the sand and in the water and let the children explore the pond.

Activity # 4: Coloured Ice Water

What We Need: Ice trays, food colouring and re-sealable plastic bags

Preparation:

1. Put food colouring in water. Pour coloured water into ice trays and put in freezer to make ice cubes.

WHAT WE DO:

1. Put the ice cubes in re-sealable bags.
2. Let the children watch the ice cubes during the day. Ask them what is happening.
3. Talk about the hot air causing the ice to melt.
4. Allow children to assist with putting bags into the freezer for observation and discussion the next day.

Activity # 5: Experiment With Water

What We Need: Shallow dishes, water, food colouring, some heavy and light toys, thermometers, clear plastic or glass jars and buckets

WHAT WE DO:

Note: You can do one experiment per day as these are young children.

1. Place water in shallow dishes and see how long it takes to evaporate.
2. See which toys float and which ones sink by dropping them into a bucket one at a time.
3. Toss toys into a bucket to see which one makes the biggest splash.
4. Show the class how to measure the temperature of water using a thermometer.
5. Place salt water and fresh water in different plastic cups and observe how long it takes for them to freeze.

Activity # 6: Outdoor Transparent Painting

What We Need: Long strip of clear plastic or old discarded white sheet or light coloured (sheet), tempera paints (different colours), paintbrushes, wire to hold up the plastic sheet and a fence

WHAT WE DO:

1. Allow the children to help you attach the plastic to the fence.
2. Ask the children to paint the 'canvas' with any water related images they like. These murals can be added to any outside play area.

Activity # 7: Plastic Car Wash

What We Need: Large toy cars or other large plastic objects, sponges, and shallow dishes with soapy water

WHAT WE DO:

1. During outdoor play, set up an area where the children can pretend to operate a car wash.
2. Have them pour small amounts of soap and water into shallow dishes outside and give each child a sponge. Promote sharing and cooperation as they work together washing the cars and plastic toys.

Activity # 8: Mixing Colours

What We Need: Water, several clear plastic bottles and food colouring

WHAT WE DO:

1. Fill two or more empty bottles about one third of the way. Have several empty, clear glasses available as well.
2. Allow children to take turns putting one colour of food colouring in each of the bottles that have the water.
3. Allow children to add another food colouring to each bottle of coloured water, e.g. yellow, to red, blue to yellow and red to blue.
4. Allow children to talk about what they observe.

Variation:

Adding soap (to make bubbles) or a few drops of baby oil to the water will add different effects to the water. If you are outside, allow the children to play with the water and plastic bottles for an extended period under supervision. Do not let them play with food colouring.

Activity # 9: Octopop

What We Need: Small cups that can be put in the freezer (one for each child), juice, popsicle sticks (one for each cup), gummy worms (a few for each child)

WHAT WE DO:

1. Pour juice into the small cups.
2. Have the children put in a popsicle stick.

3. Put in the gummy worms and let them hang over the edge to look like legs. Make sure that parts of the worms are in the juice.
4. Put the cups in the freezer and freeze.
5. Take the frozen juice out of the cup, it should look like an octopus on a stick.
6. Allow children to enjoy eating their octopus for snack.

Activity # 10: Spray Bottle Painting

What We Need: Spray bottles, water paint, water, large sheet of paper (or many pieces of paper taped together), waterproof aprons or old t-shirts to cover children's clothing

Preparation:

1. Mix a little water into the paint so it is dilute enough to be sprayed out of the spray bottles.
2. Add paint to the spray bottles.
3. Attach the paper outside to an appropriate wall or fence.
4. Help the children to put on waterproof aprons.

WHAT WE DO:

1. Allow the children to use the spray bottles to spray paint the paper.
2. Once the paper is dry, help children to sign their names and display it in the classroom.

Activity # 11: Movement In Liquids

What We Need: Small coins, three transparent containers, water, shampoo and oil

Preparation:

1. Pour the same amount of water, shampoo and oil into separate containers.

WHAT WE DO:

1. Give children the coins and have them experiment with how thick (dense) the liquids are by dropping a few coins into each jar and seeing which coin drops the fastest and the slowest.
2. Talk with children about why this is happening.

What Is Happening?

The thicker or more dense the liquid, the harder it is for the coin to get through the liquid to the bottom of the container. The coin in the thickest liquid will, therefore, take the longest time to get to the bottom.

CELEBRATING ME

Activity # 1: I Like Me Cards

What We Need: A variety of crayons, markers and different coloured construction paper

Preparation

1. Cut construction paper into letter size or 5" x 8" pieces.

WHAT WE DO:

1. Allow children to choose the colour construction paper they want.
2. Demonstrate folding construction paper like a greeting card and allow children to do the same.
3. Ask the children to draw a self portrait on the front of the card using any of the art supplies.
4. On the inside left of the card, ask them to draw pictures of things they like to do.
5. On the inside right of the card, have the children draw pictures of how they take care of themselves.
6. On the back of the card, ask the children to draw pictures of how they cheer themselves up.
7. Place the cards in the Reading Area to inspire the children in reading and writing their stories.

Variation:

This activity should be done at four different times, one page at a time.

Activity # 2: Name Game

What We Need: Pictures of children with a focus on their faces, index cards and markers

Preparation:

1. Ask their parents to send pictures of their children.

WHAT WE DO:

1. Have the children sit in a semi-circle.
2. Hold up one child's photograph and ask the children "who is this?"
3. If a child answers "me", ask the other children to tell the child's name.
4. Write the child's first name on an index card.
5. Repeat steps 1 – 4 until there are name cards for all the pictures and all the children.
6. Lay all the pictures in a row.

7. Hold up a name card.
8. Ask the children “whose name is this?” If a child answers “mine”, prompt the group to give the child’s name.
9. Invite the child to put the name card under his picture, those without pictures can put their card in an open space.

Variation:

Place the name cards around the room when the children are not around. Then, have them walk around the room on a “name hunt” to find their name cards.

Activity # 3: Me Shirt

What We Need: White or light coloured t-shirts for each child, fabric paints or markers designed for use on clothing and plastic aprons

Preparation:

1. Ask parents to provide t-shirts and child-sized aprons.

WHAT WE DO:

1. Tell the children that many t-shirts have art or writing on them for various reasons, such as displaying which school they are a part of, showing places where they have been; showing animals or objects they like. Talk with children about what they like to wear or what kinds of t-shirts they have.
2. Explain to the children that they are each going to decorate a t-shirt with their own design on it. Tell them that the design should tell something about who they are. It could include their name, pictures of things they like to do, their family members or even their pets.
3. Have them sit in small groups to talk amongst themselves about what they want to put on their shirts.
4. When they are ready, have them draw or paint their designs on their ‘me-shirts’.
5. Send the shirts home when they are dry and schedule a special ‘me-shirt’ party day so that they can wear their shirts to school. At the party, let them share with each other what their ‘me-shirts’ tell about themselves.

Activity # 4: Helping Hands Self-Portrait

What We Need: Paper scissors, paper plates, bits of felt fabric, white paper, construction paper, glue, shredded paper, markers or crayons and paint

Preparation:

1. Have the children paint their hands one at a time and make hand prints on white paper, one or two days in advance (to allow for drying).
2. Shred or cut paper into strips.

WHAT WE DO:

1. Have children glue the shredded paper around the edges of their plates to represent hair.
2. Let them add their facial features to the paper plates using the markers or crayons (to make their portraits).
3. Cut out arms 4 to 6 inches long, from construction paper. (The arms must be wide enough to add hands). Glue arms to plates.
4. Cut out the dry hand prints and glue them onto the ends of the construction paper arms already on the portrait.
5. They now have a portrait showing their helping hands. Have a discussion with the children about helping and what their “helping hands” can do.

Activity # 5: 3-D Name Plaques

What We Need: Play dough, aluminium foil, glue, paint and cardboards (one per child)

Preparation:

1. Paint the cardboards.

WHAT WE DO:

1. Distribute pieces of coloured play dough to the children.
2. Show them how to knead each piece to make a letter in their first name. (play dough should make the letters of each child’s first name, e.g. ‘LORNA’ or ‘PAUL’).
3. Have your children place their names on aluminium foil and allow to air dry. (Air drying can take up to five days). Make sure to turn the letters at least once during the drying process.

Note: You can speed up the drying process by placing the aluminium foil with the names in the oven at 200oF. It takes approximately one hour to be ready – each side taking ½ hour.

4. Using the glue, help the children to place the letters onto the pre-painted cardboards (one per child).
5. You can use name plaques to decorate the classroom or send them home with the children.

Activity # 6: Taking Care Of Me Collage

What We Need: Pictures of children visiting the doctor, eating healthy foods, washing their hands, taking a bath, brushing their teeth, getting their sleep and getting exercise, (these can come from the children’s home or cut from magazines or they can draw the pictures), glue, cartridge paper and markers

WHAT WE DO:

1. Talk with the children about the ways in which they take care of themselves at home and at school.
2. Show children pictures as you discuss with them how to take care of themselves.

3. Have them work in small groups and supply each group with glue, cartridge paper, pictures and markers.
4. Instruct each group to use the pictures to make a 'Take Care of Me Collage' and glue pictures on the cartridge paper.
5. Have the children from each group write their names on their collage and display it in the room.

Activity # 7: My Unique Fingerprint

What We Need: Washable stamp pad, ink, white index cards or paper and magnifying glasses

WHAT WE DO:

1. Explain to the children that their fingerprint is one-of-a-kind and no one has a fingerprint like theirs.
2. Show the children how to make a fingerprint using the stamp pad.
3. Let each child make some prints on the card or paper provided.
4. Allow them to look at their prints under the magnifying glass and compare them with each other's prints.
5. Discuss their findings and emphasize that fingerprints are one of the things that make each of us special.

Variation:

Have the children make a fingerprint to represent each member of their family, then invite the children to draw faces, hair, arms, legs and clothing on them. Children can then cut out the fingerprint people and use them as puppets.

Activity # 8: Emotions Game

What We Need: One egg carton (or a few more if the game will be left for children to do independently), small adhesive labels, pens, scissors, glue, magazines or pictures with faces showing different emotions and buttons

Preparation:

1. Glue pictures of faces showing different emotions to the inside the top of the egg carton.
2. Write the name of the corresponding emotion on the label.
3. Put the corresponding label under each picture on the bottom of the carton.

WHAT WE DO:

1. Allow a child to put a button in the carton, close the lid and shake the carton
2. Open the lid and have the children act out the emotion that the button landed on.
3. Have a discussion with them about how that emotion makes us feel, what we can do to feel better if that emotion makes us feel bad or how we can bring about that emotion if it

makes us feel good (e.g. when I am angry I feel like screaming but I can calm down by taking a walk or talking to my family; when I am happy I like to smile and playing with my puppy makes me feel happy).

4. Continue the game and allow other children to shake the box.

Activity # 9: The Senses

What We Need: A blindfold, foods with different tastes and smells, objects with different textures and objects that make different sounds when shaken.

Preparation:

Choose which sense to focus on (one sense per session).

WHAT WE DO:

1. Conduct different experiments with the children and talk to them about the senses.
2. To demonstrate the senses of taste and smell, do a series of taste tests on different days. You can do blindfolded taste tests of bite-sized bits of food, a drink test of small amounts of liquid, such as apple juice, lemon juice, sugar and water. (If you are working in a large group, have the children close their eyes instead of blindfolding all of them). Children can also smell other items and try to identify the item.
3. You can also do a 'taste test' where the child is blindfolded and first tries all of the foods while holding their noses and then tries them again after smelling each food before tasting it (this works best with foods that have distinctive smells such as oranges, chocolate etc.)
4. You can also do 'touch tests' using objects of different textures and letting the children guess what they are.
5. Try doing a sound test in the same way by shaking objects with different sounds and having the children guess which object makes the sound.

Activity # 10: Me Flag

What We Need: Crayons, pictures of various things such as toys, foods, people etc., magazines, popsicle sticks or straws, glue or stapler and paper

WHAT WE DO:

1. Give each child a piece of paper.
2. Have the children decorate their paper with pictures of themselves and the things that they like (they can either draw or use the pictures to make a collage).
3. Assist children to glue or staple the popsicle sticks to the bottom corner of the papers to make flags.
4. Have a "me flag parade" in the class where children can march around and carry their flags.

Activity # 11: Measure Me

What We Need: Yarn or string, scissors (for practitioner's use) and masking tape

WHAT WE DO:

1. Have one child lie down.
2. Measure how tall he is by using the string and cutting it at the appropriate height. (This can be done at various times throughout the day or week, such as guided learning or free play when children rotate and have time to work independently. This enables you to measure a few children at a time).
3. Write the child's name on a piece of masking tape and label the string.
4. Later the children can compare their strings (you can talk about longer or shorter strings and what that means- taller or shorter children) and show them to their families.
More appropriate for older children.

Variation:

You can place a long piece of paper vertically on a wall, have children stand beside it, measure their height on the wall and write their names beside their height. You can also do this at different times throughout the year and compare their heights as they grow.

Activity # 12: Special Me

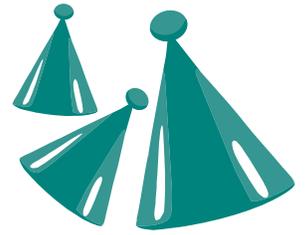
What We Need: A large box with a cover or flaps still attached and a mirror.

Preparation:

1. Place the mirror in the bottom of the box with the reflective side facing upwards.
2. Shut the box so children will be able to open it on their own.

WHAT WE DO:

1. Tell the children that you have one of the most important people in the world inside their special box.
2. Have the children take turns guessing who it is.
3. Allow them to look inside the box one at a time.
4. After they have all had a turn looking inside the box, ask them the question, "Who is the most important person in the world?" What will this mean to a 2 year old? A more appropriate 4 or 5 year old activity.
5. Explain to them that they are one of the most important people in the world because they are different and that there is no one else in the world just like them.
This is what makes them very special.



Activity # 1: Book Of Heroes

What We Need: A small scrap book, glue, scissors, pictures and names of our National Heroes

Preparation:

1. Have the children seek their parent's assistance in collecting pictures of our National Heroes.

WHAT WE DO:

1. Allow children to show the class the pictures they collected.
2. Let the children identify the heroes by name and talk about the heroes.
3. Assist children in pasting the pictures in the scrap book along with the corresponding names.
4. These books can be revisited for the duration of the unit.

Extensions:

- a) *Let the children add two (2) pictures of persons they consider to be heroes. Help them to fully understand the concept of 'heroes.'*
- b) *Let them colour their pictures if they want to.*

Activity # 2: Coin Rubbing

What We Need: Jamaican notes and coins, paper, crayons, water, soap.

WHAT WE DO:

1. Sing the song, Marching Heroes (to the tune of) When the saints go marching in and do the marching action.

“When the heroes
Come marching in
Oh when the heroes come marching in
It will be Heroes Day
When the heroes come marching in.”

2. Distribute monies to the children while they are sitting in small groups.
3. Let them examine the monies and identify the heroes on them.
4. Teach them that National Heroes Day is a special day in October when we remember our Heroes and celebrate their work.
5. Distribute paper and crayons for coin rubbing.
6. Let the children put their coins under the paper and rub them with a crayon to get the image of the hero.

7. Collect and display.
8. Supervise the washing of hands.

Activity # 3: Matching Heroes

What We Need: Pictures of heroes, (two of each), cardboard, glue and scissors

WHAT WE DO:

1. Provide the children with pictures of heroes and cardboard.
2. Assist the children in gluing the pictures to cardboard.
3. Allow children to choose a card with a hero on it.
4. Ask each child to stand and show the class his picture and say the name of the hero.
5. Invite the class to repeat the name for re-enforcement.

Activity # 4: Wedding Invitation

What We Need: Scissors, glue, cardboard, fabrics, construction paper of different colours, pictures and magazines

WHAT WE DO:

1. Give each child a piece of cardboard.
2. Talk about what make wedding invitations special.
3. Tell class that some people make their own wedding invitations and today they are going to make some invitations cards.
4. Assist children to decorate their card with designs and shapes cut out of the fabric, paper and magazines.
5. Help them to write the name of their classmate or family member to be invited.

Activity # 5: Decorating Wedding Cakes

What We Need: Construction paper, glue, scissors, glitter, markers and coloured crepe paper

Preparation:

Using the construction paper, make three large cake-shaped cut-outs of different sizes.

WHAT WE DO:

1. Divide the children into three groups.
2. Give each group a cut-out cake to decorate using the various available materials.
3. Supervise the decoration process and encourage creativity.
4. Collect the cakes and put them together to produce a three layer wedding cake.
5. Put the cake on display. Supervise cleaning up and washing of hands.

Activity # 6: Christmas Chain

What We Need: Paper, crayons, used Christmas cards, scissors, glue and glitters

WHAT WE DO:

1. Ask the children to bring used cards from home with their parents' permission.
2. Help them to cut pictures from the old cards.
3. Provide thick plain paper shaped like cards for each child.
4. Children can paste their pictures onto the paper to produce Christmas cards. Further decoration can be done using crayons or glitters.
5. Help them to write in their cards.



Activity # 7: Christmas Wreaths

What We Need: Cardboard, green cartridge paper, glitters, glue, crepe paper and wool

WHAT WE DO:

1. Provide each child with a large ring cut from cardboard.
2. Have the children paint the cardboard green.
3. Remind the children that red, green and white are the Christmas colours.
4. After it dries, decorate by adding red and white crepe paper, glitters and a piece of red or white wool.
5. Use them to decorate the classroom for a Christmas Party.

Activity # 8: Christmas Shapes

What We Need: Coloured cartridge papers

Preparation:

Cut shapes used at Christmas time (star, circle, triangle, square, and rectangle) made from different various coloured paper.

WHAT WE DO:

1. Have the shapes done in pairs of different colours.
2. Hide one from each set around the classroom.
3. Distribute the matching ones to the children.
4. Tell the children that they are going on a shape hunt.
5. Tell them they need to find the hidden shape with the same colour.
6. If working with a large group of children, send a small group of children at a time to find the match.

Activity # 9: Baking Christmas Cookies

What We Need: For cookies: 1 cup butter (no substitutes) softened, 3/4 cup sugar, 1 egg, 2 tablespoons milk, 1 1/2 teaspoons vanilla extract, 3 cups all-purpose flour, 1 teaspoon baking powder, 1/2 teaspoon salt, cookie cutters. For frosting (optional): 1 cup confectioners' sugar, 1/2 teaspoon vanilla or almond extract, 1/4 teaspoon salt, 1 tablespoon milk, food colouring

WHAT WE DO:

1. Prepare the dough with the children
2. Preheat oven to 375 degrees Fahrenheit.
3. In a mixing bowl, cream butter and sugar.
4. Add egg, milk and vanilla.
5. In a separate bowl, combine flour, baking powder and salt. Gradually add to the creamed mixture.
6. Chill for 1 hour or until easy to handle.
7. On a lightly floured surface, help children to roll out the dough to 1/8-in. thickness.
8. Allow the children to cut out shapes with the cookie cutters of their choice.
9. Place cookies two inches apart on greased baking sheets.
10. Bake at 375 degrees F for 5-8 minutes or until lightly browned. Remove to wire racks to cool (makes 24 servings).
11. For frosting: Help children to combine the following ingredients in a mixing bowl: sugar, vanilla extract, salt and enough milk to achieve spreading consistency. Add food colouring if desired.
12. Use frosting to decorate cookies as desired.
13. Eat the cookies together after singing a carol, reading a story or talking about Christmas.

Activity # 10: Chinese New Year Dragon Tail

What We Need: A large piece of colourful fabric

WHAT WE DO:

1. Have the children line up in a row.
2. Ask them to put their hands on the shoulders of the person in front of them.
3. If desired have the child in the front wear a mask to make it more festive.
4. Tie the fabric around the waist of the last child in the line.
5. Then have them pretend to be a Chinese dragon and move around the room together.

Variation:

Medium size cardboard boxes can be joined together with strings to make a long dragon.

Activity # 11: Christmas Patterns

What We Need: One-inch strips of green, red and gold/yellow cartridge paper, glue sticks and sheets of black cartridge paper

Preparation:

Cut sheets of black cartridge paper into halves (one per child).

WHAT WE DO:

1. Engage the children in a brief discussion about the colours they often see at Christmas time.
2. Provide children with the strips of coloured paper and ask them to make patterns by gluing the strips of papers onto the black cartridge paper. Encourage them to experiment with the colours to make patterns.
3. These can be used to decorate the classroom or put in the display area for Christmas celebrations.
4. Help the children to display their work.



Activity # 12: Diwali Lamps

What We Need: Clay or play dough and string or yarn

WHAT WE DO:

1. Give the children several different colours of modeling clay.
2. Show them how to make “Diwali lamps” by molding the clay into small bowl shapes.
3. Add pieces of yarn or string for pretend wicks.
4. If you wish, let them glue paper flame shapes to the ends of the wicks or have them decorate the ends with glitter glue.
5. Then help them to line up their lamps on a windowsill for a festive look.

Activity # 1: Tasting Fruits

What We Need: Fruits and small dishes or containers

WHAT WE DO:

1. Place slices of various edible fruits into the dishes.
2. Encourage the children to move around the class tasting and smelling the samples.
3. Discuss the different tastes and smells experienced and let them say which ones they like or dislike and why.

Variation:

Vegetables can be used at another time.

Activity # 2: Leaf Printing

What We Need: Paper, leaves, paint and paintbrushes

WHAT WE DO:

1. Give each child a piece of paper folded in two, a paintbrush and a leaf. Put a container with paint on each table.
2. Instruct children to put the paint all over their leaves with the brushes.
3. Assist children to put the painted leaf onto the paper, fold over the paper and gently press all over. The print of the leaves will be left on the paper.
4. Display the children's work.

Activity # 3: Happy Leaves

What We Need: Construction paper of varying colours

Preparation:

1. Cut out leaves of various colours from construction paper.

WHAT WE DO:

1. As a whole group activity, allow each child to choose a leaf.
2. When the children hear the colour of their leaf in the following rhyme, they may stand and sway with their leaves.

“Little red leaves are glad today,
For the wind is blowing them off and away,
They are flying here, they are flying there.

Oh, little red leaves you are everywhere.”
Repeat the rhyme and insert other colours.

Activity # 4: Family Tree

What We Need: String, small branch, pail, dirt, family pictures, construction paper and glue

WHAT WE DO:

1. Make a family tree by mounting a small branch in a pail of dirt.
2. Encourage each child to bring a family picture to school (make sure their parents are involved).
3. Help them to glue their photographs onto leaf-shaped papers and write on their names.
4. Let them hang these on the tree.

Activity # 5: Seed Bag Toss

What We Need: Large pails or boxes and seed bags

WHAT WE DO:

1. Place a large box on the floor.
2. Encourage the children to stand about two meters from the box and throw the bags (filled with different types of seeds) into the box.

Variation:

Have two or three boxes labelled with different colours and coloured seed bags. Allow children to throw seed bags in their corresponding box, e.g. yellow seed bags into the yellow box.

Activity # 6: Number Tree

What We Need: Brown cardboard, green cartridge paper, tape and markers

Preparation:

1. Construct tree trunks from brown cardboard or cartridge paper. Print a numeral on each trunk with corresponding dots to assist children with number identification.
2. Next construct tree tops out of green paper.
3. Draw sets of leaves on each tree top that corresponds with the numeral on the trunk.

WHAT WE DO:

1. Encourage the children to match the tree tops with the corresponding tree trunks by using adhesive tape.

Activity # 7: Matching Game

What We Need: Pictures of plant parts and a large box or any other container

WHAT WE DO:

1. Show children the pictures of the different parts of a plant.
2. Have the matching pairs, e.g. 2 brown leaves or 2 lower section of a tree.
3. Mix the pictures up then have the children find the matching pairs and name the part.
4. Each child should be given a chance to find a pair of pictures.

Activity # 8: Exploring A Watermelon

What We Need: Watermelon (or another fruit that is in season), knife and paper towels

WHAT WE DO:

1. Place a whole watermelon on the table.
2. Allow children to feel the fruit and talk about the colour, texture and size.
3. Talk about the colour of the outside, which is called the rind or the skin.
4. Allow children to talk about the inside of the fruit including colour and seeds. Let them guess how it will look, taste, feel and say if they like to eat watermelon.
5. Next, cut the watermelon into two pieces. Slice one piece in manageable portions for the children.
6. Serve the watermelon for snack.
7. Let them tell the taste sweet, fresh, sour or bitter.
8. At the end collect all the seeds and wash them.
9. When dry, they can be used for a collage.

Activity # 9: Pressed Plants

What We Need: Newspaper, flowers and weeds, books or weights, glue, construction paper and scissors

Preparation:

1. Encourage children to assist in collecting flowers, weeds, leaves, ferns and other parts of a plant.

WHAT WE DO:

1. Show children how to and allow them to press parts of plants between newspapers weighted with a book for one week (leaves, ferns, flowers, weeds, grass, stems).

Extension:

Give each child a sheet of construction paper. Encourage the children to choose pieces of the dried plants and glue them onto the paper to make designs. Display the children's work.

Activity # 10: Leaf Rubbing

What We Need: Leaves, paper and crayons

Preparation:

1. Ask children to collect leaves.

WHAT WE DO:

1. Give each child a piece of paper and allow children to choose a leaf and crayon.
2. Let them place the paper over their leaves and rub gently with the long side of the crayon until the print of the leaves can be seen on the paper.
3. Display children's work.

Activity # 11: Carrot Experiments

What We Need: Three carrots, a knife (for practitioners use), a cutting board, a glass, water and red food colouring

WHAT WE DO:

Experiment No 1.

1. Tell the children that you are going to do some experiments with carrots
2. Have them help you to fill a glass half way with water.
3. You as the practitioner should cut the end tip off of a carrot.
4. Put the carrot into the glass of water.
5. Put the glass near a window where the sun will shine on it.
6. Watch the carrot for a few days.

Experiment No 2:

1. Repeat the first experiment with a new carrot, but this time put 10 drops of red food colouring into the glass of water.
2. Put the carrot in the water for several days.
3. Put the carrot on the cutting board and, as the practitioner, cut the carrot in half.
4. Show the children the inside of the carrot halves and ask them to describe what they see.
5. They will see red colouring in the tubes of the carrot that go from the bottom to the top of it.

What Is Happening?

The carrot itself is really what we call a "taproot." This is a big and main root that grows straight down into the ground and along its sides you will now see the little roots growing after Experiment 1. In Experiment 2 you will be able to see how the water was being absorbed by the bottom of the carrot and how it travelled up the inside of the carrot. This is how plants get water from their roots.

Activity # 12: Peas In Cotton

What We Need: Cotton, dry red peas and small plates or containers

WHAT WE DO:

1. Place a piece of cotton wool inside the plate (large enough to cover it), and demonstrate the placing of the peas in cotton.
2. Allow the children to place two peas in the centre of each saucer and cover with another piece of cotton.
3. Assist children in wetting the cotton with a little water each day and keep the saucers on a warm windowsill.
4. Let them observe what is happening.
5. When the seedlings are large enough plant them in a sheltered place outdoors.
6. Encourage children to continue watering seedling.

TRANSPORTATION

Activity # 1: Tire Track Art

What We Need: Paper (one per child), paint, different toy vehicles and other art supplies (optional)

WHAT WE DO:

1. Provide the children with paper and paint.
2. Put paint into shallow containers and let children drive their toy vehicles into the paint and on the papers.
3. Talk about the different designs that the various wheels of the vehicles make on the paper.
4. If desired, let them make their own vehicle pictures on the paper.

Variations:

(a) You can use old thread spools to make train wheel prints on the paper.

(b) You can also place the paper inside a shoebox and using a spoon, dip marbles into the paint, e.g. two marbles in different coloured paint. Then roll the marbles around on the paper in the shoebox. Take the paper out to dry.

