



## Early Childhood Commission

### Term One Parent Support Activity Plans

#### Week Three, Day One

**Age:** 5

**Theme:** Our Country Jamaica - Our People

**Sub theme:** Our People From Africa

**Concept/Content:** Africans wear clothes made from very beautiful fabric. African clothes are made in different styles. Some African women wear long, printed dresses with matching head wraps; many men wear long robes and loose pants. The initial /f/ sound is found in the words fabric and face.



#### Circle Time:

**Name of Activity:** African Wear

**Objectives:** At the end of the activity, the child/children should be able to:

1. Describe the traditional dress worn by African males and females.
2. Name at least four (4) colours and shapes printed on an African dress.
3. Share thoughts about the traditional dress worn by Africans.

**Skills:** Speaking, listening, observing, phonemic awareness, self-awareness

**Resources:** Pictures of African dress for men and women, cut out of uppercase and lowercase 'Ff'

**Introduction:** Sing song titled: Pretty, pretty, pretty fabric to the tune; "Are You Sleeping"

Pretty, pretty fabric

Pretty, pretty fabric

The Africans wear (rept.), pretty, pretty fabric (rept1) The Africans wear (rept.)

The women wear long dresses

The women wear long dresses

The Africans wear (rept.), pretty, pretty fabric (rept1) The Africans wear (rept.)

The men wear loose pants

The men wear loose pants

The Africans wear (rept.), pretty, pretty fabric (rept.) The Africans wear (rept.)

The men wear long robes

The men wear long robes

The Africans wear (rept.), pretty, pretty fabric (rept.) The Africans wear (rept.)

**Activity Steps:**

1. Engage the child/children in a discussion about the song.
2. Ask questions such as:
  - i. What garment do the African women wear? (Answer: They wear long dresses.)
  - ii. What garment do the African men wear? (Answer: They wear loose pants and long robes.)
3. Display pictures of African dress on the table or floor. Allow the child/children to view the pictures.

4. Ask the child/children the following questions:

- i. "What colours do you see in the picture?"
- ii. "What shapes do you see on the dresses in the picture?"
- iii. "What do you like about the African colours and shapes in the picture?" (Praise the child/children for responding to the questions, and extend the answers if needed)

5. Engage the child/children in a discussion about Africans wearing clothes that are made from very colourful fabric. During the discussion, highlight for the child/ children, that the word fabric begins with the /f/ sound.

6. Display and say the name of the pictures to the child/ children and ask them to tell you which pictures start with the /f/sound. Go through the images one by one and have the child/children say the name of each.

7. Ask the child/children to describe the similarities and the differences observed in the pictures.

8. You may need to prompt and give the child/children clues. Place emphasis on the /f/sound when calling the words. Possible answer: They all begin with the /f/ sound. (Praise the child/children by saying, "Wonderful! Yes! the letter 'Ff' makes the /f/ sound".



9. Allow the child/children to think of other objects that begin with the /f/.

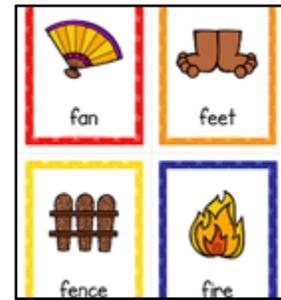
10. Praise the child/ children for participating in the discussion.

## Guided Learning

### Activity Title: Letter F

**Objectives:** At the end of the activity, the child/children should be able to:

1. Identify the letter "F" 'f' on a worksheet.
2. Colour at least four (4) words that begin with the letter "F" on a worksheet.
3. Compare the capital "F" and common "f".
4. Participate in discussions about the letter 'Ff'.



**Skills:** Observing, speaking, identifying, naming, comparing

**Resources:** Letter sized cutouts of the capital "F" and common "f" , Letter "F" worksheet and tablet/ laptop/ computer "Feet, Feet, Feet"-

<https://www.youtube.com/watch?v=TXMGROXznF8>

**Introduction:** Play the video "Feet, Feet, Feet" and encourage the children to sing along.

### Activity Steps:

1. Display the capital and common "Ff" cut out in front of the child/ children. Then, allow them to make an outline of the 'Ff' with own finger.
2. Allow the child/ children to share the similarities and differences between the capital and common "F", "f". Praise the child for sharing differences and similarities of the letter "Ff".
3. Give the child/ children the worksheet and encourage him/ her to colour all the words that begin with the letter "F" "f".
4. Praise the child/ children for colouring the words that begin with the letter 'Ff' and participating in discussion.

## **Guided Creative Activity:**

**Name of Activity:** Feet Butterflies

**Objectives:** At the end of the activity, the child/children should be able to:

1. Create butterfly wings using their feet.
2. Share thoughts about creating a butterfly.
3. Follow instructions given by an adult.

**Skills:** Listening, speaking, vocabulary development, manipulating

**Resources:** construction paper, cartridge paper, paint, pencil, Video Feet, Feet, Feet - <https://www.youtube.com/watch?v=TXMGROXznF8>

**Introduction:** Watch the video "Feet, Feet, Feet" and allow the child/ children to dance and sing along. Explain to the child/ children that today they will be using their feet to create a butterfly.

### **Activity Steps:**

1. Instruct the child/children to sit on a chair and apply to the bottom of each foot colour paint of choice. *Praise the child/children for choosing the colour paint.*
2. Allow the child/children to print own feet on cartridge paper with each foot slightly apart to form the butterfly wings. *Praise the child /children for making the wings of the butterfly.*
3. Engage the child/ children in a conversation using the following questions:
  - i. "What are you using to create the butterfly wings?" (Answer -" I am using my foot, or my feet).
  - ii. "How does the paint feel on your feet?"- Answer: "It feels wet."

4. Allow the paint to dry and then have the child/children draw a butterfly body between the impression of both feet. (The feet will form the wings). Draw the antennae after the body is drawn.
5. Praise the child/children for completing the "Feet Butterfly" and for participating in the discussion.

### **Indoor/Outdoor Play**

#### **Name of Activity: Let's Dance**

**Objectives:** At the end of the activity, the child/children should be able to:

1. Participate willingly in an African dance.
2. Develop coordination while dancing to an African song.

**Skills:** Gross motor- movement, muscle coordination

**Resources:** Tablet, laptop or radio to play music, Futa Films" AFRICAN CHILDREN'S SONG (Hippos)

[https://www.youtube.com/watch?v=v4wBX3qtV1g&list=PLx4R2pDAzkOWe\\_QLKqbVY\\_OspWzYwZoMJA&index=1](https://www.youtube.com/watch?v=v4wBX3qtV1g&list=PLx4R2pDAzkOWe_QLKqbVY_OspWzYwZoMJA&index=1)

**Introduction:** Play the African Children's Song and have the child/children do the actions mentioned.

#### **Activity Steps:**

1. Encourage the child to dance as African music is played.
2. Dance along with the child/children.
3. Praise the child/ children for dancing.
4. Pause the song at intervals and have the child/children practice the moves.
5. Restart the video and encourage the child/children to continue dancing.

6. Allow the child/children to present own dance. Praise the child/children's efforts.

**Story Time:**

**Name of Activity: The "F" Story**

**Objectives:** At the end of the activity, the child/children should be able to:

1. Participate willingly in a discussion about a story.
2. Recall at least four (4) words from the story that start with the letter "F f".
3. Role-play at least one scene from a story.

**Skills:** Listening, speaking, role playing, recalling and matching.

**Resources:** Phonics Story- "Ff" <https://www.youtube.com/watch?v=GVfpOKFLvxI>

**Introduction:** Sing the song, "If you want to Hear a Story' - Sung to the tune of,  
"If Your Happy and You Know It"

If you want to hear a story, clap your hands. (clap, clap)

If you want to hear a story, clap your hands

If you want to hear a story

If you want to hear a story

If you want to hear a story, clap your hands. (clap, clap)

Other verses

Stamp your feet

Nod your head

Shout hooray

Sit so still (finger on lips-'shhh')

**Activity Steps:**

1. Play the "Phonics Story 'Ff'".
2. Pause the story intermittently and question the child/children.
  - i. "How did the fire start?"
  - ii. "How did the foxes try to put out the fire?"
  - iii. "How many firefighters came out of the fire engine?"
  - iv. "What was caught on fire?"
  - v. "Is it safe to play with fire? Why?"
3. Ask the child/children to name objects from the video that starts with the letter "Ff". Possible answers may be (fish, fire, firetruck and fox). Praise the child/children for answering the questions.
4. Allow the child/children to share favourite part of the story and act it out.
5. Praise the child/children for participating in the story time activity.

**Follow-Up Activities:**

1. Write own name on the worksheet provided and complete the given task.
2. Fabric Collage:
  - i. Cut shapes of various sizes from different textured fabrics.
  - ii. Give the child/children pieces of construction paper or cardboard.
  - iii. Glue the fabric shapes all over the cartridge paper.
  - iv. Rub hands over the collage and describe the texture felt.



## Early Childhood Commission

### Term One Parent Support Activity Plans

**Week Three, Day two**

**Age:** 5 year olds

**Theme:** Our Country Jamaica

**Sub theme:** Our People from Africa

**Concept/Content:** Some African women wear their hair in very creative styles. They braid, plait and bead their hair in many beautiful ways.

The /f/ sound is represented by the letter "F" "f"; the capital letter is written "F", and the common letter is written "f". We can form the numeral 9.

**Circle Time**

**Name of Activity:** "African Hairstyles"

**Objectives:** Child/children should be able to:

1. Reproduce the initial /f/sound from the song heard.
2. Talk about what given African hairstyles observed in pictures.
3. Name at least three (3) types of African hairstyles.
4. Create at least two (2) sentences about pictures seen.



