



DEPARTMENT OF EDUCATION

1ST EDITION 2021

**PAPUA NEW GUINEA
NATIONAL DEPARTMENT OF EDUCATION**

EARLY CHILDHOOD EDUCATION HOME LEARNING PACK

STUDENT'S NAME

SCHOOL

TEACHER'S NAME

TEACHER'S MOBILE NUMBER



DEPARTMENT OF EDUCATION



Funded by the Global Partnership for Education and the Australian Government.

Supported by Save the Children and UNICEF.

Papua New Guinea
National Department of Education

EARLY CHILDHOOD EDUCATION
HOME LEARNING PACK

1st Edition

Issued free to students.

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www.education.gov.pg/homelearning

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DEPUTY SECRETARY'S MESSAGE

Dear student,

You have been given this Home Learning Pack because you have missed a lot of class time and need to study at home, or you cannot attend school. Please use it to keep studying before you return to class.

Use the Home Learning Pack every day for at least three hours.

Each day of HLP has activities for English, Maths and Personal Development.

Your family, friends and teachers will help you during home learning.

Most importantly, keep yourself healthy and safe during this time.



Dear parent or caregiver,

The Home Learning Pack is to help your child continue to learn while they cannot attend classes.

It is your responsibility to provide a place for them to study for at least three hours every day.

Please provide pens, pencils and exercise book. If you need help, please speak to the teacher.

The Home Learning Pack has eight weeks of English, Maths and Personal Development activities. If it safe to do so, students can work together during home study.

We are working hard to maintain access to education for our children.

A handwritten signature in cursive script that reads "Lina".

Mrs. Annemarie Kona

Deputy Secretary TVET & UNESCO

Education in Emergencies Technical Working Committee Chair

Education Cluster Chair

MESSAGES FOR PARENTS AND CAREGIVERS AND CHILDREN

Parents and caregivers should read through and discuss these messages with their children.

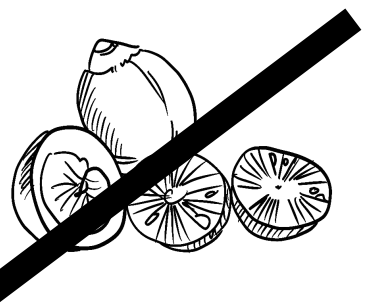
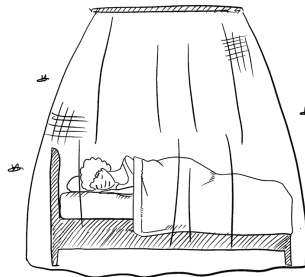
KEEPING SAFE AND HEALTHY DURING SCHOOL CLOSURES

Share these messages with your child:

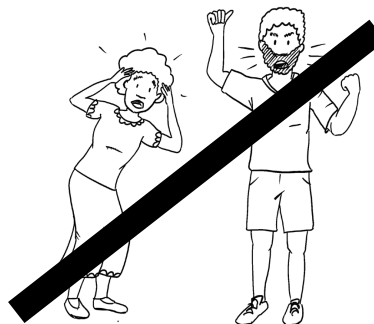
- Be kind to each other
- Listen to each other
- Help each other



- Eat healthy food
- Drink clean water
- Wash hands with soap
- Sleep under a mosquito net
- No chewing buai



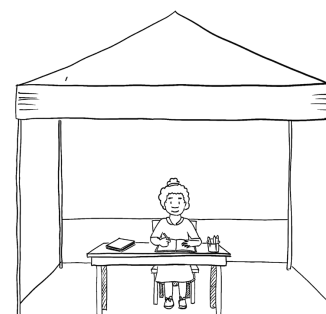
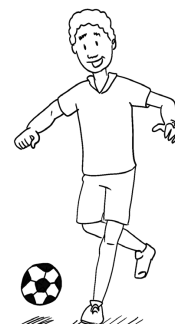
- Be careful when there is a flood or fire
- Seek help when in danger



LEARNING DURING SCHOOL CLOSURES

Share these messages with your child:

- Use the HLP each day
- Talk and sing together
- Play games together
- Set up a play and learning space
- Read together everyday



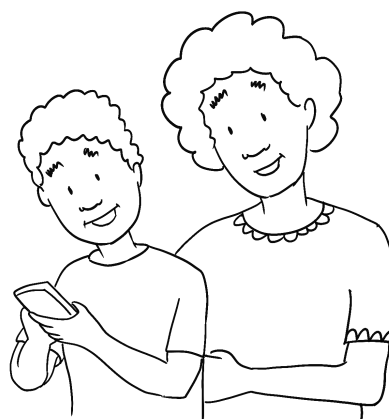
Download materials

Download free textbooks, audio and video from www.education.gov.pg/homelearning

Download free reading apps Bloom Reader and Library for All.

Access free stories at:

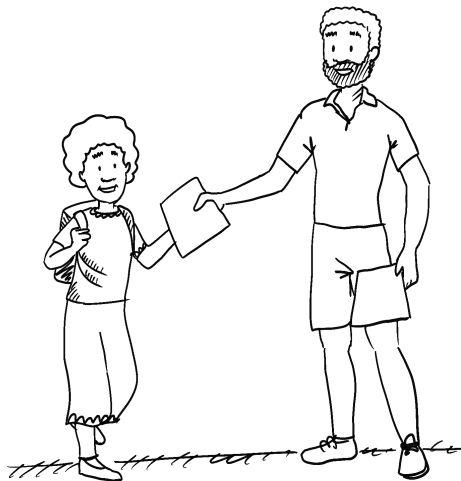
<https://bloomlibrary.org/rise-png>



YOUR TEACHER

If the school is closed, your teacher will...

Hand out the HLPs to every student

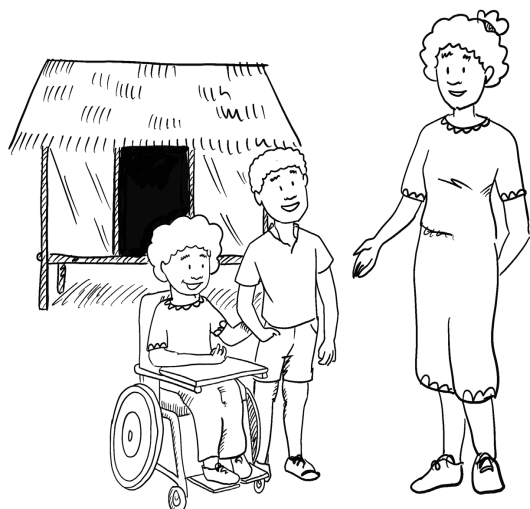


Loan textbooks and reading books to every student if possible.



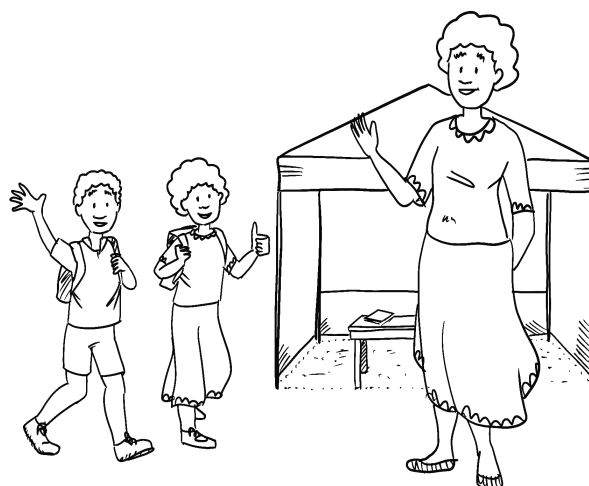
Support students and families

Your teacher will try to contact you to offer help and support if possible.



Prepare for school or temporary classroom to reopen

Your teacher will mark your HLP when you return to school.

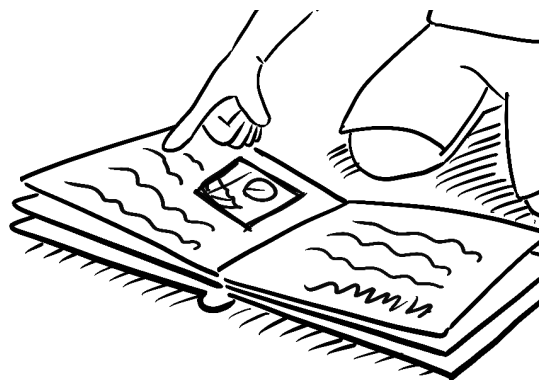


READING INSTRUCTIONS

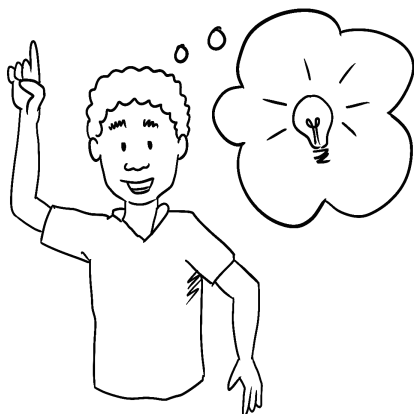
1. Read to your child every day



2. Use your finger as you read each word



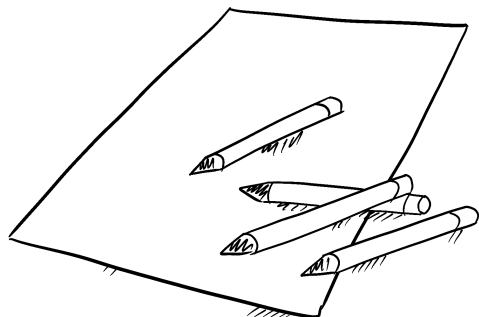
3. Ask questions before, during and after reading



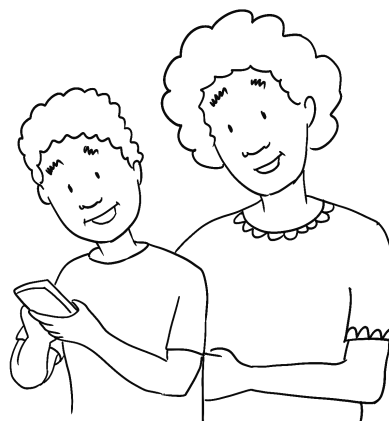
4. Tell the story in your own language



5. Draw pictures together about the story



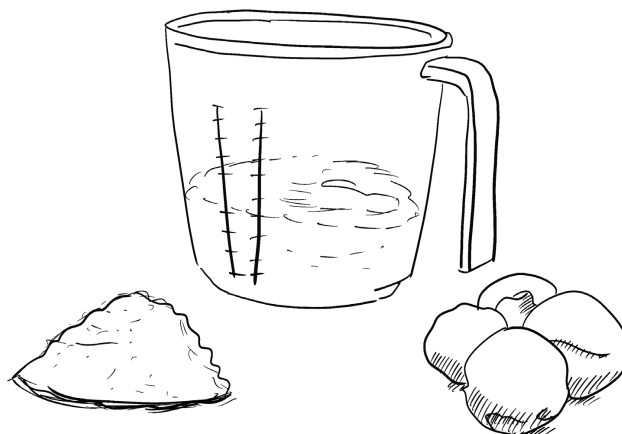
6. Find more stories on the Bloom Reader App



MATERIALS

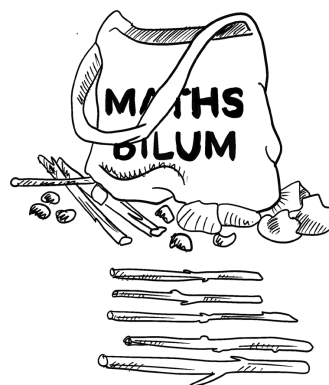
ESSENTIAL

- sand
- buckets,
- cups for water play
- playdough (recipe included)



MATHS BILUM

- stones
- sticks
- string
- shells
- seeds

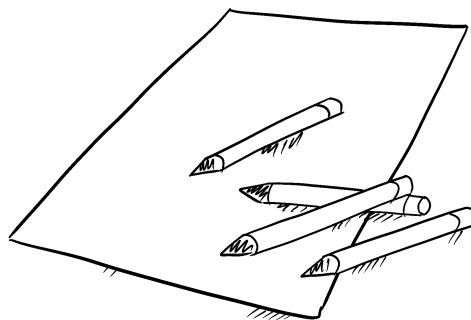


GOOD TO HAVE

- blank paper
- pencils (coloured) or crayons

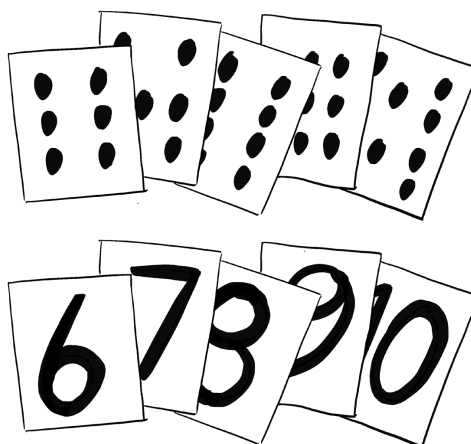
SCHOOL LOAN OR BUY

- letter and word flashcards
- number line
- number and dot flash cards



GREAT TO HAVE

- www.education.gov.pg/elementary/parents
- Bloom Reader



WEEKLY SCHEDULE OF ACTIVITIES

WEEK 1

		Learning objectives: Children will:				
		Monday	Tuesday	Wednesday	Thursday	Friday
Week 1 Theme: My home (Haus belong mi)		<ul style="list-style-type: none"> Learn how to describe their house learn to make a house out of objects and describe its shape learn how to sort different objects learn how to keep themselves safe around the home 				
W1 EL		Read the story with questions before during and after Let us talk about our house	Read the story with questions before during and after Retell the story in your own words	Read the story with questions before during and after Draw a picture about the story	Read the story with questions before during and after Do a picture puzzle	Read the story with questions before during and after Do a picture puzzle
W1 EM		EMI.1 (sorting treasure) Sorting objects in the maths bilum (different shapes)	EMI.2+ (sorting treasure) Sorting objects in the maths bilum (big, small)	EMI.3 (sorting treasure) Sorting objects in the kitchen	EMI.4 (sorting treasure) Sorting clothes in different colours	EMI.5 (sorting treasure) Sorting objects found in the garden
W1 life skills play		Build a house with sticks and leaves	Draw my house	Let us take a tour of my house	Safety at home	A tour of my garden

WEEK 2

<p>Week 2 Theme: My body (Bodi bilong mi)</p> <p>Learning objectives: Children will:</p> <ul style="list-style-type: none"> • learn how to describe their body • learn action games to play with their body • learn how to count, 1,2,3 and match number cards with dots • learn how to keep their body healthy • learn how to use their motor skills to cut, colour and draw 		Monday		Tuesday		Wednesday		Thursday		Friday	
		<p>W2 EL</p> <p>Read the story with questions before during and after Let us talk about our body. This is my mouth – which helps me speak. This is my ears – which help me hear – This is my eyes that help me see - This is my legs that help me jump...</p>		<p>Read the story with questions before during and after Retell the story in your own words. Play hockey pokey.</p>		<p>Read the story with questions before during and after Play open shut them... finger play</p>		<p>Read the story with questions before during and after Play Simon says</p>		<p>Read the story with questions before during and after Match pictures (clothing) with body parts (e.g., Hat with head, shoes with feet)</p>	
W2 EM	<p>EM2.1 (counting 1,2,3) Make separate cards with numbers and dots. Child places object on dots.</p>	<p>EM2.2 (counting 1,2,3) Child placed object on dots and selects matching number card.</p>	<p>EM2.3 (counting 1,2,3) Jumble dot and number cards and play matching game</p>	<p>EM2.4 (counting 1,2,3) How many? question and answer (connected to body)</p>	<p>EM2.5 (counting 1,2,3) Write number 1-3 and place stones/shells to make the number/s</p>	<p>Trace our hands and colour in</p>	<p>Trace our feet and colour in</p>	<p>Draw a picture of our body and talk about body parts (arms, legs, face, mouth, eyes, ears, stomach)</p>	<p>Keeping my body healthy</p>	<p>Keeping my body clean - Sing – this is the way we wash our hands....</p>	
W2 life skills play											

WEEK 3

Week 3 Theme: My family		Learning objectives: Children will: <ul style="list-style-type: none"> • learn how to describe their family • learn how to copy patterns and make their own patterns • learn how to fold and cut paper • learn what food is part of a family feast 				
		Monday	Tuesday	Wednesday	Thursday	Friday
W3 EL		Read the story with questions before during and after Let us talk about our family	Read the story with questions before during and after Retell the story in your own words	Read the story with questions before during and after Draw a picture of family members	Read the story with questions before during and after First letter of my name Other letters in my name	Read the story with questions before during and after Writing my name
W3 EM		EM3.1 (patterns) Copy the patterns with maths bilum items	EM3.2 (patterns) Copy the patterns with maths bilum items	EM3.3 (patterns) Make your own patterns with shape cards (cut outs included)	EM3.4 (patterns) Make your own patterns with shape cards	EM3.5 (patterns) Make your own bead patterns
W3 life skills play		Family of ducks – sing and act out five little ducks	My family (folded paper cut out.) Naming each member of the family.	Make a crown for the queen with circles and triangle shapes	A family feast – food to make and bring to the feast	Helping my family

WEEK 4

<p>Week 4 Theme: I love food</p> <p>Learning objectives: Children will:</p> <ul style="list-style-type: none"> • learn how to describe the food they love • learn how to use big and small to describe object size • learn how to describe the taste, smell, and texture of food • learn different words that we use when we go to the market 		Monday		Tuesday		Wednesday		Thursday		Friday	
		W4 EL	Read the story with questions before during and after Let us talk about food that we love	Read the story with questions before during and after Retell the story in your own words	Read the story with questions before during and after Talk about healthy food – a guessing game	Read the story with questions before during and after Make a food book together	Read the story with questions before during and after	Read the story with questions before during and after	Read the story with questions before during and after	Read the story with questions before during and after	Read the story with questions before during and after
W4 EM	EM4.1 (measurement – big, bigger, biggest, small, smaller, smallest) using different fruit	EM4.2 (measurement – big, bigger, biggest, small, smaller, smallest) using different objects from the maths bilum	EM4.3 (measurement – big, bigger, biggest, small, smaller, smallest) with shape cards	EM4.4 (measurement) Different sizes puzzle	EM4.5 (measurement) Different sizes puzzle	EM4.5 (measurement) Different sizes puzzle	EM4.5 (measurement) Different sizes puzzle	EM4.5 (measurement) Different sizes puzzle	EM4.5 (measurement) Different sizes puzzle	EM4.5 (measurement) Different sizes puzzle	EM4.5 (measurement) Different sizes puzzle
W4 life skills play	Helping mum or dad cook	Colouring in fruit cut outs and talk about the colours of fruit. (Fruit cut outs)	Going to the market with mum or dad – language we use at the market – to buy healthy food	Taste test – words to describe taste (sweet, sour.)	Taste test – words to describe taste (sweet, sour.)	Taste test – words to describe taste (sweet, sour.)	Taste test – words to describe taste (sweet, sour.)	Taste test – words to describe taste (sweet, sour.)	Taste test – words to describe taste (sweet, sour.)	Taste test – words to describe taste (sweet, sour.)	Taste test – words to describe taste (sweet, sour.)

WEEK 5

Week 5 Theme: keeping clean		Learning objectives: Children will:				
		<ul style="list-style-type: none"> learn how to keep themselves clean by washing their body, cleaning their teeth, and washing their hands learn about the letter t learn how to count 1-5 and how to count different objects learn how to make playdough learn how to make numbers with playdough 				
		Monday	Tuesday	Wednesday	Thursday	Friday
W5 EL	Read the story with questions before during and after Let us talk about what we do to keep clean (our bodies, hands, teeth, feet)	Read the story with questions before during and after Retell the story in your own words. Sing This is the way we wash our teeth....	Read the story with questions before during and after Draw a picture of the story. Letter of the week = t Words that begin with t (teeth, toes,	Read the story with questions before during and after Make the letter t out of shells or stones	Read the story with questions before during and after Make the letter t out of sticks. Words that begin with t = teeth, toes, two, table	
W5 EM	EM5.1 (counting 1-5) guessing how many using objects from the maths bilum	EM5.2 (counting 1-5) take a number and count out objects using the maths bilum	EM5.3 (counting 1-5) using body parts – eyes, ears, legs, arms, fingers, toes	EM5.4 (counting 1-5) using objects inside the house then counting out the number using stones or shells	EM5.6 (counting 1-5) garden hunt – collecting from the garden and counting 1-5	
W5 life skills play	What things float – water play outside	Wash hands before and after play – let us make playdough and do a self portrait	Wash hands before and after play – let us make numbers with playdough	Wash hands before we eat our snack – let us practice snack time together	Sing This is the way we wash our teeth....	

WEEK 6

		Learning objectives: Children will:				
		Monday	Tuesday	Wednesday	Thursday	Friday
Week 6 Theme: Being kind to others		<ul style="list-style-type: none"> learn how to be kind to others learn about the letter m and words that begin with m learn how to sort similar objects learn how to help people that they love learn more about what makes them happy and sad 				
W6 EL	<p>Read the story with questions before during and after</p> <p>Let us talk about who might need some help in our family/community – let us plan to visit them – what can we make, what should we take.</p> <p>Letter of the week = m making m with stones or shells</p>	<p>Read the story with questions before during and after</p> <p>Retell the story in your own words.</p> <p>Letter of the week = m making m with water play outside</p>	<p>Read the story with questions before during and after</p> <p>Draw a picture of the story.</p> <p>Letter of the week = what begins with m? me, mum,</p>	<p>Read the story with questions before during and after</p> <p>Letter of the week = m – what begins with m? draw a moon and colour it in</p>	<p>Read the story with questions before during and after</p> <p>Let us play ring a ring a Rosie.</p> <p>Letter of the week = m – what begins with m? me, mum, moon, mouth.</p>	
W6 EM	EM6.1 (sorting similar objects) using objects from the maths bilum	EM6.2 (sorting similar objects) using objects from the maths bilum	EM6.3 (sorting similar objects) using clothes from the clothesline	EM6.4 (sorting similar objects) using leaves and flowers from outside	EM6.5 (grouping similar objects) using fruit and vegetables from the garden	
W6 life skills play	Let us get organised – help mum or dad make or prepare what they will take to visit a sick relative or community member	Helping mum or grandma today	Helping dad or granddad today	What makes me happy? When I feel happy, what do I do? Sing – if you are happy and you know it....	What makes me sad? When I feel sad, what do I do? When I feel sad, what can I do to make me feel happy? Sing – humpty dumpty sat on a wall.	

WEEK 7

Week 7 Theme: Fish in the sea		Learning objectives: Children will: <ul style="list-style-type: none"> learn about the characteristics of fish in the sea learn about the letter f and words that begin with f learn how to count 1-10 and match dot cards with number cards learn how to trace and make fish shapes using different objects 									
		Monday		Tuesday		Wednesday		Thursday		Friday	
W7 EL	Read the story with questions before during and after Let us talk about fish in the sea. Letter of the week = f making f with stones or shells	Read the story with questions before during and after Retell the story in your own words. Letter of the week = f making f with water play outside	Read the story with questions before during and after Draw a picture of the fish in the story. Letter of the week = f-words that begin with f... Fish, finger, face, fruit	Read the story with questions before during and after Letter of the week = f Practice writing f	Read the story with questions before during and after Letter of the week = f words that begin with f... complete the puzzle						
W7 EM	EM7.1 (counting 1-10) counting using objects in the maths bilum	EM7.2 (counting 1-10) guessing the number using objects in the maths bilum	EM7.3 (counting 1-10) Make cards with numbers and dots. Child places object on dots.	EM7.4 (counting 1-10) Child placed object on dots and selects matching number card.	EM7.5 (counting 1-10) Jumble dot and number cards and play matching game						
W7 life skills play	Tracing fish shape (cut out)	Make a fish with shapes & name the shapes	Fish fun using a paper plate	Make a shell or seed necklace by practicing threading	Sing – all the fish are swimming in the water						

WEEK 8

Week 8 Theme: animals that live near me		Learning objectives: Children will:				
		<ul style="list-style-type: none"> learn about the characteristics of animals that live in the village learn about the letter s and words that begin with s learn how to identify basic shapes and make animals out of shapes practice counting and identifying shapes in their village 				
		Monday	Tuesday	Wednesday	Thursday	Friday
W8 EL	Read the story with questions before during and after Let us talk about animals that live near me. Letter of the week = s - with stones or shells	Read the story with questions before during and after Retell the story in your own words. Letter of the week = s make s with crayons	Read the story with questions before during and after Draw a picture of the animals in the story. Letter of the week = s-words that have the m sound at the beginning...	Read the story with questions before during and after Letter of the week = s draw a snake and colour it in.	Read the story with questions before during and after Letter of the week = s What begins with s...sun, stone, stick...snake	
W8 EM	EM8.1 (shapes) sort objects in the bilum according to different shapes	EM8.2 (shapes) make a circle, triangle, and square with stones.	EM8.3 (shapes) make a pig out of shape cut outs	EM8.4 (shapes) make a cat out of shape cut outs	EM8.5 (shapes) draw a circle, triangle, and square	
W8 life skills play	Sing ol' McDonald and practice sounds of animals	Guess the animal – using animal cards (cut outs) Sing five little ducks	Make a hen with a paper plate	Walk in my village and count the animals	Walk in my village and find shapes	



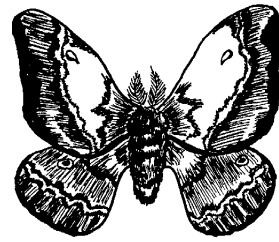
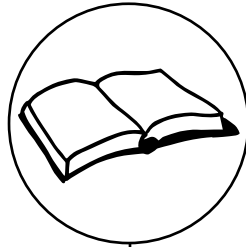
WEEK 1

WEEK 1: MY HOME

Learning objectives:

This week, children will:

- Learn how to describe their house.
- learn to make a house with objects and describe its shape.
- learn how to sort different objects.
- learn how to keep themselves safe inside and outside the home.



Little caterpillar

I am a little caterpillar. I am looking for a house to sleep in. The type of house I am looking for is the one that has no windows in it.

Ayee... I found it. It is a fallen leaf.

Now I can cover myself and sleep. One month, two months, three months. I have no worries. Sun, rain, moon and darkness, I do not care.

Ayee... the leaf is moving. My inside is twisting and turning. What is happening to me, oio, am I going to die? No, there is something strange happening to me.

Look at me - I am no longer the little caterpillar. What am I? I am a... I am a beautiful butterfly!

Liklik snek

Mi liklik snek. Mi painim haus bilong slip. Kain haus mi painim em i nogat windua.

Ayeee... mi painim pinis. Wanpela lip diwai i pundaun.

Nau mi ken karamapim mi gut na slip. Wan mun, tu mun, tri mun, mi no wari. San, ren, mun, tudak, mi no seksek.

Ayee... lip diwai mek nois. Insait long mi i tanim tanim. Mi olsem wanem nau, oio, bai mi dai o? Nogat ya, wanpela kain senis i wok long kamap long mi.

Lukim mi - mi no liklik snek moa. Mi husat?

Em, em, em! Mi smatpela bataflai!



Little caterpillar / Liklik snek

Description: Story of a caterpillar turning into a butterfly

Topics/Themes: Animal behaviour, birth

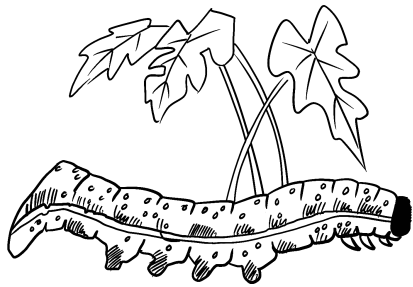
© 1992 Felicitas Toliman Maris. Used by permission

Author: Felicitas Toliman Maris. Artist: Joan Wussow

ISBN 9980-0-0922-5

MONDAY: ENGLISH

Instruction: Sit with your child and look at the story picture.



- **ASK: "What is this?"**
(Wait for your child to answer)



- **ASK: "What do you think this story is about?"** (Wait for your child to answer)



- **SAY: "Let's read the story together."**
- Read some sentences, with expression.
- Stop midway and ask some more questions.



- **ASK: "What just happened?"**
(Wait for your child to answer)
- **ASK: "What do you think will happen next?"** (Wait for your child to answer)



- **SAY: "Let's continue reading the story."**
- Stop at the end.



- **SAY: "Ahhh. That is a lovely story."**
- **ASK: "Have you seen a house for a caterpillar?"** (Wait for your child to answer)



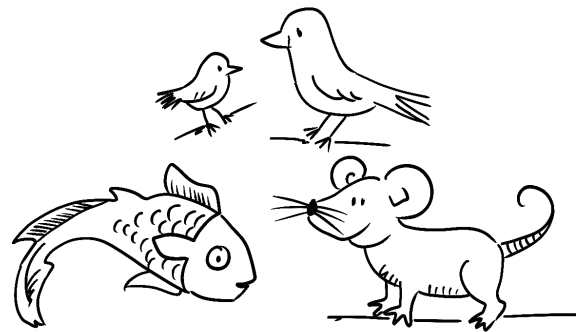
- **ASK: "What does it look like?"**
(Wait for your child to answer)
- **ASK: "Did the house protect the caterpillar?"** (Wait for your child to answer)

MONDAY: ENGLISH

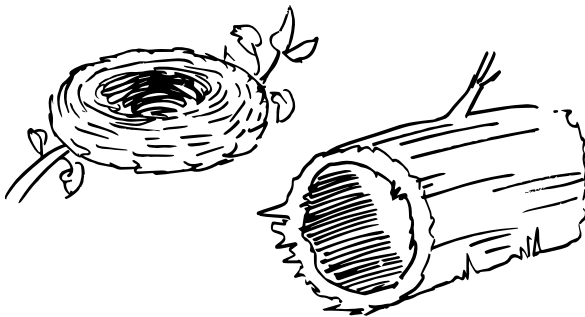
After reading the story introduce your child to the next activity:



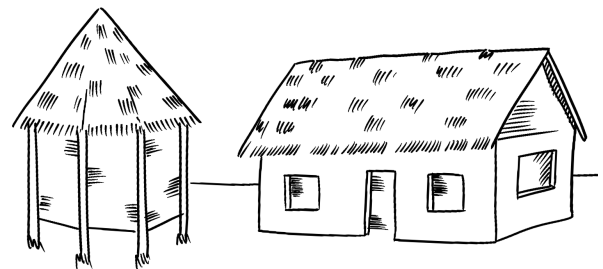
- **SAY:** “We are now going to talk about houses.”



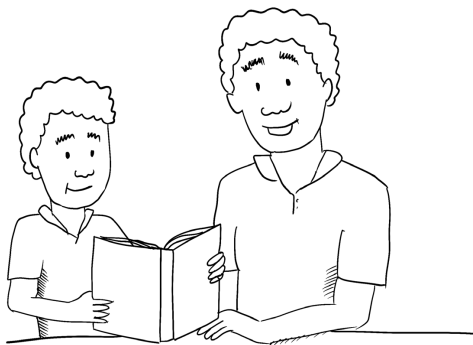
- **ASK:** “What animals have houses?”
(Wait for your child to answer)



- **ASK:** “Are these houses the same?”
(Wait for your child to answer)
- **ASK:** “Why do you think they might be different?” (Wait for your child to answer)



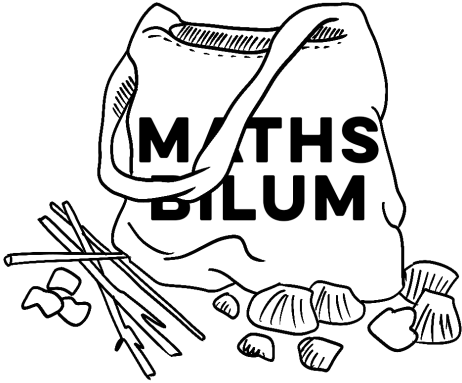
- **ASK:** “What does our house look like?
Can you tell me about our house?”
(Wait for your child to answer)



- **SAY:** “That is great. You have used lots of words today to describe houses. Let us do our next activity.”

MONDAY: MATHEMATICS

Instruction: Bring out the maths bilum. This game is a sorting game.



- **SAY:** “We are now going to play ‘sorting treasure’. We have lots of treasure in this bilum. Let us try to sort into groups.”
- **ASK:** “What different objects do we have in the bilum. Let us look together.” (Wait for your child to answer)
- Help your child to empty the contents of the bilum.
- **ASK:** “What is this?” (Wait for your child to answer)
- **SAY:** “Let us put all the objects that look like this together in one group. Let us do for the other objects as well.”
- Keep playing the game until all the objects are in a group. Talk about the different groups.

LIFE SKILLS

Instruction: This game involves building a house.



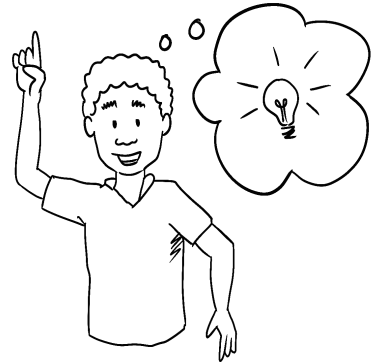
- **SAY:** “Let’s build a house with all this treasure.”
- **ASK:** “What does a house look like. Does it have a door? Does it have a roof? Does it have windows? Does it have walls?” (Wait for your child to answer)
- **SAY:** “Let us see if we can build a house with a door, windows, roof and walls.”
- Encourage and talk to your child as they build their wonderful house of sticks.

TUESDAY: ENGLISH

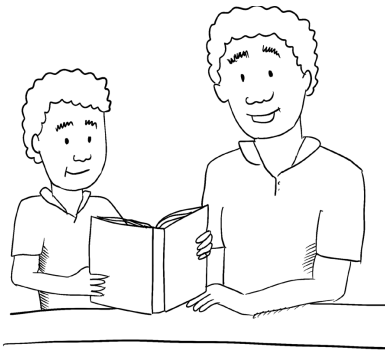
Instruction: Sit with your child and look at the story picture again.



- **ASK:** “Do you remember the story from yesterday?” (Wait for your child to answer)



- **ASK:** “Can you tell me about the story?” (Wait for your child to answer)



- **SAY:** “Let’s read the story together again.”
- Read some sentences, with expression.
- Stop midway and ask some more questions?



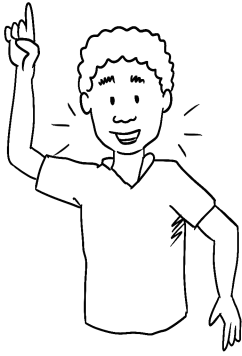
- **ASK:** “What just happened to the caterpillar?” (Wait for your child to answer)
- **ASK:** “Do you think he was happy or sad?” (Wait for your child to answer)



- **SAY:** “Let’s continue reading the story.”
- Stop at the end.
- **SAY:** “Ahhh. I love that story.”

TUESDAY: ENGLISH

Instruction: After reading the story introduce your child to the next activity:



- **SAY:** “We are now going to practice telling that story in our own words.”
- **ASK:** “Would you like to go first?” (Wait for your child to answer)
- Listen to the story and give encouragement.
- **SAY:** That is great. You have such a good memory. Let us do our next activity.

MATHEMATICS

Instruction: Bring out the maths bilum. This game is another sorting game.

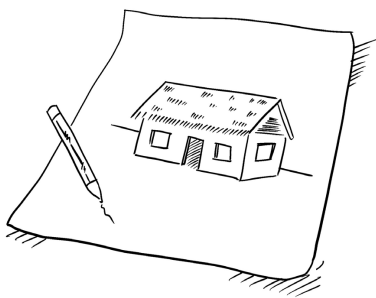


- **SAY:** “We are now going to play ‘sorting treasure into big and small. We have lots of treasure in this bilum. Let us try to sort into two groups. A big group and a small group.”
- **ASK:** “What objects will be put in the big group?” (Wait for your child to answer)
- **ASK:** “What objects will we put in the small group?” (Wait for your child to answer)
- **SAY:** “Well done. We have made two groups. One group is of small objects. The other group is of big objects.”
- Talk about the different groups. “What is big? What is small?”

LIFE SKILLS

Instruction: This game involves drawing a house.

You will need a blank piece of paper and some crayons or pencils.



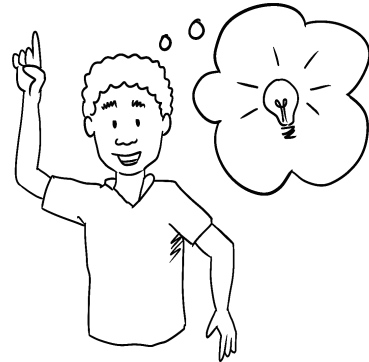
- **SAY:** “Today we are going to draw our house. Remember yesterday we built our house with sticks from the Maths bilum. Remember it had a door, some windows, walls and a roof. Shall we try to draw this.”
- Encourage and talk to your child as they draw their house.

WEDNESDAY: ENGLISH

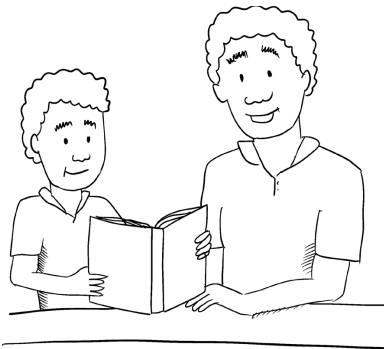
Instruction: Sit with your child and look at the story picture that you read on Monday and Tuesday.



- **ASK:** “Do you remember the story from yesterday?” (Wait for your child to answer)



- **ASK:** “Can you tell me what you remember about the story?” (Wait for your child to answer)



- **SAY:** “Let’s read the story together again.”
- Read some sentences, with expression and excitement.
- Stop midway and ask some more questions?



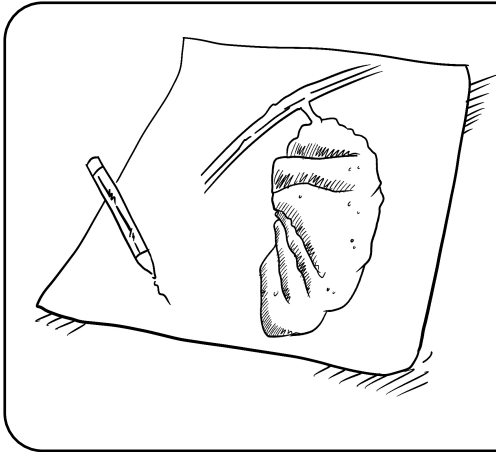
- **ASK:** “Do you think the leaf is a good house for a caterpillar?” (Wait for your child to answer)
- **ASK:** “Is a leaf a good house for a person?” (Wait for your child to answer)



- **SAY:** “A leaf would be too small for a person. A leaf would be too small for our family. Let us continue reading the story.”
- Stop at the end.
- **SAY:** “Ahhh. I love that story.”

WEDNESDAY: ENGLISH

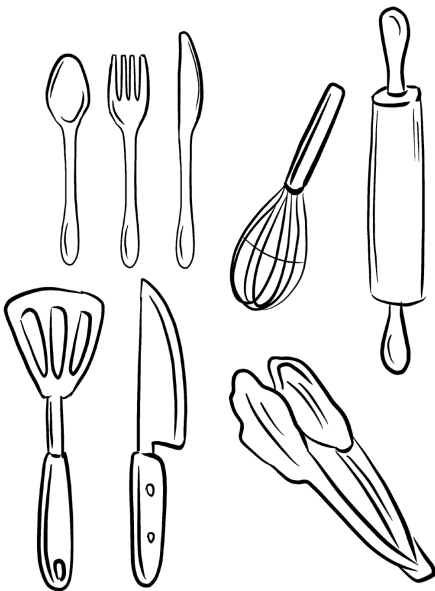
Instruction: After reading the story introduce your child to the next activity:



- **SAY:** “We are now going to draw a picture about the story.”
- **ASK:** “What will we draw in our picture?”
(Wait for your child to answer)
- **SAY:** That sounds like a great idea. Let us do it.
- Talk to your child as they draw a picture of the story.
- **SAY:** “What a great picture. I love your drawing. Let us do our next activity.”

MATHEMATICS

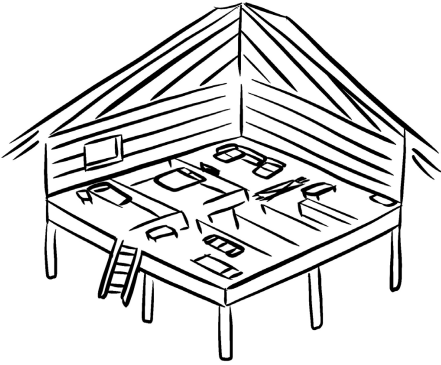
Instruction: This is another sorting game - this time, you will use objects in the kitchen.



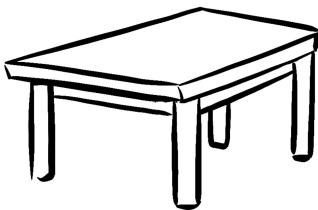
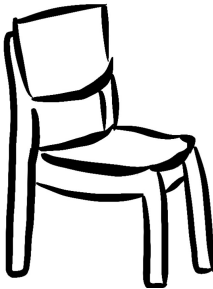

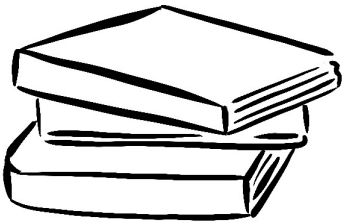
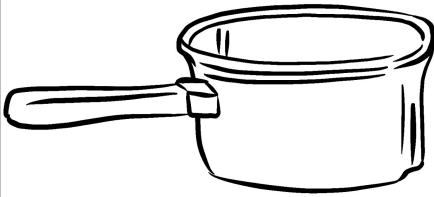

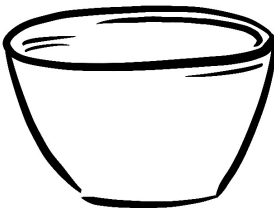

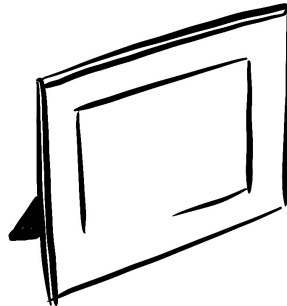
- **SAY:** “Remember yesterday we played sorting treasure and we used the Maths bilum. Today we are going to use objects in the kitchen. This will be fun.”
- **ASK:** “What objects are in the kitchen?”
(Wait for your child to answer)
- **SAY:** “That is right. There are spoons, forks, knives, cups, bowls, plates.”
- **ASK:** “What else?”
- **SAY:** “That’s right. There are saucepans, pans as well.”
- **SAY:** “Let us collect some kitchen objects and sort them into groups.”
- Talk about what groups you could sort the kitchen objects. Once you agree, allow time for your child to finish the game.
- **SAY:** “You are so good at sorting objects from the kitchen. You will be able to help me next time I need to organise the kitchen.”

LIFE SKILLS

Instruction: This game involves walking around the house, naming rooms and objects in the house.



- **SAY:** “Today we are going to have a ‘tour of our house’. Remember yesterday we drew a picture of our house. Today we are going to walk around each room and talk about what we see.”
- **ASK:** “Shall we begin?” (Wait for your child to answer)
- **ASK:** “Where shall we go first?”
- As you walk around the house, talk about each room, the objects in each room and the size of each room. You could ask, “**is this a big room or a small room?**”
- Encourage and talk to your child as you tour the house.

Table 	Chair 	Bed 
Books 	Pot 	Cup 
Bowl 	Plate 	Picture 

THURSDAY: ENGLISH

Instruction: Sit with your child and look at the story picture that you read on Monday, Tuesday and Wednesday.



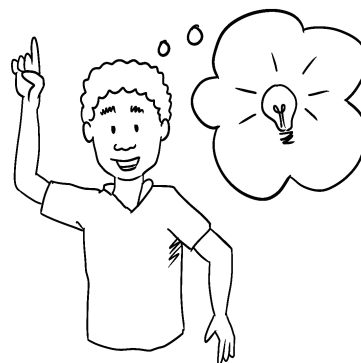
- **ASK:** “Do you remember the story from yesterday?” (Wait for your child to answer)



- **SAY:** “Let’s read the story together again.”
- Read some sentences, with expression and excitement. Read slowly and use your finger when you are reading.
- Stop midway and ask some more questions?



- **SAY:** “Let’s continue reading the story.”
- Stop at the end.
- **SAY:** “Ahhh. I love that story.”



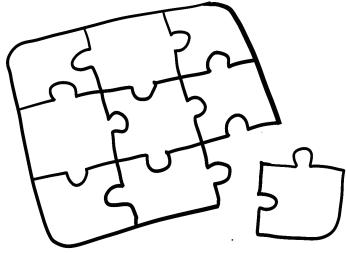
- **SAY:** “We know a lot about this story now.”
- **ASK:** “Can you tell me what you like about this story?” (Wait for your child to answer)



- **ASK:** “What kind of leaves would make a good house for a caterpillar?”
(Wait for your child to answer)
- **ASK:** “Would it need to be big? Soft? Thick? What do you think?”
(Wait for your child to answer)

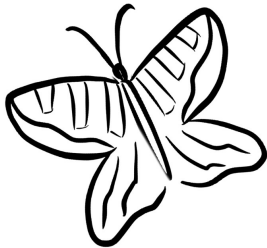
THURSDAY: ENGLISH

Instruction: After reading the story introduce your child to the next activity:



- SAY: "We are now going to play a picture puzzle. We are going to practice matching pictures with the same beginning sound."

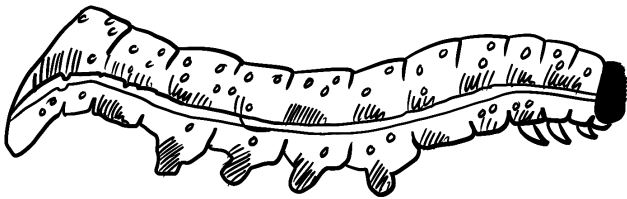
butterfly



cake



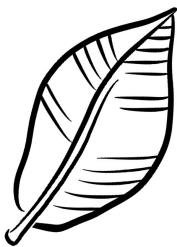
caterpillar



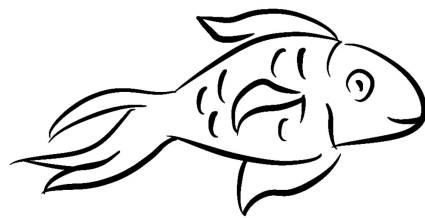
soap



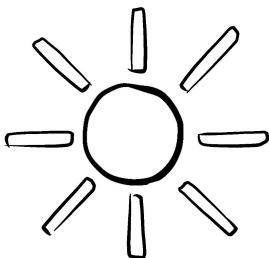
leaf



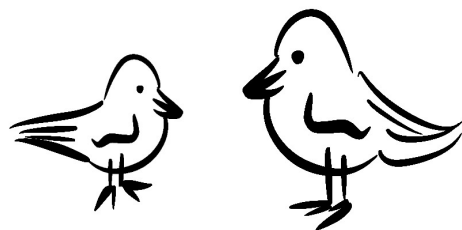
fish



sun



bird



flower



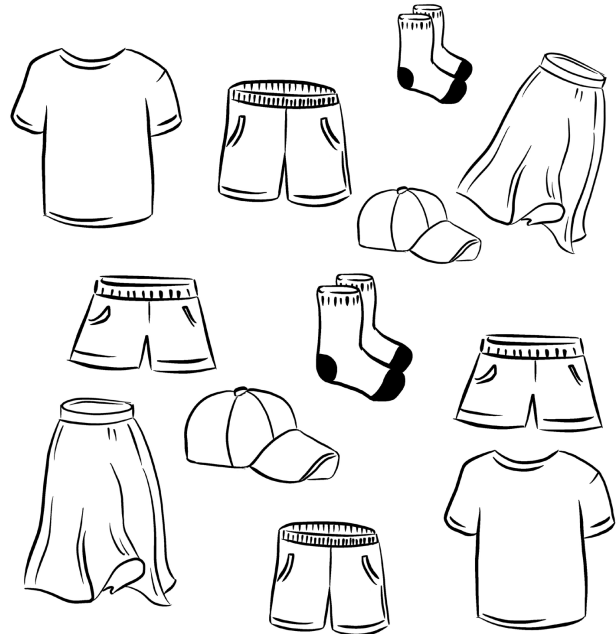
leg



MATHEMATICS

Instruction: This is another sorting game but today, you will sort clothing items.

- SAY: "Remember yesterday we played a fun game sorting objects in the kitchen. Today we are going to sort different items of clothing. This will be fun."
- ASK: "What clothes do you have in your bedroom?" Wait for your child to answer)
- SAY: "Let us go and find out. Look you have some shirts, some shorts,"
- ASK: "What else?"
- SAY: "That's right. There are socks as well."
- SAY: "Let us sort your clothes into groups."
- Talk about what groups you could sort the clothes. Once you agree, allow time for your child to finish the game.
- SAY: "You are so good at sorting your clothes. You will be able to help me next time I need to sort your clothes."



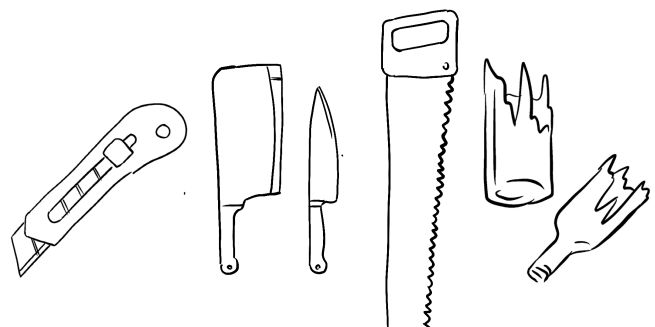
LIFE SKILLS

Instruction: This is a game about safety.

- SAY: "Today we are going to learn how to keep safe in the house."
- ASK: "Remember yesterday when we did the tour around the house. Are there any places in the house that might be unsafe for you?" (Wait for your child to answer)
- ASK: "What about in the kitchen?" (Wait for your child to answer)
- SAY: Yes, the fire in the kitchen can be unsafe for you. How can we make sure it is safe?"
- Talk about fire safety by using the pictures below.



- ASK: "Are there other places in the house or things in the house that are not safe for you?" (Wait for your child to answer)
- SAY: "Sharp objects are not safe for you. There are some sharp objects in the kitchen as well as outside."
- Talk about safety with sharp objects using the pictures below.



FRIDAY: ENGLISH

Instruction: Sit with your child and look at the story picture that you read on Monday – Thursday.



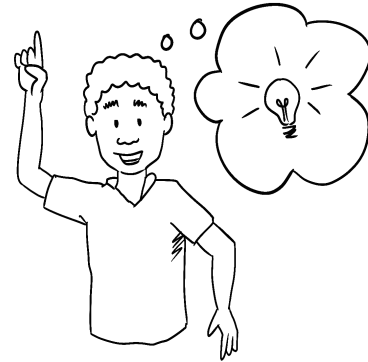
- **ASK:** “Do you remember the story from yesterday?” (Wait for your child to answer)



- **SAY:** “That was great. Thankyou. Let us read the story one more time.”
- Read some sentences, with expression and excitement. Read slowly and use your finger when you are reading.
- Stop midway and ask some more questions?



- **SAY:** “Let’s continue reading the story.”
- Stop at the end.
- **SAY:** “Ahhh. It was fun learning about the caterpillar’s leaf house.”



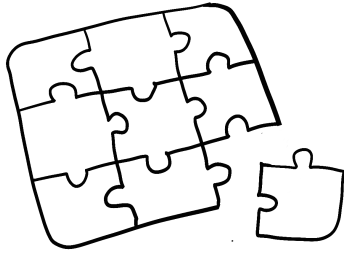
- **ASK:** “Would you like to tell me the story in your own words?”
(Wait for your child to answer)



- **ASK:** “What other animals might have a leaf house?” (Wait for your child to answer)
- **ASK:** “Are there little bugs or spiders that might live in a leaf house?” (Wait for your child to answer)

FRIDAY: ENGLISH

After reading the story introduce your child to the next activity:



- SAY: "We are now going to play a picture puzzle. We are going to practice matching pictures with the same beginning sound."

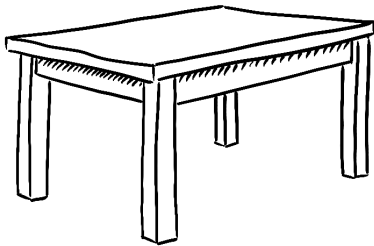
book



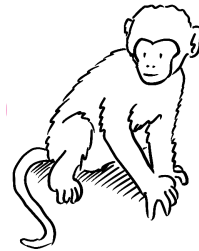
tent



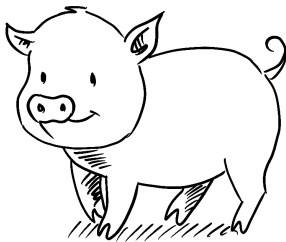
table



monkey



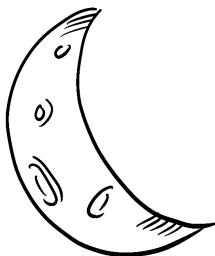
pig



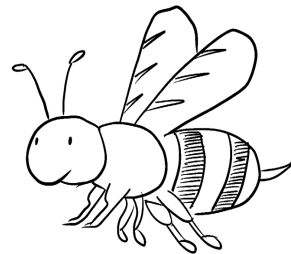
cup



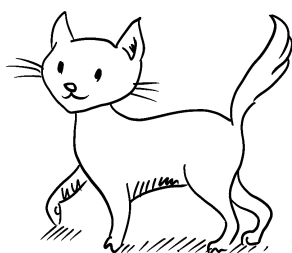
moon



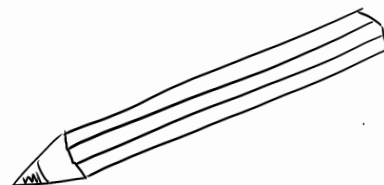
bee



cat



pencil



LIFE SKILLS

Instruction: This is a game that will help with the sorting game in Maths to follow.



- **SAY:** “Today we are going to take a walk in the gardens. We are going to find different leaves that might be good homes for caterpillars. We are going to look for leaves that are homes to little insects. We are also going to collect leaves of different colours, shapes and sizes.”
- **ASK:** “What part of the garden should we visit first?” (Wait for your child to answer)
- **SAY:** “Let’s go!”
- As you walk around the garden, collect different types of leaves (at least 20 for sorting). Look out for leaves with insect or caterpillar homes. Collect these and talk about their homes.

MATHEMATICS

Instruction: This is our final sorting game for this week.

We are going to use the leaves we have collected.



- Lay the leaves on the floor or table.
- **SAY:** “Remember yesterday we played a sorting game with clothes. Today we will sort leaves.”
- **ASK:** “What are the different ways we can sort leaves?” (Wait for your child to answer)
- **SAY:** “We can sort leaves by their colour. Let us try.....”
- Allow time for your child to sort the leaves by their colour. Talk with them about the different colours. e.g., green, red, orange, yellow
- **ASK:** “What is another way we can sort leaves?” (Wait for your child to answer)
- **SAY:** “We can sort leaves by their size. Let us try.....”
- Allow time for your child to sort the leaves by their size. Talk with them about words to describe size. e.g., big and small
- **ASK:** “What is another way we can sort leaves?” (Wait for your child to answer)
- **SAY:** “We can sort leaves by their shape. Let us try.....”
- Allow time for your child to sort the leaves by their shape. Talk with them about words to describe size. e.g., diamond and circle, long and thin
- **SAY:** “There are many ways to sort leaves. Today we have sorted leaves by their colour, size, and shape. We had so much fun.”
- Talk about what groups you could sort the clothes. Once you agree, allow time for your child to finish the game.
- **SAY:** “You are so good at sorting your clothes. You will be able to help me next time I need to sort your clothes.”



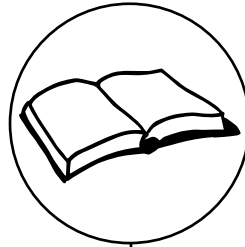
WEEK 2

WEEK 1: MY BODY

Learning objectives:

This week, children will:

- Learn how to describe their body
- Learn action games to play with their body
- Learn how to count, 1,2,3 and match number cards with dots
- Learn how to keep their body healthy
- Learn how to use their motor skills to cut, colour and draw



My Body

I can run with it. I can skip with it.

I can jump with it. I can kick with it.

I can dance with it. I can escape with it.

I can swim with it. But I can never fly with it.

Bodi Bilong Mi

Mi sawe ron wantem. Mi sawe skip wantem.

Mi sawe kalap wantem. Mi sawe kik wantem.

Mi sawe danis wantem. Mi sawe ronowe wantem.

Mi sawe swim wantem. Tasol mi bai i nonap palai wantem.



My Body

Author - Clare Verbeek, Them bani Dladla and Zanele Buthelezi

Illustration - Mlungisi Dlamini

Language - English

Level - First words

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University of Kwazulu-Natal 2007

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Source www.africanstorybook.org

Original source <http://cae.ukzn.ac.za/resources/seedbooks>.

MONDAY: ENGLISH

Instruction: Sit with your child and look at the story picture.



- **ASK:** “What are the children doing in the pictures?” (Wait for your child to answer)



- **ASK:** “What do you think this story is about?” (Wait for your child to answer)



- **SAY:** “Let’s read the story together.”
- Read some sentences, with expression.
- Stop midway and ask some more questions?



- **ASK:** “What do you know think this story is about?” (Wait for your child to answer)
- **ASK:** “What might happen next?” (Wait for your child to answer)



- **SAY:** “Let’s continue reading the story.”
- Stop at the end.



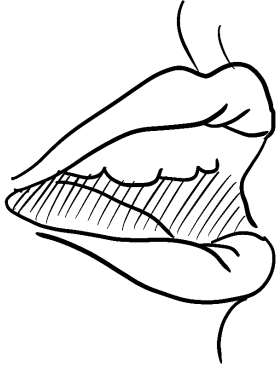
- **SAY:** “Ahhh. That was a funny ending.”



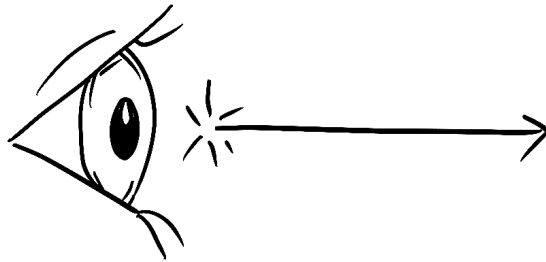
- **ASK:** “What can you do with your body?” (Wait for your child to answer)
- **ASK:** “Can you fly with your body?” (Wait for your child to answer)

MONDAY: ENGLISH

After reading the story introduce your child to the next activity:

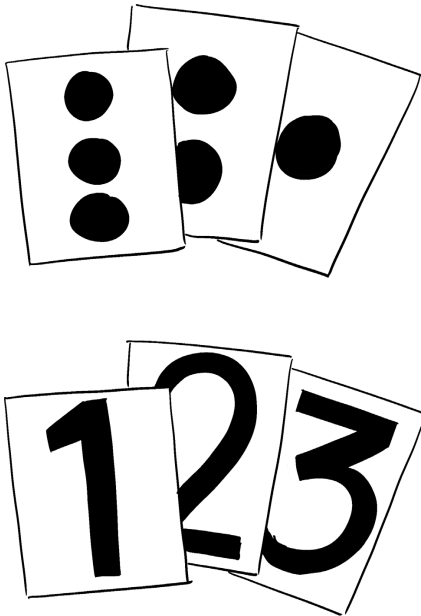


- **SAY:** “We are now going to talk about our body.”
- **SAY:** “This is my mouth.” (Point to your mouth), “which helps me talk.”
- **ASK:** “What else can we do with our mouths?” (Wait for your child to answer)
- **SAY:** “This is my mouth.” (Point to your mouth), “which helps me talk.”
- **ASK:** “What else can we do with our mouths?” (Wait for your child to answer)
- **SAY:** “We can jump, skip and hop with our legs”.
- **ASK:** “Shall we try? (Stand up together and jump, skip and hop with your legs.
- **SAY:** “There are lots of thing we can do with our legs. Let us do our next activity.”



MONDAY: MATHEMATICS

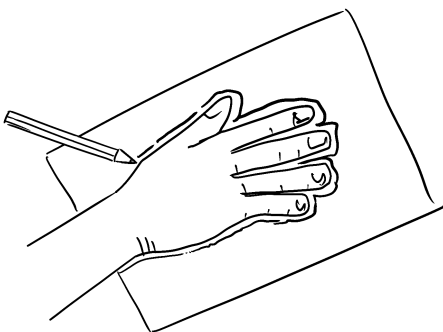
Instruction: Make separate cards, 1, 2 and 3 and separate cards with dots to symbolise the numbers, like this. This is a counting game.



- **SAY:** We are now going to practice 'counting'.
- **ASK:** Let us look at the first card. How many dots are on the card? (Wait for your child to answer)
- **ASK:** Let us put objects from the maths bilum on the card and count the number together.
- Repeat for the remaining number cards.
- Repeat the game but change the order this time.
- **SAY:** That was a fun game. Today we practised counting 1, 2 and 3.

MONDAY: LIFE SKILLS

Instruction: This game involves tracing your hand. You will need a piece of paper and crayons or pencils.



- **SAY:** "Today we are going to practice tracing our hands."
- **ASK:** "How many hands do we have. Let's count – 1, 2."
- **ASK:** "How should we trace our hands? What do you think?" (Wait for your child to answer).
- **SAY:** "Let us try together."
- Encourage and talk to your child as they trace their hands. Suggest colouring in the hands with their favourite colour.

TUESDAY: ENGLISH

Instruction: Sit with your child and look at the story picture at the start of the week and this one.



- **SAY:** "We are going to read the same story from yesterday."



- **ASK:** "Can you remember the story from yesterday?" (Wait for child to answer)
- **ASK:** "What was the story about?" (Wait for your child to answer)



- **SAY:** "Let's read the story together."
- Read some sentences, with expression.
- Stop midway and ask some more questions?



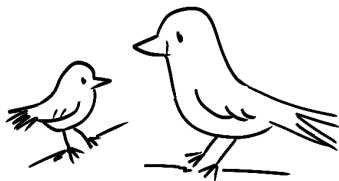
- **ASK:** "Can you do these actions?" (Wait for your child to answer)
- **ASK:** "Can you remember what happened next?" (Wait for child to answer)



- **SAY:** "Let's continue reading the story."
- Stop at the end.



- **SAY:** "Ah. I always laugh at that ending."
- **ASK:** "What can you do with our bodies?" (Wait for your child to answer)



- **ASK:** "Can we fly with our bodies?" (Wait for your child to answer)
- **ASK:** "Who can fly?" (Wait for your child to answer)

TUESDAY: ENGLISH

After reading the story introduce your child to the next activity:

- SAY: "We are going to play a fun game with our bodies. This game is called Hokey Pokey."
- SAY: "Let's stand in a circle. You sing with me while doing what I do."

You put your right hand in
(the child puts their right hand into the circle)

You put your right hand out
(the child puts their right hand out of the circle).

You put your right hand in
(the child puts their right hand into the circle)

And you share it all about (still holding hand in the circle the child then shakes their hand)

You do the hokey pokey (the child places their hands under their chin and shakes body from side to side) And you turn around (the child turns around)

That's what its all about (the child claps along)

Ohhhhh the Hokey Pokey (Holding hands, everyone raises their hands up, while walking forwards in the circle)

Ohhhh the Hokey Pokey (repeat as above)

Ohhhh the Hokey Pokey (repeat as above)

And that's what its all about (clapping)



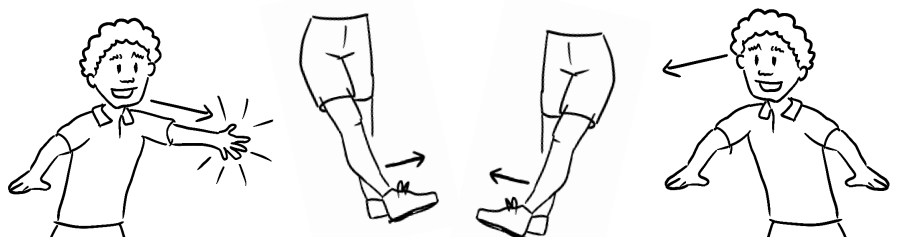
Repeat the song using variations:

You put your left hand in...

You put your right foot in...

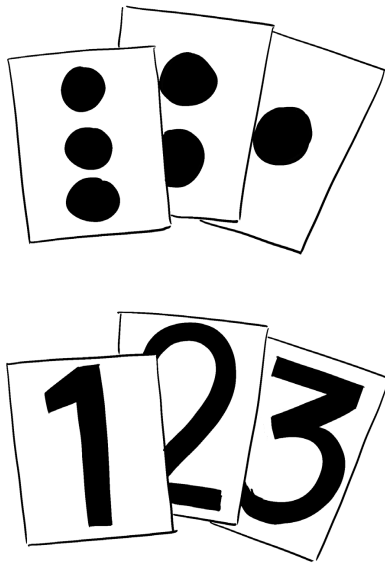
You put your left foot in...

You put your head in...



TUESDAY: MATHEMATICS

Instruction: Use the number cards and dot cards from yesterday.



- SAY: "We are now going to practice 'counting' again today."
- ASK: "Let us look at one of the dot cards. How many dots are on the card?" (Wait for your child to answer)
- ASK: "Let us put objects from the maths bilum on the dot card and count the number together."
- ASK: "Now let us look at the number cards. What number card matches this dot card?" (Wait for your child to answer)
- Repeat for the remaining number and dot cards.
- Repeat the game but change the order this time.
- SAY: "That was a fun game. Today we practised counting 1, 2 and 3."

MONDAY: LIFE SKILLS

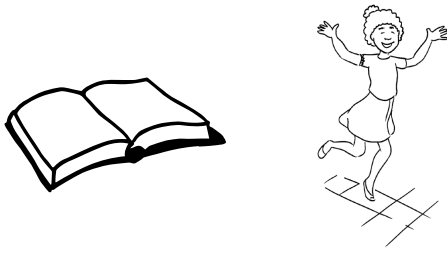
Instruction: This game involves tracing your hand. You will need a piece of paper and crayons or pencils.



- This game involves tracing feet. Similar to yesterday, you will need a piece of paper and crayons or pencils.
- SAY: "Remember yesterday we practiced tracing our hands. Today we will practice tracing our feet."
- ASK: "How many feet do we have. Let's count - 1, 2."
- ASK: "How should we trace our feet? What do you think?" (Wait for your child to answer).
- SAY: "Let us try together."
- Encourage and talk to your child as they trace their hands. Suggest colouring in the feet with their favourite colours and patterns.

WEDNESDAY: ENGLISH

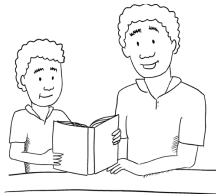
Instruction: Sit with your child and look at the story picture from the start of the week and this one.



- **ASK:** “Can you remember the story from yesterday?”
(Wait for your child to answer)



- **ASK:** “Can you tell me the story in your own words?”
(Wait for your child to answer)
- **SAY:** “Let’s read the story together.”



- Read some sentences, with expression. Read slowly with your finger so that your child follows.
- Stop midway and ask more questions?



- **ASK:** “Do you think I can do these actions?” (Wait for your child to answer)
- **SAY:** “I can do some of these actions but not all.”



- **SAY:** “Let’s continue reading the story.”
- Stop at the end.



- **SAY:** “Ahhh.”
- **ASK:** “Can you remember all the things you can do with your body? Let’s list them.” (Wait for your child to answer)



- **ASK:** “Why can’t we fly?”
(Wait for your child to answer)

WEDNESDAY: ENGLISH

After reading the story introduce your child to the next activity:

- SAY: "We are going to play a fun game with our hands. This game is called Open shut them."
- SAY: "You sing with me while doing what I do"

Open, shut them,

Open, shut them,

Give a little clap.

Open, shut them,

Open, shut them,

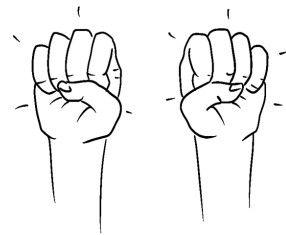
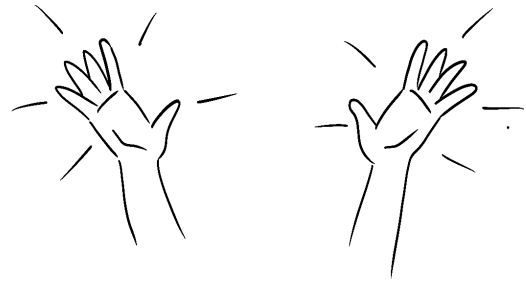
Put them in your lap.

Creep them, creep them, creep them, creep them,

Right up to your chin.

Open wide your little mouth (hesitate)

But do not put them in.



WEDNESDAY: MATHEMATICS

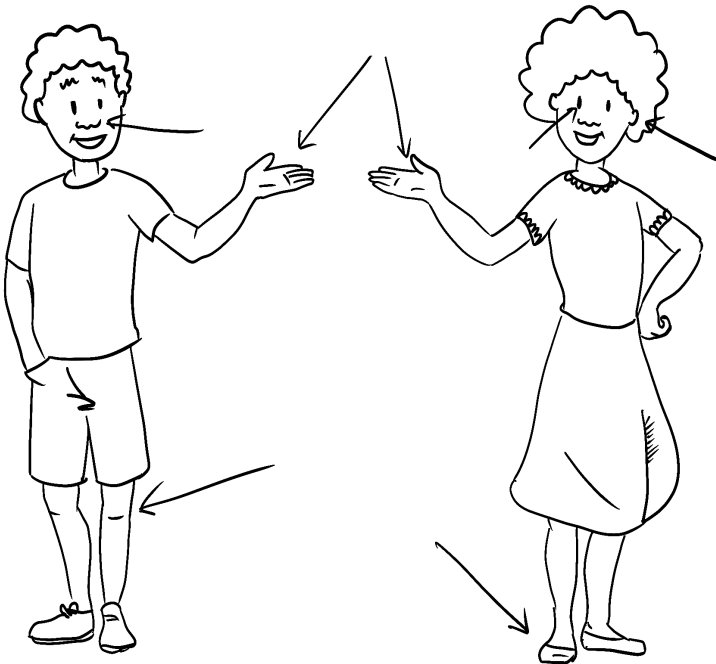
Instruction: Use the number cards and dot cards from yesterday.



- **SAY:** “We are now going to practice ‘counting’ again today. This time without the objects.”
- **ASK:** “Let us look at one of the dot cards. How many dots are on the card?” (Wait for your child to answer)
- **ASK:** “Now let us look at the number cards. What number card matches this dot card?” (Wait for your child to answer)
- Repeat for the remaining number and dot cards.
- Repeat the game but change the order this time.
- **SAY:** “That was a fun game. Today we practised counting 1, 2 and 3.”

WEDNESDAY: LIFE SKILLS

Instruction: This game involves drawing. Similar to yesterday, you will need a piece of paper and crayons or pencils.



- **SAY:** “Remember yesterday we practiced tracing. Today we will practice drawing our body.”
- **ASK:** “How many feet do we have. Let’s count – 1, 2.”
- **ASK:** “How many hands do we have. Let’s count – 1, 2.”
- **ASK:** “How many eyes do we have. Let’s count – 1, 2.”
- **SAY:** “Let us try and draw our body.”
- **ASK:** “Where shall we begin?” (Wait for your child to answer).
- **SAY:** “Ok, let us begin.”
- Encourage and talk to your child as they draw their body. Suggest colouring in their body with their favourite colours and patterns. Encourage your child to name different body parts, such as arm, hand, mouth, eyes, leg, foot.

THURSDAY: ENGLISH

Instruction: Sit with your child and look at the story picture from the start of the week and this one.



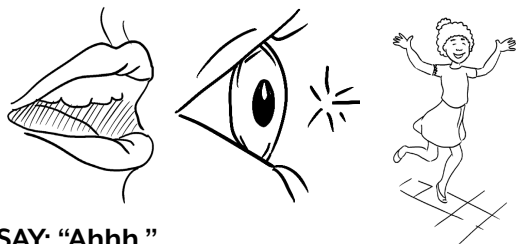
- **ASK:** “We will read the story again today. What is the child doing in this picture?” (Wait for your child to answer)



- **SAY:** “Let’s read the story together.”



- Stop midway and ask more questions?
- **ASK:** “Do you know someone who can do these actions?” (Wait for child to answer)



- **SAY:** “Ahhh.”
- **ASK:** “Can you remember all the things you can do with your body? Let’s list them.” (Wait for your child to answer)



- **ASK:** “Can you tell me the story in your own words?” (Wait for child to answer)



- Read some sentences, with expression. Read slowly with your finger so that your child follows.



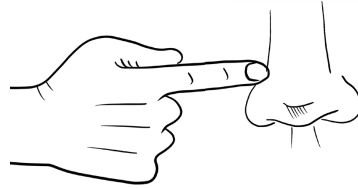
- **SAY:** “Let’s continue reading the story.”
- **Stop at the end.”**

THURSDAY: ENGLISH

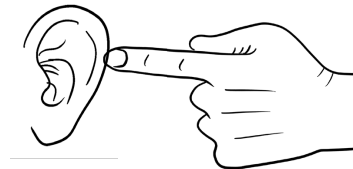
After reading the story introduce your child to the next activity:

- **SAY:** "We are going to play a fun game. This game is called Simon Says."
- **ASK:** "Do you know how to play the game?" (Wait for your child to answer)
- **SAY:** "I will be Simon. I will call out an action. If I say Simon Says, you must copy the action. If I don't say Simon Says, you do not do the action. You must listen carefully. Let's play."

Simon says, touch your nose



Simon says, jump up and down



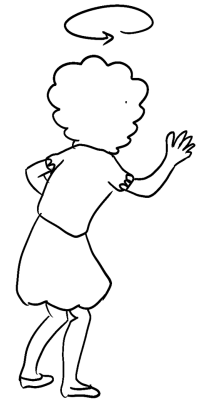
Simon says, touch your ears



Open your mouth.....(If your child opens their mouth, laugh together and start again)



Simon says, hop on one leg



Simon says, turn around



Simon says, open your mouth

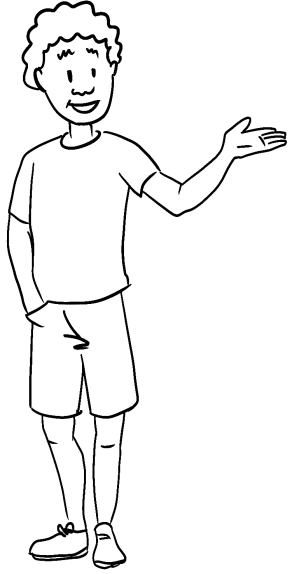
Sit down.....(If your child sits down, laugh together and continue playing)



Continue playing the game a few times.

THURSDAY: MATHEMATICS

Instruction: This game is helping to identify 'how many'?



- **SAY:** "We are now going to practice answering 'how many' questions today. We will look at this picture."
- "How many noses?" One (Hamaspela nus? Wan)
- "How many hands?" One, two (Hamaspela han? Wan, tu)
- "How many mouths?" One (Hamaspela maus? Wan)
- "How many legs?" One, two (Hamaspela lek? Wan, tu)
- "How many ears?" One, two (Hamaspela yau? Wan, tu)
- "How many fingers in one hand?" One, two, three, four, five (Hamaspela pinga lo wanpela han? Wan, tu, tri, fo, faiv)
- **ASK:** "Let's count our feet as well."
- **SAY:** "This was a fun game."

THURSDAY: LIFE SKILLS

Instruction: In this game we are going to talk about healthy food. Children will learn how to identify healthy and unhealthy food.

- **ASK:** "What do you see in the picture below?"
(Wait for your child to answer)
- Help your child to identify all the food.
- **ASK:** "What food is healthy? Let's circle all the food that is healthy."
- **ASK:** "What food is not healthy? Let's put a cross through the food that is not healthy."
- Encourage and talk to your child about eating healthy food for breakfast, lunch and dinner.



FRIDAY: ENGLISH

Instruction: Sit with your child and look at the story picture from the start of the week and this one.



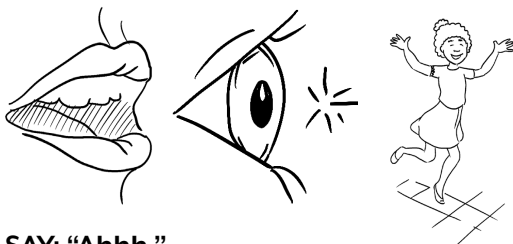
- **ASK:** “We will read the story again today. What is the child doing in this picture?” (Wait for your child to answer)



- **SAY:** “Let’s read the story together.”



- Stop midway and ask more questions?
- **ASK:** “Do you know someone who can kick the ball very far?” (Wait for your child to answer)



- **SAY:** “Ahhh.”
- **ASK:** “What are other actions you can do with your body? Let’s list them.” (Wait for your child to answer)



- **ASK:** “Can you remember all the actions in the story?” (Wait for child to answer)



- Read some sentences, with expression. Read slowly with your finger so that your child follows.



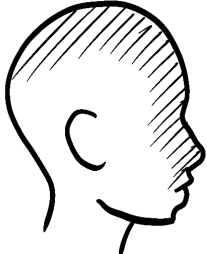

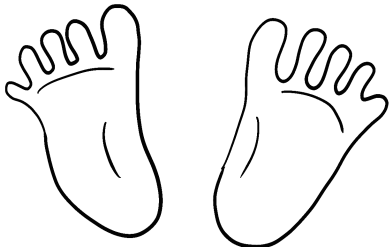
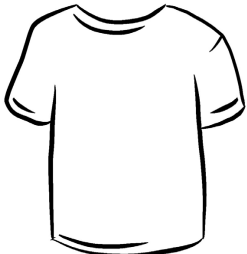
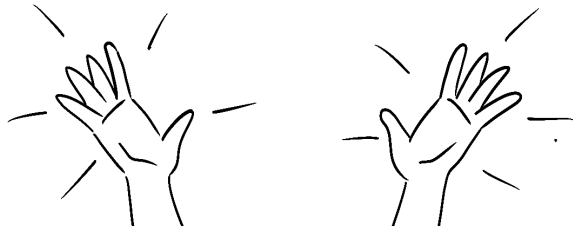
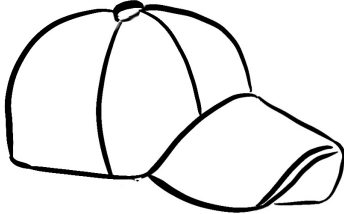
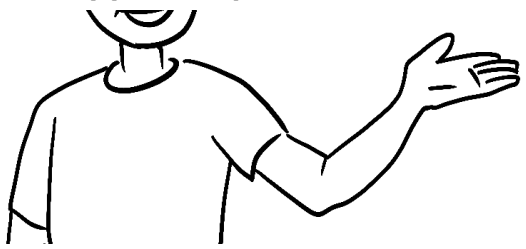



- **SAY:** “Let’s continue reading the story.”
- Stop at the end.

FRIDAY: ENGLISH

After reading the story introduce your child to the next activity:






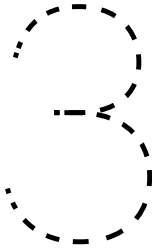
- This game is about matching clothes items and body parts. Help your child draw a line that matches the clothing item with the body part.

<p>leg</p> 	<p>shoes</p> 
<p>head</p> 	<p>shorts</p> 
<p>feet</p> 	<p>shirt</p> 
<p>hands</p> 	<p>hat</p> 
<p>arms and upper body</p> 	<p>gloves</p> 

FRIDAY: MATHEMATICS

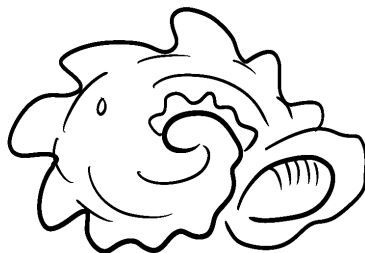
Instruction: In this game, your child will practice writing 1, 2 and 3.

- You will need paper and pencil or you can use the squares below.
- Help your child form the numbers by tracing over the numbers first and then letting them do it on their own

- ASK: "Let's count out objects from your maths bilum to match these numbers."

2



LIFE SKILLS

Instruction: We will sing “This is the way we wash our face”.

- **ASK:** “What do we do to keep our bodies clean?”
(Wait for your child to answer)
- **SAY:** Let’s sing this song together.



This is the way we wash our hands, wash our hands, wash our hands.

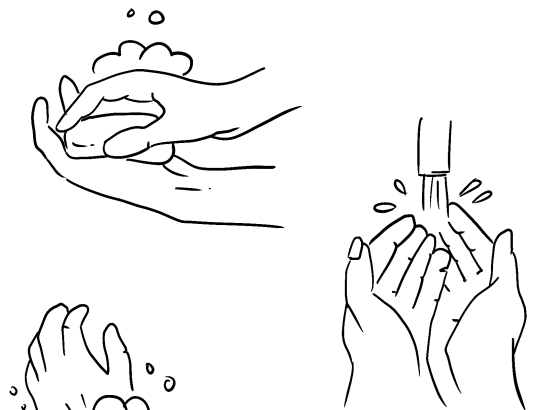
This is the way we wash our hands. So early in the morning

This is the way we clean our teeth, clean our teeth, clean our teeth.

This is the way we clean our teeth. So early in the morning.

Continue singing for

Comb our hair, wash our hair, wash our body, wash our feet.....





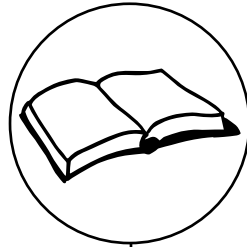
WEEK 3

WEEK 3: MY FAMILY

Learning objectives:

This week, children will:

- learn how to describe their family
- learn how to copy patterns and make their own patterns
- learn how to fold and cut paper
- learn what food is part of a family feast



My Family

My brother is reading a text book.

My mother is reading a bible.

My sister is reading a recipe book.

My uncle is reading a newspaper.

Granny is reading a magazine.

My little sister is reading a picture book.

I am reading this book.

Soon I will be able to read everything!



My Family

Author - Clare Verbeek, Themhani Dladla and Zanele Buthelezi

Illustration - Kathy Arbuckle

Language - English

Level - First words

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University of Kwazulu-Natal 2007

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Source www.africanstorybook.org

Original source <http://cae.ukzn.ac.za/resources/seedbooks.aspx>

MONDAY: ENGLISH

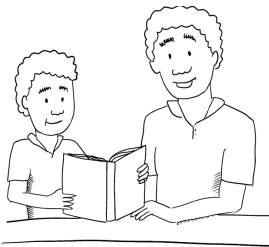
Instruction: Sit with your child and look at the story picture and this picture.



- **ASK:** “What is the child doing in this picture?” (Wait for your child to answer)



- **ASK:** “What do you think this story is about?” (Wait for your child to answer)



- **SAY:** “Let’s read the story together.”
- Read some sentences, with expression.



- Stop midway and ask some questions?
- **ASK:** “Who is in the story so far?” (Wait for your child to answer)



- **SAY:** “Let’s continue reading the story.”
- Stop at the end.



- **SAY:** “Ahhh. What a great story.”
- **ASK:** “Do you like reading with me?” (Wait for your child to answer)

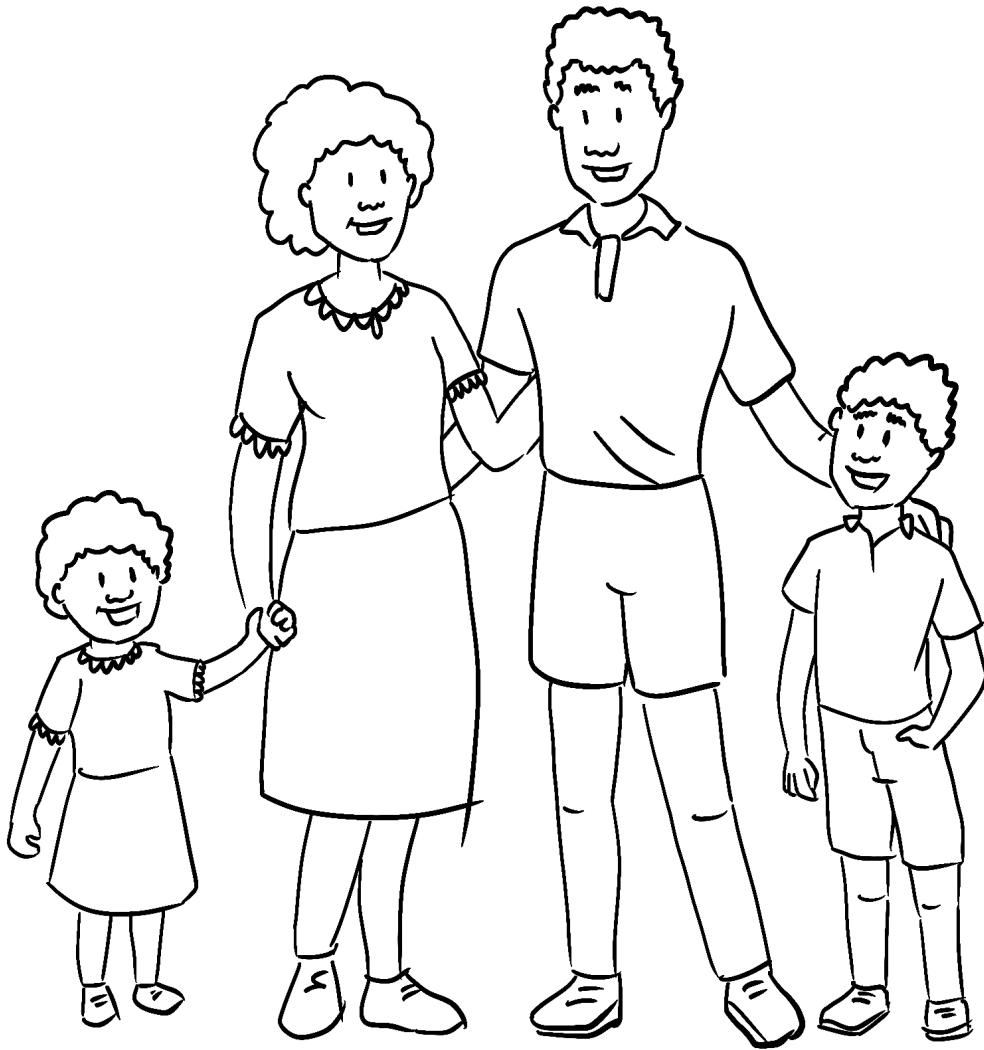


- **ASK:** “Besides books, what else can we read?” (Wait for your child to answer)

MONDAY: ENGLISH

After reading the story introduce your child to the next activity:

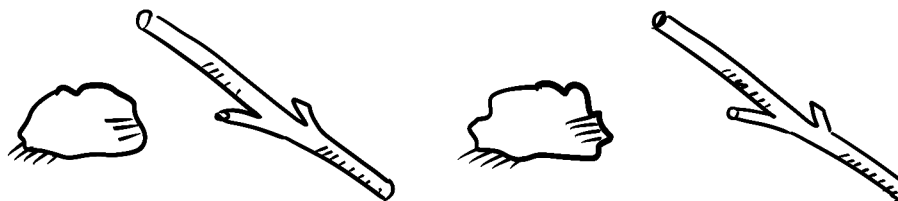
- **SAY:** "Let's talk about our family."
- **ASK:** "Who is in our family?" (Wait for your child to answer)
- Talk about all the family members using the names, brother, sister, mum, dad, etc.
- **ASK:** "How many people?" (Wait for your child to answer)
- **SAY:** "Let's count together"
- **SAY:** "We have a lot of people in our family. We are lucky."



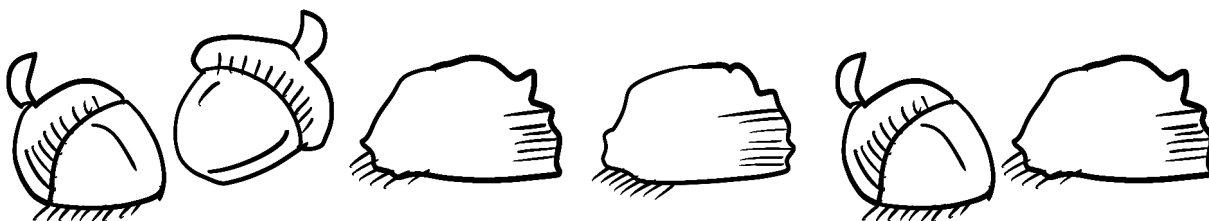
MONDAY: MATHEMATICS

Instruction: You will use the maths bilum for this game. This is a pattern game.

- Arrange the first pattern
- **ASK:** “Can you make the same pattern?” (Wait for your child to answer)
- Help your child use objects in the maths bilum to make the same pattern.



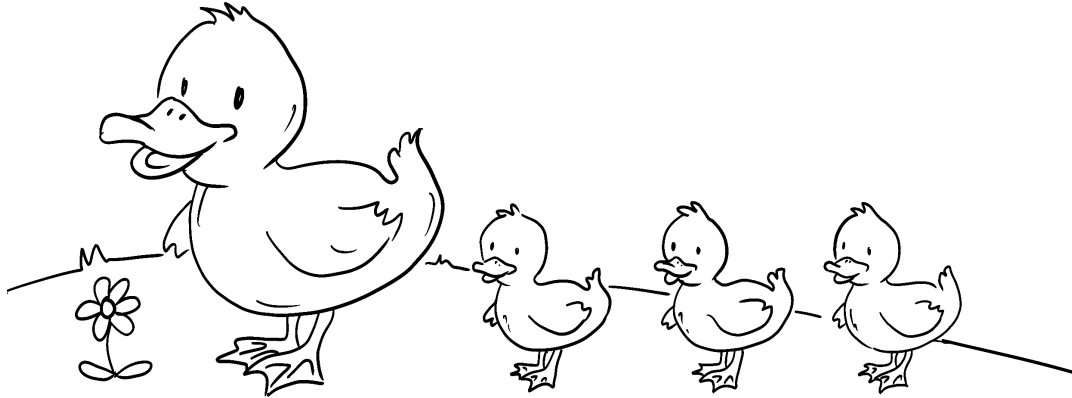
- Arrange the second pattern
 - **ASK:** “Can you make the same pattern?” (Wait for your child to answer)
 - Help your child use objects in the maths bilum to make the same pattern.
- Repeat for 2 more patterns



LIFE SKILLS

Instruction: This game is a song about a family of ducks.

- **ASK: This little duck...**(use your hands to make the duck mouth movement)...
- **Sing the song using your hands**



*Five little ducks went out one day, Over the hill and far away
Mother duck said, "Quack, quack, quack, quack"
But only four little ducks came back
One, two, three, four
Four little ducks went out one day, Over the hill and far away
Mother duck said, "Quack, quack, quack, quack"
But only three little ducks came back
One, two, three
Three little ducks went out one day, Over the hill and far away
Mother duck said, "Quack, quack, quack, quack"
But only two little ducks came back
One, two
Two little ducks went out one day, Over the hill and far away
Mother duck said, "Quack, quack, quack, quack"
But only one little duck came back
One
One little duck went out one day, Over the hill and far away
Mother duck said, "Quack, quack, quack, quack"
But none of the five little ducks came back
Sad mother duck went out one day, Over the hill and far away
Mother duck said, "Quack, quack, quack, quack"
And all of five little ducks came back
Five little ducks went out to play, Over the hill and far away
Mother duck said, "Quack, quack, quack, quack"
And all of the five little ducks came back!*

TUESDAY: ENGLISH

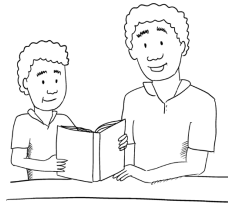
Instruction: Sit with your child and look at the story picture at the start of the week and this one.



- **ASK:** “Who do you think this is in the story?” (Wait for your child to answer.)



- **SAY:** “We are going to read the same story from yesterday.”
- **ASK:** “Can you remember the story from yesterday?” (Wait for your child to answer)



- **ASK:** “What was the story about?” (Wait for your child to answer)
- **SAY:** “Let’s read the story together.”



- Read some sentences, with expression.
- Stop midway and ask some more questions?



- **ASK:** “Can you remember what brother and mother were reading?” (Wait for your child to answer)



- **SAY:** “Let’s continue reading the story.”
- Stop at the end.

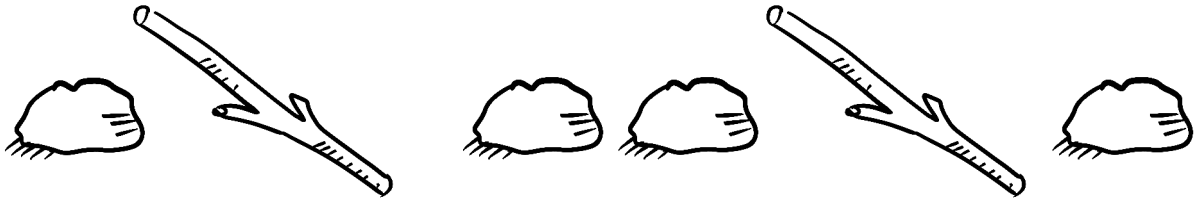


- **ASK:** “What can we read at home?” (Wait for your child to answer)
- **ASK:** “Try to retell the story in your own words.” (Wait for your child to answer)

TUESDAY: MATHEMATICS

Instruction: You will use the maths bilum to play the pattern game together.

- Arrange the first pattern
- **ASK:** "Can you make the same pattern?" (Wait for your child to answer)



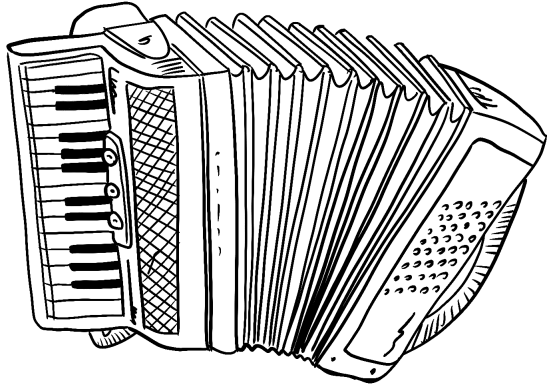
- Help your child use objects in the maths bilum to make the same pattern.
- Arrange the second pattern
- **ASK:** "Can you make the same pattern?" (Wait for your child to answer)



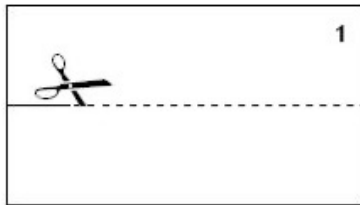
- Help your child use objects in the maths bilum to make the same pattern.
- **ASK:** "Now its your turn to create a pattern."
- Help your child to create their own patterns.

LIFE SKILLS

Instruction: This game is a folding and cutting activity. Your child may need your help.



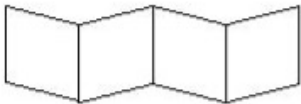
- **SAY:** “we are going to make our family paper chain.
We will need crayons, paper, scissors and pencil.”
- Fold paper, like an accordion.



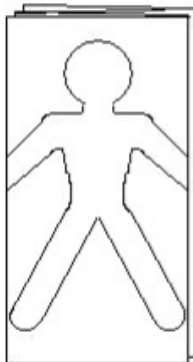
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2



3



4



- The number of folds in the paper determines the number of people in the chain (if you have six people in your family – fold 6 times).
- On the top piece of the folded paper, draw a person whose hands extend to touch the folds of the paper on each side.
- Carefully cut around the person, making sure not to cut where the hands meet the folds.
- Open the paper and your child will have a chain of several people holding hands.
- Colour them in with crayons, make different expressions on each face, and talk about which one is mum, dad, brother, sister etc.

WEDNESDAY: ENGLISH

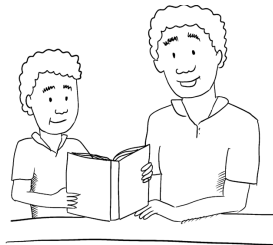
Instruction: Sit with your child and look at the story picture from the start of the week and this one.



- **ASK:** “Can you remember the story from yesterday?”
(Wait for your child to answer)



- **ASK:** “What is she doing in the picture?”
(Wait for your child to answer)
- **ASK:** “What is she reading?”
(Wait for your child to answer)



- **SAY:** “Let’s read the story together.”



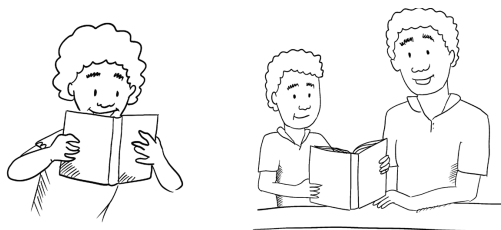
- Read some sentences, with expression.
Read slowly with your finger so that your child follows.



- Stop midway and ask more questions?
- **ASK:** “Do you remember what mother was reading?” (Wait for child to answer)



- **SAY:** “Let’s continue reading the story.”
- Stop at the end.

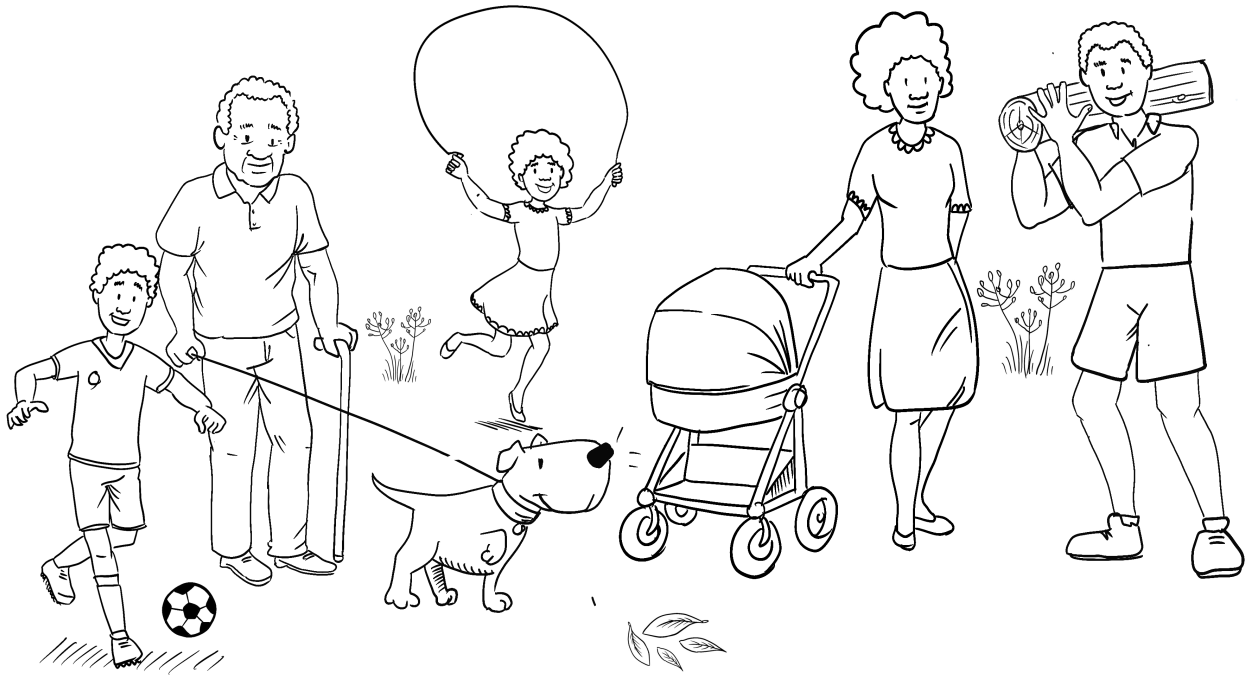


- **ASK:** “How many people in the story were reading?” (Wait for child to answer)

WEDNESDAY: ENGLISH

After reading the story introduce your child to the next activity:

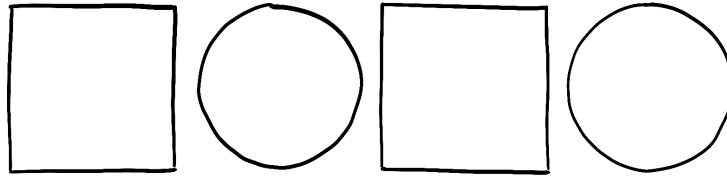
- **SAY:** "Let's look at this picture."
- **ASK:** "What can you see in the picture?" (Wait for your child to answer)
- **ASK:** "What is the mother doing?" (Wait for your child to answer)
- **ASK:** "What is the father doing?" (Wait for your child to answer)
- **ASK:** "What is grandpa doing?" (Wait for your child to answer)
- **ASK:** "What is the boy doing?" (Wait for your child to answer)
- **ASK:** "Do you think this is a picture of a family?" (Wait for your child to answer)



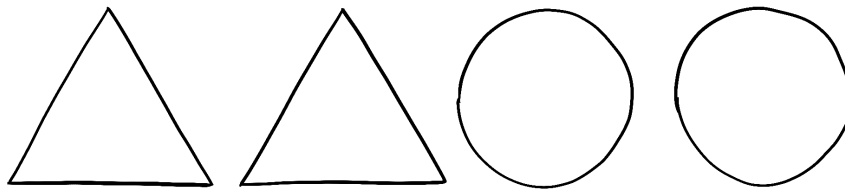
WEDNESDAY: MATHEMATICS

Instruction: You will use the shape cut outs at the back. Make 4 squares, 4 circles and 4 triangle shapes. You will make patterns out of shapes

- Arrange the first pattern
- **ASK:** "Can you make the same pattern?" (Wait for child to answer)
- Help your child arrange the shapes to make the same pattern.



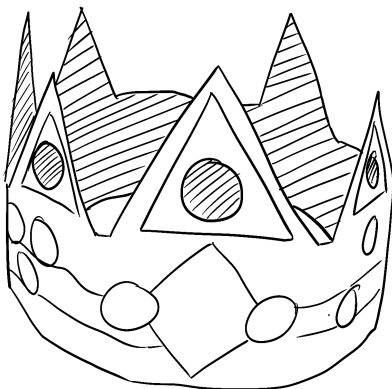
- Arrange the second pattern
- **ASK:** "Can you make the same pattern?" (Wait for your child to answer)
- Help your child to arrange the shapes to make the same pattern.



- Talk about the different shapes.
- **ASK:** "Now its your turn to create a pattern."
- Help your child to create their own patterns.

WEDNESDAY: LIFE SKILLS

Instruction: In this game we are going to make a crown and use the shapes, circle, square and triangle to decorate. You will need a sheet of paper and shape patterns.



- Talk about the shape of a crown.
- Talk about the different shapes in a crown.

THURSDAY: ENGLISH

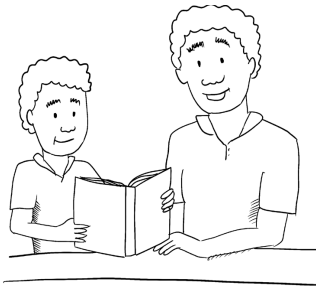
Instruction: Sit with your child and look at the story picture from the start of the week and this one.



- **ASK:** "We will read the story again today. What is uncle doing in this picture?"
(Wait for your child to answer)



- **ASK:** "Can you tell me the story in your own words?"
(Wait for your child to answer)



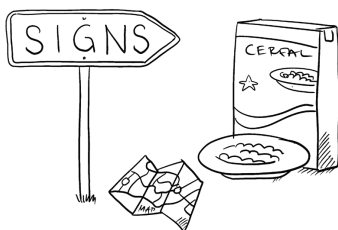
- **SAY:** "Let's read the story together."



- Read some sentences, with expression. Read slowly with your finger so that your child follows.



- **Stop** r... :itions?



- Stop at the end.
- **ASK:** "Can you remember all the things we can read? Let's list them."
(Wait for your child to answer)



- **ASK:** "Who reads the newspaper in our family?" (Wait for your child to answer)
- **SAY:** "Let's continue reading the story."

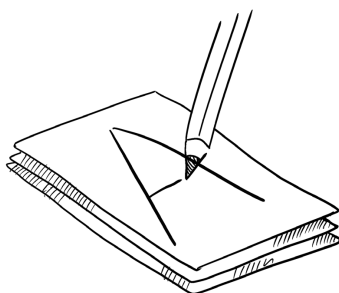
THURSDAY: ENGLISH

After reading the story introduce your child to the next activity:

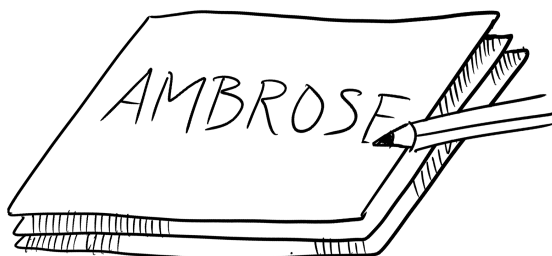
- **SAY:** “We are going to learn the first sound in your name.”
- **ASK:** “What is this sound?” (Wait for your child to answer)
- Sound out the first letter of your child’s name and repeat a few times.



- Show your child what this letter looks like by drawing the letter on paper



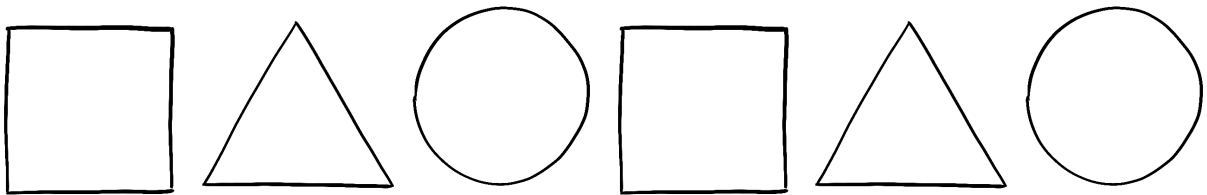
- **SAY:** “I will write your name.”
- **ASK:** “Now you trace over each letter.”
- **SAY:** “This is what your name looks like.”



THURSDAY: MATHEMATICS

Instruction: You will use the shape cut outs from yesterday.

- Make 4 squares, 4 circles and 4 triangle shapes. You will make patterns out of shapes
- Arrange the first pattern
- Talk about the different shapes.
- **ASK: "Now its your turn to create different patterns."**
- Help your child to create their own patterns.



LIFE SKILLS

Instruction: In this game you will talk about family feasts.
Here are some questions to guide the discussion?

- What food do we have at family feasts?
- What is your favourite?
- Who comes to family feasts?
- Do we see our uncles and aunties?
- What do you like the most about family feasts?
- What do you like doing at family feasts?



FRIDAY: ENGLISH

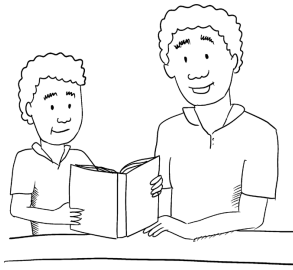
Instruction: Sit with your child and look at the story picture from the start of the week and this one.



- **ASK:** “We will read the story again today. What is mama doing in this picture?” (Wait for your child to answer)



- **SAY:** “Let’s read the story together.”



- Read some sentences, with expression. Read slowly with your finger so that your child follows.



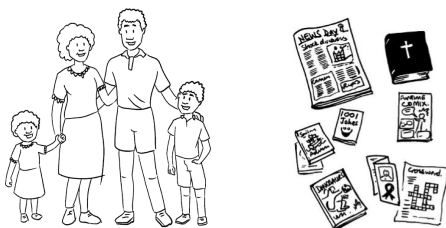
- Stop midway and ask some more questions?



- **ASK:** “Do you know someone who likes to read?” (Wait for your child to answer)



- **SAY:** “Let’s continue reading the story.”
- Stop at the end.

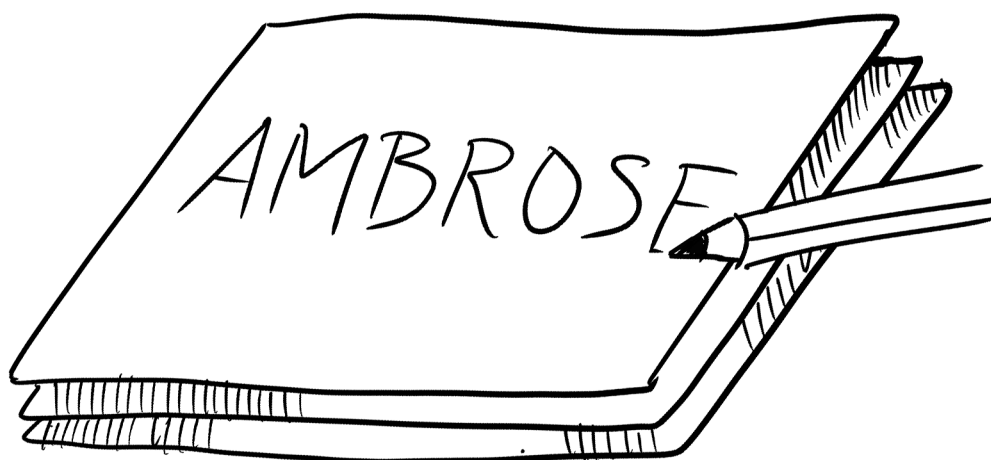


- **ASK:** ‘Who can read in this family? Let’s list them.’ (Wait for your child to answer)

FRIDAY: ENGLISH

After reading the story introduce your child to the next activity:

- **SAY:** “We are going to practice writing your name.”
- **ASK:** “Can you remember the sound at the start of your name?”
(Wait for your child to answer)
- Show your child their name in writing from yesterday’s activity.
- **SAY:** “Today, you are going to try to write your name on your own.”
- Support your child if they need help.



FRIDAY: MATHEMATICS

Instruction: You will use the maths bilum to make a bead necklace.
Add more beads if needed.

- Talk about different patterns the child can make with the beads.
- Help your child make their bead necklace.
- “Let us use seeds, shells, strings and other things to make necklaces.
(Yumi usim ol sid, sel, string na ol narapela samting lo mekim nekles.)”



LIFE SKILLS

Instruction: We will talk about helping family.

- **ASK:** “What can you see in the picture? What are the different chores people are doing?”
(Wait for your child to answer)
- **ASK:** “What can you do to help the family?” Halivim bilong yu long pamili bai olsem wanem?” (Wait for your child to answer)





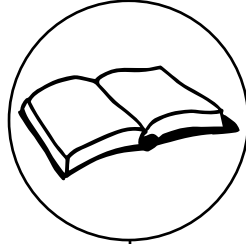
WEEK 4

WEEK 4: I LOVE FOOD

Learning objectives:

This week, children will:

- Learn how to describe the food they love.
- Learn how to use big and small to describe object size.
- Learn how to describe the taste, smell, and texture of food.
- Learn different words that we use when we go to the market.



God made the earth and the sky.

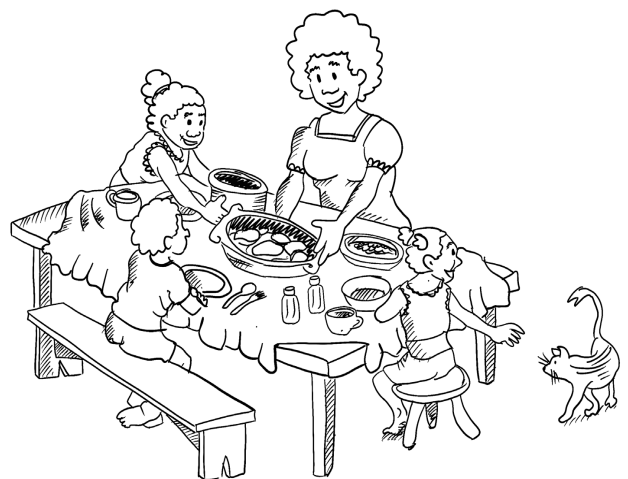
He put food in the garden such as bananas, greens, and fruits.

He put birds and animals in the bush.

He put fish and other creatures in the sea.
God said, eat those foods which are good for your body.

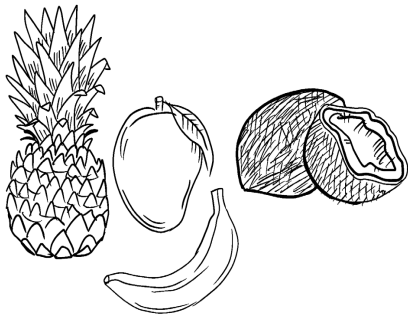
God Papa wokim ol geta samting long graun, solwara tambolo na skai antap. Em putim kaikai long gaden olsem banana, kumu na ol pruts. Em putim ol pisin na animol lo bus wantem ol kaikai bilong ol.

Em putim ol pis na narapela animol lo solwara. God tokim yumi olsem kaikai ol dispela kaikai em wokim we em gutpela long bodi.



MONDAY: ENGLISH

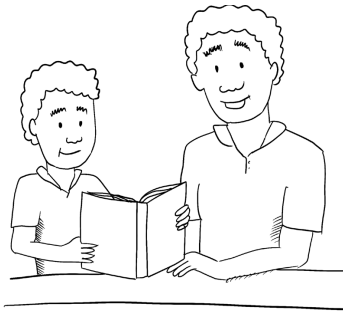
Instruction: Sit with your child and look at the story picture and this picture.



- **ASK:** “What do you think this story is about?” (Wait for your child to answer)



- **SAY:** “Let’s read the story together.”



- Read some sentences, with expression.
- Stop midway and ask some questions?



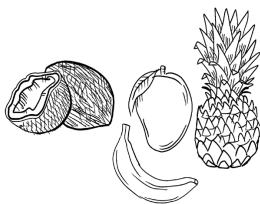
- **ASK:** “Where do you think this story comes from?” (Wait for child to answer)



- **SAY:** “Let’s continue reading the story.”
- Stop at the end.



- **SAY:** “Ahhh. God is great”
- **ASK:** “Which fruit do you love?” (Wait for your child to answer)



- **ASK:** “Do you think God made all the fruit and vegetables for us?” (Wait for your child to answer)

MONDAY: ENGLISH

After reading the story introduce your child to the next activity:

- **SAY:** “Let’s sing this song together”

Five ripe mangoes

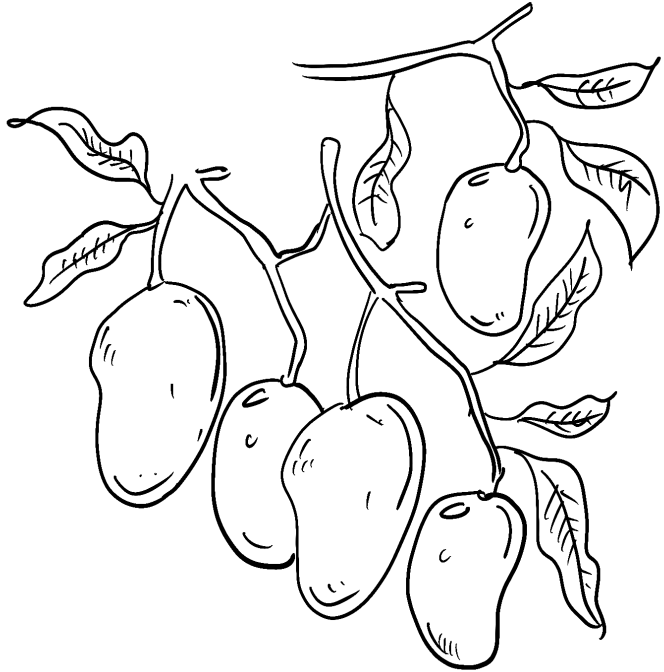
Five ripe mangoes hanging on the tree.

Five ripe mangoes hanging on the tree.

*And if one ripe mango
should accidentally fall*

*There’ll be four ripe mangoes
hanging on the tree.*

(Repeat for 4, 3, 2, 1)



- **ASK:** “What fruit do we eat in our family?” (Wait for your child to answer)
- **ASK:** “What vegetables do we eat in our family?” (Wait for your child to answer)
- **ASK:** “What vegetable is your favourite?” (Wait for your child to answer)
- **ASK:** “What fruit is your favourite?” (Wait for your child to answer)
- **SAY:** “We must eat lots of fruit and vegetables every day!”

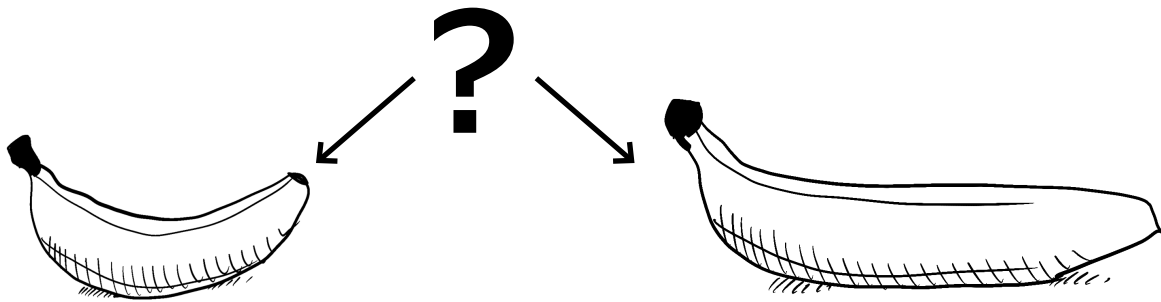
MONDAY: MATHEMATICS

Instructions You will use fresh fruit for this activity.
Collect three different size fruit – bananas work well.

- Arrange the three pieces of fruit from smallest to biggest.



- **ASK: “Which one is small?”** (Wait for your child to answer)
- **ASK: “Which one is big?”** (Wait for your child to answer)
- **ASK: “Which is smaller, this one or that one?”** (Wait for your child to answer)

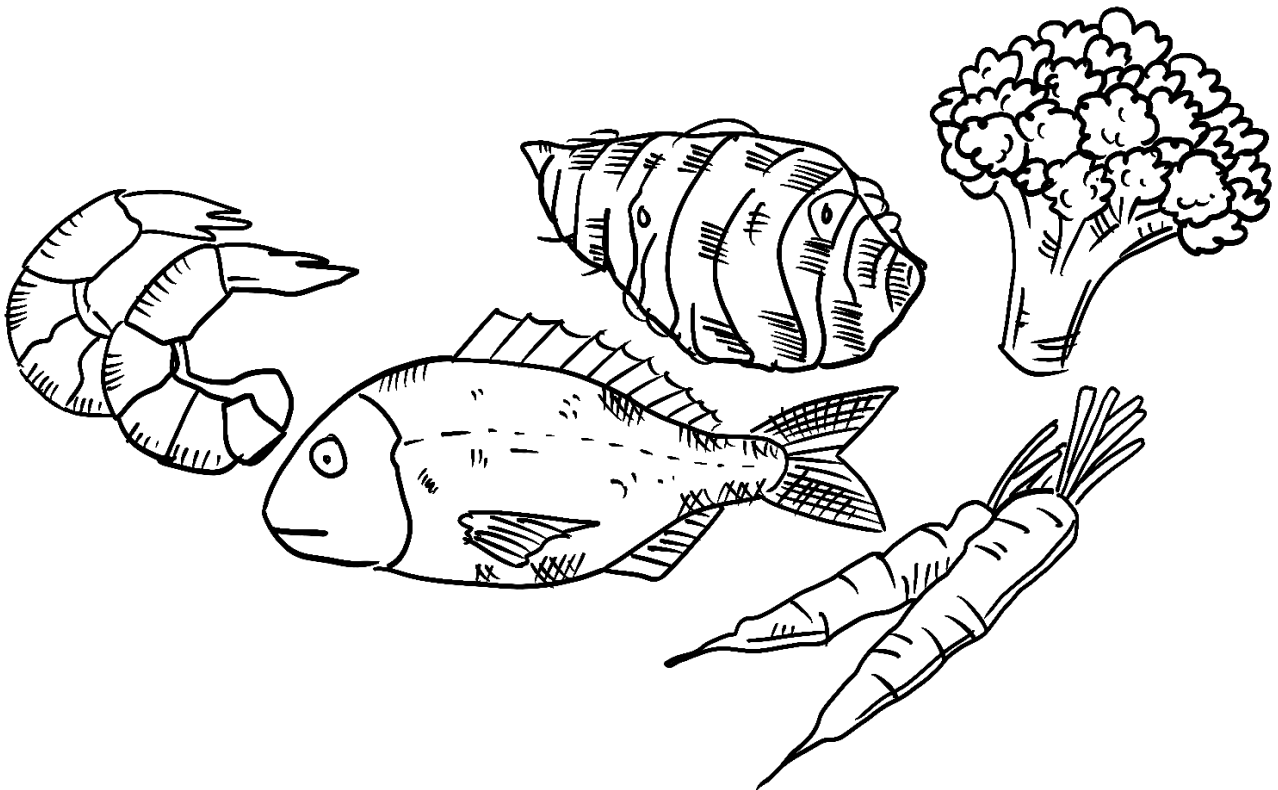


- **ASK: “Which is bigger, this one or that one?”** (Wait for your child to answer)
- Mix up the order.
- **ASK: “Which one is the smallest?”** (Wait for your child to answer)
- **ASK: “Which one is the biggest?”** (Wait for your child to answer)
- **ASK: “Show me how you arrange the three fruits from small to big.”**

MONDAY: LIFE SKILLS

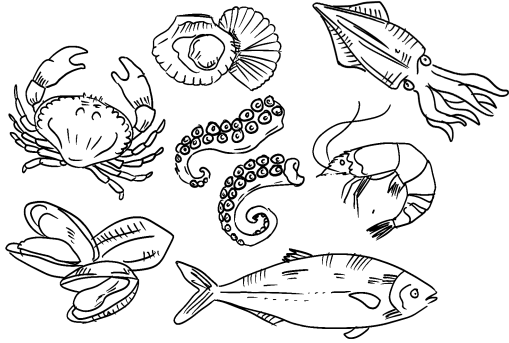
Instruction: This game is 'helping mum/dad cook'.

- SAY: "Today you are going to help me cook.
We are going to cookLet's find all the ingredients."
- Go through each ingredient and talk about its name, colour, size, and shape.
- As you cook, talk about what you are doing. Give simple tasks to your child.



TUESDAY: ENGLISH

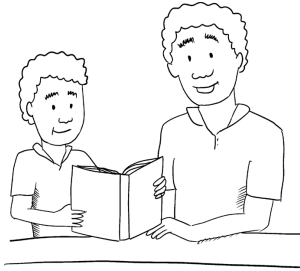
Instruction: Sit with your child and look at the story picture at the start of the week.



- **ASK:** “Can you remember the story from yesterday?” (Wait for child to answer.)



- **SAY:** “We are going to read the same story from yesterday.”
- **ASK:** “What was the story about?” (Wait for your child to answer)



- **SAY:** “Let’s read the story together.”
- Read some sentences, with expression.



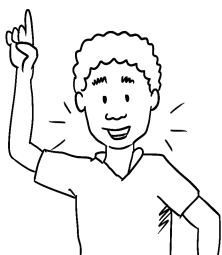
- Stop midway and ask more questions.
- **ASK:** “Can you remember what God made?” (Wait for your child to answer)



- **SAY:** “Let’s continue reading the story.”
- Stop at the end.



- **ASK:** “Who created the earth and sky?” (Wait for your child to answer)

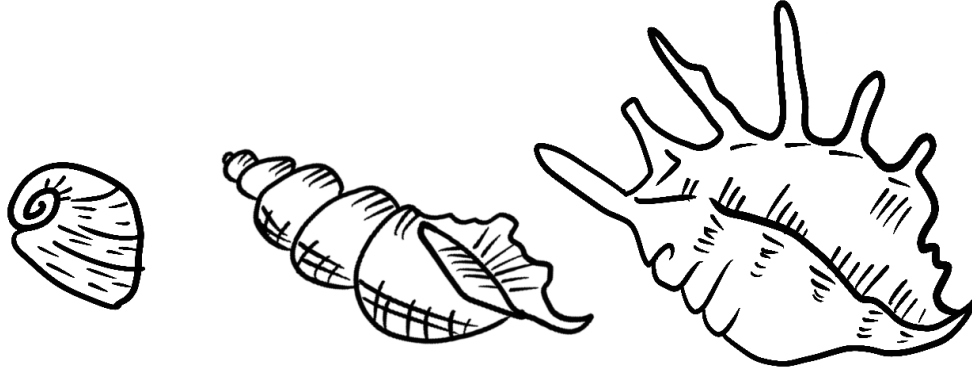


- **ASK:** “Try to tell me the story in your own words.” (Wait for child to answer)

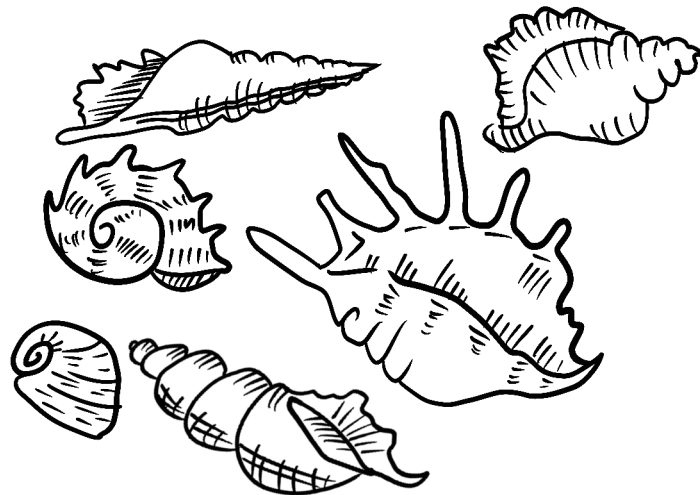
TUESDAY: MATHEMATICS

Instruction: You will use the maths bilum to play a game together.

- Arrange three shells of different sizes from smallest to biggest



- **ASK: “Can you make the same pattern?”** (Wait for your child to answer)
- Help your child use shells from the maths bilum to make the same pattern.
- Arrange three shells from biggest to smallest.
- **ASK: “Can you make the same pattern?”** (Wait for your child to answer)
- Help your child use objects in the maths bilum to make the same pattern.
- **ASK: “Now, which shell is the biggest?”** (Wait for your child to answer)
- **ASK: “Which shell is the smallest?”** (Wait for your child to answer)
- Mix 6 shells of different sizes.

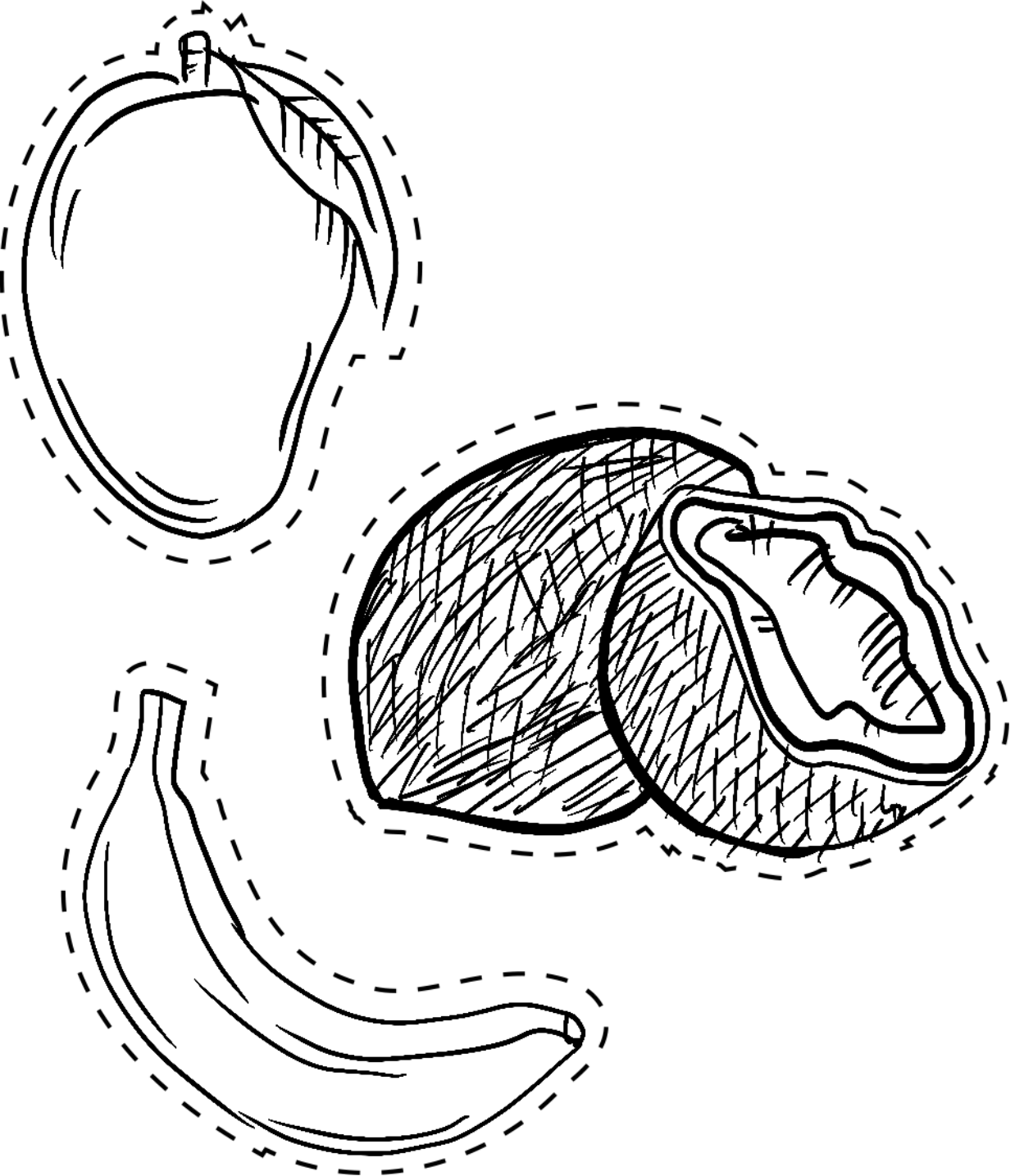


- **ASK: “Can you arrange the shells from smallest to biggest?”** (Wait for your child to answer)
- Help your child to arrange in the correct order.

TUESDAY: LIFE SKILLS

Instruction: This game is a colouring in game with fruit shape cut outs.

- Cut out a shape of a banana, mango and pineapple.



- **SAY:** "We are going to colour in some fruit. We will need crayons."
- **ASK:** "What colour is a banana?" (Wait for your child to answer)
- Help your child to colour in the banana with yellow crayon.
- **ASK:** "What colour is a mango?" (Wait for your child to answer)
- **ASK:** "What colour is a pineapple?" (Wait for your child to answer)

WEDNESDAY: ENGLISH

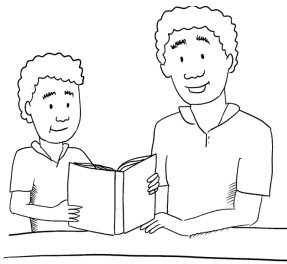
Instruction: Sit with your child and look at the story picture from the start of the week and the one on this page.



- **ASK:** “Can you remember the story from yesterday?” (Wait for your child to answer)



- **ASK:** “What can you see in this picture?” (Wait for your child to answer)
- **SAY:** “Let’s read the story together.”



- Read some sentences, with expression.
- Read slowly with your finger so that your child follows.



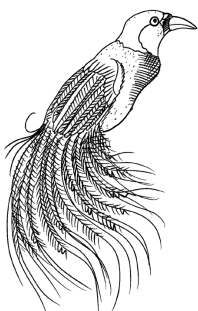
- Stop midway and ask more questions.



- **ASK:** “Do you remember what else God made?” (Wait for your child to answer)



- **SAY:** “Let’s continue reading the story.”
- Stop at the end.

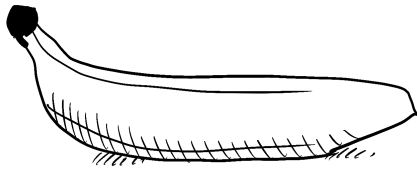


- **ASK:** “Who made the birds and animals in the bush?” (Wait for child to answer)

WEDNESDAY: ENGLISH

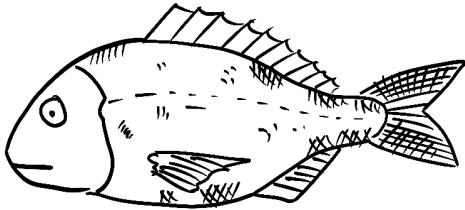
After reading the story introduce your child to the next activity:

- **SAY:** "Let's talk about healthy food. We are going to play a guessing game. I am going to say a food and you are going to tell me whether it is good for you."
- **ASK:** "Banana?" (Wait for your child to answer)



?

- **ASK:** "Fish?" (Wait for your child to answer)



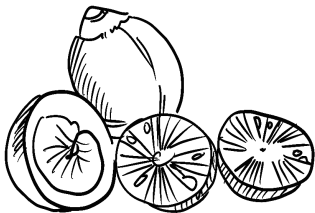
?

- **ASK:** "Lollies?" (Wait for your child to answer)



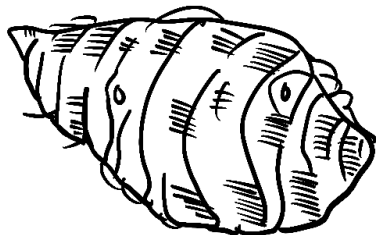
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- **ASK:** "Buai?" (Wait for your child to answer)



?

- **ASK:** "Taro?" (Wait for your child to answer)

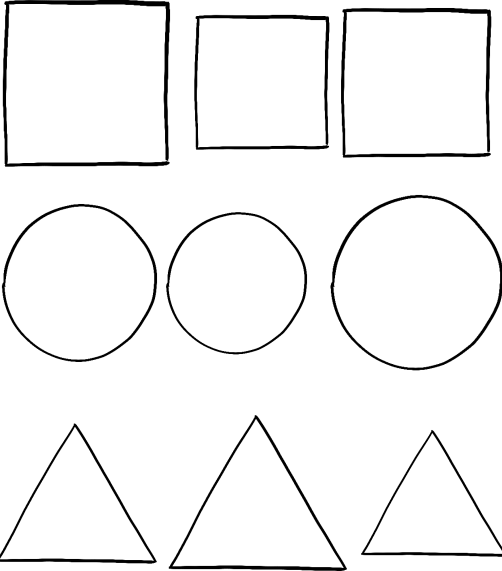


?

- **SAY:** The fruit and vegetables that grow in our garden are good for you.

WEDNESDAY: MATHEMATICS

Instruction: You will use the shape cut outs at the back of this pack.
Make 3 squares, 3 circles and 4 triangle shapes of different sizes.
Arrange the squares from smallest to biggest.



- **ASK:** “Can you arrange the circles and triangles in the same way?”
(Wait for your child to answer)
- Help your child arrange the circles and triangles from smallest to biggest.
- **ASK:** “Which square is the biggest?”
(Wait for your child to answer)
- **ASK:** “Which triangle is the smallest?”
(Wait for your child to answer)
- Mix up the shapes.
- **ASK:** “Now it’s your turn. Can you arrange the triangles from biggest to smallest?”
(Wait for your child to answer)
- Help your child to order the shapes.
Talk about big and small.

LIFE SKILLS

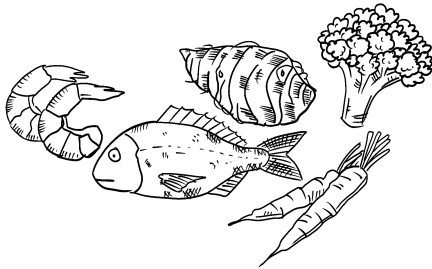
Instruction: In this game we are going to talk about going to the market.
(If possible, this can be followed by a trip to the market.)



- **SAY:** “Today we are going to talk about going to the market.”
- **ASK:** “What do we need to bring to the market?”
- **SAY:** “We need to bring kina, a bilum and a shopping list.”
- **ASK:** “What do we buy at the market?”
(Wait for your child to answer)
- **SAY:** “That’s right! We buy food at the market.”
- **ASK:** “What should we buy at the market today?”
- **SAY:** “Let’s get ready to go to the market together.”

THURSDAY: ENGLISH

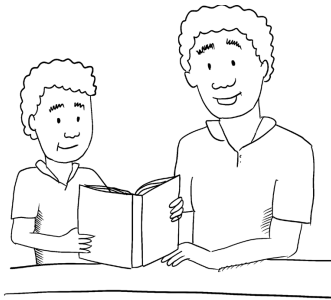
Instruction: Sit with your child and look at the story picture from the start of the week and the one on this page.



- **ASK:** “We will read the story again today. What is this picture?” (Wait for your child to answer)



- **ASK:** “Can you tell me the story from yesterday in your own words?” (Wait for your child to answer)



- **SAY:** “Let’s read the story together.”



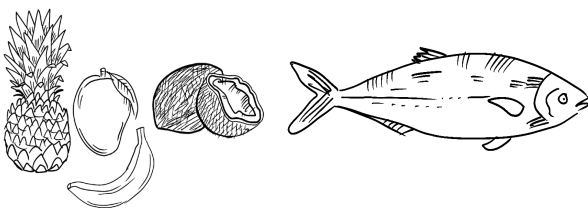
- Read some sentences, with expression. Read slowly with your finger so that your child follows.
- Stop midway and ask more questions.



- **ASK:** “Who makes the birds and animals in the bush?” (Wait for child to answer)



- **SAY:** “Let’s continue reading the story.”
- Stop at the end.

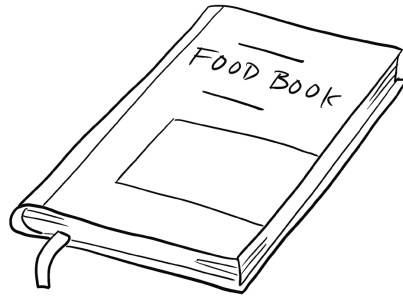


- **ASK:** “Can you remember all the things that God made? Let’s list them.” (Wait for your child to answer)

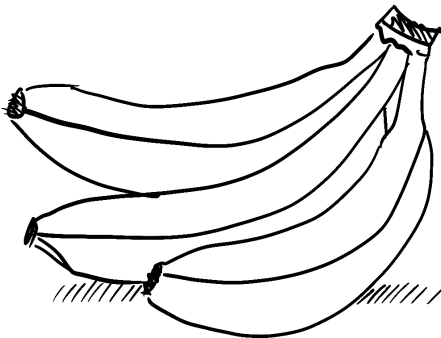
THURSDAY: ENGLISH

After reading the story introduce your child to the next activity:

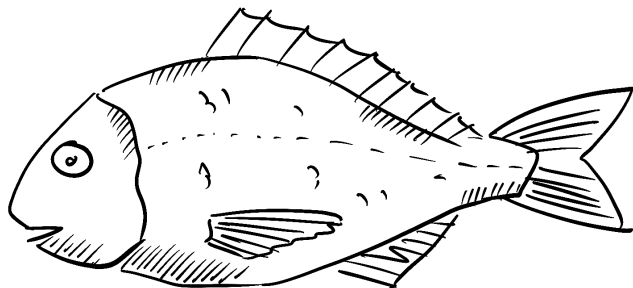
- **SAY:** "Today we are going to make a food book. We will need 2 pieces of paper and some crayons. We will fold the paper into two to make a book. Let's count the pages, 1,2,3 and 4."



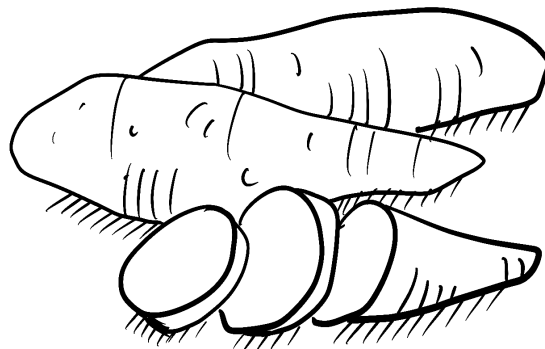
- **ASK:** "What food should we include in our book? Let's choose three food items." (Wait for your child to answer)
- **SAY:** "I will write food book on the first page. I will trace the first food item on the second and you can go over the lines and colour in."
- Write the name of the food under the item.



banana



fish



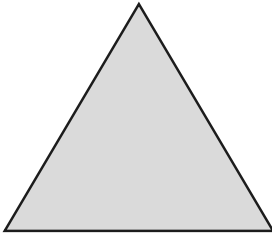
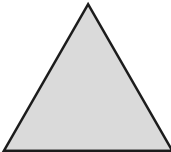
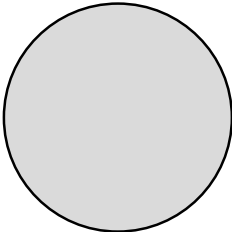
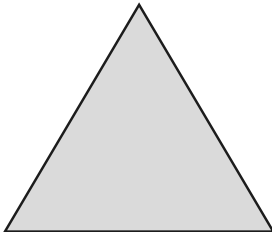
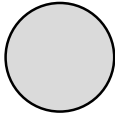


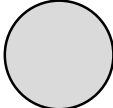
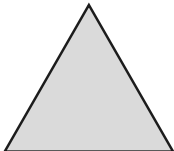


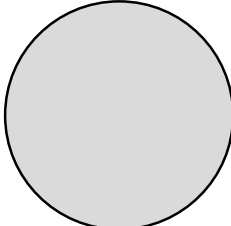
taro

- **SAY:** "This is a"
- Continue for the remaining 2 food items.
- Help your child to trace the food items and colour in.

THURSDAY: MATHEMATICS

Instruction

- **SAY:** “We are going to play a puzzle.
In this game you are to match the same size shapes together.”
- Talk about the different shapes.
- Talk about the different sizes.

THURSDAY: LIFE SKILLS

Instruction: This is a taste test game.

- You will need to have some items of food ready.
This could be fruit and vegetables or other cooked food items such as scone.
- You will need cloth for the blindfold.
- Prepare the food by cutting it into small bite size pieces.

- The Blind Taste Test is simple:
 1. Gather something edible. (e.g., banana, scone, cooked taro, carrot)
 2. Blindfold your child.
 3. Provide the food.
 4. Ask if they can guess the food item.
 5. Remove the blindfold and show the food.

- Talk about the taste – “**is it sweet, sour, bitter?**”
- Talk about the texture – “**is it smooth, crunchy?**”



FRIDAY: ENGLISH

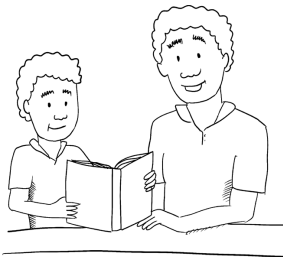
Instruction: Sit with your child and look at the story picture from the start of the week and the one on this page.



- **ASK:** “We will read the story again today. What is mama doing in this picture?” (Wait for your child to answer)



- **SAY:** “Let’s read the story together.”



- Read some sentences, with expression. Read slowly with your finger so that your child follows.



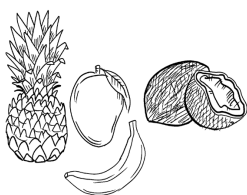
- Stop midway and ask more questions.



- **ASK:** “Can you remember all the things that God has made?” (Wait for your child to answer)



- **SAY:** “Let’s continue reading the story.”
- Stop at the end.

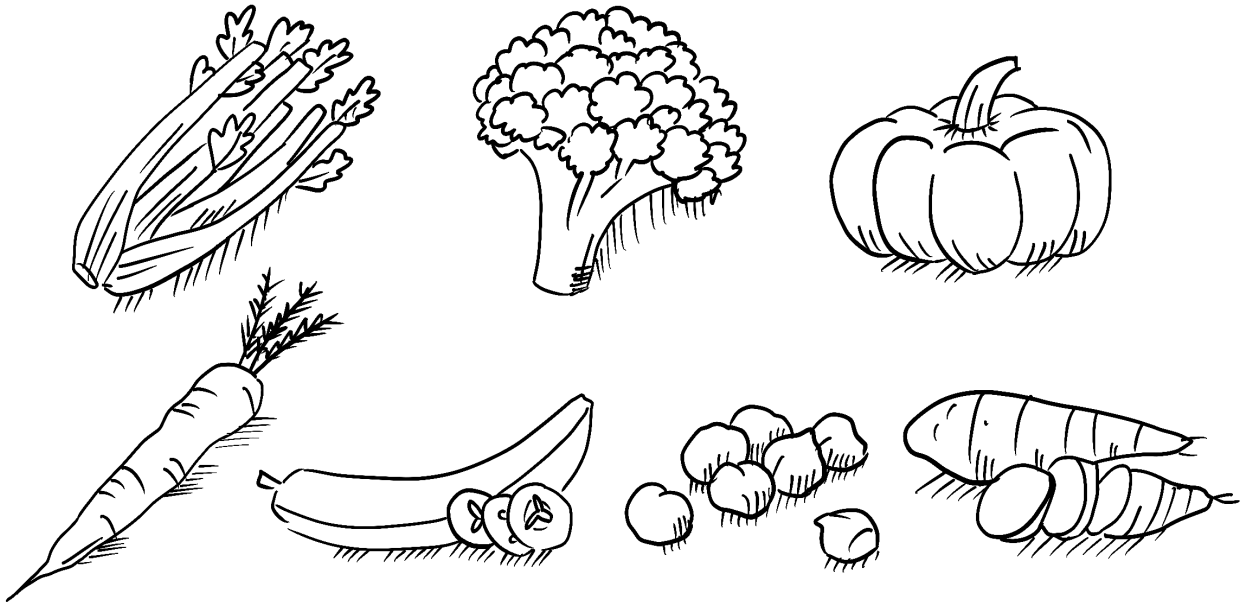


- **ASK:** “Do you think God helps provide us with food for our family?” (Wait for your child to answer)

FRIDAY: ENGLISH

After reading the story introduce your child to the next activity:

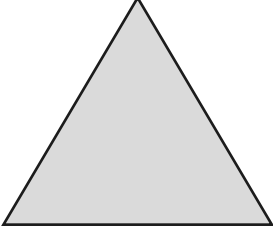
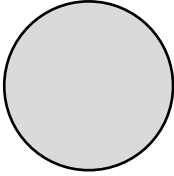

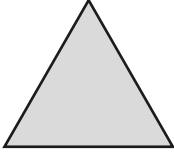
- **SAY:** “Today we are going to continue making our food book. We will add a further 2 pieces to our food book.”
- **ASK:** “What food should we add to our food book? Let’s choose three to four more food items.” (Wait for your child to answer)
- **SAY:** “I will trace the first food item and you can go over the lines and colour in.”
- Write the name of the food under the item.
- **SAY:** “This is a”
- Continue for the remaining food items.
- Help your child to trace the food items and colour in.



FRIDAY: MATHEMATICS

Instruction:

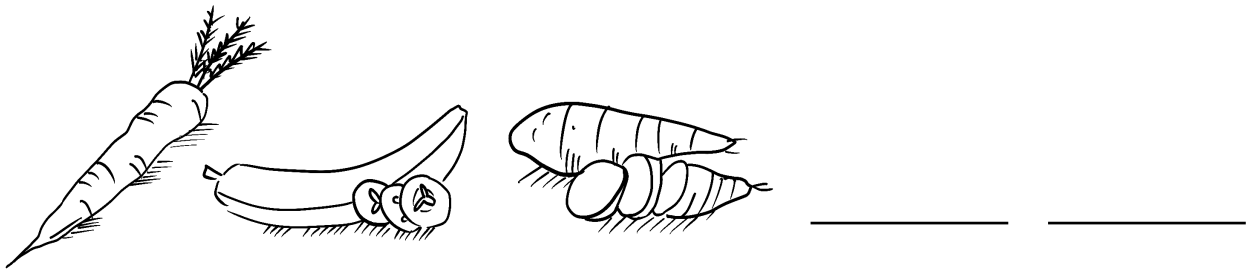
- **SAY:** “We are going to do another size puzzle today.”
- This time your child will draw the object, but it will be either smaller or bigger than the one in the picture.

	<p>Draw a smaller triangle</p>
	<p>Draw a bigger circle</p>
	<p>Draw a smaller square</p>
	<p>Draw a bigger triangle</p>

FRIDAY: LIFE SKILLS

Instruction: Today we will practice words to describe food. Have some food items (such as banana, taro, carrot, scone, apple) ready to talk about.

- Today we will practice words to describe food. Have some food items (such as banana, taro, carrot, scone, apple) ready to talk about.



- **SAY:** "Let's taste these items and think of words that describe the taste."
- **ASK:** "What does this taste like?" (Wait for your child to answer)
- **ASK:** "Does this taste sweet?" (Wait for your child to answer)
- **ASK:** "Does this taste bitter?" (Wait for your child to answer)
- **ASK:** "Does it feel smooth?" (Wait for your child to answer)
- Continue asking questions for each of the food items.





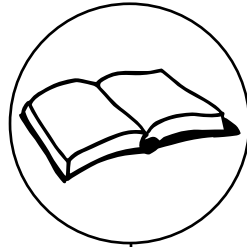
WEEK 5

WEEK 5: KEEPING CLEAN

Learning objectives:

This week, children will:

- Learn how to keep themselves clean by washing their body, cleaning their teeth, and washing their hands.
- Learn about the letter 't'.
- Learn how to count 1-5 and how to count different objects.
- Learn how to make playdough.
- Learn how to make numbers with playdough.



Story: Baby Mosquito

I am a baby mosquito.

I live on water.

I suck water and blood, mmm, yummy.

I rest on warm places, yes, in your rooms.

People try to kill me, I am frightened.

“Whoosh! away I fly.”



MONDAY: ENGLISH

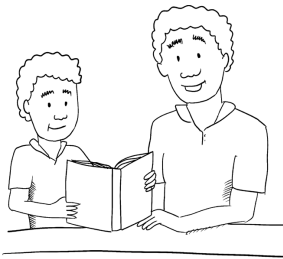
Instruction: Sit with your child and look at the story picture.



- **ASK: "What is this?"**
(Wait for your child to answer)



- **ASK: "What do you think this story is about?"** (Wait for your child to answer)
- **SAY: "Let's read the story together."**



- Read some sentences, with expression.
- Stop midway and ask some more questions.



- **ASK: "Where does the mosquito live?"**
(Wait for your child to answer)



- **ASK: "Have you ever seen mosquitos near the water?"**
(Wait for your child to answer)



- **SAY: "Let's continue reading the story."**
- Stop at the end.

Where do mosquitos live?

What does a baby mosquito feed on?



- **SAY: "Oooohhh!"**
- **ASK: "Why do we need to be careful of mosquitos?"** (Wait for child to answer)

MONDAY: ENGLISH

After reading the story introduce your child to the next activity:

- SAY: "We are now going to sing a song that reminds us to keep our bodies clean."

*This is the way we wash our hands,
Wash our hands, wash our hands.*

*This is the way we wash our hands,
so early in the morning.*

Repeat with the lines below:

..... brush our teeth

..... comb our hair

.....wash our face



MONDAY: MATHEMATICS

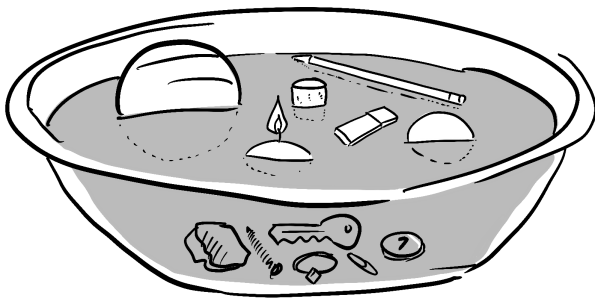
Instruction: Bring out the maths bilum. This game is a counting game.



- **SAY:** “We are now going to play ‘guess how many’. Remember we did this last week? I am going to count out some objects from the bilum and you will guess how many.”
- Take our 3 objects from the bilum and place in a row.
- **SAY:** “Let’s count together, 1,2 and 3.”
- **ASK:** “How many?”. (Wait for your child to answer)
- Repeat for numbers 1-5.
- Keep playing the game until your child has guessed the number of objects up to 5.

LIFE SKILLS

Instruction: For this game, you will need water in a large bucket or dish.



- You will also need different items that might float – such as leaves, feathers, paper.
- You also need, items that do not float, such as stones and some shells.
- **SAY:** “Let’s see what things float.”
- **ASK:** “Do you know what objects might float?” (Wait for your child to answer)
- **ASK:** “Let’s try.”
- Encourage and talk to your child about what objects float and what objects sink.
- **ASK:** “Do you think a ball will float?” (Wait for your child to answer)
- **ASK:** “Do you think a rock will float?” (Wait for your child to answer)

TUESDAY: ENGLISH

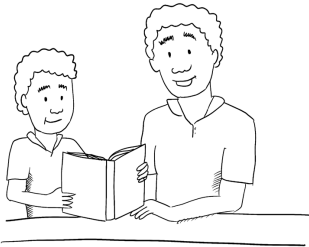
Instruction: Sit with your child and look at the story picture again.



- **ASK:** “Do you remember the story from yesterday?” (Wait for child to answer)



- **ASK:** “Can you tell me about the story?” (Wait for your child to answer)
- **SAY:** “Let’s read the story again.”



- Read some sentences, with expression.
- Stop midway and ask some more questions.



- **ASK:** “What does the baby mosquito like doing?” (Wait for your child to answer)



- **SAY:** “Let’s continue reading the story.”
- Stop at the end.



- **SAY:** “Oohhh. Why don’t we like mosquitos?” (Wait for child to answer)

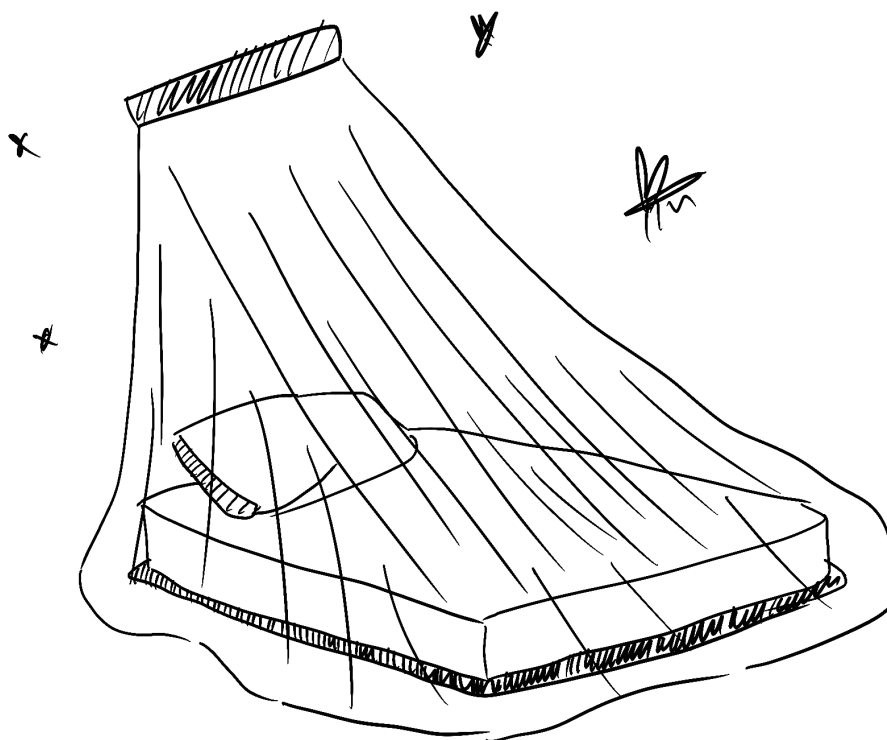


- **ASK:** “Can you tell me the story in your own words?”

TUESDAY: ENGLISH

After reading the story introduce your child to the next activity:

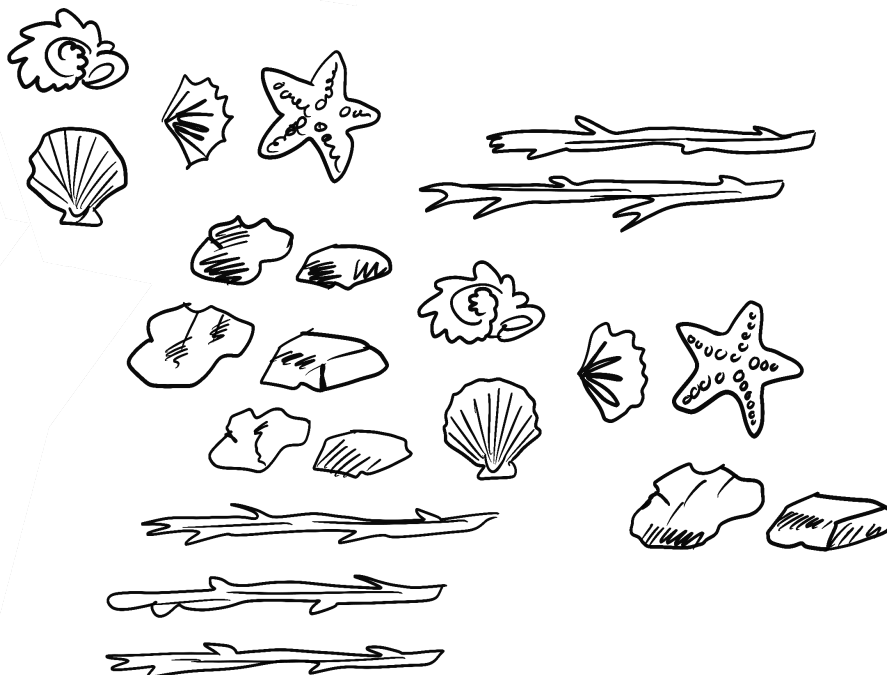
- **SAY:** “We are going to talk about keeping ourselves safe from mosquitos.”
- **ASK:** “Can you remember when you had a mosquito bite?” (Wait for your child to answer)
- **ASK:** “What did you do? Was it itchy?” (Wait for your child to answer)
- **SAY:** “Mosquitos can make people very sick. We need to stop them from biting us.”
- **ASK:** “What can we do to keep ourselves safe from mosquitos?” (Wait for child to answer)
- Give encouragement and make suggestions (such as mosquito net) on how to keep safe from mosquitos.



TUESDAY: MATHEMATICS

Instruction: Bring out the maths bilum. Also make number cards 1-5.

- **SAY:** "We are going to play a number guessing game. I will show a number card and you must count out the same number of items from the bilum."
- Show the first number.
- **SAY:** "Count out how many."
- Show the next number and help your child to count out this number of objects.



TUESDAY: LIFE SKILLS

Instruction: Today we are going to make playdough. Here is a recipe.

- Before starting, wash your hands with your child and talk about cleaning hands before cooking or making things.

PLAYDOUGH RECIPE

2 cups plain flour

1 cup of salt

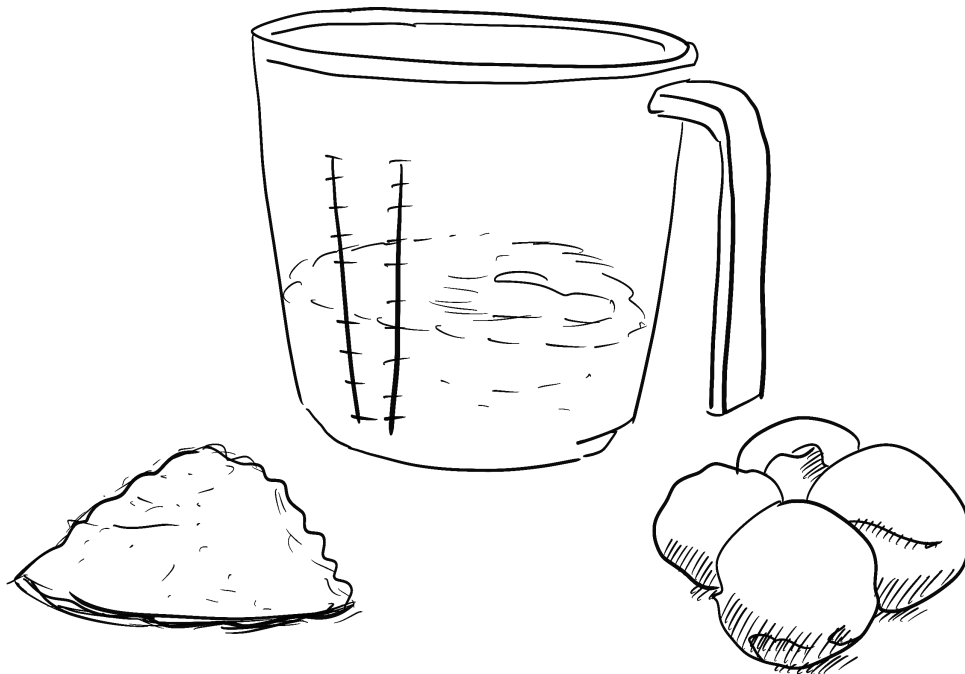
Drops of food colouring

2 tablespoons of cooking oil

1 cup boiling water

Mix and roll the dough. . Use extra flour. Dough must not stick to your hands. If you have a fridge you can store in a fridge in a plastic container or bag. It will keep for some days in the fridge. If not – you should use the playdough that day.

- Give an amount to your child to play with.
- Talk about what they might like to make. Suggest that they make a face or a mouse or pig



WEDNESDAY: ENGLISH

Instruction: Sit with your child and look at the story picture that you read on Monday and Tuesday.

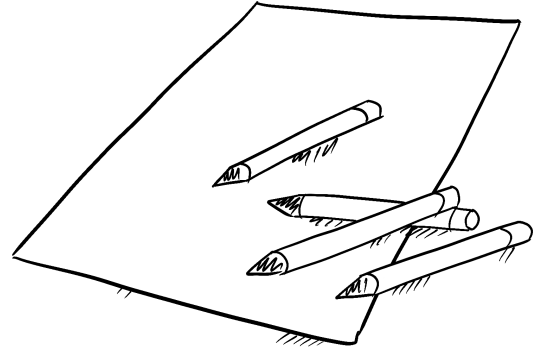
- **ASK:** “Do you remember the story from yesterday?” (Wait for child to answer)
- **ASK:** “Can you tell me what you remember about the story?” (Wait for child to answer)
- **SAY:** “Let’s read the story together again.”
- Read some sentences, with expression and excitement.
- Stop midway and ask more questions.
- **ASK:** “Do you think the baby mosquito might bite someone?” (Wait for child to answer)
- Stop at the end.
- **ASK:** “Why do you think people are frightened by mosquitos?” (Wait for child to answer.)
- **ASK:** “Do you think it would be better if there were no mosquitos?” (Wait for child to answer.)



WEDNESDAY: ENGLISH

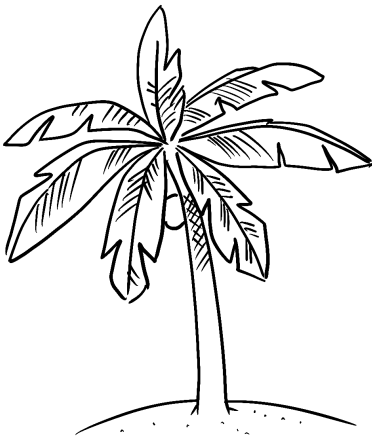
After reading the story introduce your child to the next activity:

- **SAY:** “We are now going to draw a picture about the story. What will we need to draw?”
- Have paper and crayons ready.
- **ASK:** “What will we draw in our picture?” (Wait for your child to answer)
- **SAY:** “That sounds like a great idea. Let’s do it.”
- Talk to your child as they draw a picture of the story.
- **SAY:** “What a great picture. I love your drawing! Let’s do our next activity.”

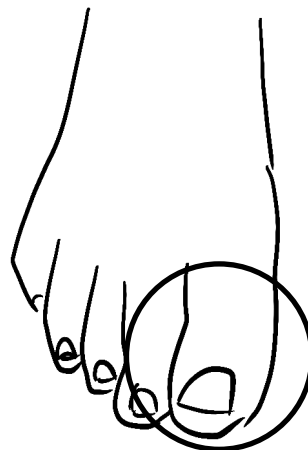


THE LETTER ‘T’

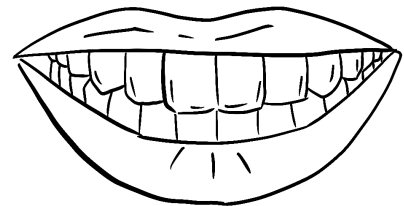
TREE



TOE



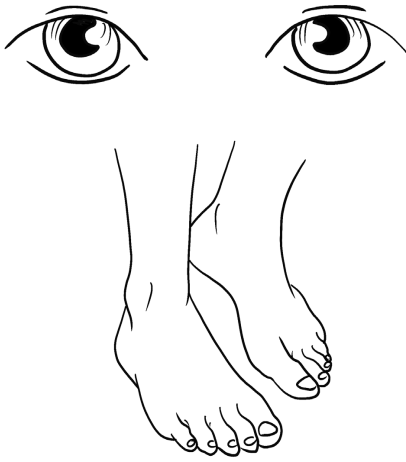
TEETH



- **ASK:** “What are these pictures?” (Wait for your child to answer)
- **ASK:** “Can you tell me the sound at the beginning of these words?” (Wait for child to answer)
- **SAY:** “‘t’ is the letter at the beginning of these words. ‘t’ sounds like...sound out the letter by saying the words again.”

WEDNESDAY: MATHEMATICS

Instruction: This is another counting game. This time we are going to think about body parts.

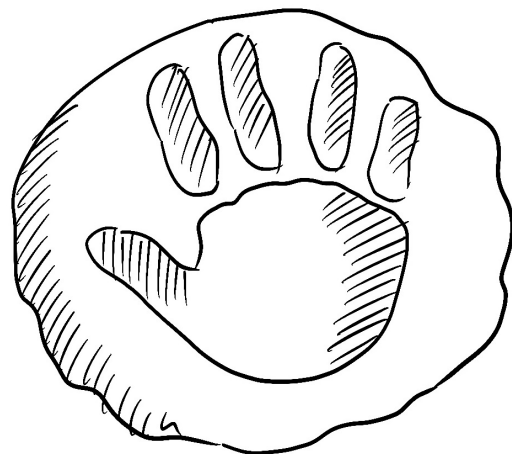


- Point to your eyes
- **ASK: "How many eyes do I have?"**
(Wait for your child to answer)
- Point to your feet
- **ASK: "How many feet do I have?"**
(Wait for your child to answer)
- Continue the game by pointing to one hand and two hands. You may need to help count together up to 5 and up to 10.
- Swap around so your child asks the questions.

WEDNESDAY: LIFE SKILLS

Instruction: Today we are going to play with the playdough we made yesterday.

- Before starting, wash your hands with your child and talk about cleaning hands before cooking or making things.
- Give an amount to your child to play with.
- Talk about what they might like to make.
- Today, make hand and foot prints by pressing hands and feet into the dough. Practice counting fingers and toes.
- Your child might also like to decorate the prints.

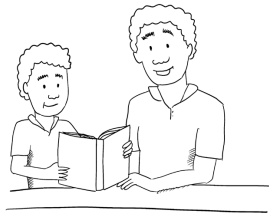


THURSDAY: ENGLISH

Instruction: Sit with your child and look at the story picture that you read on Monday, Tuesday, and Wednesday.



- **ASK:** “Do you remember the story from yesterday?” (Wait for child to answer)



- **ASK:** “Can you tell me what you like about this story?”
(Wait for your child to answer)
- **SAY:** “Let’s read the story together again.”



- **ASK:** “What places do you think we can find mosquitoes?”
(Wait for your child to answer)



- **SAY:** “Mosquitos can hurt. What can we do to keep safe from mosquitos?”
(Wait for your child to answer.)



- **SAY:** “We know a lot about this story now.”



- Read some sentences, with expression and excitement. Read slowly and use your finger when you are reading.
- Stop midway and ask more questions.

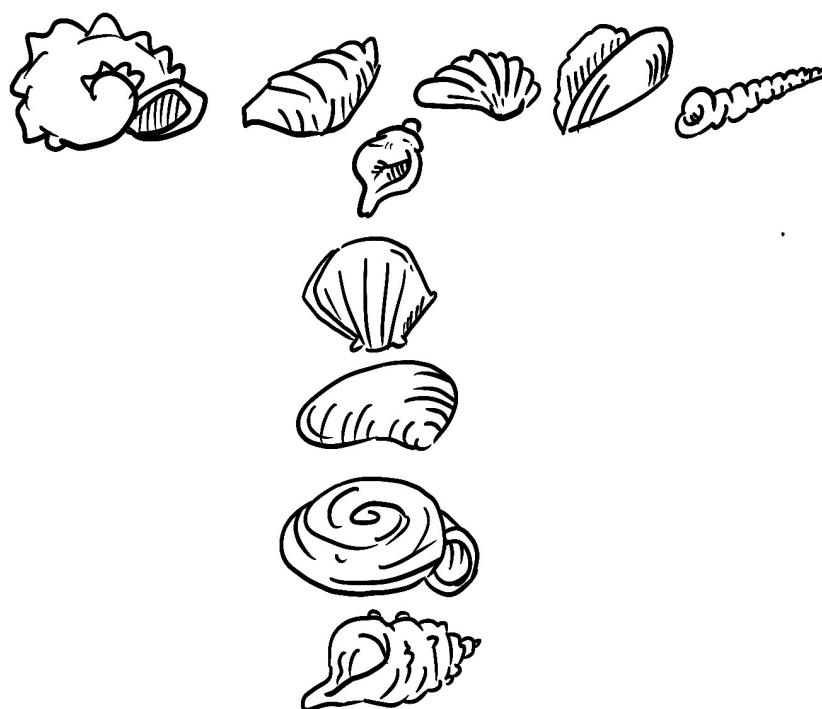


- **SAY:** “Let’s continue reading the story.”
- Stop at the end.

THURSDAY: ENGLISH

After reading the story introduce your child to the next activity:

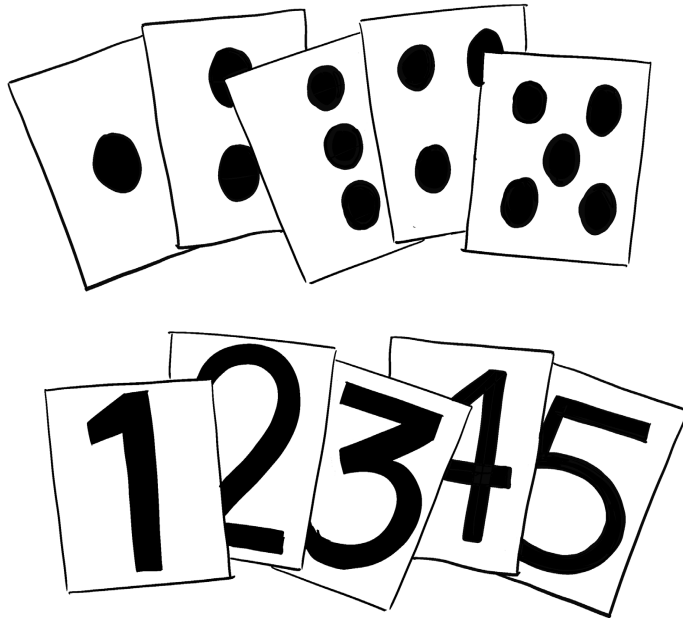
- **SAY:** “We are now going to practice writing the letter t.”
- Remind your child of the ‘t’ sound at the beginning of words such as ‘tree’, ‘toe’, ‘teeth’, and ‘table’.
- Go outside and collect some stones or shells.
- Show your child the shape of the ‘t’ with your finger in dirt.
Using shells or stones, make the shape of ‘t’.



THURSDAY: MATHEMATICS

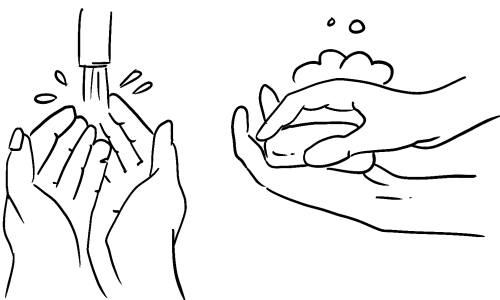
Instruction: This is another counting game. You will need number cards and dot cards for the numbers 4 and 5, because you've already made number and dot cards for 1, 2 and 3.

- Today we are going to play a matching game.
We have 5 number cards. We have five cards with dots.
- **SAY:** "I will mix the cards and show you one number card. You are to select the matching dot card."
- **ASK:** "What card matches this number?"
Show the number 4.
- Repeat for all the numbers.



LIFE SKILLS

Instruction: This activity we are going to prepare a snack together.



- **SAY:** "First, Let's wash hands. It is important to wash our hands before eating."
- **ASK:** "What shall we prepare for snack today?"
(Wait for your child to answer)
- **ASK:** "What healthy food should we include?"
(Wait for your child to answer)
- With your child prepare the healthy snack and sit down to eat together.

FRIDAY: ENGLISH

Instruction: Sit with your child and look at the story picture that you read on Monday, Tuesday, Wednesday and Thursday.



- **ASK:** “Do you remember the story from yesterday?” (Wait for child to answer)



- **ASK:** “Can you tell me the story in your own words?” (Wait for your child to answer)



- **SAY:** “That was great! Thank you. Let's read the story one more time.”



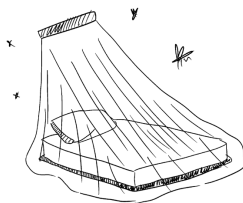
- Read some sentences, with expression and excitement. Read slowly and use your finger when you are reading.
- Stop midway and ask some more questions.



- **ASK:** “What other insects bite?” (Wait for your child to answer)
- **SAY:** “Some insects sting, like a bee. Some insects bite, like a mosquito.”



- **SAY:** “Let's continue reading the story.”
- Stop at the end.

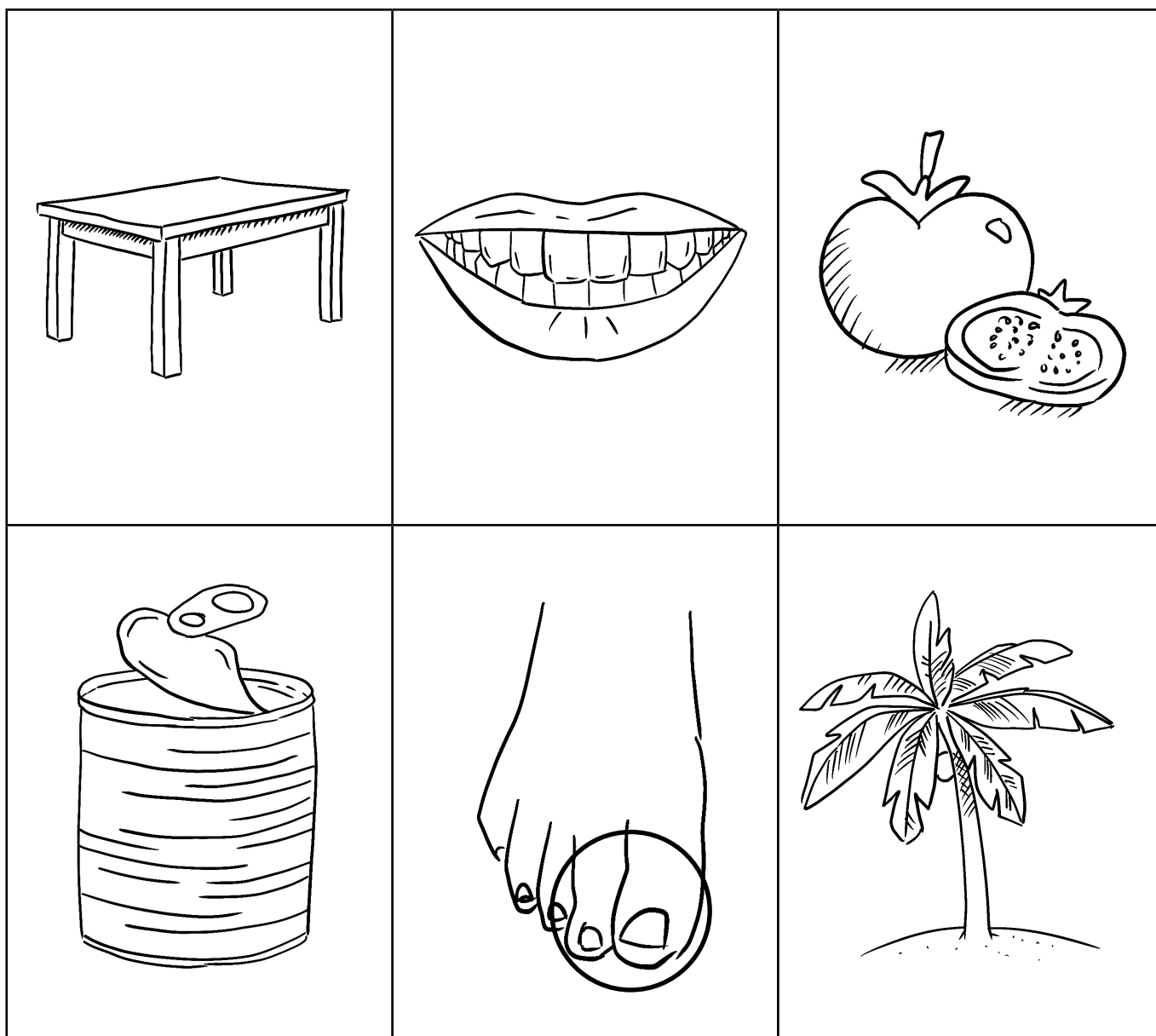


- **SAY:** “Can you remember what we can do to protect ourselves from mosquito bites?”

FRIDAY: ENGLISH

After reading the story introduce your child to the next activity:

- **SAY:** "We are going to make more letter 't's today."
- **SAY:** "Let's try on paper."
- Trace the letter 't' on paper.
- **SAY:** "Now you go over the letter t."
- Repeat a few times.
- **SAY:** "Now, Let's try to work out what is in the pictures."



FRIDAY: MATHEMATICS

Instruction: This is our final counting activity for this week.

- **SAY:** "We are going to go outside and collect lots of leaves and flowers from the garden."
- Go outside and collect at least 10 different leaves and 10 different flowers.
- Lay the leaves and flowers on the floor or table.
- **SAY:** "Remember yesterday we practiced counting 1-5? Today we will use leaves and flowers".
- **ASK:** "I have number 5 in my mind. Can you show me how many leaves this is?"
- **ASK:** "I have number 4 in my mind. Can you show me how many leaves this is?"
- **ASK:** "I have number 10 in my mind. Can you show me how many leaves this is?"
- Repeat for other numbers such as 2 and 3.



FRIDAY: LIFE SKILLS

Instruction:

- **SAY:** "Let's sing our song for the week and practice our cleaning actions."

This is the way we wash our hands,

Wash our hands, wash our hands.

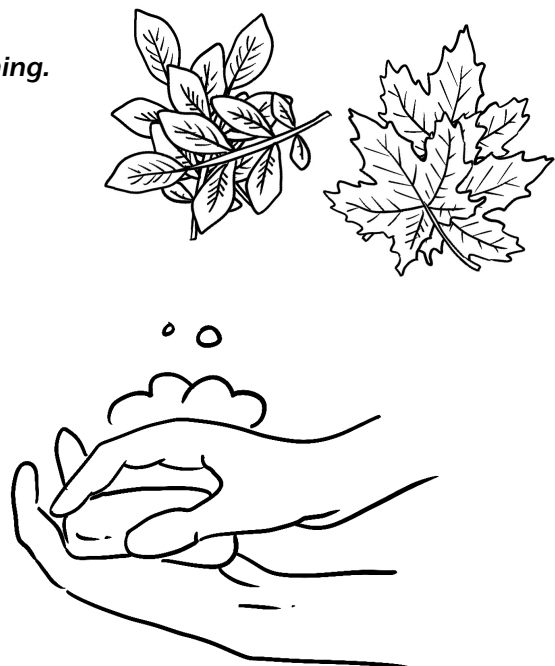
This is the way we wash our hands, so early in the morning.

Substitute:

..... brush our teeth

..... comb our hair

..... wash our face





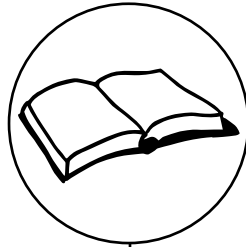
WEEK 6

WEEK 6: BEING KIND TO OTHERS

Learning objectives:

This week, children will:

- Learn how to be kind to others.
- Learn about the letter m and words that begin with. 'm'.
- Learn how to sort similar objects.
- Learn how to help people that they love.
- Learn more about what makes them happy and sad.



Jesus feeds the 5000 people

One day 5000 people came to see Jesus.

They were very hungry.

Jesus felt sorry for them.

A small boy came forward and said,
"I can share my food. I have 5 bread and 2 fish."

"Thank you", Jesus said.

Jesus shared the bread and fish to everyone.

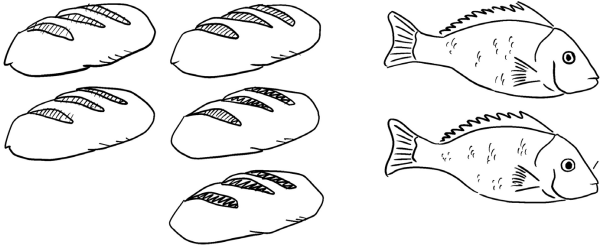
They had plenty to eat.

Everyone was very happy.



MONDAY: ENGLISH

Instruction: Sit with your child and look at the story picture and the picture on this page.



- **ASK:** “Can you tell me what is in the pictures?” (Wait for your child to answer)



- **ASK:** “What do you think this story is about?” (Wait for your child to answer)



- **SAY:** “Let’s read the story together.”



- Read some sentences, with expression.
- Stop midway and ask more questions.



- **ASK:** “Why did Jesus feel sorry for the people?” (Wait for your child to answer)
- **SAY:** “Let’s continue reading the story.”



- Stop at the end.
- **SAY:** “Wow, Jesus fed so many people.”

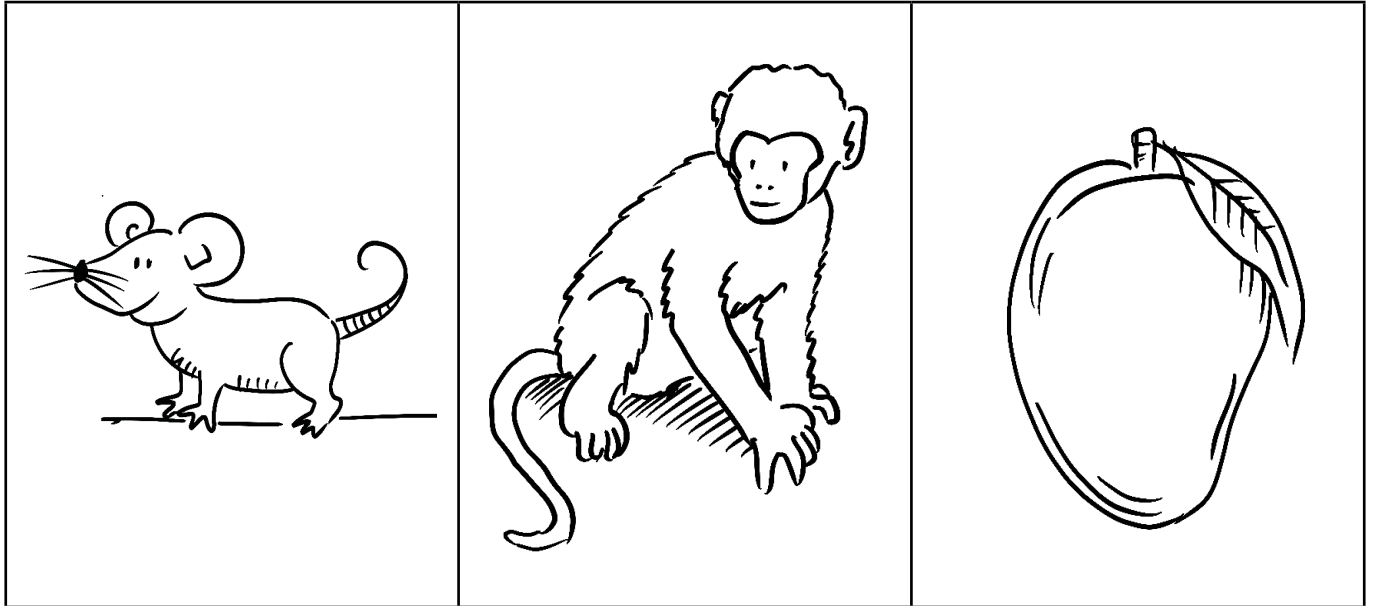


- **ASK:** “Who was the kind person in the story?” (Wait for your child to answer)

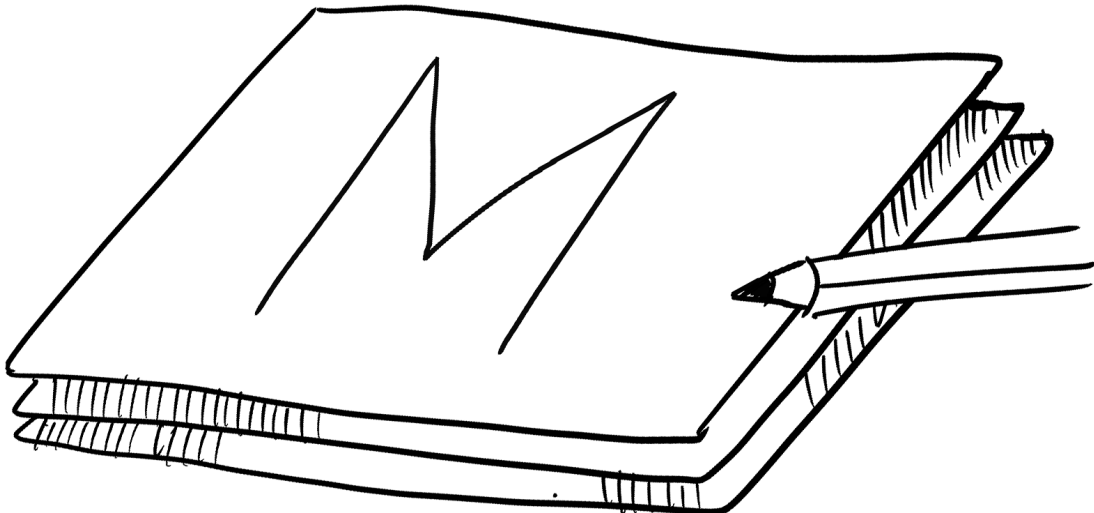
MONDAY: ENGLISH

After reading the story and answering the questions introduce your child to the next activity:

- SAY: "Today we are going to learn about the letter 'm'."
- ASK: "Can you name the objects in the picture?"

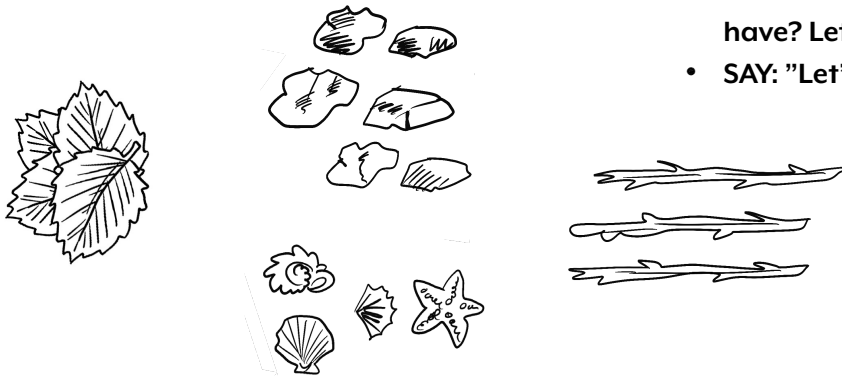


- ASK: "What is the first sound that each of these words make?"
- SAY: "Let's try making this sound together. Mmm mouse, Mmm monkey, Mmm mango. The sound is mmmmmm."
- SAY: "Look at the shape my mouth makes when I make this sound."
- SAY: "Let's see how it is written. I will draw on a paper and you can trace it."



MONDAY: MATHEMATICS

Instruction: Bring out the maths bilum. This game is a sorting game.
Empty the bilum so that all the objects are on the floor or table.



- **ASK:** “What objects can you see?”
(Wait for your child to answer.)
- **SAY:** ‘Let’s put all these in one pile.’
- **ASK:** “What other objects do you see?”
(Wait for your child to answer.)
- **SAY:** “Let’s put all these in one pile.”
- Continue until all the objects have been put into piles.
- **ASK:** “How many different piles do we have? Let’s count together.”
- **SAY:** “Let’s count, 1,2,3..... “

LIFE SKILLS

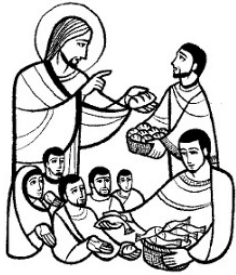
Instruction: Today your child will be introduced to the concept of ‘helping’.



- **ASK:** “What can you see in the picture?”
- Talk to your child about someone in your family or community that needs help. Talk about what you will do to help them. Prepare to visit this person tomorrow.
- Talk to your child about:
 1. **Why the person needs help?**
 - Because the person is unwell
 2. **What help can we give them? For instance, food.**
 - Food so that they recover quickly.
 - Food so that they do not have to cook.
 - We can help with some chores.
 3. **When will we help them? For instance, tomorrow.**
- Involve your child in the preparations for the visit.

TUESDAY: ENGLISH

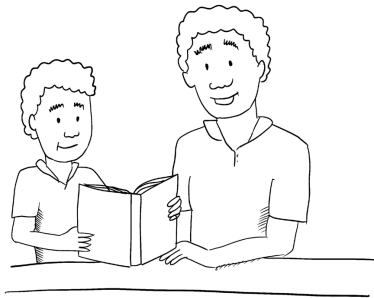
Instruction: Sit with your child and look at the story picture again and the one on this page.



- **ASK:** “Do you remember the story from yesterday?” (Wait for your child to answer)



- **ASK:** “Can you tell me about the story?” (Wait for your child to answer)



- **SAY:** “Let’s read the story together again.”



- Read some sentences, with expression.
- Stop midway and ask some more questions.



- **ASK:** “What does the boy do?” (Wait for your child to answer)
- **SAY:** “Let’s continue reading the story.”
- Stop at the end.



- **SAY:** “What did Jesus do with the 5 loaves and 2 fish?” (Wait for your child to answer)
- **ASK:** “What do you think the people did after they received food from Jesus?” (Wait for your child to answer).



- **ASK:** “Can you tell me the story in your own words?” (Wait for child to answer)

TUESDAY: ENGLISH

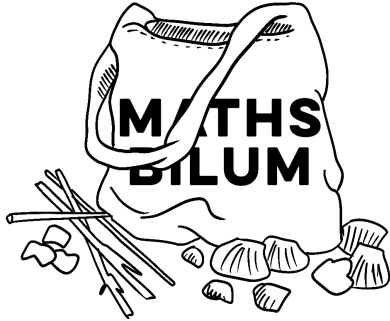
After reading the story introduce your child to the next activity:

- You will need a cup of water for this activity.
- **SAY:** “We are going to practice writing ‘m’.”
- **ASK:** “Can you remember the words that have m at the beginning?”
(Wait for your child to answer).
- **SAY:** “We are going to practice writing with our fingers and water.”
- Go outside and find a smooth surface to do your water paint.
- Using your finger, make the letter m.
- Ask your child to copy.
- Do this a few times. Ask your child to copy.
- Do this a few times.



TUESDAY: MATHEMATICS

Instruction: Bring out the maths bilum. This game is a sorting game. Empty the bilum so that all the objects are on the floor or table.



- ASK: "What objects can you see?"
(Wait for your child to answer.)
- SAY: "Let's try and name all the different objects."
- SAY: "Let's put all the shells together in one pile."
- SAY: "Let's put all the sticks together in one pile."
- SAY: "Let's put all the stones together in one pile."
- ASK: "Which pile is the biggest?"
- ASK: "Which pile is the smallest?"

LIFE SKILLS

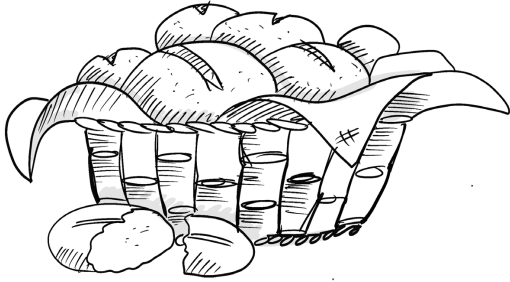
Instruction: Today is 'helping mum or grandma day.'

- Select a small activity that your child can do to help mum or grandma.
- Talk to your child about what you are doing and why you are helping.

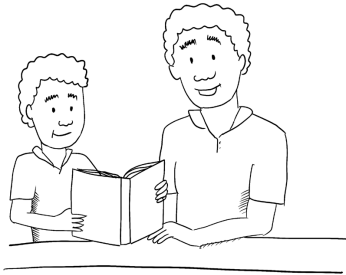


WEDNESDAY: ENGLISH

Instruction: Sit with your child and look at the story picture that you read on Monday and Tuesday.



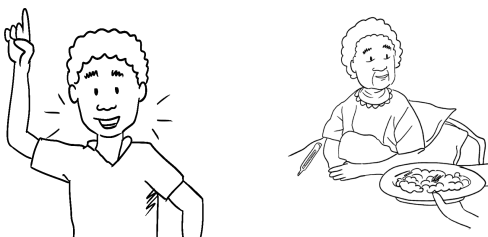
- **ASK:** “Do you remember the story from yesterday?”
(Wait for your child to answer)



- **SAY:** “Let’s read the story together again.”



- **ASK:** “Do you think the boy is kind?”
(Wait for your child to answer)
- **ASK:** “Do you know of anyone that is kind like the boy?” (Wait for your child to answer)



- **ASK:** “Do you think there are people that need help like these people where we live?” (Wait for your child to answer.)



- **ASK:** “Can you tell me what you remember about the story?”
(Wait for your child to answer)



- Read some sentences, with expression and excitement.
- Stop midway and ask some more questions.

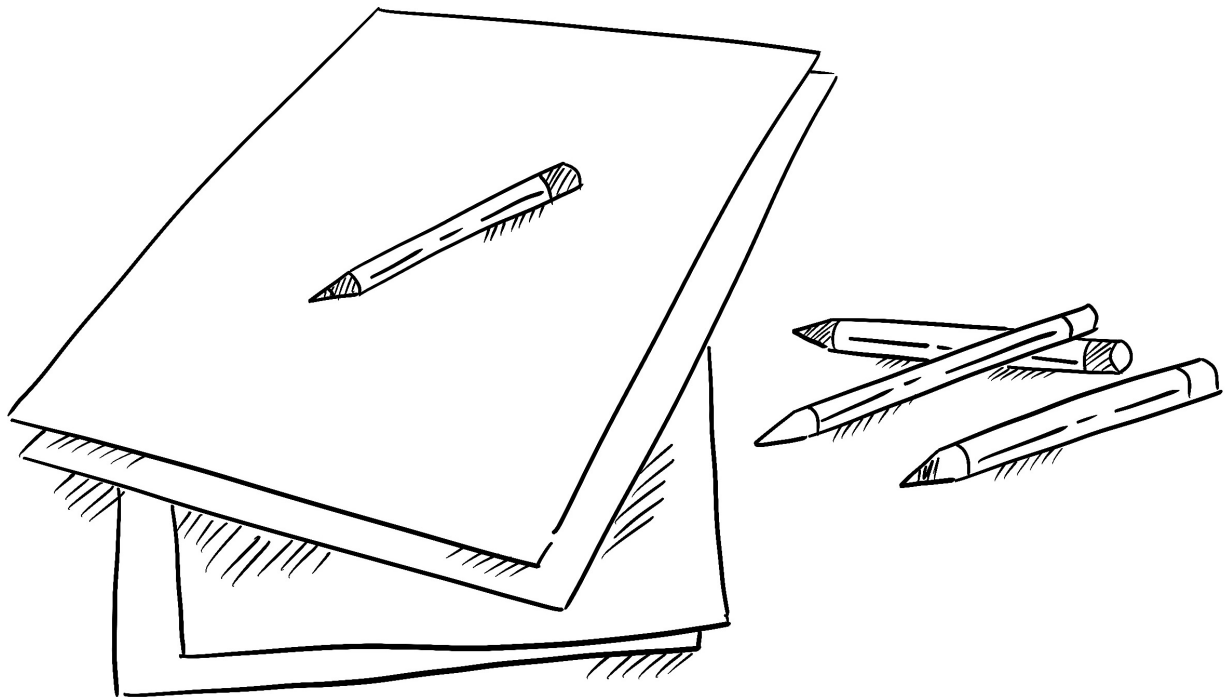


- Continue reading.
- Stop at the end.
- **ASK:** “How did Jesus feed so many people?” (Wait for your child to answer.)

WEDNESDAY: ENGLISH

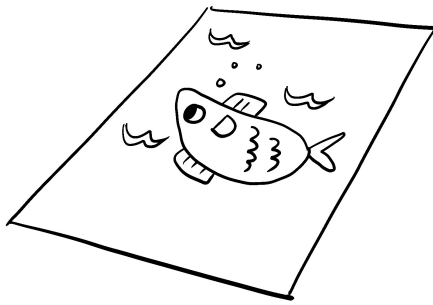
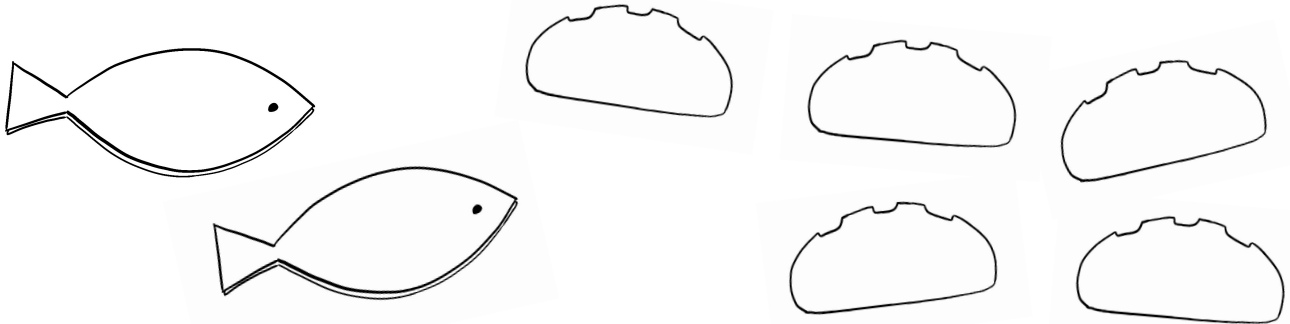
After reading the story introduce your child to the next activity:

- **SAY:** “Today we are going to draw a picture of the story. What will we need to draw?”
- Have paper and crayons ready.
- **ASK:** “What will we draw in our picture?” (Wait for your child to answer)
- **SAY:** “That sounds like a great idea! Let’s do it.”
- Talk to your child as they draw a picture of the story.
- **SAY:** “What a great picture! I love your drawing. Let’s do our next activity.”

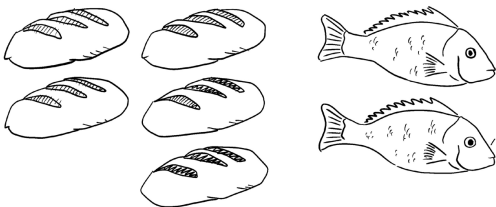


WEDNESDAY: MATHEMATICS

Instruction: This is a sorting and counting game using fish and loaves from the story. Make cut outs of 5 loaves and 2 fish.

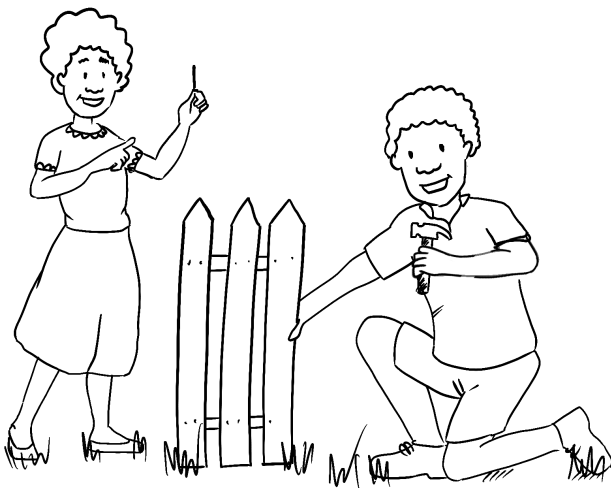


- SAY: "We are going to sort out the loaves and fish from our story today. Here are some loaves and fish. Let's mix them up!"
- Mix up the loaves and fish.
- ASK: "Can you put all the loaves together in one pile? Can you do the same with the fish?"
- SAY: "We have two piles. One pile of loaves and one pile of fish."
- ASK: "How many loaves do we have? Let's count together."
- ASK: "How many fish do we have? Let's count together."



LIFE SKILLS

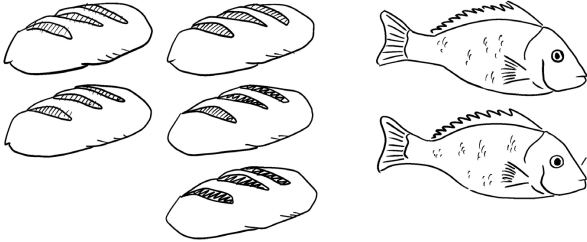
Instruction



- Today is 'helping dad or grandad day.'
- Select a small activity that your child can do to help dad or grandad.
- Talk to your child about what you are doing and why you are helping.

THURSDAY: ENGLISH

Instruction: Sit with your child and look at the story picture that you read on Monday, Tuesday, and Wednesday.



- **ASK:** “Do you remember the story from yesterday?” (Wait for child to answer)



- **SAY:** “We know a lot about this story now.”



- **ASK:** “Can you tell me what you like about this story?” (Wait for child to answer)
- **SAY:** “Let’s read the story together again.”



- Read some sentences, with expression and excitement. Read slowly and use your finger when you are reading.
- Stop midway and ask more questions.



- **ASK:** “Why do you think the people might be hungry?” (Wait for child to answer)



- **SAY:** “Let’s continue reading the story.”
- Stop at the end.
- **SAY:** “There are lots of people who are kind. In this story, who is kind?”



- **ASK:** “What are some things you can do to be kind to others?” (Wait for your child to answer)

THURSDAY: ENGLISH

After reading the story introduce your child to the next activity:

- **SAY:** “We are now going to practice writing the letter m.”
- Remind your child of the ‘m’ sound at the beginning of words such as ‘mum’, ‘me’, ‘monkey’, ‘mango’.
- Go outside and collect some stones or shells.
- Show your child the shape of the letter m with your finger in dirt.
Using shells or stones make the shape of ‘m’.
- Now draw a moon.
- **ASK:** “What is this?” (Wait for your child to answer)
- **ASK:** “What sound is at the beginning?” (Wait for your child to answer)
- **SAY:** “M is the sound at the beginning. Let’s draw a moon together.”



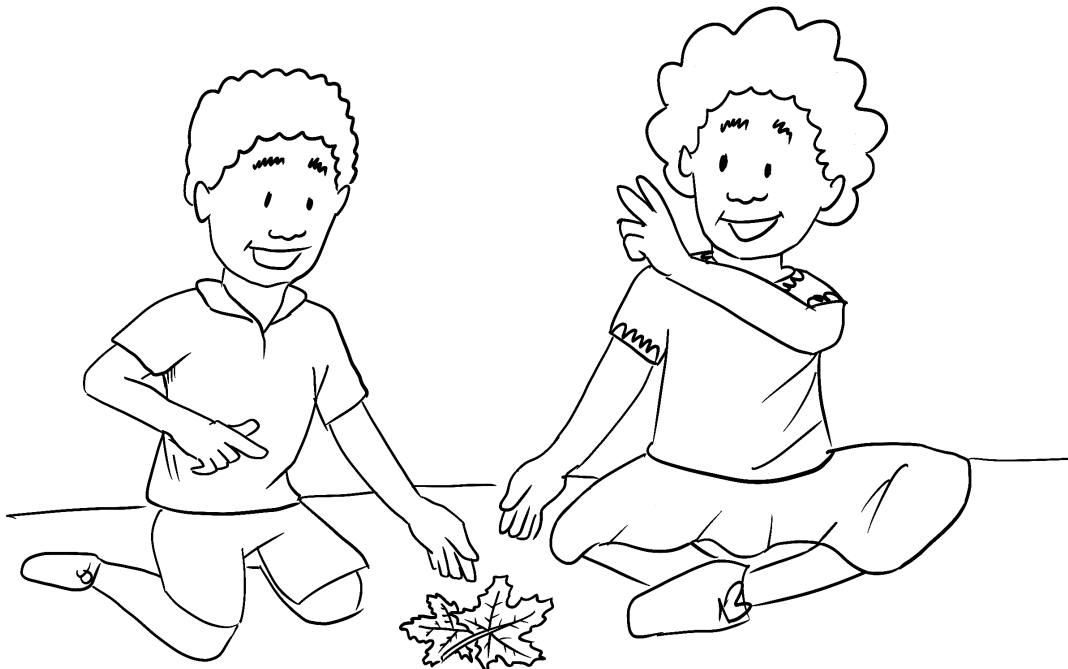
THURSDAY: MATHEMATICS

Instruction: This is another sorting game.

- We are going to use leaves and flowers. Collect 10 leaves from two or three types of trees. Make sure there are some leaves that are similar.



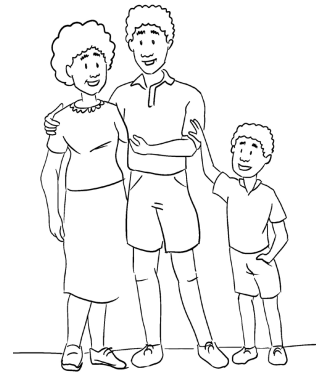
- **SAY:** "Today we are going to play a matching game. We have lots of leaves. Some look the same."
- **ASK:** "Can you put all the ones that are the same together in one pile?"
- Repeat for the remaining leaves.
- **SAY:** "Let's count how many leaves are the same in this pile."
- **SAY:** "Let's count how many leaves at the same in this pile."
- Repeat until all the piles have been counted.



LIFE SKILLS

Instruction: This activity is a fun game. We will talk about feeling happy.

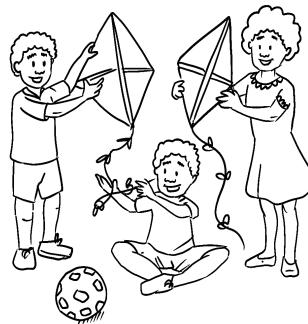
- **ASK:** “What makes you feel happy?” (Wait for your child to answer)
- **ASK:** “Do these things make you feel happy?”
- Show the pictures below and talk about each picture.



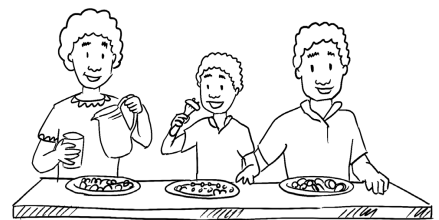
Mum hugging a child



Child playing with their friends



Child playing with their friends
Child sitting with their family eating a meal

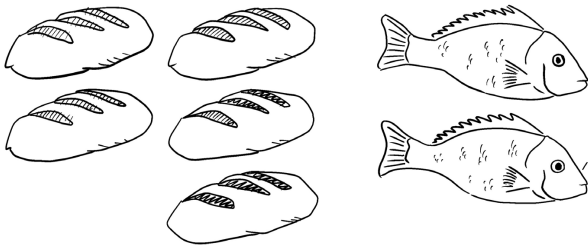


- **SAY:** “When I feel happy, I.....” (give example)
- **ASK:** “What about you? Can you finish the sentence... When I feel happy, I” (Wait for your child to answer)
- **SAY:** “Let’s sing this song together.”

*If you are happy and you know it, show a smile.
If you are happy and you know it, show a smile.
If you are happy and you know it and you really want to show it,
If you are happy and you know it, show a smile.
If you are happy and you know it, jump around.
If you are happy and you know it, jump around.
If you are happy and you know it and you really want to show it,
If you are happy and you know it, jump around.
If you are happy and you know it, shout hooray.
If you are happy and you know it, shout hooray.
If you are happy and you know it and you really want to show it,
If you are happy and you know it, shout hooray.*

FRIDAY: ENGLISH

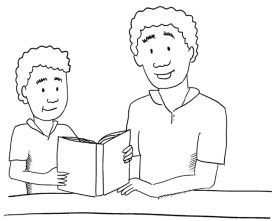
Instruction: Sit with your child and look at the story picture that you read on Monday, Tuesday, Wednesday and Thursday.



- **ASK:** “Do you remember the story from yesterday?” (Wait for your child to answer)



- **ASK:** “Would you like to tell me the story in your own words?” (Wait for your child to answer)



- **SAY:** “That was great! Thank you. Let’s read the story one more time.”



- Read some sentences, with expression and excitement. Read slowly and use your finger when you are reading.



- Stop midway and ask more questions.
- **ASK:** “Why do you like this story?” (Wait for your child to answer)



- **SAY:** “Let’s continue reading the story.”
- Stop at the end.

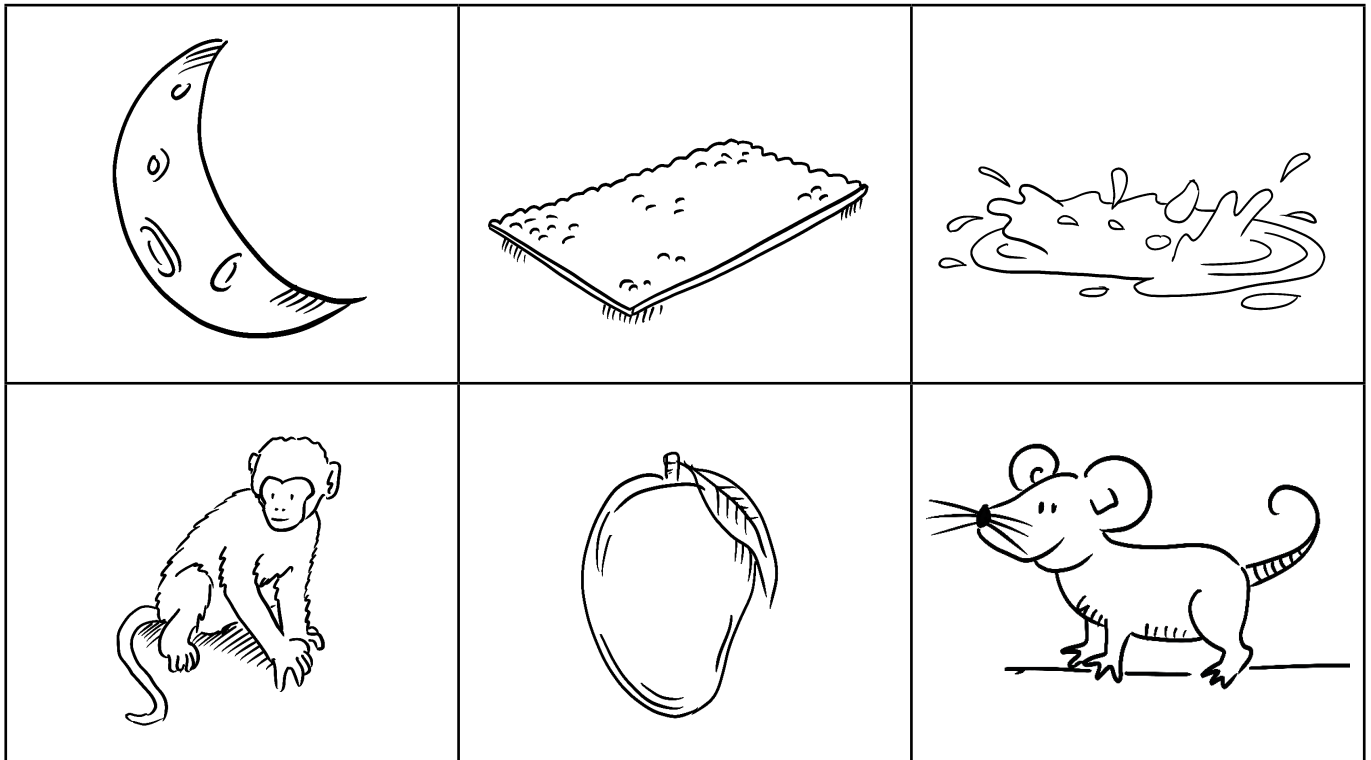


- **SAY:** “How can we be kind like the boy?.” (Wait for your child to answer)

FRIDAY: ENGLISH

After reading the story introduce your child to the next activity:

- SAY: "Let's try to remember all our 'm' words that we learnt this week."
- "Let's try to identify what is in the pictures."



FRIDAY: MATHEMATICS

Instruction: This is another sorting game. We are going to use fruits from the garden. Collect 10 pieces of fruit from two types, e.g., Banana, mango.

- SAY: "Today we are going to play a matching game. We have lots of fruit. Some look the same. Some look different."
- ASK: "Can you put all the ones that are the same together in one pile?"
- Repeat for the remaining fruit.
- SAY: "Let's count how many fruits are the same in this pile."
- SAY: "Let's count how many fruits are the same in this pile."
- Repeat until all the piles have been counted.



LIFE SKILLS

Instruction: This activity is a fun game. We will talk about feeling sad.

- **ASK:** "What makes you feel sad?" (Wait for your child to answer)
- **ASK:** "Do these things make you feel sad?"
- Show the pictures below and talk about each picture.

Child falling over and hurting themselves



Child breaking something that is precious



Child sitting on their own in the playground



- **SAY:** "When I feel sad, I....." (give examples)
- **ASK:** "Can you finish the sentence? When I feel sad, I"". (Wait for your child to answer)
- **SAY:** "Let's sing this song together."
*Humpty Dumpty sat on the wall.
Humpty Dumpty had a great fall.
All the kings' horses and all the kings' men.
Couldn't put Humpty together again.*
- **SAY:** 'Poor old Humpty Dumpty!
Perhaps we can help him.'



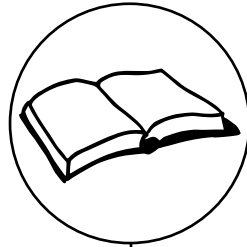
WEEK 7

WEEK 7: FISH IN THE SEA

Learning objectives:

This week, children will:

- Learn about the characteristics of fish in the sea.
- Learn about the letter 'f' and words that begin with f.
- Learn how to count 1-10 and match dot cards with number cards.
- Learn how to trace and make fish shapes using different objects.



Going fishing

Isaac and father went fishing one morning.

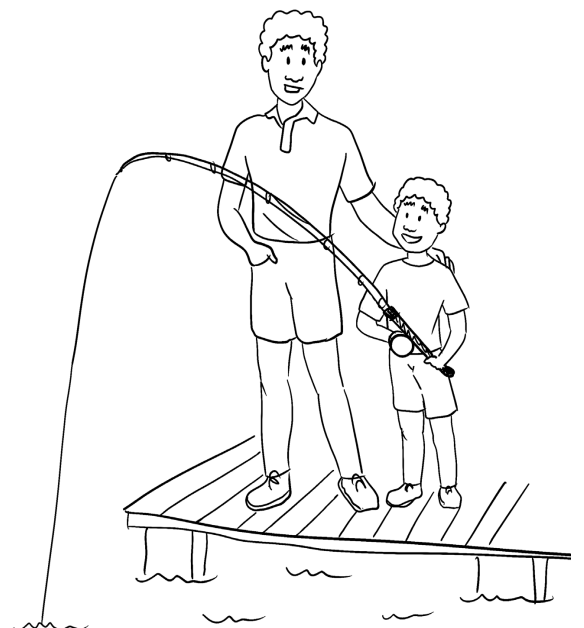
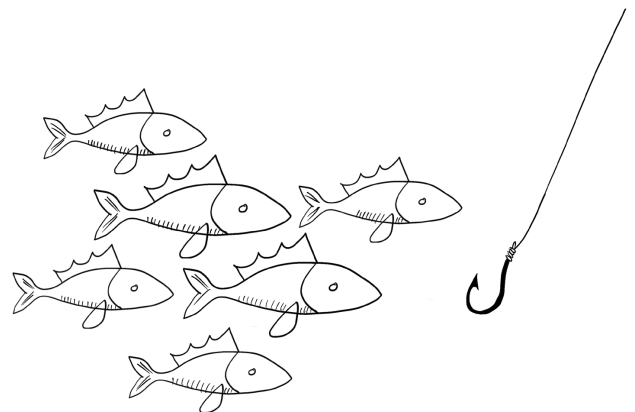
They caught five fish.

Isaac was very happy.

There were two blue and three red fish.

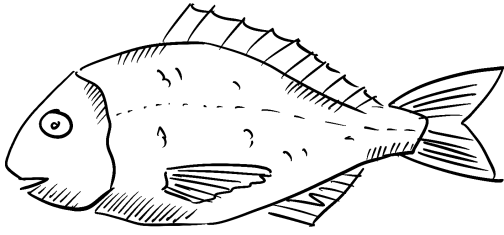
Father was very happy.

That night they ate the fish with taro and greens.



MONDAY: ENGLISH

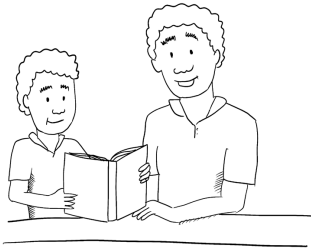
Instruction: Sit with your child and look at the story picture and the picture on this page.



- **ASK:** “Can you tell me what is in the pictures?” (Wait for your child to answer)



- **ASK:** “What do you think this story is about?” (Wait for your child to answer)



- **SAY:** “Let’s read the story together.”
- Read some sentences, with expression.



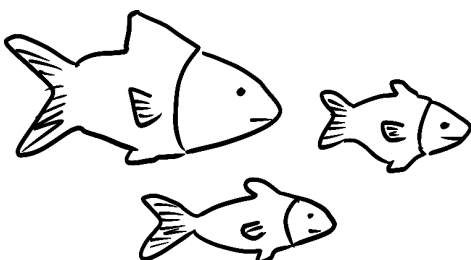
- Stop midway and ask more questions.
- **ASK:** “Why was Isaac happy?” (Wait for your child to answer)



- **SAY:** “Let’s continue reading the story.”
- Stop at the end.



- **ASK:** “Why was father happy?” (Wait for your child to answer)
- **ASK:** “What did they eat for dinner?” (Wait for your child to answer)

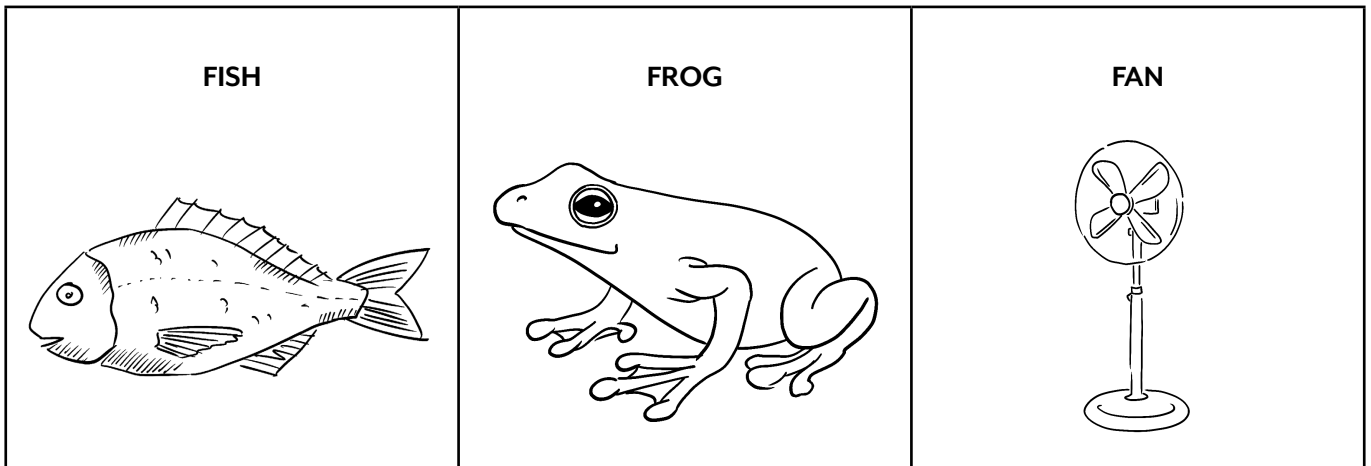


- **ASK:** “Do you like fish?” (Wait for your child to answer)

MONDAY: ENGLISH

After reading the story and answering the questions introduce your child to the next activity:

- SAY: "Today we are going to learn about the letter 'f'".
- ASK: "Can you name the objects in the picture?"

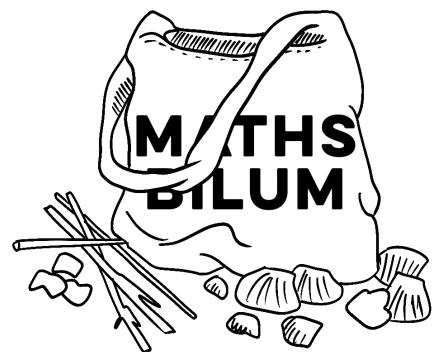


- "What is the first sound that each of these words make?"
- SAY: "Let's try making this sound together. Ffff fish, Fff frog, Fff fah. The sound is fff."
- SAY: "Let's see how it is written. I will draw on a paper and you can trace."

MONDAY: MATHEMATICS

Instruction: Bring out the maths bilum. This game is a counting game. Put 10 shells or stones from the bag in a pile on the floor or table.

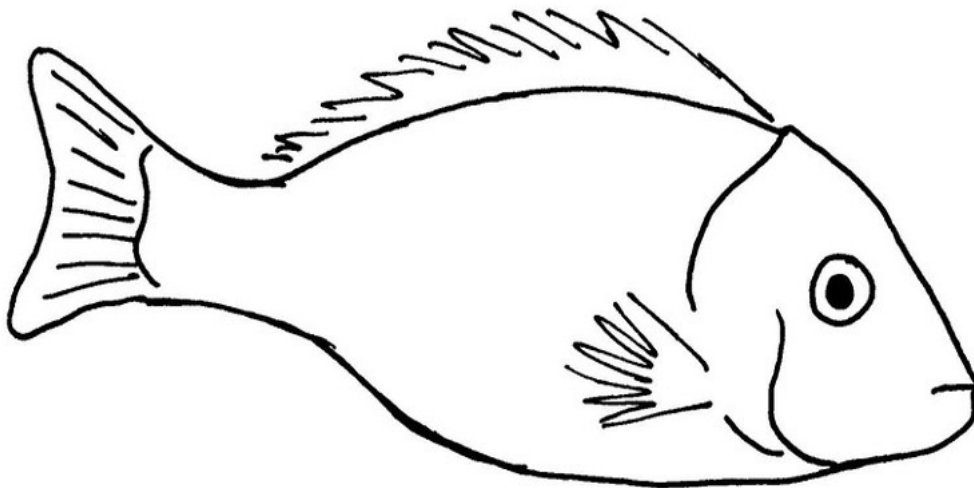
- ASK: "How many shells/stones do you think there are?" (Wait for your child to answer.)
- SAY: "That is a good guess. Shall we count together?"
- SAY: "Let's count, 1,2,3..... up to 10. There are 10 shells."
- SAY: "Let's count again, but this time let's count to 5."
- Repeat counting for 3, 7 and 9.



MONDAY: LIFE SKILLS

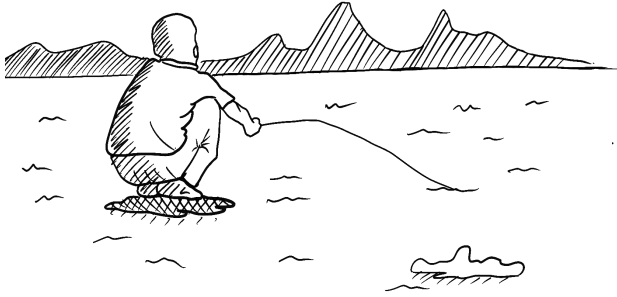
Instruction: Today your child will practice tracing a fish shape. The shape is below. You will need a pencil and crayons.

- **SAY:** “Today we are going to trace this fish.”
- **ASK:** “Where do you think you should start?” (Wait for your child to answer)
- Help your child trace the shape of the fish with a pencil.
- Talk about the colour of the fish. Use crayons to colour the fish.



TUESDAY: ENGLISH

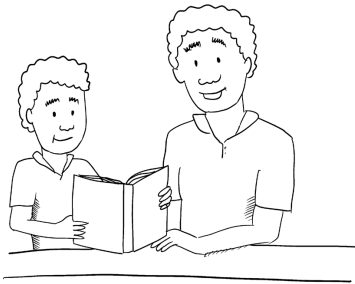
Instruction: Sit with your child and look at the story picture again and the one on this page.



- **ASK:** “Do you remember the story from yesterday?” (Wait for your child to answer)



- **ASK:** “Can you tell me about the story?” (Wait for your child to answer)



- **SAY:** “Let’s read the story together again.”



- Read some sentences, with expression.
- Stop midway and ask more questions.



- **ASK:** “How many fish did they catch?” (Wait for your child to answer)
- **SAY:** “Let’s continue reading the story.”



- Stop at the end.
- **SAY:** “What are the colours of the fish?” (Wait for your child to answer)

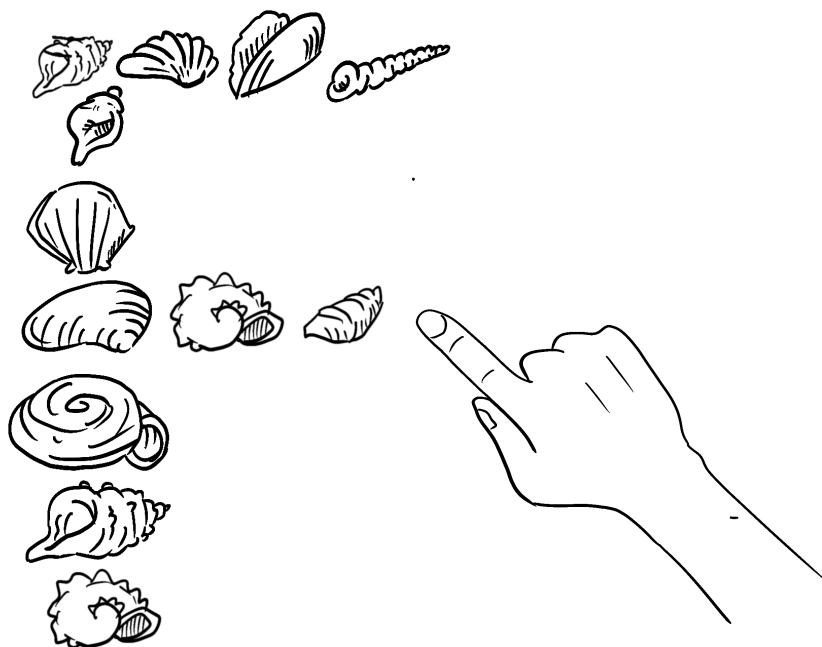


- **ASK:** “Can you tell me the story in your own words?” (Wait for child to answer)

TUESDAY: ENGLISH

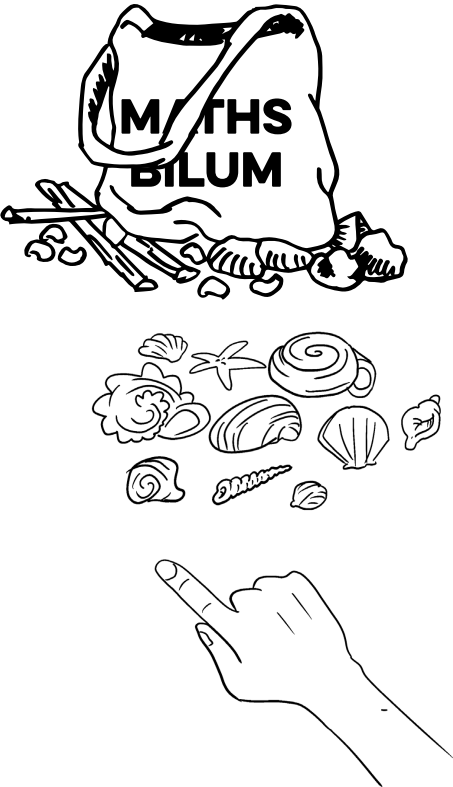
After reading the story introduce your child to the next activity:

- You will need some small shells or stones from your maths bilum for this activity.
- **SAY:** “We are going to practice writing f.”
- **ASK:** “Can you remember the words that have f at the beginning?”
(Wait for your child to answer).
- **SAY:** “We are going to practice writing using small shells or stones.”
- Show your child the shape of the letter f using shells or stones.
- Ask your child to trace the letter f with their finger in the air.
Help your child to write the letter f with shells and stones.
- Repeat, to see if your child can do on their own.



TUESDAY: MATHEMATICS

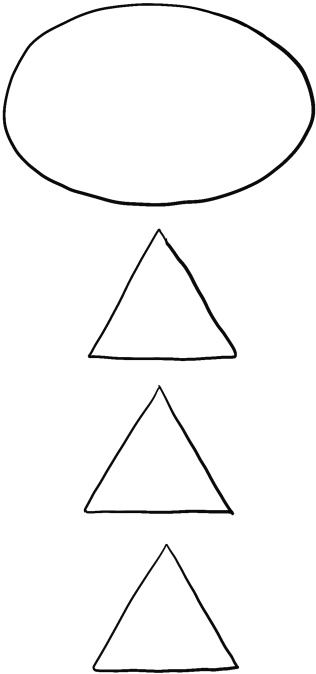
Instruction: Bring out the maths bilum. This game is 'guessing the number game'.



- Put 10 shells or stones on the floor or table in a pile.
- **SAY:** "I am going to put a few shells and stones in a line. I want you to tell me how many there are."
- **SAY:** "Let's try together."
- Put out 6 stones in a row.
Then begin counting, 1,2,3 up to 6.
- **SAY:** "There are 6 stones."
- Put out 5 stones.
- **ASK:** "How many stones are there?"
(Wait for your child to answer.)
- Put out 8 stones.
- **ASK:** "How many stones are there?"
(Wait for your child to answer.)

TUESDAY: LIFE SKILLS

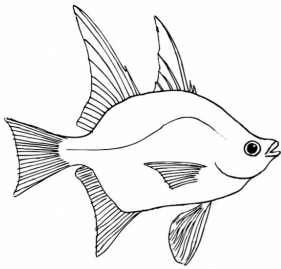
Instruction: Today we are going to make a fish with shapes.



- Use the shape cut outs. You will need an oval shape and at least three triangles for the fins and tail.
- **SAY:** "Today we are going to make a fish out of shapes."
- **ASK:** "Can you remember what these shapes are?"
- **SAY:** "This is a triangle, and this is an oval. An oval is like a circle."
- **ASK:** "How will we make a fish?" (Wait for child to answer)
- Encourage your child to make their fish. Congratulate them on their efforts.
- Talk about the different shapes and the parts of a fish.

WEDNESDAY: ENGLISH

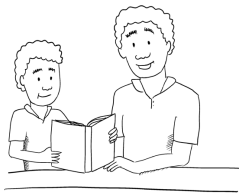
Instruction: Sit with your child and look at the story picture that you read on Monday and Tuesday.



- **ASK:** “Do you remember the story from yesterday?” (Wait for child to answer)



- **ASK:** “Can you tell me what you remember about the story?” (Wait for child to answer)



- **SAY:** “Let’s read the story together again.”
- Read some sentences, with expression and excitement.



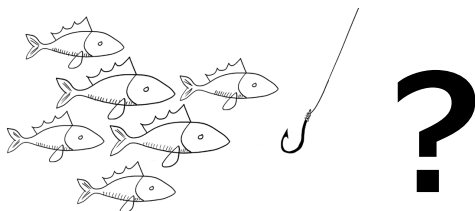
- Stop midway and ask more questions.
- **ASK:** “Do you think the boy helped his father catch the fish?” (Wait for your child to answer)



- Continue reading.
- Stop at the end.



- **ASK:** “Do you think mother would be happy that father and the boy caught five fish?” (Wait for your child to answer.)

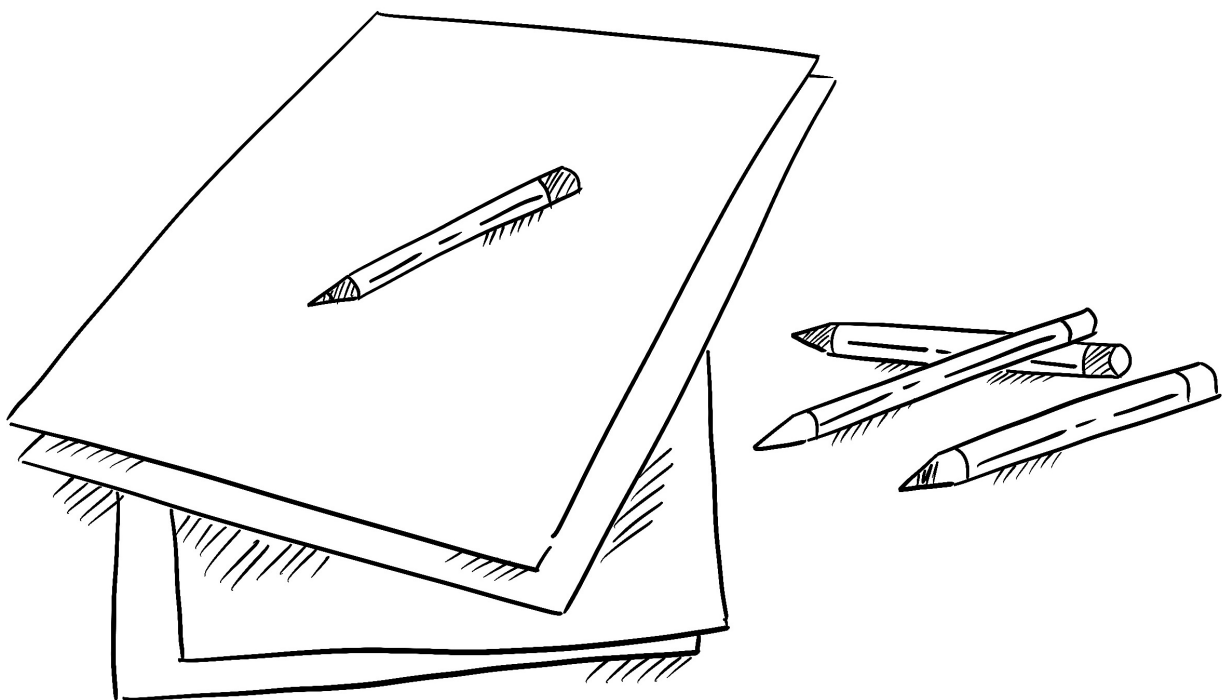


- **ASK:** “If you went fishing, how many fish do you think you would catch?” (Wait for your child to answer.)

WEDNESDAY: ENGLISH

After reading the story introduce your child to the next activity:

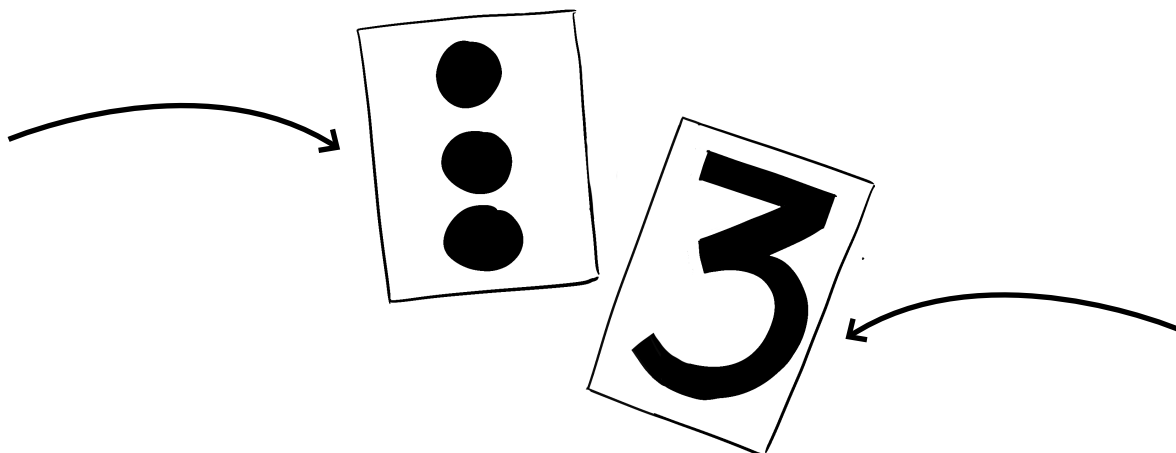
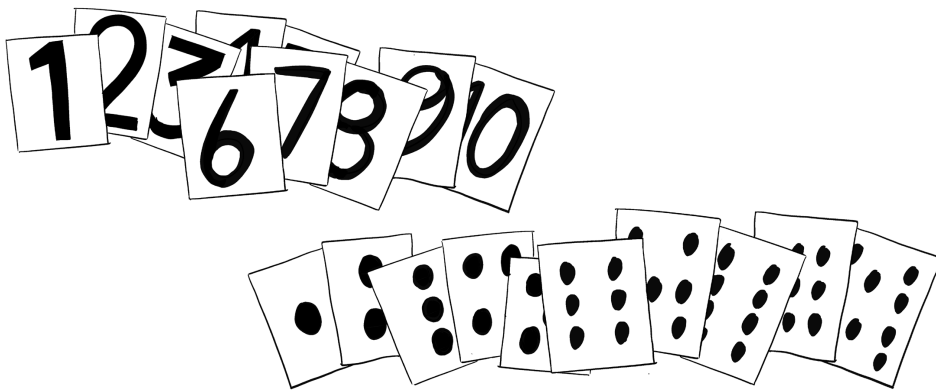
- **SAY:** “Today we are going to draw a picture of the story. What will we need to draw?”
- Have paper and crayons ready.
- **ASK:** “What will we draw in our picture?” (Wait for your child to answer)
- **SAY:** “That sounds like a great idea. Let’s do it.”
- Talk to your child as they draw a picture of the story.
- **SAY:** “What a great picture! I love your drawing. Let’s do our next activity.”



WEDNESDAY: MATHEMATICS

Instruction: This is a counting game. This time we will use number cards and dot cards.

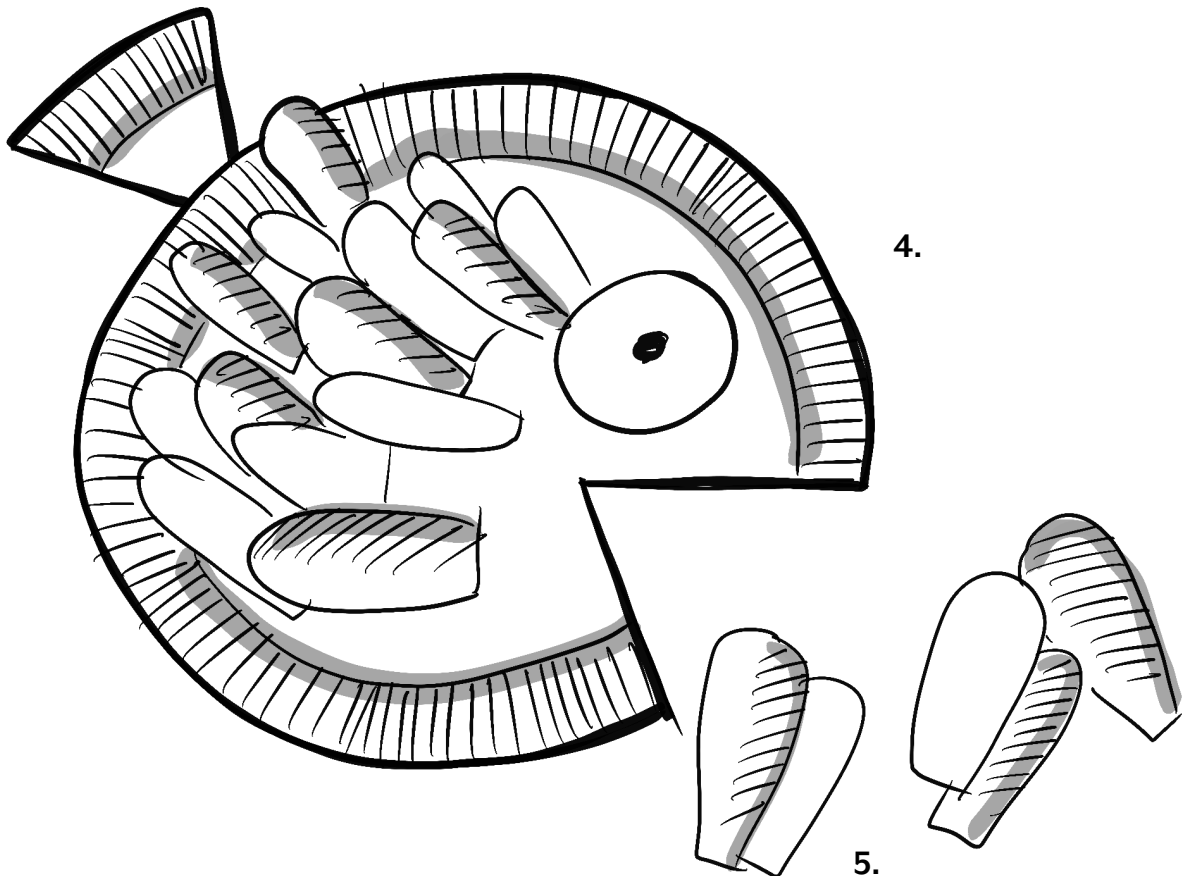
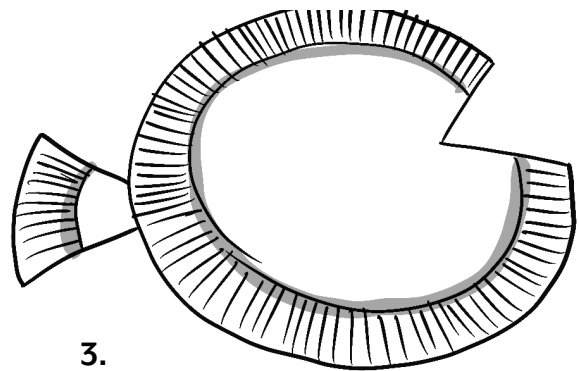
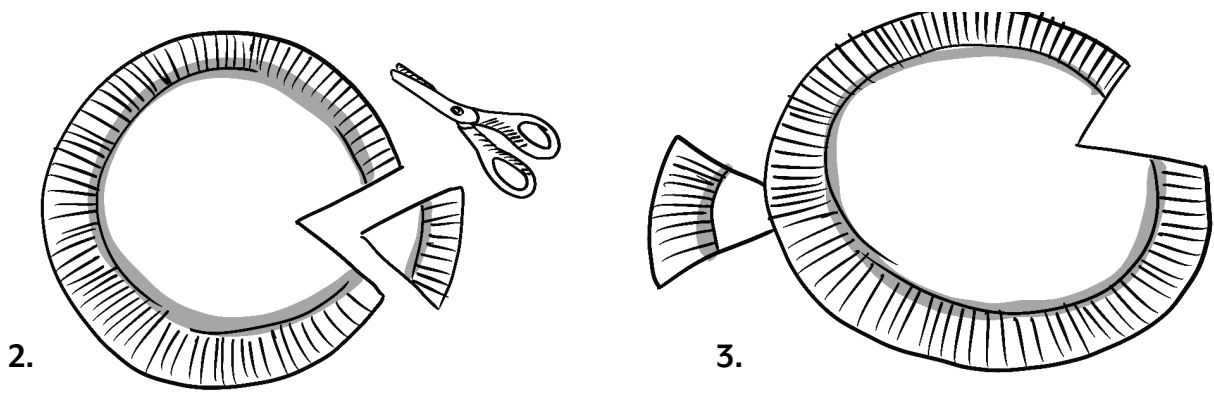
- Prepare number cards and dot cards from number 6 to number 10 (you have already made number cards and dot cards for numbers 5 to 10)
- **SAY:** “We are going to play a matching number game. I will show you.”
- Place down the 3-dot card.
- **ASK:** “What is the number card that matches this dot card? Let’s first count the dots.”
- **SAY:** “1, 2 3” together. (Wait for your child to select the matching number card.)
- Repeat for other numbers such as 6, 8 and 5.
- **SAY:** “Now that we have practiced counting, let’s try another way.”
- Place down the 7-number card
- **ASK:** “What is the dot card that matches this number?” (Wait for your child to select the correct dot card.)
- Repeat for other numbers such as 4, 9 and 10.



WEDNESDAY: LIFE SKILLS

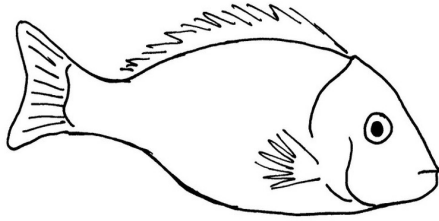
Instruction: Today we are going to make another fish but this time with a paper plate.

- You will need a paper plate, scissors, glue or tape, crayons or water paint, and thin paper (tissue paper to decorate).
1. Paint or colour your paper plate
 2. Cut a triangle out for the mouth and use this triangle for the tail.
 3. Stick the tail to the fish
 4. Make an eye with paper
 5. Make scales with tissue, and glue the scales on



THURSDAY: ENGLISH

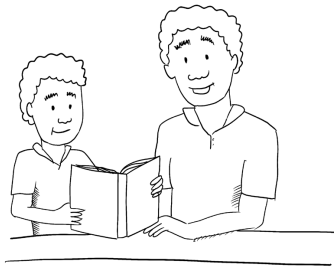
Instruction: Sit with your child and look at the story picture that you read on Monday, Tuesday, and Wednesday.



- **ASK:** "Do you remember the story from yesterday?"
(Wait for your child to answer)



- **SAY:** "We know a lot about this story now."
- **ASK:** "Can you tell me what you like about this story?"
(Wait for your child to answer)



- **SAY:** "Let's read the story together again."



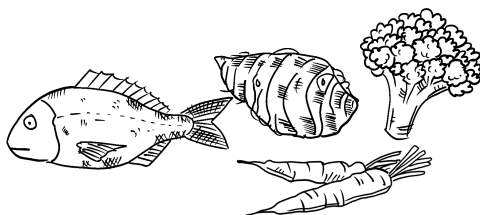
- Read some sentences, with expression and excitement. Read slowly and use your finger when you are reading.
- Stop midway and ask more questions.



- **ASK:** "Can you remember how many blue fish were caught?" (Wait for child to answer)



- **ASK:** "Can you remember how many red fish were caught?" (Wait for child to answer)
- **SAY:** "Let's continue reading the story."
- Stop at the end.

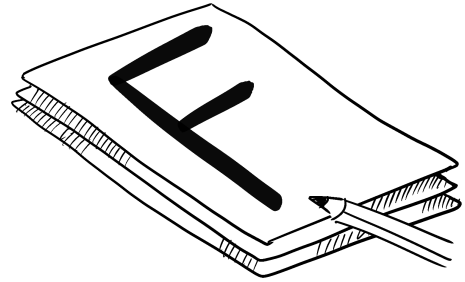


- **SAY:** "What did they eat with the fish?"
- **ASK:** "When we have fish, what do we eat?" (Wait for your child to answer)

THURSDAY: ENGLISH

After reading the story introduce your child to the next activity:

- **SAY:** "We are now going to practice writing the letter f."
- Remind your child of the 'f' sound at the beginning of words such as 'fish', 'frog', 'fruit'.
- **SAY:** "I will write it first."
- Write f slowly.
- **SAY:** "Now you trace over this."
- **SAY:** "Now you try to write f on your own!"
- Let's sing a song



Once I Caught a Fish Alive

1, 2, 3, 4, 5,

(raise one finger at a time until all five fingers on one hand are raised)

Once I caught a fish alive,

6, 7, 8, 9, 10,

(raise fingers on your second hand one at a time)

Then I let him go again.

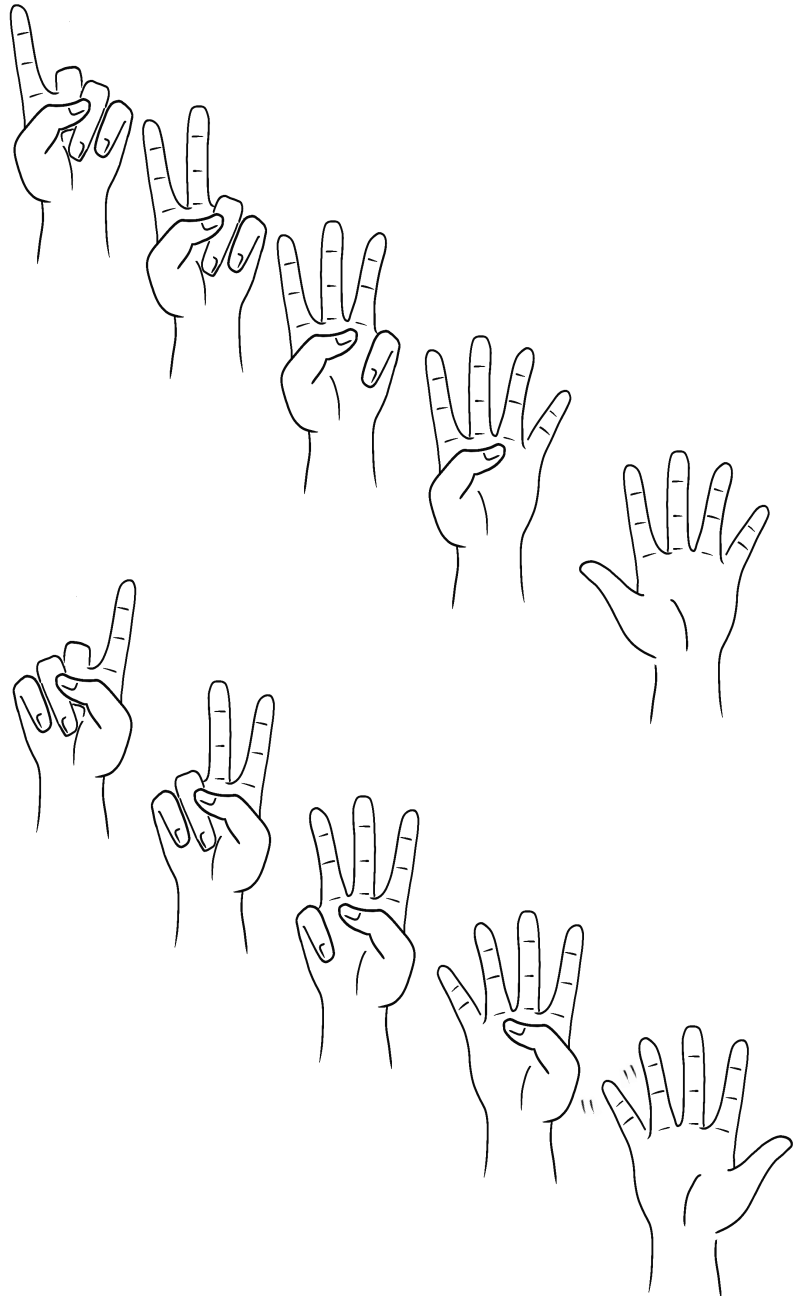
Why did you let him go?

Because he bit my finger so.

Which finger did he bite?

This little finger on my right.

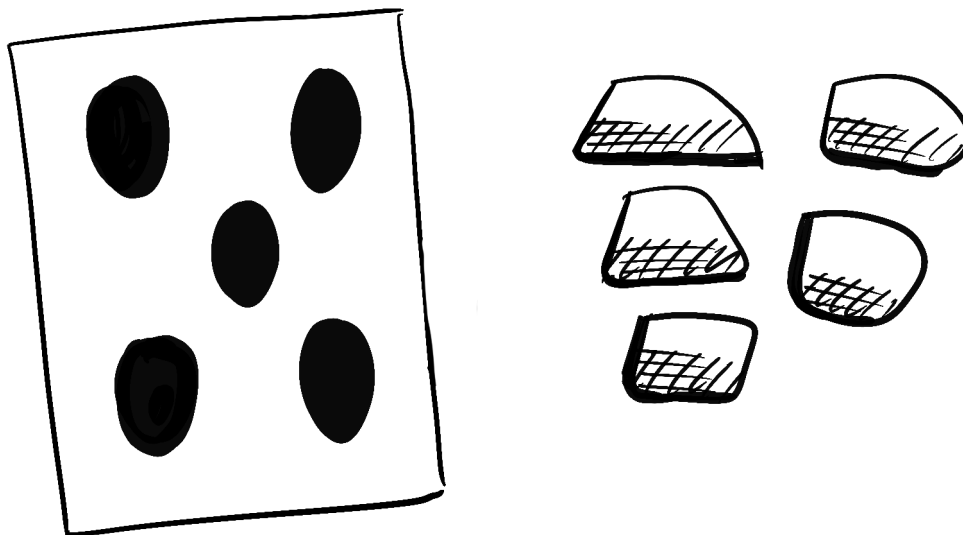
(wiggle right pinky finger)



THURSDAY: MATHEMATICS

Instruction: This is a counting game. It is like yesterday.

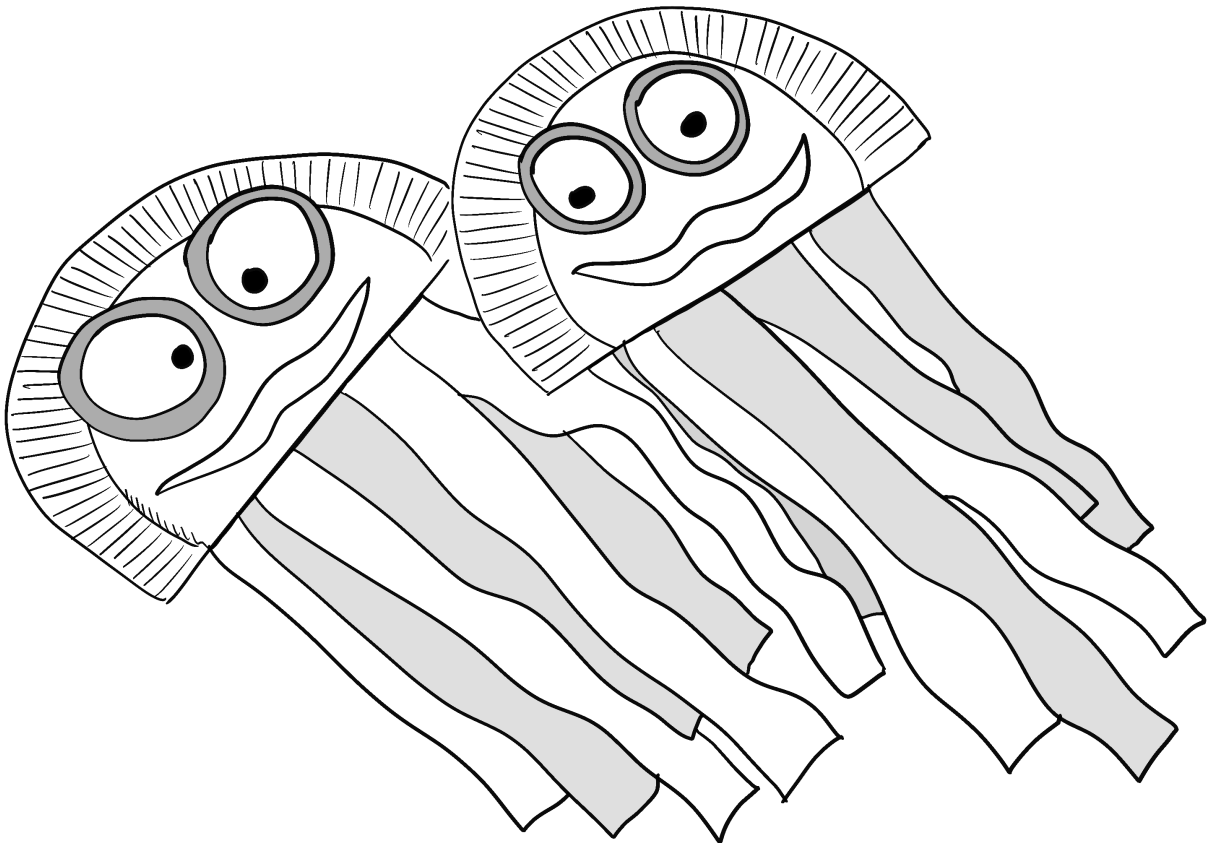
- You will need number cards, dot cards and shells or stones from your bilum up to 10.
- **SAY:** “We are going to play a super matching number game.”
- First, count out 5 stones. 1,2,3,4,5.
- **ASK:** “Can you match with the dot card?”
(Wait for your child to select the correct dot card.)
- **ASK:** “Can you match the number card?”
(Wait for your child to select the correct number card)
- **SAY:** Let’s count together. 1,2,3,4,5.
- Repeat for other numbers from 1-10.



THURSDAY: LIFE SKILLS

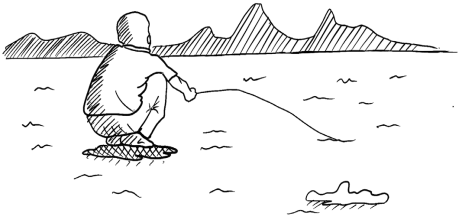
Instruction: Today we are going to make an octopus.

- You will need a paper plate, one sheet of white paper cut into 8 strips, crayons and glue or sticky tape.
- **SAY:** “We are going to make an octopus.”
- **ASK:** “What does an octopus look like?” (Wait for your child to answer)
- **ASK:** “How many legs does it have?” (Wait for your child to answer)
- **ASK:** “What colour is the octopus?” (Wait for your child to answer)
- Follow these steps to make your octopus. Help your child with each step.
 1. Paint or colour your paper plate to make the octopus head
 2. Draw eyes.
 3. Count out 8 legs
 4. Colour each leg with crayon
 5. Stick the 8 legs to the head



FRIDAY: ENGLISH

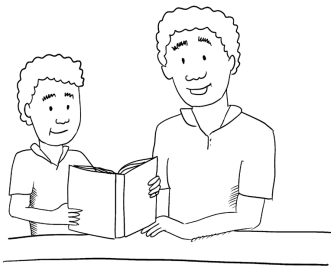
Instruction: Sit with your child and look at the story picture that you read on Monday, Tuesday, Wednesday and Thursday.



- **ASK:** “Do you remember the story from yesterday?” (Wait for your child to answer)



- **ASK:** “Would you like to tell me the story in your own words?” (Wait for your child to answer)



- **SAY:** “That was great! Thank you. Let’s read the story one more time.”



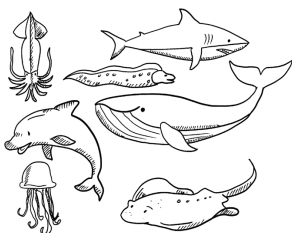
- Read some sentences, with expression and excitement. Read slowly and use your finger when you are reading.



- Stop midway and ask more questions.
- **ASK:** “Why do you like this story?” (Wait for your child to answer)



- **SAY:** “Let’s continue reading the story.”
- Stop at the end.

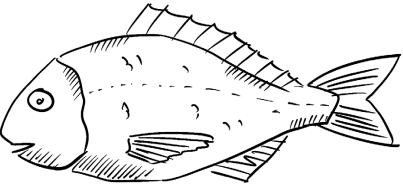
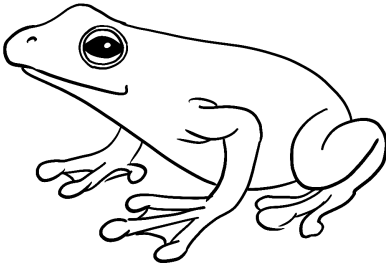
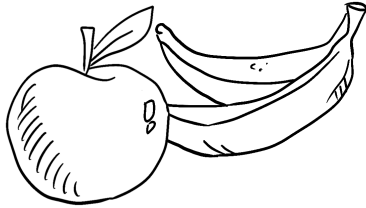
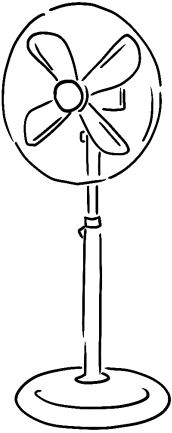
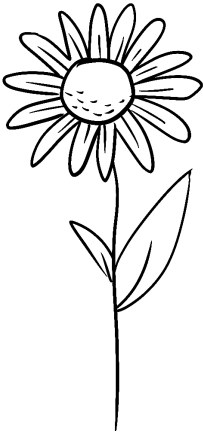
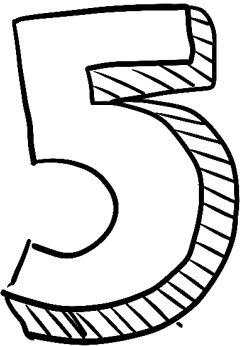


- **SAY:** “What other animals are in the sea?” (Wait for your child to answer)

FRIDAY: ENGLISH

After reading the story introduce your child to the next activity:

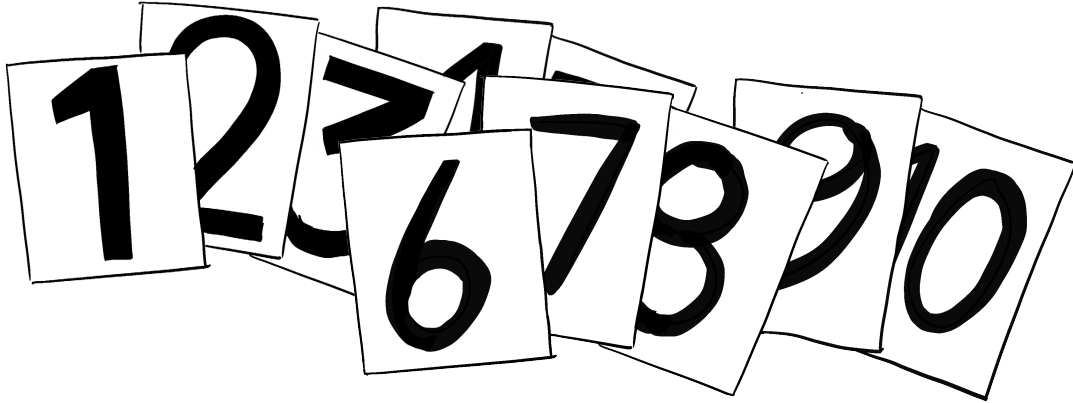
- SAY: "Let's try to remember all our 'f' words that we learnt this week."
- "Let's try to identify what is in the pictures."

<p>FISH</p> 	<p>FROG</p> 	<p>FRUIT</p> 
<p>FAN</p> 	<p>FLOWER</p> 	<p>FIVE</p> 

FRIDAY: MATHEMATICS

Instruction: This is another counting and matching game.

- Collect 10 leaves from the garden.
- Mix up number cards from 1-10.
- **SAY:** "Choose a card, then count out the same number of leaves."
- Repeat until all the number cards have been used.



FRIDAY: LIFE SKILLS

Instruction: SAY: "We will sing a song with actions."

- SAY: "Let's sing this song together."

All the fish are swimming in the water

Swimming in the water

Swimming in the water

All the fish are swimming in the water.

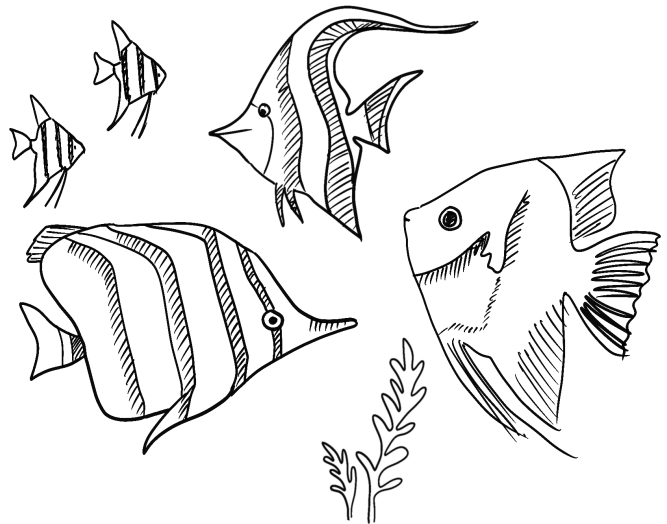
All day long.

Great big fish are swimming in the water...

(sing with a low voice)

Itsy bitty fish are swimming in the water...

(sing with a high voice)



- SAY: "I wonder how many fish will be caught today?"



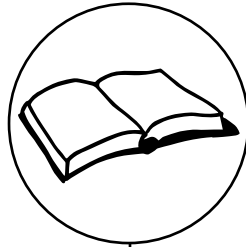
WEEK 8

WEEK 8: ANIMALS AROUND ME

Learning objectives:

This week, children will:

- Learn about the characteristics of animals that live in the village.
- Learn about the letter s and words that begin with 's'.
- Learn how to identify basic shapes and make animals out of shapes.
- Practice counting and identifying shapes in their village.



Look at the Animals

Look at the animals.

The cow says, "Moo."

The goat says, "Meh, meh."

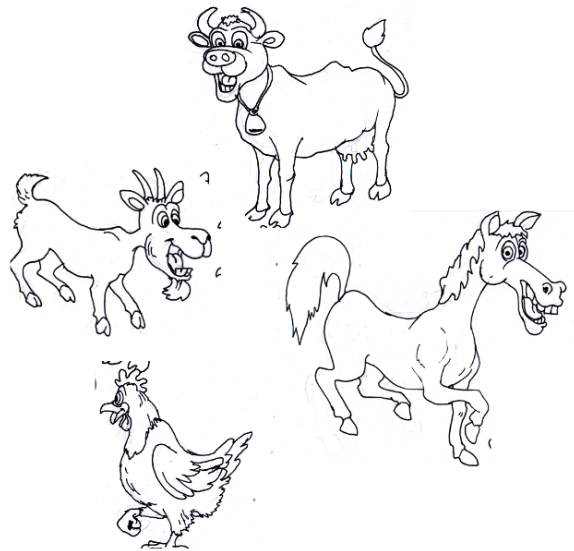
The horse says, "Neigh."

The pig says, "Grunt."

The chicken says, "Cluck."

The dog says, "Woof."

The farmer says, "Shhh!"



Look at all the animals

Author - Jenny Katz

Illustration - Sandy Campbell

Language - English

Level - First words

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Source www.africanstorybook.org

Original source www.read.org.za

MONDAY: ENGLISH

Instruction: Sit with your child and look at the story picture and the picture on this page.



- **ASK:** “Can you tell me what is in the pictures?” (Wait for your child to answer)



- **ASK:** “What do you think this story is about?” (Wait for your child to answer)



- **SAY:** “Let’s read the story together.”
- Read some sentences, with expression.
- Stop midway and ask more questions.



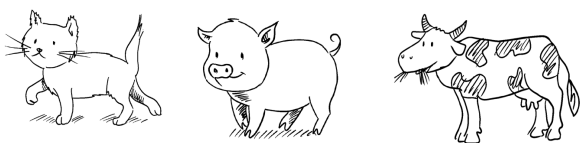
- **ASK:** “What did the cow say?” (Wait for your child to answer)
- **SAY:** “Let’s continue reading the story.”
- Stop at the end.



- **ASK:** “Why did the farmer say ‘shh’?” (Wait for your child to answer)



- **ASK:** “What animals do you like?” (Wait for your child to answer)

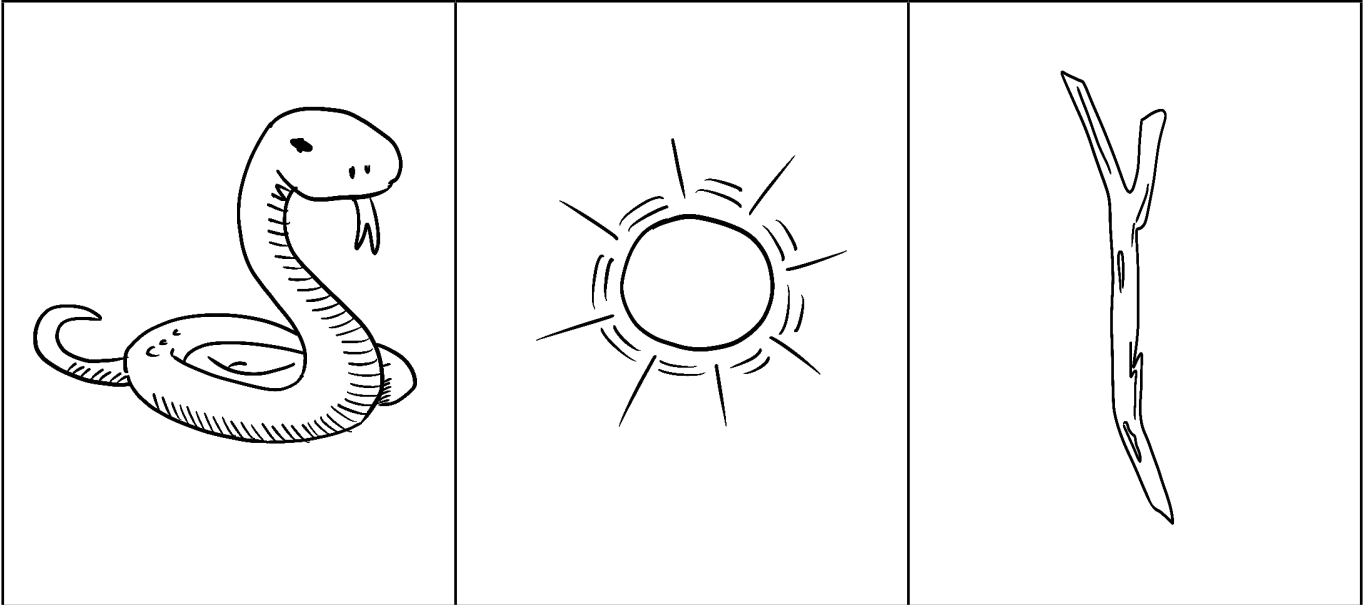


- **ASK:** “What animals are in our community?” (Wait for child to answer)

MONDAY: ENGLISH

After reading the story and answering the questions introduce your child to the next activity:

- SAY: "Today we are going to learn about the letter 's'".
- ASK: "Can you name the objects in the picture?"

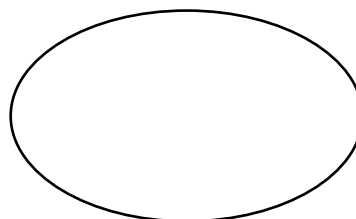
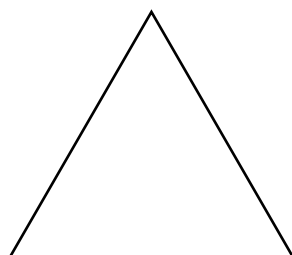
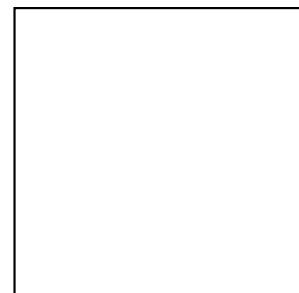
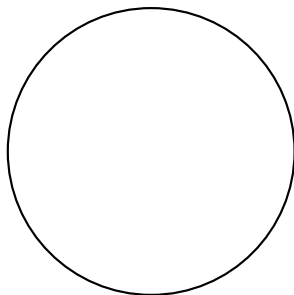
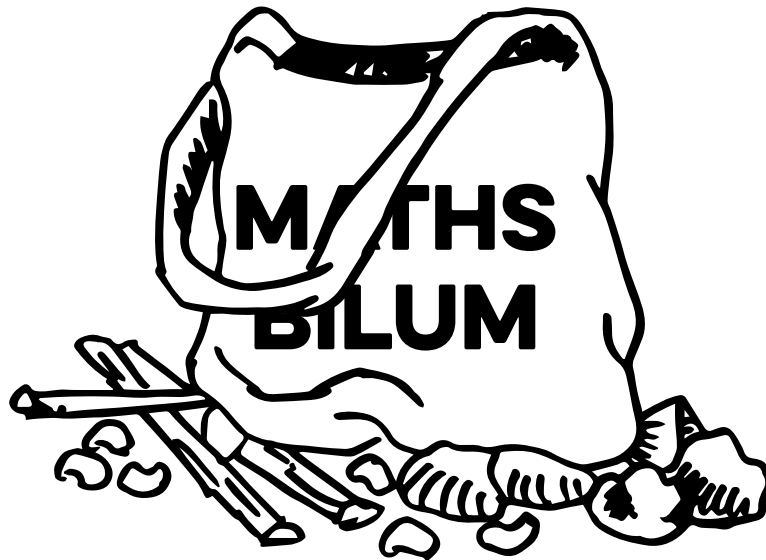


- ASK: "What is the first sound that each of these words make?"
- SAY: "Let's try making this sound together. Sss snake, Sss sun, Ssss stick. The sound is sss."
- SAY: "Let's see how it is written. I will draw on a paper and you can trace."

MONDAY: MATHEMATICS

Instruction: Bring out the maths bilum. This game is a sorting game.

- Empty the bilum. There should be objects of different shapes and sizes.
- **ASK:** “What objects have a circle shape?” (Wait for your child to answer.)
- **SAY:** “Let’s put these in one pile.”
- **ASK:** “What objects have a rectangle or square shape?” (Wait for your child to answer)
- **SAY:** “Let’s put these in one pile.”
- **ASK:** “Can you see any other shapes?” (Wait for your child to answer)
- **SAY:** “Let’s put these in another pile.”
- Talk about the different shapes



MONDAY: LIFE SKILLS

Instruction: SAY: "Today we are going to sing a funny song."

- SAY: "Let's sing this song together."

Old MacDonald

Old MacDonald had a farm, E-I-E-I-O

And on that farm, he had a cow, E-I-E-I-O

With a moo-moo here, And a moo-moo there

Here a moo, there a moo, everywhere a moo-moo

Old MacDonald had a farm, E-I-E-I-O

Old MacDonald had a farm, E-I-E-I-O

And on that farm, he had a pig, E-I-E-I-O

With an oink-oink here, An oink-oink there

*Here an oink, there an oink,
everywhere an oink-oink*

Old MacDonald had a farm, E-I-E-I-O

Old MacDonald had a farm, E-I-E-I-O

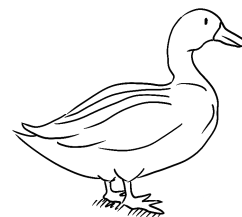
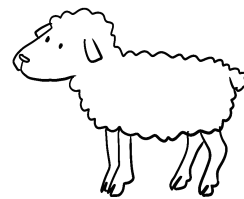
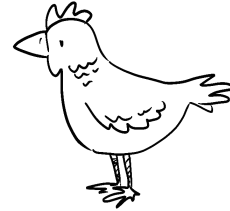
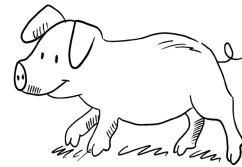
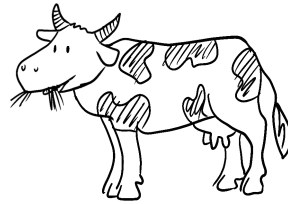
And on that farm, he had a hen, E-I-E-I-O

With a cluck-cluck here, A cluck-cluck there

*Here a cluck, there a cluck,
everywhere a cluck-cluck*

Old MacDonald had a farm, E-I-E-I-O

Repeat for duck, sheep, horse, cat, and dog.



TUESDAY: ENGLISH

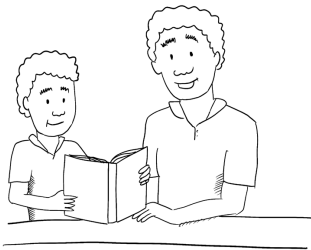
Instruction: Sit with your child and look at the story picture again and the one on this page.



- **ASK:** “Do you remember the story from yesterday?” (Wait for child to answer)



- **ASK:** “Can you tell me about the story?” (Wait for your child to answer)



- **SAY:** “Let’s read the story together again.”



- Read some sentences, with expression.
- Stop midway and ask more questions.



- **ASK:** “How many animals have we heard?” (Wait for your child to answer)
- **SAY:** “Let’s continue reading the story.”
- Stop at the end.



- **SAY:** “Do you think the farmer has a lot of animals?” (Wait for child to answer)

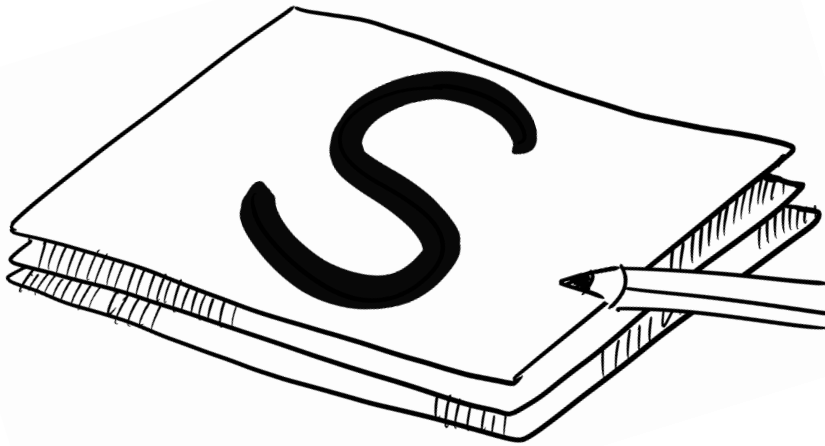


- **ASK:** “Who has these animals in our village?” (Wait for your child to answer)

TUESDAY: ENGLISH

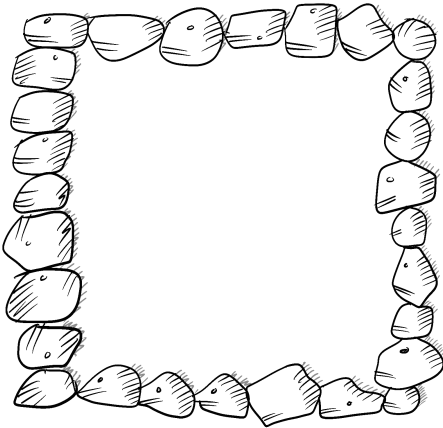
After reading the story introduce your child to the next activity:

- You will need some paper and crayons for this activity.
- **SAY:** “We are going to practice writing s.”
- **ASK:** “Can you remember the words that start with s?” (Wait for your child to answer).
- **SAY:** “We are going to practice writing using crayons.”
- Show your child how to draw the letter s on the paper with crayons.
- Ask your child to trace over the letter with their finger.
- Give the child a crayon so they can try on their own.
- Repeat a few times.



TUESDAY: MATHEMATICS

Instruction: Bring out the maths bilum. You will need a lot of stones for this activity.



- Empty the bilum and sort the stones.
- **SAY:** “We are going to make some shapes out of stones.”
- **ASK:** “What shapes have we learned about?”
(Wait for your child to answer)
- **SAY:** “Let’s try making a circle out of stones.”
- Help your child make a circle.
- **SAY:** “Let’s try to make a triangle out of stones.”
- Help your child make a triangle.
- **SAY:** “Let’s try to make a square out of stones.”
- Help your child make a square.

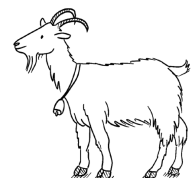
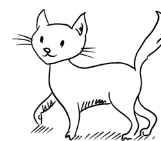
TUESDAY: LIFE SKILLS

Instruction: This game is ‘guess the animal’.

Moooo! Meow!
Quack!

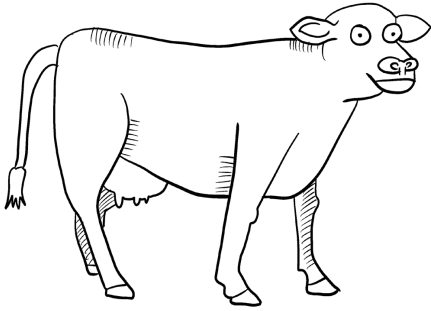


- **SAY:** “I am going to make an animal noise and you are going to tell me what animal it is.”
- Make the noise of a cow.
- **ASK:** “What animal is it?”
(Wait for your child to answer).
- Make a noise of a duck.
- **ASK:** “What animal is it?”
(Wait for your child to answer).
- Make a noise of a pig.
- **ASK:** “What animal is it?”
(Wait for your child to answer).
- Continue for dog, cat, goat, etc.



WEDNESDAY: ENGLISH

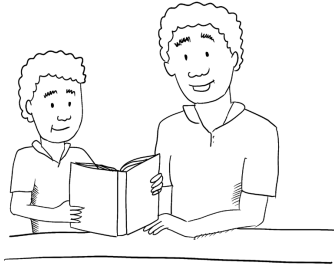
Instruction: Sit with your child and look at the story picture that you read on Monday and Tuesday.



- **ASK:** “Do you remember the story from yesterday”? (Wait for child to answer)



- **ASK:** “Can you tell me what you remember about the story?” (Wait for child to answer)



- **SAY:** “Let’s read the story together again.”



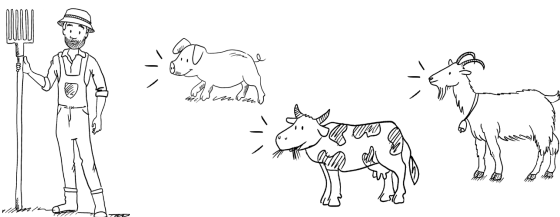
- Read some sentences, with expression and excitement.
- Stop midway and ask more questions.



- **ASK:** “Do you think the farm is a noisy farm?” (Wait for your child to answer)
- Continue reading.
- Stop at the end.



- **ASK:** “When are we noisy?” (Wait for your child to answer.)
- **ASK:** “When are we quiet?” (Wait for your child to answer.)

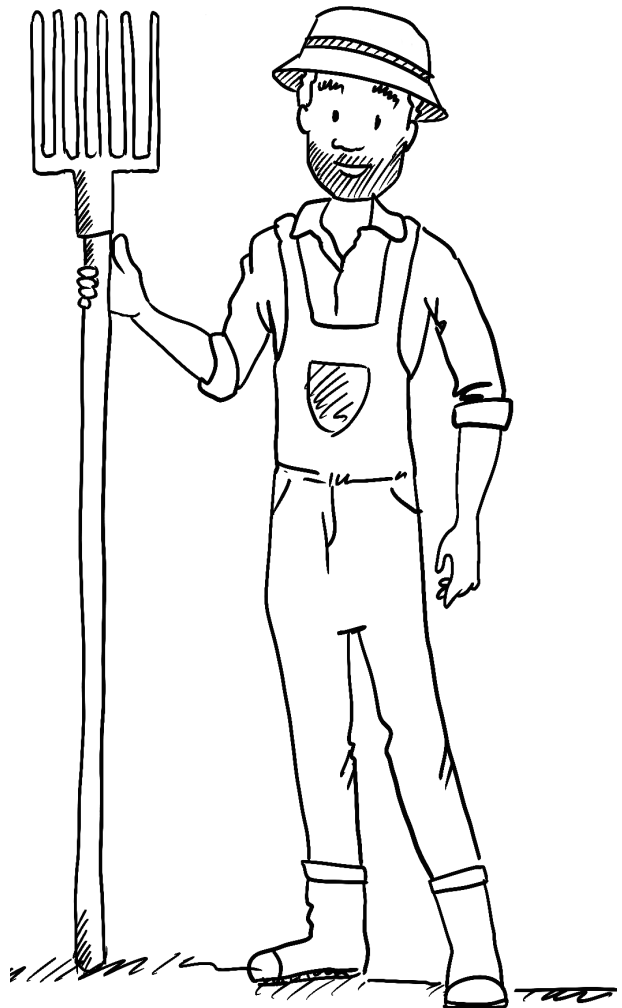
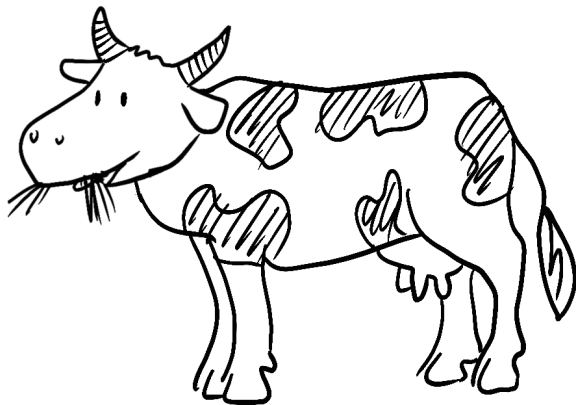
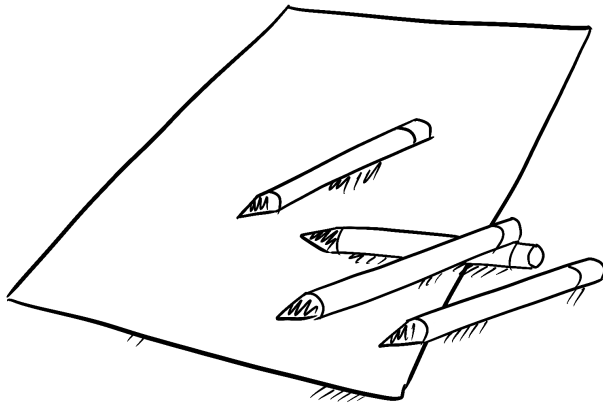


- **ASK:** “Do you think the farmer’s farm is ever quiet?” (Wait for child to answer).

WEDNESDAY: ENGLISH

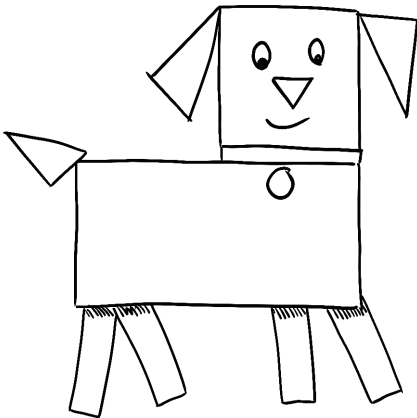
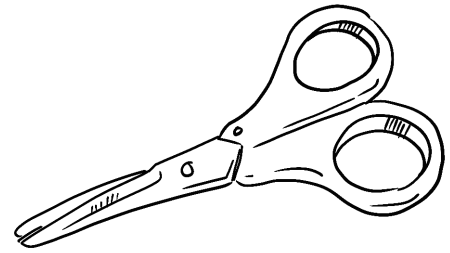
After reading the story introduce your child to the next activity:

- **SAY:** “Today we are going to draw a picture of the story. What will we need to draw?”
- Have paper and crayons ready.
- **ASK:** “What will we draw in our picture?” (Wait for your child to answer)
- **SAY:** “That sounds like a great idea! Let’s do it.”
- Talk to your child as they draw a picture of the story.
- **SAY:** “What a great picture! I love your drawing. Let’s do our next activity.”



WEDNESDAY: MATHEMATICS

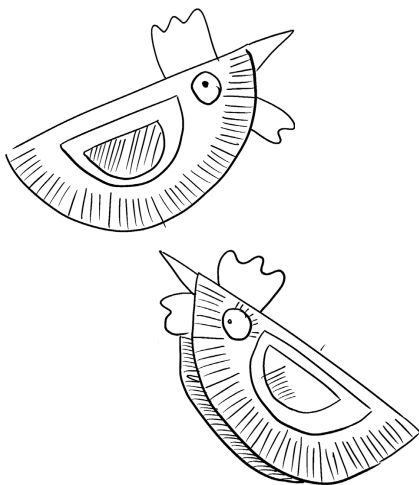
Instruction: Today we are going to make animals out of different shapes. You will need cut outs of different shapes.



- Here is a picture of a dog. To make this dog, you will need 1 square, 1 large rectangle, 4 long and small rectangles and 3 triangles.
- Put all the shapes into one pile.
- **ASK: "How can I use these shapes to make a dog?"**
(Wait for your child to answer.)
- **ASK: "What shape will make the head?"**
What shape will make the body?"
(Wait for your child to answer.)

WEDNESDAY: LIFE SKILLS

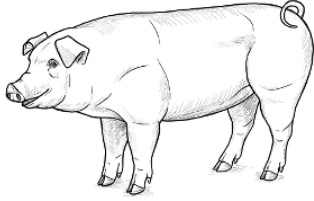
Instruction: Today we are going to make a hen from a paper plate.



- You will need 1 paper plate and 1 piece of paper, scissors, and crayons or water paint.
- Fold the plate in half and colour with red or yellow.
- Cut out a pointed triangle and attach for the beak.
- Cut out a shape for the tail and attach.
- Cut out two shapes for the comb and the hen's neck and head. Attach with glue.
- Cut out eyes and glue eyes on each side.
- Stand the hen on the table.

THURSDAY: ENGLISH

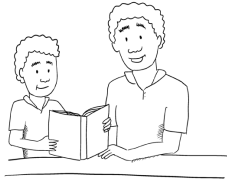
Instruction: Sit with your child and look at the story picture that you read on Monday, Tuesday, and Wednesday.



- **ASK:** “Do you remember the story from yesterday?” (Wait for child to answer)



- **SAY:** “We know a lot about this story now.”



- **ASK:** “Can you tell me what you like about this story?” (Wait for child to answer)
- **SAY:** “Let’s read the story together again.”



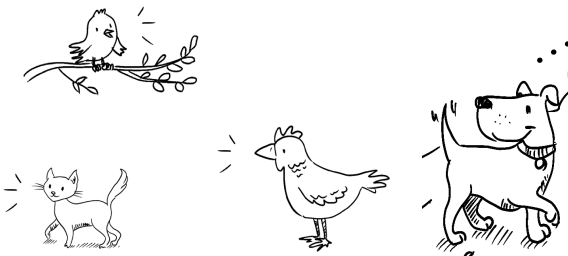
- Read some sentences, with expression and excitement. Read slowly and use your finger when you are reading.



- Stop midway and ask more questions.
- **ASK:** “What noise did the cow make?” (Wait for your child to answer)



- **SAY:** “Let’s continue reading the story.”
- Stop at the end.

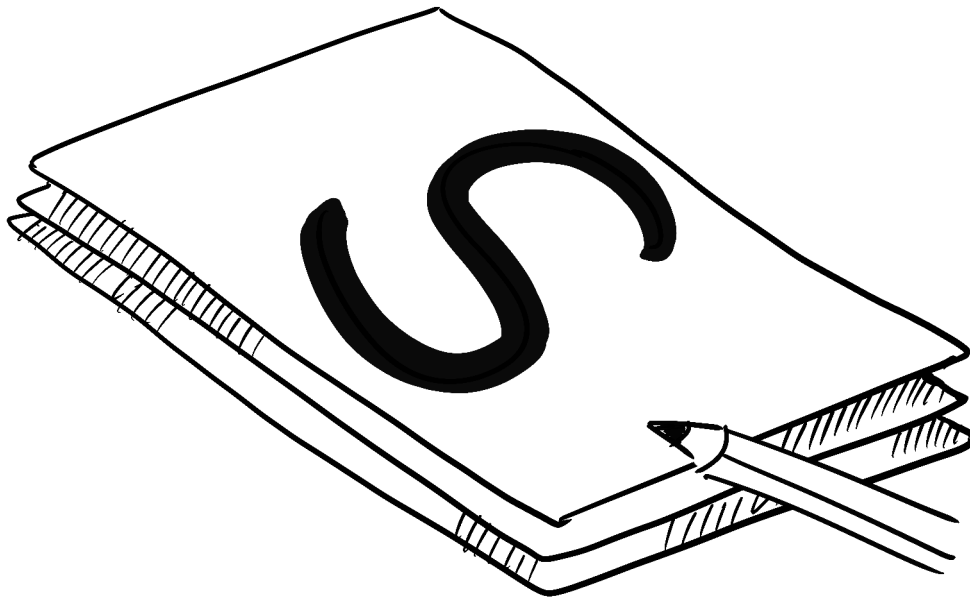


- **SAY:** “What animal noises can we hear in our village?”

THURSDAY: ENGLISH

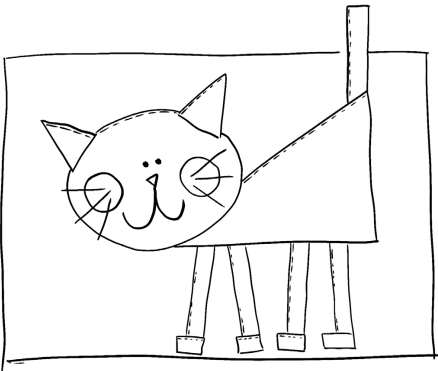
After reading the story introduce your child to the next activity:

- **SAY:** “We are now going to practice writing the letter s.”
- Remind your child of the ‘s’ sound at the beginning of words such as ‘snake’, ‘sun’, ‘sock’.
- **SAY:** “I will write it first.”
- Write s slowly.
- **SAY:** “Now you trace over this.”
- **SAY:** “Now you try to write s on your own.”



THURSDAY: MATHEMATICS

Instruction: Today we will make a cat out of shapes.



- To make this cat, you will need 1 large triangle, 1 circle, 2 small triangles, 5 long rectangles and 4 small squares.
- Put all the shapes into one pile.
- **ASK:** "How can I use these shapes to make a cat?" (Wait for your child to answer.)
- **ASK:** "What shape will make the head? What shape will make the body?" (Wait for your child to answer.)

THURSDAY: LIFE SKILLS

Instruction: Today we are going to walk in the village and count the animals.

- **SAY:** "Let's go for a walk and count all the animals in our village."
- **ASK:** "What animals will we see today?" (Wait for your child to answer.)
- **ASK:** "How many animals do you think we will see today?" (Wait for your child to answer.)
- Walk slowly counting and talking about animals and number of animals.



FRIDAY: ENGLISH

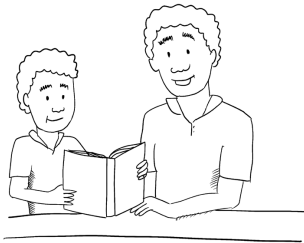
Instruction: Sit with your child and look at the story picture that you read on Monday, Tuesday, Wednesday and Thursday.



- **ASK:** “Do you remember the story from yesterday?” (Wait for child to answer)



- **ASK:** “Would you like to tell me the story in your own words?” (Wait for child to answer)



- **SAY:** “That was great! Thank you. Let’s read the story one more time.”



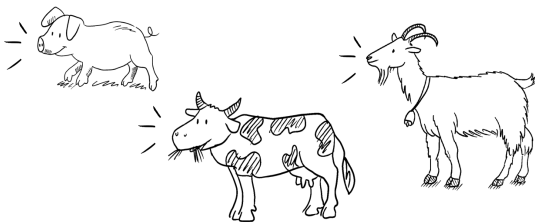
- Read some sentences, with expression and excitement. Read slowly and use your finger when you are reading.



- Stop midway and ask more questions.
- **ASK:** “Which noises can you remember?” (Wait for your child to answer)



- **SAY:** “Let’s continue reading the story.”
- Stop at the end.

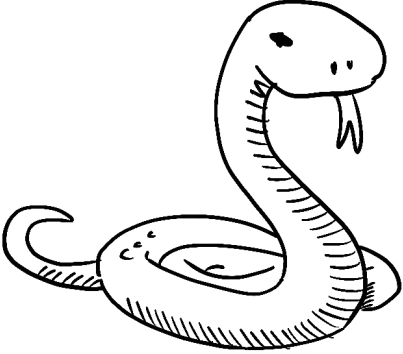
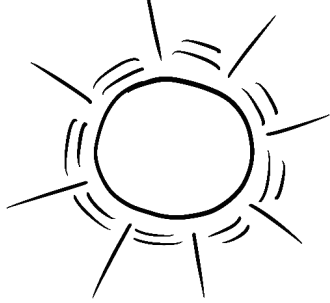
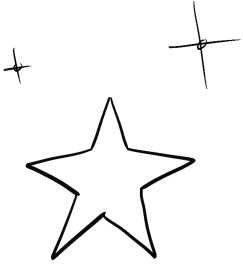


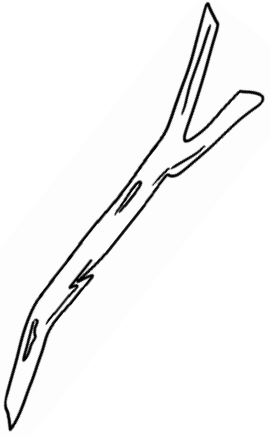


- **SAY:** “What animals are noisy on this farm?” (Wait for your child to answer)

FRIDAY: ENGLISH

After reading the story introduce your child to the next activity:

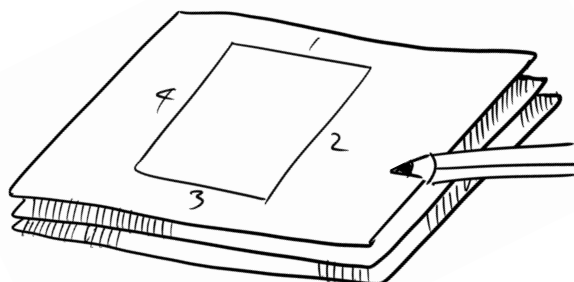
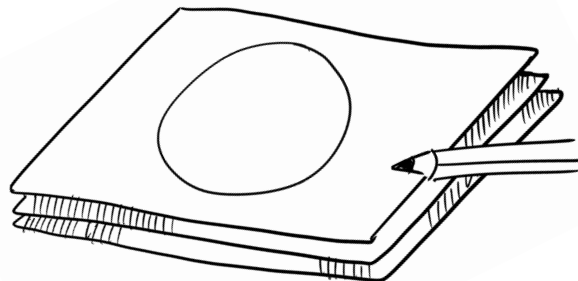
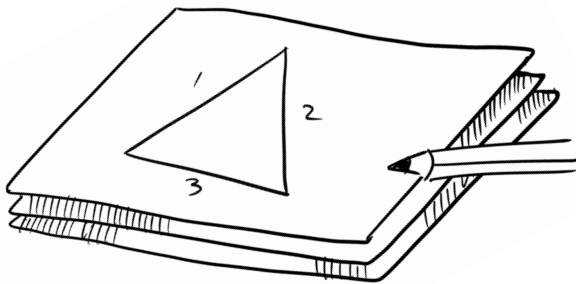
- SAY: "Let's try to remember all our 's' words that we learnt this week."
- SAY: "Let's try to identify what is in the pictures."

<p>SNAKE</p> 	<p>SUN</p> 	<p>STAR</p> 
<p>STONE</p> 	<p>SOCK</p> 	<p>STICK</p> 

FRIDAY: MATHEMATICS

Instruction: This is a drawing shape game. You will need some blank paper and crayons.

- **SAY:** "Let's think about shapes that we have learnt this week."
- **ASK:** "What shape has three sides?" (Wait for your child to answer)
- **SAY:** "Let's draw one on this paper."
- Show your child how to draw a triangle. Allow them to try on their own.
- **ASK:** "What shape is round?" (Wait for your child to answer)
- **SAY:** "Let's draw one on this paper."
- Show your child how to draw a circle. Allow them to try on their own.
- **ASK:** "What shape has four sides?" (Wait for your child to answer)
- **SAY:** "Let's draw one on this paper."
- Show your child how to draw a square. Allow them to try on their own.



FRIDAY: LIFE SKILLS

Instruction: Say: "We will sing a song with animal noises."

- SAY: "Let's sing this song together."

The ducks on the farm say, "Quack quack quack."

The mice on the farm say, "Squeak squeak squeak."

The chickens on the farm say, "Cluck cluck cluck."

"Quack." "Squeak." "Cluck."

The pigs on the farm say, "Oink oink oink."

The goats on the farm say, "Meh meh meh."

The sheep on the farm say, "Baa baa baa."

"Oink." "Meh." "Baa."

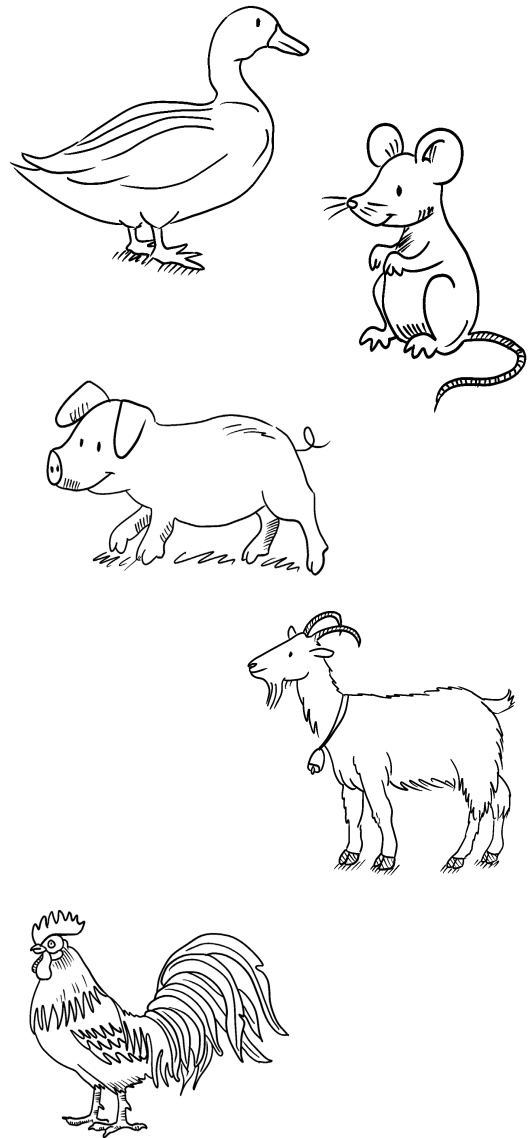
The horses on the farm say, "Neigh neigh neigh."

The cows on the farm say, "Moo moo moo."

The roosters on the farm say, "Cock-a-doodle-doo."

"Neigh." "Moo." "Cock-a-doodle-doo."

"Neigh." "Moo." "Cock-a-doodle-doo."



- SAY: "I wonder how many animals there are on that farm!"