Activity # 2: My Map

What We Need: Map of Jamaica, Kingston or Montego Bay, paper (one per child), crayons or markers, paint and other art supplies (optional)

WHAT WE DO:

1. Show children a map of Jamaica.
2. Allow them to imagine what a map is used for.
3. Let children assist you in constructing a map of the school community.
4. Have them design their own maps.
5. Talk about what types of transportation they would need in order to get to the different destinations on their maps.

Activity # 3: Rolling Jars

What We Need: Several clear plastic jars of the same size, e.g. baby food or jam jars, and an assortment of small items that can fit in the jars, e.g. crayons, marble and pencil

Preparation:

1. Collect several clear plastic jars of the same size.

WHAT WE DO:

1. Put different small materials in each jar (a marble, crayon, block, pencil, etc.).

2. Let the children roll them around and discuss with them how the items affect the jars' ability to roll and how the items inside the jars move as well.

Extensions:

- (a) *Talk about the movements of different types of transportation and how their movements are affected by what they have inside, e.g. going up a hill in a car with a few people vs. a car with a lot of people*
- (b) *You can also talk about the movements of different vehicles on various surfaces, e.g. a truck driving through mud or sand vs. on a well paved road. Children can also experiment with this by pulling a box or a toy with wheels and loading different materials in them, then pull the toy truck up an elevation, in sand and on the concrete floor and compare the results.*

Activity # 4: Ramps

What We Need: Different toy vehicles, blocks or other materials to make ramps



WHAT WE DO:

1. Make several ramps of different heights and slopes for your children to play with.
2. Ask them which one makes the cars go faster?
3. Allow them to discover that the steeper the slope is, the faster the car goes down and the slower the car goes up.
4. Discuss how ramps are used in other ways as well, e.g., people in wheelchairs use ramps because they cannot use the steps.

Activity # 5: Transportation Game

What We Need: No materials needed

WHAT WE DO:

1. Have the children pretend to be different modes of transportation as they move around.
2. When you say red light they have to stop, green light go again, yellow light slow down.

Note: This is also great for reminding them how to walk in lines.

Activity # 6: Learning Bus

What We Need: Chairs (one for each child), paper and markers

Preparation:

1. Create a bus by lining up chairs.

2. Make seat markers and matching tickets out of paper, using one of the ideas below.
3. Attach the seat markers to the back of the chairs and give the tickets to your children.
4. The following are some ways in which you can match the bus and the tickets:

Colour Bus: Cut seat markers out of different colours of paper and tickets out of matching colours.

Number Bus: Label the seat markers with different numerals and the tickets with matching numerals or sets of dots.

Shape Bus: Draw different geometric shapes on the seat markers and matching shapes on the tickets.

WHAT WE DO:

1. Let children find their places on the bus by matching their tickets to the seat markers.
2. Go on a pretend journey to the market or beach.
3. Allow children to talk about what they see outside the bus as they travel along.

Variation:

Make an airplane cabin instead. Have your children take turns being the pilot and let others tell what they see outside their windows. Add props such as suitcases and bags.

Activity # 7: Can Fly, Can't Fly

What We Need: No materials needed

WHAT WE DO:

1. Have your children “fly” around the room as you name things that can fly such as planes, butterflies, birds, helicopter, cockroaches and flies.
2. Have them slow down and gently “land” on the ground whenever they hear the name of something that cannot fly such as boats, houses and dogs.

Activity # 8: Moving Picture

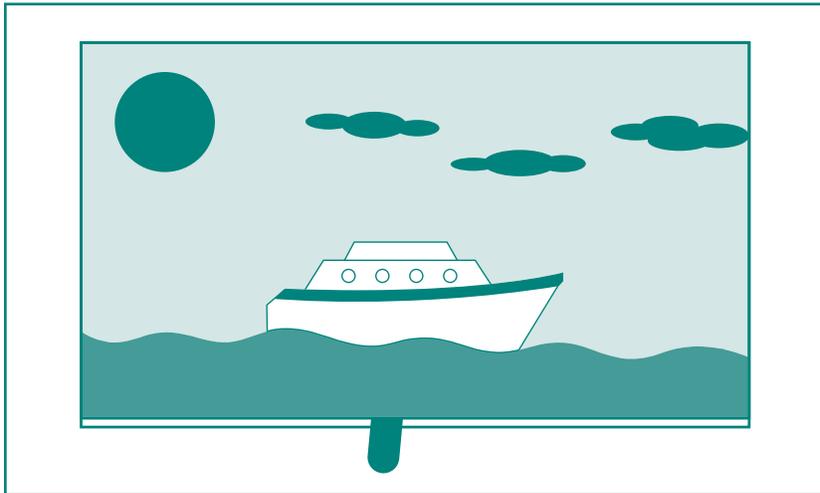
What We Need: A heavy stock drawing paper that is at least 8 ½ x 11 inches, crayons, scissors, tape, popsicle sticks, tongue depressors or strips of smooth cardboard and glue (optional)

WHAT WE DO:

1. Have the children draw and colour a simple sea scene on the paper. Try to include the sea, the sky, some fish, sea birds, etc. Don't just make line drawings, but fill in the area with colour.
2. Cut a slightly curving line through the paper in the sea, making sure to leave a one inch margin on each side of the paper.
3. Place a piece of tape at each end of this curving cut on the back side of the paper for

reinforcement. Also be sure to cut it no higher than the length of your support sticks (the cut in the bottom should be about one-third of the paper). The stick needs to reach the cut and still be longer than the bottom edge of the paper.

4. With the children's help, draw a small sailboat on a separate sheet of paper. Heavy weight paper e.g. watercolour paper, works well for this. The boat should be a size that will fit in with the scene - not so big or so small as to seem out of place.



5. Cut out the boat and glue or tape it to one end of the support stick. The boat should be wide enough to cover the width of the support stick, so the support stick does not show.
6. Slip the stick through the hole and down past the bottom of the paper. Set the boat into the slot so that it appears to be part of the scene.
7. You can also add extra support to the scene by gluing a piece of paper the same size to the top and two sides of the back of the scene. Leave the bottom open for inserting the stick.
8. Sail the boat along the sea, perhaps stopping to swim even or to look for a whale!

Variation:

This can be adapted for many different kinds of scenes. You could paste a little child on your stick and the child can go walking in the grass or up a mountain, an airplane can be flying through the sky or a truck can drive on the road.

Activity # 9: Sorting Types Of Transportation

What We Need: Pictures or models of different modes of transportation (including modes of transportation by land, e.g. donkey, car, truck, and bus; by water, e.g. ship, canoe, and boat; and by air, e.g. helicopter, airplane, hot-air balloon)

WHAT WE DO:

1. Give the children an assortment of pictures or models of different modes of transportation.
2. Have them sort the pictures into the different categories of transportation by air, water and land.

Activity # 10: Letters And Transportation

What We Need: Cartridge or construction paper, markers, pictures of a car, truck, bus, airplane, bike and boat

Preparation:

1. Cut cartridge paper into strips.
2. Write transportation words (such as donkey, car, truck, bus, ship, canoe, boat, helicopter, airplane, hot-air balloon and car) on separate strips of paper.
3. Paste or draw the corresponding picture onto the strip so that the children will be able to identify the word, e.g. draw a car on the strip that says “car”.
4. Cut some of the paper into small squares and write a letter on each square that will spell the words on the strips, e.g. for “car” have three squares, one each of C-A-R.

WHAT WE DO:

1. Using the strips as guides, have children try to find the corresponding letters and “spell” the words on the strip by placing each letter above the corresponding letter on the strip.

Note: Give children words of varying lengths based on their abilities.

Extension:

If the children are able to and would like to, have them try to write the words as well.

PEOPLE IN OUR COMMUNITY

Activity # 1: Neighbourhood Walk

What We Need: Pencils, notebooks and cameras where possible

WHAT WE DO:

1. Walk around the neighbourhood near to the school.
2. Observe the various kinds and types of buildings.
3. Talk about the different sizes and colours of the buildings.
4. Make notes about what was seen, e.g. police station, clinic, hospital and post office.
5. Have children share stories about any of these buildings.

Extension:

Invite resource persons to visit the classroom, e.g. fire fighter, police officer, nurse and garbage collector to share with the children about their jobs.

Activity # 2: Creating Buildings

What We Need: Milk or juice boxes, paint, coloured construction paper (including black), glue, paper scissors and paintbrushes

Preparation:

1. Save empty milk or juice boxes, rinse well and allow them to dry in the sun.

WHAT WE DO:

1. Provide the children with paint and paintbrushes to decorate the juice boxes to look like buildings.
2. Use construction paper to cut out fittings for the buildings such as windows, doors and steps. Use glue to attach fittings onto the painted boxes.

Activity # 3: Identifying Buildings

What We Need: Pictures of buildings such as a school, fire station, house, lighthouse and hospital

WHAT WE DO:

1. Allow children to choose a picture.
2. Let them take turns talking about their building, e.g. the lighthouse is big and tall.
3. Allow children to guess where their buildings are located and their functions.

Activity # 4: Building Materials

What We Need: Magnifying glasses and building materials such as wood, brick, cement, sand and metal

WHAT WE DO:

1. Spread out the larger items on a table.
2. Have your children examine and talk about each item.
3. Next, have them inspect the items using the magnifying glasses and note the differences. Observe how many children will use the magnifying glass to examine the other items.
4. Introduce smaller items such as sand, stones and have children use magnifying glass.

Activity # 5: Occupational Match

What We Need: Pictures of buildings and the people who work in them, glue and cardboard for backing

Preparation:

1. Glue the pictures to the cardboard. Make more than one set, e.g. police station and police officers (male and female); fire station and fire fighters; hospital and nurses and doctors.

WHAT WE DO:

1. Place the children in groups and put sets of pictures and buildings on the desks.
2. Have the children identify the buildings and the workers.
3. Next, encourage the children to match each worker to the appropriate building.

Extension:

Pictures of the tools the workers use can be substituted for the buildings.

Activity # 6: Occupations Collage

What We Need: Old magazines, scissors, glue, markers and thick paper or cardboard

WHAT WE DO:

1. Help the children to cut out pictures of the doctor, fire fighter, dentist, market vendor, nurse, farmer, police, garbage collector etc.
2. Supply them with glue and demonstrate how to glue pictures onto cardboard.
3. Have the children glue their pictures in a creative manner on their cardboard or thick paper to make a collage.
4. Have them use the marker to decorate their collage.
5. Help the children to name the different professions on their collage.

Activity # 7: Occupation Name Tags

What We Need: Construction paper cut into large name tag sizes (one for each child), glue, foil, scissors, masking tape and permanent markers

WHAT WE DO:

1. Talk with the children about the name tags or badges that different professionals wear, e.g. policemen and doctors.
2. Ask them what they would like to be when they grow up and tell them that they will make a shiny name tag with their name and profession on it.
3. Have your children glue the foil onto the construction paper.
4. Cut away any excess foil.
5. Help them to write their names and their desired profession on their name tags.
6. Assist them in attaching their name tags to their shirts using the tape.

Variation:

You can use string and make an I.D. that hangs around their neck instead. You can also add a photo to their ID card or have them draw a picture of themselves in the corner.

Extension:

Children can use the name tags when role playing different professions in the dramatic play area.

Activity # 8: Doctor's Tools

What We Need: Construction paper, foil, paper, glue and stapler

Preparation:

1. Cut construction paper into strips long enough to go around the children's heads. Cut the other paper into circles.

WHAT WE DO:

1. Talk with your children about the special tools that doctor's use. Tell them you are going to make a special tool that doctors who work with ears, nose and throat use.
2. Have children glue the foil onto the circular pieces of paper.
3. Glue the foil circles onto the middle of the long paper strips.
4. Put a long strip around each child's head, mark the area where the ends overlap and staple it together to make a headband.
5. Write their names on their headbands.



6. Allow children to be pretend doctors.
7. Put the headbands in the Dramatic Play Centre along with other props so children can role play being doctors.

Activity # 9: Changing Heartbeat

What We Need: Stethoscopes from the Dramatic Play Centre or one borrowed from a doctor's office or clinic

WHAT WE DO:

1. Working in small groups of four or five, have the children listen to each other's heartbeats using the stethoscopes for a little while.
2. Then have them concentrate on listening to the heartbeats, counting the number of heartbeats in a fifteen to thirty second interval and recording them on the board.
3. Let all of the children do jumping jacks or run in place for one minute.
4. Now have them listen to each other's heartbeats again to hear the difference.

Extension:

If the children are able to, let them count the heartbeats again, record them and guide them into producing a class or group graph of the results.

Activity # 10: Fire Truck

What We Need: A large cardboard box, four sturdy paper plates, red and black paint, paintbrushes, enough black, white, blue and orange or yellow construction paper, scissors, glue and aprons

Preparation:

1. Cut two headlights and a fender from white construction paper.
2. Cut windshield and windows from light blue construction paper.
3. Cut out two ladders from the orange or yellow construction paper.
4. Cut out four hub caps from white construction paper.

WHAT WE DO:

Work as a group to do the following:

1. Assist a group of children to paint the cardboard box red and let it dry.
2. Assist another group of children to paint four paper plates black and let them dry.
3. Glue the painted paper plates to the box.
4. Help children to attach the premade headlights, fender, windshield, windows and ladders to the appropriate places on the box.

N.B: Children can use the box as a fire truck and take turns driving it or it may be used as a toy box.

Activity # 11: Ladder Counting

What We Need: Masking tape, index cards, markers, flash cards and a bag

WHAT WE DO:

1. Clear a large space on the floor with the help of the children.
2. Using the masking tape and again with the help of the children, construct a ladder on the floor, with the rungs about 8 to 12 inches apart.
3. Write numerals 1 to 20 on index cards with the marker (one number per card) and tape a card in the upper left hand corner of each rung of the ladder on the floor.
4. Use flash cards with the numbers written down as numerals and as words on one side. On the other side put the corresponding number of dots (so that they can count it if they can't identify the number).
5. Have each child draw a number card from a bag.
6. Each child can then "jump up the ladder" a step at a time counting as she goes, until she reaches the number on her card.
7. Children who are observing can help with counting for reinforcement.

Activity # 12: Fire Painting

What We Need: Black, red and yellow paint, plastic wrap and construction paper

WHAT WE DO:

1. Using colours associated with fire (red, black, yellow) squirt or put drops of paint on their paper.
2. Cover the papers with plastic wrap and show children how to move hands over the plastic wrap.
3. Pull plastic off of the paper using a strong vertical pulling action. This will cause the paint to look like fire.
4. When the paint is dry, have the children display their work.

Activity # 13: Staining Teeth

What We Need: Two hard boiled eggs, one transparent cup filled with Pepsi or Coca Cola, one transparent cup filled with water, some toothpaste and two jars

WHAT WE DO:

1. Talk with children about how teeth are stained and the effects of certain liquids such as soda on their teeth.
2. Tell them that they will be doing an "experiment" to see how teeth are stained but they will use eggs instead of their teeth.
3. Place one egg in jar of water and the other in the jar with cola. Leave both overnight.
4. The following day remove the eggs and compare. Talk about how different they look and why.
5. Ask children what they could do to remove the stains from the eggs or their teeth.

6. Talk with children about the importance of brushing their teeth to keep their teeth healthy.
7. Have one or two children use a toothbrush and a little toothpaste and brush away the stain from the cola-stained egg.
8. If possible give each child a turn. You may need more than one egg.

Activity # 14: Dental Floss Painting

What We Need: Paint, dental floss and white construction or cartridge paper

Preparation:

1. Cut out large teeth out of paper (one for each child).

WHAT WE DO:

1. Have the children string paint with the dental floss by dipping the string in the paint and rolling the string across the paper or rubbing the string back and forth.

Variation:

Use old toothbrushes as paint brushes and spatter the paint on the tooth.

Activity # 15: Visiting The Farm

What We Need: Parents' permission to visit a farm, sheets of light coloured cartridge paper to make a big book, pencils, crayons, markers, yarn, tissue paper, pencil shavings, scraps of cloth in different colours, glue and any other scrap materials that can be used creatively

Preparation:

1. Go on a field trip to a farm beforehand.
2. Pre-cut cartridge paper to big book page size.

WHAT WE DO:

1. Have your children work in small groups of 3 or 4 on one page of their big book. Have one group do a cover page with the title.
2. Distribute the materials listed above except for the yarn which is to be used for tying the pages together.
3. Instruct each group to discuss the farm visit and choose one aspect of the visit to create a picture on their 'big book' page.
4. Practitioner should only monitor what the children are doing, ask questions for clarity and make a few suggestions for guidance.
5. After they have created their pages, lay them on the floor or other flat surface and discuss the order in which the pages should go and do that.
6. Punch holes on the left side of each page after numbering them. Use yarn to tie pages together to complete the 'big book' about the children's farm visit.

Activity # 16: Blueprints

What We Need: Blue construction paper, white crayons or white chalk

WHAT WE DO:

1. If possible, have an architect speak with the class about their profession and show the children real blue prints.
2. Talk with them about how architects use blueprints to design buildings (if possible show them a real blueprint or a picture of one).
3. Now tell them that they will make their own blueprints.
4. Let them talk about what building they would like to build and what they would like to put in it.
5. Have the children draw their plans using white chalk or crayons on the blue paper.

Variation:

Some architects now use blue ink on white paper so if you do not have enough white crayons feel free to use white paper and blue crayons.

Activity # 17 : Field Trip To The Market

What We Need: Paper, pencil and camera (optional)

WHAT WE DO:

1. Go on a field trip to the market.
2. While there, interview market vendors and have the children ask questions like: “What kinds of food do you sell?”, “Where do you get the food you sell?”, “What is the most popular thing that you sell”?
3. Record the answers for the children.
4. Take pictures of the market if possible.
5. Follow up with a discussion with the children when you get back to school.
6. Help your children make a big poster about their field trip to the market. Include pictures and if possible, interview responses and the children’s reactions to their trip.
7. Help each child to write her name somewhere on the poster.

Activity # 18: Design A Stamp

What We Need: Paper cut into fairly large squares, paint, glitters (optional) and glue

WHAT WE DO:

1. Have a discussion with the children about stamps.
2. Show them different stamps.
3. Tell children that they will create their own stamps.
4. Allow children to create their own giant stamp using art supplies (paint, glitter, etc) on the paper.

5. If desired, put these stamps on a letter that your children make and give it to their parents or a friend.

Activity # 19: What Makes Bread Rise

What We Need: 1 cup warm water, 2 tablespoons sugar, 1 packet of active dry yeast, a balloon and a small empty water bottle, e.g. 1litre

WHAT WE DO:

1. If possible, visit a bakery or invite a baker to the class.
2. Allow children to talk about baking bread and what they think makes the bread rise.
3. Tell them that they will be doing an experiment to see how bread rises.
4. Stretch out the balloon by blowing it up repeatedly and then lay it aside.
5. Allow children to put the packet of yeast and the sugar in the cup of warm water and stir.
6. Once the yeast and sugar have dissolved, pour the mixture into the bottle. You'll notice the water bubbling as the yeast produces carbon dioxide.
7. Attach the balloon to the mouth of the bottle, and set aside.
8. After several minutes, you'll notice the balloon standing upright. If you don't see anything happening, keep waiting. Eventually the balloon will inflate.

What Is Happening?

As the yeast feeds on the sugar, it produces carbon dioxide. With no place to go but up, this gas slowly fills the balloon. A very similar process happens as carbon dioxide from the yeast fills thousands of balloon-like bubbles in the dough and causes the bread to rise. This is what gives the loaf its airy texture once the bread has been baked.

Activity # 20: Caring For Our Community

What We Need: A CD player, the Shaggy Parrot CD and book, paper, garbage bags, gloves, graph paper and old newspapers

WHAT WE DO:

1. Have your children listen to the Shaggy Parrot CD then discuss what pollution is and how it affects everyone.
2. Ask them to suggest ways in which they think they can help. Make a list of their suggestions.
3. Explain to them that they will be divided into three groups.
4. Give each group rubber gloves and a garbage bag.
5. Tell the children that they will have 10 minutes to pick up as much trash as possible around the classroom and school grounds.
6. Explain the boundaries to them so that they will know where they can and cannot go.
7. Instruct them not to pick up any glass or sharp objects.

8. Return to the class after washing hands and do a class chart of the various types of garbage that they found, e.g. plastic materials, paper and boxes.
9. Allow children to choose musical instruments and sing along with the shaggy parrot CD.

Activity # 21: Recycling Paper

What We Need: Several sheets of newspaper, glass bowl, hot water, cornstarch, measuring spoons, aluminium foil, wooden spoon, scissors, a sharp pencil and decorations for your paper such as construction paper scraps, dried flowers and confetti or glitters

WHAT WE DO:

Instructions

1. Talk to your class about the importance of recycling, e.g. "Recycling paper is good for the environment. It cuts down on the amount of garbage you throw away and it means fewer trees have to be chopped down to make new paper."
2. Tell them you are going to make recycled paper and in order to do this, you will need to turn paper into pulp and then back into new paper.
3. Start by cutting the newspaper into small pieces. About 4 or 5 sheets of newspaper will be enough to make two small pieces of recycled paper.
4. Put the newspaper scraps into the bowl, cover them with hot water and mix it up until all of the paper is wet.
5. Let the paper sit for a few hours, until it's all mushy. Stir it occasionally, until it looks and feels like oatmeal, then you're ready to make new paper.
6. Add a few tablespoons of cornstarch and a little more hot water. Mix it all up once more.
7. Now you have a pulpy, watery mess. Tell your children that pulp is what you need to make paper, but you need to get rid of the extra water first and you can make a strainer to help you do that.
8. Take a piece of aluminium foil and fold it into a square or rectangle about the size of the paper you want to make. Punch holes in the aluminium foil with a sharp pencil.
9. Now it's time to make the paper. Take a new sheet of aluminium foil and put it on top of the extra newspapers already laid out on another table.
10. Next, spoon some pulp on top. When the aluminium foil is covered with a layer of pulp, use your strainer to press out the extra water. The pulp that's left behind will become your new sheet of paper.
11. Add decorations to your paper, if you want. You can use dried flowers, confetti, or anything else you find.
12. Pinch together any holes in the paper.
13. Finally, put aluminium foil and books on top of your paper and press it flat. Then take off the books and the top layer of foil and leave it out overnight to dry.

14. When it's done, peel the paper from the aluminium foil. You can leave the edges rough or trim them.



Activity # 22: Shadow Match Tool Fun

What We Need: Construction paper, tools or other interesting objects (these can vary based on the lesson you are teaching or the profession you want to introduce)

WHAT WE DO:

1. Talk with your class about the sun and how it can fade colours.
2. On a clear sunny day, lay out a piece of construction paper.
3. Put a tool on the paper. Set the paper outside in the sun or at a sunny window. Leave it there for several days.
4. Lift the tool and you will see that the paper around it has faded.
5. Allow children to repeat activity using several tools on a big piece of paper or one tool per sheet of paper.
6. Have the children choose a tool and match it with its shadow on the construction paper.

OUR PEOPLE

Activity # 1: Where Are They From?

What We Need: Large world map, pencils, books and coloured thumb tacks

WHAT WE DO:

1. Review our motto and its meaning.
2. Read a story to the children or have a discussion about how the different races came to Jamaica.
3. Encourage children to name the different races living here in Jamaica.
4. Assist children to identify these places on the world map, use coloured tacks to identify them, e.g. Japan, China, England, Spain, India and different countries in Africa.

Activity # 2: Who Are They

What We Need: Small blank world maps, glue, markers, crayons, scrap book and a large world map

WHAT WE DO:

1. Display large world map. Allow children to name some of the places where people came from before they moved to Jamaica. Help children to identify those places on the world map. Let them tell you some of the different features of those places.
2. Distribute small blank maps to the children.
3. Assist children to identify on their map the location of Japan, China, Africa, England, Spain and India.
4. If they are able, help children to label their maps.
5. Let them use crayons to outline the shapes of these countries and decorate their maps.
6. Encourage children to paste these maps in their scrap books.

Activity # 3: Our Indian People

What We Need: Scrap book, glue, pictures and resource personnel

WHAT WE DO:

1. Invite children to bring pictures of Indian people, dress and foods.

2. Allow each child to show and talk about his picture.
3. Invite a resource person such as a parent of Indian descent to tell the children about their culture based on the pictures displayed by the children.
4. Invite the parent to give added information if necessary.
5. Children can then paste pictures in their scrap books and, if they are able to, help them to write about what they learned from the resource person.

Activity # 4: Fashion Fun

What We Need: Clothes or pictures of fashions from China, Japan, England, Spain, India and African countries such as Kenya, Nigeria and Ethiopia; cartridge paper, glue and scissors

Preparation:

1. Ask parents to assist you in collecting clothes or pictures of fashions from different countries.

WHAT WE DO:

1. Allow children to show and tell what they have, and encourage a class discussion by comparing colours, shapes, sizes, length and patterns of clothing and say which country they think the fashions are from.
2. Encourage children to group the pictures according to countries.
3. Invite children to paste the pictures under the correct section on the cartridge paper to complete the fashion show.
5. Display the chart in the classroom at children's eye level.

Activity # 5: Shopping

What We Need: Empty packages of items made in China, Japan, Kenya, Nigeria, England, France, Spain, the Middle East, Africa and India and real or play coins

WHAT WE DO:

1. Ask children to take to school packages of items made in the places listed above.
2. Place these packages in the Shop Corner so children can role play shopping with the items.
3. Have some children assist with sorting and stacking items on marked shelves.
4. Children can take turns being the shopkeeper as they assist buyers, collect money and make change. Other roles include customers, people who stock the shelves and people who put items in the bag and assist the customers.

Activity # 6: Tie And Dye

What We Need: White t-shirt, fabric dye, container, rubber bands, plastic aprons or new garbage bags, rubber gloves and water

Preparation:

1. Ask each child to bring a white t-shirt to school.
2. Prepare the dye according to the package directions.

WHAT WE DO:

1. Talk about tie and dye with the children and help children to tie their shirts using the rubber bands.
2. Encourage creativity and innovation in their designs.
3. While wearing gloves, children can then dip tied shirts in pre-prepared containers of dye.
4. Cut string and display the patterns created.
5. Put to dry.

Activity # 7: Fashion Parade

What We Need: Traditional fashions from Japan, China, Africa, England, Russia, the Middle East, Africa and India.

Preparation:

1. Invite parents to assist their children in creating their outfits.

WHAT WE DO:

1. Allow children to choose which country's fashion they will wear.
2. On the day of the presentation, have children parade their fashions and make a short presentation in which they state which country they represent and one fact or something they like about the country.
3. If possible, video tape the occasion and play for the class so they can see themselves.

Variation:

(a) Invite parents and the rest of the school to attend the parade. Allow children to walk through the school and classes as a part of the parade route. Play music from the different areas as you walk along.

Activity # 8: Food Tasting Party

What We Need: Dishes from China, Japan, Africa, Europe, the Middle East and India, party plates, forks, spoons and paper napkins

WHAT WE DO:

1. As a class, prepare simple dishes from some of the countries mentioned or invite families to make different dishes and come to the class on a special day to share them with the class.

2. Invite children to taste the dishes prepared.
3. Discuss the taste of the different foods and let them say which ones were their favourites.
4. If desired, classify foods by taste, smell, colour and country of origin.
5. The results of their choice can be charted on a bar graph for future reference.

Activity # 9: Field Trip To Outameni Experience

What We Need: Parents' permission, transportation, reservations to Outameni Experience and name tags

Preparation:

1. Inform parents about the field trip and get their permission for their child to attend. An emergency contact number should be included. Invite a few parents to help supervise the children.

WHAT WE DO:

1. Help students make their name tags.
2. Allow children to wear their name tags for easy identification.
3. During the tour, point out to the children the main points of interest.
4. Afterwards, talk about the trip with the children and let them talk about what was most interesting and exciting to them.