**Skills:** Listening, speaking, observing

**Resources:** Video - pictures of African girls hairstyles ( Fara, Falu and Falon), word cards ( braids, plaits, beaded)

**Introduction:** Sing the /Ff/ song and allow the children to sing along.

The /F/ goes ffff

The /F/ goes ffff

every letter makes a sound the /F/ goes ffff

Introduce the child/children to the picture cards of African girls "Fara, Falu and Falon". Place emphasis on the beginning sound of the girls' names.

### **Activity Steps**

1. Engage the child/children in a discussion about the African girls and their hairstyles. Talk about how the hair is combed and the items seen in the girls' hair.
2. Ask the child/children questions to guide the discussion. Encourage the child/children to answer questions in complete sentences.

### **Questions & Expected Answers:**

- i. What are the names of the African girls? (Answer: The names of the African girls are Fara, Falu and Falon).
- ii. Where are the girls from? (Answer: They are from Africa).
- iii. What do you like about any of the girls' hairstyles?
- iv. Which hairstyle would you wear?

3. Point to the name of each hairstyle and use the hairstyle in a sentence.  
Encourage the child or children to repeat the sentence. Example: Fara's hair has beads.
4. Allow the child or children to choose a picture and share a sentence about the picture.
5. Allow the child/children to use the word cards and label the hairstyle.

### Guided Learning Activity

**Name of Activity:** "Ff flow"

**Objectives:** Child/children should be able to:

1. Reproduce the /Ff/ sound made by an adult.
2. Form letter /Ff/ using fudge sticks and a string.
3. Participate in the forming of the letter /Ff/.
4. Identify capital F and common f to complete a worksheet.



**Skills:** Listening, singing, speaking, manipulating

**Resources:** (3) Fudge sticks, (2) piece of string (long, short), Ff poem cards, crayons, /Ff/ worksheet.

**Introduction:** Sing the /Ff/ song "The /F/ goes 'ffffff' and allow the children to sing along. Repeat the sound of the letter /f/ and ask the child to reproduce the /Ff/ sound.

**Activity Steps:**

1. Introduce the child/children to the uppercase/capital letter /Ff/ poem cards. Read the poem from the card and allow the child to listen to the poem and trace index finger to form the letter /Ff/.
2. Step 2: Give the child/children (3) fudge sticks and repeat instructions at a slow pace while providing guidance to assist them to form the capital /F/. Praise the child/children for all efforts made to form the uppercase /F/.
3. Introduce the child to the common /f/poem card. Read the poem at a slow pace and guide the child/children in following the instructions to form the /f/ with index finger. Praise the child/children for all efforts made to form the lowercase /f/.
4. Give the child/children letter /Ff/ worksheet and crayons to colour the capital/uppercase F yellow and the lowercase /f/ green.
5. Allow the child/children to display the worksheet and tell the object hidden in the picture.
6. Praise the child/children for all efforts to complete the worksheet.

### **Guided Learning Creative Activity**

**Name of Activity:** "Mane Style"

**Objectives:** Child/children should be able to:

1. Create a head with hair using the materials given.
2. Style the hair on the head that was created to reflect an African hairstyle.
3. Share their feelings about their "Mane Style" creation.

**Skills:** Fine motor- combing, plaiting, beading, creating styles, speaking, self-awareness.

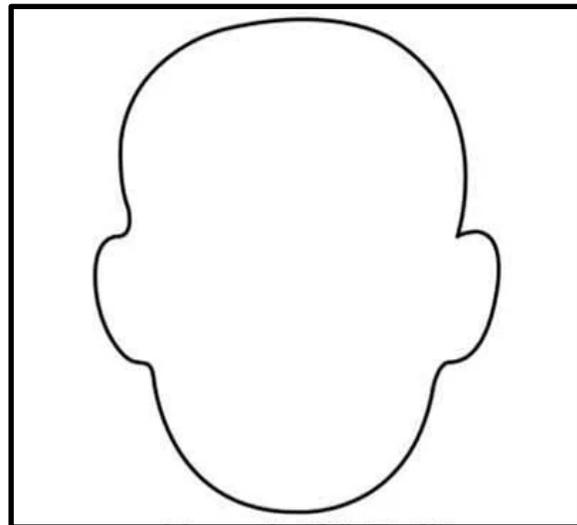
**Resources:** Cut outs (a head, eye brows, eyes, nose and mouth), black or brown knitting wool, glue, brown jumbo crayon and a 30 cm ruler.

**Introduction:** Engage the child/children in the viewing of some African hairstyles for women, using the pictures below. Allow the child/children to talk about the hairstyles seen (plaits, braids, beaded). They may express their likes or dislikes for the hairstyles seen.



**Activity Steps:**

1. Allow the child/children to paste eyebrows, eyes, nose and a mouth to the cut-out head. Colour the face in a shade that they like. Praise the child/children for their effort in pasting the facial parts and colouring the face.



2. Assist the child/children to cut 8 inch/20cm strings from the knitting wool. Cut as many pieces as are needed to make hair for the head cut-out.
3. Encourage the child/children to glue the strings to the head cut-out, so that the head is covered with wool (hair). Allow the glue to dry.

4. Encourage the child/children to style the hair however they like. Praise the child/children for creating their "Mane Style".
5. Prompt the child/children to talk about their 'Mane Style' creation.

**Indoor/Outdoor**

**Name of Activity:** "Mine Nine"

**Objectives:** Child/children should be able to:

1. Follow instructions as they play the "Mine Nine" Game.
2. Travel the numeral nine pathways by hopping on one leg "Mine Nine" Game.
3. Use clues to discover where nines may be mined in the "Mine Nine" Game.
4. Search for the hidden numeral 9's in a sandbox.

**Skills:** Listening, hopping, problem solving, gross motor (hopping, digging)

**Resources:** Magnetic nines or cut-outs of nines, sandbox/pit, concrete chalk, playdough, video clip (<https://www.youtube.com/watch?v=25SsCCCwmz8>)

**Preparing for the Activity:** Bury the magnetic nines/cut-outs of nines in the sandbox/pit. If there is no sandbox/pit available, you may bury the nines in strips of paper in a container. Use the concrete chalk to draw a huge numeral nine (One that can be hopped on) on the pavement. If there isn't a pavement, use rope or cord to form a huge numeral nine in the grass or any other appropriate surface.

**How to play the game:**

- A. Child/ children complete the numeral nine course by hopping on the shape of the nine without stopping. If the child/children stop before completing the course, they should start the course again.
- B. When the course is successfully completed by the child children, give them clues about where to mine the numeral nine (You may create your own clues). For example:
- i. I get between your toes and that can be funny, I suppose.
  - ii. I am as fine as grain, and stubbornly remain.
  - iii. I am outside and can be found near the seaside.
  - iv. Where can the nines be mined?

**(Answer: In the sandbox/pit)**

- C. Mine all the nines. At least 9 nines must be mined/dug up from the sandbox/pit.

**Introduction:** Engage the child/children by allowing them to watch the 1 minute video presentation (<https://www.youtube.com/watch?v=25SsCCCwmz8>) and do the actions. Ask the child/children, "What is the number of the day?" Praise the child/children for listening and correctly stating the number of the day.

**Activity Steps:**

1. Instruct the child/children on how to play the "Mine Nine" Game. Offer guidance/instruction along each step of the game.
2. Encourage the child/children to hop along the shape of the numeral nine drawn/created on the pavement/grass. Encourage the child/children to

complete the numeral nine course without stopping. Praise the child for effort in hopping the numeral nine course.

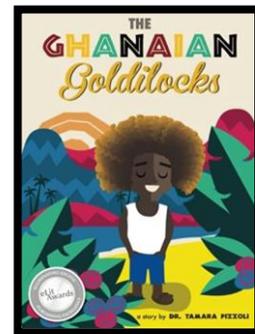
3. Give the child/children clues to finding where the numeral nine may be mined (see clues above). You may also create your own clues. Allow the child/children to figure out where the nines are buried and then mine them. There should be 9 nines mined.
4. Complete the activity by allowing the child/children to sing along and redo the actions in the video in the introductory activity. Praise the child/children for participation in the "Mine Nine" activity.

### Story Time

**Name of Activity:** Ghanian Goldilocks by Dr. Tamara Pizzoli

**Objectives:** Child/children should be able to:

1. Watch a story, "The Ghanian Goldilocks".
2. Answer at least four (4) questions about the story.
3. Share their favourite part of the story.
4. Draw a picture of the character Ghanian Goldilocks.



**Skills:** Listening, speaking, observing, self-awareness, drawing

**Resources:** Audiobook: Ghanian Goldilocks : story time song, video:

<https://www.youtube.com/watch?v=MWhSIX66fSw>.

**Introduction:** Engage the child/ children by singing the story time song ("Story time, story time, story time" to the tune of "Mango Time").

**Activity Steps:**

1. Encourage the child/children to watch and listen attentively to the story as it is being played.
2. Watch and listen to the video with the child/children.
3. Pause at different intervals to talk with the child/children about the story.
4. Ask the child/children questions about the story. Such as:
  - i. What is the name of the story? (Answer: The name of the story is "Ghanian Goldilocks").
  - ii. What do you think locs are? (Answer: Locs are a hairstyle).
  - iii. Do you think the boy liked his locs?
  - iv. Was Goldilocks' hair the same as his parents?
  - v. How did Goldilocks' attitude change towards his hair?
5. Encourage the child/children to share favourite part of the story.
6. Draw a picture of the Ghanian Goldilocks character and talk about it.

**Follow-Up Activities:** Child/children will trace letter /Ff/ on the worksheets provided.



## Early Childhood Commission

### Term One Parent Support Activity Plans

#### Week Three, Day Three

**Age:** 5 Year Olds

**Theme:** Our Country, Our People

**Sub theme:** Our People from Africa

**Concept/Content:** Beads can be made from many different kinds of materials that have many different colours. We can use beads for counting and for making different patterns. We can group objects to make 9.

