



Early Childhood Commission

Term One Parent Support Activity Plans

Week Six, Day One

Age: 5

Theme: Our Country Jamaica - Our People

Sub theme: Our People From Africa

Content: Africans speak many different languages. Jamaicans speak two languages, patois (creole) and Standard Jamaican English (SJE); some words used in creole sound like African words, e.g. yabba, nyam, dukunoo, kata

Concept: The initial /a/ sound is found in the words apple, arm and ant.

Circle Time

Activity Title: African Language

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

1. Identify at least five (5) African words used in Jamaica
2. Share Jamaican Creole and Standard Jamaican English words from their experience
3. Reproduce Jamaican creole words spoken
4. Pair at least five (5) Standard Jamaican English words with Jamaican Creole words

Skills: Speaking, naming, listening, self-awareness, matching

Resources: Word cards (nyam, eat, mawning, morning, likkle, little) Noh Likkle

Twang- <https://www.youtube.com/watch?v=sW9GeQF-1bU>

Introduction: Play the video <https://www.youtube.com/watch?v=sW9GeQF-1bU>

then engage child/children in a discussion about the language spoken by Jamaicans which was inherited from the Africans.

Activity Steps:

1. Discuss with child/children the languages spoken by Africans.
2. Ask child/children the following questions:
 - i. How many languages do we speak here in Jamaica? Answers may vary
 - ii. How many languages do you think the Africans speak?
3. Discuss the different languages spoken by Africans with child/children. Explain to them that Jamaicans speak two languages, patois (Jamaican creole) and Standard Jamaican English (SJE) and the Africans speak over eleven (11) languages (Swahili, IGBO etc.).
4. Tell child/children that "Yabba, nyam, dukunoo and katta are some words from Africa that are spoken by Jamaicans and they form the creole language",
5. Encourage child/children to share other creole words that they know. For example, mawning or tank yuh. Allow them to repeat the words using Standard Jamaican English (Morning, thank you).
6. Place word cards in front of the child/children and call the words for them to hear. Then, allow them to repeat the words.
7. Encourage child/children to match the creole word card to the SJE word cards.
8. Praise child/ children for participating in the activities.

Guided Learning

Name of Activity: Applesauce A

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

1. Reproduce the initial /a/ sound
2. Name at least (3) objects that begin with the /a/ sound.
3. Identify objects with the initial /a/ sound
4. Follow instructions

Skills: Speaking, listening, observing, self-awareness, vocabulary development

Resources: Picture cards (items beginning with the /a/ (sound)), yabba (large mixing bowl), apple, ackee, avocado (also known as pear)

The Letter A Song- <https://youtu.be/gsb999VSvh8>

Introduction: Click link <https://youtu.be/gsb999VSvh8> Play The Letter A song and encourage child/children to sing along.

- A. Discuss the sound heard most in the song and encourage child/children to repeat that sound.
- B. Encourage child/children to wiggle their fingers above their arm as if ants are crawling there, saying the letter A sound (a, a, a). Ask them which letter makes that sound? (Answer: The letter A).

Activity Steps:

1. Say the words on the word cards while child/ children listen to the sound heard at the beginning of each word, and repeat the sound heard.

2. Encourage them to close their eyes and retrieve an item from the Yabba (apple, ackee, avocado) and say the name of the item. Repeat each word, placing emphasis on the /a/ (sound).
3. Discuss with child/children the items found in the Yabba with the initial /a/ sound (apple, ackee, avocado). Allow them to call the names of the items and place emphasis on the /a/ sound.
4. Allow child/ children to share the names of other words that begin with the /a/ sound.
5. Place the letter A picture chart in front of the child/children and allow them to touch and say the name of each picture.
6. Instruct them to complete the puzzle provided.
7. Praise child/children for participating in the activities.



Guided Creative Activity:

Name of Activity: Language Montage

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

1. Create a montage
2. Talk about participating in a creativity activity
3. Follow instructions

Skills: Listening, speaking, manipulating (pasting), creating

Resources: Outline of an African map, strips of words spoken in creole (nyam, yabba, katta)

Introduction:

- A. Tell child/children the Africans speaking many languages some of the words from African languages make up the Jamaican language



Activity Steps:

1. Show child/children the map of Africa and talk about creating a montage using the map.
2. Encourage them to cut the words into strips and paste them on the map.
3. Allow the montage to dry and then hang it on the wall.
4. Ask child/children to share experience about making the montage.
5. Praise child/ children for participating in the activities.

Indoor/Outdoor Play

Name of Activity: Skip to My Lou

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

1. Follow instructions
2. Participate in jump rope activity

Skills: Gross motor (legs muscles) jumping, coordination (muscle and eye-foot), focus

Resources: skipping rope

Activity Steps:

1. Tie a jump rope to a fence or pole and hold the other end.

2. Instruct child/children to stand on one side of the rope and swing the rope overhead and under feet. Tell them to jump once the rope goes over the head.
3. Allow child/children to count with each jump.
4. Repeat step 2 gradually increasing the speed of the swing of the rope and the jumps.
5. Praise child/ children for participating in the activity.

Story Time:

Name of Activity: Anansi and Turtle go to Dinner

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

1. Participate in a discussion about a story
2. Respond to questions about a story
3. Role-play a scene from a story

Skills: Listening, speaking, observing and critical thinking

Resources: Laptop/ tablet/ smart phone, video- Anansi and Turtle Go to Dinner - <https://www.youtube.com/watch?v=Ugi5KYfQO-0&list=PLNB0a048UUbNRsrWne-ULP6SHCj6a9Fcy&index=2>

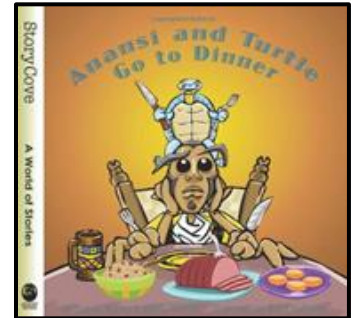
Introduction: Show child/ children the cover page Anansi and Turtle Go to Dinner. Let them talk about what is seen on the cover of the book. Inform child/children that

Anansi is shown there, and he is a famous character in stories from West Africa and the Caribbean.

Activity Steps:

1. Click link to watch the video "Anansi and Turtle Go to Dinner"

<https://www.youtube.com/watch?v=Ugi5KYfQO-0&list=PLNB0a048UUbnRsrWne-ULP6SHCj6a9Fcy&index=2> with child/children.