Activity # 10: Chopstick Practice

What We Need: Chopsticks, items that children can pick up with chopsticks, e.g. marshmallows and cotton balls

WHAT WE DO:

1. Let your children practise using chopsticks by putting chopsticks in your dramatic play area and providing them with items to pick up with the sticks.
2. For an extra treat, give each child a pair of chopsticks and a few marshmallows on a plate.
3. Have them try to pick up the marshmallows with the chopsticks and eat them.

Activity # 11: Creating Chinese Characters

What We Need: Large pan, sand and sticks

Preparation:

1. Find Chinese characters online or in a book.
2. Make several copies of one on cardboard flash cards.
3. Put some damp sand in the pan.



WHAT WE DO:

1. Allow children to examine the Chinese character, while you lead a discussion on the Chinese language.
2. Let children practise using their fingers to trace the character on the cardboard.
3. The children can use a stick to practise writing Chinese character in the sand.

Variation:

Give the children paint-brushes and paper and have them paint their own Chinese character.

Activity # 12: Play dough And Toothpick Shapes (Needs illustration)

What We Need: Play dough and toothpicks

Preparation:

1. Roll the play dough into enough small balls that children can make different shapes by connecting the play dough to the toothpicks. Children can also help to make the play dough balls.

WHAT WE DO:

1. Help children to make different two dimensional shapes by connecting the toothpicks to the balls.
2. Count the number of sides and angles with the children.

Extension:

You can also make three dimensional shapes such as cubes and prisms.

Activity # 13: Matching Objects With Their Countries

What We Need: Objects or pictures typically associated with or found in specific countries, e.g. chopsticks for China, giraffes for Africa, pictures of people wearing traditional clothes etc.

WHAT WE DO:

1. Allow children to group the objects together into their country groups.
2. Talk about the objects, e.g. their function, shape, colour etc.
3. Compare the objects and talk about whether any of these objects are used in other countries, e.g. chopsticks are also used in Japan.

Extension:

If children are able to read, you can write the name of the country on a piece of paper and glue the outline of the country on the paper as well so that the children can use the paper to help them group the objects together.

Activity # 14: Patterned Jewellery

What We Need: Pictures of beaded or other patterned jewellery from different countries (optional), coloured beads or other materials to make patterns, string or laces

WHAT WE DO:

1. Provide children with pictures of simple jewellery they can make.
2. Allow children to make jewellery, e.g. necklaces, bracelets and anklets by threading the beads onto the string using repeating patterns, e.g. 2 blue, 2 red, 2 blue, 2 red.
3. Allow children to wear their jewellery when they have finished making it.

Activity # 15: Matching Objects With Their Beginning Sounds

What We Need: Objects or pictures of words that start with the same sound (about 2-4 per beginning sound, do not have too many sounds at the same time) and individual cards with the corresponding beginning sound written down

WHAT WE DO:

1. Allow children to put objects with the same beginning sound together with the beginning sound card, e.g. ship and shoe would go with the “sh” card. Focus on matching a few beginning sounds at a time.

Variation:

Children can also match objects with their ending sound.

Activity # 1: Field Trip – A Ride On The Bus

What We Need: Parents' permission, children's fare and a chartered bus

WHAT WE DO:

1. Take the children for a ride around town on a bus. As you board, allow each child to pay her fare.
2. While inside, encourage children to watch how the bus driver operates the bus and how he treats other motorists and pedestrians. When you return to school discuss the trip and let children draw and colour a picture about their experience on the bus.

Variation:

Have a bus driver visit the class and talk with children about his job and the importance of safety on the bus as well as on the road.

Activity # 2: Safety Walk

What We Need: A resource person such as a crossing guard or police officer

WHAT WE DO:

1. Take a safety walk. Practise observing traffic lights when crossing the street. Point out special hazards to the children.
2. Once you have returned, have a discussion about the trip and talk about the observations the children made.
3. Have a police officer, an experienced crossing guard or other resource person come to the school to model crossing the street safely.
4. Have the children take turns using the crossing signal with the help of the resource person.
5. Sing the following song to the tune of "Here we go Round the Mulberry Bush" to reinforce what was taught.

"This is the way that we are safe
we are safe, we are safe
This is the way that we are safe
Every day of the year.

This is the way we cross the street
Look left, then right, left then right
This is the way we cross the street
Look left, then right for safety.

This is the way we ride in the car
Sit up straight and buckle our belts
This is the way we ride in the car
Buckle our belt for safety.”

Activity # 3: Traffic Lights

What We Need: Picture of traffic signals, shoe boxes, black, red, yellow and green construction paper and glue

WHAT WE DO:

1. Tape the lid to the bottom of the box.
2. Cover the box with black construction paper.
3. Have your children place green, yellow and red circles in the correct order on the box. The red circle should be placed at the top, yellow in the middle and green at the bottom.
4. Later, the children can sing “Twinkle, Twinkle Traffic Light” to the tune of “Twinkle, Twinkle Little Star”

“Twinkle, twinkle, traffic light,
standing on the corner bright.
When it’s green, it’s time to go,
when it’s red its stop you know.
Twinkle, twinkle, traffic light
Standing on the corner bright.”

Activity # 4: Designing Types Of Transportation

What We Need: Empty boxes and bottles, scissors, string, construction paper and glue

WHAT WE DO:

1. Provide the children with empty boxes, bottles, bottle caps, scissors, string, pieces of construction paper and glue.
2. Encourage the children to build forms of transportation from these empty boxes and bottles, e.g. cars, trucks, trailers and boats.
3. Assist them with the punching of holes and other difficult tasks.
4. When the vehicles are ready, allow them to use them in dramatic play.

Activity # 5: Exploring The Ambulance

What We Need: An ambulance and ambulance driver

WHAT WE DO:

1. Invite an ambulance driver to drive an ambulance to school and talk with the children about the ambulance, its function and the special features of the ambulance such as the siren and radio.
2. If the driver consents, allow the children to take a tour of the ambulance.

Activity # 6: Transportation Scrapbook

What We Need: Scrapbooks, glue, picture of different types of transportation and scissors.

WHAT WE DO:

1. Ask the children to bring in pictures of the different types of transportation.
2. Let the children sort pictures into categories such as transportation by land, water and air.
3. Allow the children to paste the pictures by category in the scrapbook.
4. The scrapbook can then be placed in the reading area.

Activity # 7: Bussing Around

What We Need: Chairs, money bucket or box and cardboard steering wheel

Preparation:

1. Set up a bus by lining up chairs in two long rows.
2. Provide a steering wheel for the driver.
3. A money bucket and play money should also be provided for children to pay fares and make change.

WHAT WE DO:

1. Allow the children to role play travelling on the bus. Let them collect their materials and board the bus by paying their fare to the driver.
2. Encourage discussion on what the passengers might be doing, e.g. reading, listening to music with ear phones, holding shopping bags and reading a book or the news paper.
3. Children can also talk about where their imaginary driver and passengers might be going.

Activity # 8: 1, 2, 3 Red Light, Green Light

What We Need: Red and green construction paper, scissors, glue and cardboard

WHAT WE DO:

1. Select one child to pretend to be a traffic light.
2. The traffic light should place her back to the children lined up at the other end of the room.
3. When the traffic light says, '1,2,3 Green Light', or holds up green paper, the other children should attempt to creep up to the traffic light.

4. At any time the traffic light can say '1,2,3 Red Light' or hold up a red paper and quickly turn around. Creeping children must freeze immediately when this happens.
5. Any child caught moving should be sent back to the starting line.
6. Play continues until one child reaches the traffic light. This child then becomes the new traffic light.

Activity # 9: Travelling Safely

What We Need: Pictures of different forms of transportation

WHAT WE DO:

1. Have a group discussion on safety when riding in any form of transportation.
2. Allow each child to come up with suggestions.
3. Write these suggestions down on a chart along with the names of the children who made the suggestions and help them to read the chart.
4. Put the chart in the reading corner for the duration of the unit so the children can revisit the area as often as they wish.

Activity #10: A Visit To The Airport

What We Need: Permission slips for parents, bus for excursion and name tags

WHAT WE DO:

1. Get the parents' permission to take their children on a field trip to the airport.
2. Make arrangements with the Airport Authority to have the children visit.
3. Seek permission for them to go on an aircraft to observe the inside, meet the flight attendants, captain and pilot.
4. Let the children note the seating procedure, sit in their seats and buckle their seat belts. Children should also note safety precautions.

Extension:

Discuss the field trip and, if children are able to, help them to write about their experiences or write about the experience together as a group. They can also draw and colour a picture about their field trip and present their picture to the class.

Activity # 11: Flight Scenery

What We Need: Water colour paint, paper, brushes, paper towel, old newspaper, white construction paper, crayons, scissors and glue

WHAT WE DO:

1. Demonstrate to the class how to put water colour paint onto the brush, how to dilute the

colours with water and how to dry the brush on paper towels.

2. Have the children paint the sky using any colour they like e.g. blue sky, grey for a stormy sky or multi-coloured for a beautiful sunrise or sunset.
3. Allow them to use crayons to decorate their sky.

Variation:

Children can also add a cut-out of an airplane on their picture and sing the song below.

Song: I'm a little Airplane (Sung to the tune of: "I'm a little teapot")

"I'm a little airplane (raise arms to your side at shoulder height)

I can fly (turn right arm in front as if it were a propeller)

Here is my throttle (reach hand out as if reaching for the instrument panel)

Give me a try (push the throttle in)

When I get all revved up (make engine noises)

Then I fly (move forward down the runaway)

Off the run-way (keep moving forward)

To the sky (go up on tiptoe while running forward)



Activity # 1 – Body Movement Rhythms

What We Need: Music and wide space

WHAT WE DO:

1. Introduce a simple body movement. Then have the children repeat this movement until they develop a rhythm.

Examples include:

Stamp foot, clap hands, stamp foot, clap hands

Clap, clap, stamp, stamp.

Clap, stamp, clap, stamp

Clap, clap, snap fingers

Clap snap stamp, (*repeat*)

Clap, clap, stamp (*repeat*)

2. Play different beats on a piano or any other instrument.
3. Let the children hop, skip, glide, walk, run, tiptoe and gallop to the rhythm.

Activity # 2: Movement - Space Awareness

What We Need: Wide floor space

WHAT WE DO:

1. Demonstrate different movements for the children and describe the movements as you do them, e.g. run as fast as a cheetah, jump like a kangaroo and grow as tall as a light post.
2. Allow the children to do the movements with you.

Examples of movements include:

Lift one leg up in front of you, backwards and sideways.

Lift your legs and step forward, backwards, sideways and go around and around.

Run very fast.

Walk very slowly.

Jump all over the floor quickly.

Sit down on the floor slowly.

Slowly grow up as tall as you can.

Slowly curl up on the floor as small as possible.

Activity # 3: Follow Me

What We Need: Wide flat area

What We Do:

1. Place the children in groups of four in a line facing you.
2. Provide directions including numbers, e.g. tell children to make a combination of movements such as 1 jump and 3 hops, or 2 leaps and 4 tiptoe steps as you do the actions.
3. Do the routines several times to get every child involved.
4. Allow children to suggest other actions.
5. If children are able to, repeat the actions counting by two's. The numbers used should be developmentally appropriate for the children.

Activity # 4: Clothing Race

What We Need: Bags (one per child) and clothes

WHAT WE DO:

1. Fill bags with large-sized clothing items.
2. Give a bag to each child.
3. Signal the children to begin dressing up with the clothing.
4. The objective is to see how quickly they can put all of the clothing items in the bag over their own clothing. Include shoes and hats in the collection of clothing.

Variation:

If working with a large group of children, modify the activity so children are engaged in a relay race where each child runs to the bag, puts on one article of clothing then runs to tag a team member who repeats the process.

Activity # 5: Making Gold Medals

What We Need: Cardboard, glue, gold glitter, ribbon, ruler, scissors, yellow cartridge paper and hole punch

Preparation:

1. Cut out flat circles of cardboard (2 per child).
2. Glue two cut-outs together for firmness.
3. Cut ribbon into strips (one per child) that are long enough to go around the children's necks comfortably.

WHAT WE DO:

1. Help children to cut out stars from yellow cartridge paper and glue to one side of the circle.
4. When dry, allow children to cover their medal with glue and sprinkle gold glitter on it.

5. Punch a hole at the top and allow children to lace the ribbon through the hole.
6. Help the children to tie their ribbon and put medal around their neck.

Activity # 6: Obstacle Course

What We Need: Outdoor play equipment

WHAT WE DO:

1. Set up an obstacle course outdoors.
2. Let the children jump over the obstacles, crawl through barrels, climb steps or ladders, come down slides then run to the winning post.
3. Add other creative activities to the obstacle course.

Activity # 7: Collages

What We Need: Sports related magazines or newspaper, glue, construction paper

WHAT WE DO:

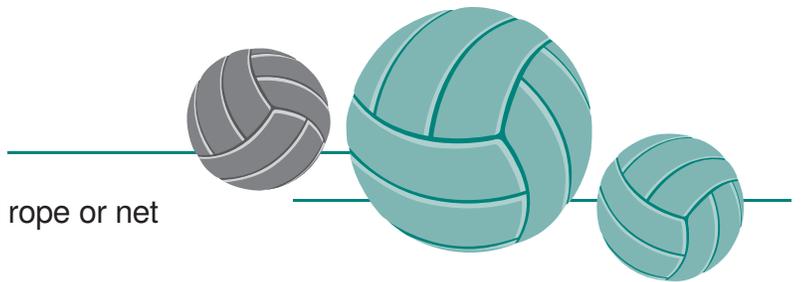
1. Encourage your children to cut out various sports related pictures from the magazines and bring them to school.
2. Let them paste these on given pieces of paper and when dry, paste them on the sheets of cartridge paper and put them on display.
3. Display them in the sports area.

Activity # 8: Fun Volleyball

What We Need: Large beach ball and rope or net

WHAT WE DO:

1. Provide a beach ball and a rope or net in a central spot outdoors.
2. Let the children 'volley' the beach ball to each other.



Activity # 9: Walk The Tightrope

What We Need: Balance beam or masking tape, chairs, child-sized umbrella

WHAT WE DO:

1. Set up the balance beam on the lowest sitting or use a long strip of masking tape on the floor.
2. Have the children take turns walking along the balance beam or on the tape.
3. Spot each child as she walks, holding a hand if necessary.
4. After they have all taken turns walking on the beam, give children the option of walking across holding an umbrella to show how skilful they can be.

Note: If there are a lot of children, provide another activity for children while they wait for their turn on the beam. For example, the other group can be playing with a ball and then the groups can switch activities.

Activity # 10: Sports Patterns

What We Need: Cardstock or cartridge paper, marker, small pictures of different sports related items, e.g. football, trophy, basketball (at least 4 of each picture) and scissors for practitioner's use

Preparation:

1. Cut the cardstock into long strips.
2. Divide the strips into equal squares (about 9).

WHAT WE DO:

1. Help children to create patterns by putting down 2 or 3 pictures in a sequence and asking children to continue the sequence, e.g. football, basketball, football...

Variation:

Glue the first few pictures in the sequence onto the strip so that children can follow that as a guide.

Extension:

Children can create their own patterns using individual cards and a blank strip divided into sections.



Activity # 1: Maps And Globes: Where In The World Are We?

What We Need: A world map or globe, a pointer or other substitute and a map of your classroom, cartridge paper and markers

WHAT WE DO:

1. Show the children a map of Jamaica or of their parish.
2. Ask the children what they know about maps and record their responses and their names on a large piece of paper so that this can be put on display later.
3. Based on their responses, talk about maps, noting that a map is a drawing that shows all or part of an area, such as the Map of Jamaica.
4. Talk with the children about why they think we need maps, to find countries or other places.
5. As a whole group activity draw a map of the classroom on the board or cartridge paper, reminding them that a map shows all or part of an area.
6. Have the children attempt to find various areas on the classroom map depending on where they are.
7. Introduce the world map or globe and have the children attempt to identify Jamaica.
8. Help them to locate other Caribbean islands near to Jamaica on the map or globe.

Extension:

Provide the children with an outline map showing North/South America and the Caribbean islands including Jamaica. Have them locate, colour and label Jamaica on the map.

Activity # 2: Where In Jamaica Is My School?

What We Need: Physical and political maps of Jamaica if possible

WHAT WE DO:

1. Examine the maps of Jamaica and look at the various characteristics of the island, e.g. mountains, rivers, roads and county lines.
2. Discuss with the children the term 'island' and why Jamaica is called an island.
4. Ask them to name the parish, town or city in which their school is located and have them take turns locating both on the map of Jamaica where possible.
5. Provide the children with a blank (outline) map of Jamaica and help them to label the parish and town or city in which their school is located.
6. Allow them to colour the map of Jamaica and create their own representations of Jamaica.

Activity # 3: Collage Of Jamaican Icons

What We Need: Cartridge paper, scissors, glue, newspapers, magazines, books and any other source that contains pictures of Jamaican icons, e.g. past and present Prime Ministers, entertainers and athletes

WHAT WE DO:

1. Prepare a blank (K-W-L) chart. i.e. What I Know, What I Want to know, and What I Learnt chart beforehand.
2. Ask the children to name some interesting persons that have contributed to the richness of Jamaica's heritage. List these persons on the board.
3. Find out what they know about each one and list them under the Know column of the K-W-L chart.
4. Find out what they would like to know about these persons and write the questions under the "Want to know" column of the K-W-L chart.
5. Divide the children into about four or five groups and distribute the newspapers, magazines, cartridge paper, glue and scissors.
6. Using the list of persons that the children provided, have them search for and cut out the pictures of those persons.
7. Allow them to design and create a collage with their pictures and glue.
8. Provide the children with books, encourage them to watch relevant TV shows or movies, sing relevant songs and invite resource personnel so that they can find out more about these icons.
9. As a class, complete the "Learn" section of the K-W-L chart.

Note: This can be done over a period of days, e.g. 15 minutes per day for a week.

Extension:

After learning about the various icons, children can dress up as their favourite icon and have a parade or present an interesting fact about their icon.

Activity # 4: Papier Mache Model Of Jamaica

What We Need: Newspaper, water, salt, glue, bucket, a large piece of board, a large outline of the map of Jamaica, paint, paintbrushes, paper tape, pencils, crayons and plastic aprons

Preparation:

Glue the outline map of Jamaica to the board

WHAT WE DO:

1. Have the children tear about 20 sheets of newspaper (do not use all of the newspaper for this as you will need some dry newspaper to create the forms) into small pieces and put

them into the bucket. Add enough warm to hot water to completely cover the paper and let it soak overnight.

2. Once the newspaper has been thoroughly soaked, get the children's hands into it, so they can play with it, mix it and squeeze it through their fingers until it looks like cornmeal or oats porridge.
3. Try to get as many lumps out as possible and if necessary add a bit more water.
4. Once it is as smooth, add a few tablespoons of salt to help retard mould growth.
5. Then have them mix it again with their hands, squeeze out the excess water and add a few tablespoons of glue. Mix well. The papier mache is now ready for use.
6. Take the board with the outline of Jamaica and have the children build up mountains with dry crumpled up newspaper bundles.
7. Tie the newspaper in place and cover them with the papier mache mix.
8. Have the children use the rest of the mix to make the low lying areas and remember to make grooves for the rivers.
9. Allow the model to dry in the sun, this may take several days.

Extension:

After the model is thoroughly dry, have the children paint the island and the sea around it. They can add boats and trees etc. to make the island look real.



Activity # 5: Venn Diagram Of Jamaican Objects

What We Need: Pictures of objects and scenes found in Jamaica, e.g. the beach, ackee and goats. Cartridge paper (1 per pair of children), marker or pen and glue (optional)

Preparation:

Draw a large Venn diagram on each piece of cartridge paper.

WHAT WE DO:

1. Divide the children into pairs.
2. Give each pair a set of pictures and a paper with a Venn diagram on it. Write one child's name above the left circle and another child's name above the right circle.
3. Tell children that they will talk about each picture and whether or not they like the things on the picture. If one person likes the item, put the picture in that child's circle. If both children like it put the picture in the middle where the circles intersect. If none of the children like it put it on the paper outside of the circles.
4. If desired, children can glue the pictures onto the paper or they can save the pictures and fill in the Venn diagram with another partner and compare the things they have in common.

Activity # 6: Our Visitors

What We Need: Pictures of visitors of different nationalities as well as a picture of a Jamaican family on vacation.

WHAT WE DO:

1. Display the pictures and ask the class to look at the pictures and suggest who the people are. Expect responses such as 'tourists' and 'visitors'.
2. Ask the children if they have ever been away from home, where they went and why.
3. Discuss Jamaica as a tourist destination with the children and ask children to think about why visitors come to Jamaica.
4. Allow children to talk about some places that they would really like to visit in Jamaica and why. If desired, children can draw pictures about this place and present the drawings to the class.

Activity # 7: Geography Puzzle

What We Need: Small maps (outlines) of Jamaica, a large map of Jamaica to help the children locate resort areas, enough puzzles of Jamaica to enable the children to work in pairs (optional)

WHAT WE DO:

1. Using the large map of Jamaica, find out from the children what they know about the places that tourists visit in Jamaica.
2. List their responses.
3. Have them take turns locating these areas, e.g. Montego Bay, Ocho Rios, Port Antonio, and Treasure Beach on the map.
4. Talk about the parishes where these towns are located and count the parishes etc.
5. If desired, children can then work in pairs to complete a puzzle of Jamaica.

Activity # 8: Visiting The Ministry Of Tourism

What We Need: Once permission is granted you will need to send permission slips home to the parents, pencils, note books, camera, scrap book, glue and pictures (developed after the trip)

Preparation:

Write to the Ministry of Tourism beforehand, requesting permission to visit and have audience with the Tourism Minister if he is available and take pictures while you're there. Be sure to suggest more than one date in your letter for your field trip.

WHAT WE DO:

1. Discuss with the children beforehand who is the Minister of Tourism and what he does.
2. Help them to formulate questions to ask the minister, e.g. “What exactly do you do in your job?”, “How many visitors come to the island in a year?”, “How long do they stay?” “What do they do?” and “What is the role of your office?”
3. After the field trip help them to put together a scrap book using the information they learned from the interview, pictures they took and the pamphlets collected.
4. Display the scrap book in the “Tourism” or “Our Visitors Corner”.

Variation:

You can make a dramatic play “museum” in the classroom where children can act as tour guides and give tours to the tourists by describing the brochures, pamphlets and other relevant items that they made.

Activity # 9: Jamaica, Sweet Jamaica

What We Need: Pictures of tourist attractions in Jamaica, paper, glue, markers, copies of brochures and brochure template

Preparation:

1. Collect brochures about Jamaica.
2. Create brochure template.

WHAT WE DO:

1. Discuss the places of interest in our country that tourists like to visit e.g. Dunn’s River Falls, Port Royal, Rose Hall Great House, Green Grotto and Cave with your class.
2. Point out to the children that some of the country’s earnings come from tourism. Ask them to think of ways in which they could inform, educate or persuade visitors to come to Jamaica then list these points.
3. Divide the children into smaller groups then have each group look at sample brochures and choose those that have a format or style that they might like to use.
4. Tell them that you are going to make a Tourism brochure together. With your guidance, allow each group to work on one aspect of the brochure, e.g.(i) Title and Cover page, (ii) suggest three points about Jamaica, (iii) sorting and choosing the pictures for the brochure.
5. Using the brochure template, have them put the brochure together. The brochure should be easy to read but contain enough information about Jamaica as a tourist destination.

Activity # 10: Potluck

What We Need: Ingredients for various Jamaican dishes or Jamaican food and drinks provided by families and community members (dishes from other cultures should also be encouraged and celebrated), traditional Jamaican (and other cultural) music, plates, cups, utensils, paper and markers or crayons

WHAT WE DO:

1. Talk with the children about the different types of food we eat in Jamaica and about their favourite Jamaican dishes or other dishes if the children are from different cultural backgrounds.
2. Ask children if they would like to have a “potluck” lunch or dinner with their families where each family brings a different dish to share with each other and the class.
3. Help the children to make invitations inviting their families to the potluck and asking them to bring a dish to the potluck that they made with the child at home.
4. As a class, make a special dish or drink to share at the potluck as well.
5. Have family members bring their dishes to share together with everyone and allow families and especially the children to present their dishes.
6. Enjoy the dishes with the families and children while playing traditional Jamaican and other cultural music.

Extension:

Children and families can also dress up as their favourite cultural and historical icons for the potluck.



Activity # 1: Rainy Day Clothing

What We Need: Umbrellas, raincoats, hats, rain shoes, letter cards with the letters R, A, I, N, Y
Preparation:

1. Make letter cards with the letter R-A-I-N-Y on each card.

WHAT WE DO:

1. Sing the song 'RAINY' to the tune of 'BINGO', point to the letter cards as you sing.

There was a day when we got wet
And rainy was the weather
R-A-I-N-Y, R-A-I-N-Y, R-A-I-N-Y,
And rainy was the weather.

2. Repeat each verse eliminating a letter and substituting it with a clap until the last verse is only a series of claps to the beat.
3. Brainstorm with children about how you should dress on a rainy day and why.
4. Show children the items and allow children to identify them and discuss their functions on rainy days.
5. Allow children to use the articles in dramatic play.

Activity # 2: Sunny Days

What We Need: Weather chart, magazines, puppets representing characters in the song 'Itsy Bitsy Spider'

Preparation:

1. Make a weather chart.
2. Make puppets.

WHAT WE DO:

1. Sing the song the "Itsy Bitsy Spider" and encourage children to place puppets in sequence in which they are mentioned in the song.
2. Let children tell the role the sun played.
3. Invite a child to move the weather wheel to sunny.
4. Encourage children to think of fun activities they can do on a sunny day, make a list of these activities so that children can see them. You can also add children's names to each of their suggestions so that they can see their contribution.
5. Encourage children to draw a big, yellow picture of the sun and, if they are able, write the word 'sun' beside the picture.

Extension:

*Magazines could be provided for the children to find pictures of sunny days activities
The pictures can be pasted on paper to produce a book, "Sunny Day Fun Book".*

Activity # 3: The Wind

What We Need: Fan, bubble mixture and bubble wands or other devices to blow bubbles

WHAT WE DO:

1. Position a fan so that it blows directly on children.
2. Encourage children to tell how the wind feels.
3. Read the poem "Who has seen the wind?"

Who has seen the wind?

Neither you nor I

But when the leaves hang trembling (*hang hand downwards, wiggle fingers*)

The wind is passing through

Who has seen the wind?

Neither you nor I

But when the trees bow down their heads (*move heads downwards*)

The wind is passing by.

4. Allow children to talk about the ways in which they know the wind is blowing by just looking outside.
5. Help children to think of ways the wind is helpful to us, e.g. blow the clouds away, pollinate flowers and scatter seeds.
6. Encourage children to blow bubbles in front of the fan and away from the fan, and talk about what they notice.

Activity # 4: Kite Flying

What We Need: Glue, glitter, scissors, markers, construction paper, hole punch, fabric and string

Preparation:

1. Draw a large diamond on the construction paper (one per child).
2. Cut out kite tails from fabric.

WHAT WE DO:

1. Provide the construction paper with the diamond already traced on it.
2. Help children to use the scissors provided to cut out their diamond-shaped kites.
3. Encourage them to decorate their kites.
4. Punch a hole at the top of the kite and tie a long string in the hole.

5. Assist children to attach the tails to the kites.
6. Allow children to fly their kites during outdoor play.



Activity # 5: Weather Calendar

What We Need: Construction paper, crayon, markers, scissors and masking tape

Preparation:

1. Create small weather symbols to represent the different types of weather.

WHAT WE DO:

1. With the help of children, design and create a calendar for the month.
2. Discuss the weather symbols such as; sunny, rainy, windy, cloudy and allow children to say why they think each symbol was chosen to represent that type of weather.
3. Allow children to record the changes of weather each day by attaching a symbol to the space on the calendar that represents that day's weather.
4. As the days go by, help children to analyze the information by counting how many sunny days there are, how many windy days etc. Compare these amount and say which type of weather occurred the most frequently.

| SUN | MON | TUE | WED | THUR | FRI | SAT |
|-----|--|---|--|--|--|-----|
| 1 | 2  Sunny | 3  Cloudy | 4  Windy | 5  Rainy | 6  Sunny | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17  | 18 | 19 | 20  | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 | | | | |

Activity # 6 : Sort The Clothes

What We Need: clothing worn during different types of weather, laundry baskets (one for each type of weather)

WHAT WE DO:

1. Bring to class examples of clothing worn during different types of weather.
2. Provide laundry baskets for the different kinds of weather.
3. Label each basket with a type of weather, e.g. sunny, windy, cloudy and rainy.
4. Encourage children to sort the clothing and place in the appropriate laundry basket.

