

LANGUAGE
DEVELOPMENT

ABC



Speaking, using body language, communicating and understanding what others say, learning to use symbols for reading and writing.

THINGS TO DO

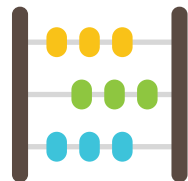
- ▶ **Talk** to your child about everyday activities
- ▶ **Read** story books together
- ▶ Make **letters** and talk about objects that begin with that letter
- ▶ **Listen** to music
- ▶ **Sing** songs together with actions
- ▶ Make **picture cards**

COGNITIVE
DEVELOPMENT

Learning, understanding, problem solving, remembering. Cognitive development is affected by curiosity, interest, initiative, persistence and creativity.

THINGS TO DO

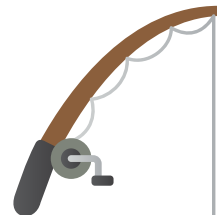
- ▶ Make **puzzles** using paper
- ▶ **Sort** objects from the garden
- ▶ **Collect** objects and arrange in colours, shapes and sizes
- ▶ Play **card games**
- ▶ Practice **counting** using objects at home

PHYSICAL
DEVELOPMENT

Growth and healthy body, as well as gross motor control over large muscles such as legs and arms, and fine motor control over hands and fingers.

THINGS TO DO

- ▶ Organise a **treasure hunt**
- ▶ Set up a **fitness** circuit at home
- ▶ Organise a game of **soccer** with friends
- ▶ Go for a **swim** together
- ▶ Go **walking** in the morning
- ▶ Go **fishing** together
- ▶ Practice **weaving**

SOCIAL EMOTIONAL
DEVELOPMENT

Interacting with others, having relationships with family and friends, cooperating, responding to feelings of others, and developing a positive self-concept.

THINGS TO DO

- ▶ **Smile, hug** and caress child
- ▶ Give **praise** for what child manages to do
- ▶ Organise **social outings** with friends and family
- ▶ Encourage your child to do things **on their own**
- ▶ Establish **habits like handwashing before eating**
- ▶ Organise a visit to your extended **family**
- ▶ Encourage child to express own **feelings**

SPIRITUAL AND
CULTURAL
DEVELOPMENT

Culture is the fundamental building block of identity. Families hand down beliefs, attitudes and ways of acting. These come from one's ethnic, regional and religious heritage. From these, children develop a sense of self.

THINGS TO DO

- ▶ Go to **cultural festivals**
- ▶ Ask your community elder to share **traditional stories**
- ▶ Go to **church**
- ▶ Attend **Sunday school**
- ▶ Join the **traditional band**
- ▶ Sing **traditional songs**
- ▶ Practice **traditional dancing**



GAMES TO PLAY WITH YOUR CHILD



GAME 1

MAMA / PAPA SAYS

INSTRUCTIONS

I am Mama/Papa. I will give you instructions.

If I don't start by saying 'Mama Says/Papa Says' don't do as I say. If you make a mistake and do it even though I don't say 'Mama says/Papa Say' that's OK.

Try again next time!

Say: "Mama/Papa says touch your head."

Say: "Mama/Papa says open you're your mouth."

Say: "Close your eyes."

(If anyone closes their eyes tell them "I didn't say Mama/Papa says!")

Say: "Mama/Papa says show me three fingers?"

Say: "Touch your nose."

(If anyone touches their nose tell them "I didn't say Mama/Papa says!")

Look, Listen and Understand are very important Learning Skills.

You can add other instructions like 'stand on one foot' to make it more challenging.



GAME 2

MAKING STORIES TOGETHER

INSTRUCTIONS

We are going to make up a story. I will start and then you will help me continue it.

Say: "Once upon a time there was a flying fox living in the forest and his name was (XX)"

Say: "What do you think happened next?"

(Invite your child to continue the story with a sentence to two)

Say: What do you think happened next?"

(Invite your child to continue the story)

Repetition is very important.

Keep sharing with your child and they will learn to be creative thinkers and enjoy telling fun stories.



GAME 3

REMINDE ME!

INSTRUCTIONS

I need help remembering the types of things that are at the market. Can you help me?

Say: What are some things that are sold at the market?

- Do they sell bananas at the market?
- Do they sell mangoes at the market?
- What else do they sell?

(The child will say things that are sold at the market)

Say: Can you think of other things that they sell?

Say: Thank you! Now I remember lots of things that are sold at the market!

Always give time for your child to think and share.



LANGUAGE DEVELOPMENT

ABC

2-3
years

- Repeats phrases they hear
- Points to common objects when named
- Asks questions
- Begins to use language to express idea/feeling
- Recites short poems
- Names colours

3-4
years

- Converses with others; recounts events that happened during day
- Remembers songs
- Knows shapes and colours
- Follows series of two related directions


4-5
years

- Speaks in sentences; uses many words
- Can name what they see
- Speaks clearly
- Knows above, below, in front of
- Counts to five
- Likes to say poems and sing songs
- Asks "When?" "How?" and "Why?" questions

COGNITIVE DEVELOPMENT



- Knows colours
- Knows difference between large and small
- Loves to pretend and imitates animals
- Grasps categories such as 'chicken' and 'dog'
- Can make simple choices



- Can match like objects; sorts by colour or size
- Knows purpose of objects
- Understands sentences with time concept
- Uses pretend play
- Asks, "Why?"
- Understands some number concepts

- Orders objects large to small
- Knows first and last
- Knows more or less
- Understands opposites
- Engages in elaborate, dramatic play
- Draws pictures to represent objects
- Can tell full names
- Up to 15-minute attention span

PHYSICAL DEVELOPMENT



- Jumps over objects and walks on tiptoe
- Throws and kicks ball
- Likes to help dress and undress self
- Washes hands without help
- Pours sand from one container to next
- Draws a circle and rolls clay
- Opens jars, turns screws, objects
- Turns book pages and Feeds self

- Walks on toes and can jump forward
- Can throw and receive ball
- Balances on one foot
- Begins to dress self
- Holds crayon or pencil correctly
- Can draw figures; crosses and circles
- Can tear paper and build a tower of blocks

- Hops on one foot
- Walks along a line
- Can kick ball in a direction
- Walks up and down stairs, but brings feet together on each step
- Can string objects and copy draw
- Can cut along a line and wash own hands
- Can print a few letters



SOCIAL EMOTIONAL DEVELOPMENT



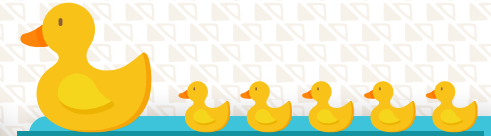
- Displays affection
- Plays happily alone but likes audience
- Plays beside other children, not with
- Loves small chores
- Understands instructions and begins to test authority



- Beginning to play with other children
- Learning to share
- Shows first signs of sympathy
- Asks for help
- Uses toilet independently
- Helps with small household tasks

- Shows emotion
- Puts objects away
- Can dress with a little help
- Plays cooperatively with peers
- Can share and take turns
- Identifies with own gender

GAMES TO PLAY WITH YOUR CHILD



LANGUAGE DEVELOPMENT

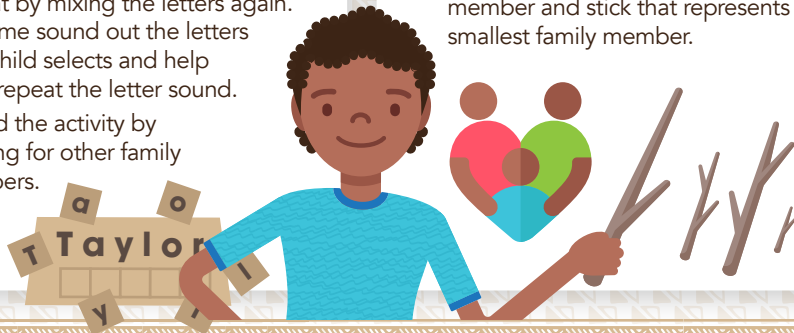
WHAT IS MY NAME?

YOU WILL NEED

- White cardboard (use A4 card and cut in half)
- Small pieces of cardboard
- Coloured markers

INSTRUCTIONS

1. Take one piece of white cardboard.
2. Write your child's name on the cardboard with upper case for the first letter and then the rest lower case.
3. Now, count the letters in your child's name and take as many small pieces of paper as there are letters in the name.
4. Write your child's name again, by writing each letter on one of the pieces of paper.
5. Mix up the letters on the small cards.
6. Say: "Let's try to match these letters with the letters on the cardboard that spell their name."
7. Repeat by mixing the letters again. This time sound out the letters your child selects and help them repeat the letter sound.
8. Extend the activity by creating for other family members.



COGNITIVE DEVELOPMENT

HOW MANY IN MY FAMILY?

YOU WILL NEED

- Several sticks of different lengths that represent family members

INSTRUCTIONS

1. Say: "We are going to practice counting everyone in our family. Who is in our family? Let's count everyone."
2. Help our child identify all the family members and help count the total. Use the sticks to help you count.
3. Say: "How many in the family? Let's count, one, two, three..." (count the sticks that represent a family member).
4. Say: "Who is the tallest?"
5. Help your child select the family member and stick that represents the tallest family member.
6. Say: "Who is the smallest?"
7. Help your child select the family member and stick that represents the smallest family member.



PHYSICAL DEVELOPMENT

MAKING A PAPER FAMILY

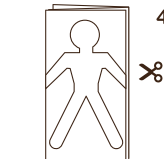
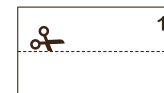
YOU WILL NEED

- Crayons or pencils
- Paper
- Scissors



INSTRUCTIONS

1. Say: "We are going to make our family paper chain."
2. Help your child fold paper, like an accordion. The number of folds in the paper should match the number of people in your family.
3. Help your child draw a person whose hands extend to touch the folds of the paper on each side. You might like to draw first and your child traces over the lines.
4. Carefully cut around the person, making sure not to cut where the hands meet the folds.
5. Open the paper and your child will have a chain of several people holding hands.
6. Say: "Let's colour them in with crayons". Help your child make different expressions on each face, and talk about which one is mum, dad, brother, sister etc.



SOCIAL EMOTIONAL DEVELOPMENT

FIVE LITTLE DUCKS

INSTRUCTIONS

1. Say: "We are going to sing a song with our fingers."
2. Using one of your hands, represent each finger as one of the little ducks and the other hand as the mother duck (create a beak when the mother duck speaks)

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!



TALKING TO YOUR CHILD

One of the most important ways that parents can help children develop their cognitive and thinking skills is through 'talking'.

Tips for talking with your child:

- Listen to your child, encourage them to talk and then respond again to what they say.
- Ask questions that require your child to think
- Be patient, give time for a response
- Use follow-up questions such as, "tell me a little more about that."
- Encourage your child to ask questions
- Use warm, positive body language



SOCIAL CATEGORIES OF PLAY (RUBIN)

SOLITARY PLAY

Child plays alone with objects. There is no verbal communication with others about the play activity.



PARALLEL PLAY



The child plays separately at the same activity, at the same time, in the same place and in close proximity to another child. The child is aware of the presence of the classmate, but each child plays separately. There is no sharing or discussion.

GROUP PLAY

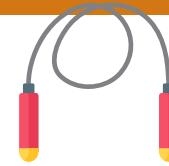
Child engages in activity with others, in which all members share a common purpose.



COGNITIVE CATEGORIES OF PLAY (PIAGET)

FUNCTIONAL PLAY

Simple repetitive muscle movements performed with or without an object. Examples are building a stack of blocks and knocking them over repeatedly; kicking a ball, pouring water, pounding a rock, and skipping rope.



SYMBOLIC PLAY

When objects stand for other objects. For example pretending that a wooden block is a mobile phone.



CONSTRUCTIVE PLAY

Manipulating objects for the purpose of making or creating something. Examples are a block building, putting together pieces of a puzzle, molding different shapes of wet sand, or drawing a picture.



DRAMATIC PLAY (PRETEND PLAY)

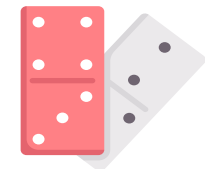
Letting an object or person symbolize a thing or a person it is not in order to create a story.

Examples include assigning pretend roles such as "mother" or "baby" and pretend feeding the doll using leaves and seeds.



GAMES WITH RULES

This includes game-like activities with pre-established rules and limits to which the child conforms. Examples are card games, board games and tag games. Dramatic play that assigns characters and the acting out of a pretend story with others is the most sophisticated play.



GAMES TO PLAY WITH YOUR CHILD

LANGUAGE DEVELOPMENT

LET'S COUNT OUR BODY PARTS

INSTRUCTIONS

1. Say: "Let's count out body parts!"
2. Say: "How many noses do you have? Show me!"
3. Say: "How many eyes do you have? Show me!"
4. Say: "How many legs do you have? Count them!"
5. Say: "How many ears do you have? Let's count them!"
6. Say: "Now can you show me 5 fingers?"
7. Say: "Ok. Let's try showing me 7 fingers?"
8. Say: "How many noses are in this room?"
9. Say: "How many toes do we have on this foot?"
10. Say: How many toes do we have on the other foot?"
11. Say: How many toes all together?



COGNITIVE DEVELOPMENT

CIRCLES CIRCLES EVERYWHERE

YOU WILL NEED

- Stick
- Sand
- Stones



INSTRUCTIONS

1. Play this game outside
2. Draw a circle in the sand or dirt.
3. Say: "This is a circle", as you slowly draw it. Then make another one: "Here is another circle!" Make some bigger and some smaller circles.
4. Ask your child to draw a circle, too. Help your child if need be.
5. After you do this a few times, you can ask your child to look for things around your home or outdoors that have the same shape. Let your child find these, giving your child hints if she needs them – like "look up in that tree!"
6. Let your child use his/her imagination to add to the circles – circles can become faces with eyes and nose; or they can become a fruit or the tyres of a bike, or whatever else your child imagines.

PHYSICAL DEVELOPMENT

CLAP, JUMP AND HOP!

INSTRUCTIONS

1. Say: "Let's play 'Clap, Jump, and Hop.'"
2. Say: "Let's clap 1 time"
3. Say: "Now clap 2 times."
4. Say: "Now jump 3 times."
5. Say: "Hop 5 times."
6. Say: "Now clap once, and then jump twice"
7. Say: "Now clap twice, then jump twice and then hop twice."
8. Say: "Now hop then clap then hop then clap."



SOCIAL EMOTIONAL DEVELOPMENT

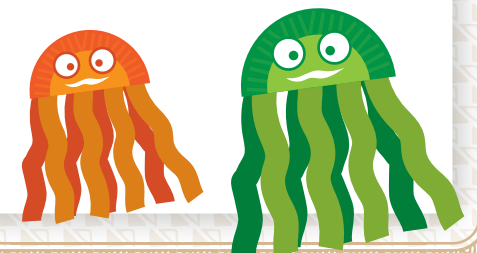
LET'S MAKE AN OCTOPUS

YOU WILL NEED

- A paper plate
- A sheet of white paper cut into 8 strips
- Crayons, glue or sticky tape

INSTRUCTIONS

1. Say: "We are going to make an octopus."
2. Ask: "What does an octopus look like?" (Wait for your child to answer)
3. Ask: "How many legs does it have?" (Wait for your child to answer)
4. Ask: "What colour is the octopus?" (Wait for your child to answer)
5. Follow these steps to make your octopus. Help your child with each step.
6. Paint or colour your paper plate to make the octopus head
7. a. Draw eyes.
8. b. Count out 8 legs
9. c. Colour each leg with crayon
10. d. Stick the 8 legs to the head





FOR DAD

ACTIVITIES TO DO THIS WEEK WITH YOUR CHILD

No. Activity



1. Read a story book or picture book



2. Play a puzzle



3. Fold the washing together



4. Take the children for a swim



5. Cook a meal together



6. Play a word game



7. Draw together



8. Sing an action song together



FOR MUM

ACTIVITIES TO DO WITH YOUR CHILD

No. Activity



1. Tell a traditional story



2. Play a ball game outside



3. Collect some flowers and put in a vase



4. Draw a hopscotch and play a game together



5. Wash the dishes together



6. Play a number game



7. Build something with your child



8. Ask what your child would like to play and play it



While play helps children to try out and develop new skills, gender stereotypes can limit what new types of play they feel encouraged to try, and subsequently what skills and abilities they develop.

1. Notice what you encourage and support
2. Make stereotypes less meaningful
3. Notice your body language
4. Notice which family members play with what... and mix it up!
5. Challenge stereotypes while you play
6. Play-acting different roles



GAMES TO PLAY WITH YOUR CHILD

LANGUAGE DEVELOPMENT

LET'S PLAY BINGO LETTERS

YOU WILL NEED

- Small letter cards
- Bingo cards
- Small stones



INSTRUCTIONS

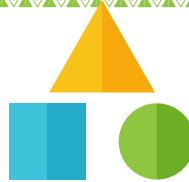
1. Organise to play a game of bingo with family members.
2. To prepare, make cards with nine random letters on them. Make one card for each person. Every card should be different.
3. Say: "Now we will play a game with our letter cards. Please sit close enough so that you can see these cards. I'll hold up a card. If you know the name of the letter on the card, shout it out. Then look at your bingo card and if you have that letter, put a stone over it. Once you have filled your card and every letter is covered with a stone, yell out BINGO. And you win!"
4. Begin the game.
5. Help your child if they are struggling to identify the letters on their card.
6. The person that fills out their card first wins!
7. When the game is over, collect the cards for another day.

COGNITIVE DEVELOPMENT

SHAPES SHAPES EVERYWHERE

YOU WILL NEED

- Sticks
- Sand
- Stones



INSTRUCTIONS

1. Give your child a card or a piece of paper with the shape that you want them to use sticks to make.
2. Show your child how to trace the shape with their fingers. Describe the shape, making note if it has straight lines, curves, or angles.
3. Give your child several sticks (or toothpicks, beads, pebbles, bottle caps etc.) and show them how to trace the shape with the sticks by laying them on the outline of the shape.
4. Let them try to do this with different types of materials and different shapes. For example, if they make a square out of sticks first, let them make a square out of pebbles or rocks next.
5. After they have done this a few times, congratulate them on learning about that shape.

Adaptation: For an outside activity, trace a very large version of the shape in the ground using a stick. Support your child to place stones or sticks along the lines to make the shapes.

PHYSICAL DEVELOPMENT

WHAT'S THE TIME MR. WOLF?

INSTRUCTIONS

1. Gather some children together outside.
2. Stand children in a line. You act as the 'wolf' and stand away from the group.
3. Children in the line call out: "What's the time Mr. Wolf?"
4. Mr. Wolf calls out a number o'clock e.g., three o'clock. All the children in line take three steps forward. Repeat rhyme with Mr. Wolf responding each time with a different time. Game continues with children moving forward as per the time.
5. When the line is close to Mr. Wolf, after the children say, "What's the time Mister Wolf?", the wolf calls out 'dinner time' and chases the children.
6. Whoever is caught becomes the wolf and the game begins again.



SOCIAL EMOTIONAL DEVELOPMENT

HELPING SOMEONE IN YOUR VILLAGE

INSTRUCTIONS

1. 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.
2. Talk to your child about:
 - a. Why the person needs help? (e.g., Because the person is unwell)
 - b. What help can we give them? (For e.g., food.)
 - i. Food so that they recover quickly.
 - ii. Food so that they do not have to cook.
 - iii. We can help with some chores.
 - c. When will we help them? (For e.g., tomorrow)
3. Involve your child in the preparations for the visit.
4. Involve your child in the visit and give them some responsibility. For e.g., helping them carry the food, doing a small chore etc.)



LANGUAGE DEVELOPMENT

DISAPPEARING LETTERS

YOU WILL NEED

- Child's name card
- A stick

INSTRUCTIONS

1. Say: "This game is called disappearing letters."
2. Do this activity outside.
3. First write the first letter of your child's name in the sand.
4. Say: "How can you make the letter disappear? Can you take your hand and wipe it away? Where did that letter go? Let me write it again!"
5. You can keep writing the same letter and have your child wipe it away or write different letters. You can also let your child do the writing and you can make the letter disappear.



COGNITIVE DEVELOPMENT

MY BAG OF ROCKS/STICKS

YOU WILL NEED

- A bag or bilum

INSTRUCTIONS

1. Say: "We are going to go on a 'treasure hunt' and collect ten rocks" (or sticks or any other object that will be easy to gather).
2. Take the child/children outside
3. Help them collect 10 rocks (or sticks or any other object that will be easy to gather).
4. Bring them back inside.
5. Say: Can you make a long line with your rocks and count them from 1 to 10.
6. Say: Now, make your rocks into one big and one smaller pile.
7. Now make your rocks into equal piles
8. Now, give two rocks to your neighbour?
9. Make 5 groups of 2 rocks.



PHYSICAL DEVELOPMENT

FIVE STONES

YOU WILL NEED

- Five small stones

INSTRUCTIONS

1. Say: "We are going to play a fun game called Five Stones."
2. Sit in a circle with your five stones.
3. Shake all the stones in one hand then throw them on the ground.
4. Choose one of the five stones and toss it in the air while you grab one from the ground, one at a time until you had them all.
5. If you drop the stone you toss, you lose your turn.
6. If you pick each stone up without dropping it, you keep playing but this time you need to grab two stones, then three, then four.



SOCIAL EMOTIONAL DEVELOPMENT

THIS IS THE WAY WE WASH OUR HANDS....

INSTRUCTIONS

1. Ask: "What do we do to keep our bodies clean?"
2. (Wait for your child to answer)
3. 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.

4. Continue singing for

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



STORY: FIVE STONES AND A RIVER BY CEDELLA NONGEBATU

A long time ago, there were two villages called Ria and Sua. Both were separated by a river. In the past, the people lived in Sua but a fight over places to fish forced one group to leave and make a new village called Ria.

Children were taught to be enemies and had to fight if they ever came across someone from the other village.

In both villages, the children had a favourite game called 'Five Stones' which was played with five small stones. Deve was a champion player.

One day he went on a hunt with his uncles and met a boy from Ria named Saja. They were about to fight when they discovered they were carrying their stones with them.

Instead of fighting, they started to play Five Stones on the riverbank. They forgot about fighting.

Warriors from both villages found the boys. When they saw them playing Five Stones, they put down their weapons.

Deve and Saja brought peace through a game of Five Stones and people of Ria and Sua became one people again.



CREATING YOUR BIG BOOK

YOU WILL NEED

- 8 A4 sheets of paper
- Crayons or pencils

INSTRUCTIONS

1. Read the story
2. Follow the guidance below to create your big book
3. **You can use pictures only OR words and pictures**
4. Read the big book to your child
5. Ask questions before, during and after the story is read.

QUESTIONS YOU CAN ASK BEFORE, DURING AND AFTER READING

- a. What can you see in this picture? What do you think the story is about?
- b. Do you know Five Stones? Do children play Five Stones in this village?
- c. Why did the clan split?
- d. What were the boys fearing when they stood staring at each other?
- e. How did the game of Five Stones bring peace to the two villages?

COVER PAGE TITLE AND AUTHOR

Five Stones and a river

PAGE 1

Picture of people running across a bridge over a river.

PAGE 2

Drawing of children sitting and watching men with bows and arrows.

PAGE 3

Drawing of children sitting in a circle playing Five stones. Focus is on one boy in particular – Deve.

PAGE 4

Drawing of Deve holds a bow and arrow awkwardly and Saja does the same with a spear.

PAGE 5

Drawing of the boys sitting on the riverbank playing Five Stones.

PAGE 6

Drawing of some warriors holding spears, others putting them down.

PAGE 7

Drawing of a people of Ria and Sua walking across a bridge over the river. Saja pulling Deve and they run across to Sua.

BACK PAGE

Drawing of Five Stones

LANGUAGE DEVELOPMENT

FOOD BOOK

YOU WILL NEED

- 3 pieces A4 paper
- Crayons or pencils



INSTRUCTIONS

1. Say: "Today we are going to make a food book. We will need 3 pieces of paper and some crayons. We will fold the paper into two to make a book. Let's count the pages, 1,2,3,4,5 and 6."
2. Ask: "What food should we include in our book? Let's choose four food items." (Wait for your child to answer)
3. 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."
4. Write the name of the food under the item.
5. Say: "This is a"
6. Continue for the remaining 3 food items.
7. Help your child to trace the food items and colour in.



COGNITIVE DEVELOPMENT

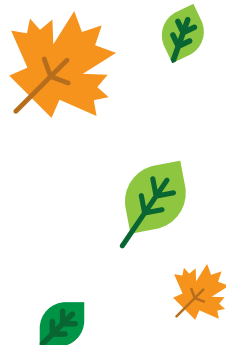
LEAF PATTERNS

YOU WILL NEED

- Many different leaves from the garden (you can walk together to collect these)
- You can also use shells, flowers, seed pods etc.

INSTRUCTIONS

1. Say: "We are going to go for a nature walk to collect leaves." Find at least 10 leaves (several different types).
2. Arrange the leaves into a pattern.
3. Ask your child to create the same pattern.
4. Create a different pattern, which your child can copy.
5. Say: Great job! Now try and create your own pattern.



PHYSICAL DEVELOPMENT

FROG IN THE PUDDLE

YOU WILL NEED

- Open space to run around
- Children in your neighbourhood or siblings

INSTRUCTIONS

1. Gather a group of children in an open space
2. Say: "We are going to play Frog in the puddle.
3. Select a child to sit in the middle as the 'frog'
4. Say: "Repeat with me. - Frog in the puddle, You're in a muddle. Can't catch us. Can't catch us."
5. The children skip and move freely around an area where the child, who is the 'frog' is sitting in the middle.
6. At any moment the 'frog' may spring up and chase the other children catching as many as possible.
7. Stop game after two or three children are caught.
8. When caught these children then become frogs. Play game until almost all children have become frogs.



SOCIAL EMOTIONAL DEVELOPMENT

THIS GAME IS 'HELPING MUM/DAD COOK'

YOU WILL NEED

- Ingredients for the dish you will be cooking

INSTRUCTIONS

1. Say: "Today you are going to help me cook.
2. We are going to cook Let's find all the ingredients."
3. Go through each ingredient and talk about its name, colour, size, and shape.
4. As you cook, talk about what you are doing.
5. Give simple tasks to your child.



STORY: THE FROG AND THE SPIDER BY MARCO TEPUKE

Once upon a time there was an old frog. He could not catch flies like he used to.

He travelled upstream in search of something to help him. He sees a spider. It's a friendly spider! Her web is strong and good for catching food.

But the spider looked very sick! The old frog decided to look after her. "When you get better your webs will catch food for us. Yay!"

That evening, it rained heavily and destroyed the spider's web. The frog decided it was safer for him and the spider to return to his home, which was dry and perfect for webs.

"Let me bring you back to my place. It is dry and you will get better. I will think of a plan." said the frog. He wondered how he might carry the spider.

"You have been a good friend," said the spider. "I would like to give you something, which is very special to me tomorrow. Can you look after it?"

The next day, the old frog woke up, excited to see what the surprise was. There was a big bundle of web beside him. Outside the cave, the spider was lying still. She had died during the night.

The frog carried the bundle back to his home. He cracked open the bundle... and found little spider eggs! He used the web from the bundle and a stick to make a fly catcher.

The old frog remembered what the spider had said. He fed the baby spiders and when they were old enough, they caught food for him. The old frog taught them that it is always good to help other people.



CREATING YOUR BIG BOOK

YOU WILL NEED

- 8 A4 sheets of paper
- Crayons or pencils

INSTRUCTIONS

1. Read the story
2. Follow the guidance below to create your big book
3. Read the big book to your child
4. Ask questions before, during and after the story is read.

QUESTIONS YOU CAN ASK BEFORE, DURING AND AFTER READING

- a. What can you see in this picture? What do you think the story is about?
- b. Do you ever see frogs down at the river? What noise do they make?
- c. Why was the web a perfect fly catcher?
- d. Why did the frog help the spider?
- e. What was in the special bundle?

COVER PAGE TITLE AND AUTHOR

The frog and the spider

PAGE 1

Drawing of an old frog looking sad.

PAGE 2

Drawing of the happy frog looking up at the spider hanging on her web between two trees.

PAGE 3

A drawing of a sick spider and a thoughtful old frog.

PAGE 4

Drawing of a broken web and rain.

PAGE 5

A drawing of the frog and the spider sitting under the rock talking about the plan.

PAGE 6

Drawing of the spider talking to the frog.

PAGE 7

Drawing of the old frog with the bundle of web – and a dead spider curled up.

PAGE 8

A drawing of the old frog with the broken bundle and little spiders everywhere.

PAGE 9

A drawing of the old frog teaching his little spider children how to tie web nets to nearby bushes and trees.

BACK PAGE



LANGUAGE DEVELOPMENT

FOOD BOOK

YOU WILL NEED

- Alphabet cards
- Bowl
- Plain paper and pencils

INSTRUCTIONS

1. Say "Look! I have a bowl of sauce. How many of you eat sauce? It is an alphabet sauce. Let me stir up my sauce. Now I will close my eyes and pick out a letter."
2. Pretend to stir the sauce. Taste the sauce. Pretend to add ingredients. Then hold up the letter card.
3. Ask your child what letter is on the card.
4. Then say: "Can you think of a word that begins with this letter?"
5. Encourage your child to call out words that they think begin with the same letter.
6. You can write these words on a piece of paper, pointing out the letters as you write.
7. If your child is finding this difficult, help them by giving some examples.
8. Then say: "Now you can draw a picture of something that begins with this letter."
9. Give the children some time, and they can show their pictures to their friends.
10. Continue with picking out other letters that are in the bowl.



COGNITIVE DEVELOPMENT

GUESS THE PATTERN

YOU WILL NEED

- Coloured blocks or objects such as shells (similar size and shape) and seed pods (similar size and shape)

INSTRUCTIONS

1. Say, "We are going to play a game called Guess the Pattern! I will make a pattern and you will tell me what it is."
2. Lay out the blocks, shells and pods, or other materials with a simple repeating pattern (e.g., red, blue, red, blue blocks).
3. Ask, "Do you see a pattern here?"
4. Point to each object and say what it is (for e.g., point to the first one and say "red" then point to the next one and say "blue" and so on.).
5. Tell your child, "This is a pattern! Red, blue, red, blue, red, blue" (for example).
6. Ask: "What comes next?" after the last object in the pattern.
7. After your child has correctly answered what the next object should be, give them their own materials to make a pattern that matches yours.
8. If time permits, make another pattern and repeat the activity.



PHYSICAL DEVELOPMENT

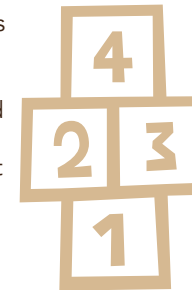
HOPSCOTCH

YOU WILL NEED

- Concrete or flat surface outside
- Chalk to draw the hopscotch pattern
- Small flat stones

INSTRUCTIONS

1. Draw grid on ground or on floor in chalk
2. The first player stands behind the starting line to toss her or his marker in square 1.
3. Hop over square 1 to square 2 and then continue hopping to square 8, turn around, and hop back again.
4. Pause in square 2 to pick up the marker, hop in square 1, and out.
5. Then continue by tossing the stone in square 2. All hopping is done on one foot except where there are two squares side-by-side. Then one foot can be in each square.
6. A player must always hop over any square where a marker has been placed. Tossed stone must land in correct square. If not turn is missed.



SOCIAL EMOTIONAL DEVELOPMENT

PLANTING FLOWERS IN THE GARDEN

YOU WILL NEED

- Flower seeds
- Spade
- Bucket
- Water

INSTRUCTIONS

1. Say: "Today you are going to plant some seeds in the garden. What do you think will grow?"
2. Talk about flowers and why they are important to bees.
3. Say: "What do we need to plant our seeds?"
4. Go through all the items and talk about their name, colour, size, and shape.
5. Walk to the garden.
6. As you plant the seeds, talk about what you are doing.
7. Give simple tasks to your child.



STORY: THE GECKO AND THE FLOWERS BY MARCO TEPUKE

The old bird had a flower! "I want a flower too!" said the gecko. "Go ask the honeybees," said the old bird.

"No!" said the honeybees. "Our mother says no. We need the flowers for our food." But being curious, the gecko followed them to their flower field.

Flowers! Many of them! After the honeybees left, the gecko stole all the flowers and ran back to her tree.

No more flowers, no more honey. The honeybees are very hungry. Hmm? The gecko smells very nice now. Only flowers can make you smell nice! "Go ask gecko where the flowers might be." said mother to her honeybees.

"I am sorry," the gecko lied, "but I have not seen the flowers." "Okay..." said the honeybees and left. Feeling guilty, the gecko went to see the old bird.

"The flowers have a special juice inside them," said the old bird. "The honeybees make honey with that juice. If you have any flowers left, give them back quickly!"

The gecko took the flowers back to the honeybees. She said she was very sorry. That night, the honeybees made lots of honey.

The gecko learned that you must ask before taking other's things. The honeybees let her take a few flowers to plant around her tree. She was very happy.

CREATING YOUR BIG BOOK

YOU WILL NEED

- 8 A4 sheets of paper
- Crayons or pencils

INSTRUCTIONS

1. Read the story
2. Follow the guidance below to create your big book
3. Read the big book to your child
4. Ask questions before, during and after the story is read.

QUESTIONS YOU CAN ASK BEFORE, DURING AND AFTER READING

- a. What can you see in this picture? What do you think the story is about?
- b. Do you ever see bees flying near flowers? What noise do they make?
- c. Why did the Gecko want the flowers?
- d. What did you think the honeybees were collecting from the flowers?
- e. What happened when all the flowers were gone?

COVER PAGE TITLE AND AUTHOR

The Gecko and the flowers

PAGE 1

A drawing of the gecko looking enviously at the flower the old bird is carrying.

PAGE 2

A drawing of the gecko following the honeybees to the flower field outside the forest, making sure that she isn't seen.

PAGE 3

Honeybees flying over flowers in a field

PAGE 4

A drawing of very hungry honey bees and a gecko in her nest of flowers

PAGE 5

A drawing of a gecko talking to the hungry honeybees

PAGE 6

A drawing of the old bird talking to the gecko.

PAGE 7

A drawing of a gecko carrying lots of flowers

PAGE 8

A drawing of a gecko with flowers growing at the base of its tree.

BACK PAGE

Drawing of flowers and honeybees and the gecko





LANGUAGE DEVELOPMENT

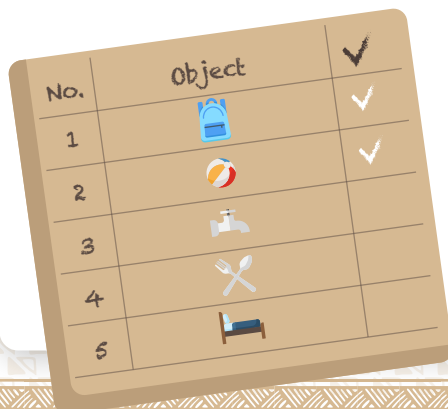
HUNTING FOR OBJECTS

YOU WILL NEED

- Treasure hunt cards
- Pencils

INSTRUCTIONS

1. To make the treasure hunt cards, draw items that your child sees at home.
2. Say, "We're going to go on a treasure hunt today. You are going to look for the things that are on your lists."
3. Give each child a treasure hunt sheet.
4. Say, "Walk around the room and look for the items. Every time you see an item around the room, make a mark on your sheet like this." Demonstrate with the first example.
5. Once the children are done, about all the things on the list!
6. Ask, "Did you find ___? Where? What do we use it for?"



COGNITIVE DEVELOPMENT

LET'S PLAY BINGO NUMBERS

YOU WILL NEED

- Small number cards
- Bingo cards
- Small stones

INSTRUCTIONS

1. Organise to play a game of bingo with family members.
2. To prepare, make cards with nine random numbers on them. Make one card for each person. Every card should be different.
3. Say "Now we will play a game with our number cards. Please sit close enough so that you can see these cards. I'll hold up a card. If you know the name of the number on the card, shout it out. Then look at your bingo card and if you have that number, put a stone over it. Once you have filled your card and every number is covered with a stone, yell out BINGO. And you win!"
4. Begin the game.
5. Help your child if they are struggling to identify the numbers on their card.
6. The person that fills out their card first wins!
7. When the game is over, collect the cards for another day.



PHYSICAL DEVELOPMENT

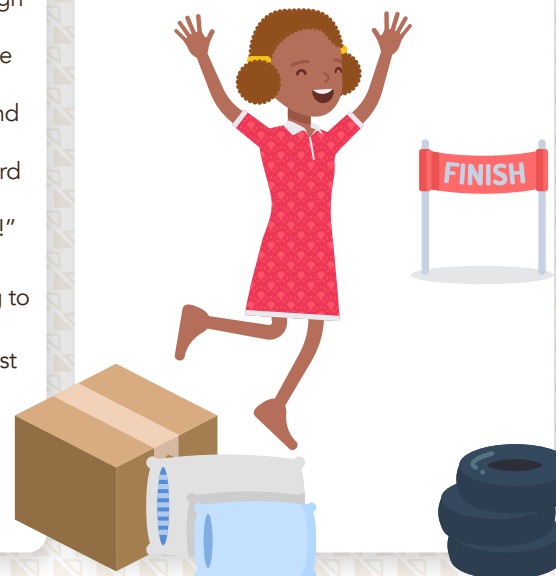
OBSTACLE COURSE

YOU WILL NEED

- Objects to create the obstacle course

INSTRUCTIONS

1. Set up a simple obstacle course that would require your child to crawl or walk over, under and beside various objects in the yard area or room. Use anything, mats, boxes, trees, poles, tyres, crates, sheets, pillows.
2. Direct your child through the course telling your child what to do "go under the sheet around the tree etc."



SOCIAL EMOTIONAL DEVELOPMENT

FEELING HAPPY

INSTRUCTIONS

1. Say: "When I feel happy, I....." (give an example)
2. Ask: "What about you? Can you finish the sentence..."
3. When I feel happy, I....." (Wait for your child to answer)
4. 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,

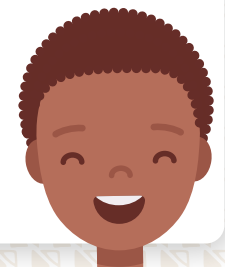
If you are happy and you know it, jump around.

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.



STORY: THE ORPHANS AND THE GIANTS

BASED ON THE TALES OF GWAINAGIBULU & SISIAUBULU FROM MALAITA PROVINCE

Two giants lived on a mountain above the forest. Their names were Gwainagibulu and Sisiaubulu. Everyone was afraid of the giants.

In a village below the mountain there were two orphans, Peter and Alex. The orphans lived alone in a treehouse beside the river. Peter was a beautiful singer.

One day, the younger orphan Alex went in the river to collect inkori fruits. He went further and further upstream until he came to the inkori tree. The inkori tree belonged to the giants! The giants captured Alex.

Peter followed the inkori trail up the river in search of his little brother. He reached the giants' house and found Alex wrapped up in leaves, prepared to be cooked!

Peter sang a lullaby and put Sisiaubulu to sleep. Then he rescued his little brother, wrapped Sisiaubulu in the leaves and they escaped.

Gwainagibulu did not know Alex had escaped and she accidentally cooked Sisiaubulu.

Gwainagibulu was very angry she had been tricked. She stormed to the village and found the treehouse where Peter and Alex lived. She tried to trick the boys so they would let her up.

The boys managed to trick Gwainagibulu when she tried to climb the treehouse and she fell to her death. The villagers were never frightened again and the inkori fruit was shared with everyone.

CREATING YOUR BIG BOOK

YOU WILL NEED

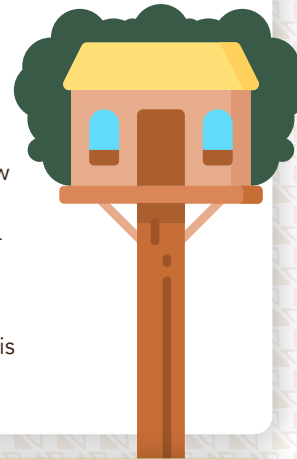
- 8 A4 sheets of paper
- Crayons or pencils

INSTRUCTIONS

1. Read the story
2. Follow the guidance below to create your big book
3. Read the big book to your child
4. Ask questions before, during and after the story is read.

QUESTIONS YOU CAN ASK BEFORE, DURING AND AFTER READING

- a. What can you see in this picture? What do you think the story is about?
- b. Why do you think the villagers feared the two giants?
- c. Do you know anyone that lives in a treehouse? Do you think it would be fun to live in a treehouse?
- d. Do you like inkori fruit?
- e. What did Alex use his voice for?
- f. How do you think the orphan's tricked the giant?



COVER PAGE TITLE

The orphans and the giants

PAGE 1

Picture of two giants and frightened villagers.

PAGE 2

A drawing of two boys living in a treehouse

PAGE 3

A drawing of an inkori tree growing on a rock and a big giant beside the tree.

PAGE 4

A drawing of a boy wrapped in leaves in a giants house

PAGE 5

Drawing of a sleeping giant and a singing boy

PAGE 6

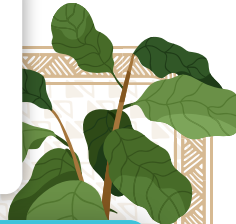
Drawing of an angry giant at the bottom of the treehouse where the boys lived

PAGE 7

Drawing of happy villagers with inkori fruit

BACK PAGE

Drawing of two happy boys with inkori fruit



LANGUAGE DEVELOPMENT

MAKING A TOPIC BOOK - "FOOD WE LIKE"

YOU WILL NEED

- A4 pieces of paper
- Pencils
- Staples or string to bind the book



INSTRUCTIONS

1. Say "Today we are going to make a book together. Today our book will be about food. The name of our book will be 'Food we Like', and you will be the author of the book.."
2. Say: "I will give each of you a piece of paper and a pencil. Think about what you can draw for ONE PAGE of our book."
3. Give more examples or instructions, depending on what the topic is. For example: "You could draw something you like to eat."
4. Say "Write your name on the front page, so that we know who the author of book is." Help your child if they need help.
5. Give your child time to think about what to draw.
6. When you have finished. "Now watch as I will put the pages together, with the cover in the front."
7. Fasten the pages together. Now "read" the book to the class, from front to back, commenting on each picture.

COGNITIVE DEVELOPMENT

REMEMBER THESE NUMBERS

YOU WILL NEED

- 2 copies of number cards from 1-5

INSTRUCTIONS

1. Say, "Today we're going to play a number game. Give one copy of the 5 numbers to your child. You keep one."
2. I'm going to show you some numbers and I want you to try your best to remember the numbers."
3. Show your child a series of numbers (such as 1,2,5)
4. Say, "Now focus on these numbers and try to remember all of them".
5. Remove the numbers.
6. Ask, "Now, I want you to write down the numbers I just showed you."
7. Ask, "Now show me the numbers with your number cards."
8. Swap over, so that your child shows some numbers first.



PHYSICAL DEVELOPMENT

FOLLOW THE LEADER

INSTRUCTIONS

1. Description: This game is about children using their body to perform movement skills such as walking, running, hopping, skipping, sliding, jumping and crawling.
2. This is a great game to play with your children and others in the village. One child leads by calling out a movement and does the movement. For example: The child calls out 'hopping'. All the children call out hopping and as the child hops, all the children follow the hopping actions.
3. The first child stops and calls another child.
4. The child calls their movement, and the game continues. All the children say the movement and follow the movement performed by the leader.
5. Have 3-4 children to be leaders before ending the game.



SOCIAL EMOTIONAL DEVELOPMENT

MY FAMILY

YOU WILL NEED

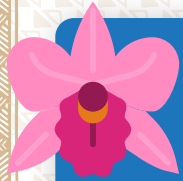
- Paper
- Crayons/pencils

INSTRUCTIONS

1. Talk to your child about your family. Ask your child, who is in your family and what makes a family.
2. Talk about the names of people in your family, who is older, who is younger, where they live, who needs help, who helps others
3. Talk about what makes a family special and when is it fun to be together with family.
4. Ask your child to draw a picture of your family. Help your child to write the names of each family member and one word that might describe them – such as loving, friendly, funny...



STORY: THE SUNFLOWER, ORCHID AND THE COCONUT BY CEDELLA NONGEBATU



Three friends Sunflower, Coconut, and Orchid lived in a spot away from the village gardens. They would watch the villagers working in the gardens and got sad wondering why the villagers never paid them any attention.

Pitikole saw his three friends were miserable and planned to bring the humans to them to make them happy. He did his special happy dance three times to lure them, but they did not come.

He made another plan when he saw a group of bees. They would fly towards the villagers and bring them to the spot. The villagers ran away to the village instead!

Pitikole's plan did not work, and he got very sad because he did not make his friends happy. His friends told him that it did not matter and thanked him for trying to help.

For three days no one came back to the gardens. Suddenly one morning something amazing happened! All the villagers walked right up to the three friends, they were on their way somewhere with a wooden box and stopped to rest.

They sat in Coconut's shade, the children carefully took flowers from Sunflower and Orchid. Some flowers they placed in baskets and others; they gave to their mothers as they sat in Coconut's shade.

Pitikole looked at his friends and they all smiled. His friends had always been special, and the villagers knew it.

Everyone was happy and Pitikole started his happy dance.

CREATING YOUR BIG BOOK

YOU WILL NEED

- 8 A4 sheets of paper
- Crayons or pencils

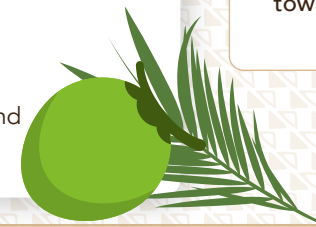
INSTRUCTIONS

1. Read the story
2. Follow the guidance below to create your big book
3. Read the big book to your child
4. Ask questions before, during and after the story is read.



QUESTIONS YOU CAN ASK BEFORE, DURING AND AFTER READING

- a. What can you see in this picture? What do you think the story is about?
- b. Why do you think the villagers did not follow pitikole?
- c. How do fantail's dance? Can anyone show me how to do the fantail dance?
- d. Why do you think the villagers ran away?
- e. What do you think was in the box?
- f. What did the sunflower, coconut and orchid mean to the villagers?



COVER PAGE TITLE

The Sunflower, Orchid
and the Coconut

PAGE 1

Picture of a sad
sunflower, coconut and
orchid far away from
the village gardens.

PAGE 2

A picture of Pitikole
(Fantail) doing it's
dance. Sways his tail in
front of villagers.

PAGE 3

A drawing of Pitikole
and the bees flying
towards villagers.

PAGE 4

A drawing of sad
Pitikole sitting on the
hedge next to Orchid,
Coconut and
Sunflower.

PAGE 5

A drawing of people
walking towards the
three friends.

PAGE 6

A drawing of people
sitting under the
coconut, children with
sunflowers and orchids.

PAGE 7

A drawing of a happy
villagers and Pitikole
dancing.

BACK PAGE

Drawing of a
sunflower, orchid and
coconut

LANGUAGE DEVELOPMENT

TASTE TEST



YOU WILL NEED

- Different food items – e.g. banana, scone, carrot
- Cloth for a blindfold
- Small plates for the food sample

INSTRUCTIONS

1. You will need to have some items of food ready. This could be fruit and vegetables or other cooked food items such as scone.
2. You will need cloth for the blindfold.
3. Prepare the food by cutting it into small bite size pieces.
4. Blindfold your child.
5. Provide the food.
6. Ask your child if they can describe the taste – is it sweet? is it soft?
7. Ask if they can guess the food item.
8. Remove the blindfold and show the food.
9. Talk about the taste using words such as sweet, sour, bitter
10. Talk about the texture using words such as soft, crunchy, hard.



COGNITIVE DEVELOPMENT

LET'S GO TO THE MARKET

YOU WILL NEED

- Empty containers and food boxes
- Fruit that you might see in the market
- Other objects that can be found in the market - e.g., clothing items.
- Paper to make money and price tags

INSTRUCTIONS

1. Say, "We are going to play shops today. What do we see at the market?"
2. Give your child time to say what they see at the market.
3. Say: 'Lets set up some of these and make our market stall.'
4. Help your child collect things to sell at the market. Arrange on a table. Make price tags for different items.
5. Ask if they want to be the shop keeper or you.
6. Make some money from the paper.
7. Play shops by buying one or two items at the shop. Use words that are used when you go to the market? "how much is this?" "I will buy one of these."
8. The shopkeeper packages the items and collects the money.
9. Swap so that your child has a chance to buy some items.
10. Practice counting the items and money with your child.

PHYSICAL DEVELOPMENT

MUSICAL MATS

YOU WILL NEED

- Sheets of paper/cardboard or pillows
- Friends or siblings to play the game with

INSTRUCTIONS

1. Place the paper or pillows on the floor.
2. Use a clapping rhythm of singing of a song or beating of a drum or playing a jingle from radio or mobile.
3. Your child and others move around the 'mats'
4. When the music stops they must quickly sit on a mat.
5. In subsequent turns, you remove one of the mats.
6. When the music stops your child and others quickly sit on a mat. Those without a mat stand to one side.
7. Remove one more mat and play the game again. the winner is the last person on a mat.



SOCIAL EMOTIONAL DEVELOPMENT

THINGS I LIKE

YOU WILL NEED

- Paper
- Crayons/pencils/paints



INSTRUCTIONS

1. Say, "We are going to talk about what we like to do on each day of the week. Let's think about the activities that we do on each day of the week.
2. Say: What do we do on Sundays?
3. Give time for your child to answer. They might talk about going to church or Sunday school.
4. Say: Let's draw this on the Sunday page.
5. Write "(your child's name) likes (the thing they like) on Sunday" on a blank piece of paper and help your child draw a picture of something that represents the thing they like to do on Sunday.
6. Say: What do we do on Monday?
7. Give time for your child to answer. They might talk about going to the market or the garden.
8. Say: Let's draw this on the Monday page.
9. Write Monday clearly on a blank piece of paper and help your child draw a picture of something that represents the thing they like to do on Monday.
10. Repeat for the remainder of the week.
11. Put together all the pages for the day into a book form and secure with string or tape.



STORY: THE WOMAN AND THE EEL BY VICTORIA



Once upon a time in a tiny village of Bara'asi of West Kwaio, there lived a woman and her baby. The baby had sores all over its body and the people of the village didn't want them in the village.

They left the village and she looked for a cave to live in. She was a brave strong woman who always carried her baby up to the mountains to look for food.

On her way down from the mountains, she would stop by a small stream to wash the sores off her baby. As she was washing her baby's sore, she noticed her baby was thirsty, so she went to get a leaf to fold as a cup.

When she returned, a big eel had come and pulled her baby into the water. She cried for help, but no-one could hear her. She ran back to the village for help.

The villagers came and set traps to catch the eel, but the eel broke the trap. The village kids also built traps and they caught the eel. The adults came and captured the eel.

They made a big feast for catching the eel, preparing a big motu with lots of vegetables. When they opened the motu, all the vegetables were cooked except the eel.

The eel's head told them that their village is not safe, and they should leave. Don't look back when the first and second thunder and lightning strike. When the third thunder and lightning strike, look back at the village.

When they turned back to their village, a sinkhole had swallowed the village. From there they realized that it's good to respect and be nice to each other. They promised to look after those who are ill and live peacefully together.

CREATING YOUR BIG BOOK

YOU WILL NEED

- 8 A4 sheets of paper
- Crayons or pencils

INSTRUCTIONS

1. Read the story
2. Follow the guidance below to create your big book
3. Read the big book to your child
4. Ask questions before, during and after the story is read.



QUESTIONS YOU CAN ASK BEFORE, DURING AND AFTER READING

- a. What can you see in this picture? What do you think the story is about?
- b. Why do you think the villagers did not want the baby in the village?
- c. Do you capture eels in your village? How do you trap them?
- d. Why do you think the eel wanted to protect the villagers?
- e. What is the moral of the story?

COVER PAGE TITLE AND AUTHOR

The Women and the eel

PAGE 1

Drawing of mother and baby

PAGE 2

Drawing of mother carrying her baby and a basket around her head

PAGE 3

Drawing of mother folding a leaf as a cup

PAGE 4

Drawing of Eel swimming back to its cave

PAGE 5

Drawing of Eel caught in a trap

PAGE 6

Drawing of Preparing food for motu, women and kids

PAGE 7

Drawing of dark clouds, lightning strikes

PAGE 8

Drawing of houses going down and people holding hands as sign of peace

BACK PAGE

Drawing of the eel



LANGUAGE DEVELOPMENT

HANDS ON SHOULDERS

INSTRUCTIONS

1. Sing this song to your child/children.
2. Do the actions as you sing.

*Hands on shoulders,
Hands on knees,
Hands behind you,
If you please.*

*Touch your shoulders,
Now your nose,
Now your hair
And now your toes.*

*Hands up high,
In the air,
Down at your sides,
And touch your hair.*

*Hands up high,
As before,
Now clap your hands,
One-two-three-four!*

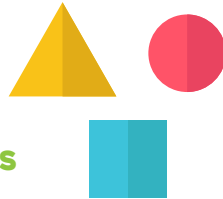


COGNITIVE DEVELOPMENT

TRACING SHAPES

YOU WILL NEED

- Different shapes – circle, square, triangle and rectangle cut out of cardboard the size of your palm or hand.
- Crayons
- A4 paper



INSTRUCTIONS

1. Make the shapes.
2. Ask your child to help you colour each shape.
3. You can also make shapes of a star, flower or moon.
4. Ask your child to trace around the shape on a piece of paper and then colour or decorate the shape.
5. They may like to combine shapes to make a new shape – e.g., a triangle and a square makes a house.



PHYSICAL DEVELOPMENT

CROWN THE QUEEN

YOU WILL NEED

- Strip of paper or strip of card length 20 cm width 10 cm
- Objects to decorate the crown

INSTRUCTIONS

1. Cut along one edge in a mountain pattern.
2. Allow your child to decorate with crayon drawings, glue on other bits of paper, shapes, string, leaves etc.
3. Join ends of the paper with glue or stapler around the child's head to make a crown.



SOCIAL EMOTIONAL DEVELOPMENT

FEELINGS

YOU WILL NEED

- Pictures of faces showing different emotions – cut out of newspaper, magazines or draw yourself.
- A4 paper
- Crayons



INSTRUCTIONS

1. Say, "What do you know about feelings. Can you name some different feelings?"
2. Give prompts if you need to
3. After each feeling, say: When do you have this feeling?
4. Show the child the cut-out pictures one by one and ask the child to try and guess what the person is feeling.
5. If the picture is of a person who seems sad or angry ask your child what they might do to feel better.
6. Say, "What can you do to feel better?"
7. Give time for your child to answer.
8. Ask your child to draw a picture of what makes them feel better when they are sad or angry.



STORY: THE TURTLE AND THE BAT BY VICTORIA

Mr. Turtle and Mr. Bat were best friends. Mr. Turtle lived in the sea and Mr. Bat lived in the forest. Every night they would talk, tell jokes and sing songs by the beach.

One night, they were hungry. A banana tree! "You have wings," said Mr. Turtle. "Fly up and get bananas for us. I can collect them on the ground. Then, we can share the bananas!"

Huh?! Mr. Bat is eating the bananas! "Slow down!" cried Mr. Turtle. "Save some for me!" "Get your own bananas." Said Mr. Bat. "But I can't fly nor climb!" cried Mr. Turtle. "Not my problem," said Mr. Bat.

"I don't want to be your friend anymore," said Mr. Bat. "You always need me to get food for you. You don't even belong in the forest. Go back to the sea."

"When you were sad, I made you laugh," cried Mr. Turtle. "When you crashed into a tree, I got medicine for you. Is this how you repay me?" But Mr. Bat didn't listen.

Mr. Turtle went back to the sea. Mr. Bat slept and the next day he went down to the beach. Where was Mr. Turtle? Mr. Bat couldn't see him anywhere.

Sigh... "If I had given him a few bananas he would be here making me laugh right now," said Mr. Bat. He wanted so badly to find Mr. Turtle so he jumped into the sea!

Oh-oh! Mr. Bat can't swim or breathe underwater! Hmm? Someone is pulling him up!

It's Mr. Turtle! He came back and rescued Mr. Bat! From that day on, whenever they had anything to eat, they would always remember to share.

CREATING YOUR BIG BOOK

YOU WILL NEED

- 8 A4 sheets of paper
- Crayons or pencils

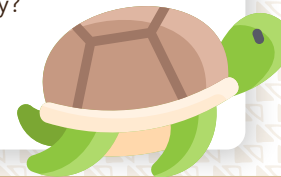
INSTRUCTIONS

1. Read the story
2. Follow the guidance below to create your big book
3. Read the big book to your child
4. Ask questions before, during and after the story is read.



QUESTIONS YOU CAN ASK BEFORE, DURING AND AFTER READING

- a. What can you see in this picture? What do you think the story is about?
- b. What food do turtles, and bats eat? Do they like bananas?
- c. Why did the Bat not share the bananas with the Turtle?
- d. Why did the Turtle go back to the sea?
- e. What is the moral of the story?



COVER PAGE TITLE AND AUTHOR

The Turtle and the Bat

PAGE 1

Drawing of an island scene where the bat is on the beach and the turtle is crawling up from the sea. They appear to be having a good time.

PAGE 2

Drawing of the turtle and the bat looking up at a banana tree. They are talking with excited gestures.

PAGE 3

Drawing of the turtle pleading with the bat while the bat is munching on the bananas.

PAGE 4

Drawing of Mr. Bat throwing banana peels down at Mr. Turtle.

PAGE 5

Drawing of the turtle crying. The bat is looking at him from the tree without any care.

PAGE 6

Drawing of the bat looking out to sea from the beach. He is very worried.

PAGE 7

Drawing of the bat jumping into the sea!

PAGE 8

Drawing of the bat drifting underwater while being slowly pulled back up to the surface by a dark silhouette.

PAGE 9

A drawing of the bat and turtle dancing and hugging on the beach.

BACK PAGE

Drawing of a turtle and a bat

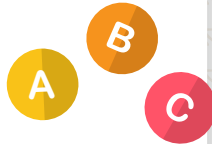


LANGUAGE DEVELOPMENT

ALPHABET BALL

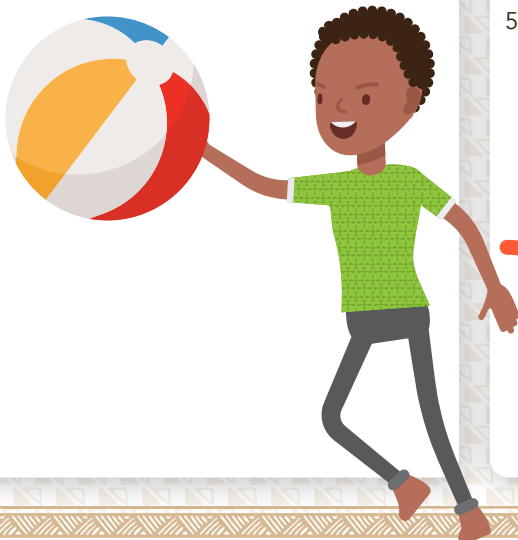
YOU WILL NEED

- Ball



INSTRUCTIONS

1. Toss a ball to your child.
2. As you toss, say 'a'. Your child will say 'b' and so on, through the alphabet.
3. If your child pauses or forgets, start the game again and help your child with the letters they forget.
4. You can also sing the alphabet song as you toss the ball.
5. When you or your child reaches 'z', then whoever has the ball sings the alphabet song from the beginning.



COGNITIVE DEVELOPMENT

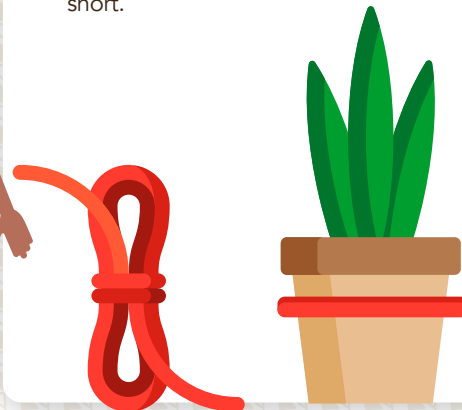
MEASURING FUN

YOU WILL NEED

- String or wool cut into different lengths

INSTRUCTIONS

1. **Say,** "We are going to measure some things in the house using this string."
2. Give one of the pieces of string to your child.
3. With your child, move around the house to find something that is the same length as their piece of string. Once they have found one thing, give another length of string to your child to find another thing.
4. Repeat for all the different lengths of string.
5. As you play the game, talk about measuring words such as long and short.



PHYSICAL DEVELOPMENT

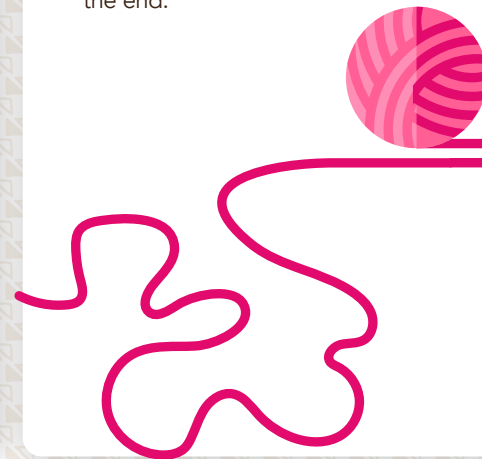
WINDY WIGGLY WALK

YOU WILL NEED

- Wool or string

INSTRUCTIONS

1. With a very long length of wool or string make a winding wiggly line around the house or outside.
2. Hide the end of the string somewhere.
3. Ask your child to carefully walk on the wiggly line to find the end of the wool or string.
4. Tell them to try not to fall off the wiggly line.
5. Walk alongside them encouraging them to keep on the wiggly line until the end.



SOCIAL EMOTIONAL DEVELOPMENT

FEELINGS PARADE AND THE STORY OF MY HAPPY DAY

YOU WILL NEED

- Paper
- Crayons/pencils/paints



INSTRUCTIONS

1. Play a game of feelings parade and tell a story as you walk and act out the feeling as you walk.
2. E.g., "I was walking to the market and saw a butterfly and it made me very happy" (show a big smile and encourage your child to walk behind you with a big smile)
3. "But then it started raining and I didn't have my umbrella and that made me angry." (stomp your feet as you walk)
4. "But then I found a big banana leaf and it protected me from the rain and this made me happy again" (show a big smile and encourage your child to smile again.)
5. Continue the game using a variety of emotions – such as 'surprise, fear, excitement, sadness, love, worry, etc.
6. After the feelings parade, ask your child to draw a picture of a day that made them happy. Talk to your child about this special day and help your child with the drawing.

STORY: TROMOIMOI BY VICTORIA

Tromoimoi was a mischievous man in his village. He lived in a village near the ocean. The villagers decided to make a garden so that they had enough food to eat.

Early next day the villagers went to the forest and cleared a plot for their garden. They returned home after a long day at work. Darkness came and out came Tromoimoi.

He stood in the middle of the garden and started to chant "Tromoimoi Tromoimoi Tromoimoi". All the trees, plants and vines that were cut down started to grow back. The forest looked as if it was untouched.

The next day the villagers could not find their garden clearing, so they cleared a plot again, but the same thing happened. The villagers were very angry, so they made plans to see what happened to their garden.

As they hid in the dark, out came Tromoimoi. He walked to the centre of the clearing and started chanting "Tromoimoi Tromoimoi Tromoimoi". Suddenly the trees, plants and vines started to grow back but the villagers were quick and caught Tromoimoi.

They took him back to the village, tied him to a pole in the centre of the village and began their celebration. As they feasted the village leader spoke to Tromoimoi.

"You have no shame, our men have done a very big job, but you choose to play your tricks on them, tonight we celebrate your capture." With that being said, the feasting began. Tromoimoi thought hard about what the leader said.

One by one the villagers slept, he chanted to himself, and he turned into a Kabara'i tree, giving lots of shades and fruits to the villagers. When the villagers woke up, they could not find Tromoimoi. Instead, they saw the Kabara'i tree. They realized that Tromoimoi had helped them.

CREATING YOUR BIG BOOK

YOU WILL NEED

- 8 A4 sheets of paper
- Crayons or pencils

INSTRUCTIONS

1. Read the story
2. Follow the guidance below to create your big book
3. Read the big book to your child
4. Ask questions before, during and after the story is read.

QUESTIONS YOU CAN ASK BEFORE, DURING AND AFTER READING

- a. What can you see in this picture? What do you think the story is about?
- b. What food do you grow in your garden? Do you think the villagers would have grown the same?
- c. Why do you think Tromoimoi used his magic to grow the trees again?
- d. Why do you think Tromoimoi was a good person?
- e. What is the moral of the story?

COVER PAGE TITLE AND AUTHOR

Tromoimoi

PAGE 1

Drawing of Tromoimoi with a mischievous grin.

PAGE 2

Drawing of villagers clearing a plot, cutting down of trees.

PAGE 3

Drawing of Tromoimoi waving his hand while chanting.

PAGE 4

Drawing of villagers being very angry.

PAGE 5

Drawing of villagers gather around Tromoimoi.

PAGE 6

Drawing of Tromoimoi tied to a pole.

PAGE 7

Drawing of village leader talking to Tromoimoi.

PAGE 8

Drawing of a big tree with fruits (local apple fruit), with kids playing under its shade and eating the fruit.

BACK PAGE

Drawing of a big tree with lots of fruit