2. Engage child/ children in a discussion about the story by asking the following questions:
 - i. What is the name of the story? (The name of the story is "Anansi and Turtle go to Dinner").
 - ii. What did Anansi do to Turtle? (Anansi tricked Turtle.)
 - iii. Where did Anansi go to dinner? (Anansi went to the water where Turtle lived.)
 - iv. Did Anansi do anything that was wrong? Why?
 - v. What do you think about what Anansi did to Turtle at dinner?
 - vi. If you were Anansi what would you have done differently?
 - vii. Would you have done what turtle did to Anansi?
 - viii. If you were Turtle what would you have done differently?
 - ix. What do you think the story is telling us?
 - x. What did Turtle teach Anansi?
3. Ask child/ children to role play favourite part of the story. Parent may share favourite part of the story as well.

4. Discuss with child/ children the importance of sharing and treating others with kindness.

5. Praise child/children for participating in the story time activities.

Follow-Up Activities: Complete the puzzle provided. (See puzzle in resources section at the end of the week's plans),



Early Childhood Commission

Term One Parent Support Activity Plans

Week Six, Day Two

Age: 5 Year Olds

Theme: Our Country Jamaica - Our People

Sub theme: Our People From Africa

Content: The Yabba is a large mixing bowl used by Africans. We can count the number of dumplings we make in a Yabba; we can add dumplings to the Yabba; we can take dumplings away from the Yabba until there are no more left; when there are no more left, we have zero (0) dumplings in the Yabba; the symbol for zero is 0.

Concept: More or less

Circle Time

Activity Title: "Yabba Pot"

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

1. Tell at least (2) uses of the Yabba pot
2. Spell the word Y-A-B-B-A.
3. Form at least (3) sentences in Standard Jamaican English.
4. Share thoughts about the use of the Yabba

Skills: Listening, speaking, manipulating (clapping), spelling, observing, constructing sentences, self-awareness.

Resources: song: Y-A-B-B-A, picture chart (Yabba Pot), Yabba Cooking Pot:

<https://youtu.be/vt1cw-oqTaM>

Song: Y-A-B-B-A (To the tune of BINGO)

There was a pot that the Africans used and YABBA is its name

Y-A-B-B-A, Y-A-B-B-A, Y-A-B-B-A and YABBA is its name.

Introduction:

- A. Sing the song: Y-A-B-B-A (see resources for the words) at least once and encourage child/children to listen. Clap to the letters of the word YABBA while singing. Sing the song again and encourage child/ children to sing along and clap to the letters in the word YABBA. Show child/children the picture of the Yabba and engage them in a discussion.

Activity Steps:

1. Read the sentences on the chart which highlights the use of the Yabba and encourage child/children to touch the words while repeating them.
2. Allow child/children to look at the picture and describe the Yabba.
3. Inform child/children they will be watching a video called: "Yabba Pot". Encourage child/children to listen in order to respond to questions about the video.
4. Stop the video at 2:50 and engage child/children in a discussion about the video. Use the following questions to guide the discussion:
 - i. What is the video about? (The video is about the Yabba pot.)

- ii. What was the Yabba pot used for? (The Yabba pot was used to cook, store water and eat food from.)
 - iii. Where did the Yabba pot originate? (The Yabba pot originated from Africa.)
 - iv. What was different about the (2) two Yabba pots the lady talked about? (One was bigger than the other.)
 - v. What is used to make the Yabba pot? (The Yabba pot is made from clay.)
 - vi. If you had a Yabba what would you use it for?
5. Sing the Yabba song again and encourage child/ children to sing along, while clapping.
 6. Praise child/children for their efforts and participation in the activity.

Guided Learning

Name of Activity: "Yabba Dumpling Pot"

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

1. Manipulate dough
2. Compare the number of objects in two groups
3. Use the words 'more than' or 'less than' to compare groups
4. Participate in the "Yabba Dumpling Pot" activity

Skills: Comparing, modelling, speaking, listening

Resources: Song: "More or Less", (2) two Large bowls/ Yabbas, flour

Song: "More or Less" (To the tune Deep and wide)

More or less

more or less

some things are more, some things are less

more or less

Preparation for Learning: Prepare flour mixture to make dough and gathering large bowls/ Yabbas.

Introduction:

- A. Sing the "More or Less" song with the children, then introduce them to the Yabba or large bowls. Tell child/children they will be making dumplings to be placed in the pot.

Activity Steps:

1. Demonstrate how to make dumplings. Make five (5) dumplings and put them in the Yabba dumpling pot. Let child/children count how many dumplings are in the Yabba pot.
2. Tell child/children there are five (5) dumplings in the pot but we want ten (10), how will we get them? Allow child/children time to respond.
3. Give child/ children dough to make the additional dumplings to make 10. Let them count each time a dumpling is added to the pot. Ask how many more is needed at each count to make 10.
4. Review steps by asking the following questions:
 - i. How many dumplings did we have in the pot at first? (We had 5.)
 - ii. How many more dumplings did we add to the 5 dumplings? (We added 5 more dumplings.)
 - iii. How many dumplings do we have in all? (We have 10 dumplings.)
 - iv. What did we do to get 10 dumplings? (We added more dumplings to the pot.)

5. Create number statements for child/children and allow them to complete the statements. E.g. ___ dumplings and ___ more dumplings make ___ dumplings.
6. Sing the song "More or Less"
7. Take one (1) dumpling from the pot. Have child/children count and tell how many dumplings are in the pot. (There are 9 dumplings in the pot).
8. Continue taking away dumplings until none is left. Use the following question to guide conversation
 - i. How many dumplings are left?
 - ii. Do we have more dumplings or less dumplings?
 - iii. How did we end up with X number of dumplings?
9. When no dumplings are left in the pot, emphasize that there are ZERO (0) dumplings left. Zero is another way of saying none. Show the child the symbol for zero.
10. Repeat the number statement using the '10 frame' provided and allow the child to complete the number statements. Also to include the zero. Example:

●	●	●	●	●
●	●	✗	✗	✗

 - i. 10 dumplings take away 3 dumplings
leave 7 dumplings.
 - ii. Give child/children the number cards and allow them to replicate number statements showing 'more' or 'less', including the zero.
11. Give child/children worksheets based on the concept taught.

Guided Creative Activity

Name of Activity: "Yabba Dabba Dish"

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

1. Manipulate materials
2. Create a papier mache Yabba
3. Talk about participating in a papier mache activity

Skills: Tearing, pasting mixing, listening, speaking, creating, self-awareness, creating

Resources: Newspaper, papier mache mixture, large bowl, paint, paint brushes

Preparing the Papier Mache Mixture:

What you need: flour, water, whisk/spoon/hand-held blender, bowl

What you do:

1. Combine the flour and water in a large bowl and stir it well. Make the mixture thin, with a consistency similar to pancake batter.
2. Continue to mix until there are very few lumps left. Use a whisk or a hand-held blender to remove any remaining lumps.
3. Add a few tablespoons of salt to the batter to prevent mold from forming.
4. Use the papier-mache glue immediately for the project or store the paste in a covered bowl or jar in the refrigerator for a few days.