Extension:

Provide clothes from other climates, e.g. clothes that can be worn when it is snowing. Allow children to wear the clothes play in dramatic play.

Activity # 7: The Sun's Energy

What We Need: Re-sealable bags, black and orange cloth or paper, aluminium foil and markers

WHAT WE DO:

1. Fill four re-sealable bags with water, and seal tightly.
2. Cover one bag with orange cloth, one with black cloth and one with aluminium foil.
3. Talk to your children about how different colours absorb heat. Then ask them which bag will be the hottest if you leave them outside.
4. Finally, leave them outside for a few hours and touch them to see which one feels the hottest.

Activity # 8: Weather Dial

What We Need: Paper plates (one per child), markers or crayons, cardboard, paper scissors, split pins, arrow templates (one per child), and scissors (for practitioner's use)

WHAT WE DO:

1. Help children to divide a paper plate into four different sections.
2. Allow them to draw a different weather symbol in each section, e.g. rainy, sunny, windy and cloudy.
3. Have children cut out the arrow on the template.
4. Place the arrow in the centre of the plate.
5. As the practitioner, use the scissors to poke a hole in the centre of the plate and the arrow and insert a split pin through the arrow and the plate.
5. Each day have children look out outside and change their weather dial to reflect the day's weather.

Activity # 9: Making A Thermometer

What We Need: Plastic bottle or jar with lid, water, rubbing alcohol, measuring cup, red food colouring or dry coloured juice mix, clear drinking straw, play dough, dropper and a screwdriver

Preparation:

1. Remove the label from the plastic jar.
2. Remove the lid from the container, and make a hole in the lid that is small enough to allow a straw to pass through the opening.

WHAT WE DO:

Make more than one thermometer if there are too many children to see what is happening with just one

1. Mix equal parts of water and rubbing alcohol, and pour into the container you've chosen. Fill the jar only 1/4 of the way.
2. Using a dropper, have one of the children add a few drops of food colouring to the water and alcohol mixture. This will allow the children to see the temperature changes clearly.
3. Allow another child to insert a straw through the hole in the jar lid, but do not let the straws touch the bottom of the jars.
4. Provide the children with a small amount of play dough and help them to apply the pieces to the container's lid as well as around the straw to make an air-tight seal. This is now the thermometer.
5. Allow the children to test the thermometer by changing the environment of the jar. Put the jar in a bowl of warm water to watch the level of the mixture rise in the straw.
6. Mark the jar at the level where the mixture is in the straw so the children can note the differences.
7. Transfer the thermometer to a bowl of cool water or to a bowl full of ice and observe and comment on the changes in the level of water in the straw. Mark the jar again and compare the two marks.

What Is Happening?

As the temperature around the homemade thermometer increases, the liquid will expand and rise up the straw; as the temperature decreases, the liquid will contract and go back down.

Activity # 10: What Can The Wind Blow?

What We Need: Variety of paper, fabric, wood, plastic and metal objects, electric fan (optional), paper, marker

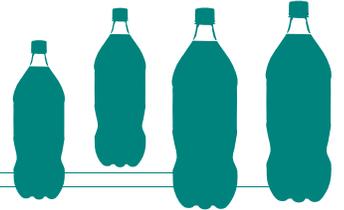
WHAT WE DO:

1. Provide the class with a variety of paper, fabric, wood, plastic and metal objects.
2. Ask children to predict which object the wind can and cannot blow and why they think

- so. Record their predictions on a large piece of paper.
3. Invite the children to take the materials outdoors on a windy day to test their predictions or use an electric fan indoors.
 4. Ask children to feel the texture and weight of different items to notice why some objects moved and some did not.
 5. Encourage them to find more ways to investigate and compare these objects.
 6. Bring the class to compare their observations with their original predictions.

Activity # 11: Rain Gauge

What We Need: A 2-litre plastic bottle, scissors, sharp knife to cut bottle, insulating tape, plastic ruler



Preparation:

1. Cut the top one-third of the bottle off, using the sharp knife.
2. Invert the top half of the bottle and push it into the bottom half. This will make a funnel to catch the rain and prevent evaporation if the sun does shine during the experiment.

WHAT WE DO:

1. Have the children help you to use the insulating tape to hold the two bottle halves together. The insulating tape can also be used to make $\frac{1}{2}$ inch markers to act as a measure.
2. Apply small pieces of tape at $\frac{1}{2}$ inch intervals to make a measure. Start the first marker a little way above the bottle's curved base so that you will get a true measurement of rainfall.
3. Place the finished rain gauge in a shady spot, to minimize evaporation, but where it can still collect rain (directly from the clouds, not from the run-off of a roof, etc.) and where it can't be knocked over by wind or animals.
4. Allow children to secure the gauge, either by using a few bricks or stones around the base, by sinking it partly into soil, or by making a hanging device from a wire coat hanger and hanging the gauge from a fence or wall.
5. Observe the gauge over a period of a few days or over one rainy day.

Extension:

The results of the experiment can be plotted on a graph to measure the average rainfall over time.

Activity # 12: Me And My Shadow

What We Need: Coloured chalk, yarn, masking tape, markers and crayons

WHAT WE DO:

1. Take children outside on a sunny day.
2. Suggest that they go on a shadow hunt. Look for shadows made by trees, play structures, furniture and animals.
3. Let them experiment with their own shadow, making it shorter or longer, combining two shadows etc.
4. Divide children into pairs and allow children to trace each other's shadow on the wall or pavement with chalk.
5. Let them exchange positions so that each child has a shadow with his name written in it.
6. Still working in pairs, give children yarn to measure their shadow. Ask children if they think their shadow is the same size as they are.
7. Let them test out their prediction by taping the shadow's string to the wall and standing next to it to measure. Talk with them about why the length of their shadow varies (based on where the sun is in the sky- at sunrise or sunset when the sun is lower in the sky, the shadows will be longer. At noon when the sun is overhead the shadow will be shorter).
8. End by playing 'Shadow Tag'. In this game, children have to try to catch one another's shadows instead of their bodies.

Additional Activities

ADDITIONAL SENSORIAL ACTIVITIES FOR "SAND AND WATER" PLAY

1. Ice (make sure that children don't hold the ice for too long) and water
2. Water coloured by food colouring (have children mix 2 colours together and see what they get) - use funnels, colanders, strainers etc.
3. Soapy water- put egg beaters, whisks etc. to make it even soapier or add clothes, dolls etc. for washing
4. Bubble mixture
5. Cornstarch and water goop
6. Different types of beans, birdseed, dried corn etc. Children can use clothes pins or tweezers to pick up and sort the different colours and types of materials.
7. Salt

ROLE PLAY / DRAMATIC PLAY IDEAS FOR EACH THEME

Birds/Animals

Aviary; farm; zoo; rainforest; other locations with different animals e.g. jungles

Celebrations

Birthday and/or other parties; Christmas/Diwali/Chinese New Year celebrations; parades

Family

Family vacation; different family scenes and rooms in the home, various activities children say they do with their families

Flowers/Plants

Greenhouse; nursery; farm; rainforest; garden; florist's store

Food

Farm; restaurant; factory; market; supermarket

Jamaica Land We Love

Tour guides; tourists; different tourists' destinations and landmarks; museum; Institute of Jamaica; role play different folktales and Jamaican stories

Me/All About Me/Celebrating Me

Different hobbies the children suggest; different activities that highlight the senses or the body e.g. doctor's office, dance or gymnastics studio; ice cream store for the sense of taste and smell, music studio for the sense of hearing

Our People

Museum; parade of and role play historical figures; different cultural events that take place during Festival; Institute of Jamaica

People in Our Community

Different offices e.g. architect's office, doctor's office; carpenter's workshop; sorting trash to recycle; market; hospital

Sports

Stadium; different sporting events; sportscasters; coaches

Transportation

Airport; bus depot; train station; mechanic's garage

Water

Ocean/beach trip; fishing; waterfalls; washing things such as hair (hairdresser's shop) or washing clothes; drink stand

The Weather

Meteorologist/weatherman; dress up for different locations with different climates e.g. desert, rainforest, winter scene



GAMES YOU CAN PLAY ANYWHERE

Activity # 1: Letter Hunt

What We Need: No materials needed

WHAT WE DO:

1. Go on a letter hunt.
2. Take a walk and try to find the letter in your surroundings. You can also look in books or in other areas to find the special letter.

Variation:

You can also hunt for shapes, colours, numbers and theme-related items.

Activity # 2: Clue Game

What We Need: No materials needed

WHAT WE DO:

1. Depending on the children's ages, give the children different clues that describe something and have them guess what you are talking about. For example, when playing with three year olds you can say "I'm thinking of the colour that is the same colour as a ripe banana" or, "I'm thinking of a fruit that is the same colour as the sun." An older child can be given a clue like "I'm thinking of an animal with four legs, fur and stripes."
2. Then, help children to give clues instead.

SOUND AND WORD GAMES

Activity # 1: Guess The Word

What We Need: No materials needed

WHAT WE DO:

1. Ask children to identify words as you say them in different ways, e.g. say the words by dividing the sounds (m-u-d) and say the first sound and then the rest of the word (m-ud), say the first part of the word and then emphasize the last letter sound (mu-d).

Activity # 2: Clap The Word

What We Need: No materials needed

WHAT WE DO:

1. Help children to clap their names and other words using the syllables in the word, e.g. (ba-na-na, chris-tine). This can be done at different times of the day, e.g. while taking attendance or dismissing children.

ACTIVITIES TO PROMOTE LITERACY AND MATHEMATICAL CONCEPTS

Activity # 1: Letter Bingo

What We Need: card stock or cartridge paper, markers

Preparation:

1. Make different bingo cards with relevant letters on them (make as many rows and columns of letters that you think children can manage- e.g. 3 rows and 3 columns for a total of 9 things). Be sure to mix the letters so that each card is different.
2. Make smaller cards with the corresponding letters
3. Cut strips of paper that the children can use to cover the letters that they have. These strips can also be cut into different theme-related shapes if desired.

WHAT WE DO:

1. Choose a letter from the pile of letter cards saying, “who has the letter K?” for example, or ask the class what the letter is as you hold it up.
2. If any of the children have that letter let them cover it up until they cover the specified amount of spaces (e.g. all spaces, one row across or down etc.) and yell “bingo!”

Variation: You can call out the letter sounds instead using the same cards.

You can also make bingo cards with numerals, letters, vocabulary words, colours, shapes etc.

Activity # 2: Shape Memory Game

What We Need: Index cards (about 10), markers,

WHAT WE DO:

1. Select 10 index cards and divide them into pairs
2. On each pair print a different shape e.g. two circles and two squares
3. Mix up the cards and place them face down on the floor.
4. Let one child begin by turning up two cards. If the children are learning new words or concepts, remember to name the item on the card or have them call it out e.g. “I found a diamond and a square”.
5. If the shapes match, let the child keep the cards.
6. If the shapes don’t match, have the child replace both cards face down in exactly the same location as they were before.
7. Continue the game until all of the cards have been matched.

Variations:

- a) *You can play the same game using numerals, letters, pictures of vocabulary words etc.*
- b) *These pairs of cards can also be used to play a simplified version of “go fish.” Children can distribute the cards evenly amongst themselves and take turns asking each other for a card that will match a card in their hand in order to have a pair, e.g. a child who has a diamond will say, “who has a diamond” and the child with the diamond will give it to the other child. The rules of the game can become more complicated and resemble the real “go fish” if playing with older children. For a more complicated game of “go fish”, divide some of the cards evenly amongst children in the group and leave the rest in a pile. Have children ask specific children if they have a card that will match a card in their hand in order to have a pair. If the child does not have the card they will say “go fish” and the child making the request will have to “fish” in the pack by selecting a card. If the card makes a pair with a card in that child’s hand then the child can display the pair, if not, the next child gets a turn. The object of the game is to have the most matching pairs. (More cards may need to be made in order to play this version)*

Activity # 3: Sandpaper Letters

What We Need: Pencil, sheets of sandpaper (not too rough), scissors (for practitioner’s use), index cards, cards made of heavy paper or light cardboard, glue.

Preparation:

1. Lightly write letters onto the rough side of the sandpaper. The letters should be about 4 inches tall.
2. Cut around the letters, leaving about a half-inch on either side of your traced letter.
3. Glue the sandpaper letters onto cards, with the rough side up.

WHAT WE DO:

1. When the glue is dry, help the children trace the sandpaper letters with their fingers. Older children can trace it using their index finger and middle finger.
2. Once they know the letters ask them to close their eyes. Hold their hand and trace a letter. Ask, “What letter is this?”

Extensions:

Following the instructions above, make enough sandpaper letters to form simple words. Good words to start with are: children’s names, names of pets and family members etc. Glue the sandpaper words onto cards, with the rough side up. When the glue is dry, children can trace the words with their finger. Once they know the words, ask them to close their eyes. Hold their hand and trace the word. Ask, “What word is this?”

Activity # 4: Cards And Counters

What We Need: cardstock or cardboard, 55 small identical items, e.g. clean small stones, straws cut into three, flat gemstones, scissors for practitioner's use, marker

Preparation:

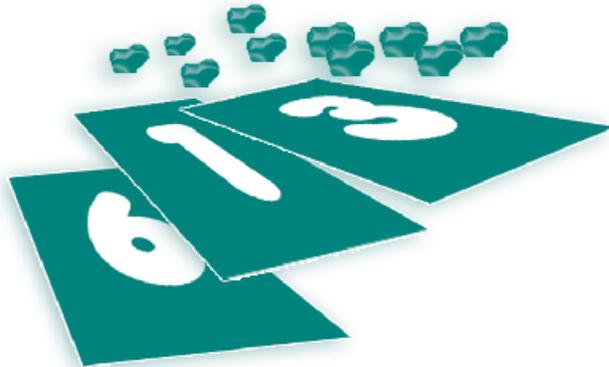
1. Create individual numeral cards using the cardstock and marker for the numbers 1-10.

WHAT WE DO:

1. Help the child to place the cards from left to right starting with the number 1.
2. Allow her to place the corresponding amount of the items underneath each numeral, starting with 1 and continuing across.
3. In order to emphasize the concept of odd and even, have the child make sets of two counters, putting the odd one underneath the pair(s).

Variation:

If children are not yet able to do this activity independently, put dots that correspond to the numeral on the card so that they can use this as a counting guide. Remove the dots as children progress.



MATCHING ACTIVITIES

Activity # 1: Things That Go Together

What We Need: Two sets of cards with objects or pictures of things that go together (e.g. mothers and babies, basketball and basketball hoop etc.)

WHAT WE DO:

1. Have children match the pairs of objects that go together.

Variation:

This can be done in a variety of ways: according to theme (e.g. animals and their babies, whole fruits and half fruits), using new vocabulary words (e.g. desk and chair, pencil and paper, paint and paintbrush) etc.

Activity # 2: Montessori Nomenclature/ 3-Part Cards

What We Need: Two sets of the same labelled picture cards (these can be done according to theme e.g. two sets of pictures of different kinds of birds with the name of the bird written on the bottom of each picture or two sets of different bodies of water)

Preparation:

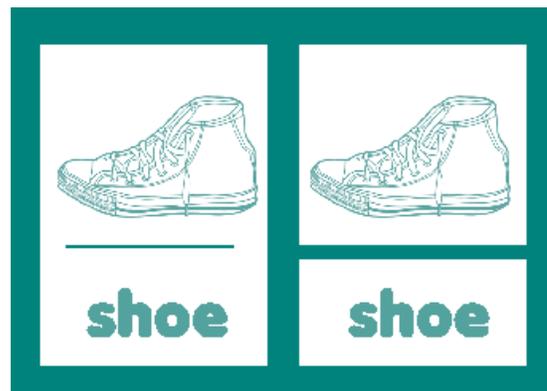
1. Leave one picture card as is with the label on the bottom (this is the control card that allows the child to do this activity independently).
2. Cut the label off of the other picture card so now the picture and the label are separate (see picture below).

WHAT WE DO:

1. Have children match the picture card to the label using the control card as a reference.

Extension:

After children have mastered this activity and if they are beginning to read, remove the control card and have children try to match the label to the card (use simple words).



Activity # 3: What Doesn't Belong

What We Need: pictures of groups of 3 items that belong and one that does not belong (e.g. three animals and a pencil), cardstock or cardboard, scissors for practitioner's use, glue

Preparation:

1. Glue the three similar pictures together with the picture of the object that doesn't belong on the cardboard to create a card
2. Draw an "X" on a separate card

WHAT WE DO:

1. Have children put an "X" beside the picture that does not belong
2. Talk with children about why that picture does not belong and what the other pictures have in common

Variation/Extension:

The distinctions between the objects can be tailored to children's developmental level. For example, children can use this to identify colours (3 of the objects are red and one is not), letters (3 letters and a number or other object) etc. Theme-related cards can also be created. The distinctions can also be more complex as children develop (e.g. you can have 4 animals but 3 of them live in the water).

Activity # 4: Matching Colours

What We Need: Paint chip samples of different paint colours- 2 sets of each (these can be found for free at hardware stores or stores that sell paint), scissors for practitioner's use, cardboard or cardstock, glue

Preparation:

1. Cut the cardboard into squares of the same size
2. Create pairs of colour cards by cutting the samples into their respective colours (sometimes they come in a row of different shades)
3. Glue each colour square on a separate piece of cardboard
4. Make sure that you have a pair of each (e.g. two red cards etc.)

WHAT WE DO:

1. Have children find the matching colour pairs

Extensions:

a) Children can also learn about different shades of colour and moving from light to dark if you use the entire paint strip (e.g. light purple to dark purple). Begin with a pair of paint strips. First, glue one entire paint strip with different shades of a specific colour onto a piece of cardstock or cardboard (optional- you can also just use the strip itself). Cut the

corresponding strip into pieces. Have children match the corresponding colours of the pieces to their counterparts on the paper (you can adhere the pieces using Velcro so that the pieces are not misplaced). When the children have mastered this you can cut both strips into pieces and they can not only try to match the shades but also place the pairs from lightest to darkest.

- b) You can also use the paint chips as colour samples and have children match pictures of different objects with their corresponding colour (e.g. putting a picture of a tomato, fire truck, American apple etc. with the red card)*

MUSIC AND MOVEMENT ACTIVITIES

Activity # 1: Freeze Dance

What We Need: Radio, CD player or instrument to make music.

WHAT WE DO:

1. Play music and have your children dance to it.
2. When the music stops your children have to freeze in the position that they were in when it stopped.

Activity # 2: Draw The Music

What We Need: Radio, CD player or instrument to make music.

WHAT WE DO:

1. Play the children some upbeat, intense music and then challenge them to draw the music. Talk with children about how the music makes them feel.
2. Then play other types of music (e.g. classical) and then have them draw the different types.

Variation:

Children can also dance to the different beats of music and create different styles according to the “feel” of the music.

Activity # 3: Musical Chairs With A Twist

What We Need: Chairs (enough for each child), music, paper, markers, and tape.

Preparation:

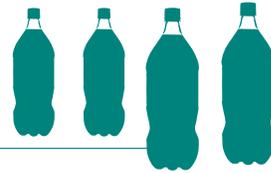
1. Before the game starts tape a number onto each chair (vary the numbers but do not make too many different numbers unless the children are older).

WHAT WE DO:

1. Play music and have your children walk around the chairs.
2. Tell them that when the music stops they have to find a chair and sit in it.
3. Stop the music and have individual children tell the class what number they are sitting on and show the class the number so they can learn to identify it too.
4. Help the children if necessary.
5. If they can handle it, you can remove one chair at a time so that one person will have to sit out each round. If they are not ready to “lose”, then keep going with all of the chairs so they can sit in different chairs and be exposed to different numbers.

Variation:

You can also tape colours, shapes, letters (or have them call out letter sounds) or vocabulary pictures instead.



Activity # 4: Shaker Bottle

What We Need: Clean, empty 16-ounce (or smaller) clear plastic bottles with caps, coloured rice or pasta, glitter, bottle corks, anything that will make noise, glue or tape.

WHAT WE DO:

1. Make sure the bottles you are using are clean and dry.
2. Have the children place coloured rice or pasta etc. into the bottles and glue the caps on.
3. They will love to see what's happening inside as they shake and rattle their bottles.

Variation:

- a) Put oil and water coloured with food colouring into the bottles if you want it to move slowly like waves instead of shake and make noise.*
- b) You can also add sand, water, seaweed or plants and tiny sea animal toys to make a mini ocean in a bottle.*

GROSS MOTOR ACTIVITIES

Activity # 1: Beanbag Toss

What We Need: Large basket or box, plastic sandwich bags or old socks, package of dry beans or rice.

Preparation:

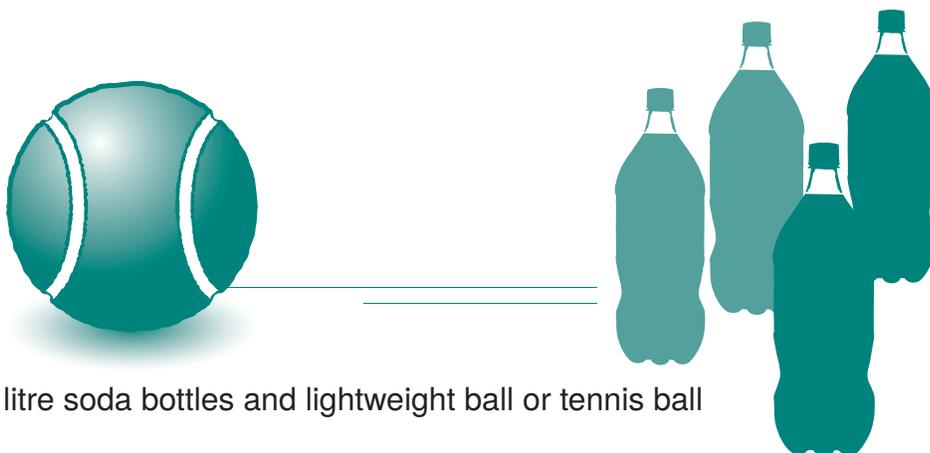
1. Make beanbags to toss by placing beans in plastic sandwich bags with beans (doubled, and sealed with plastic tape) or old socks tied off at the end.

WHAT WE DO:

1. Have the children try to toss the beanbags into the basket or box.
2. For an easier beginning game, stand over the basket and drop them in.

Variation:

Children can take turns tossing the bean bags back and forth between each other while sitting or standing. They can also make it easier or more challenging by moving closer to each other or further apart, respectively.



Activity # 2: Bowling

What We Need: Empty 2 litre soda bottles and lightweight ball or tennis ball

WHAT WE DO:

1. Set up or have the children set up plastic bottles like bowling pins (the bottles do not have to be set up in a specific way but should be in a configuration that allows the children to hit more than one at a time).
2. Have the children stand a short distance away from the bottles and roll the ball to knock the bottles down.

Variation:

You can also label the bottles with pictures, colours, numerals, letters etc. and ask the children to hit a certain bottle, e.g. "roll the ball to the blue bottle"

Activity # 3: Octopus Tag

What We Need: No materials needed

WHAT WE DO:

1. Have children line up on one side of the play area.
2. Choose one child to be “it.”
3. When “it” is ready she should say “go!”
4. The children should then start running and the child who is “it” should try to catch the children who are running.
5. If a child is tagged then he becomes an octopus. The octopus has to sit down in the “ocean” (play area). The octopus may use their arms to tag children who run past them.
6. If a child is tagged by an octopus that child also becomes an octopus and can tag other children in the same way.
7. The last person to be tagged is the new “it” and the game can begin again.

Activity # 4: Shark In Motion

What We Need: No materials needed

WHAT WE DO:

1. Have children line up on one side of the play area.
2. Choose a child to be the “shark” (it).
3. The shark should stand facing the other children.
4. The other children should ask the shark “Shark in motion, may we cross your ocean?”
5. The shark will respond by saying that only children who meet certain criteria can cross, e.g., “yes, only if you are wearing black shoes” or “only if you have a brother”.
6. Only those children who meet the criteria can run across to the other side.
7. As the children are running, the shark should try to catch the children trying to cross to the other side.
8. If children are caught by the shark they may help the shark to catch other children crossing the ocean.
9. Continue the game until all children have crossed the ocean or have been caught by the shark.

Activity # 5: Popcorn

What We Need: No materials needed

WHAT WE DO:

1. Children should crouch down on the ground.
2. When the children hear the teacher say “pop” they should jump up and “pop” as if they were pop corn popping.

Variation:

Children can also “pop” when they hear a specific letter sound, rhyming words etc.

Activity # 6: Snake Jump

What We Need: Skipping rope

WHAT WE DO:

1. Wiggle the rope on the ground like a slithering snake.
2. Have children try to jump over the rope as it wiggles around.

Activity # 7: Mirror Game

What We Need: No materials needed

WHAT WE DO:

1. Divide children into pairs.
2. Have the children face their partner.
3. One child will be the “reflection” of the other by doing whatever the other child does, e.g. if the child touches his nose then the reflection should touch his nose.
4. Allow children to take turns being the lead and the reflection.

Activity # 8: Guess The Leader

What We Need: No materials needed

WHAT WE DO:

1. Have children sit in a circle.
2. Choose one child to be “it.”
3. Have the child who is “it” leave the circle for a moment so that she cannot hear or see the group.
4. While “it” is out of the circle choose one child to be the leader and tell them not to tell “it” who is the leader.
5. Have the leader do different movements that the other children must follow, e.g. hopping four times and twisting.
6. Allow “it” to return to the group to try to figure out who is the leader.
7. The leader should vary the movements so that “it” can watch the children carefully to see who starts the movement.
8. Allow the child who is “it” to guess a few times if the group is large.

Activity # 9: Frame-Up Relay

What We Need: 2 chairs (or more if working with a large group that will be divided into more than 2 teams), cardboard

Preparation:

1. Make 2 large picture frames (large enough that the frame can “frame” a child’s face).
2. Place the chairs so that they are facing the children and are wide enough apart so that children can run to the chairs without bumping into each other.
3. Place one frame on each chair.

WHAT WE DO:

1. Divide the children into two teams (if working with a large group make more than two teams).
2. At your signal, have the first player from each team run to a chair, sit, pick up the picture frame and hold it in front of their face.
3. The child should then “make a face” while holding the frame.
4. The team members should call out the feeling that each child’s expression represents, e.g. a smile would represent a happy feeling.
5. When the child hears the right feeling he should run back to the team and the next player should run to the chair.
6. Continue until all of the players have had a turn.



Activity # 10: Keep The Ball In

What We Need: Medium sized ball, e.g. football

WHAT WE DO:

1. Have children stand in a circle.
2. Choose one child to be “it” and stand in the middle of the circle.
3. Place the ball in the middle of the circle.
4. The child who is “it” should try to get the ball out of the circle by kicking the ball gently.
5. The other children should use their feet to try to stop the ball from going outside of the circle.
6. Once the ball goes out of the circle, another child should be chosen to be “it.”

Activity # 11: I See, I See

What We Need: No materials needed

WHAT WE DO:

1. Say “I see, I see” to the children.
2. The children should respond by saying, “what do you see?”
3. You should tell the children what you see and the children should act out what you say, e.g. “I see delightful children laughing and jumping,” “I see kind children hugging,” “I see butterflies flying gracefully from flower to flower.”

4. If they are able, have children take turns saying what they see and you can be a child who acts it out with the other children.