The /f/ sound is located in the middle of words such as Africa.

#### Circle Time

**Name of Activity:** Fabulous Beads!

**Objectives:** At the end of the activity, the child/children should be able to:

1. Name at least three (3) materials that beads are made from as shown by an adult.
2. Name at least one (1) item that can be made with beads after viewing pictures.
3. String at least nine (9) beads to create an item of choice.



**Skills:** Listening, observing, manipulating, speaking, self-awareness and thinking skills.

**Resources:** Beads (of different size, shape, texture and colour), pictures of jewelry made from beads.

**Introduction:** Adult and child will sing the song "Carry me beads dung a Craft Market:" (To the tune carry me ackee) Display beads of various sizes, shapes, texture and colour in a container the child/children to see. (Adult should provide supervision for children using beads and place beads is a safe area after the activity).

**Activity Steps:**

1. Engage the child/children in a discussion about the beads displayed. Ask the child/children the following questions:
  - i. What material do you think these beads are made of? (Answer - plastic, wood, metal).
  - ii. What shapes do the beads have? (Answer - round, oval, square).
  - iii. What colours do the beads have? (Answer - red, blue, yellow).
  - iv. What is the texture of the beads? (Answer - rough, smooth).
  - v. What are the different sizes of the beads? (Answer - big, small).
  - vi. Name some items you can use beads to make? (Answer - picture frame, necklace, bracelet).
2. Praise the child/children for his/her examination of the beads.
3. Allow child/children to view pictures of different jewelry or other items that are made from beads and say which he/she likes best.
4. Show the child how to string a set of beads.
5. Allow the child/children to count out and string at least 9 beads to create a jewelry of choice.
6. Praise child/children for creation jewelry and counting out nine (9) beads.

## Guided Learning

**Activity Title:** The medial /f/ Sound



**Objectives:** At the end of the activity, the child/children should be able to:

1. Reproduce the /f/ sound at least three (3) times after it is demonstrated by an adult.
2. Identify the names of at least three (3) words with the medial /f/ sound after viewing pictures.
3. State at least three (3) words that have the medial /f/ sound from prior knowledge.

**Skills:** Listening, speaking,

**Resources:** Word cards (breakfast, muffin, coffee, sofa), electronic device (Laptop, phone, computer or tablet) video: <https://www.youtube.com/watch?v=qbLhW80zB6Q>, 'Letter F Song' <https://www.youtube.com/watch?v=gVJQL1E7BFQ>.

**Introduction:** Invite the child/children to view the video 'Letter F Song' <https://www.youtube.com/watch?v=gVJQL1E7BFQ>.



**Activity Steps:**

1. Adult will say words beginning with the initial /f/ sound and ask the child/children to reproduce them (fan, for, fun, fat, fish).
2. Praise the child/children for reproduction of the initial /f/ sound.

3. Invite the child/children to listen to the video  
(<https://www.youtube.com/watch?v=qbLhW80zB6Q>)  
and say where he/she hears the /f/ sound in the words. (In the middle).



4. Child/children will listen as the adult says words with the /f/ sound in the middle. (breakfast, muffin, coffee, sofa).
5. Child/Children will reproduce the words said by the adult with the /f/ sound in the middle and give other words with the same sound.
6. Praise the child/children for efforts in repeating and saying other words with the /f/ sound in the middle.
7. Child/Children will colour pictures of words with the /f/ sound in the middle and say their name.
8. Congratulate the child/children for completing the activity.

### **Guided Creative Activity:**

**Name of Activity:** Bead Corn!

**Objectives:** At the end of the activity, the child/children should be able to:

1. Create a bead corn from assorted beads.
2. Talk about own creation.



**Skills:** Manipulating, eye-hand coordination- stringing, beading, listening and speaking

**Resources:** Assorted beads, pipe cleaners/straw, string.

**Introduction:** Sing "Carry mi bead dung a Craft Market".

**Activity Steps:**

1. Discuss with child/children different items that can be made from beads.
2. Praise child/children for responses.
3. Demonstrate how to make a bead corn to the child/children using assorted beads.
4. Give the child/children the following instructions:
  - i. Collect six pipe cleaners.
  - ii. String at least nine (9) beads on each pipe cleaner,
  - iii. Twist the pipe cleaners and tie them together at both ends.
5. Allow the child/children to make own bead corn and talk about it.
6. Praise child/children for their creation and explanation.

**Indoor/Outdoor Play**

**Name of Activity:** Bead Race

**Objectives:** At the end of the activity, the child/children should be able to:

1. Follow the rules of the Bead Race game.
2. Pick up beads and run to the finish line after it is demonstrated by an adult.
3. Participate willingly in the 'Bead Race' activity.

**Skills:** Listening, lifting, running, and speaking.

**Resources:** Assorted beads, plastic bottles.

**Introduction:** Sing the outside song

**Activity Steps:**

1. Demonstrate to the child/children how to complete the 'Bead Race' activity.
2. Child will listen to the sound of the whistle to run off.
3. Child will take up a bead at the furthest point and run to put it in the bottle and continue doing so until all the beads are in the bottle.
4. The child/children will shake the bottle while doing a body movement of choice to signal the completion of the activity.
5. Praise the child/children for participating in the 'Bead Race' activity.

**Story Time:**

**Name of Activity:** The Blue Bead

**Objectives:** At the end of the activity, the child/children should be able to:



1. Respond to at least three (3) questions related to the story.
2. Give an alternate end to the story.
3. Share favourite part of the story.

**Skills:** Listening, speaking

**Resources:** EBook: <https://www.youtube.com/watch?v=3p9UruDOCDU>

**Activity Steps:**

1. Allow the child/children to view the cover picture. Let him/her describe the picture and talk about what they think the story is about.
2. Read the title of the story to the child/children.
3. Encourage the children/child to listen to the story.
4. Child/children will then discuss the story by answering the following questions:

- i. What did Sibia find at the bottom of the river? (Answer: A blue bead).
  - ii. What did she want the bead to do? (Answer: To make a necklace).
  - iii. How do you think Sibia felt when she found the bead? (Answer: Happy).
5. Praise the child/children for responses to the questions.
  6. Encourage the child/children to share favourite part of the story.
  7. Allow the child/children to create an alternate end to the story.
  8. Praise the child/children for responses.

**Follow-Up Activities:** Use assorted beads to make jewelry of his/her choice.



## Early Childhood Commission

### Term One Parent Support Activity Plans

**Week Three, Day four**

**Age: 5 year olds**

**Theme:** Our Country Jamaica - Our People

**Sub theme:** Our People from Africa

**Circle Time**

**Name of Activity:** Ending /F/

**Objectives:** By the end of the activity the child/children should be able to:

1. Reproduce the sound of the letter /F/ after watching a video.
2. Identify words ending with the letter /F/ from a video.
3. Share own words that ends with the letter /F/.
4. Circle nine (9) words ending with the letter /F/ from the activity provided.

**Concept/Content:** Africans taught us how to weave and make beautiful craft items such as straw baskets, mats. The /f/ sound is found at the end of words such as leaf, beef and reef. We can make patterns with (9) objects.

**Skills:** Listening, speaking, and manipulating.

**Resources:** worksheet and video:

[https://www.youtube.com/watch?v=LWMED\\_3Nvig&t=39s](https://www.youtube.com/watch?v=LWMED_3Nvig&t=39s).

### **Introduction**

1. Adult will watch a video

[https://www.youtube.com/watch?v=LWMED\\_3Nvig&t=39s](https://www.youtube.com/watch?v=LWMED_3Nvig&t=39s) with child/children and sing along to the, 'Learn the Letter F Song'. (Pause video at the end of the letter F song).

### **Activity Steps:**

1. Engage child/children in a discussion using the following questions:
  - i. What letter sound did you hear in the song? (>F>F)
  - ii. Can you make the sound of the letter F? ("Ff") *Allow child/children to make sound of the letter F. Praise the child/children for reproduction of the letter /f/ sound.*
2. Resume playing the video until all the words that begin with the letter 'F' are completed, then pause the video and engage child/children in a discussion by asking:
  - i. Where in the words listed could the /F/ sound be identified? (Answer ending). Praise the child/children for his/her response.
  - ii. Resume playing the video until all words that ends with the letter 'F' are completed, then pause video and engage child/children in discussion by asking:
    - iii. Where in those words did you hear the /F/ sound?

- iv. Can you list some of the words from the video that ends with the /F/ sound? Praise the child/children for his/her responses.
3. Encourage the child/children to share words that may not have been mentioned in the video that they know ends with the /F/ sound.
4. Allow the child/children to complete the worksheet provided.
5. Commend the child/children for participation in the Circle Time activity.

**Guided Learning:**

**Topic/ Activity Title: Treasure Hunt**

**Objectives:** By the end of the activity, the child/children should be able to:

1. Identify the numeral nine (9) during treasure hunt activity
2. Create a pattern using nine strips of paper
3. Talk freely about the pattern he/she has created

**Skills:** Listening, speaking, and manipulating.

**Resources:** blank coloured paper, a pair of safety scissors, numeral 9 card and <https://www.youtube.com/watch?v=rSoYRFYT3fA>

**Introduction:** The child/children will watch and sing along to Number 9 video

**Activity Steps:**

1. Show the numeral 9 to the child/children on a number chart/flashcard and ask him/her to use his/her finger to air write the numeral nine (9)
2. Hide numeral nines in the room and invite the child/children to find them
3. Praise the child/children for finding the hidden numeral nines (9)
4. Assist the child/children to cut the coloured paper into nine (9) strips

5. Demonstrate creating a pattern using strips and encourage the child/children to create own pattern using nine strips.
6. Praise the child for the pattern created
7. Allow the child/children to talk about the pattern created.