Introduction:

A. Play the paper mache song

(https://www.youtube.com/watch?v=fMLrF_IDt5k) while the child/children listen. While they listen, begin step 1.

Activity Steps:

1. Inform child/children, they will be making a papier mache Yabba.
2. Allow child/children to assist in the tearing of the newspaper into long strips.
3. Let child/children place newspaper strips in the papier mache mixture.
4. Demonstrate to child/children how to cover the inside of the large bowl with papier mache. Allow child/ children to cover the bowl with strips of paper from the inside until large bowl is entirely covered.
5. Allow bowl to be dried. This could take a few hours/days.
6. Encourage child/children to talk about their participation in the activity.
7. Praise child/children for their efforts.

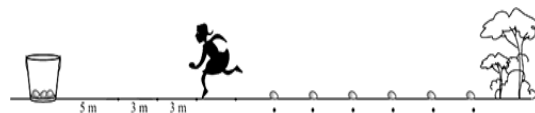
NB: The Yabba will be left to dry and painting done on another day.

Indoor/Outdoor Play

Name of Activity: "Hot Yabba"

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

1. Run to complete the Yabba race.
2. Pick up stones in sequential order to complete the Yabba race.



Skills: Eye- hand coordination, balancing, running

Resources: Yabba (box), 10 medium stones

Activity Steps:

1. Place 10 medium stones on the ground in a row 3ft feet apart from each other.
2. Place a box to represent the yabba at the starting point of the race in line with the stones.
3. Instruct child/ children to run and take up one stone at a time and place in the box.
4. When all the stones have been collected, let child/ children run with the box to the finish line.
5. Praise child/children for participation in the activity.

Story Time:

Name of Activity: "More or Less Birthday Party"

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

1. Participate in a discussion about the story
2. Answer at least three (3) questions from a story
3. Share an alternate ending for a story

Skills: Listening, observing, speaking, manipulating (drawing)

Resources: Short Story Animated: More or Less

<https://www.youtube.com/watch?v=BfOj86dTxuk> , paper, pencil, crayons.

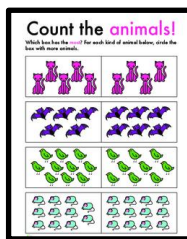
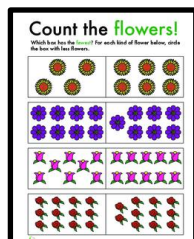
Introduction:

- A. Encourage child/children to listen to the story in order to respond to questions about the story.

Activity Steps:

1. Click link <https://www.youtube.com/watch?v=BfOj86dTxuk> to view and listen the story.
2. Discuss the story with child/children, using the following questions to guide the discussion:
 - i. What are the names of the children in the story? (The names of the children are Emma and Jack.)
 - ii. What were the twins celebrating? (The twins were celebrating their birthday.)
 - iii. Why was Emma crying? (Answer: Emma was crying because Jack had more balloons, more gifts and more candles on his cake.)
 - iv. Why was Jack crying? (Jack was crying because he got less juice, less cupcakes and less icing on his cake.)
3. Ask child/children to share another ending for the story. Let them draw a picture representing the ending for the story.
4. Praise child/children for participating in the Story Time activity.

Follow-Up Activities: Give child/ children worksheets to complete based on the more or less concept.





Early Childhood Commission

Term One Parent Support Activity Plans

Week Six, Day Three

Age: 5 Year Olds

Theme: Our Country, Our People

Sub theme: Our People from Africa

Content: The Yabba is a large mixing bowl used by Africans; some Jamaicans still use Yabba's to make cakes at Christmas; we can also knead dough in Yabba's.

Concept: The medial /a/ sound is located in the middle of words such as Yabba, camel, nyam and farmer

Circle Time Activity:

Name of Activity: Yabba!

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

1. Identify at least two (2) ways a Yabba bowl is used by Africans and Jamaicans
2. Participate in a discussion about how a Yabba bowl is made

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

Resources: Video

<https://www.youtube.com/watch?v=jjTJTfLsUis&feature=youtu.be>), Picture cards

Introduction: Invite child/children to observe different pictures of the Yabba and the materials it is made from.

Activity Steps:

1. Engage child/children in a conversation about the Yabba:
 - i. Tell them the yabba is a large bowl that is used by the Africans in the kitchen to prepare food. Invite them to view pictures of how the Yabba is used and ask the following question:
 - ii. How do you think we can use the Yabba? (Expected Answer: mixing ingredients, to eat from, store items).
3. Invite child/children to view the video by clicking on link (<https://www.youtube.com/watch?v=jjTJTfLsUis&feature=youtu.be>) 'How to make a Yabba bowl'.
4. Discuss with child/children the process of making the yabba based on video by asking:
 - i. What material is used to make the Yabba bowl?
 - ii. What did the lady do first in the video? (Roll the clay into a ball)
 - iii. What was done after? (The clay was flattened)
 - iv. What did the lady do with her thumb? (Pressed her thumb into the ball to make a hole)
 - v. Why do you think the lady pulled out the sides? (So that the yabba becomes deeper and bigger.)
 - vi. What did the lady do after pulling out the sides? (She used her fingers to smooth out the sides.)

5. Praise child/children for participating in the activities.

Guided Learning

Activity Title: The medial /a/ sound

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

1. Reproduce the /a/ sound
2. Identify at least three (3) words with the medial /a/ sound



Skills: Listening, speaking, recalling

Resources: Word cards (yabba, man, mad, pan, tag, ran, jam, wrap, cabin, camel, nyam, farmer), laptop, phone, computer or tablet) video:

https://www.youtube.com/watch?v=8MvFB_Lw4Us (Let's Read! Three Letter Words with "a" | Phonics for Kids), 'Phonics - /a/ Sound'

https://www.youtube.com/watch?v=_KUiov8_uEo.

Introduction:

A. Invite child/children to view the video 'Phonics - /a/ Sound'

https://www.youtube.com/watch?v=_KUiov8_uEo.

- i. Encourage child/children to reproduce the /a/ sound emphasize the formation of the lips.
- ii. Say words with the initial /a/ sound and ask child/children to reproduce them (apple, ant, ask, act, alligator, add)

Activity Steps:

1. Allow the child/children to listen to the video (https://www.youtube.com/watch?v=8MvFB_Lw4Us) and say where they heard the short/a/ sound in the words. (In the middle).
2. Say the words with /a/ sound: yabba, man, mad, pan, tag, ran, jam, wrap, cabin.
3. Ask child/ children to listen then repeat the words.
4. Say each word and ask child/ children to clap when the /a/ sound is heard in each word.
3. Let child/children complete the worksheet provided. (See worksheet in resources section at the end of the week's plans)
5. Praise child/children for their efforts.