Activity # 12: Movement Concepts

What We Need: No materials needed

WHAT WE DO:

1. Have children stand in a circle with a lot of space between each child.
2. Call out different ways for the children to move while demonstrating the movement. These movements include walking at a low level (squatting down), walking at a high level (hands up in the air on tip toes), walking in a zig zag, jumping backwards and sideways and skipping.
3. You can also do some creative movements by asking the children to move as if they were on hot sand, on ice, against a strong wind, through tall grass etc.

Activity # 13: Oops, I Need Help

What We Need: Bean bags (one per child)

WHAT WE DO:

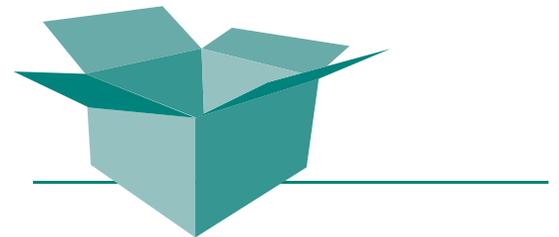
1. Have each child place a bean bag on his shoulder.
2. Have children begin walking around.
3. If a bean bag falls, the child must stop moving and call out “oops I need your help.”
4. Another child must help the child by picking up the bean bag and placing it on the child’s shoulder while also keeping his bean bag on his shoulder.
5. Remind children to say “thank you” when a child helps them.
6. Children can also place the bean bags on their head.

Activity # 14: Pass The Bean Bag

What We Need: Bean bags, box or basket

WHAT WE DO:

1. Have children form a line.
2. Place the stack of bean bags on the ground in front of the child in the line.
3. Put the box behind the last child in the line.
4. Explain to the children that they will be passing the bean bags from the front of the line to the end of the line and that they must do so without dropping the bean bag.
5. The last child in the line will drop the bean bag in the box.



6. Have the students pass the bean bags over their heads, between their legs or by twisting from side to side. Demonstrate these actions to the children and use the appropriate directional terms.

Variation: You can also make this a relay race by dividing the children into groups with an equal number of children

Anthology

ANIMALS

Dinosaurs

Five enormous dinosaurs,
Letting out a roar –
One went away, and
Then there were four.

Four enormous dinosaurs
Crashing down a tree –
One went away, and
Then there were three.

Three enormous dinosaurs
Eating tiger stew –
One went away, and
Then there were two.

Two enormous dinosaurs
Trying to run –
One ran away, and then there was one.

One enormous dinosaur,
Afraid to be a hero –
He went away, and
Then there was zero.

Bumblebee

Brightly coloured bumblebee,

Looking for some honey,
Flap your wings and fly away
While it is still sunny.

The Bunny Hop

Hop, hop, hop!
Let's do the bunny hop.
Let's hop around the house.
Let's do the bunny hop!

Hop, hop, hop!
Wiggle your bunny tail.
Let's hop around the garden.
Let's do the bunny hop!
Hop, hop, hop!
Let's hop, hop, hop!
Let's never, ever stop!

The Scarecrow

When all the cows were sleeping
And the sun had gone to bed,
Up jumped the scarecrow,
And this is what he said:
"I'm a dingle, dangle scarecrow,
With a flippy, floppy hat
I can raise my hands like this
And I can shake my feet like that."

The Hen

Cluck, cluck, the hens are calling,
O hurry, children dear,
See something nice for breakfast
Is waiting on you here!

A big brown egg for Sarah,
And one for Mark as well!
And here is the littlest brown one,
For little baby Mel.

Mr. Crocodile

Here is the crocodile
Sitting on a log.
Down by the pool,
He sees a frog.

In goes the crocodile,
Round goes the log.
Splash goes the water,
And away goes the frog.

Butterfly

Roly-poly caterpillar
Into a corner crept,
Spun around himself a blanket
Then for a long time slept.

A long time passes *[whisper]*
Roly-poly caterpillar wakened by and by,
Found himself with beautiful wings
Changed to a butterfly.

This Is The Way We . . .

*(To the tune of: "Here We Go Round the Mulberry Bush")
[Make appropriate movements.]*

This is the way we plant the seeds,
plant the seeds, plant the seeds.
This is the way we plant the seeds so early in the morning.

This is the way we feed the chicks,
Feed the chicks, feed the chicks,
This is the way we feed the chicks so early in the morning.

This is the way we chop the wood,
chop the wood, chop the wood,
This is the way we chop the wood so early in the morning.

This is the way we milk the cows,
Milk the cows, milk the cows,
This is the way we milk the cows so early in the morning.

Animals On The Farm

(To the tune of: "The Wheels on the Bus")

The pigs on the farm go oink. . .oink. . .oink,
Oink. . .oink. . .oink, oink. . .oink. . .oink .
The pigs on the farm go oink. . .oink. . .oink,
All day long .

The goats on the farm go meh. . . meh . . meh,
Meh. . meh . . meh, meh. . meh . . meh.
The goats on the farm go meh. . meh . . meh,
All day long.

The cows on the farm go moo. . .moo. . moo,
moo. . moo . . moo, moo. . moo . moo.
The cows on the farm go moo. . moo . . moo,
All day long.

The horses on the farm go neigh. . .neigh. . . neigh,
Neigh. . neigh . . neigh, neigh. . neigh . . neigh.
The horses on the farm go neigh. . neigh . . neigh,
All day long.

Turtles

One baby turtle, alone and new.
Finds a friend, and then there are two.

Two baby turtles crawl down to the sea.
They find another turtle and then there are three.

Three baby turtles crawl along the shore.
They find another turtle and then there are four.

Four baby turtles go for a dive.
Up swims another and then there are five.

The Little Turtle

[Make appropriate movements.]

There was a little turtle,
He lived in a box.
He swam in a puddle,
He climbed on the rocks.

He snapped at a mosquito,
He snapped at a flea,
He snapped at a minnow,
And he snapped at me.

He caught the mosquito,
He caught the flea,
He caught the minnow,
But he didn't catch ME!

The Insects And Spiders

(To the tune of "The Wheels on the Bus")

The bugs in the air fly up and down,
Up and down, up and down.

The bugs in the air fly up and down
All through the day.

Other verses:

The spiders on the bush spin a web...

The grasshoppers in the field jump up and down...

The bees in their hive go buzz, buzz, buzz...

Five Little Fish

Five little fish swimming in a pool,
This one said, "The pool is cool".
This one said, "The pool is deep".
This one said, "I'd like to sleep".
This one said, "I'll float and dip".
This one said, "I see a ship".
The fishing boat comes,
The line goes splash.
All the little fish swim away in a dash.

The Monkey

The monkey claps, claps, claps, his hands *[Clap hands.]*
The monkey claps, claps, claps, his hands *[Clap hands.]*
Monkey see, monkey do,
The monkey does the same as you. *[Point at a specific child.]*

[Change actions as different children are selected.]

I Went To The Zoo

[Make appropriate movements.]

Oh, I went to the zoo, and what did I see?

I saw a great big tiger, lookin' at me.
He went Raaar, raaar! He went Raaar, raaar!
He went Raaaar raaar raar, and that's what he said to me.

Oh, I went to the zoo, and what did I see?
I saw a great big monkey, lookin' at me.
He went Ooo-ooo-o, Ooo-ooo-o! He went Ooo-ooo-o, Ooo-ooo-o!
He went Ooo-ooo-o, Ooo-ooo-o, and that's what he said to me!

The Zoo

At the zoo we saw a bear,
He had long, dark fuzzy hair *[Pretend to be like a bear.]*
We saw a lion in a cage.
He was in an awful rage. *[Pretend to be an angry lion.]*
We saw the big, long-necked giraffe,
And the silly monkeys made us laugh *[Everybody laughs.]*
But my favorite animal at the zoo,
Is the elephant—how about you?

The Elephant

The elephant has a trunk for a nose,
And up and down is the way it goes. *[Clasp hands, extend arms and raise and lower them.]*
He wears such a saggy, baggy hide! *[Relax body.]*
Do you think two elephants would fit inside? *[Hold up two fingers.]*

Elephants At Work And Play

As 5 little elephants marched through the grass *[March fingers of right hand.]*
They decided to stop and have a music class,
The first blew his trumpet and announced he'd be a dentist.
[Make a trumpet out of your fists and blow.]
The next gave a call of the wild jungle animal *[Cup hands to mouth, make a low eerie sound.]*
The third and fourth elephants trumpeted a song, *[Make a trumpet and blow twice.]*
But the last little elephant just followed along,
Then he left the others as he didn't care to play,

And he carried tree logs the rest of the day. [Link the little finger under two fingers of the left hand and carry them away.]

The Animals In The Desert

(To the tune of "The Wheels On The Bus")

The jackrabbit in the desert hops like this,
Hops like this, hops like this. *[Jump in place.]*

The jackrabbit in the desert hops like this,
All night long.

The coyote in the desert howls, Aw-aw-aw,
Aw-aw-aw, Aw-aw-aw. *[Cup hands and howl.]*

The coyote in the desert howls, Aw-aw-aw,
All night long.

The rattlesnake in the desert goes, Hiss, hiss, hiss,
Hiss, hiss, hiss, Hiss, hiss, hiss. *[Hiss and exaggerate tongue movements.]*

The rattlesnake in the desert goes, Hiss, hiss, hiss,
All night long.

The roadrunner in the desert runs fast like this,
Fast like this, fast like this. *[Run in place.]*

The roadrunner in the desert runs fast like this,
All night long!

Five Little Ducks

[Make appropriate movements.]

Five little ducks went out one day,
Over the hills and far away,
Mommy (or daddy) duck called, Quack, quack, quack,
But only 4 little ducks came back.

Four little ducks went out one day,
Over the hills and far away,
Mommy (or daddy) duck called, Quack, quack, quack,

But only 3 little ducks came back.

Repeat the verses substituting 3, 2 and 1

No little ducks went out one day,
Over the hills and far away,
Mommy (or daddy) duck called, Quack, quack, quack,
And 5 little ducks came wandering back.

Sammy Snail

Sammy snail is slowly moving,
See him slide across the grass.
He leaves a silver path behind him,
We all know when he has passed.
Sammy snail is never worried,
Though he wanders far and wide.
For on his back his house he carries,
And when he's tired he pops inside.

Five Kittens In A Row

[Make appropriate movements.]

Five little kittens standing in a row,
They nod their heads to the children, like so.
They run to the left, they run to the right,
They stand up and stretch in the bright sunlight.
Along comes a dog who's in for some fun,
Meow, see those kittens run.

BIRDS

Humming Birds

Five humming birds flying in the air,
The first one landed in my hair.
The second and third were a pair.
The fourth humming bird didn't care.
The fifth humming bird hummed everywhere.

[Hold up five fingers.]
[Grab little finger.]
[Touch index finger and thumb together.]
[Grab ring finger.]
[Touch middle finger and hum loudly.]

Lucky Duck

Oh, it was a bit of luck
That I was born a baby duck.
With yellow socks and yellow shoes
That I may go wherever I choose.
Quack, quack, quack quack.

Marching Penguin

Peter, Peter penguin. . .marching by,
Toes turned out and head held high
With a long black coat and a clean white vest,
Peter, Peter penguin, you're the best.

[Look up.]

Robin Red Breast

Way up high, little robin flying just so,
Quick down low for a worm he must go.
With a wing on the left and a wing on the right,
Fly to your nest for soon it will be night.

[Stretch hands up as high as possible.]
[Put hands low, almost touching the floor.]
[Extend arms out to the side one at a time.]
[Flap arms as if flying.]

Ostrich

An ostrich has two long legs
And can lay many large eggs.
It's the largest of all the birds
And it can't fly,
Isn't that absurd?

[Hold up two fingers.]
[Make large circle with hands.]
[Hold hands up as high as you can.]
[Flap arms like wings.]
[Put hands on hips.]

Have You Ever Seen A Penguin?

(To the tune of "The More We Get Together")
[Make appropriate movements.]

Have you ever seen a penguin?
A penguin. . .a penguin!
Have you ever seen a penguin swim this way and that?
Swim this way and that way . . . and this way and that way?
Have you ever seen a penguin swim this way and that?

Have you ever seen a penguin?
A penguin. . .a penguin!
Have you ever seen a penguin slide this way and that?
Slide this way and that way . . . and this way and that way?
Have you ever seen a penguin slide this way and that?

Have you ever seen a penguin?
A penguin. . .a penguin!
Have you ever seen a penguin waddle this way and that?
Waddle this way and that way . . . and this way and that way?
Have you ever seen a penguin waddle this way and that?

Owl Song

(To the tune of "I'm a little Teapot")

I'm a great big owl, as you can see.
I live high up in a tree.
All the other birds wake me up when they play,
Because I like to sleep in the day

Wide-Eyed Owl

| | |
|-----------------------------|---|
| There's a wide-eyed owl | <i>[Make binoculars with hands in front of eyes.]</i> |
| With a pointed nose, | <i>[Point to nose.]</i> |
| Two pointed ears | <i>[Grab ears.]</i> |
| And claws for toes. | <i>[Wiggle fingers and point to toes.]</i> |
| He lives way up in the tree | <i>[Point up to the ceiling.]</i> |
| And when he looks at you | <i>[Point to a child.]</i> |
| He flaps his wings | <i>[Flap arms like wings.]</i> |
| And says, Who....Whooo! | <i>[Continue flapping.]</i> |

Owl In The Tree

(To the tune of "Skip to my Lou")

| | |
|-------------------------------------|---|
| Owl in the tree says, Who, who, who | |
| Owl in the tree says, Who, who, who | |
| Owl in the tree says, Who, who, who | |
| Who, who, who, are you? | <i>[Point to a child and have them say their name.]</i> |

Penguin Family

| | |
|---|----------------------------------|
| One royal penguin . .feeling very blue | <i>[Hold up one finger.]</i> |
| Called for his brother, then there were two. | <i>[H old up two fingers.]</i> |
| Two royal penguins. . .swimming in the sea | <i>[Make a swimming motion.]</i> |
| Called for their sister, then there were three. | <i>[H old up three fingers.]</i> |
| Three royal penguins waddling on the shore | <i>[Waddle.]</i> |
| Called for their mother, then there were four. | <i>[H old up four fingers.]</i> |
| Four royal penguins learning how to dive | <i>[Make a diving motion.]</i> |
| Called for their father, then there were five. | <i>[H old up five fingers.]</i> |

Counting Chickens

1 little . . 2 little . . 3 little hens
4 little . . 5 little . . 6 little hens
7 little . . 8 little . . 9 little hens
10 little chicken girls.

1 little . . 2 little . . 3 little roosters
4 little . . 5 little . . 6 little roosters
7 little . . 8 little . . 9 little roosters
10 little chicken boys.

Five Little Owls

Five little owls on a moonlit night,
Five little owls are quite a sight.
Five little owls, are you keeping score?
One flew away, and then there were four.
Four little owls happy as can be,
One flew away, then there were three.

Three little owls calling, Who, who,
One flew away and that left two.
Two little owls having lots of fun.

One flew away, and that left one.
One little owl we are almost done,
He flew away and that leaves none.

Birds

There was one little bird in a little tree,
He was all alone, and he didn't want to be.
So he flew far away, over the sea,
And brought back a friend to live in the tree.

Five Little Black Birds

Five little blackbirds, hopping by my door,
One went to build a nest, and then there were four.

Four little black birds singing lustily,
One got out of tune, and then there were three.

Three little black birds and what should one do,
But go in search of dinner, leaving only two.

Two little black birds singing for fun,
One flew away, and then there was one.

One little black bird sitting in the sun,
He took a little nap, and then there were none.

CELEBRATIONS

A Birthday

Today is *(insert the name of the child)*'s birthday

Let's make her/him a cake

Mix and stir

[Do action of stirring.]

Stir and mix

Then into the oven to bake.

[Pretend to hold cake in two hands.]

Here's our cake so nice and round

[Make a circle with the arms.]

We frost it pink/blue and white,

[Do action of spreading frosting.]

We put five *(any number)* candles on it,

To make a birthday light.

Birthday Song

(To the tune of "Do You Know the Muffin Man?")

Oh, do you know the birthday girl?

The birthday girl, the birthday girl?

Oh, do you know the birthday girl?

Her name is *(insert name)*

Do you know how old she is?

How old she is, how old she is?

Do you know how old she is?

She is *(insert age)* years old.

Little Lamps

(To the tune of "London Bridge")

Little lamps are burning bright,

Burning bright, burning bright.

Little lamps are burning bright.

It's Diwali.

See them lighting up the night,

Up the night, up the night.

See them lighting up the night.

It's Diwali.

Five Diwali Lamps

Five little lamps sitting in a row,
The first one said, "I'm starting to glow."
The second one said, "Let's chase away the dark."
The third one said, "I'm happy as a lark!"
The fourth one said, "Diwali's so much fun."
The fifth one said, "I'm bright as the sun!"
Bang! went the firecracker, down went the sparks,
And the 5 little lamps glowed in the dark.

Chinese New Year Dragon

There's a great big dragon coming our way
A great big dragon on this holiday.
Let's grab our lanterns and follow along,
Dancing and waving and singing a song.
There's a great big dragon coming our way
Hip, hip, hurray!

[Have the children form wavy lines like a dragon.]

[Children dance and wave in line.]

[Jump up and down.]

Lion Dance Song

(To the tune of "Mary Had a Little Lamb")

See the lion dance and prance,
Dance and prance, dance and prance.
See the lion dance and prance,
On Chinese New Year's Day.

Hear the firecrackers pop,
Pop, pop, pop, pop, pop, pop.
Hear the firecrackers pop,
On Chinese New Year's Day.

See the children laugh and clap,
Laugh and clap, laugh and clap,
See the children laugh and clap,
On Chinese New Year's Day.

Five Green Dragons

Five green dragons making such a roar,
One danced away and then there were four.
Four green dragons dancing around a tree,
One danced away and then there were three.

Three green dragons dancing around you,
One danced away and then there were two.
Two green dragons dancing in the sun,
One danced away and then there was one.
One green dragon having lots of fun,
She danced away and then there were none.

The Christmas Tree Song

(To the tune of "The Wheels on the bus")

The balls on the tree are green and red *[put the left then right hand out with the front palm up]*
Green and red, green and red *[same actions]*
The balls on the tree are green and red *[same actions]*
On Christmas day.

Suggestions for other verses:

The lights on the tree go on and off *[open and shut hands]*
The tinsel on the tree goes up and down *[point up and down]*
The popcorn on the tree is good to eat *[rub tummy]*
The star on the tree is up on top *[reach hand up to place star]*

This Is Christmas

(To the tune of "Twinkle, Twinkle Little Star")

What is Christmas? We'll tell you.
It's putting love in all we do,
In our work, and in our play,
In our living every day.
It is showing love for others,
Father, mother, sisters, brothers.

FAMILY

My Family

I have a family.
I love them, yes I do.
We belong together
And I know they love me too.

The people in my family
They belong to me,
And we are all a part of
The same family tree.

My Mommy

I have a special mommy
I think she's pretty neat.
She gives me hugs and kisses,
And she tells me that I'm sweet.

She thinks that I am special,
She likes the things I do.
I'll give mommy a special gift,
To say "I love you too".

(Vary the family members' names, e.g. "I have a special daddy/grandpa/aunty etc.")

I Have A Loving Father

I have a loving father,
He is good to me.
He cooks me food and plays with me,
He's as nice as he can be.

To show him that I love him,
I help him everyday.
By picking up my clothes and things
And putting them away.

(Vary the family members' names, e.g. "I have a loving mommy/grandma/uncle etc.)

Helping Mother

(To the tune of "Are You Sleeping? Are You Sleeping?")

Helping mommy, helping mommy,
It's just like play, just like play.
Washing dishes,
Washing dishes,
In a helpful way,
In a helpful way.

Helping daddy, helping daddy,
It's just like play, just like play.
Sweeping up the dirt,
Sweeping up the dirt,
In a helpful way.
In a helpful way.

(Vary the family members and chores, ask children for suggestions).

My House

My house is where my family lives,
It's where we work and play.
It's where I go to sleep at night,
And wake up every day!

We live here all together,
As happy as can be.
My house is where my family lives,
And it's the place for me!

My Family

I love mommy. . .she loves me,
We love daddy. . .yes siree.
He loves us and so you see,
We are a happy family.

I love grandma. . . she loves me,
We love grandpa. . .yes siree.
He loves us and so you see,
We are a happy family.

I love sister, she loves me,
We love brother. . Yes siree.
He loves us and so you see,
We are a happy family.

(Vary the family members to reflect the families of the children in your class).

If I Were

If I were a butterfly, I'd thank you for giving me wings.
If I were a robin in a tree, I'd thank you that I could sing.
If I were a fish in the sea, I'd wiggle my tail and I'd giggle with glee.

But I just thank my parents for making me, me.
Oh, You gave me a heart and you gave me a smile,
You gave me freedom and you made me your child,
But I just thank my parents for making me, me!

If I were a kangaroo, you know I'd hop right up to you.
If I were an octopus, I'd thank you for my fine hooks.
If I were a wiggle worm, I'd thank you that I could squirm.

But I just thank my parents for making me, me.
Oh, You gave me a heart and you gave me a smile,
You gave me freedom and you made me your child,
But I just thank my parents for making me, me!

FLOWERS

The Flower Song

(To the tune of "The Farmer in the Dell")

The flower has some petals, the flower has some petals.
The petals call the birds and bees, the flower has some petals.

The flower has some leaves, the flower has some leaves.
The leaves will catch the rain and sun, the flower has some leaves.

The flower has a stem, the flower has a stem.
The stem will make it stand up tall, the flower has a stem.

The flower has some roots, the flower has some roots.
The roots will carry food and drink, the flower has some roots.

Plant A Little Seed

| | |
|---|--|
| I plant a little seed in the cold, cold ground, | <i>[Squat down and pretend to plant.]</i> |
| Out comes the yellow sun, big and round. | <i>[Put arms above head like sun.]</i> |
| Down come the raindrops soft and slow | <i>[Lower your hands slowly with dancing fingers.]</i> |
| Up comes the flower grow, grow, grow! | <i>[Jump as flower emerges.]</i> |

The Gardening Song

First you take a shovel, a rake and a hoe,
Plant a little garden, plant seeds in a row.
Water them and weed them through all the summer heat,
And then you'll have some flowers or vegetables to eat.

Planting Flowers

(To the tune of "Are you Sleeping")

Planting flowers, planting flowers
In the ground, in the ground.
Water them and they grow,
Water them and they grow,
All around, all around.

The Little Flower

There was a little flower that lived in a garden bed,
She slept so late one morning, she was such a sleepy head,
But then she heard the birds sing and the children come to play,
She heard her Mama Flower call, "Rise and greet the day!"

And so the little flower stretched her petals way up high,
She blinked her pretty eyes and smiled up at the sky.
Her mother kissed her forehead and said, "Good morning, sugar-pie."
And on the sleepy flower's nose there landed a butterfly!

Flowers

Flowers in the garden, some are very tall.
Flowers in the garden, some are very small.
Some have pretty colours like a big, bright bow,
Pretty yellow flowers standing in a row.

FOOD

Sizzling Corn

You put the oil in the pot and get it real hot *[Act as if you are touching something hot.]*
You put the popcorn in and get a big grin *[Put hand to face and grin.]*
Sizzle, sizzle, sizzle *[Move hands back and forth.]*
Sizzle, Sizzle, Sizzle, Pop! *[Jump as if startled.]*

Limes In The Bowl

Five big limes in the bowl, *[Hold up five fingers.]*
One fell out and started to roll. *[Fold down one finger, and roll hands.]*
It bumped the table and hit my toe. *[Clap once, and touch toes.]*
How many limes in the bowl? 1-2-3-4 *[Count fingers.]*

Four big limes in the bowl. *[Hold up four fingers.]*
One fell out and started to roll. *[Fold down one finger, and roll hands.]*
It bumped the table and hit my toe *[Clap once, and touch toes.]*
How many limes in the bowl? 1-2-3 *[Count fingers.]*

(Repeat the verse substituting for “three” and “two”)

One big lime in the bowl. *[Hold up one finger.]*
It fell out and started to roll. *[Fold down one finger, and roll hands.]*
It bumped the table and hit my toe *[Clap once, and touch toes.]*
How many limes in the bowl? *[Do not hold up any fingers.]*

Two Big Limes

(To the tune of "This Old Man")

| | |
|---|---|
| Way up high, in a tree | <i>[Hold hands up as high as possible.]</i> |
| Two big limes smiled at me | <i>[Put hand on cheeks smile.]</i> |
| So I shook that tree with all my power | <i>[Pretend to shake a tree.]</i> |
| Down came the limes, whoa, they were SOUR!! | <i>[Make sour face.]</i> |

Bananas

B is for bananas, I eat them ripe or green.
My healthy body shows it,
My skin is smooth and clean.
Banana gives us energy and has a good taste too,
So eat up your bananas, they are good for you.

Bananas Are My Favourite Fruit

| | |
|--------------------------------|---|
| Bananas are my favourite fruit | <i>[Make fists as if holding a banana.]</i> |
| I eat one every day. | <i>[Hold up one finger.]</i> |
| I always take one with me | <i>[Act as if putting one in pocket.]</i> |
| When I go out to play. | <i>[Wave good-bye.]</i> |
| It gives me lots of energy | <i>[Make a muscle.]</i> |
| To jump around and run. | <i>[Move arms as if running.]</i> |
| Bananas are my favourite fruit | <i>[Rub tummy.]</i> |
| To me they're so much fun. | <i>[Point to self and smile.]</i> |

The Vegetable Garden

(To the tune of "Here We Go Round the Mulberry Bush")

This is the way we plant the seeds,
Plant the seeds, plant the seeds.
This is the way we plant the seeds
In our garden.
Other verses:

This is the way we water the plants ...
This is the way we pull the weeds ...
This is the way we eat the vegetables . . .

The Apple Tree

| | |
|--------------------------------------|--|
| Way up high in the apple tree | <i>[Hold arms up high.]</i> |
| Two little apples smiled at me. | <i>[Look at the two hands that are still up high.]</i> |
| I shook that tree as hard as I could | <i>[Shake arms.]</i> |
| Down came the apples | <i>[Let arms fall.]</i> |
| Mmm, were they good! | <i>[Rub tummy.]</i> |

Food That Grows On Trees

(To the tune of "The Farmer in the Dell")

Foods that grow on trees,
Foods that grow on trees.
Let's sing a song about
Foods that grow on trees.

Mangoes grow on trees,
Mangoes grow on trees.
Pick them, ripe and juicy,
Mangoes grow on trees.

Bananas grow on trees,
Bananas grow on trees.
Pick them green or yellow,
Bananas grow on trees.

Oranges grow on trees,
Oranges grow on trees.
Pick them, sweet and juicy,
Oranges grow on trees.

Naseberries grow on trees,
Naseberries grow on trees.

Pick them, brown and lovely,
Naseberries grow on trees.

I'm A Little Fruit Tree

(To the tune of "I'm a Little Teapot")

I'm a little fruit tree
Tall and slim,
Here is my trunk
And here are my limbs.
When I want to play and
Whistle in the breeze,
I shake and rattle and rustle my leaves.

JAMAICA LAND WE LOVE

Mek Wi Talk

(To the tune of "Sammy Plant Piece a Corn," created at a workshop)

Mek wi talk,
Mek wi talk bout wi heroes.
Mek wi talk bout wi heroes.

William Gordon, Marcus Garvey
Sam Sharpe, Bogle.
Bustamante, Manley,
And famous Nanny.

I Love My Jamaica

Jamaica is an island in the Caribbean Sea.
I love my Jamaica, Jamaica loves me.

I like to go to school to be the best that I can be.
I love my Jamaica, Jamaica loves me.

The mountains are so high and the beaches are so pretty.
I love my Jamaica, Jamaica loves me.

I love ackee and saltfish, I love fish and bammy.
I love my Jamaica, Jamaica loves me.