### **Guided Creative Activity**

#### **Name of Activity: Basket Weave**

**Objectives:** By the end of the activity the child/children should be able to:

1. Manipulate a pair of scissors to cut strips of paper
2. Create a basket weave using at least two (2) different coloured paper
3. Follow instructions given by an adult

**Skills:** Fine motor development- cutting , weaving, aesthetic awareness

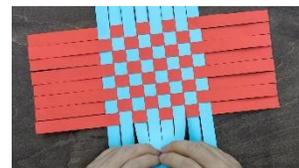
**Resources:** 3 sheets of coloured paper, glue, glitter, child safety scissors, pencil, ruler and a video -

<https://www.youtube.com/watch?reload=9&v=zBCWVNDliQo>

#### **Activity Steps:**

Child/Children will be encouraged to:

1. Draw lines on the coloured paper and cut out strips.
2. Use the strips to weave the base of the basket.
3. Secure the sides of the basket with a stapler.
4. Use two strips to attach handles to the basket



5. Allow the child/children to decorate the basket according to preference.

### **Indoor/Outdoor Play**

**Name of Activity:** Balance the basket

**Objectives:** By the end of the activity the child/children should be able to:

1. Walk in a straight line on the floor.
2. Balance a basket on his/her head.
3. Follow simple instructions given by an adult.

**Skills:** Walking, balancing, listening and speaking.

**Resources:** Chalk/tape, basket, flat surface

### **Activity Steps:**

1. Draw a straight line on the floor.
2. Demonstrate to the child/children how to walk on a straight line and balance the basket on the head.
3. Encourage the child/children to model walking in a straight line while balancing the basket.
4. Repeat the activity until the child/children are able to balance the basket on his/her head.
5. Praise the child/children for each attempt made at balancing the basket.

## Story Time

### Name of Activity: The Gingerbread Man

**Objectives:** At the end of the activity, the child/children should be able to:

1. List at least four (4) animals mentioned in the story.
2. Share their thoughts about the *Gingerbread Man's* chased experience in the story
3. Draw and colour the *Gingerbread Man* from dotted lines.

**Skills:** Observing, speaking, listening, and manipulating.

**Resources:** Video (<https://www.youtube.com/watch?v=pckuS--UIV4>), worksheet, crayons.

### Activity Steps:

Prepare The *Gingerbread Man* Story from YouTube on the child's/ children's device for viewing.

1. Encourage the child/children to watch the video. (Pause the video intermittently) and discuss the story with the child/children by asking the following questions.
  - i. Did the old man and old lady have any children? (Answer: No).
  - ii. Why did the old lady decided to bake? (Answer: She was bored).
  - iii. Why did the *Gingerbread Man* run? (Answer: He did not want to become their dinner).

2. After watching the story extend the discussion with the child/children by asking the following questions;

i. Which animal first started to run after the *Gingerbread Man*?

(Answer: The Cow).

ii. Which animal was the second to run after the *Gingerbread Man*?

(Answer: The Horse).

iii. Which other animals ran after the *Gingerbread Man*? (Answer:

The pig and the Hen).

iv. How do you think the *Gingerbread Man* felt running away from all the people? (Answer: Happy).

v. Who tricked the *Gingerbread Man*? (Answer: The Fox).

vi. Who ate the *Gingerbread Man*? (Answer: The Fox).

3. Affirm the child/children's responses to the questions.

4. Encourage the child/children to retell parts of the story

5. Provide the child/children with a worksheet of the *Gingerbread Man* to complete with favourite colour(s).

6. Praise the children/children for participation in Story Time and for drawing and colouring of the *Gingerbread Man*.



## Early Childhood Commission

### Term One Parent Support Activity Plans

#### Week Three, Day five

**Age:** 5 Year Olds

**Theme:** Our Country Jamaica - Our People

**Sub theme:** Our People from Africa.

**Concept/Content:** The /f/ sound is found at the beginning, medial and ending position of words such as fabric, Africa and leaf.

We can count from 1-9.

#### Circle Time

**Name of Activity:** Fun with Fabulous Ff words



**Objectives:** At the end of the activity, the child/children should be able to:

1. Clap to identify the /F/ sound at the beginning, medial and ending positions of at least three (3) words on a wall.
2. Count one to nine (1-9) using words posted on a wall.
3. Respond to words spoken by an adult during the "Fun with Fabulous Ff words" Activity.

**Skills:** Recalling, manipulating, sorting, counting, listening, speaking, conversing

**Resources:** Word cards (fabric, Africa, leaf, beef, reef, for, fat, coffee, toffee) in a sorting tray, tape, word wall, laptop/tablet/phone, letter F song

video: <https://www.youtube.com/watch?v=oT5Rzwj1xdw&feature=youtu.be>

**Introduction:** Watch the following video

<https://www.youtube.com/watch?v=oT5Rzwj1xdw&feature=youtu.be> with

child/children and sing along to the ' Letter F Song'.

**Activity Steps:**

1. After watching the letter F song video, ask the child/children to make the letter /F/ sound heard. Praise the child/children for making the letter /F/ sound.
2. Place the sorting tray in front of the child/children.
3. Demonstrate pulling one card from the tray. Say the word slowly (break it up into syllables if applicable) and clap when the /f/ sound is made.
4. Ask the child/children:
  1. Where in the word did you hear the /f/ sound? (at the beginning/in the middle/ at the end). Repeat the word if necessary. Then, praise the child/children for answering the question.
5. Paste the word card on the word wall.
6. Instruct the child/children to pull a card from the tray. Say the word slowly for the child (break it up into syllables if applicable). Have the child/children clap when the /f/ sound is made. Ask the child/children:

I. Where in the word did you hear the /f/ sound? (at the beginning/in the middle/ at the end). Repeat the word if necessary. Then, praise the child/children for answering the question.

7. Repeat steps 5 and 4 until the words are finished from the sorting tray. Give praise intermittently.
8. Instruct the child/children to count all the words pasted on the word wall. For example, "Oh my! There are so many words on the wall. I wonder how many words are up there? Let us count the words."
9. Praise the child/children for counting the words on the word wall.

### **Guided Learning**

**Activity Title:** Let's Roll!

**Objectives:** At the end of the activity, the child/children should be able to:

1. Count on to nine (9) from a number rolled on a die.
2. Form at least (3) combinations of nine (9).
3. Draw objects to match numerals on a worksheet and complete statements.
4. Discuss how he/she feels about participating in the "Let's Roll" Activity.

**Skills:** Listening, speaking, observing, rolling a die, self-awareness

**Resources:** Die, container with counters, mat, shady area outdoors, worksheet and pencil

### Activity Steps:

1. Place the mat on a smooth spot under the shady tree/shaded area outdoors. Then, instruct the child/children to sit.



2. Position the die and the container of counters beside the child on the mat.
3. Demonstrate: rolling the die, counting the number rolled, taking the same number of counters from the container and placing the counters on the mat.
4. Count on from the number rolled on the die to make nine (9). Then, roll the die until the additional number needed to make nine (9) is thrown. Place that same number of objects on the mat. For example, if the die landed on two (2) before, seven (7) more objects would be needed to make nine (9). Therefore, roll the die until it lands on seven (7). Then, place the seven (7) counters on the mat.
5. Instruct the child to complete steps 3-4. Praise the child intermittently.  
Instruct the child/children to continuously roll the die, identifying additional numbers to make at least three combinations of nine (9).
6. Praise the child/children for making each combination of nine (9).

7. Instruct the child/children to draw objects to match the numerals on the worksheet. Then, add the total number of objects drawn. Praise the child/children for efforts made to complete the activity.
8. Ask child/children to share their experience about participating in the "Roll it" Activity.
9. Extend the child/children responses if needed.

### **Guided Creative Activity:**

**Name of Activity:** Squeeze Paint



**Objectives:** At the end of the activity, the child/children should be able to:

1. Make at least four (4) coloured patterns on a paper.
2. Describe the patterns and colours created in the "Squeeze Paint" Activity.

**Skills:** Manipulating- making patterns, observing, listening, painting, conversing

**Resources:** six (6) squeezable plastic containers, white glue, watercolours, white chart paper

### Activity Steps:

1. Put plain white glue in the empty, squeezable plastic containers.
2. Add various watercolours to make bottles of different coloured glue.
3. Let child/children squeeze out various coloured patterns onto white chart paper and let it dry. Praise the child/children for efforts made to create the different patterns.
4. Engage the child in a discussion about the different colours, shapes, sizes etc. created. For example, "What are the colours that you see?," "How many colours do you see?," "Do you think the Africans would wear this print on their clothing?"
5. Applaud the child/children for participating in the "Squeeze it" Activity.

### Indoor/Outdoor Play

**Name of Activity:** Tunnel fun!

**Objectives:** At the end of the activity, the child/children should be able to:

1. Maintain balance while climbing up a step stool.
2. Discuss likes and dislikes about participating in the "Tunnel Fun" Activity.



**Skills:** Climbing, eye-hand coordination, self-awareness

**Resources:** Utility knife, long cardboard tubes, glue gun, cardboard, random items that can roll (ball, small toys, bottles etc.), bucket.

**Preparations for Activity:**

- A. Cut the long tube into smaller sections.
- B. Then, cut those sections in halves.
- C. Hot glue them onto a large piece of cardboard. Then, lean it against the wall. Place a step stool beside it.

**Activity Steps:**

1. Run around the house to gather random things that will roll and place them in a bucket.
2. Instruct the child/children to: take an object from the bucket, climb up the step stool and place it inside the tunnel to make it roll. Praise the child/children for doing so.
3. Observe how well the child/children maintain balance on the step stool.
4. Repeat steps three to four until the bucket is empty. Praise the child/children intermittently.
5. Engage the child in a discussion about what they liked or did not like about the "Tunnel Fun" Activity.
6. Extend the child/children responses if necessary.