Guided Creative Activity:

Name of Activity: Let's Make a Bowl!

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

1. Create a home-made Yabba Bowl using papier mache.
2. Talk about own creation.

Skills: Manipulating, eye-hand coordination, listening and speaking

Resources: Newspaper, bowl (2), water, petroleum jelly, glue.

Introduction: *Pre-prepare the materials needed for the activity, for example, cutting newspaper into strips, soaking it in water and straining it before the activity.*

Activity Steps:

1. Add glue to the strained newspaper mixture and knead it to form a dough.
2. Apply petroleum jelly to coat the inside of bowl.
3. Apply the papier mache mixture on all sides of the bowl and allow it to dry.
4. Remove dried papier mache and decorate.
5. Allow child/children to talk about own creation
6. Praise child/children for participating in the activity

Indoor/Outdoor Play

Name of Activity: Body Moves!

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

1. Follow instructions
2. Move body parts to the beat of a drum.

Skills: Listening, coordination, speaking, bending and running.

Resources: Body movement cards, drum.

Activity Steps:

1. Place the body movement cards on the floor in a row.

2. Allow child/children to select a body movement card and do the action to the beat of the drum played by the parent.



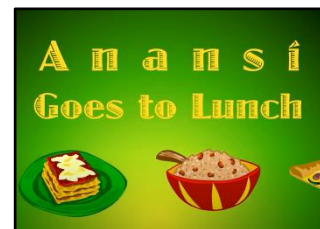
3. Repeat step 2 until all cards are used. (Or as often as desired).
4. Praise child/children for participating in the 'Body Movement' activity.

Story Time:

Name of Activity: Anansi Goes to Lunch

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

1. Respond to at least three (3) questions related to the story.
2. Share favourite part of a story.



Skills: Listening, speaking

Resources: E-Book: 'Anansi Goes to Lunch'

<https://www.youtube.com/watch?v=eob6eU7hceI>

Activity Steps:

1. Click link <https://www.youtube.com/watch?v=eob6eU7hceI> to view and listen to Anansi Goes to Lunch.

4. Engage child/ children in a discussion about the story by asking the following questions:

- i. Where was Anansi going? (To the market).
- ii. Which animals are mentioned in the story? (Hippo, elephant, zebra).
- iii. What did Anansi tie around his waist? (A string).
- iv. How did Anansi know that lunch was ready? (He felt the tugging of the string).
- v. Whose lunch invitation would you have accepted? Why?
- vi. Why do you think Anansi's waist is so small?

2. Encourage child/children to share their favourite part of the story.

3. Discuss the child/children about the kind of foods they would serve for lunch?

4. Praise the child/children for participating in the activities.

5. **Follow-Up Activities:** Let child/ children decorate the home-made papier mache bowl and complete worksheet. (See worksheet in resources section at the end of the week's plans)



Early Childhood Commission

Term One Parent Support Activity Plans

Week Six, Day Four

Age: 5 year olds

Theme: Our Country Jamaica - Our People

Sub theme: Our People from Africa

Content: Zero means none or nothing; the symbol for zero is 0.

Concept: Numeral 0:

Circle Time

Name of Activity: How many do I have?

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

1. Recognize the symbol for zero (0)
2. Manipulate play dough
3. Participate in a discussion

Skills: Listening, speaking, and manipulating.

Resources: 2 Yabbas/containers, play dough, flash card

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

Introduction

Show child/ children the word and symbol for zero; talk about what zero means.

Activity Steps:

1. Click link <https://www.youtube.com/watch?v=ZlsyWhfvVg> to view video.
2. Engage child/children in a discussion using the following questions:
 - a. How many birds were on the tree limb? (3 birds).
 - b. How many birds were left when the three birds flew away? (None or zero (0)).
 - c. How many ants were in the anthills? (6 ants).
 - d. How many were left when they disappeared?
3. Show child/children the flash card with the word zero
4. Point to the letters in the word zero; let child/ children call each letter and say the word.
5. Place one object in right hand and none in left hand, ask child/ children to tell how many object in each hand.
6. Let child/ children tell what numeral represents none.
7. Commend child/children for participation in activities.

Guided Learning

Name of Activity: Zero Items

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

1. Identify the numeral 0
2. Recognize a set with zero items
3. Complete a worksheet

Skills: Listening, speaking, manipulating.

Resources: Video (<https://www.youtube.com/watch?v=MeRIpU4Ibo4>), counters , 2 bowls (yabbas) worksheet, pencil.

Introduction

- A. Click link <https://www.youtube.com/watch?v=MeRIpU4Ibo4> to view video
Watch the video: 'Number blocks - The Zero Song.

Activity Steps:

1. Discuss with child/children what zero means.
2. Place three (3) counters in each Yabba.
3. Take one counter out of one Yabba and place it in the other. Allow the child/children to count how many in each Yabba. Keep taking one from the yabba until no counter is left in that Yabba.
4. Let child/ children state the number of counters in the two Yabbas . One should have six and the other none. (Use words such as empty, none, nothing, naught and zero for the Yabba that is empty).
6. Complete the worksheet provided by colouring all the numerals zero. (See worksheet in resources section at the end of the week's plans)
5. Commend child/children for participation in the activities. .

Guided Creative Activity

Name of Activity: My Yabba

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

1. Participate in a creative activity
2. Follow instructions

Skills: Manipulating, listening, speaking

Resources: Yabba, paint, paintbrushes, newspaper

Preparation: Cover the work area with newspaper, place paint, paint brush and yabba to be decorated in the work area.

Activity Steps: Child/Children will be encouraged to -

1. Discuss the uses of a Yabba around the home
2. Paint the Yabba using their favourite colours.
3. Praise child/children for decorating the Yabba.
4. Allow child/children to choose where to display their creation.

Indoor/Outdoor

Name of Activity: Yabba Race

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

1. Balance a Yabba on their head.
2. Follow instructions

Skills: Running, balancing

Resources: 10 play dough dumplings , 4 Yabbas, whistle

Activity Steps:

1. Place four (4) Yabba around the outdoor space, two with five dumplings each, and two empty.
2. Blow the whistle and both participants run towards the Yabba with the dumplings to take one dumpling and run to the empty Yabba.
3. Continue these actions until all the dumplings are transferred (placed) in the other basket.

4. Once the basket is filled, instruct the child/children to balance the full basket on their head and run to the finish line.
5. Praise the child/children for efforts and participation in the activity.