Jamaica is an island in the Caribbean Sea.
I love my Jamaica, Jamaica loves me.

ME / ALL ABOUT ME / CELEBRATING ME

Me Complete

I have ten little fingers and ten little toes,
Two little arms and one little nose,
One little mouth and two little ears,
Two little eyes for smiles and tears,
One little head and two little feet,
One little chin, that's me complete.

Special Me

(To the tune of "Twinkle Twinkle Little Star")

Special, special, special me
How I wonder what I'll be.
In this big world I can be
Anything I want to be.
Special, special, special me
How I wonder what I'll be.

You're Important

(Child's name) is important, important, important,
(Child's name) is important to you and me.
In work and in play, he does his best each day,
(Child's name) is important to you and me.

Repeat for each child

My Toothbrush

I have a little toothbrush
I hold it very tight
I brush my teeth each morning
And then again at night.

My Friend The Toothbrush

My toothbrush is a tool
I use it everyday
I brush and brush and brush and brush
To keep the cavities away *[Pretend to brush teeth.]*

Ten Fingers

I have ten fingers *[Hold up both hands, fingers spread.]*
And they all belong to me *[Point to self.]*
I can make them do things –
Would you like to see?
I can shut them up tight *[Make fists.]*
I can open them wide *[Open hands.]*
I can put them together *[Place palms together.]*
I can make them all hide *[Put hands behind back.]*
I can make them jump high *[Hands over head.]*
I can make them jump low *[Touch floor.]*
I can fold them up quietly *[Fold hands in lap.]*
And hold them just so.

My Reflection

What do I look like?
What do I see?
When I look in the mirror
I see me!

From the top of my head
To the tips of my toes
I see the me
Who everyone knows

I Can Do It By Myself

I can do it by myself
Each day I do much more.
Once when I was much too small
I could not reach the door.

Now I put on both my shoes
And even ride a bike.
I can do them by myself
So many things I like.

I can even write my name,
And run and jump and play,
I can hop and I can skip,
There's more to do each day.

My Face

When I look into the mirror
There is someone that I see
Can you guess that person's name?
Yes, you're right, it's me!

My mother says my teeth are nice,
My father likes my eyes,
And I admit I like myself,
And that is no surprise.

Secret

I've got something in my pocket
That belongs across my face,
I keep it very close at hand
In a most convenient place.
I know you couldn't guess it
If you guessed a long, long while.
So I'll take it out and put it on,
It's a great big friendly SMILE!

I Have Two Eyes

I have two eyes to see with
I have two feet to run.
I have two hands to wave with
And nose I have but one.
I have two ears to hear with
And a tongue to say "Good day."

I Am Special

(To the tune of "Are You Sleeping?")

I am special, I am special,
Look at me, look at me,
A very special person, a very special person,
That is me, that is me.

Show Me

(To the tune of "Brown girl in the ring")

Show me your right hand, move it all around
Show me your right hand, move it all around
I move my whole body-body-body all around
This is my right hand, now I put it down.

Show me your left hand, move it all around
Show me your left hand, move it all around
I move my whole body-body-body all around
This is my left hand, now I put it down.

Show me your right foot, move it all around
Show me your right foot, move it all around
I move my whole body-body-body all around
This is my right foot, now I put it down.

Show me your left foot, move it all around
Show me your left foot, move it all around
I move my whole body-body-body all around
This is my left foot, now I put it down.

This is my body, I move it all around
This is my body, I move it all around
I move my whole body-body-body all around
This is my body and now I sit down.

OUR PEOPLE

Cabeza Y Hombros Rodillas Y Pies

(Head and Shoulders Knees and Toes in Spanish)

Cabeza y hombros, rodillas y pies

Rodillas y pies

Cabeza y hombros, rodillas y pies

Rodillas y pies

Ojos orejas boca nariz

Cabeza y hombros, rodillas y pies.

Pronunciation guide:

Cabeza – ca-bay-sa

Hombros – um-brus

Rodillas – ro-dee-yas

Pies – pee-es

Ojos – o-hus

Orejas – o-ray-has

Boca – boca

Nariz – na-ris

Wiggly Woo

(An English poem)

There's a worm at the bottom of the garden

And his name is Wiggly Woo

There's a worm at the bottom of the garden

And all that he can do

Is wiggle all night

And wiggle all day

Whatever else the people do say

There's a worm at the bottom of the garden

And his name is Wiggly Woo.

Walking Through The Bush

(A Zulu chant that the children should sing while walking about)

Walking through the bush, what do I see?

I can see inyoka looking at me

Walking through the bush, what do I see?

I can see ufudu looking at me

Walking through the bush, what do I see?

I can see indlovu looking at me

Walking through the bush, what do I see?

I can see ikhozi looking at me

Translations and pronunciation of the underlined words:

inyoka (*een-yoh'-gkah*) – a snake

ufudu (*oo-foo'-doo*) – a tortoise

indlovu (*een-dloh'-voo*) – an elephant

ikhozi (*ee-koh'zee*) – an eagle

Chinese Hello Song

(To the tune of "Farmer in the Dell")

Let's wave and say Ni Hao (*nee how*)

Let's wave and say Ni Hao

Let's say "hello" to all our friends

Let's wave and say Ni Hao

PEOPLE IN OUR COMMUNITY

The Garbage Man

An important job is the garbage man,
Give him a wave whenever you can.
He picks up the garbage once a week,
If he didn't the garbage would be knee deep!

The Garbage Collector

The garbage collector is on his way,
To make our town look clean today.
With shovel and gloves and two strong arms.
Hurray for the garbage collector today!

Mr. Policeman

Standing on the corner in his uniform of blue,
Is the policeman telling traffic What We Do.
Red is stop, green is go;
As the cars move fast or slow.
But when he blows his whistle, "tweet, tweet!"
All the trucks and cars will stop,
So that we can cross the street.

Traffic Police

The traffic police officer holds up her hand
She blows the whistle, she gives the command
When the cars are stopped
She waves at me,
Then I may cross the street, you see.

Police Officer

Of all the people that I meet
When walking down the street
I like the tall police officer best because he is so smartly dressed
His silver buttons shine so bright
He says he cleans them every night
He is tall and big and strong
I like to see him march along

I'm A Police Officer

(To the tune of "I'm a Little Teapot")

I'm a police officer
With my badge
I help people
Near and far
If you have a problem
Call on me
And I will be there
One, two, three!

Market Woman

"Good morning, market woman,
What have you got to sell?"
"I have pineapples and papayas,
And ears of corn as well.
I have coconuts and mangoes,
And peppers red and green,
And the finest ripe oranges
That you have ever seen."

The Doctor

He sees my tongue,
He sees my throat.
He has a thing inside his coat
With which he listens at my chest.
And that is what I like the best.

Five Friendly Firefighters

Five friendly firefighters standing near the door
One washes the fire engine, now there are four.

Four friendly firefighters waiting patiently,
One fixes the hoses, now there are three.

Three friendly firefighters have a lot to do,
One climbs up a ladder, now there are two.

Two friendly firefighters exercise and run.
One friendly firefighter – all the work is done,
He goes to bed, now there are none.

Big Red Fire Truck

(To the tune of "Twinkle, Twinkle, Little Star")

Big red fire truck, ladder on the top
Going to a fire where it will stop.
Long curving hose carried about
Splashing water from its spout.
The fire and smoke are going away
Now it's time to shout hurray!

Firefighter

(To the tune of "I'm a Little Teapot")

By: Concord Sacred Heart Basic School

I'm a firefighter
Dressed in yellow
With a fire hat
On my head.

I can drive a fire truck
Fight fires too
And make it safe
For me and you.

Firefighter On The Go

(To the tune of "I'm a Little Teapot")

I'm a firefighter on the go.
Here is my helmet, here is my hose.
When I see a fire
Hear me SHOUT!
I turn the water on
And put it out.

[Point to head and put hands together like a hose.]

[Pretend to look.]

[Shout loud.]

[Pretend to turn water on.]

Brave Firefighters

(To the tune of "Three Blind Mice")

Brave firefighters, brave firefighters,
See how they run, to put out the fire.
They leave the fire house when they get the call
Putting out the fire won't take long at all
They'll try to save any house, big or small
The brave firefighters, brave firefighters.

The Traffic Cop Song

(To the tune of "Do Your Ears Hang Low")

Do you drive a car
With a flashing light on top?
When you hold up your hand
Does the traffic have to stop?
Can you blow a whistle
Standing straight and tall and proud?
You're our friend, the traffic cop

Help's On The Way

(To the tune of "Three Blind Mice")

Help's on the way, help's on the way
If I need help, I know what we do
I can call the police and the fire fighter too
It makes me feel safe to know what we do
Dial 1-1-9, dial 1-1-9

The Dentist Song

(To the tune of "Row, Row, Row Your Boat")

Brush, brush, brush your teeth
Brush them everyday
We put some toothpaste on our brush
To help stop tooth decay.

Brush, brush, brush your teeth
Keep them clean each day
Then you'll have a pretty smile
And healthy teeth all day.

I'm A Nurse Dressed In White

(To the tune of "Little White Duck")

I'm a nurse dressed in white
And I feel just swell
When you are sick
I help to make you well
I give you shots
And if you're afraid
I fix you up with a big Band-Aid
I'm a nurse dressed in white
And I feel just swell
Now you're well

The Pilot

An airplane pilot I will be
And fly my plane so high
I will ride above the big white clouds
And speed across the sky
I will carry those who ride with me
To places far and near
And return them safely home
At any time of the year

Workers At The Airport

Workers at the airport, whom will we see? Whom will we see?
Workers at the airport, whom will we see?
Pilots flying the plane for me.

Workers at the airport, whom will we see? Whom will we see?
Workers at the airport, whom will we see?
Ticket agents giving tickets to me.

Other verses:

. . . Luggage carriers taking bags for me
. . .Flight attendants bringing food for me
. . .Air controllers watching planes for me

The Community Worker Song

(To the tune of "The Farmer in the Dell")

The firefighters are brave
The firefighters are brave.
Heigh-ho what do you know?
The firefighters are brave.

Other possible verses:

Doctors keep us well . . .

Dentists check our teeth . . .

Policemen stop the traffic . . .

What Is My Job?

(To the tune of "Are you sleeping?")

What is my job?
What is my job?
Can you guess?
Can you guess?
[Clues]
I help people get well,
I help people get well.

Who am I?
Who am I?

Suggestions for clues for other verses:

I can fix the water pipes, ...

I deliver letters, ...

I make tasty meals for you, ...

I keep your pets healthy, ...

I can teach you new things, ...

I can help if you get lost, ...

The Customer Orders The Food

(To the tune of "The Farmer in the Dell")

The customer orders the food, the customer orders the food

It happens at a restaurant, the customer orders the food

Suggestions for other verses:

The server tells the cook.....

The cook prepares the food.....

The server brings it out.....

The customer eats the food.....

The customer pays the cashier.....

The cashier takes the money.....

People Who Help

This is Dr. Nell who keeps us well

[Hold thumb up.]

This is Nurse Rick, who cares for the sick

[Hold index finger up.]

This is Dr. Keith, who cares for our teeth

[Hold middle finger up.]

This is Postman Dale, who delivers our mail

[Hold ring finger up.]

This one here – hey, that's me

[Hold little finger up.]

We all work together for our community

Five Sugar Buns

Five sugar buns in the baker's shop,
Big and round with icing on top,
Along came (*insert child's name*) with some money one day
She bought a sugar bun and took it away.

Repeat the verse substituting: "four, three, two and one"

Final verse:

No sugar buns in the baker's shop
Big and round with icing on top
Please, Mister Baker, bake once again
And this time bake eight, nine or ten.

I Want To Be A Carpenter

[Do appropriate movements.]

I want to be a carpenter and work the whole day long.
I'll use a great big box of tools; my arms are very strong.
First, I'll saw and saw and saw, and cut the boards in two
Little boards and big boards – all kinds of boards will do.
I'll sand and sand and sand the boards for all of them are rough
Back and forth I'll sand the boards until they're smooth enough.
I'll measure them and measure them – each one down to a T.
And then I'll start to build a house for me up in a tree.

If I Were

| | |
|-----------------------|---|
| If I were a baker | <i>[Pretend to put on a hat and apron.]</i> |
| What would I do? | |
| Bake lots of cookies | <i>[Make a circle with thumb and forefinger.]</i> |
| For me and you | <i>[Point to self and a friend.]</i> |
| | |
| If I were a secretary | <i>[Pretend to type and write on a notepad.]</i> |
| What would I do? | |
| Answer the phone | <i>[Pretend to hold a phone to ear.]</i> |
| "How do you do?" | |

If I were a veterinarian *[Pretend to put a stethoscope in ears.]*
What would I do?
Care for your pet *[Pretend to examine a cat or dog.]*
It's special to you

If I were a dentist *[Look in mouth of friend.]*
What would I do?
Check those teeth *[Pretend to drill or x-ray friend's teeth.]*
That's good for you

If I were a hair dresser *[Pretend to comb a friend's hair.]*
What would I do?
Wash and trim your hair *[Pretend to wash & cut a friend's hair.]*
"Oh, pretty!" for you

Community Helpers Song

(To the tune of "Rudolph the Red-Nosed Reindeer")

Mail carriers deliver mail
Nurses help us when we're sick
Bankers deposit money
Farmers raise cows, goats and chicks.

Doctors, teachers and police
We all need them so
Each does his important part
Always on the go.

Bus drivers, architects and firefighters
Couldn't do without them too
Can't wait 'til you grow up, There's so many jobs for you!

Our Community Helpers

Some people bring us produce
And drinks all fresh and cold;

Some people work in shops and stores
Where many things are sold;
Some people bring us letters and
Take the mail away;
Some people stop the traffic
To help us on our way;
Some people move our furniture and put them in a van;
Some people take the garbage and empty every can.

Did You Ever See?

(To the tune of "The More We Get Together") [Do appropriate movements.]

Did you ever see a builder, a builder, a builder,
Did you ever see a builder saw this way and that?
Saw this way and that way, saw this way and that way,
Did you ever see a builder saw this way and that?

Did you ever see a painter, a painter, a painter,
Did you ever see a painter brush this way and that?
Brush this way and that way, brush this way and that way,
Did you ever see a painter brush this way and that?

Did you ever see a farmer, a farmer, a farmer,
Did you ever see a farmer plough this way and that?
Plough this way and that way, plough this way and that way,
Did you ever see a farmer plough this way and that?

Did you ever see a miner, a miner, a miner,
Did you ever see a miner dig this way and that?
Dig this way and that way, dig this way and that way,
Did you ever see a miner dig this way and that?

Did you ever see a teacher, a teacher, a teacher,
Did you ever see a teacher write this way and that?
Write this way and that way, write this way and that way,
Did you ever see a teacher write this way and that?

Did you ever see a baker, a baker, a baker

Did you ever see a baker toss pizza like that?
Toss this way and that way, toss this way and that way,
Did you ever see a baker toss pizza like that?

All Around The Neighbourhood

All around the neighbourhood
People help each other.
The driver on the bus
Helps a girl and her mother.

The girl and her mother
See the butcher for meat,
The butcher gives a letter
To the mail carrier down the street.

The mail carrier asks the barber
To trim his mustache,
The barber sweeps the hair up
And puts out all the trash.

The garbage collector stops
When a fire truck clangs its bell,
Firefighters join the police
Who make sure all is well.

All around the neighbourhood
There's lots that people do,
All around the neighbourhood
Who helps you?

What Will You Be?

Doctor, dancer, office clerk,
What's your favourite kind of work?
Garbage collector, baking cake
What's the job that you will take?

Barber, farmer, animal vet,
What position will you get?
Tailor, sailor, engineer,
What'll you pick for your career?

Work with people
Work alone
Work all day on the telephone
Work in an office
Work outdoors
Where will you work?
The choice is yours.

Driver, diver, fighting fires
What's the job of your desires?
Practitioner, painter, selling shoes
What's the job that you will choose?

PLANTS

The Gardening Song

First you take a shovel, a rake, and a hoe
Plant a little garden, plant seeds in a row
Water them and weed them through all the summer heat
And then you'll have some flowers or vegetables to eat.

Baby Tree

When I was small, we planted a tree
Outside our own front door
We watched it grow so big and tall
'Till I was nearly four.

Now every time I look outside
It really seems to be
That tiny tree has grown so much
It's just as tall as me!

My Little Seed

I put a seed into the ground
And I said, "I'll watch it grow"
I watered it and cared for it
As well as I could know

One day I walked into my back yard,
And oh, what did I see!
My seed had popped itself right out,
Without consulting me

Tiny Seeds

When you plant tiny seeds you will be surprised to see
The many things they will grow to be.
A great big tree will sometimes grow,
Or a shrub you know.
You may see a pretty flower so tender and bright
Or a carpet of grass that shines in the light.
Oh, I love to see the vegetables and sweet juicy fruits
That make my body feel just right.
It is amazing to see the many things tiny seeds can be.

Mango Tree

Here is a tree
With leaves so green
These are the mangoes
That hang in-between.
When the breeze blows
The mangoes will fall
Here are the buckets
To gather them all.

Trees, Trees

Trees, trees, growing everywhere,
Some are bushy, some are bare.
Red leaves, green leaves,
Yellow and brown.
Trees with their roots,
All firmly in the ground.

The Seed Cycle

(To the tune of "The Farmer in the Dell,") [Make appropriate movements.]

The farmer sows his seeds,
The farmer sows his seeds.
Heigh-ho the derry-o,
The farmer sows his seeds.

Other verses:

The wind begins to blow ...

The rain begins to fall ...

The sun begins to shine ...

The seeds begin to grow ...

The plants grow big and tall ...

The farmer cuts his corn ...

He puts it in his barns ...

And now the harvest is in ...

This Is The Way We Rake the Garden

(To the tune of "Here We Go Round the Mulberry Bush")

From *"Creative Resources for the Early Childhood Classroom"*, 4th Edition

This is the way we rake the garden,
Rake the garden, rake the garden.
This is the way we rake the garden,
So early in the morning.

Other verses:

This is the way we plant the seeds ...

This is the way the rain comes down ...

This is the way we hoe the weeds ...

This is the way the garden grows ...

This is the way we pick the vegetables ...

This is the way we eat the vegetables...

SPORTS

My Ball Song

(To the tune of "Mary Had a Little Lamb")

Once I had a little ball, little ball, little ball.
Once I had a little ball
Bounce, bounce, bounce, bounce, bounce.

My Sports Song

(To the tune of "The More We Get Together")

If I would play football, play football, play football
If I would play football
I would need a ball

Instead of "football", substitute: tennis, netball, basketball, etc.

Swimming

Swimming, swimming in the pool
When days are hot when days are cold
In the swimming pool
Breast stroke, side stroke, fancy diving too.
Don't you wish you never had anything else to do but
Swimming, swimming in the pool
When days are hot when days are cold
In the swimming pool
Breast stroke, side stroke, fancy diving too.
Don't you wish you never had anything else to do but
Swimming, swimming in the pool

Wiggle Worm

Do you always have to wiggle?
Do you always have to squirm?
You wiggle and you jiggle
Like a regular wiggle worm
You wiggle in your chair
You wiggle in your bed
You wiggle in your chair
You wiggle with your legs
You wiggle with your head
You wiggle with your hands
You wiggle with your feet
You wiggle when you're playing
You wiggle when you eat
I guess you are made to wiggle
I guess you are made to squirm
So I'll like the wiggle-jiggle
And I'll love my wiggle worm

Jumping

See me jumping, jumping, jumping
See me jumping up so high
Nobody knows I can jump so high
Nobody knows I can stand as still as a mouse

See me jumping, jumping, jumping
See me jumping up so high
Nobody knows I can jump and then when I'm tired I flop down

TRANSPORTATION

Traffic Light

(To the tune of "Twinkle Twinkle Little Star")

Twinkle, twinkle, traffic light,
Standing on the corner bright.
Green means go, we all know.
Yellow means wait, even if you're late.
Red on top, that means stop.
Twinkle, twinkle, traffic light,
Standing on the corner bright .

Red Light

Red on top, green below
Red says stop, green says go
Yellow says wait even if you're late

My Bike

One wheel, two wheels on the ground
My feet make the pedals go round and round
Handle bars help me steer so straight
Down the side walk and out the gate.

This Is The Way We Cross The Road

(To the tune of "The Wheels on the Bus")

This is the way we cross the road,
We cross the road, we cross the road.
This is the way we cross the road,
We stop, we look, we listen.
We stand at the curb and we look both ways,

Look both ways, look both ways.
We stand at the curb and we look both ways,
Before we cross the road.

If the road is clear we cross the road,
Cross the road, cross the road.
If the road is clear we cross the road,
We follow the green cross code.

Wagon

[Improvise a tune and make appropriate movements for this song.]

Bumping up and down in my little red wagon
Bumping up and down in my little red wagon
Bumping up and down in my little red wagon
Let's ride off together!

Other verses include:

- * On my little brown donkey
 - * In my little black buggy
 - * In my little blue trolley
 - * In my little green airplane
 - * In my little white sailboat
-

Lonely Bus Driver

One lonely bus driver all alone and blue
He picked up a passenger and then there were two.

Two people riding, they stopped by a tree,
They picked up a passenger, and then there were three.
Three people riding, they stopped by a store ,
They picked up a passenger, and then there were four.

Four people riding, happy and alive,
They picked up a passenger, and then there were five.

Five people riding and open swung the door
Four passengers got off the bus,
The driver's alone once more.

I'm A Little Airplane

(To the tune of "I'm a Little Teapot")

| | |
|----------------------------|---|
| I'm a little airplane, | <i>[Raise arms at sides to shoulder height.]</i> |
| Now watch me fly! | <i>[Spin one of your arms in front of you like a propeller.]</i> |
| Here are my instruments | |
| From down low to up high. | <i>[With your other arm reach from the ground to above your head.]</i> |
| First I get all revved up. | <i>[Make engine noises while still spinning your arms.]</i> |
| Then I can fly, | <i>[Raise arms to shoulder height.]</i> |
| Lifting off the runway | <i>[Start walking forward.]</i> |
| Up into the sky! | <i>[Go up on tiptoes and continue to move forward. Circle around for a while before returning to your original position.]</i> |

Airplane

[Do appropriate movements.]

I press on the starter,
The propeller whirls around
My airplane and I
Brush over the ground.
I lift from the field,
The motor roars out loud,
Far below is the earth,
Above me a bright cloud.
I dip and I drop
I swoop and I rise –
Oh, it's fun to be flying
Way up in the skies!

Get A Ticket

(To the tune of "My darling Clementine")

Get a ticket, get a ticket
Get a ticket for the train.
Don't stand in the rain.
Get a ticket for the train.

Other verses include:

Bus – Climb aboard, you can ride with us.

Plane – Don't stand out in the wind and rain.

Boat – The water's too cold to swim or float.

Bike – It's way too far to walk or hike.

I'm A Big Airplane

I am a big airplane,
With wings so wide and strong. *[Hold arms out like wings.]*
My tail stands straight up in the air,
And my body's very long. *[Stand on one foot, stretching one leg behind, extended in air.]*
Watch me when I'm flying,
For I go very fast. *[Standing on foot, move arms in flying motion.]*
Let's see who can stay up in the air,
And who runs out of gas! *[Remain balanced on one foot and see who can balance for the longest time.]*

The Little Airplane

Away I go in the big blue sky
Around and around I will fly
Sometimes in the mornings
Or late at night,
Flashing my big, bright light.

Airplane In The Sky

There's a humming in the sky
There's a shining in the sky
Silver wings are flashing by
Silver wings are flying by

Airplane, airplane flying high.
Airplane, airplane, take me safely to the sky
Circle around, go up and down
Take me safely to the ground.

The Ship

Way out in the ocean
To places I don't even know
Taking passengers to and fro
Wherever they want me to go.

Boats

Boats are most exciting things
They sail upon the sea
Maybe someday I shall have a boat
Built just for me.

Then I will go out to sail
And see what I shall see
Oh, I do hope I will
Have a boat built just for me.

The Bus

On the bus
I like to ride
Climb the steps
And go inside
Find a seat
And sit right down
Enjoy the ride
Around the town.

The Car

I am a little car;
See me go.
I can go fast,
And I can go slow.

I can turn left,
And I can turn right,
I can stop short at the red light.

Riding

I like to ride on a motor bike.
I like to ride on a train.
I like to ride on my bicycle.
Though sometimes it brings me pain.
Some people ride on donkeys
Which take their heavy load.
Still others ride on horses
Like policemen on the road.

WATER

I'm A Little Fishes

(To the tune of "I'm a Little Tea Pot)

[Make appropriate movements.]

I'm a little fishy,
Watch me swim.
Here is my tail,
Here is my fin.
When I want to have fun with my friends,
I wiggle my tail and dive right in.

Down By The Shore

[Make appropriate movements.]

Down by the shore,
In the sand and in the sun
I like to dive and splash and run.
And as the waves roll out and in
I'll get warm in the sun and
Have lots of fun.
Down by the shore.

Dolphin In The Sea

Dolphin, dolphin in the sea,
Dolphin, dolphin wild and free.
Swimming, swimming in the sea,
Just as free as you can be.
Dolphin, dolphin in the sea,
Swimming, swimming wild and free.

Five Little Fishies In The Sea

[Make appropriate movements.]

Five little fishies in the sea,
Teasing Mr. Sharky.

“You can’t catch me,
No, you can’t catch me”
Well along came Mr. Sharky [softly] as quiet as can be.
He snapped [make a snapping motion with your hands] a fish up
Right out of the sea.

Four little fishies in the sea,
Teasing Mr. Sharky.
“You can’t catch me,
You can’t catch me”
Well along came Mr. Sharky [softly] as quiet as can be.
He snapped [make a snapping motion with your hands] a fish up
right out of the sea.

Repeat verse for three and two fishies.

One little fishy in the sea
Teasing Mr. Sharky,
“You can’t catch me,
You can’t catch me”
Well along came Mr. Sharky [*softly*] as quiet as can be.
He snapped (make a snapping motion with your hands) that fish up right out of the sea
Now Mr. Sharky is lonely, can’t you see?

Fish In The Sea

(To the tune of “The Wheels on the Bus”)

[Make appropriate movements.]

The fish in the sea go swim, swim, swim
swim, swim, swim
swim, swim, swim
The fish in the sea go swim, swim, swim
All through the day.

The lobsters in the sea go pinch, pinch, pinch
pinch, pinch, pinch
pinch, pinch, pinch
The lobsters in the sea go pinch, pinch, pinch
All through the day.

The octopuses in the sea go wiggle, wiggle, wiggle
wiggle, wiggle, wiggle
wiggle, wiggle, wiggle
The octopuses in the sea go wiggle, wiggle, wiggle
All through the day.

The crabs in the sea go click, click, click
click, click, click
click, click, click
The crabs in the sea go click, click, click
All through the day.

Beautiful Rainbow Came

| | |
|--|--|
| One day the sun was shining bright | <i>[Hold up right hand as if you are blocking sunlight.]</i> |
| But some clouds came along | |
| And it became black as night | <i>[Hold up left hand to represent the clouds.]</i> |
| Then the rain began to sprinkle onto the ground | <i>[Wiggle fingers like the rain coming down.]</i> |
| And soon it was raining all over the town. | |
| But when the clouds had passed on by | <i>[Move both hands to one side.]</i> |
| A big beautiful rainbow stretched across the sky | <i>[Make a rainbow arc with your hands.]</i> |

Rain, Rain, Go Away

Rain, rain, go away.
Come again another day.
Little (insert name) wants to play
Rain, rain, go away.

Repeat replacing name with a new child's name each time.

WEATHER

Watching The Rain

I sit before the window now,
And look out at the rain
It means no play outside today,
So inside I remain.

[Sit down.]
[Shade eyes and look around.]
[Shake head.]
[Rest chin on fist, look sad.]

I watch the water dribble down,
As it turns the brown grass green
And after a while I start to smile
At nature's washing machine.