**Story Time:**

**Name of Activity:** It's story time!

**Objectives:** At the end of the activity, the child/children should be able to:

1. Watch attentively a video "Two Friends and the Frogs"
2. Recall information from a video watched.
3. Express their views on the content seen in the video.

**Skills:** Listening, speaking, thinking and conversing.

**Resources:** <https://youtu.be/jruGCuwnNDo>



**Activity Steps:**

1. Allow the child/children to watch and listen to the story.
2. Watch a video along with the child/children (pause intermittently and discuss the content with the child/children).
3. Discuss the video with the child/children by asking the following questions:  
(Praise child/children each time an answer is given or attempted)
  - i. What is the name of the story? (Answer: Two Friends and the Frogs).
  - ii. How old are the children in the story? (Answer: Five years old).
  - iii. What game were the friends playing? (Answer: Football)

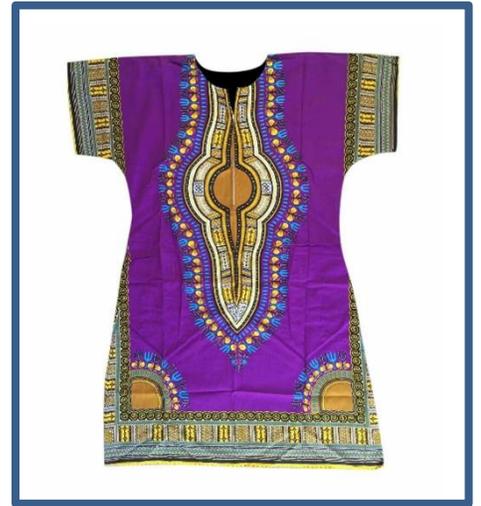
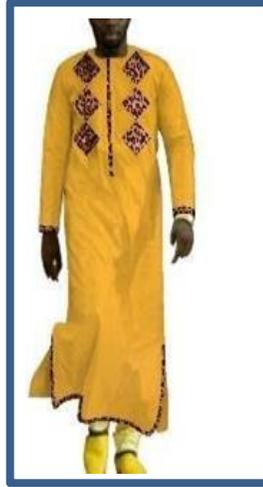
- iv. Name at least one animal for the story? (Answer: Frog /fox).
- v. What is your favourite part of the story, and why?
- vii. If you were one of the characters in the story, what would you have done differently?

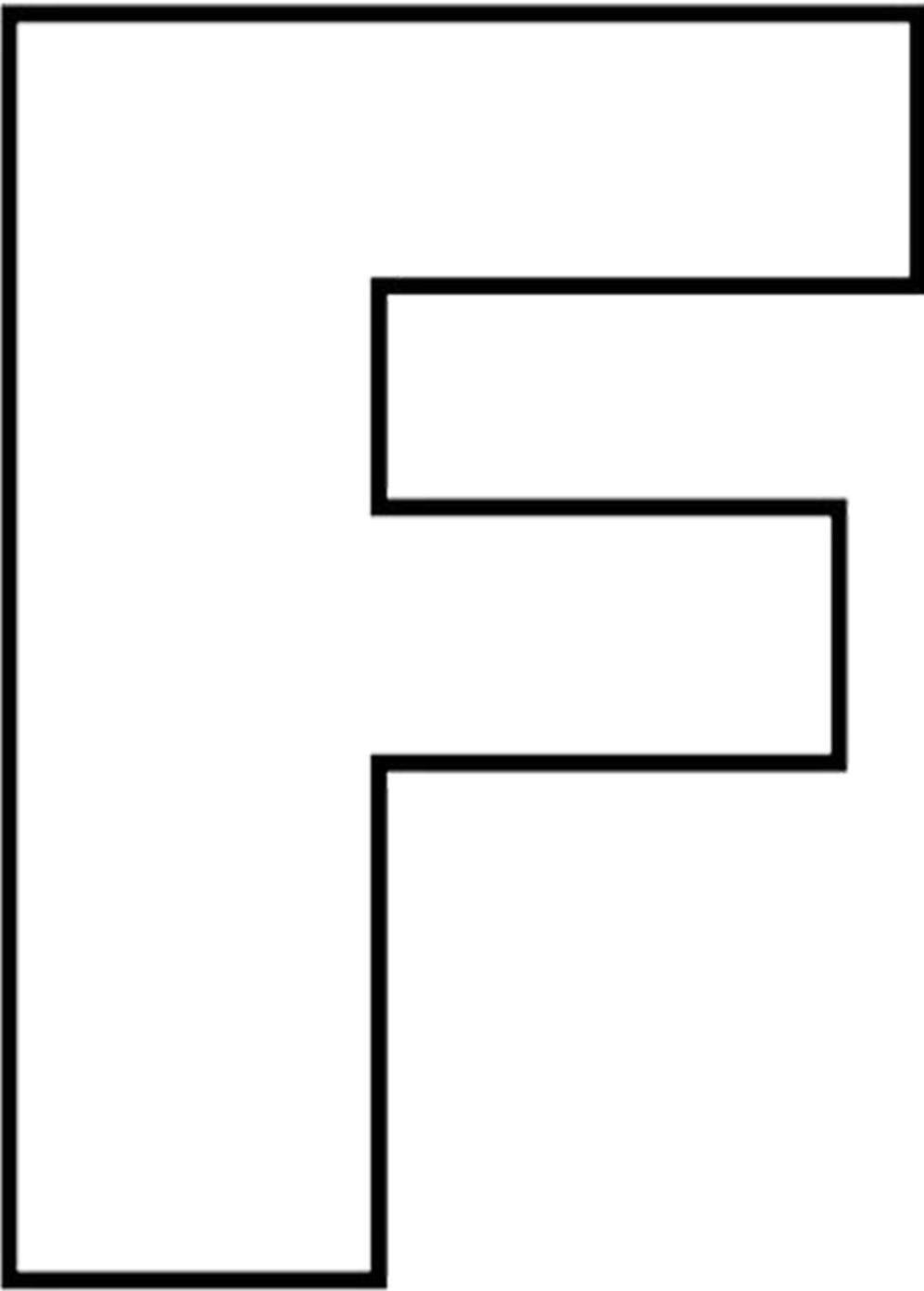
**Follow-Up Activity:** Continue to play the "Tunnel Fun" game. (add a twist by allowing the child/children to throw ping pong balls onto the ramps from a distance).

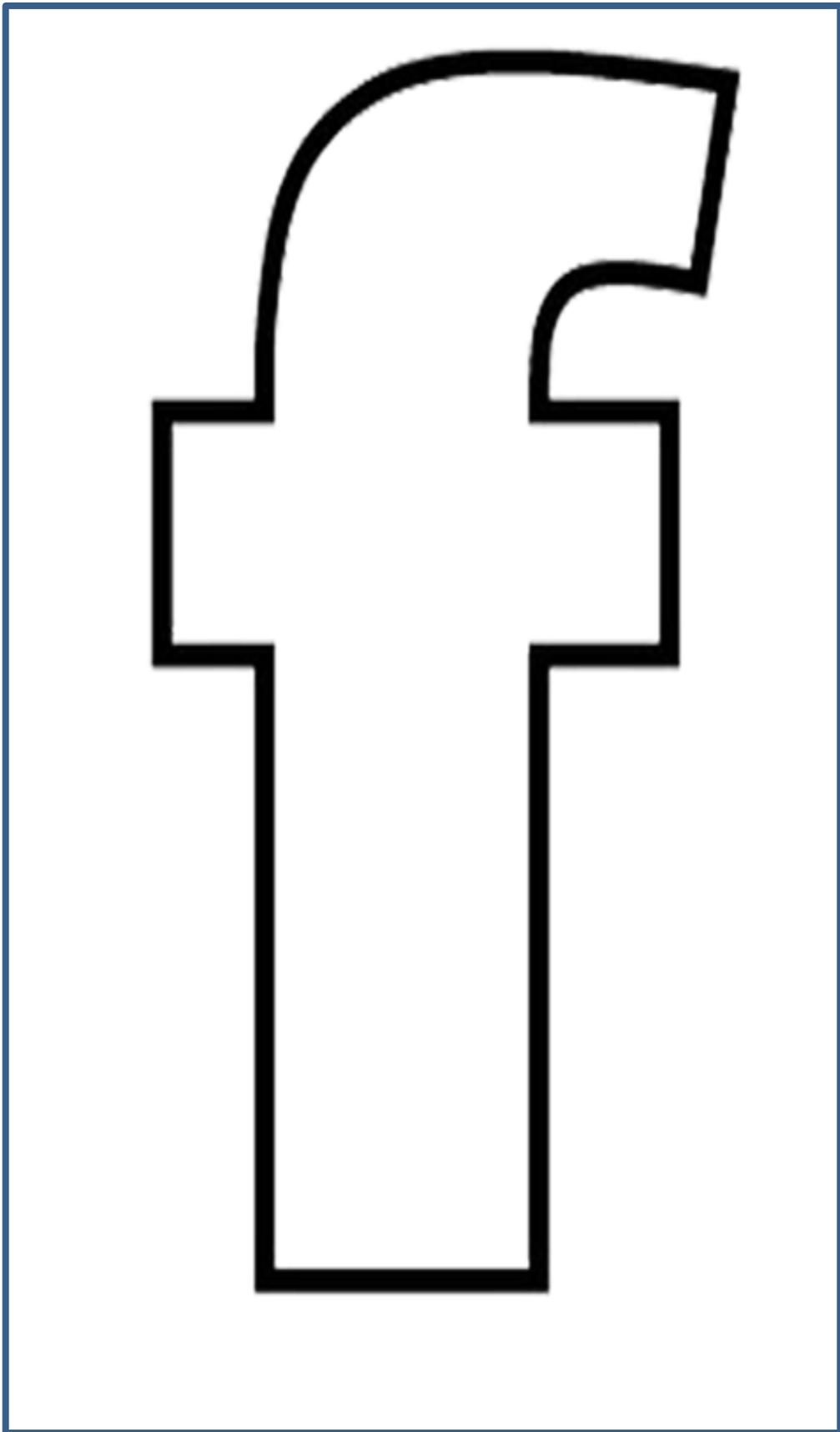


**Early Childhood Commission**

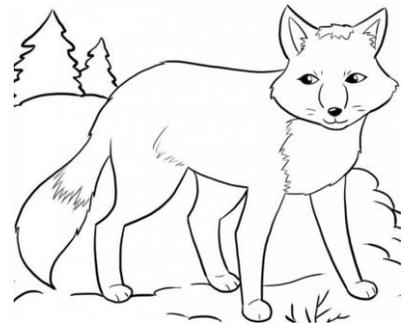
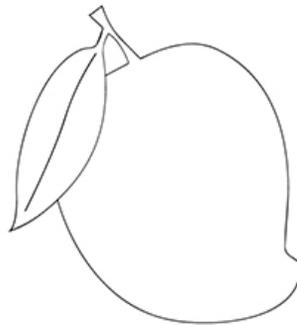
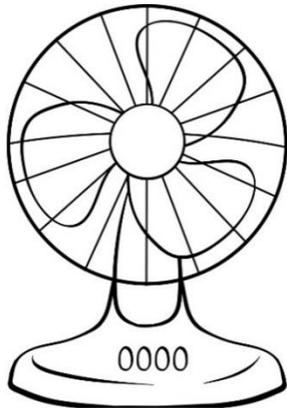
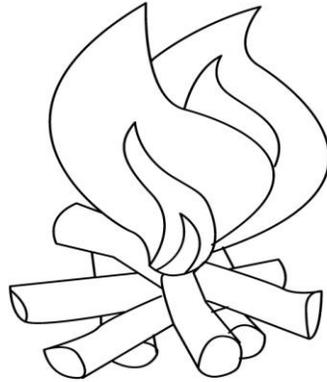
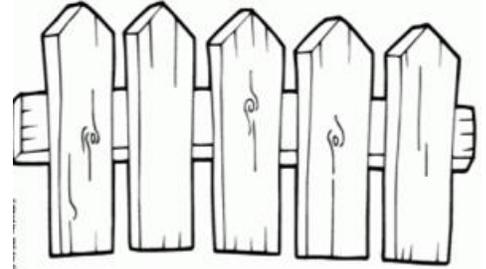
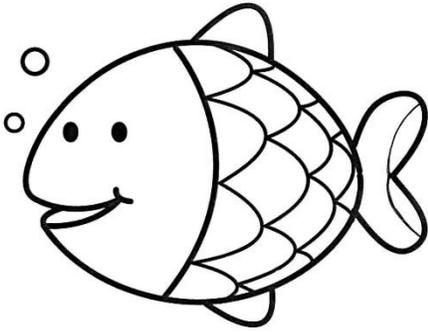
**Worksheet, Day One:**







Colour 5 pictures that begin with the letter Ff



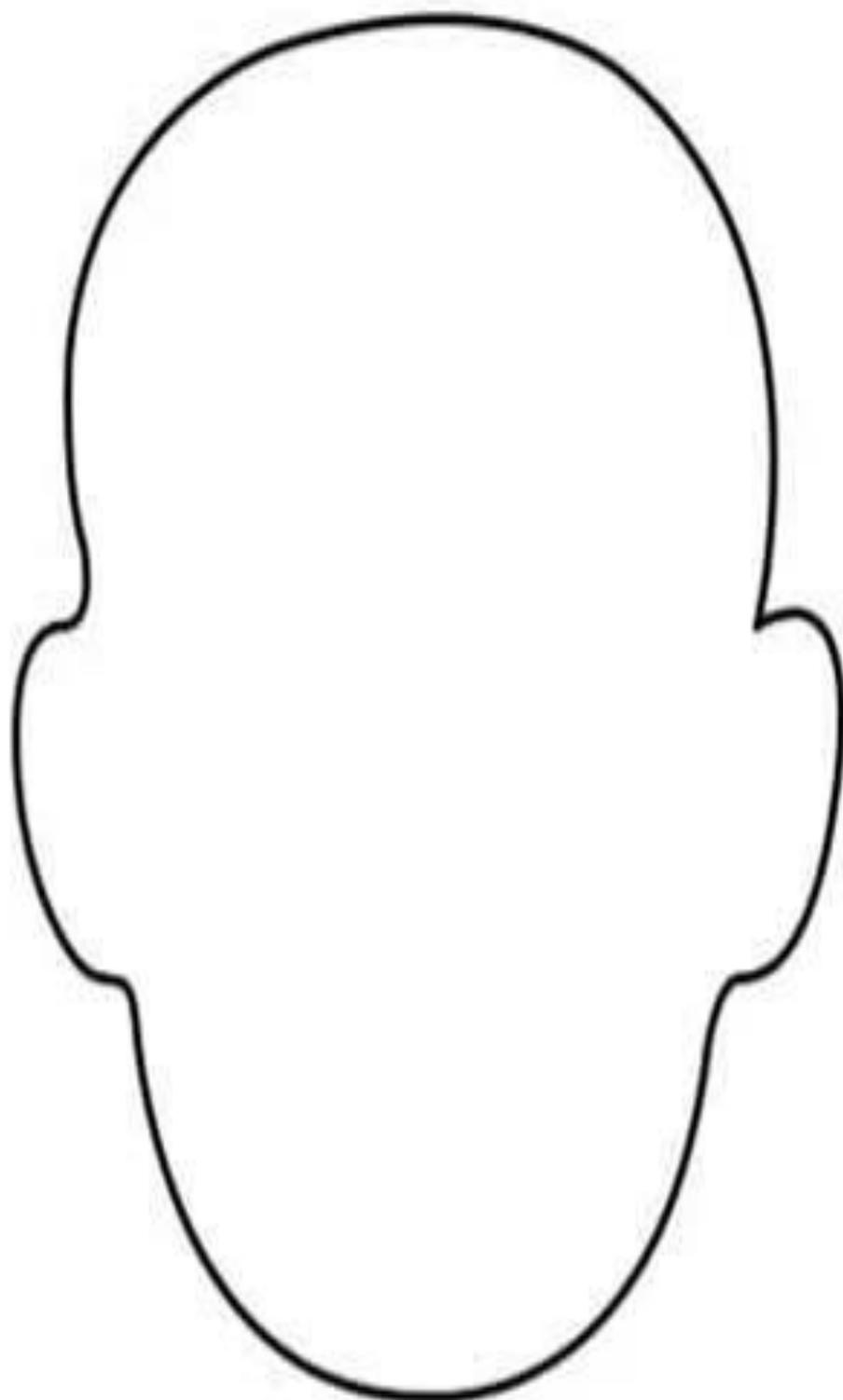


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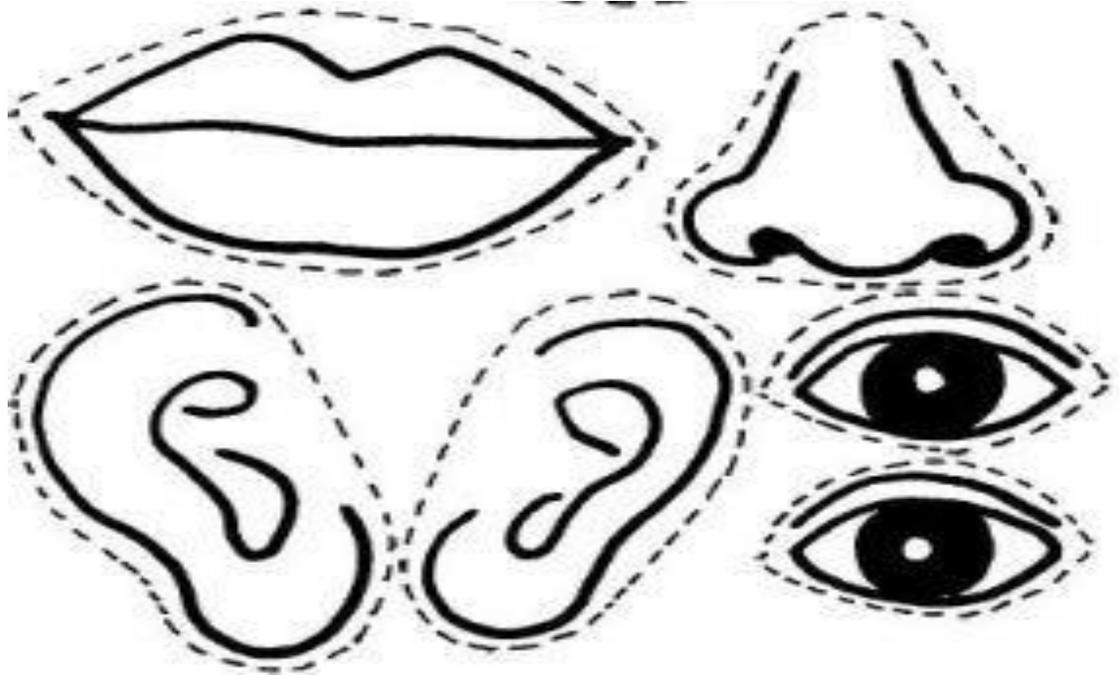
**Worksheet, Day Two:**

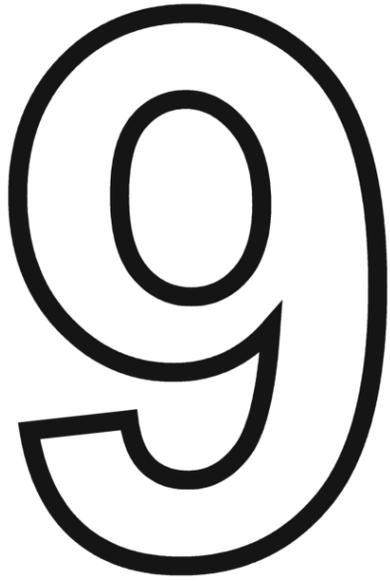
# African Hairstyles



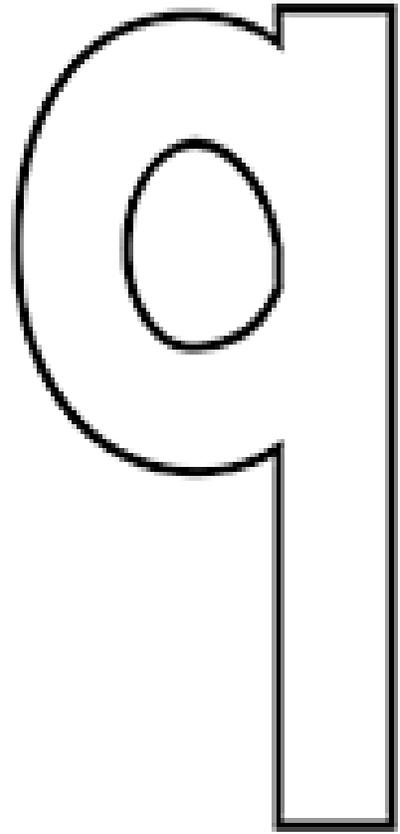


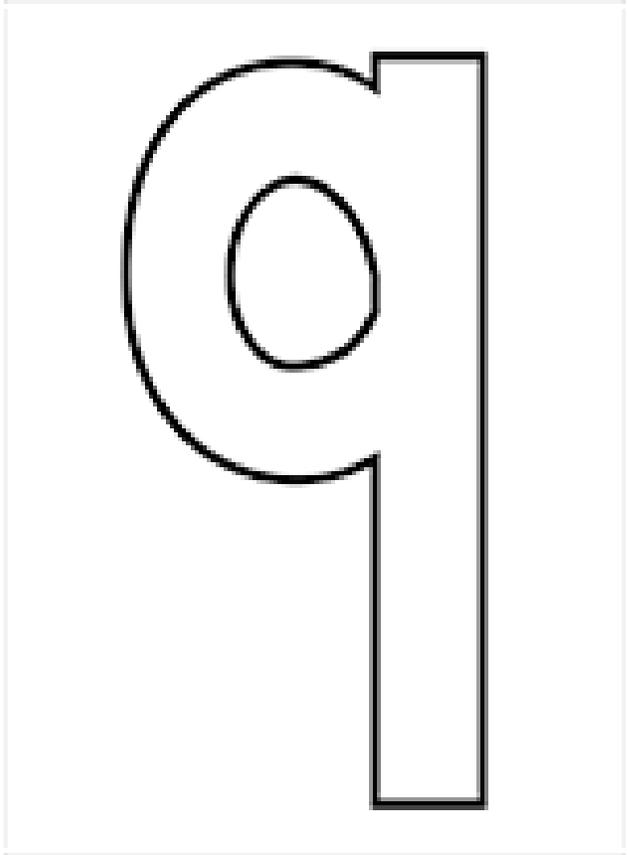
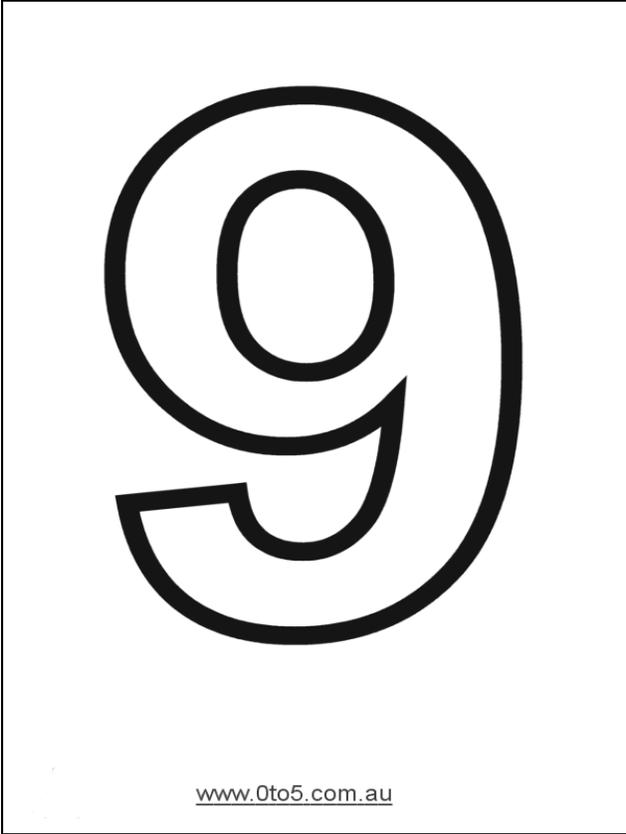
Head (9" Tall)



A large, bold, black outline of the number 9, centered within a white rectangular box. The number is designed for coloring or tracing.

[www.0to5.com.au](http://www.0to5.com.au)

A large, bold, black outline of the number 9, centered within a white rectangular box. This version is slightly larger than the one on the left, also designed for coloring or tracing.



9

9

9

9

9

[www.0to5.com.au](http://www.0to5.com.au)

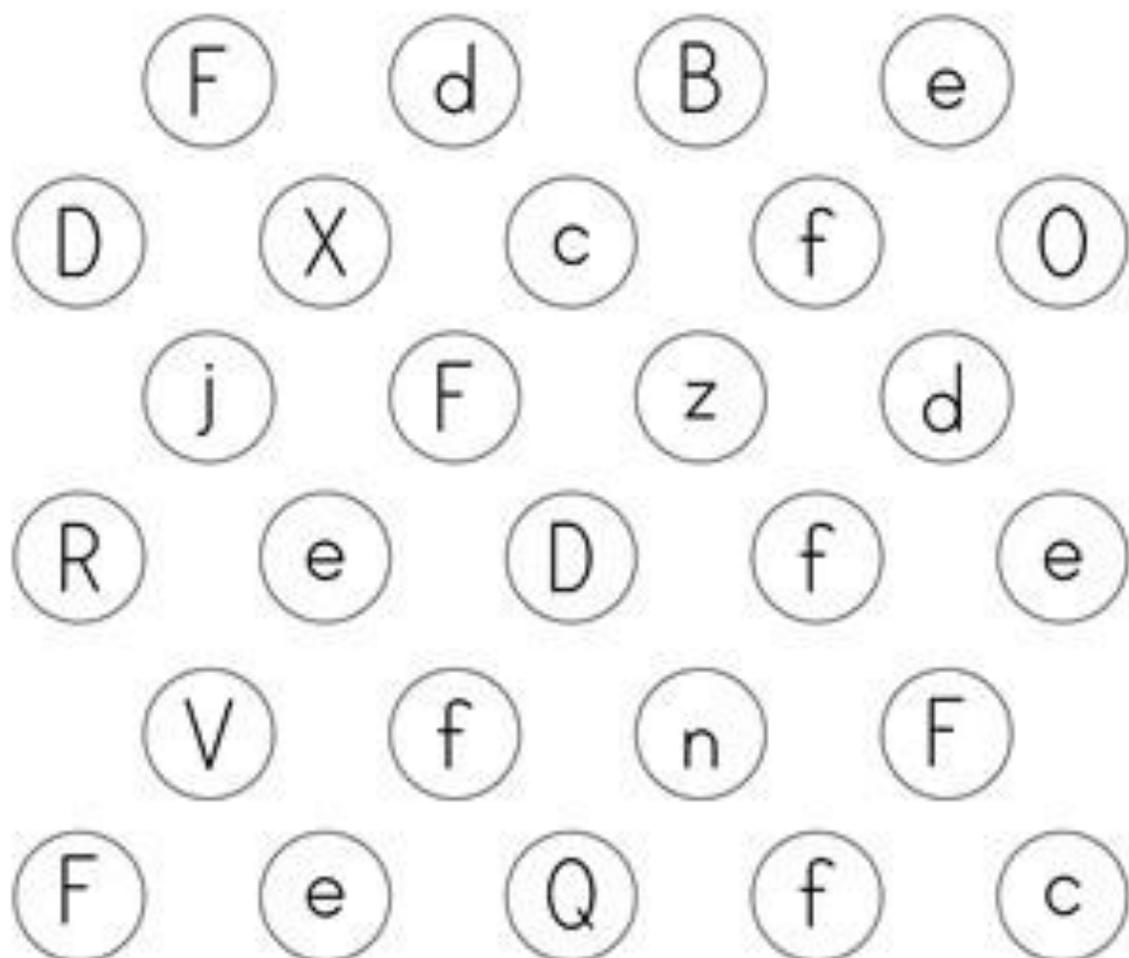


# Find the Letters

Trace the letters. Then color in the circles that have the letters you traced.



is for  
fish





**Early Childhood Commission**

**Worksheet, Day Three:**



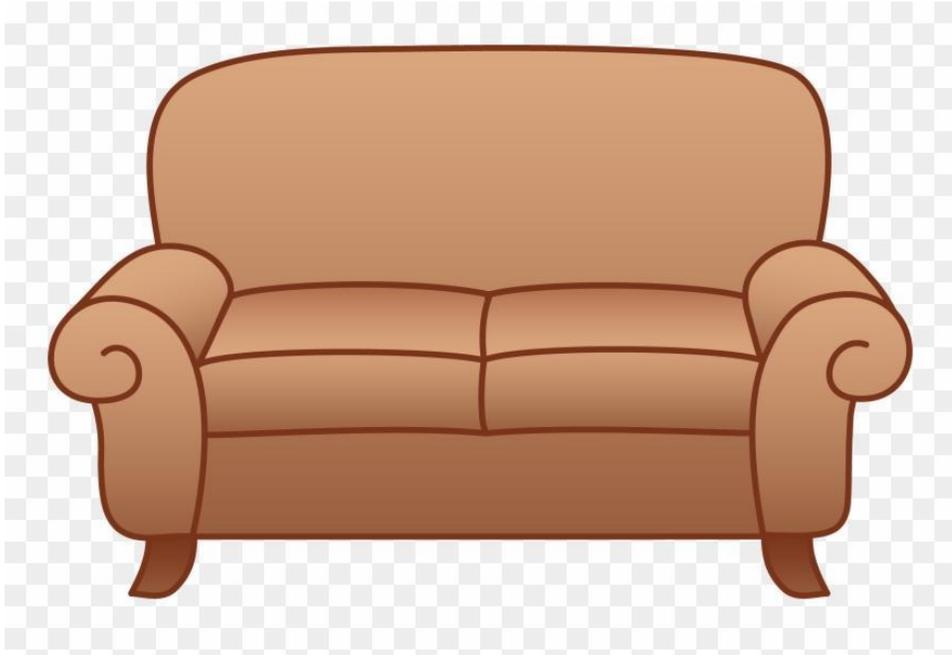
**Guided Learning Picture Cards:**



**breakfast**



Coffee



sofa



**Early Childhood Commission**

**Worksheet, Day Four:**

Wolf      Fox      Giraffe

Circle the words that end  
with the /f/ sound

Cliff

Football

Chaff

Surf

Knife

Buff

Thief

Face

Fat

Deaf

Family

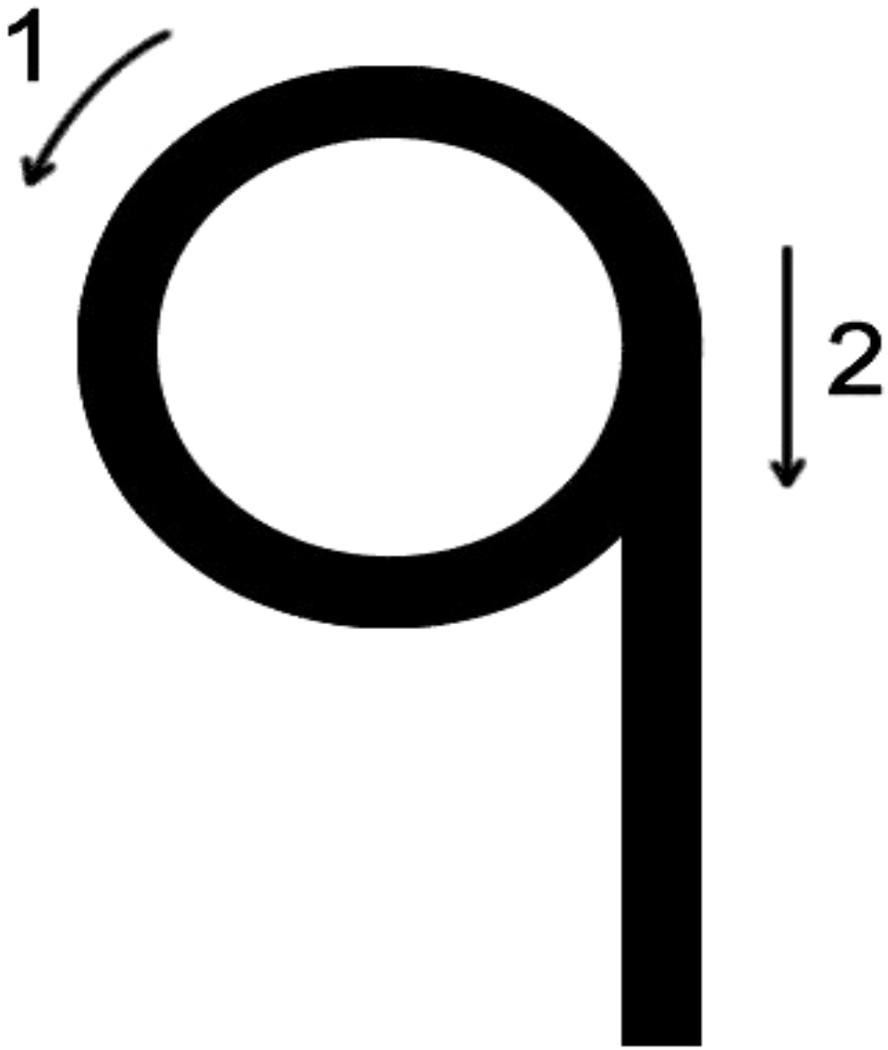
Fan

Self

Field

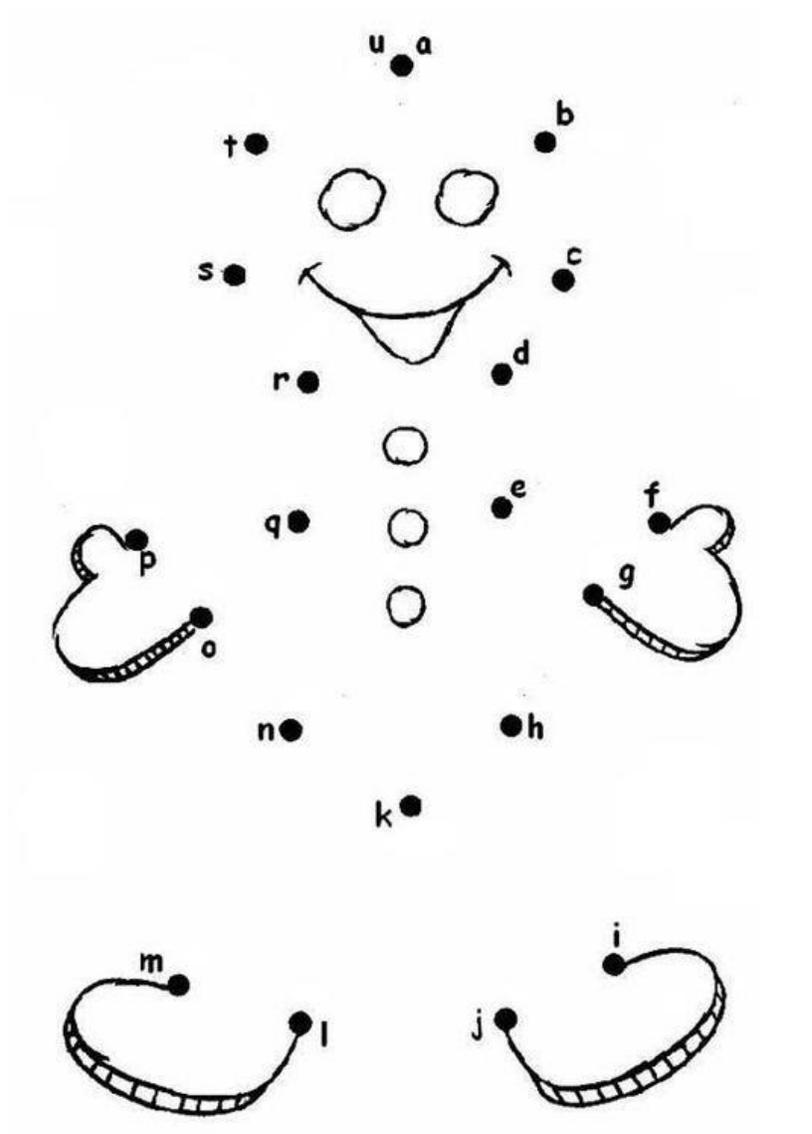
Beef

Fun



# Worksheet

Instruction: Use dotted lines to draw the Gingerbread Man, and use crayons to colour.





**Early Childhood Commission**

**Worksheet, Day Five:**

Africa

fabric

leaf

beef

reef

for

fat

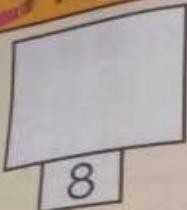
coffee

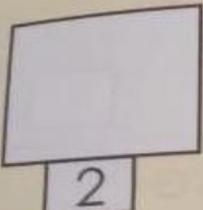
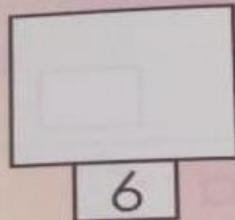
toffee

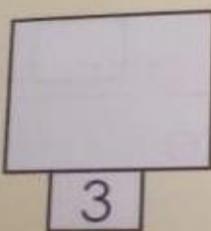
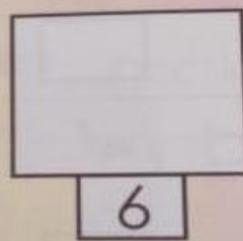
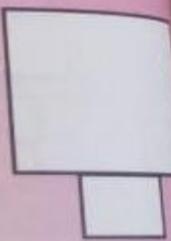
## Numbers 1 – 20

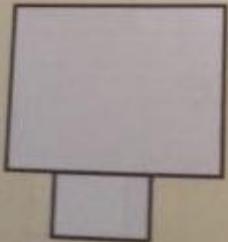
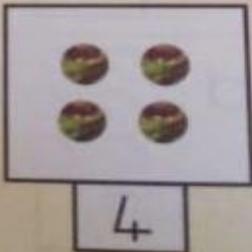
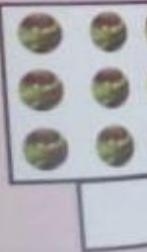
### Addition

Draw objects to match the numerals.  
Add the total number of objects.

(1)  and  make   
 $8 + 1 = 9$

(2)  and  make   
 $2 + 6 = \square$

(3)  and  make   
 $3 + 6 = \square$

(4)  and  make   
 $\square + 4 = \square$

48