Story Time

Name of Activity: The Lion and the Mouse

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

1. Name at least two (2) characters from a story
2. Participate in a discussion about a story
3. Identify favourite character from a story

Skills: Observing, speaking, listening, and manipulating.

Resources: Video - https://www.youtube.com/watch?v=23_mESawEEc crayons, paper.

Introduction- Child and adult will sing the story time song

Activity Steps:

Prepare the "The Lion and the Mouse" from YouTube on the child's/children device for him/her to watch.

1. Allow the child/children to watch the video
2. Replay the video (Pause the video intermittently) and discuss the story with the child/children by asking these questions.
 - i. What is the title of the story? (Answer: The lion and the mouse).
 - ii. Where did the mouse live? (Answer: In the forest).
 - iii. What was the mouse afraid of? (Answer: Fox, Wolf and himself).
3. After watching the story extend the discussion with the child/children by asking the following questions;

- i. Name two characters in the story? (Answer: Fox, Wolf, Deer, Mouse, Lion, Bird, Rabbit).
- ii. How do you think the mouse felt when the other animals mocked him?
- iii. Do you think it is right to mock people who are different? Why?
- iv. What is your favorite part of the story?
- v. How do you think the lion felt when he was caught in the net? (Answer: Afraid).
- vi. How did the mouse repay the lion?
- vii. If you were the mouse would you help the lion? Why?
- viii. Have you ever helped someone in need?

4. Affirm the child/children responses to the questions and their opinions.

5. Give the child/children blank paper, paint, pencils crayons and allow him/her to draw or paint his/her favorite character from the story.

Early Childhood Commission

Term One Parent Support Activity Plans

Week Six, Day Five

Age: 5 year Olds

Theme: Our Country Jamaica - Our People

Sub theme: Our People from Africa.

Content: The short /a/ (sound) is found in the words Africa, yabba and katta; the /a/ (sound) is represented by the letter "A" "a"; the capital letter is written "A", and the common letter is written "a"

Concept: The ending short /a/ (sound) is located at the end of words such as Africa, Yabba and Katta

Circle Time

Name of Activity: The Adventurous A!



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

1. Listen and respond to the short /a/ (sound) in the ending position of at least three (3) words
2. Distinguish between the capital 'A' and the common 'a'.
3. Air writes the capital 'A' and the common 'a'.

Skills: listening, singing along, speaking and observing

Resources: word cards with the words (Yabba, Africa, Katta)

Introduction: Sing the following song with the child/children.

The A says /a/ (rep x2)

Every letter makes a sound

The A says /a/

Activity Steps:

1. Issue word cards to the child/children and ask them to listen attentively to the words being read to them. Tell them to clap each time they hear the short /a/ (sound). Engage the child/children in conversation about the words read.

Ask the following questions:

- i. Where did you hear the short /a/ (sound) in the word Yabba?
(Answer: At the end and in the middle).
- ii. Where did you hear the short /a/ (sound) in the word Africa?
(Answer: At the beginning and end).
- iii. Where did you hear the short /a/ (sound) in the word Katta?
(Answer: At the end and in the middle).
- iv. What do you notice about the letter "Aa" in the word Africa
(Answer: 'A' is at the beginning and ending/one "A" is big/one "a" is little).
- v. Do you know what the big A is called and what the little a is called?
(Answer: The big "A" is called the capital "A" and the little "a" is called the common "a".)
- vi. Do you know how to write the capital A and the common a?

2. Demonstrate writing the letter A to the child/children. Use the pointer finger to draw lines in the air. Then, use your imaginative eraser and erase the capital A.
3. Repeat step two (2) and ask the child/children to imitate your actions four (4) times. Praise the child/children for efforts made to write the capital A in the air.
4. Demonstrate writing the letter a to the child/children. Use the pointer finger to draw the line and circle in the air. Use your imaginative eraser and erase the common a.
5. Repeat step four (4) and ask the child/children to imitate your actions four (4) times. Praise the child/children for efforts made to write the common 'a' in the air.

Guided Learning

Activity Title: The short /a/ (sound)

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

1. Suggest at least three words ending with the short a sound from a "Short /a/ (sound) activity".
2. Reproduce the short /a/ (sound) based on prior knowledge.
3. Circle at least two (2) words that end with the short /a/ (sound) from the activity sheet.

Skills: listening, speaking, writing, thinking

Resources: flashcards , book, pencil

Introduction: The child/children will sing "The Letter Aa Song "

The Short Aa Song (Tune: London Bridge)

Africa ends with letter Aa,

Letter Aa, letter Aa.

Africa ends with letter Aa,

/a/ /a/ /a/ (interchange - Yabba , katta)

- A. Ask the child/children to reproduce the dominant sound from the "Aa" song
- B. Have the child/ children name at least two words that end with the /a/ (sound) from the song.

Activity Steps:

1. Show the child/children words that ends with the short /a/ sound on flashcards (Yabba, katta, Africa)
2. Hold up each flashcard in front of the child/children and call the words placing emphasis on the short /a/ (sound).
3. Encourage the child/children to say where they heard the short /a/ sound in the words.
4. Play a listening game with the child/children. Pronounce each word clearly and ask the child/children to listen and tell the location of the short "a" sound in the group of words:
 - i. beet, more, gorilla

- ii. dumpling, soda, pot
- iii. Yabba, lava, Africa

5. Prompt the child/children to suggest at least three (3) words that end with the short /a/ (sound).
6. Praise the child/children for participating in the activity.
7. Allow the child/children to circle the words that end with a short /a/ (sound) from the worksheet provided. (Praise the child/children for circling at least two (2) words that end with the short /a/ sound.)

Guided Creative Activity:

Name of Activity: "A" Collage

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



1. Create a "A" picture collage with the assistance of an adult.
2. Talk freely about his/her creation

Skills: manipulating, listening, speaking, conversing, pasting, cutting

Resources: Child safety scissors, outline of letter Aa on cardboard , glue and picture of things from Africa that have the short /a/ (sound), for example Yabba, African, African jewelry, African clothes.

Introduction: Sing the "I am A" song with the child/children.

I make the sound /A/

I'll tell you words that start with short /A/ sound,

Come with me, come sing with me,

The short /a/ sound is found in the words Africa, Yabba and katta;

These are some words that have the short (a) sound.

Activity Steps:

1. Display different Africa pictures and allow the child/children to choose the picture they want to use to make a picture A collage.
2. Demonstrate to the child/children how to cut out the picture to fit the space and paste it to the letter A
3. Encourage the child/children to cut the picture to the size needed.
4. Allow the child/ children to talk freely about his/her creation.
5. Praise the child/children for his/her creation of the picture collage.