[Look up and down.]
[Smile and lean back.]

The Rain

Dancing on the roof top, tiny drops of rain
Run along the gutter, then down the window pane.
Thirsty are the flowers, dusty are the trees.
Rain is bringing them a drink, and washing off the leaves.

Five Little Raindrops

Five little raindrops plopping on the floor,
One plopped away, and then there were four.

Four little raindrops dripping on the trees,
One dripped away, and then there were three.

Three little raindrops splashing on my shoe,
One splashed away, and then there were two.

Two little raindrops starting to run,
One ran off, and then there was one.

One little raindrop drying in the sun,
It dried all up, and then there were none.

Rain, Rain

(To the tune of "Row, Row, Row Your Boat")

Rain, rain, falling down,
Landing all around.
What a lovely sound you make,
Splashing on the ground.

My Raincoat

| | |
|--|---|
| I put on my raincoat | <i>[Pretend to put on coat.]</i> |
| I put on my hat | <i>[Pretend to put on hat.]</i> |
| I put up my umbrella | <i>[Put hands and arms over head.]</i> |
| Just like that! | |
| Umbrellas go up | <i>[Point up.]</i> |
| Umbrellas go down | <i>[Point down.]</i> |
| When the rain clouds are dark all over town. | |
| One raindrop and two | <i>[Hold one finger up then two.]</i> |
| Two raindrops and three | <i>[Hold two fingers up then three.]</i> |
| My up and down umbrella | <i>[Move hands up and down.]</i> |
| Is up over me | <i>[Put hands and arms over head.]</i> |
| Four raindrops and five | <i>[Hold four fingers up then five.]</i> |
| Six raindrops and seven | <i>[Hold six fingers up then seven.]</i> |
| Raindrops are tumbling down from heaven | <i>[Make raindrop motion with hands.]</i> |
| Drip, drop, drip! I am dry as can be | <i>[Wipe arms to show dryness.]</i> |
| My up and down umbrella | <i>[Move hands up and down.]</i> |
| Is up over me | <i>[Put hands and arms over head.]</i> |

Cloudy, Sunny, Windy

(To the tune of "B-i-n-g-o,") [Use cards to point out the letters as you sing the song.]

Today the clouds are in the sky
And cloudy is the weather
C-L-O-U-D-Y, C-L-O-U-D-Y, C-L-O-U-D-Y.
And cloudy is the weather

There was a time when we got hot
And sunny was the weather
S-U-N-N-Y, S-U-N-N-Y, S-U-N-N-Y
And sunny was the weather.

There was a time when we got wet
And rainy was the weather
R-A-I-N-Y, R-A-I-N-Y, R-A-I-N-Y
And rainy was weather.

Weather Helper

(To the tune of "My Darling Clementine")

Weather Helper, Weather Helper
What's the weather outside?
Go and look out the window
Tell us what you see outside.
What's the weather?
What's the weather?
What's the weather tell everyone
Is it windy? Is it cloudy? Is there rain? Or is there sun?

Five Little Weathermen

Five little weathermen sitting on a gate,
The first one said, "My it's getting late"
The second one said, "There are storm clouds in the sky"
The third one said, "Let's run inside"
The fourth one said, "Wait, the sun is peeping out"
The fifth one said, "That's what weather's all about"
Ooooo went the wind and up flew their kite
And the five little weathermen chased it out of sight.

Whistling Wind

(To the tune of "If You're Happy and You Know It")

If you hear the whistling wind
Cup your ears;
If you hear the whistling wind
Cup your ears;
If you hear it in the trees
Making music with the leaves
If you hear the whistling wind
Cup your ears.

If you feel the blustery wind
Whirl around;
If you feel the blustery wind
Whirl around;
If you feel it blow your hair
Like a kite up in the air
If you feel the blustery wind
Whirl around.

I See The Wind

| | |
|--|------------------------------------|
| I see the wind when the leaves dance by | <i>[Dance hands around.]</i> |
| I see the wind when the clothes wave "Hi!" | <i>[Wave hand.]</i> |
| I see the wind when the trees bend low | <i>[Bend arms over and down.]</i> |
| I see the wind when the flags all blow | <i>[Wave arms high.]</i> |
| I see the wind when the kites fly high | <i>[Raise arms high.]</i> |
| I see the wind when the clouds float by | <i>[Wave hand gently.]</i> |
| I see the wind when it touches my hair | <i>[Touch hair with hands.]</i> |
| I see the wind almost everywhere! | <i>[Hold hands out, palms up.]</i> |

Beautiful Rainbow

| | |
|--|--|
| One day the sun was shining bright | <i>[Hold up right hand for sun.]</i> |
| But clouds came along, it was dark as night | <i>[Hold up left hand for clouds.]</i> |
| The rain began to sprinkle down | <i>[Wiggle both hands lightly to represent a light drizzle.]</i> |
| Soon it was raining all over town | <i>[Wiggle hands harder to represent the rain.]</i> |
| But when the clouds had passed on by | <i>[Move both hands to the right.]</i> |
| A beautiful rainbow stretched across the sky | <i>[Left hand draws arc over head.]</i> |

DAYS OF THE WEEK ITEMS

Days Of The Week 1

(To the tune of "The Addams Family" theme)

There's Sunday and there's Monday
 There's Tuesday and there's Wednesday
 There's Thursday and there's Friday
 And Saturday ends the week
 Days of the Week (*clap, clap*)
 Days of the Week (*clap, clap*)

Days Of The Week 2

(To the tune of the show "Happy Days")

Sunday, Monday, happy days
 Tuesday, Wednesday, happy days
 Thursday, Friday, happy days
 And Saturday ends the week.
 Leaving 7 days for you
 There's 7 da-ays in a week
 Yours and mine,
 Happy Days!

Days Of The Week 3

(To the tune of "My Darling Clementine")

Sunday, Monday
 Tuesday, Wednesday
 Thursday, Friday, Saturday
 Sunday, Monday
 Tuesday, Wednesday
 Thursday, Friday, Saturday

MORNING/GREETING ITEMS

Friends Song

[Make appropriate movements.]

Friends, friends 1, 2, 3

All my friends are here with me

You're my friend, you're my friend

[Pointing to each child.]

You're my friend, you're my friend

Friends, friends 1, 2, 3

All my friends are here with me

Where Are You?

(To the tune of "Where is Thumbkin?")

Practitioner and Class: Where is (Child's name)? Where is (Child's name)?

Child: Here I am, Here I am [Child stands up.]

Practitioner and Class: How are you today?

Child: Very well, I thank you

Practitioner and Class: Please sit down, please sit down.

Repeat for all children.

Michael's Here Today

(Improvise a tune)

(Insert child's name) here today

(Insert child's name) here today

We'll all clap our hands and say

(Insert child's name) here today

Repeat with other children's names.

If You're Wearing Red Today

(To the tune of "Do You Know the Muffin Man?")

If you're wearing red today

Red today, red today

If you're wearing red today

Stand up and say "Hoo-ray!"

Repeat for other colours until all children have had a turn

MONTHS OF THE YEAR ITEMS

Months Of The Year 1

(To the tune of "Macarena", using the motions as well)

January, February, March and April
May, June, July and August
September, October, November, December
Hey, months of the year!

Months Of The Year 2

(To the tune of "My Darling Clementine")

January, February
March, April, May and June
July, August, September, October,
November and December too.

SAFETY

Stop, Drop, And Roll

What do you do when your clothes catch on fire?

Three simple steps to put out that fire

Stop where you are! Don't run, no don't run

Drop to the ground and roll all around

What do you do when your clothes catch on fire?

Three simple steps to put out the fire

119 Song

I know a number that is really hot

It's only for people in a hot, hot spot

If you see a fire, if you see a crime

The number is the same every single time

This very special number is 119

Road Safety

(To the tune of "Dip and Fall Back")

Road safety

Road safety

Come mi friend, mek mi tell

You something about

Road safety

Look to di right

Look to di left

Mek sure no car naah come

Before yuh cross di road.

Den yuh walk cross di road

Walk cross di road

No bodda hop nor skip nor jump

Jus walk cross di road.

CLEAN UP TIME ITEMS

Let's Clean Up

(To the tune of "Farmer in the Dell")

Let's clean up today!
Let's clean up today!
We've had our fun
Our day is done
So, let's clean up today

It's Time To Clean Up

(To the tune of "Are you Sleeping")

Are you helping?
Are you helping?
Pick up toys, pick up toys
Let us all be helpers
Let us all be helpers
Girls and boys, girls and boys

Clean-Up Song

(Improvise a tune)

Clean-up, clean-up
Everybody get some toys
Clean-up, clean-up
All the little girls and boys
Clean-up, clean-up
Everybody do your share
Clean-up, clean-up
Everybody, everywhere.

Two

Two eyes to see the things to do

Two lips to speak clearly the whole day through

Two ears to hear what others say

Two hands to put the toys away

QUIET TIME

Through The Bushes

(Improvise a tune)

Soft-ly on her tip-toes

(Insert child's name) through the bushes goes.

Sh! Sh! Sh! *(repeat)*

Repeat, using different children's names.

Hands

[Make the movements in the song.]

My hands upon my head I'll place

Upon my shoulders, on my face

At my waist and by my side

Then behind me they will hide

Then I'll raise them way up high

And let my fingers fly, fly, fly

Then clap, clap, clap them

One-two-three

Now see how quiet they can be

STORY TIME

My Hands

Sometimes my hands are at my side
Then behind my back they hide
Sometimes I wiggle my fingers so
Shake them fast, shake them slow
Sometimes my hands go clap, clap, clap
Then I rest them in my lap
Now they're quiet as can be

[Hold hands by your side.]
[Put hands behind back.]
[Wiggle your fingers.]
[Shake fingers fast and slow.]
[Clap hands.]
[Sit down and rest hands in lap.]

I Wiggle

[Wiggle the body parts as they are mentioned.]

I wiggle my fingers
I wiggle my toes
I wiggle my shoulders
I wiggle my nose
Now no more wiggles are left in me
So I will sit as still as can be

Two Little Feet

Two little feet go stamp, stamp, stamp
Two little hands go clap, clap, clap
One little body stands up straight
One little body goes round and round
One little body sits quietly down

[Stamp.]
[Clap.]
[Stand straight.]
[Turn.]
[Sit.]

Let's Sit For A Story

Let's sit for a story
For story, for story
Let's sit for story
Please come and sit with me

[At this point children start to arrive and sing the different children's names as they arrive.]

(Name) is at story, at story, at story
(Name) is at story; he/she came to sit with me

[Keep singing until everyone is sitting and their names have been sung.]

WALKING IN THE LINE

Going Downstairs/Upstairs

(To the tune of "Down by the Station")

Hand on the handrail
We'll go down together
Walking very carefully
All in a row
We'll walk very slowly
We're not in a hurry
Let's be quiet
As we go

Substitute up for down if necessary

COLOURS

Blue

(To the tune of "Are you Sleeping")

B-L-U-E

B-L-U-E

That spells blue

That spells blue

Buttons are blue

The sky is too

Blue, blue, blue

Blue, blue, blue

Shiny Green Apple

(To the tune of "If You're Happy and you Know It")

Oh, shiny green apple on the tree

You look as juicy as can be

You are big and round and fat

But I think it's funny that

When you're ripe

You're still green as green can be

5 Green Speckled Frogs

5 green speckled frogs

Sat on a speckled log

Eating the most delicious bugs – yum yum

One jumped into the pool

Where it was nice and cool

Now there are 4 green speckled frogs – glub glub

(Repeat the verse substituting 4, 3, 2 and 1 in the verse)

I See Blue

(To the tune of "Are you Sleeping")

I see blue, I see blue
Yes, I do, yes, I do.
I see a blue block,
I see a blue crayon
I see blue, yes, I do

Green

(To the tune of "B-I-N-G-O")

There is a colour we all know
Can you guess what it is?
G-R-E-E-N
G-R-E-E-N
G-R-E-E-N
Green is what that spells.
The grass and leaves outside
Are green as green as they can be
G-R-E-E-N
G-R-E-E-N
G-R-E-E-N
Green is what that spells.

Colour Song

(To the tune of "If you're Happy and You Know It")

If there's green on your shoes stand up quick
If there's green on your shoes stand up quick
If there's green on your shoes
If there's green on your shoes
If there's green on your shoes stand up quick

Substitute different articles of clothing and colours

Green, Green

Practitioner: Green, green, green, green. Who is wearing green today?
Green, green, green, green
Who is wearing green today?

Children who are wearing green (*stand up*):
I am wearing green today
I am wearing green
Green, green, green, green
I am wearing green

Orange *[Recite this while children mix red and yellow to make orange.]*

I took a blob of red paint
Then I took a blob of yellow
I squished and swished them all around
As far as they would go
My red and yellow began to change
And much to my surprise
I saw the colours turn into orange
Right before my eyes

Lots Of Yellow

(To the tune of "Tinkle, Twinkle, Little Star")

We wear lots of yellow things
Hear us name them as we sing
Yellow shirts and yellow shoes
Yellow pants with pockets, too
We wear lots of yellow things
Hear us name them as we sing.

Colour Hop Song

(To the tune of "Old MacDonald")

I see something that is green
Do you see it too?
I see something that is green
Hop there if you do
With a hop, hop here
And a hop, hop there.
Hurry up! Hop it up!
Hop as fast as you dare
I see something that is green
Do you see it too?

(Have the children name the object that is green; vary the colours)

Orange Is The Colour

(To the tune of "Yankee Doodle")

Orange is the colour of so many things we see
Would you like to sing a little orange song with me?
Orange juice and orange cheese
Orange carrots, if you please,
Orange pumpkins, orange sleeves
Let's sing a song of orange.

Red Colour

R-E-D, Red!
R-E-D, Red!
I can spell red
I can spell red
Fire trucks are red
Stop signs are red too
R-E-D!
R-E-D!

A Clown's Nose

Red is a stop sign
Red is a rose
Red is an apple
And a funny clown's nose

Yellow Balloons

(To the tune of "Are you Sleeping")

Yellow balloons, yellow balloons
Floating up, floating up
Never let them touch the ground
Never let them touch the ground
Keep them up, keep them up

TRANSITION TO GRADE 1

Grade 1 Grade 1

(To the tune of "New York, New York")

Start spreading the news
We're leaving today
We want to be a part of it
Grade 1, Grade 1
We've worked very hard
We're ready to go
We're gonna be a part of it
Grade 1, Grade 1.
We know our ABC's and our 1,2,3's so well
We've worked at sounding out words and stories to tell
Just ask us to rhyme
We'll say tens and pens
We've learned to share and get along with all our friends
So now we made it there
We'll make it anywhere
We're on our way
Grade 1, Grade 1.

Graduation Poem

Do you remember last September
When I was only just this tall?
Now look at me! I'm up to here!
And my, I've learned a lot this year
In fact, you think I'm really great
That's why I get to graduate.

Your Teacher

I'm glad I was your teacher
I've come to love you so
I can't believe the end is here
I hate to see you go.

Remember all the fun we had
in all the things we did
But most of all remember
You're a very special kid.

Graduation

(To the tune of "Twinkle, Twinkle, Little Star")

Grade 1 here we come
We know we'll have lots of fun
Lots of things to make and do
Reading, writing, counting too
Grade 1 here we come
We know we'll have lots of fun.

Great Expectations

(Poem for practitioners to recite to parents)

It's time to say good-bye
Our class has come to an end
I've made more cherished memories
And many more friends
I've watched your children learn and grow
And change from day to day
I hope that all the things we've done
Have helped in some small way
So it's with happy memories
I send them out the door
With great hope and expectations
For what next year holds in store

Grade 1 Here We Come!

(To the tune of "I've Been Working on the Railroad")

I've been going to my school
All the whole year long
I've been going to my school
And I've learned a lot of songs
I can count and say my letters
I know my colours, too
I've been going to my school
All the whole year through
Graduation day, graduation day
Graduation day is finally here
Graduation day, graduation day
Graduation day is finally here
Grade 1, here I come
Grade 1, I will be there soon
Grade 1, here I come
I'm so glad it's finally June.

Graduation Time

Now I know my ABC's
Colours, shapes, and days
I sang some songs
Learned some poems, rhymes and fingerplays
I played outside on sunny days
and inside when it rained
My little hands and little feet were busy every day
My teacher was (*practitioner's name*)
I kept him/her on his/her toes
He/she tied my shoes, helped me share and even wiped my nose
But now it's time to say "good-bye"
To all my school friends
School is over, summer's here
But learning never ends

Make & Take

RECIPES

Gunk

What We Need: 1 part cornstarch, 1 part water, food colouring and/or Tempera paints
(optional) colour

WHAT WE DO:

1. Mix and colour with food colouring or Tempera paint.

Blubberish Goop

What We Need: 2 cups water, ½ cup cornstarch, food colouring

WHAT WE DO:

1. Boil water in a saucepan and add cornstarch, stirring until smooth.
2. Add food colouring and stir.
3. Remove from heat and cool.
4. Make sure children play with this on a flat plastic-like surface (table, linoleum floor, etc).

Slime

What We Need: 1 box of soap flakes, 1 gallon water

WHAT WE DO:

1. Beat ingredients together with a mixer.
2. This makes about 5 gallons of slime.

Simple Bubbles

What We Need: 1 cup of water, 2 tablespoons liquid detergent, 1 tablespoon glycerin, ½
tablespoon sugar ½

WHAT WE DO:

1. Mix all of the ingredients together and use.

Giant Bubbles

What We Need: 6 cups water, $\frac{3}{4}$ cup corn syrup, 2 cups dishwashing liquid

WHAT WE DO:

1. Mix the ingredients together and let the mixture sit for 4 hours before using.

EZ Bubbles

What We Need: $\frac{1}{2}$ cup water, $\frac{1}{2}$ cup liquid detergent, 1 tablespoon cooking oil

WHAT WE DO:

1. Mix the ingredients together and use.

Colourful Bubbles

What We Need: 1 cup granulated soap or soap powder, 1 quart warm water, liquid food colouring

WHAT WE DO:

1. Dissolve soap in warm water.
2. Stir in food colouring.

Gigantic Bubbles

What We Need: 1 cup warm water, $\frac{1}{4}$ cup dishwashing liquid, 1 tablespoon salt

WHAT WE DO:

1. Combine all of the ingredients.
2. Mix well until the salt dissolves.

Craft Clay

What We Need: 1 cup cornstarch, $\frac{1}{4}$ cups cold water, 2 cups baking soda, food colouring

WHAT WE DO:

1. Mix all ingredients over medium heat for four to five minutes until the mixture is thick (like mashed potatoes).
2. Remove from heat, empty container and cover with a damp cloth until cool.
3. Knead like dough until you get a nice clay-like look and feel.
4. Store in an airtight container.

Cookie Clay

What We Need: 2 cups salt, 2 to 3 cups water, 1 cup cornstarch, ½ cup cold water

WHAT WE DO:

1. Mix salt and water in a pan and boil.
2. Add cornstarch and cold water.
3. Keep heating until it gets thick.
4. Roll out the dough on a board covered with cornstarch.
5. Store in an airtight container.

Modeling Clay

What We Need: 2 cups salt, 2/3 cups water, 1 cup cornstarch, ½ cup cold water

WHAT WE DO:

1. Stir salt and water over heat for about 5 minutes.
2. Remove from heat and stir in cornstarch and cold water.
3. Mix until smooth, then return to heat and cook until thick.
4. Cool before using.
5. Store in air tight containers.

Coffee Clay

What We Need: 4 cups flour, 1 cup salt, ¼ cup instant coffee, 1 ½ cups warm water

WHAT WE DO:

1. Dissolve the coffee in the water.
2. In a separate bowl, mix the flour and the salt.
3. Make a hole in this and add 1 cup of the coffee water into it.
4. Mix until smooth.
5. Add more coffee water if needed.
6. Form into creations and bake in 300 degree oven for 1 hour or until hard.

Bread Clay

What We Need: 6 slices bread, 6 tablespoons white glue, ½ teaspoon detergent, food colouring

WHAT WE DO:

1. Remove crust from bread and knead with glue.
2. Add detergent and continue kneading until substance is no longer sticky.
3. Add food colouring for colour.
4. Let your children create something with the clay and then brush with a mixture of glue

and water (*about half and half*).

5. Allow creation to dry overnight.
6. You can now paint the creations.

Pasta Dye

What We Need: ¼ cup rubbing alcohol, 1 tablespoon food colouring, 2 cups pasta, 1 quart resealable freezer bag

WHAT WE DO:

1. Pour alcohol and food colouring in the bag and mix together.
2. Add pasta to bag.
3. Mix all of the ingredients together.
4. Let it set for an hour.
5. Then turn over and let set for 30 minutes more.
6. Pour out onto news paper to dry.
7. If it is not dark enough, repeat the process.

Play Dough - Uncooked

What We Need: 1 cup flour, ½ cup salt, 1 tablespoon cooking oil, 1/3 cup warm water, or enough to make the mixture as stiff as pie dough

WHAT WE DO:

1. Mix flour and salt.
2. Gradually add water and oil.
3. Allow time for the oil to be absorbed into the mixture.
4. Knead the dough until the mixture forms a ball.
5. Add flour if the dough becomes sticky.
6. Store in an airtight container, it will last longer if refrigerated.

Play Dough - Cooked

What We Need: 1 cup flour, 1 cup warm water, 2 teaspoons cream of tartar, 1 teaspoon oil, ¼ cup salt, food colouring

WHAT WE DO:

1. Mix all ingredients, adding food colouring last.
2. Stir over medium heat until smooth for about 3 to 5 minutes.
3. When the mixture forms a ball, remove from pot and knead until blended smooth.
4. Let it cool.
5. It can be kept in airtight container until ready to use, it will last longer if refrigerated.

Variation:

Use dry coloured juice mix instead of food colouring.

Mixed Colour Crayons

What We Need: broken crayon pieces (without the paper on), foil, muffin pans

WHAT WE DO:

1. Line the muffin tins with foil.
2. Put broken pieces of crayons in the muffin pan.
3. Melt in the oven at about 200-275 degrees Fahrenheit for about 7-10 minutes.
4. Take them out of the oven and allow them to cool completely.
5. The wax in the crayons should allow it to come out of the lined muffin pan easily.

PAINT RECIPES

EDIBLE PAINT

Yogurt Paint

What We Need: Plain yogurt, food colouring or dry coloured juice mix

WHAT WE DO:

1. Mix the ingredients until you get the desired colour and then let your children paint.

Condensed Milk Paint

What We Need: 1 cup condensed milk, food colouring or dry coloured juice mix

WHAT WE DO:

1. Mix 1 cup condensed milk with a few drops of food colouring.
2. Let your children paint with this glossy paint.

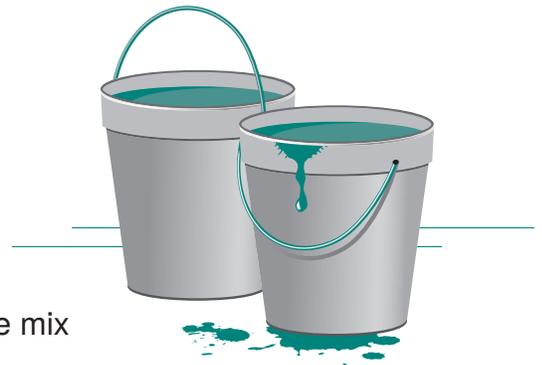
OTHER PAINTS

Whole Face Paint

What We Need: 1 tablespoon shortening, 2 tablespoons cornstarch, food colouring

WHAT WE DO:

1. Mix shortening and starch together until smooth.
2. Add food colouring.
3. Use a sponge or your fingers to apply to the face.
4. You can then paint with it on your children's faces (i.e. whole face orange)
5. It can be removed with soap and water.
6. Store in airtight containers.



Flour Finger Paint

What We Need: 1 cup flour, $\frac{1}{4}$ cups hot water, $\frac{1}{2}$ cups cold water, 2 tablespoons salt, food colouring

WHAT WE DO:

1. Mix the flour, salt, and cold water in a saucepan.
2. Beat the mixtures (with whisk or rotary beater) until smooth.
3. Add the hot water and boil it until the mixture is thick.
4. Beat until smooth.
5. Add food colouring.
6. Store this in an airtight container in the refrigerator.

Variation: A little essential oil such as lavender or peppermint may be added in order to appeal to their sense of smell.

Cornstarch Finger Paint

What We Need: 3 tablespoons sugar, 2 cups cold water, food colouring, soap flakes, $\frac{1}{2}$ cup cornstarch

WHAT WE DO:

1. Mix the sugar and cornstarch together over low heat.
2. Add water and stir until mixture is thick. Remove from heat.
3. Next, divide the paint into several different containers.
4. Add a few drops of food colouring and a pinch or two of soap flakes to each container.
5. Stir well and let cool.
6. Store this in airtight containers.

Variation: A little essential oil such as lavender or peppermint may be added in order to appeal to their sense of smell.

Face Paint

What We Need: 1 teaspoon cornstarch, $\frac{1}{2}$ teaspoon water, $\frac{1}{2}$ teaspoon cold cream, food colouring

WHAT WE DO:

1. Stir starch and cold cream until it is blended.
2. Stir in water and food colouring.
3. You can then paint with it on the children's faces.
4. Remove with soap and water.
5. Store this in an airtight container.

HOMEMADE BOOKS

Re-sealable Bag Books

What We Need: Transparent re-sealable bags of the same size (sandwich bags do not have words on them), cardboard, different pictures from magazines, photos etc.

WHAT WE DO:

1. Take several re-sealable bags and sew them together along the bottom edge opposite the re-sealable opening to make “pages” for the book.
2. You can either use an overcast stitch or sew them together using a zig zag stitch on a sewing machine.
3. Cut some cardboard to just fit inside the bags so that the pages will be stiffer and easier to turn.
4. Find magazine pictures or photos to slip on either side of the cardboard.
5. The pictures can be changed as often as you like, based on the children’s interests, themes etc. Examples of “books” include a collection of a specific concept, e.g. red objects or birds. You can also make a story based on the progression of pictures.

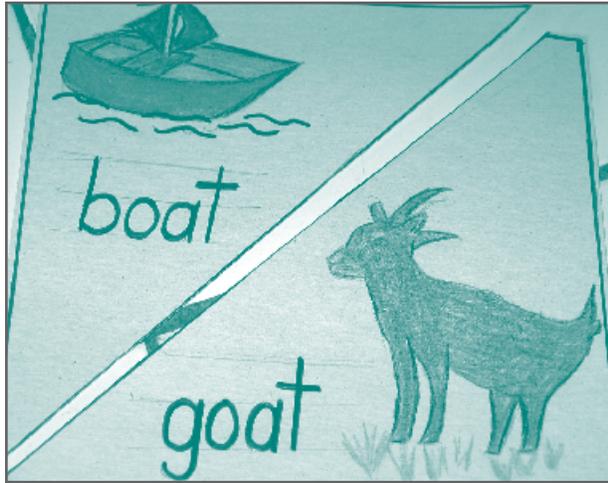
Photo Album Book

What We Need: Photo album, different pictures from magazines, photos etc.

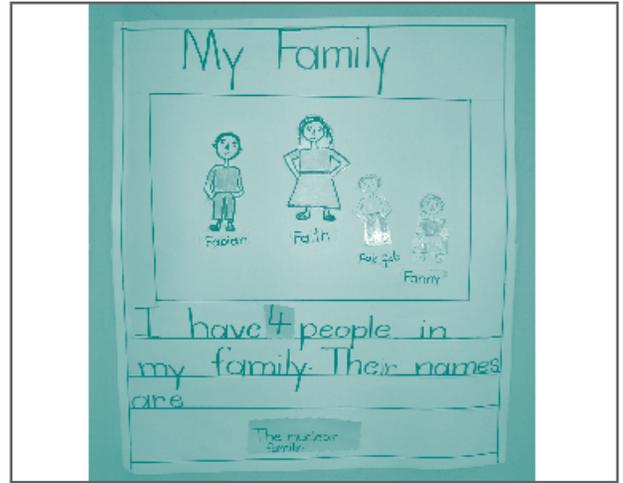
WHAT WE DO:

1. Put pictures under the plastic pages of the photo album.

SAMPLES



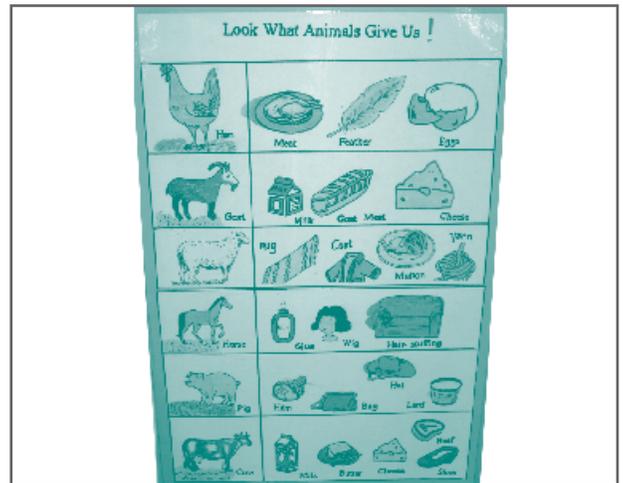
Gillian James, Cecil Boswell Facey Basic



Judith Adamson, Jonestown Basic



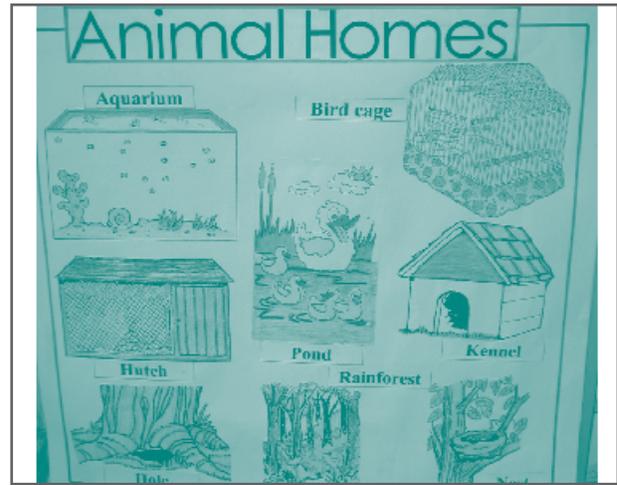
Karlene Maxwell, Marcus Garvey Basic



Manchester Resource Centre



Manchester Resource Centre (2)



Manchester Resource Centre (3)



Maxine Malcolm, Penrith Basic



Tracey Nelso, Lincoln Basic



Zone 4, 3 year old workshop (2)



Zone 4, 3 year old workshop (3)

Websites

www.123child.com – has activities broken down by various themes

www.atozpractitionerstuff.com – has numerous lesson plans with grade levels and ratings

www.bussongs.com – has a wide variety of song lyrics, some also have the music or video so you can hear the song

www.circletimekids.com – has multicultural activities and bilingual resources designed to help practitioners and parents introduce children to the different cultures of the world. Includes songs, bilingual colouring pages, recipes and crafts.

www.enchantedlearning.com – has various activity ideas, worksheets, printouts and colouring pages etc.

www.everythingpreschool.com – has many different activities broken down by theme with categories such as songs, games, art etc.

www.familyeducation.com – this is a website geared towards families but it also has activity suggestions and can be a resource for parents

http://www.first-school.ws/ – has activity ideas, worksheets, printouts and colouring pages etc

http://www.gryphonhouse.com – has many activities including science experiments, math, literacy activities etc. taken from many books.

www.hummingbirded.com – has activities broken down by themes, including ideas for sensory centres etc.

http://www.kididdles.com/ - has lyrics and some melodies for hundreds of songs

www.kidzone.ws/ – has activities emphasizing basic skills such as letter recognition and it also includes some contributed lesson plans

http://www.lanternreef.com/nurseryrhymes/nurseryrhymeindex.html – contains numerous nursery rhymes

<http://www.lessonplanz.com/> – has different resources and plans for general and specific activities with links to other websites.

www.makinglearningfun.com – has a number of activity ideas with themes broken down into categories, e.g. math and literacy, also has many different printouts to accompany activities

www.mamalisa.com – has children’s songs and nursery rhymes from around the world

www.montessorimaterials.org – includes free downloadable materials and printouts for different activities using the Montessori method- e.g. nomenclature/three-part cards and thematic picture cards

www.montessoriforeveryone.com – includes free downloadable materials and printouts for different activities using the Montessori method- e.g. nomenclature/three-part cards and thematic picture cards

www.perpetualpreschool.com – has suggestions from different practitioners broken down by various themes and activity types

www.preschooleducation.com – has various ideas for activities, songs etc.

www.preschoolexpress.com – has different types of activities and games including “discovery, number, alphabet”

www.projectapproach.org – has details about the project approach which is an in-depth study of an area that the children choose or are interested in. The study includes reading books, talking to resource persons, writing poems, creating artwork etc.

www.savvysource.com – this is a website created by parents for parents which has activity suggestions broken down by age group

www.theideabox.com – has crafts, games, recipes etc

<http://www.vanderbilt.edu/csefel/wwb.html> – This is the website for the Center on the Social Emotional Foundations for Early Learning and it includes “What Works Briefs”- handouts and short articles about effective practices concerning classroom management, social interactions, behaviour management etc.

http://www.preschoollearningcenter.org/images/upload/developmental_checklist.pdf

List of Other Resources

- UNICEF Directory of Services
- Best Practices for Early Childhood Development- George Brown College & Ministry of Education
- Schools' Environment Programme Earth Kids Activities Handbook for the Early Years – Jamaica Environment Trust
- Health and Family Life Education Scope & Sequence (draft) – Ministry of Education

Tips for Parents

Involving Parents

Parents are our students' first and, in many cases, most important, teachers. Research has shown us that nurturing parent-child relationships and parental participation in child related activities relate to positive outcomes, strengthen school performance and tend to strongly impact future development and achievement. Supportive, consistent parental involvement leads to better performing schools and students. It is especially important in a subject such as Health and Family Life Education, which to be effective, really needs to have parents on board, supporting the teaching and encouraging the learning.

Involving parents is a great challenge as well as an opportunity. Regardless of cultural and socioeconomic backgrounds, parents the world over love their children, want the best for them and are willing to support schools to teach them important life skills and keep them safe. As teachers it is vital that we reach out to our parents to involve them in this work. This is especially important because of the sensitive and sometimes controversial topics which may come up in HFLE classes.

The Health and Family Life Education curriculum provides learning opportunities for our students and their families, therefore finding creative ways to involve parents is critical. Here are some basic suggestions:

- Stage a sensitization session for parents on the key components of the HFLE curriculum. Make sure that you include something on teaching life skills and the use of participatory methods
- Listen to parents' views and concerns about the teaching of HFLE and try to allay any fears by explaining the aims of the course
- Encourage students to share their HFLE related work with their parents.
- Make yourself available to individual parents should they need to discuss the best ways of discussing any sensitive topics that are to be found in the curriculum with their children

- Note parents' professions as well as any hobbies/skill sets they may have, to draw on this information for class speakers as well as projects
- Remember to share with parents just how important their own behaviour is as children model what they see. Encourage them to be conscious of the need to model healthy lifestyles, environmental awareness, etc.
- Stage a parent HFLE meeting each term to help parents to consider some of these issues in practical ways – share healthy menus, exercise options and environmentally friendly practices encouraging them to bring ideas that work in their own homes
- Hold one session focused only on the tricky issue of speaking with their children about safe reproductive health practices.
- Listen to parents' concerns about any areas in HFLE which they would particularly like covered, such as drug abuse or setting career goals.
- Organize a school health fair once a year and encourage parents to attend for free check-ups and promote the HFLE curriculum.
- Involve parents in environmental awareness activities such as school/community clean ups, Earth Day celebrations and school/community environmental activities and campaigns
- Encourage parents to participate in the creation of a school garden by donating seeds, tools etc and attending a planting party
- Encourage students and parents to work together on HFLE related community issues and local advocacy
- Encourage parents to join and participate in their PTA
- It is also important that we let parents know when their children are performing well in addition to when they are performing poorly. You might encourage parents of students who excel at aspects of HFLE to be particularly proud of them, especially if they are not always so good at academic subjects, by sending home notes remarking on their children's stellar HFLE performance
- And last but not least, remember to regularly let parents know you appreciate their concern and participation. Consistently thank them for their interest and support and remind them that schooling is a partnership between teacher, student and parent.

Parenting

Parenting is something which is often taken for granted but is crucial for the development of young people into productive, tolerant, citizens who can make positive contributions to national development. Effective Parenting is a learned skill. Much of what parents know and practise is drawn from traditional information generally available and the personal experiences they had with their own parents. Today, we know more about all aspects of human development - emotional, physical, social, moral and economic. The challenge is to disseminate this knowledge to parents of the future, so that they can apply it in their parenting activities.

Students can be encouraged to think about becoming good parents in later life. They need to understand that parenting is a major responsibility, and that they need to be ready to deal with all that entails: being responsible for nurturing and supporting a new life as it enters and makes its way in an increasingly complex world.

Here are some suggestions for students to think about to improve their parenting WHEN the time is right for them to start their own families. We are NOT encouraging them to become young parents, but instead getting them to think about the need to delay parenting until they are adults and able to be effective parents.

- Plan for when they will be ready, financially and otherwise, to start a family
- Encourage children to be independent at tasks such as feeding, dressing and toileting
- Praise children's achievements to help them develop confidence
- Learn new ways to discipline children without hitting them or hurting their feelings.
- Encourage good behaviour by teaching their children how to do the right things.
Model good moral behaviour.
- Set reasonable rules and good examples –a child learns how to behave from his parents.
- Be affectionate and treat their children with love and respect so that they learn to be affectionate with, and respect, others.
- Investigate schooling options. Make sure the school has the right 'feel' for the child and meets all legal requirements in terms of public health, safety and teacher training.

- Get involved in school activities like the PTA
- Make sure children are healthy and ready for school by providing nutritious meals and making sure they get enough rest
- Take their children to a health professional for regular check ups and immunizations
- Spend quality time, reading, talking and playing with their children each day
- Go on regular family outings to parks, beaches, the local library....
- Show their children that they value reading – model reading, buy books as gifts
- Save towards their children’s higher education
- Ask children open ended questions as much as possible to encourage them to think about their answers.
- Dedicate some time for themselves and for having fun with their friends and partners without the children.

Above all, students must come to understand that the best and more effective parents are those who are ready in every way to have a child; they are happy with themselves, with what they have accomplished so far and are ready to dedicate the time and energy needed to parent responsibly.

Source: The Ministry of Education, Jamaica

HEALTHY CHOICES FOR CHILDREN

1. Healthy Nutrition is Key

Establish healthy eating habits by providing nutritious eating choices. Make sure you have healthy snacks available for your child or share good times together by making delicious and fun foods.

2. Encourage Physical Activity through Play.

Encourage and support a healthy lifestyle with your child by participating in physical play activities. Planning regular family time that involves physical activities supports and encourages everyone to be active. Get down on the floor and play with your kids. Through play your child will maintain a healthy weight and it will also help them develop their social and intellectual selves.

3. Visit your Child's Doctor Regularly

Your child needs regular established doctor visits to prevent and ensure they do not suffer from serious illnesses. Keeping doctor appointments are important so that children can receive their immunization shots and you can raise health concerns about your child's development.

4. Choose Quality Health Care Services

To ensure that your family receives high quality health care services you need to have access to affordable health care coverage. Choose a plan that fits your family's needs.

5. Talk, Sing and Read to Your Child

Children need to be in a language rich environment. Reading and speaking to your child daily increases their vocabulary which is a precursor in developing their reading and writing skills.

6. Taking Care of Yourself

Parents need to take care of themselves, too. Children need parents who are happy, rested and healthy to meet their needs.

7. Limit TV time

Limit the amount of time your child spends watching television. Provide other alternative activities that stimulate children's creativity and promote a healthy lifestyle. Do not use TV as a babysitter.

8. Understanding Child Development

All children are unique and develop at their own rate. However, there are general milestones and skills that children accomplish at various ages. Be aware of your child's development patterns and visit your doctor if you notice any delayed physical or cognitive behavior.

9. Childproofing your Home

Provide an environment that is safe and healthy. Childproof your home against potential hazards to prevent long term harm to your child.

10. Enjoy your Child

Love and nurture your child the way they are. Rearing a child in an environment of support and acceptance will lead to a happier, healthier person.

For more:

www.ecc.gov.jm Early Childhood Commission

www.kidshealth.org General information for parents

www.apahelpcenter.org American Psychological Association

www.kididdles.com Lyrics and tunes of popular children's songs and lullabies

www.brightfutures.aap.org Bright Futures, prevention and health promotion for infants, children, adolescents and their families

www.cdc.gov Department of Health and Human Services, includes information about healthy eating and common diseases and disorders

www.mealsmatter.org Smart snacking and cooking tips and recipes

www.mypyramid.gov U.S. Department of Agriculture, includes information about balanced nutrition

Source: Brooklyn Children's Museum

READING: A GUIDE FOR ADULTS

Reading and talking to young children increases the number of words they will recognize and understand in the future. Speaking to young children increases their vocabulary and makes learning to read easier. Listening to and reading stories and poems can be meaningful pre-writing and pre-reading experiences even before the actual instruction of letter names, sounds and word identification. It is never too early to give a child a book!

- Read books, newspapers magazine articles, backs of cereal boxes, labels on cans or directions aloud to your child.
- Point to the words on the page when you read. Your child will see the relationship between the symbols on the page and the words you read and start looking left to right.
- Invite your child to participate in story telling by making sounds, predicting events, turning pages and repeating words.
- Read poems aloud together to learn about rhythm and sounds in language.
- Reread a story often. You may get tired of it, but your child won't. Hearing the same story over and over again helps your child to recognize and remember words.
- Name the object for your child when he or she gestures to an object, to build their vocabulary.
- As you read a story change voices, use facial expressions, make sounds effects or put on minimal costumes to bring the story alive. Encourage your child to reenact scenes in the story.
- Play word games that draw your child's attention to the sounds in words. Include songs, finger play, poems, games and stories with alliteration, rhyme repetition, and patterns. The more your child is aware of the sound in words, the easier it will be more them to learn to read.
- Place alphabet magnets on your refrigerator or on another smooth, safe metal surface. When you are working in the kitchen, ask your child to name the letters they are playing with and the sound they make.

- Go to the library together and check books out. Your child is never too young to sign up for their own library card. Make it a family event.
- Have books, magazines, and papers around the house and let your child see that you like to read too.

Source: Brooklyn Children's Museum

ART: A GUIDE FOR ADULTS

For children at all ability levels, art plays a central role in cognitive, motor, language, and social-emotional development. Art motivates and engages children in learning, stimulate memory, and facilitate understanding. It enhances symbolic communication, promotes relationships and allows children to build confidence and self expression. For the child, art is about the process of doing it, not about the end result. The use of art materials develops fine motor skills and hand eye coordination. Without art in children's lives, there would be a lack of creative, imaginative thinkers and inventors in the world. Art is the key to opening up a child's mind.

- Show interest in your child's art work. Your investment in their artwork will boost their self esteem and encourage artistic creativity.
- Make specific observations about your child's art rather than, "Oh, that's pretty". Admire the effort used to create the piece. Ask them to explain what they did.
- Encourage your child to express their feelings through art.
- Keep a variety of art materials handy in your home at all time and encourage your child to use them, such as crayons/ markers, coloured paper, newsprint, paint, play dough, glue, pencils, child scissors and found materials (string, buttons, beads, etc).
- Clean and prepare the work space and have your child wear your old tee shirt. Don't let a spill make a child hesitant to explore art materials freely. If there's a spill- no big deal. It's ok to be messy!
- Allow your child to use their imagination while creating art. If he or she wants to colour the sun purple, let them. It is a great opportunity for them to let their imaginations soar.
- Young children love to squish, squeeze and squirt. Use shaving cream in your art projects to provide fun tactile stimulation. Squirt a handful of shaving cream onto a water proof surface and add 3 or 4 drops of food colouring. Invite your child to mix the colours and observe as they spread throughout the shaving cream. Ask open ended questions, such as "What colours do you see?" "What would happen if we mix this other colour?" "How does the shaving cream feel on your hands?"

- Create home made play dough by mixing 2 cups of flour and one cup of salt. Gradually add water until it becomes pliable, but not sticky. Take 2 lumps of play dough and add food colouring in primary colours. Ask your child to squeeze them together into a ball, the more your child squeezes and mashes the dough, the more the colours will blend.

- Children love stickers. They are bright, colourful and so easy to use that even children as young as 18 months can peel them off the back (with a little help) and stick them in place. Creating a sticker collage will develop your child's fine motor skills, gain eye-hand coordination and spark their imagination.

- Visit an art museum and talk with your child about what they see.

For more:

Crayola website- Early Childhood Creative Experiences

<http://www.crayola.com/ece/index.cfm>

Source: Brooklyn Children's Museum

BUILDING BLOCKS: A GUIDE FOR ADULTS

Blocks have been shown to help the development of young children's mind. Building with blocks develops a variety of skills that will help in later life. It develops mathematical, social, emotional and cognitive skills, as well as spatial skills, logic, problem solving and social dramatic play opportunities. There are lots of different types of blocks in the market today which are suitable for children, providing variety in shape, size and materials to choose from. Don't forget, knocking them down is as much fun as building them up.

- Talk to your child about the shapes they are building with, encouraging shape recognition and building vocabulary.
- Say, "Tell me what you're making", rather than guessing what the child is building with blocks.
- Play with your child and use words such as left/right, top/bottom, above/below to help your child develop spatial vocabulary.
- Encourage your child to utilize blocks in different creative ways. Children can build vertical towers or horizontal roads.
- Dress up clothes add excitement to block playing. A construction hat, fire helmet, or engineer's cap can enrich play and invite the children to engage in dramatic play.
- Talk to your child about the number of blocks used: "You made a long road. Let's count how many blocks you used. One, two, three..."
- Make blocks at home with your child with dry sponges, shoeboxes, oatmeal and cereal boxes, shipping boxes, milk and juice cartons, butter or margarine tubs, and Styrofoam shipping forms. Home made blocks give children a great lesson in the value of recycling, resourcefulness, and creativity.
- Enrich block play with your child and encourage imagination by providing objects such as plastic animals and dinosaurs, cars, trucks, boats and natural found objects such as twigs, acorns, pebbles and pinecones.
- Make patterns with blocks to help your child develop their math skills. Provide blocks of

different shapes, colours and sizes and create a pattern for your child to repeat, such as square, rectangle, square, rectangle. Or blue, red, blue.

For more:

www.betterkidcare.psu.edu/AngelUnits/OneHour/BlockPlay/BlockPlayLessonA.html

Source: Brooklyn Children's Museum

DRAMATIC PLAY: A GUIDE FOR ADULTS

Dramatic play is a child's natural way of making sense of their experiences, and helps them to understand themselves. When a child engages in dramatic or pretend play, he or she is actively experimenting with the social and emotional roles of life. Dramatic play provides opportunities for children to engage in role-playing, make believe, and dramatization. When your child pretends to be different characters, they have the experience of "walking in someone else's shoes", which leads to the development of empathy. Dramatic play also encourages creativity, imagination and self expression, as well as the development of new vocabulary, gross motor and fine motor skills. It provides important insight into the child's perspective of their world for teachers, parents and caregivers to understand. A child builds self esteem when he or she can be anything just by pretending.

- Let your child create stories, situations and roles to play.
- Re-enact a chain of events or scenes from a book to reinforce the story and allow them to use new vocabulary words.
- Play along with your child in pretend situations.
- Allow your child to make decisions during play. Creativity, language and problem solving skills are all at work when your child develops a play theme, and finds materials to use.
- Dramatic play is an opportunity for your child to try on the many roles they observe in real life. Boys may want to play daddy or mommy and girls may want to be a construction worker building a tower. There is no need to inhibit play with stereotypes.
- Provide materials that enhance pretend play such as boxes, dress up clothes, child size furniture, purses, scarves, hats and a mirror. Change the objects regularly to reflect new experiences and interests of your child.
- Read stories with your child and act them out.
- Go to your local library and sign up for a library card. Visit often for new books and storytelling programmes.

- Enhance dramatic play by adding music. Give your child different musical instruments or create your own from recycled materials.
- Enrich dramatic play by providing simple materials and props such as dress up clothes, scarves, shoes, hats or blankets.
- Recycle simple items such as ribbons and empty boxes. Remember that your child should be allowed to play with materials as creatively as they wish. A box could be a house today but can turn into a bridge tomorrow.
- Encourage movement during dramatic play using follow-the-leader games.

For more:

Dramatic Play and Creative Movement Activities- PBS website

www.pbskids.org/arthur/parentsteachers/activities/movement.html?cat=movement

Source: Brooklyn Children's Museum

PLAY: A GUIDE FOR ADULTS

Educators and psychologists have called play a reflection of the child's growth, the essence of the child's life, a window into the child's world. Play is the means in which children learn. It is a self-satisfying activity through which children develop skills, gain control and come to understand life. Play develops children's social, physical, emotional and intellectual selves. Children learn to negotiate social skills through play as they explore their social interactions and interpersonal relationships.

- Let your child lead. Focus on the process rather than the goal of play. Ask questions such as, "Who should I be?" or "What comes next?" to help extend your child's play and build vocabulary.
- Model how to play. Get down on the floor and play with your kids. Try to do this for at least twenty minutes every day.
- Reflect the emotions children express in their play and actions, this labels and validates children's feelings. Help them find the words that expresses what they are feeling.
- Allow your child to use repetition in their play. Repetition helps children learn and master activities. Telling the same stories, singing the same songs, playing with the same toy over and over may feel boring to you, but it is not boring to them.
- Use your imagination and allow your child to play freely even if their play does not make sense to you. Children's play cannot always be understood from the vantage point of logic and realistic accuracy. The inner motivation for play is often based on emotion, life experiences, curiosities and action.
- Encourage your child to explore the world around them. Play prompts your child to use their senses as they explore, discover, examine and organize their play activities. Balls, sand and water toys, slides, swings, finger paints and magnets can be used for exploratory play.
- Deal with boredom appropriately. Avoid the temptation to "solve" your child's boredom by providing something to do each time they say, "I'm bored". Instead, allow the boredom itself to lead your child to initiate new and creative ways of playing.

- Store toys within your child's reach. Provide easy access to a variety of age-appropriate toys, including a selection of toys that require some imagination for play. Make a game out of cleaning up.
- Get your children involved with nature as much as you can. Let them play with soil, sand or water whenever possible. Take a trip to a park, the beach, or a green space near your home.
- Limit the amount of hours your child sits in front of the TV. Instead, use this time to encourage your child to engage in free play.

Source: Brooklyn Children's Museum

SAND PLAY: A GUIDE FOR ADULTS

The beauty of sand is that it allows children to explore with their imaginations, role play and experiment with science and math concepts. They can dig to China, find “fossils”, hunt for gems, make roadways, build mountains, create waterways, build sand castles, dig tunnels, and discover tactile hidden pleasures. Sand play delights the senses, but it is far more than simply pleasurable for young children. Sand play gives children a chance to explore math and science concepts like wet and dry, volume, pouring, and sifting in a hands-on way.

- Create a sand play centre at home. Place a large plastic tub or container on the floor or on a table with a large plastic mat or sheet underneath. Fill the tub about half way with sand. Keep brooms and a dustpan on hand so the children can help keep the area clean.
- Purchase sand that is sterilized and intended for child use.
- Let toddlers experience the sand. Don't panic if they choose to taste it. Just say, “Sand doesn't taste good. It is for playing, not eating”. Since eating a mouthful of sand usually won't hurt anyone, it is best not to overreact by limiting sand play.
- Supervise sand play. Toddlers get very excited and sometimes throw or spill the sand. State the rules in a positive way. Telling children what you want them to do- rather than what you don't want them to do helps teach good behavior
- Look at sand up close. Take a magnifying lens and let your child see what sand looks like up close by placing a few pinches of sand on your or child's hand. Talk about what you see, such as colours.
- Use everyday household objects as sand play toys, such as spoons, coffee scoops, sieves, funnels, measuring cups, flour sifter, and old plastic dishes. Talk with your child about the different uses of objects.
- Create a treasure hunt in your sand play area. Hide inexpensive treasures in the sand such as shells, large tube pasta and plastic toys. Let your child dig for the treasures.
- Take a trip to the sea shore.

Source: Brooklyn Children's Museum

WATER PLAY: A GUIDE FOR ADULTS

Puddles, spray bottles, and hoses bring back gleeful memories of childhood. Water is a plaything that fosters curiosity, imagination and experimentation. It is one of the basic raw materials for purposeful play. Water play is developmentally appropriate regardless of the child's physical condition, age, language, gender, culture or exceptionality. It is intriguing, and it draws children to participate in hands on experience with science and math while exploring its structure and properties. Water play, whether indoor or outdoors can promote in children cognitive development, teach mathematics, science concepts, enhance physical skills, promote social learning and cooperative effort, and enrich language experiences.

- There is no right or wrong way to play with water.
- Create a water play centre at home. Fill a water tub or sink with water and then add playthings such as cups and toys as children's interest wanes, then move on to sponges and measuring tools.
- Monitor your child during water play to prevent slipping or prevent overexposure to the sun while outdoors.
- Paint outdoors with buckets of water and paint brushes. Paint sidewalks, fences or even your school. Use this opportunity to talk with your children about evaporation as their drawings "disappear".
- Provide containers in various sizes and shapes to help children learn the concepts of measurement and volume. This is an important precursor to understanding math and science skills.
- Incorporate water play during your child's bath time routine. Provide water toys, dolls, cups and spoons and allow your child to explore each object freely. Monitor your child at all times during their water play activities.
- Practice blowing bubbles at home with your child. Using a tub of soapy water, experiment with using different household objects as bubble blowers for example, slotted spoons, strainers and sieves. Dip each item into the soapy water and blow through it. "Which ones make the best bubbles?" "Why?" "Why not?".
- During the summer, visit a neighbourhood park that has a sprinkler or go to the beach.

Source: Brooklyn Children's Museum

MAKE READING **FUN** FOR YOUR CHILD

TRACE ALONG. When reading with a young child, place your finger under each word as you say it. Read slowly.

EARLY BIRD. Read with your child as early as possible.

COVER STORY. Explore books with your child using book covers. Show the cover to your child while hiding the title. Ask your child to predict what the story will be about. Add the title and see if the answer changes.

ROLE MODEL. Let your child see YOU reading.

FOLLOW THE READER. Start each sentence and let your child finish it, once he/she is old enough to talk.

ART LOVER. Spend time looking closely at the illustrations. Draw your child deeper into the book by asking questions about the illustrations

PLOT PREDICTIONS. Ask for predictions of what they think will happen next, monitoring them throughout.

MASTERPIECE THEATRE. Vary the tone of your voice as you read. Use dramatic voices to differentiate between characters or to highlight key parts of the story.

SOUND SYMBOLS. Identify a letter or a symbol (easy ones are I and T) to stand for a word. Have the children make the letter or the symbol every time the word comes up.

MAKE A PICTURE. Ask your child to draw a picture about the story and discuss it.

CLAP ALONG. Introduce your child to a sound used in the story and have him/her clap or wiggle his/her fingers, whenever he/she hears you read a word with that sound.

I HEARD THE WORD. Teach your child a word that may be repeated throughout the book and let him/her say it when it appears.

Q&A. Ask your child general questions about the story. Some easy ones are: What was your favourite/ least favourite part and why? Do you think this is the best possible title? Why? If not, what would be a better title? What did you learn from the story?

Fun with Books! For more information on reading to your child, contact the Ministry of Education.

email: communications@moey.gov.jm

phone: 502 5827

Source: Ministry of Education

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