Indoor/Outdoor Play

Name of Activity: Outdoor fun!



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

1. Walk in a straight line on an outline of letter A.
2. Jump to touch at least three (short A words) hung from a tree.
3. Follow established outdoor safety rules.

Skills: Balancing, stretching, jumping, walking

Materials & Resources: cut out of words (African, Yabba, and, katta, apple, animal) chalk, African song and outline of the letter A

Introduction:

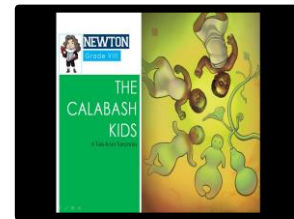
- A. Observe as adults demonstrate activity of: how to walk and balance on the outline of letter A, how to jump to touch (short "a" words) hanging from a tree, while paying attention to safety rules.

Activity Steps:

1. Participate in the "Outdoor Fun" activity by walking on the outline of the letter 'A'.
2. Child/children will attempt to jump to touch at least three (short "a" words) hung from a tree.
3. Praise the child/children for their attempt in the "Outdoor Fun" activity.

Story Time

Name of Activity: The Calabash Kids: A Tale from Tanzania



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

1. Listen attentively to the story "The Calabash Kids: A Tale from Tanzania" as it is read.
2. Recall information from the story read and pictures shown.
3. Express his/her views about the content of the story.

Skills: listening, speaking, thinking, self-awareness and conversing.

Resources: <https://www.anikefoundation.org/the-calabash-kids>

Activity Steps:

1. Allow the child/children to listen carefully to the story as it is being read.
2. Show/share pictures of the story with the child/children (pause intermittently and discuss the content with the child/children).
3. Discuss the story 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: The Calabash Kids: A Tale from Tanzania).
 - ii. What did Shindo pray for? (Answer: She prayed for help).
 - iii. How many calabash children are in the story, from the picture shown? (Answer: Five).
 - iv. What did the children do when Shindo left for work? (Answer: They did all the chores and made her dinner).
 - v. Name at least one chore you help with at home.
 - vi. What is your favourite part of the story, and why?

Follow-Up Activity: Worksheet-practice writing the Capital A and common a

Worksheets & Resources: Week 6:

Day One:



Yabba

Katta

nyam

eat

likkle

mawning

morning

gwan

go

little

tan

dung

down

stay

gyal

girl

nuh

not

bawl

cry

you

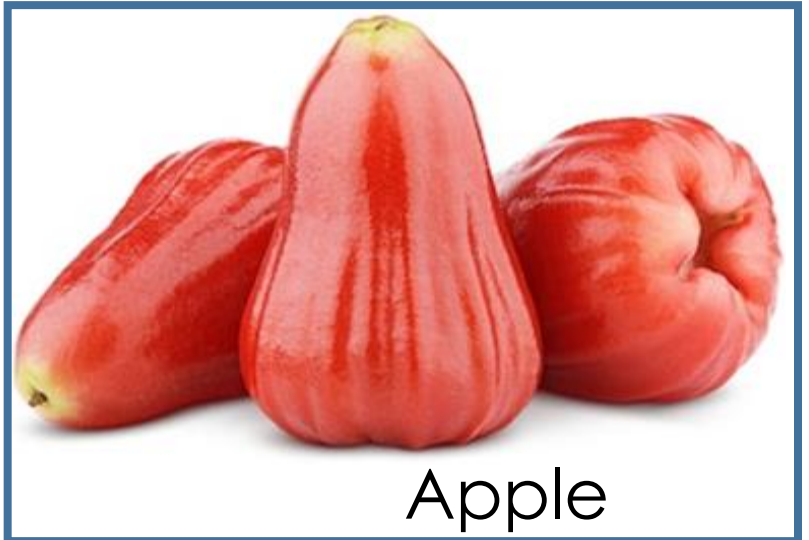
tank

thank

yoh



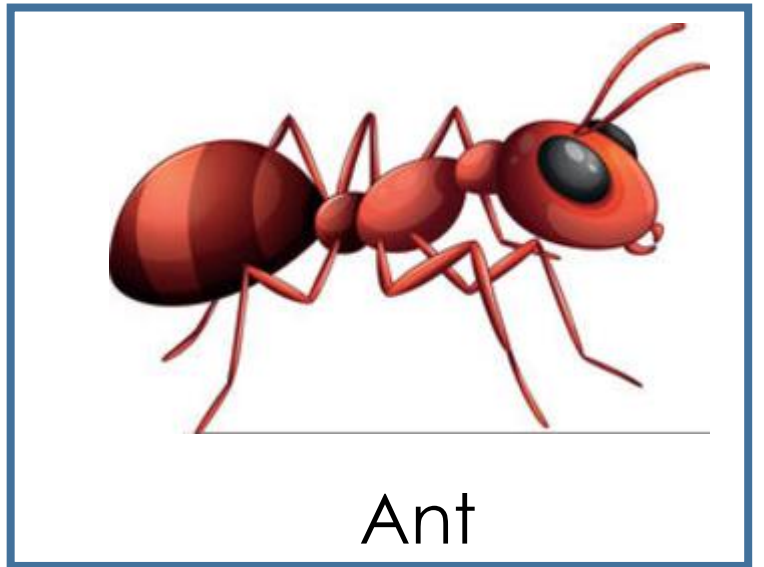
Apple



Apple



Avocado

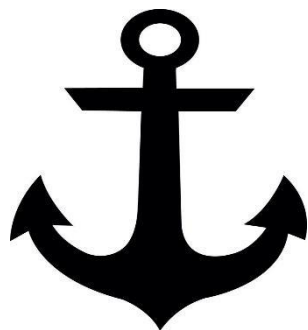


Ant

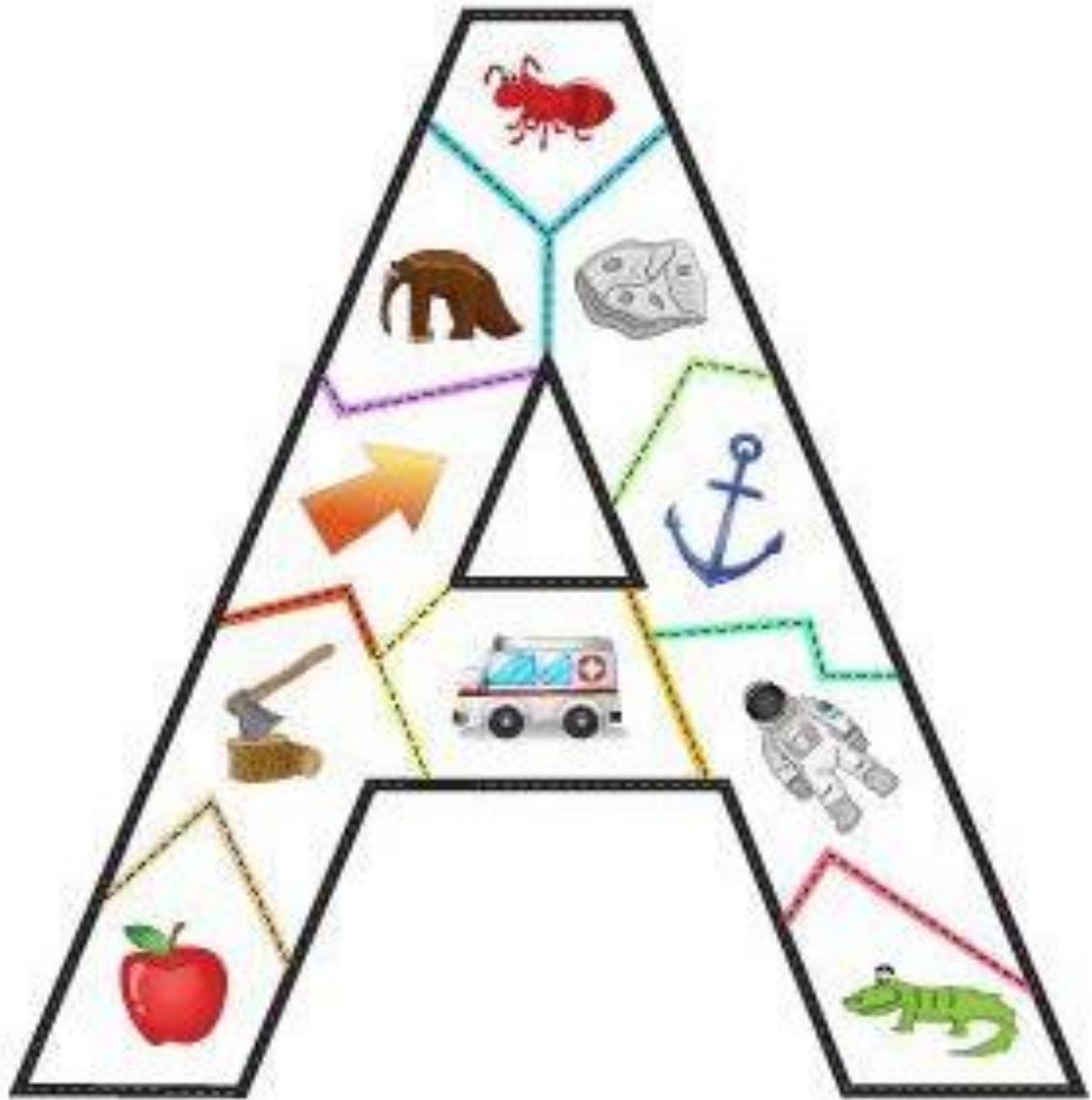


Ackee

Alligator



Letter "A" Puzzle - Cut along the lines to create the puzzle pieces.





AFRICA

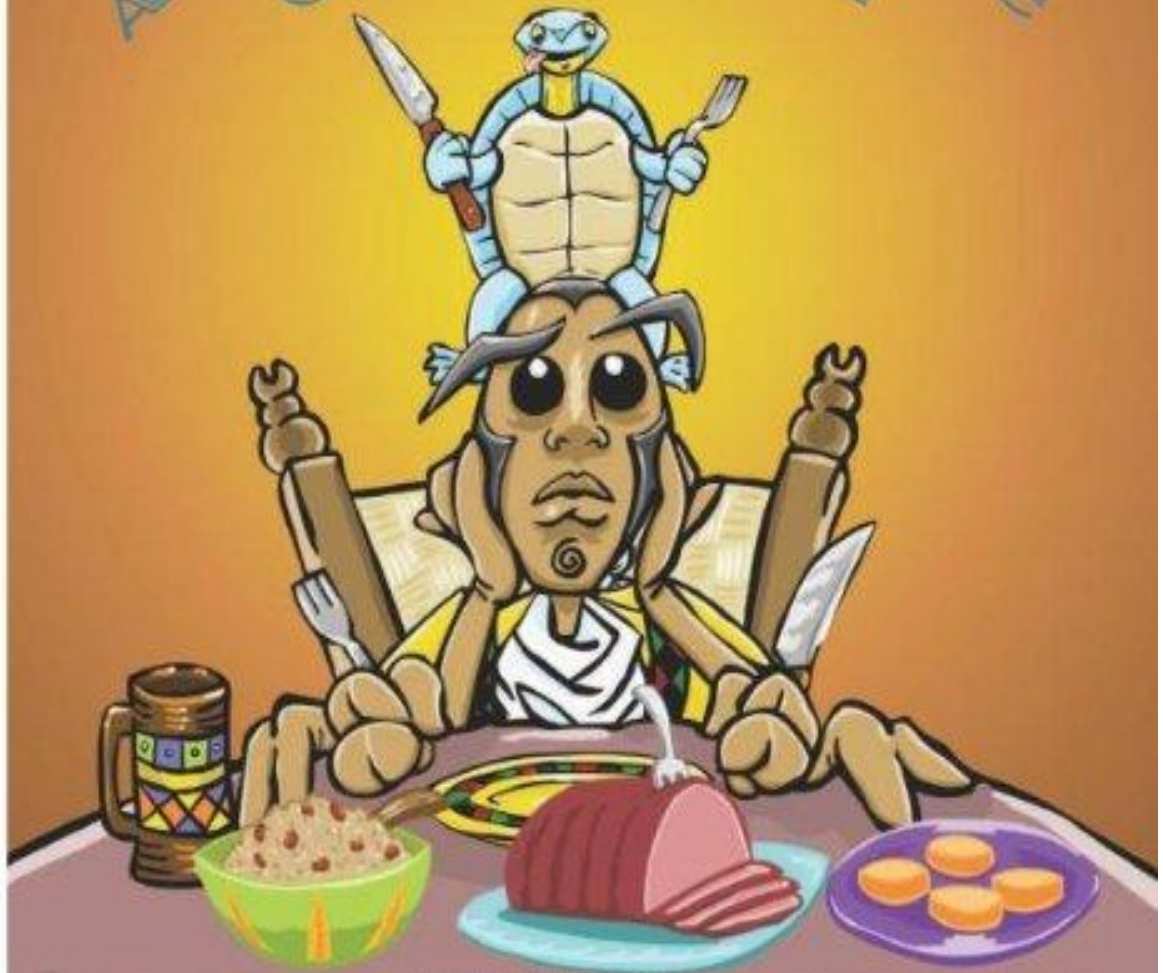
Story Cove

A World of Stories



Copyrighted Material

Anansi and Turtle Go to Dinner



as told by Bobbi & Sherry Nompik illustrated by Bardi Hoffmire

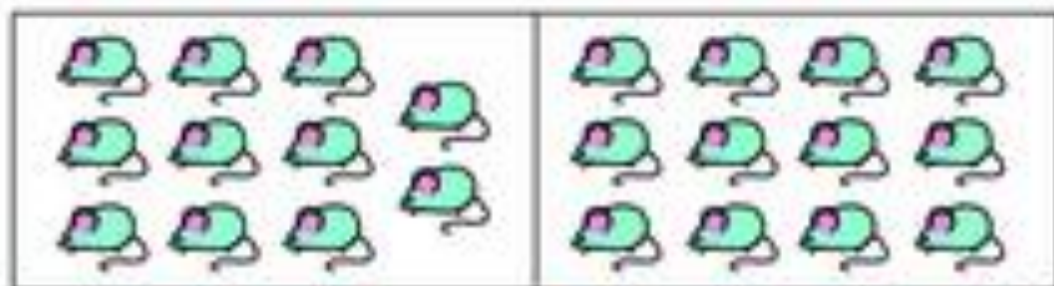


Worksheets & Resources: Week 6:

Day Two:

Count the animals!

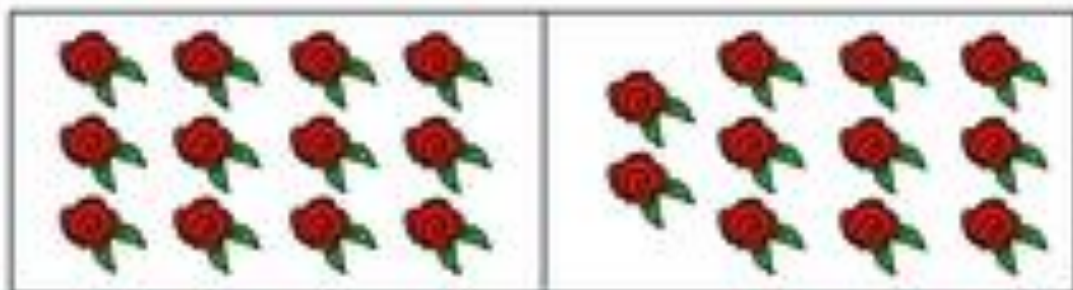
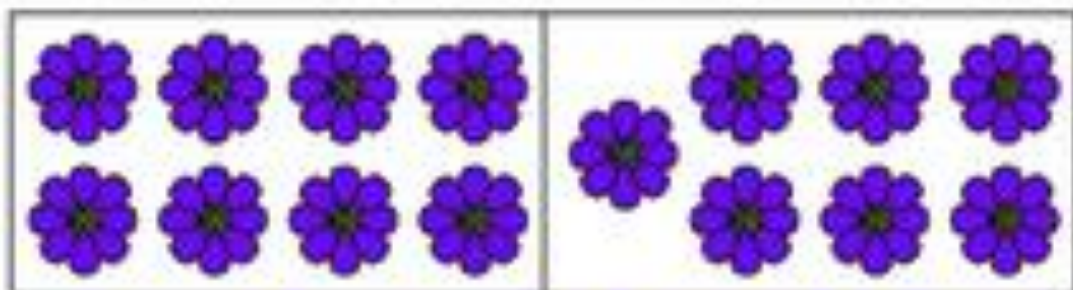
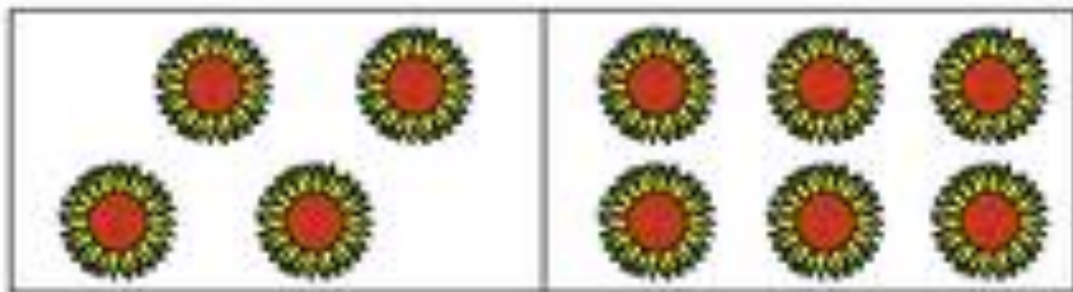
Which box has the **most**? For each kind of animal below, circle the box with more animals.



Which box has the **most**? For each kind of animal below, circle the box with more animals.

Count the flowers!

Which box has the **fewest**? For each kind of flower below, circle the box with less flowers.



Which box has the fewest? For each kind of flower below, circle the box with less flowers.



Number Match Up

Draw a line to match each number with the correct group of items.

4

7

3

6

2



Now write the numbers that match the words below.

One

Five

Nine

Draw a line to match each number with the correct group of items.



Worksheets & Resources: Week 6:

Day Three:

Word Cards - Guided Learning:

bag

yabba

man

pan

tag

ran

jam

wrap

cabin

camel

nyam

farmer

Guided Learning Work Sheet:

Name: _____

1. Say the name of each picture below.
Color the pictures with the short **a** sound.



Short

a



cat

2. Circle the words with the short **a** sound.

act

rat

plate

map

cake

cap

sad

day

mat

play

tag

bat

3. Write 3 words with the short **a** sound.

Indoor/Outdoor Activity Cards:

GREAT
BIG
JUMPS
1-2-3-4
ta-a-a-a

3 BEAT
STAMPS

1-2-3

ta-a-a

2 BEAT
LEG PATS

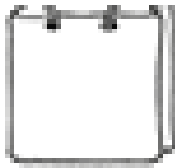
1-2

ta-a

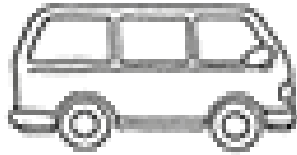
Follow-up Activity Worksheet:

Letter 'Aa'

Draw lines connecting the /a/ sound to pictures with the same sound in the **middle**.



a



Fill in the missing letter in each word.



c _ p



f _ n



b _ g



m _ p



b _ t



h _ nd



Worksheets & Resources: Week 6:

Day Four:

Number Line:





Worksheets & Resources: Week 6:

Day Four:

Yabba

Katta

Africa

Circle the words that end with short /a/ (sound) from below.

Words:

- i. Pencil, run, Yabba
- ii. Maria, rubber, Africa

Circle the pictures that end with the short /a/ (sound) from below.

Pictures:



