

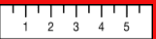





Phase 1 Activities The following activities are recommended for the first phase of ELM implementation, facilitating monitoring and scale up efforts. These activities are both simple and versatile, using easy-to-find materials. Phase 1 activities fit easily during teacher-lead instruction as well as independent play. The “**1**” symbol indicates a phase 1 activity card.

Phase 1 Literacy Activities 1

Talking and Listening 😊	Understanding Words and Sounds 🗣️	Alphabet Knowledge ABC	Understanding Print 📄	Knowing about Books 📖
<ul style="list-style-type: none"> • EL 51 Question of the Day: Ask a question about a theme (during circle time) • EL 1 Describing an Object: Children describe an object that their friends cannot see. <i>Variation: (a) children can feel but cannot see the object; (b) children describe an object in the room.</i> • EL 45 Acting out the Story: Children act out a story. Can be done <u>outdoors</u>. <i>Variation: Act out a song or rhyme.</i> 	<ul style="list-style-type: none"> • EL 49 Throw and Tell: Throw the bean bag/ball around the room and everyone says a word that starts with the same sound. Can be done <u>outdoors</u>. <i>Variation: (a) Focus on ending sounds. (b) Use the image wheel.</i> • EL 63 First Letter Sound Basket: Match images (or objects) with the same beginning sound. <i>Variation: Focus on ending sounds.</i> • EL 50 Draw the Sound: Give everyone a piece of paper with an image drawn in the middle. Ask everyone to draw things that start with the same sound in their mother tongue. 	<ul style="list-style-type: none"> • EL 24 Alphabet Memory Game: Matching alphabet cards face up (face down for more advanced children). • EL 38 Letter in My Name: Children use name cards to practice writing their names <i>Variation: For more advanced children, give other words and matching letters.</i> • EL 11 Letter of the Week: Choose the letter of the week. Make it out of play dough and make or find other things starting with that letter. <i>Variation: (a) Draw the letter in flour/sand; (b) Make a letter book.</i> 	<ul style="list-style-type: none"> • EL 24 Alphabet Memory Game: Variation Match an image card and an image with word (level 1). • EL 24 Alphabet Memory Game: Variation Match identical word cards (level 2). <i>Variations: Match image card and word card (for more advanced children).</i> • EL 12 Block Stories: Children make up stories using blocks with words and illustrations. 	<ul style="list-style-type: none"> • EL 14 Exploring Books Together: Children read a book to each other in pairs. • EL 19 Making a Topic Book: Make a book about a topic (e.g. I like to eat ____). <i>Variation: Make a book related to a story. E.g. Where do you think the bear was hiding? Each child comes up with their own answer and draws it. Make it a class book.</i> • EL 30 Making a Theme Book: Each child keeps a diary and adds pages over the course of the term with new drawings, words, etc. They can take these home.

Phase 1 Math Activities 1

Numbers and Counting 123	Comparison and Measurement 	Geometry 	Sorting and Classification 	Patterns 
<ul style="list-style-type: none"> • EM 3 Numbers Book: Make a book about numbers. Place a sample for children to trace or copy. <i>Variation: make numbers out of play dough.</i> • EM 32 Matching dots: Make cards with numbers and dots - child places bottle caps on dots. <i>Variation: make lines rather than dots to put sticks.</i> • EM 56 Counting Cups: Write numbers on cups and put them in order. Children place items in the cups according to the numbers. <i>Variation: Child organizes the cups in order themselves (using a number line as a reference), then puts the items in the cups.</i> 	<ul style="list-style-type: none"> • EM 21 Bigger and Smaller: Compare two objects by identifying which is bigger and which is smaller. Can be done <u>outdoors</u>. <i>Variation: Do the same for heavier and lighter; longer and shorter; rougher and smoother; softer or harder, etc.</i> • EM 26 Measure with Your Feet: Measure how long something is using your feet. Write it. Can be done <u>outdoors</u>. <i>Variation: Measure how heavy something is using pebbles.</i> • EM 40 Fill It! How many small cups of sand fit in big cups of different sizes and shapes. Ask children to guess first. Can be done <u>outdoors</u>. <i>Variation: Use rocks, water, etc.</i> 	<ul style="list-style-type: none"> • EM 10 Shape Bingo: Play bingo with shapes. <i>Variation: Use 2-3 shapes at first, then increase the number of shapes as the children become more familiar with the game.</i> • EM 60 Shape of the Week: Paint a circle (or any one shape). Go from small to big (e.g. make a small circle, then a bigger one, etc.) <i>Variation: (a) Use collage, play dough, etc.; (b) Use the shape as a prompt (e.g. circle for a face, or square as a window, etc.);</i> • EM 57 Shape Animals: Make sample animal figures using cardboard shapes. Children recreate the shapes. <i>Variation: Draw shapes and cut them in 2-6 pieces. Children put them together to recreate the shape.</i> 	<ul style="list-style-type: none"> • EM 8 Sorting Treasures: Sort <u>visually</u> (blocks, leaves, rocks, or anything found outdoors by color or shape). Can be done <u>outdoors</u>. <i>Variation: Sort sticks by length, rocks by size, blocks by shape, etc.</i> • EM 63 Make Predictions Heavy and Light. Sort by <u>property</u> (by what is heavy or see light). Can be done <u>outdoors</u>. <i>Variation: Do the same for what smells/doesn't, what floats/sinks, what is soluble/insoluble, opaque/see-through, etc.</i> • EM 58 Sorting by Senses: Without looking at the object, match items that <i>feel</i> the same (rough/smooth, hard/soft, etc.) <i>Variation: Sort by similar sounds or smells.</i> 	<ul style="list-style-type: none"> • EM 7 Copy the Pattern: Copy the pattern: use rhythm, blocks, rocks, sticks, leaves, etc. Can be done <u>outdoors</u>. • EM 16 Make Your Own Pattern: Make your own pattern using blocks, rocks and/or sticks. Can be done <u>outdoors</u>. • EM 16 Make Your Own Pattern: Second Activity Make mandalas (circle) with a repeated pattern (draw, use collage, blocks and/or rocks). Can be done <u>outdoors</u>. <i>Variation: (a) Use another shape, (b) Weave or make a necklace with a repeated pattern.</i>

Differentiation and Inclusion

Every child can learn! ELM activities are appropriate for children of varying skills. In fact, many of the activity cards suggest modifications to meet the needs of various learners including advanced learners and children who may require additional facilitator support. The cards are designated as “easy” or “hard” to indicate difficulty level and also provide “basic,” “midrange,” and “advanced” modifications.

LITERACY ACTIVITIES



Activity	Number	Level	Teacher Guided	Small Group	Outdoor	Talking and Listening 😊	Alphabet Knowledge ABC	Understanding Print 📄	Knowing about Books 📖	Understanding Words and Sounds 🔊
Describing an Object ①	EL 1	Easy	✓	✓		✓				
I See	EL 2	Easy	✓	✓	✓	✓				
What's in the Box	EL 3	Easy	✓	✓		✓				
Go Round the Circle	EL 4	Easy	✓			✓				
Story Boxes 1	EL 5	Easy	✓			✓				
What's Next?	EL 6	Easy	✓			✓				
Story Boxes 2	EL 7	Hard	✓			✓				
Story Boxes 3	EL 8	Hard	✓			✓				
Making Stories 1	EL 9	Hard	✓			✓				
Making Stories 2	EL 10	Hard	✓			✓				

Activity	Number	Level	Teacher Guided	Small Group	Outdoor	Talking and Listening 😊	Alphabet Knowledge ABC	Understanding Print 📄	Knowing about Books 📖	Understanding Words and Sounds 🔊
Letter of the Week ①	EL 11	Easy	✓	✓			✓			
Block Stories ①	EL 12	Hard	✓	✓				✓		
Hunting for Objects	EL 13	Easy	✓	✓			✓			
Exploring Books Together ①	EL 14	Easy	✓	✓					✓	
Name Puzzle	EL 15	Hard	✓	✓						✓
Building Names with Friends	EL 16	Easy	✓	✓						✓
Describing an Object to Our Friends	EL 17	Easy	✓		✓	✓				
Silly Read Aloud	EL 18	Hard	✓			✓				
Making a Topic Book ①	EL 19	Easy	✓						✓	

Activity	Number	Level	Teacher Guided	Small Group	Outdoor	Talking and Listening 😊	Alphabet Knowledge ABC	Understanding Print 📄	Knowing about Books 📖	Understanding Words and Sounds 🔊
Story Pictures 1	EL 20	Easy	✓						✓	
Picture Reading	EL 21	Hard	✓		✓				✓	
Listening to Sounds	EL 22	Easy	✓	✓	✓					✓
Alphabet Sauce	EL 23	Easy	✓				✓			
Alphabet Memory Game ①	EL 24	Hard	✓				✓			
Find Your Letter	EL 25	Hard	✓				✓			
What If?	EL 26	Easy	✓			✓				
Story Pictures 2	EL 27	Hard	✓					✓		
Drawing Rhymes	EL 28	Hard	✓							✓
Making a Letter Book	EL 29	Easy	✓	✓					✓	

Activity	Number	Level	Teacher Guided	Small Group	Outdoor	Talking and Listening 😊	Alphabet Knowledge ABC	Understanding Print 📄	Knowing about Books 📖	Understanding Words and Sounds 🔊
Making a Theme Book ①	EL 30	Easy	✓	✓					✓	
Jumping Game	EL 31	Hard	✓		✓		✓			
Walking to the Rhythm	EL 32	Easy	✓		✓	✓				
Sonam Says	EL 33	Hard	✓		✓	✓				
Name Dance	EL 34	Easy	✓		✓		✓			
Freeze	EL 35	Easy	✓		✓	✓				
Catch and Talk	EL 36	Easy	✓		✓	✓				
Copy Me	EL 37	Easy	✓		✓	✓				
Letter in My Name ①	EL 38	Hard	✓	✓			✓			
Drumming to Names	EL 39	Hard	✓		✓					✓

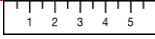
Activity	Number	Level	Teacher Guided	Small Group	Outdoor	Talking and Listening 😊	Alphabet Knowledge ABC	Understanding Print 📄	Knowing about Books 📖	Understanding Words and Sounds 🔊
Making Music	EL 40	Easy	✓	✓		✓				
Charades	EL 41	Easy	✓		✓					✓
Guess What I'm Doing!	EL 42	Easy	✓		✓		✓			✓
How to Play Pretend	EL 43	Easy	✓	✓		✓				
Acting Out a Song or Rhyme	EL 44	Easy	✓		✓	✓				
Acting Out the Story ①	EL 45	Hard	✓	✓		✓				
Classroom Sign-In	EL 46	Easy	✓				✓			
Disappearing Letters	EL 47	Easy	✓		✓		✓			
Pretending with a Block	EL 48	Easy	✓	✓						✓
Throw and Tell ①	EL 49	Easy	✓	✓	✓					✓

Activity	Number	Level	Teacher Guided	Small Group	Outdoor	Talking and Listening 😊	Alphabet Knowledge ABC	Understanding Print 📄	Knowing about Books 📖	Understanding Words and Sounds 🔊
Draw the Sound ①	EL 50	Easy	✓	✓						✓
Question of the Day ①	EL 51	Easy	✓					✓		
Amazing Amina	EL 52	Easy	✓	✓			✓			
Bingo	EL 53	Easy	✓	✓			✓			
Drawing in Sand or Dirt	EL 54	Easy	✓	✓	✓			✓		
Matching our Names	EL 55	Easy	✓	✓				✓		
Picture, Letter, or Word?	EL 56	Easy	✓	✓				✓		
Class Object Search	EL 57	Easy	✓	✓	✓			✓		
Making Our Classroom	EL 58	Hard	✓	✓				✓		
Making a Rhyming Book	EL 59	Easy	✓	✓					✓	

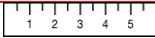
Activity	Number	Level	Teacher Guided	Small Group	Outdoor	Talking and Listening 😊	Alphabet Knowledge ABC	Understanding Print 📄	Knowing about Books 📖	Understanding Words and Sounds 🔊
Alphabet Attendance	EL 60	Easy	✓				✓			
Writing our Names	EL 61	Hard	✓					✓		
Animal Sounds	EL 62	Easy	✓							✓
First Letter Sound Basket ①	EL 63	Easy	✓							✓
Rhyming basket	EL 64	Easy	✓							✓
Mohammad Went to the Market	EL 65	Easy	✓							✓
Did You Ever See?	EL 66	Easy	✓							✓
Sound Search	EL 67	Hard	✓							✓
Mixed Up Words	EL 68	Hard	✓							✓
Storybook Stop and Go	EL 69	Easy	✓							✓

Activity	Number	Level	Teacher Guided	Small Group	Outdoor	Talking and Listening 😊	Alphabet Knowledge ABC	Understanding Print 📄	Knowing about Books 📖	Understanding Words and Sounds 🔊
Letter Pictures	EL 70	Easy	✓					✓		
Clap	EL 71	Hard	✓							✓

EL 1 “Describing an Object” 1

DESCRIPTION	Children give information to their partner about something the teacher has chosen (e.g. characteristics of a fruit, such as a mango).
LITERACY SKILL	☺ Talking and Listening
SECONDARY SKILL	 Comparison and Measurement, Δ Geometry
MATERIALS	None
ACTIVITY	<ol style="list-style-type: none"> 1. Choose an object to describe to the children, it helps if it is an object you and the children can see. For example, you could choose a bicycle. 2. Explain that you are going to play a game where the children will help you remember what an object is like. Try to find as many ways as possible to make this fun, either by using sounds, actions, or just your own enthusiasm. 3. Using lots of enthusiasm, describe the object you have chosen to the children. For example, if you are describing a bicycle, you can start by saying it has two wheels, handlebars to change direction, is usually made from metal, etc. 4. Then tell the children “Now you are going to describing something too!” 5. Divide the children into two groups and ask them to stand in two lines facing one another. 6. Explain, “You will ask the child facing you to tell you one thing about the fruit [or whatever is being taught].” The child could say something like the color of the fruit, whether the fruit is big or small, how it tastes, etc.” 7. Say “Now, it is your partner’s turn to say something about the same fruit [or whatever you are teaching: mango, jackfruit, an animal, bird, a certain flower or a vehicle like a bus]. 8. Continue for 15-20 minutes or until the children lose interest.
LEVEL	ADVANCED MODIFICATIONS
	<ul style="list-style-type: none"> • Place 2 objects in the center of the circle and one child can describe one of the objects. The others have to guess which one it is. This should be done in a small group with the facilitator. Later in the year, you can repeat either of these 2 games (describing an object and guess which object) in small groups of 3 or 4 children to encourage more independence among the children. • Show an object to one child and hide it. This child describes the object and the other children have to guess what it is without seeing it. • Another option is to put an object in a mystery bag. One child should put their hands in the bag and describe the object for the other children to guess what it is.
NOTES & ADAPTATIONS	<ul style="list-style-type: none"> • Have a bag or a box full of familiar items (these objects could be related to a story or activity you have just done together.) Ask one child to come and look into the box and choose one item to describe to the rest of the class. The other children then have to try to guess what item is being described. • Have the children describe any object that you want them to learn more about. Sometimes it could be something that they have just read about during interactive reading (for example, a boat, a rice field, a baby, a fish, etc.) • Use this activity before doing Activity EL2: I See

EL 2 “I See”

DESCRIPTION	Teacher demonstrates how to give clues about the characteristics of something in the room, and then small groups of children play the game together.
LITERACY SKILL	☺ Talking and Listening
SECONDARY SKILL	 Comparison and Measurement, Δ Geometry, $\square\square\square$ ●●● Sorting and Classification
MATERIALS	None
ACTIVITY	<ol style="list-style-type: none"> 1. Say “Let’s look at this table. What words can we use to describe this table? What color is it?” Let the children answer 2. Then ask more questions about the table: “How does it feel?” [Hard] “How many legs does it have?” [Four] “What other words can we use to talk about it?” [Flat, big etc.]. 3. Say, “Now that we have practiced describing an object, or talking about what it is like, let’s play a game called ‘I see?’” 4. Explain the game to the children: “I am going to look around the room and find one thing that everyone can see. I will tell you some things about the thing that I see, and you will try to guess what it is. Does everyone understand?” Allow the children to ask questions if they don’t understand. 5. Choose an object in the room and describe it. For example, choose the blackboard (but don’t tell the children). Say “I see something that has four corners. It is black. It is hanging on the wall. What do you think I see?” 6. Give the children a chance to guess. They will probably guess correctly that it is the blackboard. If they don’t guess correctly, let them ask questions like: “Is it made of wood?” or “Is it on the floor?” Let them ask three questions then ask them to guess again. 7. Choose another object and repeat the activity. Do this many times, for about fifteen minutes or more, or until the children lose interest.
NOTES & ADAPTATIONS	<ul style="list-style-type: none"> • Vary the game by playing “I See Someone”, talking about the characteristics of a child in the class (clothing, hair, things the child likes to play, etc.). Be careful not to say anything that may make the child feel uncomfortable. • Instead of choosing the object and letting the children guess, ask the children to get into pairs or small groups and do this activity with their partner/group. They can take turns to guess. • Try this activity outside as well as inside the classroom. • Use Activity EL17: Describing an Object before this one to help the children learn to describe an object.



EL 3 “What’s in the Box”

DESCRIPTION	Children try to guess what an object is by touching it without seeing it.
LITERACY SKILL	☺ Talking and Listening
SECONDARY SKILL	△Geometry
MATERIALS	A box, another object
ACTIVITY	<ol style="list-style-type: none">1. To prepare, place an object that the children are familiar with into a box. It could be a piece of fruit, a rock, a book, a stick, or something else from the classroom or outside. Make sure that the children do not see you putting the object into the box.2. Say “I’ve put an object into this box [show the children the box]. Each of you will get a chance to come and put your hand into the box. You will be allowed to feel the object but you won’t be able to see it. After everyone has touched it, we will all guess what the thing is.”3. Invite the children to put their hands in the box one by one. They may say things like “It’s hard!” or “It’s rough!” or “It’s soft.” That is fine. Discourage them from saying what the object is until everyone has had a chance.4. After everyone has touched the object, say “What do you think it is?”5. Allow the children to guess what it is. If they are having trouble, ask them to tell you about what the object felt like and then give them some help. If after 5 minutes they do not guess correctly, show them what the object is.6. Choose another object and repeat the activity. Do this many times, for about fifteen minutes or more, or until the children lose interest.7. If the class is too big to allow children to try it one by one, the activity could first be demonstrated in front of the whole class, and then done in small groups. Each group could be given the same object, or different objects could be put in each box and groups move from box to box.
NOTES & ADAPTATIONS	<ul style="list-style-type: none">• Once the children understand this activity well, they can do this game in small groups where each group gets a box and an object.• Use Activity EL1: Describing an Object and Activity EL2: I See before this one.



EL 4 “Go Round the Circle”

DESCRIPTION	The children recite rhymes while playing a game.
LITERACY SKILL	☺ Talking and Listening
SECONDARY SKILL	None
MATERIALS	None
ACTIVITY	<ol style="list-style-type: none"> 1. Say “Today, we’re going to play a game. Now, let’s sit in a circle.” 2. Then say these words in a chant: 3. [Name] [Name] go around the circle, [Name] go around the circle, [Name] go around the circle, Who is next? 4. After repeating the chant many times, tell children about the rules of the game. Say “While we all say the chant, one of you will walk around the circle. We will say the chant using the name of that person. When the chant finishes, the person who is walking will touch the head of another child and will sit down. The child whose head was touched now begins walking around the circle just as the other one did, and we will use their name until the next child is chosen.” 5. After a while, include a variation. Choose another child and ask “How would you like to walk around the circle?? Maybe you can walk like a butterfly, or a bird!” Other variations could include saying the chant louder or quieter or asking the children to clap whenever they hear a certain word. 6. Do this for 15-20 minutes with different variations.
NOTES & ADAPTATIONS	<ul style="list-style-type: none"> • Children can play this game in groups to shorten time and to allow every child to walk around the circle once. • Once the children are familiar with the chant, you can change the words to tell the child what to go around. E.g. instead of ‘Lili go around the circle’, say ‘Lili go around the tree/swings etc.’ • Children can suggest other things to go around



EL 5 “Story Boxes 1”

DESCRIPTION	Teacher demonstrates how to give clues about the characteristics of something in the room, and then small groups of children play the game together.
LITERACY SKILL	 Talking and Listening
SECONDARY SKILL	 Knowing about Books
MATERIALS	A folder or folded card to keep the pictures together, paper and pens
ACTIVITY	<ol style="list-style-type: none"> 1. To prepare, choose 3 or more stories that have simple, easily illustrated main items, e.g. people, houses, books etc. 2. Copy/draw these pictures so that for each story you have the important characters and items drawn on a separate piece of paper. E.g. In a story about a boy trying to find his home, you would have to draw separate pictures of the boy and all the houses he visits. 3. The first time you read the story with the children, read a page at a time and also hold up the pictures that relate to that part of the story. 4. Do this for all the stories you have chosen. 5. The next time you tell a story, lay all of the pictures out on a table and tell the children that the pictures from all the different stories are there. When reading the story, ask a child to come and choose the picture that matches that part of the story.
NOTES & ADAPTATIONS	<ul style="list-style-type: none"> • To prepare, choose 3 or more stories that have simple, easily illustrated main items, e.g. people, houses, books etc. • Copy/draw these pictures so that for each story you have the important characters and items drawn on a separate piece of paper. e.g. In a story about a boy trying to find his home, you would have to draw separate pictures of the boy and all the houses he visits. • The first time you read the story with the children, read a page at a time and also hold up the pictures that relate to that part of the story. • Do this for all the stories you have chosen. • The next time you tell a story, lay all of the pictures out on a table and tell the children that the pictures from all the different stories are there. When reading the story, ask a child to come and choose the picture that matches that part of the story.



EL 6 “What’s Next?”

DESCRIPTION	While reading a story, the teacher asks questions to help the children predict what will happen in the story.
LITERACY SKILL	 Talking and Listening
SECONDARY SKILL	 Knowing about Books
MATERIALS	Storybooks
ACTIVITY	<ol style="list-style-type: none">1. Sit in a circle with all the children and say “We are going to read a story now. Look at the picture on the cover of the book. Who or what do you think the story will be about?”2. The children can use the picture on the book to help them to think about what the story is about. For example, if the book has a boy and a goat on the front, the children might say “I think the book is about a boy who owns a goat.”3. If a child suggests something that is not correct, do not tell them they are wrong. Ask them why they think that, and then say “That’s an interesting idea. Let’s read the book and see if you are right!”4. Once some ideas have been discussed, start to read the story to the children. At the end of each page, ask “What do you think will happen next?” Allow some children to make some suggestions before saying “Let’s read on and find out!”5. Congratulate the children whose predictions are correct. If a child’s predictions were not correct, tell them “It is not important if your ideas were not in the story – your idea was a good one. Well done for trying!”6. Occasionally, ask the children to predict what word is coming next. E.g. If the sentence is, ‘The girl went to fetch water’, say the words ‘The girl went to fetch....’ and pause. Ask the children, “What could the girl be going to fetch?” Allow the children to make some suggestions, and then say “Let’s read the sentence again and see who was right!”
NOTES & ADAPTATIONS	<ul style="list-style-type: none">• Read a story but do not read/show the last page. Ask the children to draw a picture to show what they think happens at the end of the story.• Give a book to a group of children and ask them to predict what the story will be just from looking at all the pictures.• Write down the different suggestions of what might happen in the story. Before you read the story, help the children develop their own story based on their ideas. Make a different story book, based on the children’s ideas, to go with the front page.



EL 7 “Story Boxes 2”

DESCRIPTION	Children will add objects to a box based on a story that the teacher reads to them.
LITERACY SKILL	 Talking and Listening
SECONDARY SKILL	 Knowing about Books
MATERIALS	Small empty box or other container (1 box if teacher is leading the activity; 5 boxes if doing the activity in small groups later in the year), objects to put in the box related to a story
ACTIVITY	<ol style="list-style-type: none">1. To prepare, choose a story that includes some objects that the children in the class may be able to find in the classroom or outside. This should be a story that the children have heard many times and are very familiar with.2. Read this story to the children (this can be done during Interactive Reading Time).3. After reading the story, ask the children “What are some things that were in this story?” Help them to think. Maybe the story mentioned stones or sticks. Maybe there were trees in the story.4. Tell them “We are going to collect things that remind us of the story we just read and we are going to put them in a box.”5. Give the children the opportunity to collect a few things to add to the box. If necessary, let the children draw objects or characters on pieces of paper to add to the box.6. Once the box has been put together, tell the story again, showing the objects in the box when they are mentioned in the story.7. Next, invite a child to come and tell the story again using the objects. You can do this many times until the children lose interest.8. Keep the story box in the reading corner where children can tell the story again using the box and the book.
NOTES & ADAPTATIONS	<ul style="list-style-type: none">• Small groups of children can do group storytelling using different story boxes.• Teacher can write down the story from the words the children use. The story can be written on pieces of paper to put together into a book.• Children can collect objects for a story box based on a story read in class.• Use this activity before using Activity EL8: Story Boxes 3.

EL 8 “Story Boxes 3”

DESCRIPTION	Children will tell a story using objects in a box provided by the teacher. This helps them to develop oral language skills as well as a “sense of story” (understanding of what a story is).
LITERACY SKILL	 Talking and Listening
SECONDARY SKILL	 Knowing about Books
MATERIALS	Small empty box or other container (1 box if teacher is leading the activity; 5 boxes if doing the activity in small groups), interesting objects to put in the box (2 to 4 objects in each box), such as a small ball, an empty cup, a leaf, a toy animal, a piece of cloth, a pencil, etc. Anything you can find!
ACTIVITY	<ol style="list-style-type: none"> 1. Say “Today, we are going to make stories about things that are in this box. We do not need a book to do this -we will use our imaginations! So we will have to think hard [point to your head]. I will show you first, and then you will make up a story with different objects” 2. Show the class the 3 or 4 objects in the box and then tell a simple, imaginative story in which each of the objects is mentioned. For example, a little girl found the cup and it was a magic cup! Etc. 3. Then say “Now you will help make a story with different objects in our story box.” 4. Take out the objects you used and put in 3-4 different objects. 5. Invite the children to tell a story. Ask things like: “Now, how could your story begin? What happens first? Who are the people in the story? Do they have a problem? What can happen next?” 6. Give children enough time to think and volunteer. Encourage different children to contribute to the story. 7. After they have suggested some stories, say “What good ideas! You used your imaginations and made a story.” 8. If you have enough time, give small groups their own Story Box and let them do the activity together. Or do this on another day, perhaps later in the year.
NOTES & ADAPTATIONS	<ul style="list-style-type: none"> • Small groups of children can do group storytelling using different story boxes. • Children could put objects of their own choosing in the story boxes (from classroom or from outdoors). • Teacher can write down the story from the words the children use. The story can be written on pieces of paper to put together into a book. • Children can collect objects for a story box based on a story read in class. • Use this activity after the children have mastered Activity EL5 and EL7: Story Boxes 1 and 2.

EL 9 “Making Stories 1”

DESCRIPTION	Children will tell a story using pictures as story-starters.
LITERACY SKILL	 Talking and Listening
SECONDARY SKILL	 Knowing about Books
MATERIALS	Selection of pictures showing actions. If possible, use pictures that are linked by the same character
ACTIVITY	<ol style="list-style-type: none">1. Say “Today, we are going to make stories about things that are in these pictures. I will show you a picture and I want you to think about what could be happening. For example, here is a picture of a boy running [or whatever picture you have]. Why is he running? Is he running away from somebody? Maybe he is late for school and is running to get there quickly. What do you think is happening?”2. Ask children to give suggestions about what could be happening. Give children enough time to think and volunteer. Encourage different children to contribute to the story. Encourage other children to continue the story by asking “What might happen next?”3. If using linked pictures, show all the pictures and encourage the children to tell a story using all the pictures. E.g. “Here the boy is running, and in the next picture he is crying. What do you think has happened to make him cry?”4. Once the children have finished the story, show them a different picture and ask them to make up a new story about the new picture. You can ask them to do this in small groups, and then ask the groups to tell their story to the rest of the class.
NOTES & ADAPTATIONS	<ul style="list-style-type: none">• Small groups of children can do group storytelling using different action pictures.• Teacher can write down the story from the words the children use. The story can be written on pieces of paper to put together into a book.• Use this activity after the children have mastered Activity EL5, 7, and 8: Story Boxes 1, 2, and 3.

EL 10 “Making Stories 2”

DESCRIPTION	The teacher begins to tell a story and each child in the class continues. Do this activity after the children are familiar with EL8: Story Boxes 3 and EL6: What’s Next?
LITERACY SKILL	☺ Talking and Listening
SECONDARY SKILL	📄 Understanding Print
MATERIALS	None
ACTIVITY	<ol style="list-style-type: none"> 1. Sit in a circle with all the children and say “We are going to play a game of telling stories together. Everyone will help! I will begin telling a story first. I will stop at one part of the story. One of you will continue the story in her/his own way.” 2. Begin telling a story that you made up. Stop after just a few lines. For example: “Once upon a time there was a small monkey living in the forest and his name was [insert a name].” Another example: “There once was a little boy and a little girl who lived in a nice village by a river.” 3. Then say “What do you think happened next?” and invite a volunteer to continue the story. Do this many times to continue the story, asking different children to contribute each time. If needed, give help. For example, say “Then what happened?”, “Who else is in this story?” etc. 4. After 15-20 minutes (or whenever it makes sense), end the story. Try to keep the story quite short so that it is easy for the children to remember and to understand. 5. If you cannot get to all the children, then do another story the next day and make sure you choose different children to volunteer sentences
NOTES & ADAPTATIONS	<ul style="list-style-type: none"> • Later in the year, ask a child in the class to begin this story. • Later in the year, write down the sentences in the story as you and the children say them. Read the story again with the children the next day, identifying familiar words. • Ask the children to draw pictures to illustrate the story.

EL 11 “Letter of the Week” ①

DESCRIPTION	Children will add objects to a box based on a story that the teacher reads to them.
LITERACY SKILL	ABC Alphabet Knowledge
SECONDARY SKILL	😊 Talking and Listening, 📖 Understanding Print, 🗣️ Understanding Words and Sounds
MATERIALS	Blackboard and chalk, paper and pencils
ACTIVITY	<ol style="list-style-type: none"> 1. Say “Every week we pick a different Letter of the Week. This week’s letter is [insert letter].” 2. Write the letter on the board and say the letter’s name. For example, write the letter “K” and say that the name and sound of the letter is “ka.” Ask them to repeat the sound. 3. Ask the children if they can think of any words that have the sound of the letter in them. For example, there may be a child in the class whose name starts with that sound (for example, Kalisa has the sound “ka” at the start of it). 4. Write the word(s) on the board, underlining the letter of the week. 5. Give the children stones or beans so that they can practice making the letter (Children make the letters shape using the beans or stones). 6. If paper is available, give each child a sheet of paper and a pencil or have them tracing or writing the letter in the dirt. Show them again how to draw the letter by drawing it on the board. Ask the children to practice drawing the letter. They can do this several times. 7. Over the course of the week, point out to the children every time the Letter of the Week appears in a book, on a poster, or even in the words you use when you are talking to the children. Use other activities to highlight this letter. Keep a list of words that feature this letter on the board or on a sheet of paper. 8. Make sure that at least two words are added to the list every day.
NOTES & ADAPTATIONS	<ul style="list-style-type: none"> • Invite children to the board to circle or underline the letter of the week in words that you have written on the board. • Ask children to point out where else in the classroom they see the letter of the week. This may be on posters, labels, or other places around the room. • Use this activity to make a letter book. As the children learn new letters, have them create a sheet of paper for each letter that includes: the letter, a drawing of something that starts with that letter, and at least one word that starts with that letter. Compile these sheets into an alphabet book or a series of alphabet books (for example: one alphabet book for each child). • Use other activities to emphasize this letter.




EL 12 “Block Stories” 1

DESCRIPTION	Children create stories out of words on blocks.		
LITERACY SKILL	📖 Understanding Print		
SECONDARY SKILL	Developing Routines		
MATERIALS	<p>Words attached to blocks (you need paper strips, writing material, blocks, tape, pictures of nouns and verbs)</p> <p>Preparation:</p> <ul style="list-style-type: none"> • Beginning learners: Write short nouns, verbs and adjectives on paper strips (draw the associated picture); tape to blocks • Mid-range learners: Write nouns, verbs and adjectives on paper strips (no pictures for short words, pictures for long words); tape to blocks. <p>Advanced learners: Write short and long nouns, verbs and adjectives on paper strips (no pictures); tape to blocks</p>		
ACTIVITY	<ol style="list-style-type: none"> 1. Children sit in a circle. Put a few blocks in the middle of the circle. Make sure there is a mix of nouns and verbs. 2. Say, “We are going to make a silly story together!” Read out the words on a couple of blocks with nouns and decide with the children who should be the character in the story. Then decide what the character does. 3. Place each block down in order and read the story to the children. Repeat by having the children take turns adding words to the story. 4. When the children come to a word that isn’t on a block, the ECD facilitator can ask them to whisper to a friend if they know what letter the word starts with. Help the children spell it out on a piece of paper and create a new block for the story. Then help them read the story aloud. 		
LEVEL	BASIC	MIDRANGE	ADVANCED
	<ul style="list-style-type: none"> • Use short words (with pictures) • Children make up short sentences. • Help beginning learners understand the connection between pictures and word. 	<ul style="list-style-type: none"> • Use short words (no pictures) and long words (with pictures). • Children make up longer sentences. 	<ul style="list-style-type: none"> • Use short and long words (no pictures). • Children make up short stories out of several sentences.
NOTES & ADAPTATIONS	<ul style="list-style-type: none"> • Encourage children to help each other. Use prompts like “let’s ask a friend what that word is!” • Encourage young children to ask other children for help. • Children can read their stories to the whole group at whole-group time. Talk about the different stories • Children can volunteer to make pose like the apple or the rooster or to act out the movements of the characters however the story goes. 		

EL 13 “Hunting for Objects”

DESCRIPTION	Children search for objects that they see in the ECCD center.		
LITERACY SKILL	ABC Alphabet Knowledge		
SECONDARY SKILL	△Geometry		
MATERIALS	Treasure hunt sheet, writing instruments Preparation: On a piece of paper (one for each child), draw the items that children might see frequently in the ECCD center.		
ACTIVITY	<ol style="list-style-type: none"> 1. Say, “We’re going to go on a treasure hunt today. You are going to look for the things that are on your lists. 2. Give each child a treasure hunt sheet. 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. 3. Once the children are done, about all the things on the list! Ask, “Did you find ____? Where? What do we use it for?” 		
LEVEL	BASIC	MIDRANGE	ADVANCED
	<ul style="list-style-type: none"> • Make sheets with pictures and words together as well as a picture with the initial letter of the word • Use items that are easier to locate (e.g. window, door, table, chair) • Have them make any mark they can around or by the item (e.g. circle, X, line—whatever they are capable of) 	<ul style="list-style-type: none"> • Use a mix of pictures with words and words only • Choose slightly more challenging items (e.g. puzzles, crayons, cards, board games, etc.) • Make a more complex mark near the item or try to write some letters by each one, such as their initials 	<ul style="list-style-type: none"> • Use sheets with words only, or more advanced words with pictures (e.g. heater) • Choose slightly more challenging items (e.g. printed words like apple, snakes and ladders game, etc.) • Have them write their names or the names of the items by each one • Encourage children to try spelling the objects they see.
NOTES & ADAPTATIONS	<ul style="list-style-type: none"> • Instead of drawing items, write letters on the treasure hunt sheet. Have the children go on a treasure hunt identifying objects they notice that start with that letter. They may use drawings, symbols, letters, or words. • Try the activity outdoors at different times of year or different locations. 		

EL 14 “Exploring Books Together” 1

DESCRIPTION	In small groups, children look at some of the class books and then tell their classmates things about their book.		
LITERACY SKILL	 Knowing About Books		
SECONDARY SKILL	 Talking and Listening,  Understanding Print		
MATERIALS	Storybooks (ones that haven’t been read yet)		
ACTIVITY	<ol style="list-style-type: none"> 1. Say “Today you will look at some of the books we have been reading, and some others that we have not read yet. Then you will tell your friends about the books. Please get into small groups of 4 or 5 children each. I will give each group one book. With your friends, look at the book. What is the book about? Look at the pictures and the words if you know them. These will tell you something about the story. Start at the beginning and turn the pages carefully, one at a time, from the beginning to the end.” Give them a demonstration of how to turn the pages carefully. 2. Give them time to explore the book together (5 minutes or so). Walk around to be sure that they are all involved. Ask questions as they are exploring their books, such as “Who are some of the people in this story? What do you think happens?” 3. After they have had a chance to look at the book, ask the children to sit back in their groups and listen to each other. 4. Ask the first group to come to the front and say, “Can you hold up your book so everyone can see it? What do you think this book is about? What could the story be about? Who are the characters in the book? Can you show a picture that you like?” 5. Encourage each group to say some things about their book then say a little more, such as “Yes, it IS about two birds. They fly very far away. The title of this book is ____” Read and point to the book’s title, or perhaps read one or two of the pages. 6. Finish by saying “You learned so much about these books! Many of them will be in the Books and Writing Corner, and we will read many of them during our Storybook Reading Time. It is such fun to read books, and when you learn to read words you will know even more about what is in these books. That will be very exciting!” 		
LEVEL	BASIC	MIDRANGE	ADVANCED
	<ul style="list-style-type: none"> • Use shorter books 	<ul style="list-style-type: none"> • Children can draw pictures about the plot 	<ul style="list-style-type: none"> • Use longer books or books with more text
NOTES & ADAPTATIONS	<ul style="list-style-type: none"> • Ask each small group to show their classmates some letters or words that they know, in the book’s title or on one page of the book. • Engage the children with their observation on reading and by asking questions. Say: “Do you see how there is a capital letter at the beginning of this sentence?” or “let’s see how to say this word. Let’s make the sounds and see what word we can hear.” 		

EL 15 “Name Puzzle”

DESCRIPTION	Children assemble their names from groups of letters or individual letters.		
LITERACY SKILL	🔊 Understanding Words and Sounds		
SECONDARY SKILL	△Geometry		
MATERIALS	<p>Strips with children’s names written on them Preparation: Write out each child’s name on a strip. Cut the strip depending on the child’s level.</p> <ul style="list-style-type: none"> • Less advanced: Prepare two strips, one that is cut and one that is uncut. Cut the strip so that the letters are grouped, rather than individual. For example: “K” and “arma” so you can talk about the first letter. • Mid-range: Make a strip with both children’s names and cut them into different groupings (example: “Kar”, “ma”, “Lha”, “mo”). • Advanced: Cut out each letter individually (example: “K-a-r-m-a”) 		
ACTIVITY	<ol style="list-style-type: none"> 1. Say, “We are going to make puzzles out of our names. Here is a puzzle with your name. You can try to assemble your name out of these pieces.” 2. Have children work to assemble their name puzzles. 3. Go around the class and encourage the children. Say things like, “That was hard, but you worked together and you did it!” 4. Put the word puzzles in the literacy corner for the children to try during Corner Time. 		
LEVEL	BASIC	MIDRANGE	ADVANCED
	<ul style="list-style-type: none"> • Model the activity for the children to see how it is done. • Give children an uncut strip with their name to use as reference. 	<ul style="list-style-type: none"> • Encourage the children read the strips. E.g. “ma” and “mo” • If needed, give children an uncut strip with their two names to use as reference. 	<ul style="list-style-type: none"> • Encourage the children to put letter together and read them. • Add other familiar words: other names, family members’ names • Instead of names, use words that are important for children to be able to recognize, or that go along with the current theme
NOTES & ADAPTATIONS	<ul style="list-style-type: none"> • Repeat this activity throughout the year and see if children have advanced to another level • Talk about other words that start with the same sound as children’s names 		

EL 16 “Building Names with Friends”

DESCRIPTION	Children search for objects that they see in the ECCD center.		
LITERACY SKILL	🔊 Understanding Words and Sounds		
SECONDARY SKILL	△Geometry		
MATERIALS	<p>Strips with children’s names written on them Preparation: Make two name strips for each child, one that is cut and one that is uncut (you can use some of the ones in activity L5 Name Puzzle). Cut one of these up depending on the level.</p> <ul style="list-style-type: none"> • Less advanced: Cut the strip so that the letters are grouped, rather than individual. For example: “K” and “arma” so you can talk about the first letter. • Mid-range: Make a strip with both children’s names and cut them into different groupings (example: “Kar”, “ma”, “Lha”, “mo”). • Advanced: Cut out each letter individually (example: “K-a-r-m-a”). 		
ACTIVITY	<ol style="list-style-type: none"> 1. Say, “We are going to play a game in pairs. You will each get some letters and you need to construct your name out of these letter.” 2. Pair children together so that they sit next to each other. 3. Place the uncut strip in front of the child with his or her name face up. 4. Place the cut strips of letters face down in front of the children. 5. Help the children turn one piece of paper face up. 6. Have them turn over the pieces (some children will be able to take turns; some will be learning this skill) and help each other build their names 7. Go around the classroom and praise the children. 		
LEVEL	BASIC	MIDRANGE	ADVANCED
	<ul style="list-style-type: none"> • Model the activity for the children to see how it is done. • Encourage the children identify the letters and sounds as they are turning them over 	<ul style="list-style-type: none"> • Encourage the children read the strips. E.g. “ma” and “mo” 	<ul style="list-style-type: none"> • Encourage the children to put letter together and read them. • You can also add additional letters that are not in either child’s name
NOTES & ADAPTATIONS	<ul style="list-style-type: none"> • Prompt children in ways that encourages them to interact with one another • “That’s a “T”. There’s no “T” in your name. Shall we see if there is one in Tshering’s name?” • “You need a J. Let’s ask Yeshey if she can help us find the J.” • For multi-language adaptation have both alphabets written on each piece. 		



EL 17 “Describing an Object to Our Friends”

DESCRIPTION	Children take turns describing the characteristics of an object.		
LITERACY SKILL	😊 Talking and Listening		
SECONDARY SKILL	△Geometry, □□□ ●●● Sorting and Classification		
MATERIALS	A variety of at least 15 objects (toys, fruit, drawing materials, anything available in the classroom)		
ACTIVITY	<ol style="list-style-type: none"> 1. Children sit in a circle. Place an object (for example, a toy car), in the middle of the circle and describe it to the children. For example, “The object I am looking at has four wheels. It is square. It is made of metal.” 2. Ask, “What else can you say about the object?” 3. Go around the circle and ask the children to add other characteristics of the object (e.g. the shape, size, color, other attributes). 4. Once you have gone around the circle, remove the car and place a new object in the circle. Repeat the same process. 5. After you are done, say, “Great work! Now we are going to describe something that we don’t have in front of us. Let’s describe the big tree outside our ECCD center.” (You can choose any item that all the children have seen outside that morning) 6. You can also play guess which object: Place 2 objects in the circle. The facilitator describes one of them and the children have to guess which one it is. 7. Start by describing three characteristics/attributes, then go around the circle and have each child add a description. 		
LEVEL	BASIC	MIDRANGE	ADVANCED
	<ul style="list-style-type: none"> • As the children become familiar with the game, you can place 2 objects in the center of the circle and one child can describe one of the objects. The others have to guess which one it is. 	<ul style="list-style-type: none"> • This should be done in a small group with the facilitator. • Later in the year, you can repeat either of these 2 games (describing an object and guess which object) in small groups of 3 or 4 children to encourage more independence among the children. 	<ul style="list-style-type: none"> • Another option is to put an object in a mystery bag. One child should put their hands in the bag and describe the object for the other children to guess what it is.
NOTES & ADAPTATIONS	<ul style="list-style-type: none"> • The children can also describe any object in the room and the other children have to guess which one it is. • Have the children describe an object you want them to learn more about (e.g. something that they have just read about). 		




EL 18 “Silly Read Aloud”

DESCRIPTION	The facilitator does everything wrong in this read aloud and the children correct his or her mistakes.		
LITERACY SKILL	😊 Talking and Listening		
SECONDARY SKILL	Prediction		
MATERIALS	A story, paper, drawing materials (colored pencils, crayons, or markers)		
ACTIVITY	<ol style="list-style-type: none"> 1. To prepare, select a book that the children are very familiar with for the silly read aloud. 2. Say “I need your help!! I want to read you a story, but I’ve forgotten how! Can you help me to do it right?”. 3. First, hold the book upside down and try to show the children the title. See if the children notice what is wrong. Let them tell you how to fix it. If they don’t notice. Point out more things about the cover and make it clear that something silly is going on. 4. Next, start reading from the back of the book. Try to show them the title and the author and “read” that this book has no title and author (if the last page is blank). Let the children tell you that you are starting at the wrong end of the story. If they don’t notice, start reading the story backwards—then they will notice that something is not right. 5. Once the children instruct you to start reading from the beginning, start reading but skip pages. Make it clear that you are doing so. Let the children tell you that you have to read every page. 6. By the end, you should have read the entire story properly, with the children’s help. 		
LEVEL	BASIC	MIDRANGE	ADVANCED
	<ul style="list-style-type: none"> • Hold book upside down, start reading from the back of the book, turn too many pages, • Remind children that you have forgotten how to read and need help. • Pause for a long time between ‘mistakes’ to allow the children to notice. 	<ul style="list-style-type: none"> • Begin to tell a different story that does not match the title of the book. • Show the children the pictures in the book and tell a story that does not match the pictures. 	<ul style="list-style-type: none"> • Change the main character’s name in the middle. For example, suddenly start calling Sita, Rishi. If the children do not notice, stop and ask, “Who is Rishi?” • Show the text to the children and as you read the story, misread words that the children know well.
NOTES & ADAPTATIONS	<ul style="list-style-type: none"> • Do this many times with many different books. The children will enjoy helping the facilitator. • Let children pretend to do their own Silly Read Aloud in small groups or alone, correcting themselves. 		




EL 19 “Making a Topic Book” ①

DESCRIPTION	Children search for objects that they see in the ECCD center.
LITERACY SKILL	 Knowing about Books
SECONDARY SKILL	 Understanding Print
MATERIALS	Paper, drawing materials (colored pencils, crayons, or markers), name cards, tape (or staples or some other way to fasten the pages together)
ACTIVITY	<ol style="list-style-type: none"> 1. Say “Today we are going to make a book together. I have read many storybooks to you, and you look at books during corner time. But now you can be the authors—the people who write books. Today our book will be about ____ [Use any topic the children are interested in.] The name of our book will be ____, and the authors will be all the children in our class.” 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: “Each of you could draw something you like to eat [if the title of the book will be Food We Like]. 4. Say “Please write your name on your page, so that we know who the author of the page is.” Help them write their names if they need help. They can also use their name cards as a model. 5. Give the children time to think about what to draw, draw their picture, and write their name (some will need help, so walk around and give help as needed—children can also help each other). 6. Then say “Now everyone is finished. Will someone help me collect the pages of our book? Now watch: I will put the pages together, with the cover in the front.” (the teacher should make a suitable cover page) 7. Fasten the pages together. Now “read” the book to the class, from front to back, commenting on each picture and whatever else the children have written.
NOTES & ADAPTATIONS	<ul style="list-style-type: none"> • Ideas for books: What I Like to Eat, What I See on the Way to School, I Can, The Best Color, Shapes, Sizes, Opposites, What Friends Do, Feelings, What Smells Good, In the Market, etc. • When children have learned some letters and words, they can try to write something about their picture/page in the class book. • Small groups of children can also make a book together. Give suggestions about what their book may be about. Then they can share their book with their classmates. • Make this a BIG book (the size of flip chart paper, for example). Children really enjoy big books.

EL 20 “Story Pictures 1”

DESCRIPTION	Children work in small groups to draw a picture of something in the story that they have just read during the Interactive Reading period.
LITERACY SKILL	 Knowing about Books
SECONDARY SKILL	 Talking and Listening, ABC Alphabet Knowledge,  Understanding Print
MATERIALS	A story, paper, drawing materials (colored pencils, crayons, or markers)
ACTIVITY	<ol style="list-style-type: none"> 1. Say “We are going to draw pictures based on the story we just read. [Say the name of the story and hold up the book]. Let’s draw a picture about this part of the book.” Hold up one page of the book. 2. Ask the children “Does anyone remember what was happening in this part of the book?” 3. Let a few children retell that part of the story. 4. Point out some of the features of the scene. If there is an illustration, point out the things in it. If there is not an illustration, remind the students of the people or things in this part of the book. These are the things they will draw. Make a list of three or four things that they should draw. 5. As the children are drawing, walk around the room and encourage them. Say nice things about their drawings and ask them questions about what they are drawing. 6. After the children are finished with their drawings, ask them to turn to a partner (or a small group of children sitting near them) and describe their drawings. Say “Tell a friend what you drew. As you are hearing about your friend’s drawing, ask questions.” 7. While the children are talking in small groups, walk around and listen to what they are saying. After a few minutes, say “What good ideas you have! I saw so many different drawings about [name of book].” 8. Hang the drawings on the wall of the classroom or send them home with the children, asking them to describe their drawing to their parents and siblings.
NOTES & ADAPTATIONS	<ul style="list-style-type: none"> • Do this activity after reading a story and after acting it out or on days that you don’t act out a story • If they are able, ask the children to write their names on their drawings. • Write on the board what a child says about his or her picture. Point to and read the words. • Ask the children to write something on their paper about their picture. Even if they can’t spell or write well, they can “pretend write” with the letters that they do know. Encourage them to try.

EL 21 “Picture Reading”

DESCRIPTION	Children work in small groups to “read” a story to one another using pictures.
LITERACY SKILL	 Knowing about Books
SECONDARY SKILL	 Talking and Listening,  Understanding Print
MATERIALS	Picture books (enough for one for each group of 4-5 children)
ACTIVITY	<ol style="list-style-type: none">1. Put the children into groups of 4-5 children (or smaller groups—even pairs—if there are enough books).2. Give each group a picture book.3. Instruct one child in each group to “read” the book to the other children in his or her group.4. Say “You have seen me read many stories to you. Now you are going to read stories to one another. Start with the cover of the book—the front—and use the pictures to tell a story. Make sure to turn the pages carefully—like I do—and to show everyone the pictures—like I do.”5. Demonstrate how to do this to the children.6. While they are “reading” to their groups, walk around the room and listen to the stories.7. After five minutes or so, instruct the children to select a new “reader.” You can give the groups new books, or you can tell them to “read” the same story again, but to tell it in a new way.8. Do this until every child has had a chance to “read” the story.
NOTES & ADAPTATIONS	<ul style="list-style-type: none">• Do this activity after the children have heard you read stories to them many, many times. Give them stories to “read” that they have read many times before.

EL 22 “Listening to Sounds”

DESCRIPTION	Children listen to sounds and learn about how to talk about them.
LITERACY SKILL	🔊 Understanding Words and Sounds
SECONDARY SKILL	😊 Talking and Listening, Memory
MATERIALS	None
ACTIVITY	<ol style="list-style-type: none"> 1. Say “We are going to play a game where I make a noise and you try to guess what the noise was without looking! First, cover your eyes with your hands.” 2. Show the children how to cover their eyes with their hands. 3. Then make a noise. It can be any kind of noise, like banging on a table, blowing air out of your mouth loudly, whistling, or tearing paper. 4. Say “What was that sound?” and allow the children to guess. 5. Once they have guessed correctly make another sound while their eyes are covered. Do this several times. 6. Once they have gotten good at identifying the sounds, say “Now I am going to make two sounds, one after another. You will have to tell me what each of them was.” 7. Make two sounds. Some more ideas are: pouring liquid, ringing a bell, clapping, opening a door, writing on the blackboard, snapping fingers, sneezing, coughing, eating something, dropping something, clicking with tongue, blowing your nose, hopping, walking, turning a page, rubbing your hands together, or any other noise you can think of. 8. Say “First we heard a [allow children to answer], then we heard a [allow children to answer].” 9. Do this for 15-20 minutes or until the children lose interest, then thank the children for playing the game!
LEVEL	ADVANCED MODIFICATIONS
	<ul style="list-style-type: none"> • Make two or three different noises and ask the children to guess what they were, in order. • With the children's eyes closed, make a three different noises that the children know well. Repeat the sounds in the same order, but leave out one of the sounds. Ask the children what sound you left out.
NOTES & ADAPTATIONS	<ul style="list-style-type: none"> • Once the children are good at identifying two noises, do this activity with three or more noises. • With the children's eyes closed, make a series of sounds. Then repeat the sequence, but omit one of the sounds. The children must identify the sound that has been omitted from the second sequence. • Invite the children to make sounds for their classmates to guess.

EL 23 “Alphabet Sauce”

DESCRIPTION	Children will practice recognizing letters and thinking of words that begin with that letter.		
LITERACY SKILL	ABC Alphabet Knowledge		
SECONDARY SKILL	😊 Talking and Listening, 📖 Understanding Print, 🗣️ Understanding Words and Sounds		
MATERIALS	Alphabet cards, bowl, paper, drawing materials (colored pencils, crayons, or markers)		
ACTIVITY	<ol style="list-style-type: none"> 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.” Pretend to be stirring sauce. Taste the sauce. Pretend to add ingredients. Then hold up the letter card. 2. Ask the children what letter is on the card. Call on children so that the same children do not always answer. 3. Then say “Who can think of a word that begins with this letter?” 4. The children call out words that they think begin with the same letter. The teacher can write these on the board, pointing to the letters as he/she writes. If the children are finding this difficult, help them by giving some examples. 5. Then say “Now you can draw a picture of something that begins with this letter.” 6. Give the children some time, and they can show their pictures to their friends. Continue with picking out other letters that are in the bowl. 		
LEVEL	BASIC	MIDRANGE	ADVANCED
	<ul style="list-style-type: none"> • Have a beginner be the student pulling the cards from the soup. Match them up with someone who can recognize letters. • If multi-language learner, have matched with native speaker 	<ul style="list-style-type: none"> • Have the student say the letter and the sound of the letter to the rest of the class. 	<ul style="list-style-type: none"> • Have the student say the sound and a word that has that sound at the beginning of it. • Give several examples of words with that sound at initial, medial and end of word.
NOTES & ADAPTATIONS	<ul style="list-style-type: none"> • Ask the children to look around the classroom and see if they see anything that begins with the letter the teacher has picked. • Make this “Word Sauce” later in the year as the children begin to recognize words. You can also use the names of the children in the classroom. 		

EL 24 “Alphabet Memory Game” 1

DESCRIPTION	In small groups, children will play a memory game using cards with letters of the alphabet.		
LITERACY SKILL	ABC Alphabet Knowledge		
SECONDARY SKILL	△Geometry		
MATERIALS	Treasure hunt sheet, writing instruments Preparation: On a piece of paper (one for each child), draw the items that children might see frequently in the ECCD center.		
ACTIVITY	<ol style="list-style-type: none"> 1. To prepare make a set of 16 cards with 8 different letters, each with a matching card 2. Say “Please get into small groups of 4 or 5 children [they should learn how to do this early in the year]. I will give each group some cards with alphabet letters on them. There are two cards of each letter. When you get the cards, mix them up and turn them over so you cannot see the letters. Now mix them up again and put them into 4 rows. Take turns turning over TWO cards at a time. If they are the same letter, then you can keep the cards. If the letters are different, turn them back over in the same place and the next child has a turn.” [Teacher should demonstrate how to play the game BEFORE children play in groups.] 3. Only use the letters that the children know and/or the letters that you are studying that week. 4. Demonstrate this to the whole class the first time that the game is played. 5. Distribute sets of cards to each group. Be sure each group receives sets that include 2 matching cards for each letter. There should be no more than 16 cards altogether (8 pairs of letters – you can use 8 different letters, or letters can be used more than 2 times). 6. Walk around and help any groups that are having trouble. When they have matched all the cards, they can mix them up and begin again. 		
LEVEL	BASIC	MIDRANGE	ADVANCED
	<ul style="list-style-type: none"> • Work in pairs to reinforce the letter, shape and sound. 	<ul style="list-style-type: none"> • With each card turned, make the sound of the letter. 	<ul style="list-style-type: none"> • With each card turned make the sound of the letter and a word that begins or ends with that sound.
NOTES & ADAPTATIONS	<ul style="list-style-type: none"> • If this is a difficult task for the children ask them to get into pairs and use only 10 cards in 2 rows. • Ask the children to say the sound(s) of the letter when they turn up a matching pair. • Ask the children to name a word with that letter when they turn up a matching pair. • When the children can read simple words, ask them to match a letter to a word that begins with that letter. 		

EL 25 “Find Your Letter”

DESCRIPTION	Each child receives a card with a letter, and matches it to a card with the same letter, held by another child.
LITERACY SKILL	ABC Alphabet Knowledge
SECONDARY SKILL	Matching
MATERIALS	Alphabet cards (at least two for each letter)
ACTIVITY	<ol style="list-style-type: none">1. Give one of the cards to each child. (If there are more children than letters, do some extra copies of some of the letters until you have enough cards for each child, and that there are an even number of every letter.)2. Ask the children to stand up and then say “Each of you has one letter. Now, walk around and find one child who has the same letter as you. Look carefully at your cards to be sure they are the same letter. When you find your partner come back to the circle and sit together. See how quickly you can find your partner.”3. Praise the children who formed teams first, and announce the names of those who have come in second, third, fourth and fifth, etc. Be sure to give all children praise, so that this is not too competitive. Remember that each child has different strengths and learning needs!4. Ask each team to show their cards and say the letter that they have (or the teacher can tell them the name of the letter if they have not learned it yet).5. Mix up the cards and do this again. Continue for 15-20 minutes or until the children lose interest.
NOTES & ADAPTATIONS	<ul style="list-style-type: none">• Use only some letters at a time (e.g. vowels, consonants, the first five letters, etc.). Use other letters later in the year, when more have been learned by the children.• Instead of 2 identical letters, make matching pairs from one letter card and one card with a word that begins with that letter. They will have to find the child with the letter/word that matches their letter/word.• This can be used to organize children into pairs for another activity.• Hand out three copies of each letter to form groups of three.• Give each child a letter and hide the matching letter around the room for them to find.

EL 26 “What If?”

DESCRIPTION	Children use art to express their imagination.		
LITERACY SKILL	☺ Talking and Listening		
SECONDARY SKILL	△Geometry, Fine Motor		
MATERIALS	Drawing materials (colored pencils, crayons, or markers), paper		
ACTIVITY	<ol style="list-style-type: none"> 1. Ask, “Today, we are going to use our imagination. Let’s imagine that each of us has magic powers.” 2. Ask, “What do you think your power would be? What would it look like? When would you use it?” 3. Go through the circle and ask each child about her or his magic power. 4. Then give the children drawing materials and tell them that they can draw what it would like if they had their magic power. 5. Once the children are done, go around in small groups and invite children to talk about their drawings with a friend if they want to. 6. Hang the drawings on the wall or give them to the children to take home. 		
LEVEL	BASIC	MIDRANGE	ADVANCED
	<ul style="list-style-type: none"> • Distribute half a chart paper to each small child since their fine motor skills are just developing. • Use “fat” crayons, thick markers, big paintbrushes, or sponges that young children readily hold in their small fingers. You can also use finger-paints. • Allow them to work on their own. Very young children tend to be happier making individual artwork. 	<ul style="list-style-type: none"> • Distribute A4 size paper to older children for drawings • Distribute pencils (with erasers), thin or thick felt-tipped markers, and oil pastels for drawing. • Allow children to use paintbrushes of a number of sizes, not just large ones. 	<ul style="list-style-type: none"> • Encourage children to use finer drawing materials • Distribute A4 size paper to older children for drawings • Distribute large sheets of paper for painting • Make a group painting because older children can work well in groups. Distribute chart paper for group work.
NOTES & ADAPTATIONS	<ul style="list-style-type: none"> • You can use other art mediums (e.g. drama, puppets, clay, collage, etc.) 		


EL 27 “Story Pictures 2”

DESCRIPTION	Children work in small groups to draw a picture of something in the story that they have just read that day.		
LITERACY SKILL	📖 Understanding Print		
SECONDARY SKILL	Memory, Fine Motor		
MATERIALS	A story, paper, drawing materials (colored pencils, crayons, or markers), paper		
ACTIVITY	<ol style="list-style-type: none"> 1. Say “We are going to draw pictures based on the story we just read. [Say the name of the story and hold up the book]. Let’s draw a picture about this part of the book.” Hold up one page of the book. 2. Ask the children “Does anyone remember what was happening in this part of the book?” Let a few children retell that part of the story. 3. Point out some of the features of the scene. 4. Choose the type of drawing below depending on the level of the learners. 5. After the children are finished with their drawings, say, “Tell a friend what you drew”. 6. Walk around and listen to what they are saying. After a few minutes, say “What good ideas you have! I saw so many different drawings about [name of book].” 7. Hang the drawings on the wall or send them home with the children, asking them to describe their drawing to their family. 		
LEVEL	BASIC	MIDRANGE	ADVANCED
	<ul style="list-style-type: none"> • Ask the children to draw what one of the characters in the story did/ate/saw. • Discuss the story and help the children make a list of three or four things that they can draw. • Use “fat” crayons, thick markers, big paintbrushes, finger-paints, etc. 	<ul style="list-style-type: none"> • Read a few pages of the story, then stop and ask the children to draw what they think happens after. • Ask the children to draw what happened the next day. 	<ul style="list-style-type: none"> • Ask children to draw how one of the characters felt. • Ask the children to draw what would have happened if _____ (choose a different situation). • You can encourage the friend to ask questions about the drawing. • You can also narrate a story from your imagination and ask the children to draw the characters and the event.
NOTES & ADAPTATIONS	<ul style="list-style-type: none"> • As the children are drawing, walk around the room and encourage them: say nice things about their drawings and ask them questions about what they are drawing. • You can use other art mediums (e.g. painting, clay, collage, etc.) • Guide the children to recreate a story using drama or puppets 		


EL 28 “Drawing Rhymes”

DESCRIPTION	Children will draw items that rhyme.		
LITERACY SKILL	🔊 Understanding Words and Sounds		
SECONDARY SKILL	Fine Motor		
MATERIALS	Paper, drawing materials (colored pencils, crayons, or markers), name cards, tape (or staples or some other way to fasten the pages together)		
ACTIVITY	<ol style="list-style-type: none"> 1. Choose a simple rhyming word, like pot. Ask the children “do pot and dot sound the same?” 2. Ask the children what else sounds like pot and dot? If they need help, give the children some examples (knot, shop, hot). 3. Write words they suggest and can draw each on a piece of paper. 4. Distribute the piece of paper and drawing materials and, say, “now you can each draw your word which rhymes with the word “pot”. 5. Read the words so that the child knows what to draw. 6. Once the children are done, go around in small groups and invite children to talk about their drawings if they want to. 7. Hang the drawings on the wall or give them to the children to take home. 		
LEVEL	BASIC	MIDRANGE	ADVANCED
	<ul style="list-style-type: none"> • Ask the children to draw something that starts with a particular sound. • Use “fat” crayons, thick markers, big paintbrushes, finger-paints, etc. 	<ul style="list-style-type: none"> • Children can draw two items that rhyme on their piece of paper. 	<ul style="list-style-type: none"> • Children can copy the word onto their page. • Ask children to make a drawing with only items that rhyme.
NOTES & ADAPTATIONS	<ul style="list-style-type: none"> • You can use other art mediums (e.g. painting, clay, collage, etc.) 		

EL 29 “Making a Letter Book”

DESCRIPTION	Children create a book together based on a letter theme.		
LITERACY SKILL	 Knowing about Books		
SECONDARY SKILL	Fine Motor		
MATERIALS	Paper, drawing materials (colored pencils, crayons, or markers), name cards, tape (or staples or some other way to fasten the pages together), chalkboard, chalk, cardboard letters and a sponge with paint		
ACTIVITY	<ol style="list-style-type: none"> 1. Say, “Today we are going to make a book together. I have read many storybooks to you. Now you can be the authors—the people who write books. Today our book will be about the letters of the alphabet.” 2. Say, “The letter [L] makes the sound [luh].” Write the letter on the board. “See if you can write or draw it on your own” 3. Give the children paper and materials. See differentiation below for “drawing the letter”. 4. Ask, “What else starts with the sound [luh]?” Write 3 or 4 words they come up with on the board (e.g. lemon, letter, lady, lips) 5. Say, “Now you can draw one item. Pick any of the words we just listed since they all start with the letter that our book is about.” 6. Say “Please write your name on your page, so that we know who the author of the page is.” Help them write their names if they need help. They can use their name cards as a model. 7. Then say, “Now everyone is finished. Will someone help me collect the pages of our book?” 8. Say: “Watch, I am putting the pages together, with the cover in the front.” Read the book to the class, from front to back, commenting on each picture. Then ask the children to read a page each one by one 9. Say: “I will put this book in the Literacy Corner so that you can look at it during Corner Time.” 		
LEVEL	BASIC	MIDRANGE	ADVANCED
	<ul style="list-style-type: none"> • Drawing the letter: Distribute a cutout of a letter out of cardboard. The children can color it in or paint it in. You can also give the children paper with the letter to color in. • You can also make a number book and focus on a particular number (e.g. 4 flowers, 4 trees, etc.). • Use “fat” crayons, finger-paints, markers, big brushes 	<ul style="list-style-type: none"> • Drawing the letter: Distribute paper with a letter that the children can trace. • Focus on slightly more complex themes. For example, ask the children to each draw something that begins or ends with the same sound as their name (e.g. “Kinley the cat”) • You can also make a number book and focus on sequence from 1-10. 	<ul style="list-style-type: none"> • Drawing the letter: Children can try to write the letter on their own. • Focus on more complex themes such as rhymes. You can also make a Number Book with only odd numbers (1 cat, 3 roosters, 5 rabbits, etc.) or even numbers (2 oranges, 4 apples, 6 pears).
NOTES & ADAPTATIONS	<ul style="list-style-type: none"> • You can use other art mediums (e.g. painting, collage, stencils, sponges, etc.) 		

EL 30 “Making a Theme Book” ①

DESCRIPTION	Children create a book out of a common theme.		
LITERACY SKILL	 Knowing about Books		
SECONDARY SKILL	Fine Motor		
MATERIALS	Drawing materials, paper		
ACTIVITY	<ol style="list-style-type: none"> 1. Children sit in a circle. Say, “Today we are going to make a book together. I have read many storybooks to you and now you can be the authors—the people who write books. Today our book will be about our favorite food [Use any topic the children are interested in.] The name of our book will be Food We Like and the authors will be all the children in our class.” 2. Go around the circle and ask, “What do you like to eat? What is your favorite food? What does it look like?” 3. Distribute drawing materials and say: “Now each of you can draw something you like to eat on your page” 4. Give the children time to draw their picture. 5. Say, “Please write your name on your page, so that we know who the author of the page is.” Help them write their names if they need help. They can also use their name cards as a model. 6. Then say, “Now everyone is finished. Will someone help me collect the pages of our book?” 7. Say: “Watch, I am putting the pages together, with the cover in the front.” 8. Read the book to the class, from front to back, commenting on each picture. Then ask one child to start reading a page, and then others to continue reading one by one. 		
LEVEL	BASIC	MIDRANGE	ADVANCED
	<ul style="list-style-type: none"> • Use “fat” crayons, thick markers, big paintbrushes, finger-paints or sponges that young children readily hold in their small fingers. • Ask about the color of the food, what they like about it. 	<ul style="list-style-type: none"> • Children can use large and small drawing or painting materials. • Ask about the smell and taste of the food. Include these details on the page. E.g. Lobsang loves ___ because it smells like ___. 	<ul style="list-style-type: none"> • Children can use finer drawing or painting materials. • Ask the children to draw not only their favorite food, but also what happens when they eat it. E.g. When Sonam eats ___, she eats it all! When Kinley eats ___, he can’t stop.
NOTES & ADAPTATIONS	<ul style="list-style-type: none"> • Ideas for books: What makes me happy or sad, what I see on the way to school, I can, the best color/shapes/sizes, opposites, what friends do, in the market, my friend, what do I do in the winter, I like ___, but I don’t like ___ etc. • Make a “how to” book: children choose something they know how to do well and explain how to do it in their book. • Make a book in small groups: the facilitator can write the story told by the children to accompany the illustration. • Make this a BIG book (the size of chart paper, for example). Children love big books. • When children have learned some letters and words, they can try to write something about their picture/page in the class book. 		

EL 31 “Jumping Game”

DESCRIPTION	Children learn letters and sounds of each letter by playing a jumping game.
LITERACY SKILL	ABC Alphabet Knowledge
SECONDARY SKILL	Gross Motor
MATERIALS	Chalk
ACTIVITY	<ol style="list-style-type: none">1. The teacher draws a three-square table on the ground with chalk (in class) or in the soil (outdoors). In each square, put one letter. For example: K E L2. Then explain to children the rules for the game. Say “We will now play a game. Each one of you will step on each letter in the block as you cross them. As you step on each letter, you will say the letter out loud.”3. Demonstrate by stepping into the first square and saying the letter (“K!”), then jump to the next square and say the letter (“E!”), then jump to the final square and say the letter (“L!”).4. Allow all children to participate. Praise children who can do it and encourage those who are unable to do it to try again.5. Over time, make sure to mix up the letters so that children are not just reciting them from memory.6. Do this for 15-20 minutes or until the children lose interest.
NOTES & ADAPTATIONS	<ul style="list-style-type: none">• Add more letters over time so that it becomes a four-square block, five, and longer. Do this as the children learn new letters? For example: A F J P O H• Increase the level of difficulty. For example, children can keep their eyes up as they try to step on the letter in each block or they could jump and hop on the letters.• Ask children to point out where else in the classroom these letters are• With large numbers, you can demonstrate the game first and then put the children into groups. Draw one set of squares for each group, and allow them to play in small groups.

EL 32 “Walking to the Rhythm”

DESCRIPTION	Children walk to a changing rhythm.
LITERACY SKILL	☺ Talking and Listening
SECONDARY SKILL	Self-control, Gross motor
MATERIALS	Drum or similar instrument
ACTIVITY	<ol style="list-style-type: none">1. Children sit in a circle.2. Say, “I am going to make a rhythm with this drum”. Begin with a slow beat for a few minutes.3. Say, “Now I am going to make a different rhythm with this drum”. Make a faster beat.4. Ask the children to stand up in a circle.5. Say, “When I start making a rhythm, you start walking. Walk to the beat of the drums. Walk slowly with slow beats, and walk fast with fast beats.”6. Make different a rhythm, slow, then fast. The children will walk, speed up and even jog.7. Say, “When I stop, sit down as fast as you can!”8. Repeat with different rhythms.9. Once the children are familiar with this game, play a variation called the Talking Drum.10. Say, “This is no ordinary drum, it’s a talking drum and it will tell your feet what to do!”11. Say, “This beat means tiptoe!” Demonstrate by playing the drum softly and tiptoeing. Invite the children to join.12. Say, “This beat means hop!” Hit the drum sharply and hop. Invite the children to join.13. Say, “This beat means spin!” Rub the top of the drum. Invite the children to join. Alternate between these different beats.14. Stand and move with the children so that they can copy you if they need to.15. You can also add other types of beats for walking, running, stomping, galloping, and a fun rhythm for a free dance.16. Have a drum cue that means “stop.”

EL 33 “Sonam Says”

DESCRIPTION	Children practice listening carefully and following spoken directions.		
LITERACY SKILL	😊 Talking and Listening		
SECONDARY SKILL	Impulse Control		
MATERIALS	None		
ACTIVITY	<ol style="list-style-type: none"> 1. Say, “We are going to play a game called “Sonam Says.”” 2. Make all of the children stand so that they can see and hear you. 3. Explain, “I will tell you to do something and you should do it ONLY if I start by saying “Sonam says.”” 4. Say, “Sonam says touch your nose!” Watch the children touch their nose. 5. Say, “Clap two times!” If any the children clap, tell them to sit down. 6. Explain that you did not start by saying “Sonam says.” Only children who did not clap can stay in the game. 7. Keep giving the children orders, sometimes starting with “Sonam says” and sometimes without saying it. Do this for 15 minutes or until only one child is left standing. 		
LEVEL	BASIC	MIDRANGE	ADVANCED
	<ul style="list-style-type: none"> • Give easy order like “sit down”, “close your eyes”, “put your hands behind your back”, etc. 	<ul style="list-style-type: none"> • Give more complex orders like those related to higher numbers: “stomp your feet three times”, balance: “stand on one foot”, etc. 	<ul style="list-style-type: none"> • Give more challenging orders such as “clap five times”, “blink”, “clasp your hands above your head”, etc.
NOTES & ADAPTATIONS	<ul style="list-style-type: none"> • Have one of the children be “Sonam” (the child gives the directions). • Use another name instead of “Sonam.” • When playing this game outside, ask the children to do more physically challenging actions, such as running from one place to another 		

EL 34 “Name Dance”

DESCRIPTION	Children will play an active game in which they look for letters in their names.
LITERACY SKILL	ABC Alphabet Knowledge
SECONDARY SKILL	☺ Talking and Listening, Matching
MATERIALS	Name cards, alphabet cards, chairs or seating mats (enough space for every child)
ACTIVITY	<ol style="list-style-type: none">1. To prepare, make sure that there are enough chairs or seats for every child in the class and have each child take his or her name card to look after carefully. Only use alphabet cards that the names of the students in the class start with, put all of the other alphabet cards aside. If there are only desks in the room and not chairs, the children can be brought outside to stand in a circle, and asked to draw a circle around themselves in the sand or dirt. This circle can be their place.2. Say “We are going to play a game called ‘Name Dance’. I will hold up a letter. Tell me what that letter is, if it is the same letter that your name starts with, you can get up and dance whilst the class and I sing for you. You can look at your name card to see if the first letter of your name is the same as the letter I am holding up. When I stop singing, you should stop too, and the dancers must sit back down ready to help their friends identify the next letter.”3. Hold up the first letter. If the children have trouble with the letter, or seeing if their name starts with the same card, help them to sound out the letter and then have them say their names to see if it starts with the same sounds. Also, the children can help each other.4. When a child has a name that begins with the same letter they should stand up with their name card and say their name for to the other students.5. Once all the children with the same letter as you are holding up have been identified, sing a song with the class that is familiar to the children. The children who have names that start with the selected letter can dance. After a 15-30 seconds stop and hold up. The dancing children must stop too and then go to sit down in their places.6. Once everyone is seated hold up a different letter and start the activity again, continue until every child has had a go.
NOTES & ADAPTATIONS	<ul style="list-style-type: none">• Later in the year, play the same game but now with the LAST letters of the children’s names.• Play this without the children’s name cards for a more difficult version of this game.• Try this activity without using names, the children have to suggest a word that begins with that sound.

EL 35 “Freeze”

DESCRIPTION	Children dance to music and freeze their bodies in a certain pose when the music stops.		
LITERACY SKILL	😊 Talking and Listening		
SECONDARY SKILL	Gross Motor		
MATERIALS	Musical instrument, list of body motions (see levels below)		
ACTIVITY	<ol style="list-style-type: none"> 1. Say, “We are going to play a game called Freeze. I will play some music and when I stop, you need to freeze in this position.” Demonstrate the position. 2. Play the instrument as children dance for a minute or so. Then stop the music and say “Freeze!” The children have to freeze to the previously indicated position. 3. Say, “Great job! You did really well!” 4. Say, “Now next time the music stops, you need to freeze like this [except for less advanced learners]”. Demonstrate another position from the list below. 5. Play the instrument again for another minute or two, and then stop the music. The students should immediately pause in the new position. 6. Comment on how “frozen” the children are. 7. Repeat with new positions. 		
LEVEL	BASIC	MIDRANGE	ADVANCED
	<ul style="list-style-type: none"> • Put one hand up • Bow • Put your hand in front of your mouth • Stand on one leg 	<ul style="list-style-type: none"> • Ask children to freeze in the shape of a letter. For example, “make the shape “Y””. • Group the children in pairs. When the music stops, they need to connect a part of their body (i.e. finger, knee, elbow or hair!) 	<ul style="list-style-type: none"> • Add a memory skill. Ask the children to remember three positions and their numbers: Put one hand up; Bow; Make the shape “Y” with your arms • When the music stops, tell the children to do position 2 (for example). The children should remember that means to bow.
NOTES & ADAPTATIONS	<ul style="list-style-type: none"> • You can use other instruments. • You can play this game outside. 		


EL 36 “Catch and Talk”

DESCRIPTION	Children throw (or roll) a ball from one child to another. The one who catches the ball says the name of something in a category (such as fruit or animals).		
LITERACY SKILL	😊 Talking and Listening		
SECONDARY SKILL	Hand-eye coordination		
MATERIALS	Ball		
ACTIVITY	<ol style="list-style-type: none"> 1. Say “Please stand up and make a circle. I have a ball that I will throw to a child, like this—very gently.” Show how to throw the ball—or roll if children are sitting. 2. Say “The child I throw/roll it to will say a word! I will tell you what type of word to say.” [Tell the children what the category is, e.g. names of people, a fruit, an animal, a part of the body, a color etc.] 3. Then say: “After you say a word, you gently throw/roll the ball to another child. Then that child says another example of [the category you are teaching]. If your friend cannot think of a new word, please help him or her!” For example, start with names of people that the children know. They can choose names of children in the class, family members, or any other name that they know. Show them how to do it by saying a name then throwing or rolling the ball to one of the children. Encourage that child to say a name then throw or roll the ball to someone else. Continue doing this until everyone has thrown/rolled the ball at least once. 4. Encourage the children not to repeat words or names that have already been said. If a child is having trouble thinking of something new, ask the class to help him or her. 5. Begin the game and continue, changing the category if needed, for at least 15-20 minutes. Be sure that all children are given a chance to throw/roll and catch the ball: girls, boys, those who are skilled and those who are not. Be sure to thank the children who help others. 		
LEVEL	BASIC	MIDRANGE	ADVANCED
	<ul style="list-style-type: none"> • For a multi-language learner, have the child say the word in mother tongue and others repeat back in new language 		<ul style="list-style-type: none"> • Have child say the word in mother tongue and language of a multi-language learner.
NOTES & ADAPTATIONS	<ul style="list-style-type: none"> • If you do not have a ball, you can use locally made balls or even make a ball shape from used paper. • If the class is large, divide into smaller groups and give each group a ball. Demonstrate with the whole class first. • Write the words on the board as the children say them. Read them back after the game, pointing at the letters and saying the word slowly. Ask children to help if they recognize a familiar word. • Use this activity to revise letters of the alphabet. Make the category “words that start with ‘n’” for example. • After finishing the game, ask the class what words they remember their friends saying. 		

EL 37 “Copy Me”

DESCRIPTION	Children copy the movements of another child.		
LITERACY SKILL	☺ Talking and Listening		
SECONDARY SKILL	Gross Motor		
MATERIALS	Musical instrument		
ACTIVITY	<ol style="list-style-type: none"> 1. Children stand in a circle. 2. Say, “We are going to play a game called Copy Me. We are going to play some music and dance. You need to copy the movements that I am making.” 3. Start playing the music and make a movement. 4. Begin with a simple movement and encourage the children to copy it. 5. Once all the children have copied the movement for a minute, choose a new movement. 6. Continue leading the activity with different movements (see ideas below). 7. Once you have gone through at least five different movements and the children are familiar with this activity, have them choose the movement to lead. Take turns, one by one around the circle. 8. Continue until the children lose interest. 		
LEVEL	BASIC	MIDRANGE	ADVANCED
	<ul style="list-style-type: none"> • Choose gross movements • Clapping • Stomping feet • Jumping • Moving one arm in and out 	<ul style="list-style-type: none"> • Choose finer movements involving balance • Putting one foot in and out • Jumping on one foot • Walking on the tip of your toes • Moving your hand to back and forth to touch your nose 	<ul style="list-style-type: none"> • Make a pattern of movements • Alternate between two movements (jumping on one foot twice and the other once) • Make a pattern: clap once, jump once, clap once, jump once. • Making the pattern more difficult: clap twice, jump three times, clap twice, jump three times
NOTES & ADAPTATIONS	<ul style="list-style-type: none"> • You can do this activity outdoors. • This is a good activity to do before you introduce the Charades. 		

EL 38 “Letter in My Name” ①

DESCRIPTION	Without looking at the object, match items that feel the same.		
LITERACY SKILL	ABC Alphabet Knowledge		
SECONDARY SKILL	 Understanding Print		
MATERIALS	Name cards, paper, pencils		
ACTIVITY	<ol style="list-style-type: none"> 1. Give each child his or her name card, a piece of paper, and a pencil. 2. Ask the children to look carefully at the letters in their name. 3. Take one child’s name card (one that has a name without too many letters). Ask the class to look at this as you hold it up. Practice spelling the name and saying the letters in that name. 4. Then ask the children if one of them has one of the same letters in his or her name (maybe it is the first letter or another letter). Ask that child to come up with his or her card. Help the child point to the letter or letters that are the same. Be sure the other children can see this. 5. Continue with other children, asking who else has a letter in his or her name that is the same as one of the letters in the first child’s name. Again, be sure that the class is sitting so that they can see the letters well. The teacher can also copy the letters onto the board. 6. Then ask each child to copy their name onto a piece of paper. Go around and help children who are having difficulty. Praise the children for trying. 7. Do this for 15-20 minutes. Repeat on another day with other children’s names. 		
LEVEL	BASIC	MIDRANGE	ADVANCED
	<ul style="list-style-type: none"> • Write names on a piece of paper using dotted lines so that the children can trace their names if they cannot write it independently 	<ul style="list-style-type: none"> • Provide four or more items to sort. 	<ul style="list-style-type: none"> • After the children have developed good alphabet knowledge, ask each child to draw something that begins with the same letter as his or her name (do this after the children have tried EL22 a few times). • Have the children show their drawings to their friends when they are finished. • Help children who are finding it difficult.
NOTES & ADAPTATIONS	<ul style="list-style-type: none"> • Use large print for children with low vision 		

EL 39 “Drumming to Names”

DESCRIPTION	Children learn to notice the number of syllables in a word.
LITERACY SKILL	🔊 Understanding Words and Sounds
SECONDARY SKILL	😊 Talking and Listening
MATERIALS	None or simple instruments (sticks, pebbles in bottles, etc.)
ACTIVITY	<ol style="list-style-type: none">1. Distribute an instrument to each child2. Say: “Today, let’s play a game called drumming to names. We will go around the circle and say our names. If the word has two syllables like the name ‘Sheja’, we shake (or clap) twice. If the word has three syllables like the name ‘Uwera’, then we shake (or clap) three times. Go around the circle. For example: mwiza (2 claps) igi (2 claps) muto (2 claps) ifi (2 claps); amata (3 claps) ihene (3 claps) amazi (3 claps) umuti (3 claps)
NOTES & ADAPTATIONS	<ul style="list-style-type: none">• You can use this game to take attendance.

EL 40 “Making Music”

DESCRIPTION	Children create and play musical instruments.		
LITERACY SKILL	😊 Talking and Listening		
SECONDARY SKILL	Patience		
MATERIALS	Plastic bottles, paper funnels, locally available materials (beans, pebbles, sticks, sand, etc.) Preparation: Make funnels out of paper. Collect the materials above.		
ACTIVITY	<ol style="list-style-type: none"> 1. Children sit in a circle. Say, “We are going to make our own shakers today”. 2. Give each child a plastic bottle, a funnel and material (beans, pebbles, sticks or sand). 3. Guide the children to put the material in the bottle using the funnel. Do not fill it completely. Some can put more and some can put less. 4. Once the children are done, Say, “You have made some great shakers! Let’s hear them!” 5. Go around the circle and listen to each of the shakers. Ask the children to notice the differences in the sounds of each shaker. 6. Ask questions like: “What happens when we put too much in the bottle? What happens when we put very little?” 7. Sing a song with the children and shake! 		
LEVEL	BASIC	MIDRANGE	ADVANCED
	<ul style="list-style-type: none"> • All the children make shakers out of the same materials, but with different quantities. 	<ul style="list-style-type: none"> • Guide the children to make a shaker out of one, two or three materials and notice the difference in sounds. • You can also add water and see what sounds are produced. 	<ul style="list-style-type: none"> • Children can independently choose their own variations of the shaker by choosing their own materials from a small selection of 3 or 4 items. • Help the children make a rhythm together as a group.
NOTES & ADAPTATIONS	<ul style="list-style-type: none"> • You can also make drums from upside down containers and use different sticks to produce different sounds. • Sing a song with the children and direct the children to shake loudly or softly, shake fast or slow, or shake high or low. 		

EL 41 “Charades”

DESCRIPTION	Children mimic an animal, an activity, a profession or an emotion.		
LITERACY SKILL	🔊 Understanding Words and Sounds		
SECONDARY SKILL	Gross Motor		
MATERIALS	None		
ACTIVITY	<ol style="list-style-type: none"> 1. Say, “We are going to play a fun game called charades. In this game, one of us is going to be something and the others need to figure out what it is.” 2. Say, “I will start”. Begin mimicking a bird, by flapping your wings and flying. 3. The first child to guess correctly can mimic another animal. Say, “Great work! Now it’s your turn. I am going to whisper the name of an animal in your ear and you need to act it out for your friends to guess what it is.” Whisper an animal in the child’s ear for the child to act. 4. Continue until the children get tired. 		
LEVEL	BASIC	MIDRANGE	ADVANCED
	<ul style="list-style-type: none"> • Mimic an animal (e.g. dog, bird, goat, rooster, monkey, cat, cow, etc.) Mimic an activity (e.g. cooking, walking, climbing, balancing, farming, etc.) 	<ul style="list-style-type: none"> • Mimic professions (e.g. teacher, doctor, farmer, driver, carpenter, monk, nun, etc.) • Mimic complex emotions (e.g. bored, frustrated, surprised, excited, etc.) 	<ul style="list-style-type: none"> • Mimic a feeling (e.g. feeling cold, feeling tired, feeling hungry, feeling frightened, etc.)
NOTES & ADAPTATIONS	<ul style="list-style-type: none"> • The child who did the mimicking can be the one to decide on the next animal, activity or emotion. S/he should whisper it into the ear of the child who guessed. 		

EL 42 “Guess What I’m Doing!”

DESCRIPTION	The teacher acts something out while the children guess.		
LITERACY SKILL	ABC Alphabet Knowledge		
SECONDARY SKILL	△Geometry		
MATERIALS	Treasure hunt sheet, writing instruments Preparation: On a piece of paper (one for each child), draw the items that children might see frequently in the ECCD center.		
ACTIVITY	<ol style="list-style-type: none"> 1. Say, “We’re going to go on a treasure hunt today. You are going to look for the things that are on your lists. 2. Give each child a treasure hunt sheet. 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. 3. Once the children are done, about all the things on the list! Ask, “Did you find ____? Where? What do we use it for?” 		
LEVEL	BASIC	MIDRANGE	ADVANCED
	<ul style="list-style-type: none"> • Make sheets with pictures and words together as well as a picture with the initial letter of the word • Use items that are easier to locate (e.g. window, door, table, chair) • Have them make any mark they can around or by the item (e.g. circle, X, line—whatever they are capable of) 	<ul style="list-style-type: none"> • Use a mix of pictures with words and words only • Choose slightly more challenging items (e.g. puzzles, crayons, cards, board games, etc.) • Make a more complex mark near the item or try to write some letters by each one, such as their initials 	<ul style="list-style-type: none"> • Use sheets with words only, or more advanced words with pictures (e.g. heater) • Choose slightly more challenging items (e.g. printed words like apple, snakes and ladders game, etc.) • Have them write their names or the names of the items by each one • Encourage children to try spelling the objects they see.
NOTES & ADAPTATIONS	<ul style="list-style-type: none"> • Instead of drawing items, write letters on the treasure hunt sheet. Have the children go on a treasure hunt identifying objects they notice that start with that letter. They may use drawings, symbols, letters, or words. • Try the activity outdoors at different times of year or different locations. 		

EL 43 “How to Play Pretend”

DESCRIPTION	Children branch out from playing “family” or any other traditional pretend play games using a play idea board.		
LITERACY SKILL	😊 Talking and Listening		
SECONDARY SKILL	Empathy		
MATERIALS	Pretend play idea board, variety of materials (dolls, toys, clothes, cardboard, anything available in the classroom).		
ACTIVITY	<ol style="list-style-type: none"> 1. Show the play idea board to the children and say, “Let’s figure out what we are going to play today. We have lots of options on this board, <u>like going to the market, visiting the hospital, celebrating birthdays, or going shopping</u>. [describe options]. What do you want to play?” 2. Once they make a choice, they can put it in the center spot on this board. 3. Help them think through the play script by asking “who”, “what” and “where” questions. For example, if they choose “<u>going to the market</u>,” you can ask general questions about <u>markets</u>: <ul style="list-style-type: none"> • What happens at a <u>market</u>? What do we take with us? What do we wear? 4. Then help the children decide on more specific roles and activities. You can say: <ul style="list-style-type: none"> • Who goes to <u>markets</u>? Who else? Who is going to prepare the clothes? What does the mother do? What does the father do? What do the children do? 5. Help the children decide on their characters. Say, “Now we need to figure out our characters. What are we each going to be?” <ul style="list-style-type: none"> • If two children want to be the same character, you can suggest that they can take turns, you can give them other character options (e.g. one of you could also play ___), or you could encourage the children to decide on the differences between two characters with the same 6. Help the children to develop a character plan. <ul style="list-style-type: none"> • The children should draw their character. Ask questions to help them add details, like: “What equipment does the character need? What does the character wear?” Write each child’s name on his/her character plan. This help the children remember their roles. 7. Help the children plan a script. <ul style="list-style-type: none"> • Ask, “What is going to happen? How is it going to happen?” Talk to the children about the reasons for certain behaviors. Talk to the children about the cause and effect of behaviors. • Decide on props. Encourage children to use props that are symbolic (e.g. rocks, blocks, etc.) rather than real toys. Remember we used this block as a telephone last time. Do you think we could use it as a ___? 8. Start playing! The facilitator can play with the children, but should take on a secondary role. Examples of a secondary role are being a dancer, a neighbor, the grandmother, etc. 		
LEVEL	BASIC	MIDRANGE	ADVANCED
	<ul style="list-style-type: none"> • Give children a choice of two ideas from the idea board to choose from. • Ask general questions, such as “Who will prepare the clothes? “ 	<ul style="list-style-type: none"> • Ask detailed questions, such as: “What will _____ do to prepare the clothes? What will she or he need? Where will she or he do this?” 	<ul style="list-style-type: none"> • Ask “what if” questions such as, “What will happen if it is raining and the clothes didn’t dry? What if _____? What other problems might happen?”
NOTES & ADAPTATIONS	<ul style="list-style-type: none"> • The idea board can be changed depending on what the children are learning about (they could run a fruit store while the science activity is growing the seeds). 		

EL 44 “Acting Out a Song or Rhyme”

DESCRIPTION	Children will do some actions based on the words of a familiar song or rhyme.
LITERACY SKILL	☺ Talking and Listening
SECONDARY SKILL	123 Numbers and Counting, Self-confidence
MATERIALS	None
ACTIVITY	<ol style="list-style-type: none">1. After singing a song or saying a rhyme that is familiar to the children, e.g. 5 Speckled Frogs, say “Now we are going to act out this song.”2. Ask the children, “Who were the animals in this song?”3. Say “Now we need some of you to pretend to be these frogs. Who would like to be a frog?” Look for volunteers. Try to invite children who have not volunteered before. Try to give both girls and boys a chance.4. Ask the class to sing the song. As they are singing, encourage the children to pretend to be frogs, eating insects and jumping. When each frog ‘jumps into the pool’, have one child at a time jump back to their seat like a frog.5. Repeat the activity with different children as the frogs.6. Do this whenever the children have become very familiar with a new rhyme or song that the children can add actions to / act out
NOTES & ADAPTATIONS	<ul style="list-style-type: none">• When the children are very familiar with this activity, break them into small groups and let them act out the song on their own in the groups.• Ask the children to draw pictures based on the rhyme or song and use these pictures when acting, e.g. draw the frog faces that the children can hold like a mask when they are acting out the song / rhyme.• Have the children make little models of the characters so the song / rhyme can be acted out with the small figures during ‘free play’ activities

EL 45 “Acting Out the Story” ①

DESCRIPTION	After remembering a familiar story, children will act out the story.
LITERACY SKILL	😊 Talking and Listening
SECONDARY SKILL	📄 Understanding Print, 📖 Knowing about Books
MATERIALS	A story, blackboard, chalk
ACTIVITY	<ol style="list-style-type: none">1. After reading the class a story more than once so that the children are very familiar with it, say “Today we are going to act out parts of the story we just heard. Some of you will be characters in the story and the rest of you will watch.”2. Ask the children, “Who were the people (or animals) in this story? There was [name of a character]. Who else?”3. Write the names on the board and read them to the class, pointing at the words.4. Say “Now we need some of you to pretend to be these characters. Who would like to be [name]?” Look for volunteers. Try to invite children who have not volunteered before. Remember that this is pretend, so girls can act out boys’ roles and boys can act out girls’ roles.5. Remind the children of what happens first in the story, and ask the acting volunteers to act it out. Only some of the children need to act out the story. The rest can be the audience. These children can volunteer to act another time.6. After they finish, ask the class what happens next in the story (if they don’t remember, remind them) and ask the volunteers to act the next part too. Alternatively, invite new volunteers to act out the next part of the story7. Continue doing this until you come to the end of the story, and then thank the volunteer actors for helping out.8. Do this whenever the children have become very familiar with a story.
NOTES & ADAPTATIONS	<ul style="list-style-type: none">• When the children are very familiar with this activity, break them into small groups and let them act out the story on their own in the groups.• Act out the same story more than once. Children will remember more and will become better at acting.

EL 46 “Classroom Sign-In”

DESCRIPTION	Children can “sign in” to the classroom by “writing” their name.		
LITERACY SKILL	ABC Alphabet Knowledge		
SECONDARY SKILL	Fine Motor		
MATERIALS	Paper cards with each child’s name written at the top, writing instruments Preparation: Cut out paper cards large enough to write children’s names. Leave room for the child to write. Decide which facilitator, volunteer or peer can be stationed at the sign-in to help writers.		
ACTIVITY	<ol style="list-style-type: none"> 1. Place the cards by the classroom entrance 2. At the beginning of the year, or for younger learners, help children find their name or have the name with a drawing or photo of the child the teacher made of them while child is watching 3. Depending on their ability, encourage children do any of the following by their name: 		
LEVEL	BASIC	MIDRANGE	ADVANCED
	<ul style="list-style-type: none"> • Make any mark • Make an “X” • Trace letters • Draw a picture • Match the name with the name card that has the drawing 	<ul style="list-style-type: none"> • Should be able to locate their name without assistance • Can write some letters of their name 	<ul style="list-style-type: none"> • Should be able to write their entire first name • Add last name if child is capable • Write just the “curvy” letters and leave spaces for the “straight” letters for example • If child is beyond that, move to address, family members’ names, or other skills child is working on writing • Be a helper
NOTES & ADAPTATIONS	<ul style="list-style-type: none"> • Allow children to choose writing instrument (marker, pencil) • Keep and date the sign-in sheets so you can see the progress each child has made through the year 		

EL 47 “Disappearing Letters”

DESCRIPTION	Letters are written on the blackboard using water. Children say what the letter is and watch it disappear.
LITERACY SKILL	ABC Alphabet Knowledge
SECONDARY SKILL	Scientific curiosity and problem-solving
MATERIALS	Blackboard, small bowl of water
ACTIVITY	<ol style="list-style-type: none">1. Say “Watch! We are going to write letters on our blackboard using water. See if you know what the letter is and then watch the letter disappear.”2. Dip a finger in a bowl of water and write a letter of the alphabet on the blackboard.3. Ask, “Which letter is this?” and let the children answer.4. Watch the letter “disappear” as the water evaporates. Children enjoy the mystery of the disappearing letters and are practicing writing and reading letters at the same time.5. If any children know their letters, ask for child volunteers to write letters on the board.6. Continue this for several minutes, until all of the letters of the alphabet have been written.
NOTES & ADAPTATIONS	<ul style="list-style-type: none">• Ask for the children’s ideas about why the letters disappear. Ask them to try things like blowing on the letters to see if they disappear more quickly (builds science and general problem-solving skills).

EL 48 “Pretending with a Block”

DESCRIPTION	Children take turns imagining and demonstrating a new use for a block.		
LITERACY SKILL	🔊 Understanding Words and Sounds		
SECONDARY SKILL	Vocabulary Building		
MATERIALS	A block		
ACTIVITY	<ol style="list-style-type: none"> 1. Children sit in a circle. 2. Say, “Here is a block. But I am going to pretend that it is something else and you need to guess what it is.” 3. Hold the block as if it were a phone. Ask, “What do you think the block is?” 4. Once the children have guessed, demonstrate a second time. Use the block as if it were a comb. Ask, “What do you think the block is?” 5. Once the children have guessed, demonstrate a third time. Use the block as if it were a spoon to cook with. Ask, “What do you think the block is?” 6. Once the children have guessed, say, “Now it’s your turn to imagine that the block is something else. Let’s see what you can think of!” 7. Give the block to a child and ask him or her to demonstrate a use. Then continue going around the circle. 8. Encourage the children. Say things like: <ul style="list-style-type: none"> • That’s a great idea! • Look at what Yeshey thought of! • You are being so creative! 		
LEVEL	BASIC	MIDRANGE	ADVANCED
	<ul style="list-style-type: none"> • Children can copy the facilitator, copy each other, or come up with new ideas. • Ask the children questions about where they can find the items they are imagining 	<ul style="list-style-type: none"> • Encourage the children to come up with a one new use of the block as you go around the circle. 	<ul style="list-style-type: none"> • Ask the children questions about who is using the item Go around the circle twice so that the children can come up with two new uses. • Ask the children questions about who is using the item and for what purpose
NOTES & ADAPTATIONS	<ul style="list-style-type: none"> • You can use a variety of materials, such as a cardboard box, a paintbrush, a piece of cloth, a book, anything you can find around the classroom. • Encourage children to be as creative as possible. 		



EL 49 “Throw and Tell” ①

DESCRIPTION	Throw the bean bag/ball around the room and everyone says a word that starts with the same sound.		
LITERACY SKILL	🔊 Understanding Words and Sounds		
SECONDARY SKILL	Hand-eye coordination		
MATERIALS	Ball (or a paper made into a ball)		
ACTIVITY	<ol style="list-style-type: none"> 1. Say “Please stand up and make a circle. I have a ball that I will throw to a child, like this—very gently.” Show how to throw the ball—or roll if children are sitting. 2. Say “When you get the ball, you will say a word with the same beginning sound.” 3. Then say “After you say a word, you gently throw/roll the ball to someone else. Then that child says another word with the same beginning sound.” 4. Encourage the children not to repeat words or names that have already been said. If a child is having trouble thinking of something new, ask the class to help him or her. 5. Begin the game and continue, changing the beginning sound if needed, for at least 15-20 minutes. Be sure that all children are given a chance to throw/roll and catch the ball: girls, boys, those who are skilled and those who are not. Be sure to thank the children who help others. 		
LEVEL	BASIC	MIDRANGE	ADVANCED
	<ul style="list-style-type: none"> • Use common words with clear sounds (e.g. [kha]) 	<ul style="list-style-type: none"> • Use more subtle sounds like [pah] and [bah], [tah] and [dah] 	<ul style="list-style-type: none"> • Focus on ending sounds
NOTES & ADAPTATIONS	<ul style="list-style-type: none"> • Have the child say the beginning sound in mother tongue 		

EL 50 “Draw the Sound” ①

DESCRIPTION	Give everyone a piece of paper with an image drawn in the middle. Ask everyone to draw things that start with the same sound in their mother tongue.		
LITERACY SKILL	🔊 Understanding Words and Sounds		
SECONDARY SKILL	Fine Motor		
MATERIALS	Paper, drawing materials (colored pencils, crayons, or markers)		
ACTIVITY	<ol style="list-style-type: none"> 1. Pass out paper with an image in the middle and ask “What is this image? What sound does the word begin with?” 2. Ask students to repeat the beginning sound 3. Say, “Today we will be drawing images with the same beginning sound.” 4. Practice with the children by drawing an example and a non-example. Ask children, “Does this first image begin the same sound? Does this second image begin with the same sound?” 5. Have the children draw independently, offering assistance when needed 		
LEVEL	BASIC	MIDRANGE	ADVANCED
	<ul style="list-style-type: none"> • Children circle pictures with the same beginning sounds. • Help the children by reading out the different items on the page and pronouncing the first sound as clearly as possible. 	<ul style="list-style-type: none"> • Give children the same image of something they know well (e.g. a sun). Have a discussion to help children think about other things that start with that sound. They then draw the other things. 	<ul style="list-style-type: none"> • Children draw items with the same first sound. They can choose the sound.
NOTES & ADAPTATIONS	<ul style="list-style-type: none"> • Focus on ending sounds 		

EL 51 “Question of the Day” 1

DESCRIPTION	The children read the Question of the Day with the teacher’s help and draw their answer; the teacher writes some of the words that they use to describe their picture.
LITERACY SKILL	 Understanding Print
SECONDARY SKILL	 Talking and Listening
MATERIALS	Chalkboard & chalk or a large sheet of paper and marker, paper, drawing materials (colored pencils, crayons, or markers)
ACTIVITY	<ol style="list-style-type: none">1. As you do every day, write the question of the day on the board: For example “What did you do at the market?” “What did you do after school yesterday?” “What is your favorite food?” or any other question that has many possible answers, and not just one right answer.2. Ask the children to draw something that they can buy at the market (or something related to the question of the day).3. While they are drawing, walk around the room and ask individual children questions about what they are drawing. Ask them to explain their pictures.4. Then ask a few children to come up, show their drawing, and talk about what they drew. Encourage the child to say more about their picture by asking questions. Other children can also ask questions.5. Write a word from the child’s story on the blackboard (for example, “potatoes”). After several children have shared their work, collect the drawings and hang them on the wall.
NOTES & ADAPTATIONS	<ul style="list-style-type: none">• Ask each child to choose one word to write below his or her drawing. Help children with their writing; early in the year, they can just use “pretend writing.”


EL 52 “Amazing Amina”

DESCRIPTION	Children play a game to help them practice using letters in alphabetical order and using words to describe people.
LITERACY SKILL	ABC Alphabet Knowledge
SECONDARY SKILL	😊 Talking and Listening, 🗣️ Understanding Words and Sounds
MATERIALS	Paper, drawing materials (colored pencils, crayons, or markers), name cards, tape (or staples or some other way to fasten the pages together)
ACTIVITY	<ol style="list-style-type: none"> 1. Say “We are going to play a game that is really fun. You will have to think hard!” 2. Ask one child to start by naming a person in the class whose name begins with a particular letter of the alphabet [or the first letter of the alphabet] and using a word to describe him/her that also begins with that sound. The describing word can be silly; that is fine! 3. Give several examples so that the children understand that both words need to begin with the same sound. 4. Then each child takes a turn, going around the circle/down the line until the group has finished the alphabet. For example: Amazing Amina would be first, followed by Beautiful Bonnie. 5. If it will take too long to go through the entire alphabet, just do (for example) the first 15 letters, or just do the names of the children in the class.
NOTES & ADAPTATIONS	<ul style="list-style-type: none"> • Instead of drawing items, write letters on the treasure hunt sheet. Have the children go on a treasure hunt identifying objects they notice that start with that letter. They may use drawings, symbols, letters, or words. • Try the activity outdoors at different times of year or different locations. • Encourage children to help each other during the game. • Write each name and adjective on the blackboard or sheet of paper and review them on other days, adding more examples. (be careful that the describing words used are not hurtful) • If the children cannot think of describing words to describe a person, the teacher can suggest the describing word while the children think of just the names. Children should feel successful. • Instead of using describing words, do this activity using the names of animals or fruit instead of adjectives. For example, Amina Apple! Or Amina the Ant! Add these words to the back of the children’s name cards. • You can use the name of other people, not just the children in the classroom. • This game can also be played not in alphabetical order (in other words, not for attendance).


EL 53 “Bingo”

DESCRIPTION	Teacher will show children letter cards and the children will mark them on their bingo cards.												
LITERACY SKILL	ABC Alphabet Knowledge												
SECONDARY SKILL	Listening												
MATERIALS	Letter cards, bingo cards (enough for one per child), small stones (at least nine per child)												
ACTIVITY	<p>1. To prepare, make cards with nine random letters on them. Make one card for each child. Every card should be different. Give the cards to the children. The cards might look like this:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td colspan="3" style="text-align: center;">Bingo!</td> </tr> <tr> <td style="text-align: center;">B</td> <td style="text-align: center;">E</td> <td style="text-align: center;">D</td> </tr> <tr> <td style="text-align: center;">R</td> <td style="text-align: center;">U</td> <td style="text-align: center;">L</td> </tr> <tr> <td style="text-align: center;">N</td> <td style="text-align: center;">W</td> <td style="text-align: center;">S</td> </tr> </table> <p>2. 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, you win!”</p> <p>3. Begin the game.</p> <p>4. Help any children that are struggling by pointing out the target letter on their card.</p> <p>5. The person that fills out their card first wins!</p> <p>6. When the game is over, collect the cards for another day.</p>	Bingo!			B	E	D	R	U	L	N	W	S
Bingo!													
B	E	D											
R	U	L											
N	W	S											
NOTES & ADAPTATIONS	<ul style="list-style-type: none"> • Divide the children into small groups with one child in each group assigned as the leader (Here, choose a child that seems to know the letters well. Be sure to choose girls as well as boys). That child will be given a pile of alphabet cards and will hold them up for the other children to think of the name of the letter (similar to what they have seen the teacher do). This gives more children a chance to participate. • Ask the children who are holding different letters to hold the letter up and say it to the class. Or, children can be asked to think of a word beginning with that letter, or having that letter in the word (later in the year). • If necessary, this game can be played using only the blackboard and the children’s notebooks. Write a selection of letters (e.g. 9 letters) on the board and ask the children to choose a few of them (e.g. 3 of them) and write them into their notebooks. If you hold up a letter card that matches one of the letters the child has written, they can put a line through it. When they have put a line through all of their letters, they have won! 												


EL 54 “Drawing in Sand or Dirt”

DESCRIPTION	Children practice writing letters by using their finger or a stick to write letters in sand or dirt.
LITERACY SKILL	 Understanding Print
SECONDARY SKILL	ABC Alphabet Knowledge
MATERIALS	Dirt or sand, smoothed so that it is flat; a stick
ACTIVITY	<ol style="list-style-type: none">1. Gather a small group of children.2. Draw a letter in the sand or dirt with your finger or a stick. This should be a letter they already know.3. Ask the children what the letter is, and ask the children to try to copy that letter.4. Guide their hands if they need help. Use different letters depending on what the children are learning.5. Let the children continue to play independently, but check back to see how they are doing and encourage them.
NOTES & ADAPTATIONS	<ul style="list-style-type: none">• Give children some letter cards and ask them to try to copy those letters in the sand or dirt.• Ask the children to try to write the letters of their own names or other words they know in the dirt or sand.



EL 55 “Matching our Names”

DESCRIPTION	Children match their names on their name cards to their names on the blackboard.
LITERACY SKILL	 Understanding Print
SECONDARY SKILL	ABC Alphabet Knowledge
MATERIALS	Blackboard, chalk, name cards
ACTIVITY	<ol style="list-style-type: none">1. Write all of the children’s names on the board in groups of five.2. Say, “We are going to see if we can find our names on the board!”3. Call the first group of five names and invite the children to the front of the room. Ask them to bring their name cards.4. Ask them each to use their name card to try to find their name on the board. Show them the group where their name is located, but do not show them which name is theirs. (If they cannot find their name, help them.)5. Once they have found their name, they should point to it and say it out loud to the class.6. Continue the activity by asking the next group of five children to come to the board.7. Do this for all of the children in the class, or until the children lose interest. If there are too many children in the class to do it for everyone at the same time, you can continue with the other groups of children the next day.
NOTES & ADAPTATIONS	<ul style="list-style-type: none">• Use this activity to take attendance first thing in the morning.• Use the activity often early in the year so that the children can quickly and successfully recognize their name as it is written.• Once children are familiar with their written names, use this activity without the name cards (just ask the children to come to the board to find their name).• The name cards can be used for many other activities (see other Activity Cards for examples)

EL 56 “Picture, Letter, or Word?”

DESCRIPTION	Children will sort pictures, letters, and words.
LITERACY SKILL	 Understanding Print
SECONDARY SKILL	None
MATERIALS	Pictures (cut out from magazines, children’s drawings, or similar), letter cards, and cards with words on them
ACTIVITY	<ol style="list-style-type: none">1. To prepare, gather several pictures, letter cards, and word cards. Mix them up so that all of the pictures, letters, and words are all mixed up together.2. Say, “We are going to look at different things. Some of them are pictures, some are words, and some are letters of the alphabet. You are going to help me to decide which is which.”3. Hold up the first card and say “Is this a picture, a word, or a letter?” Allow the children to answer. Congratulate the children when they get it right.4. Do this over again until you have gone through the entire pile.
NOTES & ADAPTATIONS	<ul style="list-style-type: none">• Instead of doing this as a whole-group activity, you can give small groups or individual children mixed up piles of picture, word, and letter cards and have them sort them into 3 piles, one with pictures, one with letters and one with words.




EL 57 “Class Object Search”

DESCRIPTION	The children use a list to find objects in the classroom.
LITERACY SKILL	 Understanding Print
SECONDARY SKILL	 Talking and Listening
MATERIALS	Chalkboard and chalk or large paper
ACTIVITY	<ol style="list-style-type: none">1. Say “Today we are going to play a game, and I need your help. First, look around our classroom. What objects do you see? I will write each one down as you name it.”2. Write down the names of the objects in a list (on chalkboard or large paper). Say the name of each object as you write it, and point to the letters in its name.3. When you have a list with at least as many items on it as there are children in the room, stop. Next, say “Now let’s use our list to find these objects in the room. I see the word ‘blocks,’ [for example]. [Name of child], can you please go stand next to the blocks?” The child then must find that object and go stand next to it.4. Continue until all children are standing next to one of the objects on the list. Then say “You did a great job. This list really helped us to remember what objects you had noticed, didn’t it?”
NOTES & ADAPTATIONS	<ul style="list-style-type: none">• If there are many children and it would take too long, do the activity with just half as many children and continue the next day. Leave the list up on the board or wall so that children can try to find the objects themselves, probably with your help.• This activity can be repeated at different times during the year. Later in the year, the children may be able to read some of the words on the list and can help you name those objects.

EL 58 “Making our Classroom”

DESCRIPTION	In small groups, children will draw and write labels for different things in their classroom.
LITERACY SKILL	 Understanding Print
SECONDARY SKILL	ABC Alphabet Knowledge, 😊 Talking and Listening
MATERIALS	Chart paper (one for each group), drawing materials (colored pencils, crayons, or markers)
ACTIVITY	<ol style="list-style-type: none">1. Say “Today we are going to think about all the things that are in our classroom. We will talk about this together first, and then you will draw some of the things with your friends. We will also write words to describe these things.”2. Ask the children “Who can think of something that you can see in this classroom?”3. Take answers and write each on the board or chart paper, using clear, large handwriting. Say the word or words as you write them. For example: “‘chairs.’ This word says ‘chairs.’”4. Spell the word and read the whole thing. Continue asking for ideas about things in the classroom until you have 5 or 6 words.5. Write each word on a card or small piece of paper for the group that will draw that thing.6. Say “Now, please make 5 groups (or 6, depending on how many children and how many different things in the classroom they thought of). I will give each group some pencils or other drawing tools. Group 1, you will draw [Chairs, for example] in the classroom. Group 2, you will draw some [continue with whatever 5 or 6 things the class had thought of]. Please write the word that I am giving you on your paper.”7. As the groups draw on their chart paper, go around to each group and discuss what they are drawing. Before they finish, ask one child to copy the word (“Chairs” or “Books,” etc.) onto the paper.8. Then have each small group show their drawing to the rest of the class and read out the word they have written.
NOTES & ADAPTATIONS	<ul style="list-style-type: none">• Tape all the papers together and display on the classroom wall.• Ask the children to dictate a story about the classroom when they have finished the drawings. Write what they say on another piece of paper and put that beside the drawings.


EL 59 “Making a Rhyming Book”

DESCRIPTION	Children will work together to make a class rhyming book that they can read/explore later.
LITERACY SKILL	 Knowing About Books
SECONDARY SKILL	 Understanding Print,  Understanding Words and Sounds
MATERIALS	Paper, drawing materials (colored pencils, crayons, or markers), name cards, tape (or staples or some other way to fasten the pages together)
ACTIVITY	<ol style="list-style-type: none"> 1. Say “Today we are going to make a book together. I have read many storybooks to you, and you look at books during corner time. But now you can be the authors—the people who write books. Today our book will be a rhyming book. We are going to put in words that sound alike into this book.” 2. Say: “I will give each of you a piece of paper and a pencil and you are each going to make your own page for our book.” 3. Choose a simple rhyming word, like pot, and ask the children what words sound like it. If they need help, give the children some examples. For example: abana, lmana. 4. Write the words they suggest on the board. When you have a long list, walk around the room and write one of the words on each of the children’s sheets of paper and tell them what the word says. 5. Next, tell the children to draw a picture that shows what the word is. 6. When they have done this, say “Please write your name on your page, so that we know who the author of the page is.” Help them write their names if they need help. They can also use their name cards as a model. 7. Then say “Now everyone is finished. Will someone help me collect the pages of our book? Now watch: I will put the pages together, with the cover in the front.” (the teacher should make a suitable cover page, or choose a picture to be the cover page with the children) 8. Fasten the pages together. 9. Now “read” the book to the class, from front to back, commenting on each picture and whatever else the children have written.
NOTES & ADAPTATIONS	<ul style="list-style-type: none"> • Small groups of children can also make a book together. Give suggestions about what their book may be about. Then they can share their book with their classmates. • Make many of these rhyming books using different rhyming words. A rhyming book can also include just rhyming pairs of words, like inoti/ikoti, isoko/inkoko, etc.

EL 60 “Alphabet Attendance”

DESCRIPTION	This activity uses “Taking Attendance” time to help children recognize the letter that their name begins with, and also alphabetical order.
LITERACY SKILL	ABC Alphabet Knowledge
SECONDARY SKILL	None
MATERIALS	List of children, name cards
ACTIVITY	<ol style="list-style-type: none">1. To prepare, hand out the children’s name cards then tell the children that you will be checking to see if everybody has come to school today.2. Tell the children to stand and to say “present” as their names are called.3. Tell the children to pay attention because there will be a pattern to the order in which the names are called. For example, you can call the children by the first letter of their name, in alphabetical order.4. First call the names that start with the letter “A.” Have these children turn their name card. Now call the rest of the names in alphabetic order.
NOTES & ADAPTATIONS	<ul style="list-style-type: none">• Use “Letter of the Week”. Call first those children whose names begin with that letter. You can also call children who have that letter somewhere in their name. Take time to show the children where the letter is on their name cards.• Ask one of the children to be the attendance taker.

EL 61 “Writing our Names”

DESCRIPTION	Children write their names on the blackboard using their name cards as a guide.
LITERACY SKILL	 Understanding Print
SECONDARY SKILL	ABC Alphabet Knowledge
MATERIALS	Blackboard, chalk, name cards
ACTIVITY	<ol style="list-style-type: none">1. Give each child his or her name card.2. Say, “We are going to write our names on the board!”3. Call five children to the board. Make sure they bring their name cards.4. Ask them each to use their name card as a model to write their name on the board. (If they need help writing, help them.)5. Once they have written their name, they should point to it and say it out loud to the class.6. Continue the activity by asking the next group of five children to come to the board.7. Do this for all of the children in the class or until the children lose interest. If there are too many children in the class to do it for everyone at the same time, you can continue with the other groups of children the next day.
NOTES & ADAPTATIONS	<ul style="list-style-type: none">• Use this activity after you have done Matching Our Names several times.• Use this activity to take attendance first thing in the morning.• The name cards can be used for many other activities (see other Activity Cards for examples)

EL 62 “Animal Sounds”

DESCRIPTION	Children practice recognizing sounds by imitating animals.
LITERACY SKILL	🔊 Understanding Words and Sounds
SECONDARY SKILL	😊 Talking and Listening
MATERIALS	None
ACTIVITY	<ol style="list-style-type: none">1. Say “We are going to play a game where I make a noise and you try to guess what the noise was without looking! First, cover your eyes with your hands.”2. Show the children how to cover their eyes with their hands.3. Then make a noise. It can be any kind of noise, like banging on a table, blowing air out of your mouth loudly, whistling, or tearing paper.4. Say “What was that sound?” and allow the children to guess.5. Once they have guessed correctly make another sound while their eyes are covered.6. Do this several times.7. Once they have gotten good at identifying the sounds, say “Now I am going to make two sounds, one after another. You will have to tell me what each of them was.”8. Make two sounds. Some more ideas are: pouring liquid, ringing a bell, clapping, opening a door, writing on the blackboard, snapping fingers, sneezing, coughing, eating something, dropping something, clicking with tongue, blowing your nose, hopping, walking, turning a page, rubbing your hands together, or any other noise you can think of.9. Say “First we heard a [allow children to answer], then we heard a [allow children to answer].”10. Do this for 15-20 minutes or until the children lose interest, then thank the children for playing the game!
NOTES & ADAPTATIONS	<ul style="list-style-type: none">• Once the children are good at identifying two noises, do this activity with three or more noises.• With the children's eyes closed, make a series of sounds. Then repeat the sequence, but omit one of the sounds. The children must identify the sound that has been omitted from the second sequence.• Invite the children to make sounds for their classmates to guess.

EL 63 “First Letter Sound Basket” 1

DESCRIPTION	Children learn about first letter sounds by selecting an object from a basket that starts with a sound the teacher says.
LITERACY SKILL	👂 Understanding Words and Sounds
SECONDARY SKILL	😊 Talking and Listening
MATERIALS	Basket or box, 6-10 different items (could be anything: a rock, a piece of chalk, a stick, etc.)
ACTIVITY	<ol style="list-style-type: none">1. To prepare, gather 6-10 different items (it does not matter what they are as long as they are all different) and put them into a basket or box.2. Arrange the children into a circle or a series of rows facing you.3. Say “We are going to play a first letter sound game! We are going to pass around a basket. When I say a sound, you will take the thing that starts with that sound out of the basket. If I say ‘Take the “u” out of the basket’ you will take out the UMBRELLA because UMBRELLA sounds like U. It starts with the same sound.”4. Pass the basket to the first child then say a sound that matches with one of the objects in the basket.5. Ask the child to take out the object that starts with the sound you said.6. If he or she chooses correctly, praise him or her and have him or her replace the object in the basket then pass it to the next child. If he or she chooses incorrectly, say the name of the object and the sound again and ask if they sound the same. Then have the child choose another object and repeat the name of the object and the sound. Do this over again for one minute or until the child chooses correctly.7. Continuing playing the game by passing around the basket until everyone has had a turn or until the children lose interest.
NOTES & ADAPTATIONS	<ul style="list-style-type: none">• Instead of saying a sound and having the children pick an object, say a word that starts with the same sound as one of the objects in the basket.• Use objects with more difficult or unusual names rather than common items that the children see every day.• Ask the child to pull an object out of the basket and to say the name of the object• The children can do this in small groups where one child is “the teacher” and says the beginning sound.

EL 64 “Rhyming Basket”

DESCRIPTION	Children learn about rhymes by selecting an object from a basket that rhymes with a word the teacher says.
LITERACY SKILL	🔊 Understanding Words and Sounds
SECONDARY SKILL	😊 Talking and Listening
MATERIALS	Basket or box, 6-10 different items (could be anything: a rock, a piece of chalk, a stick, etc.)
ACTIVITY	<ol style="list-style-type: none">1. To prepare, gather 6-10 different items (does not matter what they are as long as they are all different) and put them into a basket or box.2. Arrange the children into a circle or a series of rows facing you.3. Say: “We are going to play a rhyming word game! We are going to pass around a basket. When I say a word, you will take the thing that rhymes with that word out of the basket. Remember that a rhyming word is one that sounds like another. If I say ‘Take the BIKARAMU out of the basket’ you will take out the IKARAMU because IKARAMU sounds like BIKARAMU. They are rhyming words. IKARAMU and BIKARAMU rhyme.” Remember, the word you say does not have to be a real word. It can be a pretend word (like BIKARAMU), as long as it rhymes with one of the items in the basket.4. Pass the basket to the first child then say a word that rhymes with one of the objects in the basket.5. Ask the child to take out the object that rhymes with the word you said.6. If he or she chooses correctly, praise him or her and have him or her replace the object in the basket then pass it to the next child. If he or she chooses incorrectly, say the name of the object and the word again and ask if they sound the same. Then have the child choose another object and repeat the name of the object and the rhyming word. Do this over again until the child chooses correctly or two or three tries then say “Good try! You can try again another day!”7. Continuing playing the game by passing around the basket until everyone has had a turn or until the children lose interest. If you have more children than objects, use a new rhyming word the second (and third, and so on) time that the object is chosen.
NOTES & ADAPTATIONS	<ul style="list-style-type: none">• Use object with more difficult or unusual names rather than common items that the children see every day.• Ask the child to pull an object out of the basket and say the name of the object, they can then make up a rhyming word to go with it.• The children can do this in small groups where one child is “the teacher” and says the rhyming word.

EL 65 “Mohammed Went to the Market”

DESCRIPTION	Children learn about first letter sounds by selecting an object from a basket that starts with a sound the teacher says.
LITERACY SKILL	🔊 Understanding Words and Sounds
SECONDARY SKILL	😊 Talking and Listening
MATERIALS	None
ACTIVITY	<ol style="list-style-type: none"> 1. Say “I am going to tell you a story about a little boy named Mohammed [or any other name you choose]. At the end you will have to tell me a word. Here is the story: 2. Mohammed loves to go to the market with his mother. When he is there, he likes to look at all of the interesting things there are to see. One of the things he looks at is ‘i’ ‘fi’” [say the sounds of something that a child may find in the market. You can sound out the word by saying each of the sounds that make up the word one at a time. For example, inanasi would be ‘i’ ‘nah’ ‘nah’ ‘see.’] 3. Ask the children what they think ‘i’ ‘fi’ is. The answer is ifi. 4. If they have trouble guessing the answer, give them hints by describing the item and by repeating the sounds of the word. 5. Once they get the word, tell the story again but with something else that Emmanuel may find at the market. For example: clothes (shirts, trousers, shoes, , etc.), fruit (oranges, mangoes, lemons, etc.), vegetables (carrots, potatoes, onions, garlic, beans, etc.) etc.
NOTES & ADAPTATIONS	<ul style="list-style-type: none"> • Do this game but with more challenging and/or longer words. • Once you have done this many times (and maybe once the children have memorized the short story about Emmanuel), ask one of the children to tell the story and sound out the word for the others to guess. • Ask the children to draw the scene (Emmanuel, his mother, the market, the item) and then help the children to write the word on the drawing. Point at each of the letters and say them so that they connect the sound with the letter.

EL 66 “Did You Ever See?”

DESCRIPTION	Children make up a short rhyme.
LITERACY SKILL	🔊 Understanding Words and Sounds
SECONDARY SKILL	😊 Talking and Listening
MATERIALS	None
ACTIVITY	<ol style="list-style-type: none"> 1. Say “We are going to sing a little song. In this song we will put words that sound alike. Here is the song: <ul style="list-style-type: none"> • Did you ever see a [insert word 1] with a [insert word that rhymes with word 1]? • Did you ever see a [insert word 1] with a [insert word that rhymes with word 1]? • No, I never, no, I never, no, I never, no, I never, • Oh no! I never saw a [insert word 1] with a [insert word that rhymes with word 1]!” • For example: <ul style="list-style-type: none"> • Did you ever see a bear with a chair? • Did you ever see a bear with a chair? • No, I never, no, I never, no, I never, no, I never, • Oh no! I never saw a bear with a chair! 2. Invite the children to sing the song with you. 3. Sing it a few times, then put in two different rhyming words. Sing it first once or twice by yourself, then have the children join in.
NOTES & ADAPTATIONS	<ul style="list-style-type: none"> • Invite a child to lead the group in singing the song. He or she can choose the rhyming words. • Remember that the rhyming words can even be nonsense words as long as they rhyme.

EL 67 “Sound Search”

DESCRIPTION	Children learn about first letter sounds by selecting an object from a basket that starts with a sound the teacher says.
LITERACY SKILL	🔊 Understanding Words and Sounds
SECONDARY SKILL	😊 Talking and Listening, ABC Alphabet Knowledge
MATERIALS	Picture cards (optional)
ACTIVITY	<ol style="list-style-type: none">1. Tell the children, “We are going to go on a nature walk where we try to collect things that start with the sound [insert target sound, like “b”].2. Take the children outside and help them identify and collect things that start with the target sound. For example, if the target sound is “b”, they could collect banana, brown, bear, etc.3. Also point out things that start with that sound that they can’t collect and bring back to the classroom, like cat, or signs that have the letter “c” on them, etc.4. Once you have gathered or noticed at least 10 things that start with the target sound, go back to the classroom.5. Invite the children to draw pictures of the things they collected or noticed that started with the target sound.6. Help the children write the name of what is pictured on their drawings.7. Put their drawings together to make a letter book.
NOTES & ADAPTATIONS	<ul style="list-style-type: none">• Try this with the last or middle sounds in words.• Do this with the sound of the Letter of the Week.




EL 68 “Mixed Up Words”

DESCRIPTION	Children guess an object based on words that sound similar to it.
LITERACY SKILL	👂 Understanding Words and Sounds
SECONDARY SKILL	😊 Talking and Listening
MATERIALS	None
ACTIVITY	<ol style="list-style-type: none">1. Think of an object or name that the children are familiar with. It can be the name of a student in the class, something in the classroom, or something in the children’s community that they know.2. Say: “We are going to play a game. I have a mixed up word and I need your help to fix it! I will tell you about what the word I am thinking of sounds like, and you will try to guess what it is.” Use funny nonsense words as the rhyming words.3. For example, say, “Has anyone seen the lox? Oh! I mean box!” to ensure that the children understand or say “I am looking for Parie [use a mixed up name of a student in the class]! Can you help me? Who is Parie?” They may answer that you are looking for MARIE!4. Give the children many hints until they get the correct answer. For example, you can give other words that sound like or rhyme with the word they are trying to guess, or you can give a description of the word or thing they are trying to guess.5. Do this several times, for 15-20 minutes or until the children lose interest.
NOTES & ADAPTATIONS	<ul style="list-style-type: none">• Increase the complexity by adding words with more syllables.

EL 69 “Storybook Stop and Go”

DESCRIPTION	Children learn where to start and stop when reading.
LITERACY SKILL	◀ Understanding Words and Sounds
SECONDARY SKILL	None
MATERIALS	Storybook, toy car or a pebble
ACTIVITY	<ol style="list-style-type: none">1. Use a simple storybook with just one line of print per page.2. Take a toy car or pebble or some other object and ask the children if they know where you should start reading. Invite a volunteer to put the car on the spot where you start reading.3. If they don't know, put the car in the correct spot and say that it is where one starts reading.4. Then say “GO!” and “drive” the car or pebble along the words as you read them.5. When you get to the last word, say “STOP!”6. Now give each child their own book and toy car or pebble and let them practice “driving” it across the words. They should say “GO!” and “STOP!”
NOTES & ADAPTATIONS	<ul style="list-style-type: none">• Use a class book which children have made previously• Use a book with more lines per page.• Children can work in groups and use crayons to color in the starting and ending point of the story in their books.

EL 70 “Letter Pictures”

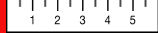

DESCRIPTION	Children will learn about the letters of the alphabet by learning the shapes that make up the letters.
LITERACY SKILL	 Understanding Print
SECONDARY SKILL	ABC Alphabet Knowledge, Δ Geometry
MATERIALS	Paper and drawing materials (colored pencils, crayons, or markers); or dirt or sand and stick; or blackboard and chalk
ACTIVITY	<ol style="list-style-type: none"> Say “Today you will draw shapes. I will draw it first and then you will try! What does that mean? Let me show you.” On the board, draw just one shape that, when combined with other shapes, makes up a letter of the alphabet. For example <div style="text-align: center; margin: 10px 0;">  </div> <p>When combined, these shapes make letters. For example:</p> <div style="text-align: center; margin: 10px 0;">  </div> Draw one shape and have the children copy it, either in their notebooks, on paper, on the chalkboard, in the dirt, or in sand. Have them try making the same several times in several different sizes. Once they have mastered the shape, give them the next shape in the letter. Have them practice making that shape as well. Continue until you have all of the shapes needed to write one letter then show the children how to combine them to make the letter. Let the children practice until they are comfortable drawing that shape. Then say: “You just learned how to write a letter! This is the letter [name of letter]. It makes this/these sound(s): [sound(s) of letter]. You can find this letter in [child’s name]’s name and in [word familiar to the children that begins with the target letter]. Let’s practice saying the letter as we write it.” Help the children draw the letter a few more times while saying the letter name.
NOTES & ADAPTATIONS	<ul style="list-style-type: none"> Do this to introduce each of the letters of the alphabet. Can also trace or ‘draw’ the letter using pebbles or beans. Link this activity to the “Letter of the Week”

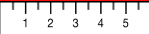

EL 71 “Clap”

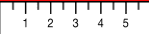

DESCRIPTION	Children play a game in which they listen for words that begin with the same letter/sound as other words.
LITERACY SKILL	🔊 Understanding Words and Sounds
SECONDARY SKILL	😊 Talking and Listening
MATERIALS	None
ACTIVITY	<ol style="list-style-type: none">1. Say “Today we are going to play a game called CLAP! Let me show you how to play. I will think of two words. If the words BEGIN with the same sound, you will say CLAP and clap your hand once like this [demonstrate a gentle clap]. If the words do not begin with the same sound, you will say nothing. Listen carefully: “Cat” and “Car”. You would say CLAP! But listen again: “Cat” and “ball.” Do those words BEGIN with the same sound? No, one is “c” and the other is “b” sound. So you would not say “CLAP.”2. “Let’s practice some more.” The teacher gives simple word examples (ones where the letters at the beginning of the words sound very different from one another) until the children understand that they call ‘CLAP!’ when the words start in the same way, and when they do not start the same way, the children stay quiet.3. Continue with the teacher thinking of the words.
NOTES & ADAPTATIONS	<ul style="list-style-type: none">• Try this activity with words that rhyme instead of words that start with the same sound, you can use nonsense words for this.• Let the children lead the activity by suggesting words once they are comfortable with the game.

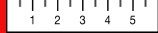
MATH ACTIVITIES

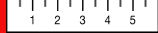



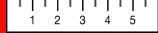

Activity	Number	Level	Teacher Guided	Small Group	Outdoor	Numbers and Counting 123	Patterns ■●■●■●	Sorting and Classification □□□ ●●●	Comparison and Measurement 	Geometry 
Number of the Week	EM 1	Easy	✓			✓				
Matching Children	EM 2	Easy	✓			✓				
Numbers Book ①	EM 3	Easy	✓			✓				
Counting Book	EM 4	Easy	✓			✓				
Our Classroom	EM 5	Hard	✓							✓
Making Patterns Together	EM 6	Easy	✓	✓			✓			
Copy the Pattern ①	EM 7	Easy	✓	✓			✓			
Sorting Treasures ①	EM 8	Easy	✓	✓				✓		
Shapes in the Environment	EM 9	Easy	✓	✓	✓					✓
Shape Bingo ①	EM 10	Easy	✓	✓						✓

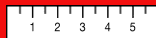

Activity	Number	Level	Teacher Guided	Small Group	Outdoor	Numbers and Counting 123	Patterns ■●■●■●	Sorting and Classification □□□ ●●●	Comparison and Measurement 	Geometry 
Remember these Numbers	EM 11	Hard	✓			✓				
How Old Are We?	EM 12	Easy	✓			✓				
Find Your Number!	EM 13	Easy	✓	✓		✓				
Object Number Lines	EM 14	Hard	✓	✓		✓				
Guess the Pattern!	EM 15	Easy	✓	✓			✓			
Make Your Own Pattern ①	EM 16	Easy	✓	✓			✓			
Hands and Feet Pattern	EM 17	Easy	✓				✓			
Treasure	EM 18	Easy	✓	✓				✓		
Can You Find What I See?	EM 19	Hard	✓	✓				✓		

Activity	Number	Level	Teacher Guided	Small Group	Outdoor	Numbers and Counting 123	Patterns ■●■●■●	Sorting and Classification □□□ ●●●	Comparison and Measurement 	Geometry 
Sorting Ourselves	EM 20	Hard	✓					✓		
Bigger and Smaller ①	EM 21	Easy	✓	✓	✓				✓	
Which Stick?	EM 22	Easy	✓					✓		
As Fast As You Can	EM 23	Easy	✓						✓	
Everybody Likes Monday!	EM 24	Easy	✓		✓				✓	
Lili Says	EM 25	Easy	✓						✓	
Measure with Your Feet ①	EM 26	Hard	✓	✓	✓				✓	
Find Your Shape	EM 27	Easy	✓	✓	✓			✓		
Shapes Inside Shapes	EM 28	Easy	✓		✓					✓

Activity	Number	Level	Teacher Guided	Small Group	Outdoor	Numbers and Counting 123	Patterns ■●■●■●	Sorting and Classification □□□ ●●●	Comparison and Measurement 	Geometry 
Connecting Shapes	EM 29	Hard	✓							✓
Magic Paper	EM 30	Hard	✓							✓
Remember Shapes	EM 31	Hard	✓	✓						✓
Matching Dots ①	EM 32	Easy	✓	✓		✓				
Number Memory Game	EM 33	Easy	✓	✓		✓				
Nature Walk	EM 34	Easy	✓		✓			✓		
Make Predictions: What Will Dissolve?	EM 35	Hard	✓	✓	✓			✓		
Growing Plants	EM 36	Hard	✓		✓				✓	
Exploring Rain	EM 37	Easy	✓	✓	✓				✓	
The Food We Eat	EM 38	Easy	✓	✓	✓			✓		

Activity	Number	Level	Teacher Guided	Small Group	Outdoor	Numbers and Counting 123	Patterns ■●■●■●	Sorting and Classification □□□ ●●●	Comparison and Measurement 	Geometry 
Making Bubbles	EM 39	Easy	✓	✓	✓			✓		
Fill It! ①	EM 40	Easy	✓	✓	✓				✓	
Do You See What I See?	EM 41	Hard	✓	✓	✓			✓		
Concoctions	EM 42	Hard	✓	✓	✓				✓	
Go Touch!	EM 43	Easy	✓		✓			✓		
Same or Different?	EM 44	Easy	✓					✓		
Exploring a Tree	EM 45	Hard	✓		✓				✓	
Day and Night	EM 46	Hard	✓		✓				✓	
The Heaviest Rock	EM 47	Easy	✓	✓	✓				✓	
Collage of the Human Body	EM 48	Hard		✓						✓

Activity	Number	Level	Teacher Guided	Small Group	Outdoor	Numbers and Counting 123	Patterns ■●■●■●	Sorting and Classification □□□ ●●●	Comparison and Measurement 	Geometry 
Stick Shapes	EM 49	Easy		✓						✓
Obstacle Course	EM 50	Hard	✓		✓					✓
Knock Down the Bottles	EM 51	Easy	✓	✓	✓	✓				
Number Jumping Game	EM 52	Hard	✓		✓	✓				
Let's Act Out Shapes	EM 53	Easy	✓		✓					✓
Mingle Mingle!	EM 54	Hard	✓		✓	✓				
Let's Move!	EM 55	Easy	✓		✓		✓			
Counting Cups ①	EM 56	Easy	✓			✓				
Shape Animals ①	EM 57	Easy	✓	✓						✓
Sorting by Sense ①	EM 58	Easy	✓	✓				✓		

Activity	Number	Level	Teacher Guided	Small Group	Outdoor	Numbers and Counting 123	Patterns ■●■●■●	Sorting and Classification □□□ ●●●	Comparison and Measurement 	Geometry 
The Pattern of Our Day	EM 59	Easy	✓				✓			
Shape of the Week ①	EM 60	Easy	✓	✓	✓					✓
Number our Days	EM 61	Easy	✓			✓			✓	
Recording a Pattern	EM 62	Easy	✓				✓			
Make Predictions: Sink or Float? ①	EM 63	Easy	✓						✓	


EM 1 “Number of the Week”

DESCRIPTION	Children learn about one number over the course of a week.
MATH SKILL	123 Numbers and Counting
SECONDARY SKILL	😊 Talking and Listening, 📖 Understanding Print
MATERIALS	Blackboard and chalk, paper and pencils, number cards, rocks or beans
ACTIVITY	<ol style="list-style-type: none">1. Say “Every week we pick a different Number of the Week. This week’s number is [insert number].”2. Write the number on the board and say the number’s name. For example, write the number “2” and say that the name of the number is “two.”3. Ask the children to repeat the name of the number (for example, all children say “two”).4. Ask the children some questions about the number. For example, ask what they have two of. Start off by saying that we all have two arms. They may also suggest that we have two eyes, two ears, and two legs.5. Tell all of the children to stand up, and give instructions to do certain actions two times (or whatever the target number is). For example: clap, jump, stomp, etc.6. Write out the name of the number. For example “t-w-o” instead of 2.7. Give the children a number card of that number and some rocks or beans so that they can practice making the number (Children “make” the number using the beans or rocks).8. If paper is available, give each child a sheet of paper and a pencil or have them trace or write the number in the dirt. Show them again how to draw the number by drawing it on the board. Ask the children to practice drawing the number on their sheet of paper. They can do this several times.9. Over the course of the week, point out to the children every time the Number of the Week appears in a book, on a poster, or even in your speech as you are talking to the children. Use other activities to highlight this number.
NOTES & ADAPTATIONS	<ul style="list-style-type: none">• Invite children to the board to circle or underline the target number whenever it appears in things you have written on the board.• Use this activity to make a number book.• Use other activities to highlight this number.



EM 2 “Matching Children”

DESCRIPTION	Children learn about numbers and counting using giant dot cards and themselves.
MATH SKILL	123 Numbers and Counting
SECONDARY SKILL	Gross motor, social skills
MATERIALS	Chalk for inside, or a stick for outside, and 5 big number cards with a number from 1 to 5 written on each one
ACTIVITY	<ol style="list-style-type: none">1. To prepare, ensure the other children are busy with another activity and work with a small group of 5 children. Draw out 10 giant sized dot cards on the ground as follows: 5 cards with 1 dot in them, 2 cards with 2 dots in them, 1 card with 3 dots in it, 1 card with 4 dots in it, and 1 card with 5 dots in it. Make sure the dots are big enough for just one child to stand on.2. Tell the children that you are going to play a game like the game ‘matching dots’ but this time you’ll be playing matching children instead. Explain that the children should dance to the chant you will sing together, and when you say a number, they need to find a dot-card drawn on the floor with the same number of dots as the number you have said. They then need to stand on one of the dots in that card. Explain that there won’t always be space for all of them so they have to listen carefully and find their dot quickly.3. Teach the children the chant so that they can sing it with you: “we are going to find a dot, we are going to find a dot, we are, we are, going to find a dot, with the number...[say a number from 1-5 and hold up the corresponding card]”4. When the children have chosen a dot, demonstrate checking they have the right number of children on the right dot-card with the help of any children who are not standing on a dot (so that they are included), first check that the dot-card they are standing on has the same number as the card you are holding, and then count the number of children standing on the dots to check they match.5. Also use this game to reinforce turn taking, helping and being kind to your friends, it is important to play nicely6. Play for 15-20 minutes with each group of children, or until the group loses interest.
NOTES & ADAPTATIONS	<ul style="list-style-type: none">• You can have a “finder” child and a “jumper” child working together in a team where the “finder” locates the right card and the “jumper” jumps onto the dot. This way you can include more children in the game (10 children in 5 pairs). The “finders” should be the children who find the game easier, in this way they can support the “jumpers” to play.• You can increase the number of children playing, and numbers represented to 6 (6x1-dot cards, 3x2-dot cards, 2x3dot cards, 1x4-dot cars, 1x5-dots cards, 1x6 dot cards)



EM 3 “Numbers Book” ①

DESCRIPTION	Children create a number book for each digit.
MATH SKILL	123 Numbers and Counting
SECONDARY SKILL	📄 Understanding Print, 📖 Knowing about Books
MATERIALS	Paper, pens/pencils, drawing materials (crayons, markers, or colored pencils), leaves from outside, tape (or glue or staples or some other way to fasten the pages together)
ACTIVITY	<ol style="list-style-type: none"> 1. Say, “We are going to make a number book about the number [insert the number the class is focusing on—for example, the number two]. You are each going to make two pages for our book, but first we are going to collect [insert the number the class is focusing on] leaves, or pieces of grass, to put in the book.” 2. Take the children outside and let them each collect two leaves (or however many is equal to the number the class is focusing on for the book). 3. Bring the children back to the classroom and write the target number on the board. For example, write the number “2” and explain that the class will be making a whole book about this number. 4. Give each child a sheet of paper that has been folded in half (see illustration below). <div style="text-align: center; margin: 10px 0;">  </div> 5. Then say, “Now you are all going to write this number on your sheet of paper.” Show them where to write the number (on the “front” of the folded sheet—see illustration above) and then have the children glue the leaves they collect on that page. 6. On the “inside” of their piece of paper, have the children practice writing the number again, and then let them draw that many of whatever they like. 7. Once all of the children have completed their pages, attach them together using a stapler or tape and share the book with the class. After sharing the book, place it in the book corner.
NOTES & ADAPTATIONS	<ul style="list-style-type: none"> • Over time do this with all of the digits and with bigger numbers as children learn them. • Do this with a shape, a color, or another math concept. You can make a book all on squares, another book all on circles, a book all on things that are red, etc.

EM 4 “Counting Book”

DESCRIPTION	Children create a counting book where they match numbers with corresponding pictures.
MATH SKILL	123 Numbers and Counting
SECONDARY SKILL	 Understanding Print ,  Knowing about Books
MATERIALS	Paper, pens/pencils, drawing materials (crayons, markers, or colored pencils), old magazines/newspapers with lots of pictures.
ACTIVITY	<ol style="list-style-type: none">1. To prepare, make a book using blank paper. On each page, write a number, counting from the number “1” all the way to “10.” Make cards that each show a different number of something. For example, one star, two trees, three balls, four faces, five clouds, etc.2. Say, “We are going to make a counting book. I have collected pictures from magazines/newspapers. Each picture has some things in it. You are going to help me to decide which picture goes in which page of the book.”3. Hold up the pictures one at a time so that the children can see.4. Ask them how many objects are in the picture. Help them count if they need it.5. Then invite a helper to help you glue the picture into the book on the correct page.6. Repeat until all of the pictures have been matched to the correct page and glued.7. Now share the book with the class and thank them all for helping to make a counting book.8. Sometime after the end of the day or while the children are busy, write on each page what is in the picture. For example “One frog. Two apples. Three trees. Etc.”9. Once the book is completed, place it in the book corner.
NOTES & ADAPTATIONS	<ul style="list-style-type: none">• Do this with different shapes, colors, or other math concepts where each page is a different item. For example, a shape book would include circles, squares, triangles, rectangles, etc. A color book could include a page on each of the colors of the rainbow.• Instead of using pictures from newspapers, children can draw the correct number of objects for each page.

EM 5 “Our Classroom”

DESCRIPTION	Children make an inventory of items in the classroom.		
MATH SKILL	123 Numbers and Counting		
SECONDARY SKILL	△Geometry		
MATERIALS	<p>Treasure hunt sheet (see instructions below), paper, pencils, drawing materials (crayons, markers, or colored pencils) Preparation: On a piece of paper, make a list of items that children might see frequently in the ECCD center, like this: <u>Our Classroom</u></p> <div style="display: flex; align-items: center; gap: 10px;">   </div> <p>Door Window Etc.</p> <p>Ideally, the items you include should be ones where there are fewer than 10 of these items in the classroom.</p>		
ACTIVITY	<ol style="list-style-type: none"> 1. Say, “We are going to look for the things on our list in the classroom! Every time you see a door [example], make a mark like this” 2. Take a walk and look for the items. Have children mark them on their papers when they see them. 3. To finish the activity, invite the children to draw the classroom and try to include the items on the chart. 		
LEVEL	BASIC	MIDRANGE	ADVANCED
	<ul style="list-style-type: none"> • Make sheets with pictures and words together • Make sheets with one or two simple objects (e.g. door, board) • Have them make any mark they can around or next to the item (circle, line or X) • Children can look for one item in pairs or small groups. 	<ul style="list-style-type: none"> • Use a mix of words with and without pictures • Make sheets with more numerous objects (e.g. chairs, trunks, floor mats, etc.) • Show them how to use tally marks to track the items. • Children can look for items individually or in small groups. 	<ul style="list-style-type: none"> • Make sheets with words only and with more numerous objects (e.g. pencils, shoes, etc.) • Show them how to use tally marks to track the items. • Have them count how many of each item and write the number. • Children can look for items individually.
NOTES & ADAPTATIONS	<ul style="list-style-type: none"> • Have the children go on a treasure hunt identifying objects they notice that start with that letter. They may use drawings, symbols, letters, or words. • Try the activity outdoors at different times of year or different locations. • Instead of drawing items, write numbers 1-10 on a piece of paper. Have the children go on a treasure hunt identifying 10 objects they notice in whatever way they can. They may use drawings, symbols, letters, or words. • Ask, “What did you find? Did anyone else find that on their list? Where? What do we use that for?” • Children can make their own for other children to use to hunt with. • Children with multi-language skills will find this a great activity, as it can be done with mostly pictures and a chance to repetitively count in new language with a partner. 		

EM 6 “Making Patterns Together”

DESCRIPTION	Children recognize a simple pattern created by the facilitator and continue making the pattern as a group.		
MATH SKILL	■●■●■● Patterns		
SECONDARY SKILL	Sequencing		
MATERIALS	Colored blocks or rocks (up to four sets of colors or shapes)		
ACTIVITY	<ol style="list-style-type: none"> 1. Children sit in a circle. Say, “We are going to play a game called Making Patterns Together! I will make a pattern and you will tell me what it is.” 2. Lay out the blocks, rocks, or other materials with a simple repeating pattern with blocks (e.g. square-circle, square-circle, square-circle). It may look like this: ■●■●■● 3. Ask, “What do you think comes next?” Once they answer, ask one child to add a square block. 4. Ask, “Now what do you think comes next?” Once they answer, ask another child to add a round block. 5. Go around the circle and have the children help you add blocks, one by one. 6. Ask, “Do you see the pattern?” Point to each block and say “square-circle, square-circle,” and have the children join you. 7. Tell the children, “This is a pattern!” 8. Repeat the activity by making a new pattern. You can make a pattern out of colors (blue-green, blue-green...), shapes (square-circle, square-circle...), or sizes (big-small, big-small, big-small...). 9. Finish by telling the children what a good job they did at making patterns. 10. Put the blocks in the math corner for the children to try independently during Corner Time. 		
LEVEL	BASIC	MIDRANGE	ADVANCED
	<ul style="list-style-type: none"> • Make patterns with two colors, two sizes, or two shapes 	<ul style="list-style-type: none"> • Make the patterns more complicated, with three colors, sizes or shapes. For example: blue-green-green-red, blue-green-green-red, blue-green-green-red 	<ul style="list-style-type: none"> • Make patterns with four colors, sizes or shapes. • You can also make patterns out of number cards. For example, 1-2-3, 1-2-3, 1-2-3 • Introduction of formal pattern labelling. For example: AAB, ABB, ABAB, • Record the pattern on paper with pencils/crayons
NOTES & ADAPTATIONS	<ul style="list-style-type: none"> • Other possible materials: items that can be found in class (pencil-crayon, pencil-crayon, pencil-crayon), beads, cubes, buttons, and other concrete objects 		


EM 7 “Copy the Pattern” 1

DESCRIPTION	Children match a pattern made by the facilitator.		
MATH SKILL	■●■●■●Patterns		
SECONDARY SKILL	□□□ ●●● Sorting and Classification		
MATERIALS	Colored blocks, rocks, leaves, crayons, markers (in a variety of colors or shapes)		
ACTIVITY	<ol style="list-style-type: none"> 1. Say, “We are going to play a game called “Copy the Pattern! I will make a pattern and you will make one just like it.” 2. Lay out the blocks, rocks, or other materials with a simple repeating pattern (e.g. red, blue, red, blue blocks) so that the children can see it. 3. Say, “Now it is your turn to make a pattern that looks just like mine.” 4. Give the children materials for them to try making the pattern on their own. 5. If time permits, repeat the activity. Make another pattern (for example: blue, green, blue, green). You can also make a pattern using different shapes (square, circle, square, circle), sizes (big, little, big, little), or even numbers (1,2,1,2) 6. Put the materials in the math corner for the children to try independently during Corner Time. 		
LEVEL	BASIC	MIDRANGE	ADVANCED
	<ul style="list-style-type: none"> • Make patterns with two colors, two sizes, or two shapes 	<ul style="list-style-type: none"> • Make the patterns more complicated, with three colors, sizes or shapes. For example: blue-green-green-red, blue-green-green-red, blue-green-green-red. 	<ul style="list-style-type: none"> • Make patterns with four colors, sizes or shapes. • You can also make patterns out of number cards. For example, 1-2-3, 1-2-3, 1-2-3
NOTES & ADAPTATIONS	<ul style="list-style-type: none"> • Other possible materials: items that can be found in class (toy cars, colored cards, colored crayons or pencils), beads, cubes, toothpicks, beans, buttons, and other concrete objects. 		

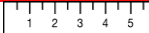
EM 8 “Sorting Treasures” 1

DESCRIPTION	Children sort objects according to their characteristics/attributes.		
MATH SKILL	□□□ ●●● Sorting and Classification		
SECONDARY SKILL	📄 Understanding Print		
MATERIALS	Classroom objects in difference sizes and shapes (e.g. buttons, stones, fabrics, toys), containers Preparation: Create containers filled with “treasures” (a mixture of classroom objects) before class.		
ACTIVITY	<ol style="list-style-type: none"> 1. Say, “We are going to play a game where you sort the different things in these containers.” 2. Take the objects out of one container and guide the children to sort through them. 3. Say, “Let’s put all the red objects here and all the blue ones there”. Encourage all the children to participate one by one. 4. Then mix up the objects again and say, “Let’s put all the fabrics here and the stones there”. 5. Once the children are familiar with the activity, divide them into small groups and give each group a container. Say, “We are going to play a game where you sort the different things in these containers.” 6. Help the children sort them by asking questions like: “Are all the buttons of the same size?” and “How are the objects alike? How are they different?” 7. Help the children group the treasures by one characteristic. Work with the children to compare the different piles of treasures. 8. Walk around the room and ask the children to explain their sorting criteria. 9. Put the objects in a basket in the math corner for the children to try independently during Corner Time. 		
LEVEL	BASIC	MIDRANGE	ADVANCED
	<ul style="list-style-type: none"> • Make sure the objects to sort are large. Make sure they are very different in color or size from each other. • Start by giving the children only two types of objects to sort through into piles. • Increase to three types once children are more familiar with the exercise. 	<ul style="list-style-type: none"> • Use medium size objects. • Give children three or more characteristics to sort from. Also allow the children to define their own sorting criteria. • Incorporate geometry skills by sorting by characteristics like shape. • Have the children make a label of the picture of the category they sorted into. 	<ul style="list-style-type: none"> • Give children a mix of objects and allow them to choose the sorting criteria. • Incorporate measurement skills by sorting by size and weight. • Ask them which pile has more objects? • Have children write the label of the categories they sorted into.
NOTES & ADAPTATIONS	<ul style="list-style-type: none"> • Other things to collect and sort: seeds, stones, flowers, insects, etc. 		

EM 9 “Shapes in the Environment”

DESCRIPTION	Children find shapes in nature or out in the neighborhood.		
MATH SKILL	123 Numbers and Counting		
SECONDARY SKILL	△Geometry		
MATERIALS	Treasure hunt sheet (see instructions below), paper, pencils, drawing materials (crayons, markers, or colored pencils)		
ACTIVITY	<ol style="list-style-type: none"> 1. Make Treasure Hunt Sheets (one for groups of 4 children, or one for each child). On the sheet should be a picture of a square and a picture of a circle, like this:  2. Say, “Today we are going on a circle and rectangle hunt! Every time you see a circle outside, you will make a mark next to the circle. Every time you find a rectangle, you will also make a mark next to the rectangle. Then when we come back to the room you will draw one circle that you saw and one rectangle that you saw—so try to remember one of each!” 3. Show the children how to make a tally mark (see example above for two rectangles and a circle) 4. Take the children outside and help them to search for rectangles and circles. After most of the children have found several of each, remind them to try to remember one circle and one rectangle. 5. Bring the children back to the classroom and ask children to describe what they saw that was in the shape of a circle or a rectangle. 6. Give each child a sheet of paper and some drawing materials to draw one circle and one rectangle that they saw outside. When they are done, post the pictures on the wall of the classroom. 7. Put the treasure hunt sheets in the math corner for the children to try independently during Corner Time. 		
LEVEL	BASIC	MIDRANGE	ADVANCED
	<ul style="list-style-type: none"> • Make sheets with one or two simple shapes that children are familiar with • Children can look for one item in small groups • Have them make any mark they can around or next to the item (circle, line or X) 	<ul style="list-style-type: none"> • Make sheets with slightly more complex shapes (e.g. triangle, etc.) • Children can look for items individually or in small groups • Show them how to use tally marks to track the items. • Ask the children to find at least three of each item 	<ul style="list-style-type: none"> • Children can work individually • Make sheets with more complex shapes (e.g. square, oval, etc.) • Show them how to use tally marks to track the items. • At the end, have them count how many of each item and write the number. • Each child can write the letter of each item they see. For example: “c” for clock, “h” for hat that is round
NOTES & ADAPTATIONS	<ul style="list-style-type: none"> • Repeat this activity throughout the year and see if children have advanced to another level 		

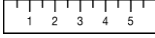
EM 10 “Shape Bingo” 1

DESCRIPTION	The facilitator shows a shape card and the children with that shape mark them on their bingo boards.		
MATH SKILL	△Geometry		
SECONDARY SKILL	 Comparison and Measurement		
MATERIALS	Shape cards (one for each shape), bingo boards (one for each child), pebbles (many) Preparation: (1) Make shape cards, each showing a square, circle, triangle, rectangle, etc. (2) Make bingo boards with 4 or 9 boxes with random shapes drawn in them (some boxes can have the same shape). Make one bingo board for each child. Every card should be different. Give the cards to the children. The cards might look like this: Bingo		
ACTIVITY	<ol style="list-style-type: none"> 1. Distribute one bingo board and 9 pebbles to each child (or to each pair of children for less advanced learners). 2. The facilitator should shuffle the shape cards and hold them down so that the children cannot see them. 3. Say, “We will play a game with shapes. Sit close so that you can see the shape cards I hold up.” Hold up a card. 4. Say, “If you know the name of the shape on the card, shout it out!” Wait for the children to name the shape. 5. Say, “Now look at your bingo card. Do you have this shape? If you do, put a pebble over it. The first person to cover every shape with a pebble gets to say BINGO!” 6. Begin the game. Help any children that are struggling by pointing to similarities between the shape card and the shape on their bingo board. When the game is over, put the bingo boards in the math corner so that children try this activity on their own during Corner Time. 		
LEVEL	BASIC	MIDRANGE	ADVANCED
	<ul style="list-style-type: none"> • Make bingo boards with only 4 boxes and 2 or 3 familiar shapes (e.g. square, circle, triangle) • Give one bingo board to pairs of children. 	<ul style="list-style-type: none"> • Make bingo boards with 9 boxes and four or more shapes (e.g. square, circle, triangle, and rectangle). • Children can play independently. 	<ul style="list-style-type: none"> • Make bingo boards with 9 boxes and five or more shapes. • Children can play independently.
NOTES & ADAPTATIONS	<ul style="list-style-type: none"> • Divide the children into small groups with one child in each group assigned as the leader (Choose a child that knows the shapes well. Be sure to choose girls as well as boys). That child can pick a shape card and will hold it up for the other children to think of the name of the shape (similar to what they have seen the facilitator do). • To move beyond simple shapes for the whole class, the cards shown to students are pictures of objects (ie. Round hat, gift box, mug) and the children then have to see the shape and match that to the actual shape on the Bingo card. 		

EM 11 “Remember these Numbers”

DESCRIPTION	The facilitator shows the children a sequence of numbers for them to remember.		
MATH SKILL	123 Numbers and Counting		
SECONDARY SKILL	Short Term Memory		
MATERIALS	Cards numbered 1 to 5 (do not go above the number five) Preparation: Make individual number cards with the numbers 1, 2, 3, 4, 5. Make two copies.		
ACTIVITY	<ol style="list-style-type: none"> 1. Children sit in a circle. Say, “Today we’re going to play a number game. I’m going to show you some numbers and I want you to try your best to remember the numbers.” 2. Show the children a series of numbers (see below for variations depending on level). 3. Say, “Now focus on these numbers and try to remember all of them”. Remove the numbers. 4. Ask, “Now, I want you to write down the numbers I just showed you.” The instructions for this last step will vary depending on the level of difficulty. 		
LEVEL	BASIC	MIDRANGE	ADVANCED
	<ul style="list-style-type: none"> • Children can choose the appropriate number cards instead of writing them down. • Show the children one or two numbers (e.g. 3-1), and then ask them to choose from three numbers (e.g. 1-3-4) • The children can place the numbers they saw in any order, not necessarily in the one shown (e.g. 1-3). • Children can work in pairs. • Use dot cards rather than number cards. 	<ul style="list-style-type: none"> • Show the children up to three number cards (e.g. 2-4-1), and then ask them to choose from four numbers (e.g. 1-2-3-4). • The children can place the numbers they saw in any order, not necessarily in the one shown (e.g. 1-2-4). • Children can work in pairs. 	<ul style="list-style-type: none"> • Show up to four number cards. • Show two of one number (e.g. 4-2-2-3). • Children can select the cards or write down the numbers that they saw in order (e.g. 4-2-2-3). • Use a combination of dot cards and number cards.
NOTES & ADAPTATIONS	<ul style="list-style-type: none"> • Repeat this game with shape cards (e.g. circle, triangle, square, etc.), color cards (e.g. red, blue, green, etc.), or objects (e.g. a pencil, block, toy, ball, book). The children should choose the objects/cards out of a slightly larger number of objects/cards. • Later in the year, ask the children to mentally add the numbers together and write down the total on the paper. For this, make sure you start with small numbers and only one or two cards (e.g. 1-1, 1-2, 2-2 etc.), then increase the numbers (e.g. 3-1, 5-1) or the number of cards (e.g. 1-1-1, 1-1-2) 		

EM 12 “How Old Are We?”

DESCRIPTION	Children search for objects that they see in the ECCD center.		
MATH SKILL	123 Numbers and Counting		
SECONDARY SKILL	 Comparison and Measurement		
MATERIALS	Chart paper, markers, knowledge of how old each child is so that you can invite every child by name to write the correct number on the chart		
ACTIVITY	<ol style="list-style-type: none">1. Make a chart like this one: <table style="margin-left: auto; margin-right: auto;"><tr><td style="text-align: center;">Age</td></tr><tr><td style="text-align: center;">3 years old 4 years old 5 years old 6 years old</td></tr></table>2. Then explain to the children that the class is going to make a chart of everyone’s age. Say “Do you all know how old you are? When I say how old you are, come up to the front of the room.”3. Then say “Who here is three years old? Invite each three-year-old to the front of the room to write a “3” under the “3 years old” part of the chart.4. Once they have all finished, say “Who here is four years old? Invite each four-year-old to the front of the room to write a “4” under the “4 years old” part of the chart.5. Once they have all finished, say “Who here is five years old? Invite each five-year-old to the front of the room to write a “5” under the “5 years old” part of the chart.6. Once they have all finished, say “Who here is six years old? Invite each six-year-old to the front of the room to write a “6” under the “6 years old” part of the chart.7. If a child does not know how old he/she is, ask them to guess.8. After everyone has marked his or her age, lead the children as they count how many children of each age are in the classroom.	Age	3 years old 4 years old 5 years old 6 years old
Age			
3 years old 4 years old 5 years old 6 years old			
NOTES & ADAPTATIONS	<ul style="list-style-type: none">• Repeat this activity with other characteristics. For example, “How many have one brother or sister? How many have two brothers or sisters?” “How many of you ate [insert food of your choice here, such as “rice”] for dinner?” etc.• This activity can be used during attendance-taking in the morning.		

EM 17 “Find Your Number!”

DESCRIPTION	Each child receives a card with a number, and matches it to a card with the same number, held by another child.		
MATH SKILL	123 Numbers and Counting		
SECONDARY SKILL	None		
MATERIALS	Number cards (at least two for each number)		
ACTIVITY	<ol style="list-style-type: none"> 1. Before beginning, prepare two cards for number. 2. Give one of the cards to each child. (If there are more children than numbers, add more of each number, making sure that you have an even number of every number). 3. Ask the children to stand up and then say “Each of you has one number. Now, walk around and find a child who has the same number that you have. Look carefully at your cards to be sure they are the same number. When you find your ‘teammate,’ come back to the circle and sit together. See how quickly you can find your teammate.” 4. Praise the children who formed teams first, and announce the names of those who have come in second, third, fourth and fifth, etc. Be sure to give all children praise, so that this is not too competitive. Remember that each child has different strengths and learning needs! 5. Ask each team to show their cards and say the number that they have (or the teacher can tell them the name of the number if they have not learned it yet). 6. Mix up the cards and do this again. Continue for 15-20 minutes or until the children lose interest. 		
LEVEL	BASIC	MIDRANGE	ADVANCED
	<ul style="list-style-type: none"> • Do this activity with shapes or color cards if numbers are too hard. 	<ul style="list-style-type: none"> • Use dot cards first and then move to one dot card and one number card. 	<ul style="list-style-type: none"> • Add the two card together to get a sum of the two.
NOTES & ADAPTATIONS	<ul style="list-style-type: none"> • Do this activity with shape cards or color cards. • Instead of giving out matching cards to children, the teacher can hide a set of numbers around the room and give the same set of numbers to the children so instead of finding a partner, then need to match their number card with a number card somewhere in the room 		

EM 14 “Object Number Lines”

DESCRIPTION	Children gather the same number of objects from the classroom as the number on their card then make a number line.	
MATH SKILL	123 Numbers and Counting	
SECONDARY SKILL	None	
MATERIALS	Number cards, classroom objects	
ACTIVITY	<ol style="list-style-type: none"> 1. Say “We are going to play a game! I will each give you a card with a number on it. You will need to gather the amount of things that your card shows. For example, if your card has a “one” on it, you will gather one thing. If your card has a “two” on it, you will gather two things that are the same as each other. If your card has a “three” on it, you will gather three things that are the same as each other. Does everybody understand?” 2. Hand out the number cards and then let the children collect their objects. 3. Once they have done this, help them to create a number line with their card and objects. Say “Which number comes first? Which is the smallest number? Who collected the fewest number of objects?” 4. The child (or children) who had a “1” number card should come forward and place their number on the floor with their object beside it on the far left of the space. 5. Next invite those who collected two objects to lay down their card and objects to the right of the first objects. 6. Repeat until all of the cards have been placed in a line on the floor. 7. Count with the children by pointing to the card and the object. For example: point to the number card 1 and say “one”, then point to the object the child collected and name it, so if they collected a book say —“book”—, then point to the number card two and say “two”, then point to the two objects the child collected and name them, so if they collected 2 cups say “cups.” 8. After doing this, ask the children to put their objects back where they found them and to return the number cards. 	
LEVEL	BASIC	ADVANCED
	<ul style="list-style-type: none"> • To simplify this activity, lay out objects in sets of 1 object, 2 matching objects, 3 matching objects etc. and have the children choose a set that matches their number. 	<ul style="list-style-type: none"> • Give the higher numbers to children who are more able with their numbers
NOTES & ADAPTATIONS	<ul style="list-style-type: none"> • If more than one child receives the same number, instead of making one long number line with duplicate numbers, make several smaller number lines that only use each number once. • Do this activity outside. • If you are doing this activity with more than 10 children, don’t use any numbers higher than 10, just repeat some of the lower numbers. 	

EM 15 “Guess the Pattern!”

DESCRIPTION	Children recognize, describe, extend, and replicate a simple pattern created by the teacher.
MATH SKILL	■●■●■●Patterns
SECONDARY SKILL	Prediction
MATERIALS	Colored blocks or rocks (in a variety of colors or shapes)
ACTIVITY	<ol style="list-style-type: none"> 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, rocks, or other materials with a simple repeating pattern (e.g. red, blue, red, blue blocks). 3. Ask the children, “Do you see a pattern here?” 4. Point to each object and say what it is (for example, point to the first one and say “red” then point to the next one and say “blue” and so on.). 5. Tell the children, “This is a pattern! Red, blue, red, blue, red, blue” (for example). 6. Ask the children, “What comes next?” after the last object in the pattern. 7. After the children have 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. For example: blue, green, blue, green. You can also make a pattern using different shapes (square, circle, square, circle), sizes (big, little, big, little), or even numbers (1,2,1,2) 9. Finish by telling the children what a good job they did at making patterns.
LEVEL	ADVANCED MODIFICATIONS
	<ul style="list-style-type: none"> • Make the patterns more difficult. For example: red, blue, blue, red, blue, blue, red, blue, blue. Once they can do 3 step patterns you can make them more difficult again, for example: red-blue-blue; blue-blue-red; red-blue-blue; blue-blue-red and red-blue-red; blue-red-blue; red-blue-red;blue-red-blue.
NOTES & ADAPTATIONS	<ul style="list-style-type: none"> • Experiment patterns with different colors, sizes, shapes, and textures. • Make patterns using other materials that can be found in the class such as toy cars, colored cards, colored chalk, beads, cubes, toothpicks, beans, buttons, and other concrete objects.

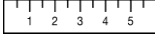
EM 16 “Make Your Own Pattern” 1

DESCRIPTION	Children are given materials to make their own patterns.
MATH SKILL	■●■●■● Patterns
SECONDARY SKILL	None
MATERIALS	Colored blocks or rocks (in a variety of colors or shapes)
ACTIVITY	<ol style="list-style-type: none">1. Give the children their own pattern-making materials.2. Say, “Here are some things for you to play with. See if you can make a pattern like you’ve seen me make patterns.”3. As they are working on their patterns, walk around the room helping those who are finding it difficult.4. Remember that some children may not make recognizable patterns right away, give them positive feedback and support. Keep exposing them to different patterns, and discussing what makes a pattern, and give them many opportunities to recognize and try to make patterns on different occasions. After a while, they will learn how to make recognizable patterns through becoming familiar with parents and positive support.
LEVEL	ADVANCED MODIFICATIONS <ul style="list-style-type: none">• Encourage children to make the patterns with one more object
NOTES & ADAPTATIONS	<ul style="list-style-type: none">• Instead of drawing items, write letters on the treasure hunt sheet. Have the children go on a treasure hunt identifying objects they notice that start with that letter. They may use drawings, symbols, letters, or words.• Try the activity outdoors at different times of year or different locations.

EM 17 “Hands and Feet Pattern”

DESCRIPTION	Children recognize, construct, and extend patterns with their hands and feet.
MATH SKILL	■●■●■●Patterns
SECONDARY SKILL	None
MATERIALS	None
ACTIVITY	<ol style="list-style-type: none">1. Ask the children to sit in a single line, shoulder to shoulder.2. Ask the first child in the line to put out his feet in front of him.3. Ask the next child in the line to put his hands out in front of him, next to the first child’s feet.4. Ask the next child to put his feet out in front of him, and then next child to put out his hands, to create a repeating pattern of feet-hands-feet-hands-feet-hands.5. After asking 6 children to do this, ask the next the children if they think the next child should put out their hands or their feet? If they do not choose the right answer talk them through the pattern so far and explain why it should be feet. Then ask the children what the next child should put out.6. When the children have understood the pattern better ask the next child what he or she thinks he should put out. Let the remaining children decide whether they should put their hands in or the feet in. Let their neighbors help them if any children are having trouble.
NOTES & ADAPTATIONS	<ul style="list-style-type: none">• Try this with other, more difficult patterns, like hands-hands-feet-hands-hands-feet.• Think of other ways the children can use their bodies to make patterns, such as one child standing, the next child crouching-standing-crouching-standing crouching etc• Ask the children to show you some different positions. Help them to make a pattern using 2 or 3 of the positions that they made themselves.• Ask the children to get into small groups (of around 10 children each). Ask each group to choose 2 positions that they would like to make into a pattern. They should then choose somebody in the group to be a pattern-helper. The rest of the group should get into a line, then the first child can do position 1, the second child should do position 2, the third child should do position 1 and the fourth child position 2 etc. The pattern-helper helps their friends to make the right positions to make the pattern.

EM 18 “Treasure”

DESCRIPTION	Children sort a box of treasures.
MATH SKILL	□□□ ●●● Sorting and Classification
SECONDARY SKILL	 Comparison and Measurement
MATERIALS	Classroom objects in difference sizes and shapes (e.g. buttons, stones, fabrics, toys), containers
ACTIVITY	<ol style="list-style-type: none"> 1. To prepare, create containers filled with “treasures” (a mixture of common objects) before class. Each container should include a mixture of things like buttons, stones, beans, seeds, chalk etc. 2. Divide the children into small groups and give each group a container. 3. Say, “We are going to play a game where you sort the different things in these containers.” 4. Help the children to sort them by asking questions like: “Are all the buttons of the same size?” and “How are the objects alike or different?” 5. Finally, organize the treasures by one characteristic and lay them in groups. Working with the children, compare and contrast the different types of treasures. For example, they may create piles of treasures like: 2 small toys, 4 big toys, 3 red buttons, 5 green buttons. 6. Walk around the room and ask the children to explain their sorting criteria.
NOTES & ADAPTATIONS	<ul style="list-style-type: none"> • Other things to collect and sort: seeds, stones, flowers, insects, etc. • This exercise can incorporate measurement skills by sorting by characteristics like size and weight. • This exercise can incorporate geometry skills by sorting by shape, e.g. putting all things shaped like a rectangle together, put everything with curved sides together etc.. • Use objects to demonstrate simple addition and subtraction. For example, “I have 3 beans. If I take 2 more, how many will I have altogether?”

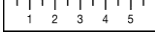
EM 19 “Can You Find What I See?”

DESCRIPTION	Children take a guess of a specific block the teacher has in mind by asking “yes” or “no” questions relating to the blocks’ attributes (e.g. shapes, sizes, color).		
MATH SKILL	□□□ ●●● Sorting and Classification		
SECONDARY SKILL	△Geometry, Measurement, 😊 Talking and Listening		
MATERIALS	A block or other object from around the room.		
ACTIVITY	<ol style="list-style-type: none"> 1. Say, “We are playing a game today. I am thinking about one of the blocks you have been playing with but I won’t tell you which block I’m thinking about. To find out, you can ask me questions about the blocks’ shape, size, colour, sides and corners. The rule is that it has to be a special type of question that starts like this “Do you see a block that...?” so I can answer just yes, or no to. If you ask a different type of question, like “What is the colour of the block?” then I will not be able to answer, I will put my fingers on my lips instead to show you that I can’t answer that question. So let me give you some example questions that you can ask “Do you see a block that is blue?” Or “do you see a block that has 4 sides?” or do you see a block that is very big?” 2. Then say, “Now, let’s play the game. I’m thinking of one of these blocks. Who can ask me a question that begins with “Do you see a block that is...?” 3. If the answer to a question is no, ask the children to remove all the blocks with that characteristic. For example if the ask “do you see a block that is red?” and you say no, then the children can remove all the red blocks. Continue until the mystery block has been identified. 		
LEVEL	BASIC	MIDRANGE	ADVANCED
	<ul style="list-style-type: none"> • Use a mix of single objects that are very different from each other (e.g. one block, one doll, one cup, one cushion, etc.) 	<ul style="list-style-type: none"> • Place a mix of objects and include a few that are more similar (e.g. two or three dolls that are slightly different) 	<ul style="list-style-type: none"> • Children will need to guess more subtle differences (e.g. does it have a rabbit on the cover, etc.)
NOTES & ADAPTATIONS	<ul style="list-style-type: none"> • This activity can done with different kinds of objects in the room. • This can also be done with more than one block (“I am thinking of two blocks”). • Children can take turns being the leader and whisper to the teacher the mystery block they are thinking about. Then, respond to questions from the other children in class, with the teacher helping if the leader gets confused. 		

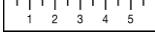
EM 20 “Sorting Ourselves”

DESCRIPTION	Children search for objects that they see in the ECCD center.
MATH SKILL	□□□ ●●● Sorting and Classification
SECONDARY SKILL	■●■●■● Patterns
MATERIALS	None
ACTIVITY	<ol style="list-style-type: none"> 1. Says, “Let’s play a sorting game.” Help the children to sit in a way so that they can all see clearly 2. Select several girls and put them in one group and several boys and put them in another group. 3. Ask the children “How did I sort your classmates?” Children then guess to see how the teacher has sorted them. If they find it difficult, give them some help. 4. Then the children can all sit down. The teacher then sorts 7 or 8 children in another way. Children then guess how the teacher has sorted them. Examples are height (tall and short); color of their shoes (green in one group and blue in another, or red in one group and orange in another); darker skin tone and lighter skin tone. 5. When sorting this way, give the rest of the children who were not sorted a chance to join in by giving them a task. For example if you sort them by blue shoes and green shoes, when the children have correctly guessed how you were sorting them you can say, “All children with green shoes clap your hands and all children with blue shoes tap your head. 6. Give 2 children a chance to decide quietly on 2 sorting characteristics that they want to sort the children by. Ask the 2 children to whisper the characteristics to you so that you can help of you need to. Those 2 children can then select 4 children with one of the characteristics and 4 different children with the other characteristic. The rest of the children then have to guess how they 8 selected children were sorted.
NOTES & ADAPTATIONS	<ul style="list-style-type: none"> • Children can take turns being the leaders and having the other children in the class guess. • When the children get comfortable with this activity, sort them by two criteria. For example, girls who are tall and boys who are wearing red shoes.

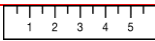
EM 21 “Bigger and Smaller” 1

DESCRIPTION	Children notice the difference between bigger and smaller.
MATH SKILL	 Comparison and Measurement
SECONDARY SKILL	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> ●●● Sorting and Classification
MATERIALS	Rocks of different sizes.
ACTIVITY	<ol style="list-style-type: none">1. Tell the children, “We are going to learn about bigger and smaller. Do you know the difference?”2. Let them try to explain the difference between big and small.3. Show the children two rocks: one that is bigger and one that is smaller. Tell them which one is bigger and which one is smaller.4. Hold up two other rocks and ask which one is bigger and which one smaller. If they need help, tell them the answer.5. Keep doing this with new rocks until they understand the concept.6. Give children each a pile of rocks and let them sort them from little too big.
NOTES & ADAPTATIONS	<ul style="list-style-type: none">• Have the children sort all sort of different things by size, such as: leaves, blocks, beans, beads, books, etc.

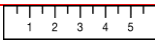
EM 22 “Which Stick?”

DESCRIPTION	Children decide which stick is longer.
MATH SKILL	 Comparison and Measurement
SECONDARY SKILL	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> ●●● Sorting and Classification
MATERIALS	Sticks of varying lengths
ACTIVITY	<ol style="list-style-type: none">1. Say, “We are going to look at different sticks to decide which one is longer!”2. Show the children two sticks. Lay them side by side.3. Ask the children, “Which stick is longer?”4. Let them answer. If they have trouble, hold the two sticks up so that they are “standing” on a table. Ask, “Which stick finishes higher-up higher than the other stick?”5. Do this several more times with different sticks.6. Give children their own sticks to play with and decide which one is longer.
NOTES & ADAPTATIONS	<ul style="list-style-type: none">• Try this activity with different objects, besides sticks. For example, which string is longer? Which table is longer? Which leg is longer (using two different children’s legs).• Give each group of children a selection of sticks and ask them to sort them from longest to shortest• Take the children on a nature walk to collect different types of sticks• Ask the children to sort them from longest to shortest• Ask them to sort them into 3 piles long, medium-length and short• Ask them how else they can sort the sticks• When the children re good at this exercise you can do it with a mixed collection of objects for the children to try and put in order from longer to shorter. They may discover that they will need to decide which side to measure in order to establish if it’s longer or shorter than another object

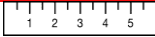
EM 23 “As Fast As You Can”

DESCRIPTION	Challenge children to complete a task within a limited time frame.
MATH SKILL	 Comparison and Measurement
SECONDARY SKILL	123 Numbers and Counting
MATERIALS	Timer, hourglass or clock
ACTIVITY	<ol style="list-style-type: none">1. Say, “We are going to play a game called As Fast as You Can. You will have to be very fast to do this! I am going to tell you to do something, and you will have to do it before time runs out.”2. Give the children a task and a time limit. For example, find five books in 30 seconds, or find four things that are shaped like rectangles in one minute, etc.3. Set a timer and let the children go. When the timer rings, tell the children to stop. If a timer/clock is not available, you can set a timer on your phone or else just count out loud. See who was able to complete the task and who wasn’t. Praise all of the children for trying.4. Do this several times with different tasks. Remember to have the children put the objects back in their proper place after each task is completed.
NOTES & ADAPTATIONS	<ul style="list-style-type: none">• You can offer the children a treat for completing the task before the timer runs out. For example, you can give them extra playtime, read them an extra story, or something else they enjoy.• You can use this activity to get the children ready to go outside, come back inside, or clean up the classroom. For example, you can say “Let’s see if we can line up in a straight line to go outside in less than 20 seconds!”• This activity can also be used for tasks like stacking blocks, drawing six squares, or something else.

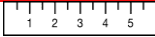
EM 24 “Everybody Likes Monday!”

DESCRIPTION	Children practice the days of the week.
MATH SKILL	 Comparison and Measurement
SECONDARY SKILL	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> ●●● Sorting and Classification
MATERIALS	A ball (you can use a ball made out of crumpled paper)
ACTIVITY	<ol style="list-style-type: none">1. Say, “We are going to sing a song about the days of the week. Here’s how it goes:2. “Monday, Monday everyone likes Monday. Monday is a fun day. It’s the first day of the week.”3. Let the children repeat the chant after you. Then say the rest of the lines of the chant, letting the children repeat after each line:4. “Tuesday, Tuesday everyone likes Tuesday. Tuesday is a fun day. It’s the second day of the week.” etc.5. Once they have practiced, say “Now can everyone stand in a circle. One student hold the ball and calls out “Monday,” then everyone sings the chant for Monday. Then the student with the ball throws it to someone else. The child who catches the ball calls “Tuesday” and everyone sings the chant for Tuesday. Then the child who called Tuesday throws the ball to another child who says “Wednesday”. This activity continues going through all the days of the week in order, going faster and faster if possible.6. When the children reach Sunday the next child starts again with Monday.7. Continue this activity for 10 minutes or until the children appear to grow tired of the game
NOTES & ADAPTATIONS	<ul style="list-style-type: none">• Use this activity for the months of year when the children get more advanced.

EM 25 “Lili Says”

DESCRIPTION	Children learn about position words through this game.
MATH SKILL	 Comparison and Measurement
SECONDARY SKILL	△Geometry
MATERIALS	None.
ACTIVITY	<ol style="list-style-type: none"> 1. Stand in a circle. Now we will play a game. If Lili says do something, please do it. If Lili does not say to do it, stand very still. [If children are already familiar with ‘Simon Says’, you can use that name instead, or any name of your choosing.] “Lili says put your hands on over your head.” “Lili says put your hands below your chin.” “Put your hands beside your ears.” 2. If a child / some children put their hands beside their ears they sit down because lili didn’t say to do it 3. The teacher helps the children practice the following commands before the game begins: <ul style="list-style-type: none"> • Put your hands between your knees. • Put your hands over your head. • Put your hands behind your back. • Put your hands under your chin. • Put your hands over your head. • Put your hands beside your ears. 4. Ask if everyone understands. 5. Everyone stands and let’s begin. Continue commands until all children are sitting or they seem to lose interest in the game. Sometimes start with “Lili says” and sometimes forget it. Encourage a child to try being Lili.
NOTES & ADAPTATIONS	<ul style="list-style-type: none"> • Do this activity but instead of just asking them to put their hands somewhere, give them some other task, like stacking blocks, for example. • Try a similar game called ‘do what I say, not what I do’ where the children must do what you say not what you do. Sometimes do the same action that you say, and sometimes do a different action from what you are saying. When the children don’t do what you are saying (but do instead what you are doing) they sit down.

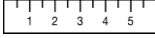
EM 26 “Measure with Your Feet” 1

DESCRIPTION	Children measure objects using their feet as the unit of measurement.		
MATH SKILL		Comparison and Measurement	
SECONDARY SKILL	123 Numbers and Counting		
MATERIALS	Chalk, chalkboard		
ACTIVITY	<ol style="list-style-type: none"> 1. Say, “We are going to measure how long something is by using our feet!!” 2. Children think of a list of things they would like to measure in length. For example, they could measure a rug, a table, and a path. 3. Once they have agreed on what things they are going to measure (at least two), ask “Which do you think is longer, [object one] or [object two]?” 4. After they have answered, say “Let’s find out!” 5. Show the children how to measure the first object with their feet (by putting their heel at the start of the object and stepping along, putting their next heel to their toes, counting how many steps they need to take). They may find it easier if they do this in partners, one child stepping, and the other child helping the stepping child to line up their heels and toes well and count the number of steps they are taking. Then they can make a record of the measurement on a piece of paper. Let all of the children try it. 6. Then, have the children measure the second object (if they are working in pairs they should swap roles) 7. Then say “Let’s see if we were right! How many of you found that [object one] is more feet than [object two]? Is that what we thought?” 8. Finish by saying, “Now we know that [longer object] is longer than [shorter object]! Great job!” 		
LEVEL	BASIC	MIDRANGE	ADVANCED
	<ul style="list-style-type: none"> • Measure small simple items such as the length of table, making sure that the student uses the feet with no space between. Keep measurements to items along the floor. Draw a picture of the item and writes some kind of number to represent the size. 	<ul style="list-style-type: none"> • Students can measure items of height. Draw a picture and label the length well. 	<ul style="list-style-type: none"> • Students can measure length, height and depth. Measure items that aren’t “full” feet long. Record the number of feet an item is.
NOTES & ADAPTATIONS	<ul style="list-style-type: none"> • This activity can be done with things other than feet. The children can measure using 2 blocks, a pencil, their hands, or something else. • This activity can be done with outdoor objects as well as indoor object. For example, it can be done with distance: “What is farther? The distance from the school door to the tree, or from the tree to the fence?” 		

EM 27 “Find Your Shape”

DESCRIPTION	Each child receives a card with a shape, and matches it to a card with the same shape held by another child.
MATH SKILL	△Geometry
SECONDARY SKILL	□□□ ●●● Sorting and Classification
MATERIALS	Shape cards
ACTIVITY	<ol style="list-style-type: none"> 1. Before beginning, prepare enough cards for each child, every card must have one shape on it, and must have a matching card that looks exactly the same at least two cards for each shape. Make sure that there are an even number of every card design so that the children can always find a pair. If there are an odd number of children in the class join the game yourself so that there are an even number of players. 2. Give one of the cards to each child (if there are more children than shapes, add duplicates, ensuring that all the duplicates pair up.) 3. Ask the children to stand up and then say “Each of you has one shape. Now, walk around and find a child who has the same shape that you have. Look carefully at your cards to be sure they are the same shape. When you find your ‘teammate,’ come back to the circle and sit together. See how quickly you can find your teammate.” 4. Praise the children who formed teams. Be sure to give all children praise, Remember that each child has different strengths and learning needs! 5. Ask each team to show their cards and say the shape that they have (or the teacher can tell them the name of the shape if they have not learned it yet). 6. Mix up the cards and do this again. Continue for 15-20 minutes or until the children lose interest.
NOTES & ADAPTATIONS	<ul style="list-style-type: none"> • Do this activity with numbers, letters, or colors. • Instead of giving out matching cards to children, the teacher can hide a set of shape cards around the room or outside and give a matching set of shape cards to the children so that instead of finding a partner, they need to match their shape card with a shape card somewhere in the room or outside. • When the children become skilled at this game, you can make pairs of cards that have two shapes on each card. As the children become more and more skilled you can continue to add to the number of shapes on each card, as well as adding more and more unusual shapes

EM 28 “Shapes Inside Shapes”

DESCRIPTION	Children learn about size and shapes by making shapes within shapes.
MATH SKILL	△Geometry
SECONDARY SKILL	 Comparison and Measurement
MATERIALS	Shape cards
ACTIVITY	<ol style="list-style-type: none">1. Take the children outside.2. Take a stick and make a large circle in the dirt with the children’s help.3. Then, invite the children to help you to make another circle—this one inside the first one—in the dirt.4. Do this again, until you have small, medium, and large circle in the dirt.5. Use this opportunity to find out the words that the children already know to describe different sizes.6. Introduce new vocabulary e.g. small, medium and large if the children need it. Let the children continue making circles in the dirt. They can make their own circles or they can make more circles within your circles.
NOTES & ADAPTATIONS	<ul style="list-style-type: none">• Do this activity with other shapes.• Invite the children to do this activity on their own or in small groups.

EM 29 “Connecting Shapes”

DESCRIPTION	Children make shape patterns using straight sticks.
MATH SKILL	△Geometry
SECONDARY SKILL	Motor skills
MATERIALS	Enough straight sticks of approximately the same size for each child to have 9 or more sticks each
ACTIVITY	<ol style="list-style-type: none"> 1. Give each child a pile of small sticks that are all about the same size. 2. Draw a shape on the board, e.g. a triangle. 3. Ask the class, “What is the name of this shape?” They will answer “Triangle”, if they do not know tell them. 4. Ask the class, “How many sides does a triangle have? Let’s count!” 5. Count the sides of the triangle together with the children. “There are three sides.” 6. Then say, “Take three sticks. See if you can make a triangle with the three sticks.” If they need help, show them how to do it. 7. Then say, “Let’s see if we can make a friend for this shape! Can we make another triangle to be a friend to this triangle?” 8. Have them make as many triangles as they can before their sticks run out. 9. Then help them count their triangles. Say, “How many triangle friends did you make?” 10. After they have done this for a while, begin again with another shape that has straight sides like a square (four sticks) or a rectangle (six sticks) then congratulate them on learning about that shape by making stick patterns
LEVEL	ADVANCED MODIFICATIONS
	<ul style="list-style-type: none"> • Challenge the children by giving them harder problems: make one big triangle with three little triangles inside • Make increasingly complex patterns (two triangles then a square, for example).
NOTES & ADAPTATIONS	<ul style="list-style-type: none"> • Besides sticks, other materials can be used. • Ask the children to help you find 10 / 15 or ‘many’ sticks each. They can use straight things (such as the side of a table) to judge if the sticks are straight enough, and they can help each other with the task • Help the children count how many sticks they have used to make their number of triangles. Make a chart together with the children to record how many sticks were used and how many triangles were made by each child. Study the chart with the children and make observations such as: 1) all the children who made the same number of triangles used the same number of sticks, 2) all children that made more triangles used more sticks, 3) Most children made xx number of triangles etc

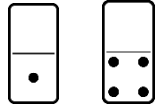
EM 30 “Magic Paper”

DESCRIPTION	Children explore shapes by folding paper.
MATH SKILL	△Geometry
SECONDARY SKILL	Fine motor
MATERIALS	Square sheets of paper
ACTIVITY	<ol style="list-style-type: none">1. To prepare, make sure you have many square sheets of paper. Give one to each child and keep on for yourself.2. Say, “This is a magic piece of paper. Right now it is one shape, but we are going to make it change into many different shapes!”3. Hold up the sheet of paper. Ask the children what shape it is. If they try to guess the shape and don’t get it right, tell them that it is a square.4. After they answer that it is a square, show them how to fold the sheet of paper in half (to make a rectangle). Help the children to do this.5. Then ask them what shape the paper is now. If they try to guess the shape and don’t get it right, tell them that it is a rectangle.6. After they answer that it is a rectangle, show the children how to unfold the paper and then fold it diagonally to make a triangle.7. Ask the children what shape the paper is now.8. Continue folding the paper in different ways to make different types shapes. Let the children play at folding for a while to explore what they can make.9. To finish, say “Now you see how these pieces of paper are magic! They can turn into rectangles, triangles, and squares!”
NOTES & ADAPTATIONS	<ul style="list-style-type: none">• Do this activity again, but focus on making many shapes and counting them. For example, when the square is folded in half and then unfolded, it makes two rectangles. When it is folded again (then unfolded), it makes four squares, etc.• Fold your own piece of paper different ways to make different shapes. Then trace the lines that are left on the piece of paper on to a piece of cardboard that is the same size as the piece of paper. Next cut along the lines on your piece of paper. You will be left with a complete piece of cardboard with lines on it, and shapes made out of paper. You can then place the paper shapes onto the cardboard to make the square, using the lines on the cardboard to help you. Make many of these sets so the children can try to place the paper pieces onto the matching shapes drawn on the cardboard.

EM 31 “Remember Shapes”

DESCRIPTION	Children draw shapes that they have just seen from memory.
MATH SKILL	△Geometry
SECONDARY SKILL	Memory
MATERIALS	Chalk, chalkboard
ACTIVITY	<ol style="list-style-type: none">1. Say, “We are going to play a game called Remember Shapes. I am going to draw a shape on the board, then erase it, and you are going to try to remember it!”2. Draw a simple shape on the board, such as a square, a circle, a rectangle, or a triangle.3. Either tell the children what it is or ask for a volunteer to do so.4. Tell the children to look at the shape and to try to remember it.5. Erase the shape.6. Tell the children, “Now it is your turn to draw the shape that I just made disappear. Can you bring it back?” Invite the children to draw the shape on the board (if there is enough room) or to draw the shape on paper or in the dirt with a stick.7. Do this several times with a different shape each time.8. After a while, say “Thank you for helping me to remember the shapes!”
NOTES & ADAPTATIONS	<ul style="list-style-type: none">• Combine two shapes (for example, a circle touching a rectangle).• Draw the shapes on the black board with water, this will mean that the shapes disappear on their own and the children will have the same amount of time that the water stays visible to try to remember the shape

EM 32 “Matching Dots” 1

DESCRIPTION	Children learn about numbers and counting using dot cards.
MATH SKILL	123 Numbers and Counting
SECONDARY SKILL	Reading, matching
MATERIALS	Dot cards, rocks (or pebbles, beads, or bottle caps)
ACTIVITY	<ol style="list-style-type: none">1. To prepare, make dot cards by drawing large dots on cards, starting with one dot on the first card, two dots on the second card, three dots on the third card, etc. Put the corresponding number below the dot, like this: 2. Give the children each a few dot cards (or give one child a full set) and some rocks (or another set of small materials).3. Show the children how to place a rock on each dot.4. Let the children do this independently.
LEVEL	ADVANCED MODIFICATIONS <ul style="list-style-type: none">• Start with the first five numbers and give number cards with dots. Slowly increase by one number.• Later in the year, give up to 10 number cards without dots. Help the children to arrange the numbers: “Which number comes first?” The child with a [1] number card should place the card and object on the floor, then the child with a [2] number card, etc.”• For older children, give up to 20 number cards without dots. Help the children arrange the numbers in sequence
NOTES & ADAPTATIONS	<ul style="list-style-type: none">• Once the children know their numbers, instruct them to do this while saying the correct number.• Ask the children which card has more rocks/dots. Ask the children which card has less rocks/dots• Use the dot cards like labels when you are counting objects in other activities• To increase the level of difficulty:

EM 33 “Number Memory Game”

DESCRIPTION	Children pick and match number cards.
MATH SKILL	123 Numbers and Counting
SECONDARY SKILL	Memory
MATERIALS	Number cards
ACTIVITY	<ol style="list-style-type: none">1. Say “Please get into small groups of 4 or 5 children [they should learn how to do this early in the year]. I will give each group some cards with numbers on them. There are two cards of each number. When you get the cards, mix them up and turn them over so you cannot see the numbers. Now mix them up and put them in rows. Take turns turning up TWO cards at a time. If they are the same numbers, and then you get to keep the cards. If the numbers are different, turn them back over and the next child has a turn.”2. Only use the numbers that the children know and/or the numbers that you are studying that week.3. Demonstrate this to the whole class the first time that the game is played.4. Distribute sets of cards to each group. Be sure each group receives sets that include 2 matching cards for each number. No more than 16 cards in all (8 numbers, but could be fewer).5. Walk around and help any groups that are having trouble. When they have matched all the cards, they can mix them up and begin again.
NOTES & ADAPTATIONS	<ul style="list-style-type: none">• Ask the children to say the name of the number when they turn up a matching pair.• At the start of the year the children may find it easier to work in pairs or groups of 3, and to only have 4 or 5 different numbers in their set of cards. Show them to lay the cards out in 2 rows with 4 or 5 cards in each row.• Do this activity with shape cards, colors, and more.

EM 34 “Nature Walk”

DESCRIPTION	Children observe and recognize nature in their immediate surroundings.		
MATH SKILL	□□□ ●●● Sorting and Classification		
SECONDARY SKILL	■●■●■● Patterns		
MATERIALS	Easily available leaves (e.g. jackfruit leaves, mango leaves, banana leaves), rocks, or sticks. Other things to collect and sort: seeds, stones, flowers, insects, etc.		
ACTIVITY	<ol style="list-style-type: none"> 1. Tell the children, “We are going to go talk a walk outside and see what we can find!” 2. Take the children outside and help them all collect leaves from trees or from the ground 3. Once every child has at least one leaf, bring the group back inside the classroom. 4. Start a conversation with the group by holding up a leaf and saying what it looks like: the color, the shape, the texture (how it feels), how it smells, whether it is dry or has been on the ground for a long time. 5. After you have described your leaf, invite a few children to describe their leaves to the whole group. 6. Then invite all of the children to tell a friend about his or her leaf. 7. After they half all talked about their leaf for a few minutes, invite the children to put their leaves together in a pile. If there is a large group of children, they can make several piles of leaves. 8. Then say, “Now we are going to sort the leaves by color!” Invite the children to sort their leaves into piles of different colors. Help the children if they need help. 9. After sorting the leaves by color, mix them up again, and say “Now we are going to sort the leaves by size!” Invite the children to sort their piles by size. Help the children if they need help. 10. After sorting the leaves by size, mix-them up again, and say “Now we are going to sort the leaves by shape!” Invite the children to sort their piles by shape. Help the children if they need help. 11. After doing this, tell the children that they did a great job sorting leaves. 		
LEVEL	BASIC	MIDRANGE	ADVANCED
	<ul style="list-style-type: none"> • Make sure the objects to sort are large. Make sure they are very different in color or size from each other. Start by giving the children only two types of objects to sort through into piles. 	<ul style="list-style-type: none"> • Give children three or more characteristics to sort from. Also allow the children to define their own sorting criteria. Incorporate geometry skills by sorting by characteristics like shape. 	<ul style="list-style-type: none"> • Give children a mix of objects and allow them to choose the sorting criteria. Incorporate measurement skills by sorting by size and weight.
NOTES & ADAPTATIONS	<ul style="list-style-type: none"> • Objects can also be sorted by texture, weight, and any other criteria you or the children choose. • Once the children have thought about their different leaves and different ways that they can sort them, ask the children which way they liked best, then make a chart with the different categories and invite the children to stick 1 leaf each into one of the categories. For example, if the children choose color, you can then ask what different colors the leaves are, make the colors they come up with into a list, such as brown, green, yellow, dark green, light green, orange etc. 		

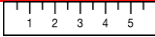
EM 35 “Make Predictions: What Will Dissolve?”

DESCRIPTION	Children predict whether they think an object is going to dissolve or not, and observe what happens in water.		
MATH SKILL	□□□ ●●● Sorting and Classification		
SECONDARY SKILL	Prediction		
MATERIALS	<p>Container(s) for water, assorted substances that will and will not dissolve in water flat basin with the word “dissolves”, tray with the word “does not dissolve”</p> <p>Preparation: Write the words “dissolves” and the word “does not dissolve” on each of the flat basins. Collect materials that will or will not dissolve (e.g. sand, soil, sugar, salt, rocks).</p>		
ACTIVITY	<ol style="list-style-type: none"> 1. Children sit in a circle. Show the children one item. Allow them to touch and explore them. 2. Talk about dissolving (to make sure they understand the concept). 3. Ask, “Does anyone know what the word dissolve means?” Have a discussion about the meaning. 4. Demonstrate with an object that dissolves in water and an object that does not dissolve. 5. Then show the children a new object and ask them to guess whether it will dissolve or not. 6. Ask one child to place the object in the water. Test predictions and observe what happens. 7. Ask the child to place the object in the tray with either the word “dissolves” or “does not dissolve”. 8. Ask another child to pick up another object, and repeat the process. 9. Put the materials in the science corner so that children try this activity on their own during Corner Time. 		
LEVEL	BASIC	MIDRANGE	ADVANCED
	<ul style="list-style-type: none"> • Talk about each item (e.g. what it is, what it is used for) • Ask children to guess what will happen 	<ul style="list-style-type: none"> • Talk about each item. Use vocabulary words: dissolve, solution. When do we need things to dissolve in real-life situations? • After they’ve guessed, help them discuss their observations. Provide vocabulary if necessary • Ask, “Why do you think it will dissolve?” and “Why do you think it will not?” Help them explain their cognitive processes 	<ul style="list-style-type: none"> • Think about what might happen with other liquids besides water • Model writing down observations • Make predictions for other items that are not present
NOTES & ADAPTATIONS	<ul style="list-style-type: none"> • This can be repeated throughout the year with other items • You can also try to dissolve items in different liquids • You can integrate math concepts by charting which group (i.e., “dissolves” or “doesn’t dissolve”) has more or less 		

EM 36 “Growing Plants”

DESCRIPTION	Children grow plants and notice changes over time.		
MATH SKILL	Science		
SECONDARY SKILL	📖 Understanding Print, Patience		
MATERIALS	Seeds (beans, seeds might need to be soaked in water in advance to speed up growing), cups (transparent if possible), soil		
ACTIVITY	<ol style="list-style-type: none"> 1. Say, “Today we are going to plant seeds”. Showing the seed in your hand, ask, “What will happen if we put this seed in the soil?” 2. Ask, “Have you ever seen this done before?” Children fill their cup with soil. 3. Help the children plant a few seeds and water gently. Show them that the top of the seed should remain upward and that the seed can be seen again if the top soil is removed delicately with your finger. Talk about the importance of being gentle with the seeds. 4. Place near sunlight and watch over a few days. Say, “We will come here every day to see what changes take place in the seeds”. 5. Put the plants in the science corner so that children can come observe them during Corner Time. Each day, observe the planted seeds one by one: remove the top soil carefully (and cover it again with soil after the observation). 6. Ask, “What changes do you see? Why are these changes taking place?” Be open to children’s creative opinions. It is more important for them to think creatively than to answer correctly. 		
LEVEL	BASIC	MIDRANGE	ADVANCED
	<ul style="list-style-type: none"> • Talk about water, seeds, growth • Visit the plant each day: • Talk about how it is changing (size, color, shape, etc.). • Ask children to guess what will happen next. • Keep a group observation and prediction journal. Talk about sunlight, stem, soil 	<ul style="list-style-type: none"> • Visit the plant each day: • Talk about where and why we grow plants in the real world. Connect to real-world foods and experiences. • Children can measure changes in the height and color of the plant (using twine, their fingers, etc.). • Help children draw or write their observations in an individual journal. Talk about nutrients, roots, shoots 	<ul style="list-style-type: none"> • Visit the plant each day: • Think about what might happen if you modify ingredients (e.g. too much or too little water; using manure; no sunlight) • Try intentionally over-watering or keeping some plants in the dark. Ask, “Why do you think it did not grow?” • Children draw or write their observations in an individual journal.
NOTES & ADAPTATIONS	<ul style="list-style-type: none"> • If clear cups are not available, fill a plastic bag with wet cotton balls or similar material. Seal well and place near a window. • This can be repeated throughout the year with other seeds or plants. 		

EM 37 “Exploring Rain”

DESCRIPTION	Children search for objects that they see in the ECCD center.		
MATH SKILL		Comparison and Measurement	
SECONDARY SKILL	Prediction, Vocabulary Building		
MATERIALS	Sponges, cotton balls, paper tissue or similar material, small containers, water		
ACTIVITY	<ol style="list-style-type: none"> 1. Children sit in a circle. Say, “Today we are going to listen to a story about rain! Down a steep mountainside in a deep valley next to a village, there was a large, cool, clear lake. The sun became hotter and hotter, and some of the water started to turn into vapor and rise into the air. As it rose higher and higher it began to cool off and form a cloud. The cloud gathered more and more vapor together getting heavier and heavier.” 2. Dip the sponge in some water and pass the sponge around to the children. 3. Say, “Finally they started to get so heavy they couldn’t stay in the air anymore!” 4. Gradually dip the sponge in more water. The children take turns passing the sponge feeling how heavy it is with the water. 5. Say, “Gravity started to pull the droplets down to the earth. At first, they started to fall slowly as rain, drip drop on the plants, and houses...do you think any fell back into the lake?” 6. The children wring out the sponge more and more as they passed it along during the part of the story when it rains. 7. Say, “Then the rain started to fall faster and faster...it was a rainstorm!” 8. Say, “At last the rain began to let up and finally as the last clouds passed the sun came out again.” 9. Repeat the story for the children to act out this time. Start on the floor being the water in the lake, then rising with the vapor, then gathering closer together and feeling “weighty” then tapping on their legs as the raindrops slowly at first and then faster and faster. Finally they all settle back down into the lake. 		
LEVEL	BASIC	MIDRANGE	ADVANCED
	<ul style="list-style-type: none"> • Ask children to guess what will happen in the story. • Ask, “What happens when it rains? How do we know it is going to rain? How does it sound/feel/smell?” • Talk about what happens to the sun, sky or ground when it rains. • Ask, “What do we do when it rains? How do we dress?” 	<ul style="list-style-type: none"> • Talk about each item. Use words like rain, cloud, weather. • Make predictions. Ask, “Why do you think the sponge did not hold any more water?” Help them explain their thinking. • Ask, “What happens when it rains in real life?” After they’ve guessed, help them discuss their observations. 	<ul style="list-style-type: none"> • Model writing down observations • Ask, “What happens when it rains too much or too little?” • Ask, “During which months/seasons of the year do we get rain here?” • Ask, “Was there more water in the lake after that rainstorm? What might happen to that water when the sun comes out again?”
NOTES & ADAPTATIONS	<ul style="list-style-type: none"> • Watch the weather and talk about different kinds of clouds the children see. On a rainy day, connect this to the activity. 		

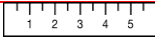
EM 38 “The Food We Eat”

DESCRIPTION	Children discuss the characteristics of fruit that they are familiar with.		
MATH SKILL	□□□ ●●● Sorting and Classification		
SECONDARY SKILL	Vocabulary Building		
MATERIALS	Apples or other fruit with seeds, knife		
ACTIVITY	<ol style="list-style-type: none"> 1. Children sit in a circle. Say, “Let’s talk about something delicious today. We are going to learn about apples [or any other fruit].” 2. Show the children the whole fruit. Ask questions like: Who here has ever eaten an apple? 3. What does it taste like? 4. What shape and color is it? 5. Let them watch you cut the fruit open. Ask questions like: What does it taste like? 6. What do you see inside? 7. What do you think it feels like? 8. Say, “Now we are going to talk about the fruit before we eat it!” Ask questions depending on the levels of the learners. 9. Pass pieces out to children to taste the fruit. 		
LEVEL	BASIC	MIDRANGE	ADVANCED
	<ul style="list-style-type: none"> • Ask questions about the apple components (skin, seeds, stem, etc.): “What do you see? What do we use apples for?” • Provide vocabulary, like “seed,” “fruit,” etc. 	<ul style="list-style-type: none"> • Help them remove the seeds from their slice and count them. Ask questions like: • “Does everyone’s piece have the same number of seeds? Why?” • Ask questions comparing the apple to other fruit they know: • “How is an apple similar/different to a pear?” • Help them discuss their observations. 	<ul style="list-style-type: none"> • Ask questions to encourage observations without expecting correct answers: “Why do fruits have skin?” • Ask questions about predictions: • “What will happen if we plant the seeds? How do we know when an apple is ripe?” • Model writing down observations • Children can keep a list of how many seeds are in each piece.
NOTES & ADAPTATIONS	<ul style="list-style-type: none"> • Children do not need to provide accurate answers. • This can be repeated many times with different fruits. Keep your observations in a notebook so that you can look back and compare the foods to each other. • You can repeat this activity if you give fruit during snack time. Ask, “What is it? How do we know?” • If you have already done the Growing Plants activity, talk about these seeds and what you grew. How are these the same or different? What do they need to grow? Do the plants grow fast or slow? Do the foods grow on a tree or from the ground? 		

EM 39 “Making Bubbles”

DESCRIPTION	Children explore how to make bubbles and discuss their observations about the bubbles.		
MATH SKILL	□□□ ●●● Sorting and Classification		
SECONDARY SKILL	Vocabulary Building		
MATERIALS	Soap powder, water, tub, straw to blow through, sticks, spoons, other utensils, string, etc.		
ACTIVITY	<ol style="list-style-type: none"> 1. Children sit in a circle. Say, “Let’s talk about soap! Who has soap at home? What do we use soap for?” 2. Say, “Here is some soap and a tub of water”. Ask, “What do you think will happen if we mix soap and water?” 3. Say, “Let’s mix and stir and talk about what you see”. Let the children mix the soap and water. Ask, “What happened? Why?” 4. Ask, “What do you think will happen if we touch the bubbles?” 5. Ask for a volunteer child to wet her/his hands. Make a big bubble for the child to touch with wet hands. Ask, “What happened?” 6. Ask the children, “Now what do you think will happen if we touch the bubbles with dry hands?” 7. Ask for another volunteer child with dry hands. Make another big bubble for child to touch with dry hands. Ask, “What happened? Why?” 8. Help the children take turns making bubbles with different tools (straw, spoon, hands). 9. Ask questions below depending on the level of the learners. 		
LEVEL	BASIC	MIDRANGE	ADVANCED
	<ul style="list-style-type: none"> • Ask questions about the appearance of the bubbles: • “What do you see?” • “What happens to the bubbles?” • “What color are the bubbles?” • Provide vocabulary, like “shiny”, “bubbly”, “round”, “pop”, etc. • Ask questions about soap: • “Where do we find soap in our homes?” • “When do we use soap in real life?” • “Why do we use soap?” 	<ul style="list-style-type: none"> • Ask how questions: • “How can you make bigger bubbles?” • “How can you make smaller ones?” • “How can you make more?” • “How can you make less?” • Ask prediction questions: • “What happens if you stir the water with something big or small?” • “What if you blow in the soap water with a straw?” • Help them discuss their observations. Provide vocabulary. 	<ul style="list-style-type: none"> • Ask questions about the properties of bubbles: • “What do the bubbles look like?” • “What is there shape?” • Introduce new vocabulary like sphere, transparent, looks oily, etc. • Ask questions about how bubbles form: “How do you think bubbles are made?” Explain that bubbles form when air goes inside water. • Model writing down observations.
NOTES & ADAPTATIONS	<ul style="list-style-type: none"> • Continue the activity with an exercise on proper hand washing. • This can be repeated many times with different items. This activity, Will it dissolve, and other activities that involve mixing substances or putting them in water, all tie together and can be repeated or combined to extend lessons and conversations. 		

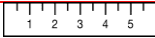
EM 40 “Fill It!” ①

DESCRIPTION	Children fill a container using a smaller container to learn about measurement and volume.		
MATH SKILL	 Comparison and Measurement		
SECONDARY SKILL	Estimation		
MATERIALS	A ladle, spoons, a cup, a bowl, a bucket of water		
ACTIVITY	<ol style="list-style-type: none"> 1. Say, “We are going to play a game called Fill It! We are going to see how long it takes to fill different containers.” 2. First, gather a spoon, a cup, and a bucket of water and ask the children “Which can hold more water: a spoon or a cup?” They will answer that a cup can hold more water. 3. Say, “Let’s see how many ladles of water it takes to fill the cup.” Let the children take turns dipping the spoon into the bucket and pouring the water into the cup. Make a tally on the board of the ladles and count them at the end. 4. After filling the cup, thank all of the children for helping and ask, “Which can hold more water: a cup or a bowl?” and hold up the cup and the bowl. They will answer that a bowl can hold more water. 5. Say, “Let’s see how many cups of water it takes to fill the bowl.” Let the children take turns dipping the cup into the bucket and pouring the water into the bowl. Help the children count the number of cups. Make a tally on the board of the ladles and count them at the end. 6. Repeat this again, using different combinations of the containers. 		
LEVEL	BASIC	MIDRANGE	ADVANCED
	<ul style="list-style-type: none"> • Count aloud together as you draw the tally on the board. 	<ul style="list-style-type: none"> • Children can lift each of the containers when they are full and compare how heavy or light they are. • Ask the children to guess how many spoons fit into the cups or how many cups fit into the bowls. They can write down their prediction in their notebooks and then check how close their guess was to the correct answer at the end. 	<ul style="list-style-type: none"> • Count your tally marks. • Advanced learners can use spoons instead of ladles or larger containers instead of a cup or bowl. • Use a string to measure the height and width of the objects you fill. • Compare containers of different heights, but that hold the same volume, or different volumes but the same height
NOTES & ADAPTATIONS	<ul style="list-style-type: none"> • You can make a chart that notes how many spoonful’s it takes to fill: a cup, a bowl, and the bucket. Then how many cups it takes to fill: a bowl, a bucket, and so on. • Instead of water, use sand, dirt, seeds, rice grains (uncooked) or some other material. • Children can also do this on their own once they have learned how with the facilitator’s help. 		

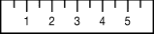
EM 41 “Do You See What I See?”

DESCRIPTION	Children guess which specific block the facilitator has in mind by asking “yes” or “no” questions relating to the blocks’ attributes (e.g. shapes, sizes, color).		
MATH SKILL	□□□ ●●● Sorting and Classification		
SECONDARY SKILL	🔊 Understanding Words and Sounds		
MATERIALS	Colored blocks or books (all blocks or books should be different colors and shapes) Preparation: Explain the game to the parent volunteer.		
ACTIVITY	<ol style="list-style-type: none"> 1. Children sit in a circle. Place several blocks in a variety of colors and shapes in the middle of the circle. 2. Ask the parent volunteer to select a block in her/his mind but not tell anyone which block it is. 3. Say, “We are playing a fun game today. The parent is thinking about one block and we need to guess which one it is. To find out, we can only ask ‘yes’ or ‘no’ questions about the blocks’ shapes, sizes, color, sides, corners. Let’s try!” 4. Ask the parent volunteer a ‘yes’ or ‘no’ question about the block: “Is this a blue block?” The parent volunteer should answer. 5. Then ask the parent volunteer a question like, “What is the color of the block?” The parent volunteer should not answer. 6. Ask the children “why isn’t he/she saying anything?” Listen to children’s answers. Then explain, “We asked a question where the answer was not ‘yes’ or ‘no’. That’s why the parent did not answer. The question has to be answered in a ‘yes’ or ‘no.’” 7. Go around the circle and have each child ask a ‘yes’ or ‘no’ question to the parent. 8. If the answer to a question is no, children will remove blocks which cannot be the mystery block. Continue until the mystery block has been identified. 9. Once the children have guessed which block it is, repeat the game but where you, the facilitator, can pick the block in your mind. Say, “I’m thinking of one of these blocks. Who has a ‘yes’ or ‘no’ question for me?” Continue playing for 15 minutes or until the children are lose interest. 		
LEVEL	BASIC	MIDRANGE	ADVANCED
	<ul style="list-style-type: none"> • Place blocks of only three or four different colors or shapes for the children to guess from. • This activity can be done with a mix of single objects that are very different from each other (e.g. one block, one doll, one cup, one cushion, etc.) Place blocks of only five or more different colors or shapes for the children to guess from. 	<ul style="list-style-type: none"> • Place a mix of objects and include a few that are more similar (e.g. two or three dolls that are slightly different) • Place objects that are more similar (e.g. several of the same color, shape, size, type, etc.), like several types of crayons, different books, etc. 	<ul style="list-style-type: none"> • Children will need to guess more subtle differences (e.g. does it have a rabbit on the cover, etc.)
NOTES & ADAPTATIONS	<ul style="list-style-type: none"> • Children can take turns being the leader: they can choose the mystery object and whisper to the facilitator which one it is. They can then respond to questions from other children in class. 		

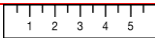
EM 42 “Concoctions”

DESCRIPTION	Children create their own mixtures from locally available ingredients and items.		
MATH SKILL		Comparison and Measurement	
SECONDARY SKILL	Vocabulary Building		
MATERIALS	A variety of containers (clear is best), small shovels, large spoons or other scooping containers. Three different items to mix, e.g. kitchen-type items (cooking oil, flour, vinegar, whatever is accessible) or outdoor-type items (sand, dirt, twigs, leaves)		
ACTIVITY	<ol style="list-style-type: none"> 1. This is a good activity to do once the other mixing activities have been done. Children will have learned relevant vocabulary and about making and testing predictions. 2. Children sit in a circle. Say, “Let’s take a look at these containers. You can use them to mix any items you want to make “concoctions”. Let’s try it out and see what happens.” 3. Let the children choose their containers and allow them to choose from three items to mix. 4. This activity allows children to freely experiment with different items and observe what happens. 5. Once the activity is over, put the materials in the science corner so that children try this activity on their own during Corner Time. 		
LEVEL	BASIC	MIDRANGE	ADVANCED
	<ul style="list-style-type: none"> • Talk about the items to be mixed: “What it is, what it is used for, where does it come from?” • Ask, “How does it look, feel, sound, smell?” • Talk about making predictions: “What do you think will happen if...?” • Watch and discuss what happens when the items are mixed and discuss observations. 	<ul style="list-style-type: none"> • Help children make guesses and then test their guesses. This is an “experiment.” • Help them discuss their observations. Provide vocabulary if necessary. Draw pictures of what you see. • Ask, “Why do you think it will do that?” and “why do you think it did not ___?” or “how did you know that was going to happen?” – help them explain their thinking processes. 	<ul style="list-style-type: none"> • Talk about volume. Ask: “How much will fill different containers?” • Watch and discuss what happens when the items are mixed. “Why does this happen (e.g., oil and water do not mix)?” • Talk about making “recipes” for their concoctions. If they write down what they did/added, could someone else repeat it? Try it • Model writing down observations
NOTES & ADAPTATIONS	<ul style="list-style-type: none"> • This activity works best if you present fewer options at a time, rather than all of them at once. Some children tend to get overwhelmed. They will actually work and experiment longer if items are presented in small batches (2 or 3 at a time). • Encourage children to use vocabulary from earlier sessions, such as heavy and light, dissolving. • This can be repeated many times with different items. This activity and other activities that involve mixing substances or putting them in water all tie together and can be repeated or combined to extend lessons and conversations. 		

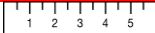
EM 43 “Go Touch!”

DESCRIPTION	Children search for objects that they see in the ECCD center.
MATH SKILL	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> ●●● Sorting and Classification
SECONDARY SKILL	■●■●■● Patterns,  Comparison and Measurement, Δ Geometry
MATERIALS	None
ACTIVITY	<ol style="list-style-type: none">1. Tell the children, “We are going to play a game called Go Touch. I will tell you to touch something and you will go touch it as quickly as you can!”2. Tell the children to touch something that has one particular characteristic. For example: go touch something yellow, something big, something hard, something square, something rough, something smooth, something orange, etc.3. If the children need help finding an object that meets the criteria, help them.4. Do this several times, until you have been playing for 15-20 minutes or until the children lose interest.
NOTES & ADAPTATIONS	<ul style="list-style-type: none">• Try this game outside.• Give the children two or more characteristics to look for together. For example, “Touch something that is round and yellow!”

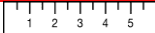
EM 44 “Same or Different?”

DESCRIPTION	Children practice noticing if things are the same or different in this sorting activity.
MATH SKILL	□□□ ●●● Sorting and Classification
SECONDARY SKILL	 Comparison and Measurement
MATERIALS	Sticks, rocks, leaves, containers
ACTIVITY	<ol style="list-style-type: none"> 1. To prepare, create containers filled with a few matching objects (for example, one with a few rocks, one with a few sticks, and one with a few leaves) before class. 2. Take the children outside to collect more of these objects (in this example they would collect more sticks, rocks, and leaves). 3. Say, “We are going to play a game where you decide whether two things are the same or different. I have three containers and you are going to help me by adding more things to these containers. You will decide what goes where!” 4. Help the children to sort the items they collected by putting them in the correct container. Ask, “Is this [the object they are holding, such as a leaf] the same as that [an object in the container, such as a rock]?” If they correctly identify that it is the same they can put it in the container. If they do not get it correct ask them to look in each container and tell you which items they think are most like the item they are holding. If they still don’t know which one explain why you think it goes in one particular container and not in another one. 5. Walk around the room and help the children that need assistance. If the children have sorted their items whilst the other children are still sorting let them help the other children, or collect more items from outside.
NOTES & ADAPTATIONS	<ul style="list-style-type: none"> • Other things to collect and sort: seeds, stones, flowers, insects, beads, beans, bottle caps, toys, blocks, etc. • This exercise can incorporate measurement skills by sorting by characteristics like size and weight. • This exercise can incorporate geometry skills by sorting by characteristics like shape. • This can be a small group activity or can be used for clean up after another activity.

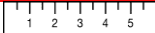
EM 45 “Exploring a Tree”

DESCRIPTION	Children notice and record the attributes of a tree in the schoolyard.		
MATH SKILL		Comparison and Measurement	
SECONDARY SKILL	Vocabulary Building		
MATERIALS	A tree, paper, pencil, twine, drawing materials (crayons, markers, or colored pencils)		
ACTIVITY	<ol style="list-style-type: none"> 1. Say, “We are going to do an exploration of a tree. Do any of you have a favorite tree outside that you like to play near?” 2. Let the children answer, if they have a favorite tree, go outside to that one. If not, choose any tree that is nearby and safe for the children to stand by. 3. Say, “We are going to learn all about the tree. First, let all touch the trunk of the tree. How does it feel?” 4. Write down their answers. They may say that it (the bark) is smooth or rough. 5. Ask them more questions about the tree, such as: the color of the trunk, the color of the leaves, the feel of the leaves, the number of branches, the smell of the trunk, the smell of the leaves, the shape of the leaves, whether the tree is short or tall, how wide the trunk is (use the string to measure), etc. Facilitator can record all of the answers on a sheet of paper. 6. Once you have explored the tree, take the children back inside (or do this outside if it is safe) and let them draw the tree. 		
LEVEL	BASIC	MIDRANGE	ADVANCED
	<ul style="list-style-type: none"> • Collect leaves, bark and twigs and press them into clay or mud. Or, place them underneath a piece of paper, and rub with the side of a crayon against the piece of paper. The texture of the leaf or bark should appear on the page. • Discuss what things come from trees. Talk about how other living things (animals and bugs) use trees. 	<ul style="list-style-type: none"> • Count the tree branches. Make a tally mark on a piece of paper or the chalkboard for every branch. • Measure the trunk of two or more trees with twine and compare which tree is wider. • Go around the classroom and find things made from trees. Talk about and how it feels and looks. 	<ul style="list-style-type: none"> • Ask the children to guess what the tree will look like in many years to compare the differences between a younger and older tree. • Help the children measure the trunk of the tree from the bottom using a twine or their hands or anything else you can think of. • You can draw the tree as a class and write down the measurements on the drawing.
NOTES & ADAPTATIONS	<ul style="list-style-type: none"> • Explore other trees and compare their attributes. • Cut out pictures of trees at home and put them in a class book • Explore other items outside (flowers, plants, fruit, etc.). 		

EM 46 “Day and Night”

DESCRIPTION	Children record the differences between day and night.
MATH SKILL	 Comparison and Measurement
SECONDARY SKILL	☺ Talking and Listening
MATERIALS	Paper, markers or other drawing materials
ACTIVITY	<ol style="list-style-type: none">1. Either on a big piece of paper, several smaller pieces of paper stuck together, or on the black board, make a big chart with two boxes. At the top of one box writes ‘DAY’ and draw a picture of a sun, and at the top of the other box write ‘NIGHT’ and draw a picture of the moon.2. Tell the children, “Today we are going to talk about day and night. You are going to tell me what daytime is like, and also what nighttime is like and how they are different.”3. Ask, “First, what does day look like?” They may answer that day is light or it is bright. Then ask the same question about night. As they answer write their answers down on the chart.4. Next, ask, “What does day feel like?” They may answer that day is warm. Then ask the same question about night.5. Next ask, “What can you see in the sky during daytime?” They may answer that you can see the sun and clouds during day. Then ask the same question about night.6. Next ask, “What does day sound like?” They may answer that day is loud. Then ask the same question about night.7. Next ask, “What do you do during the day?” They may answer that they play and learn and eat during the day. Then ask the same question about night, they may answer that they sleep at night.8. Write all of their answers on the chart or blackboard.9. To finish, repeat back what they told you about the day and then what they told you about the night, invite half of the class to make a drawing about the day and the other half to make a drawing about the night.
NOTES & ADAPTATIONS	<ul style="list-style-type: none">• Make a book about day and night using the chart and the children’s pictures.• Do this sort of comparison activity with other things like dry season and wet season, or at home and at school.

EM 47 “The Heaviest Rock”

DESCRIPTION	Children learn about weight by deciding which rock is heavier using a bucket of water.
MATH SKILL	 Comparison and Measurement
SECONDARY SKILL	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> ●●● Sorting and Classification
MATERIALS	Rocks of various sizes, bucket or container (preferably clear), water
ACTIVITY	<ol style="list-style-type: none"> 1. Say, “We are going to look at rocks and decide which one is heavier.” 2. Show the children some rocks. Let them pick them up and feel them. 3. Ask, “Do you know what heavy is? Which rock do you think is the heaviest?” 4. They may not understand. Explain “When something is heavy, it is hard to carry. For example, this chair is heavy. I can move it, but I can’t carry it for a long time. Can you pick up this chair?” 5. Choose a child to try to pick up the chair. The child will have difficulty. Explain that it is hard to lift because it is heavy. [You can add another example, instead of a chair, if you like. For example, a bag of rice or a bag of potatoes.] 6. Now give that child a rock. Explain that it is easier to carry because it isn’t as heavy. Explain that big things are usually heavier than little things, but sometimes it is hard to tell which thing is heavier if they are the same size. 7. Show the children the rocks again. Say, “Now we are going to see which rocks are heavier than others. We will gently drop two rocks into the bucket at the same time. The one that touches the bottom of the bucket first is the heavier one because the water can’t hold it up as well.” 8. Gently drop two rocks into the bucket at the same time and watch them sink. Note which one was the heavier. Make sure that the children can see them sink. 9. Try this with lots of different rock combinations.
NOTES & ADAPTATIONS	<ul style="list-style-type: none"> • Try this activity with different objects, like blocks. • Try this activity again but instead of using water, let the children hold a rock in each hand and let them decide which is heavier. • Children can do this on their own in the math corner or in the sand and water corner (if the class has one). • Choose a master rock to measure the other rocks against. Then create a chart with 3 boxes – heavier, the same and lighter and have the children measure the different items against the ‘master’ rock and place them on the chart according to their relative weight. • Create a chart with heaviest, medium and lightest and see if the children can categorize different items and place them in one of the 3 boxes based on their relative weight.

EM 48 “Collage of the Human Body”

DESCRIPTION	Children create the human body out of a collage of geometric shapes.		
MATH SKILL	△ Geometry		
SECONDARY SKILL	Vocabulary Building		
MATERIALS	Large geometric shapes (circles, rectangles, squares, triangles, etc.), paper for each child		
ACTIVITY	<ol style="list-style-type: none"> 1. Children sit in a circle. Say, “We are going to explore the human body today. Let’s start with our face. What shape is our face?” 2. Place the shape for all the children to see. It can be any shape the children choose: circle, square, oval, rectangle – any shape. 3. Say, “Now what is on our faces? That’s right, we have eyes. What shape shall we use for our two eyes?” Place the shape on the circle. 4. Ask, “What do we need our eyes for?” 5. “Now what comes next? Yes, the neck. What shape is our neck? Place the shape below the circle. 6. Ask, “What do we need our necks for?” 7. Continue with all the parts of the body and focus on the function of different parts of the body. 8. “Now it’s your turn to try!” 9. Follow the instructions below depending on the children’s level. Encourage children to use different shapes from each other (e.g. the eyes can be circles, triangles, lines, squares or any other shape). 10. Once the children have finished, talk about similarities and differences between their collages, and discuss how unique each one is. 		
LEVEL	BASIC	MIDRANGE	ADVANCED
	<ul style="list-style-type: none"> • Focus on more obvious parts of the body (e.g. head, eyes, arms, legs) • Give each child a piece of paper with a geometrical figure of the human body drawn on it. Give children the shapes to fill in the human body. 	<ul style="list-style-type: none"> • Introduce smaller parts of the body (e.g. elbows, belly button, fingers) • Give children a blank piece of paper. Children pick their own shapes and independently make their own human body without the help of a drawing (e.g. with oval or square faces, etc.) 	<ul style="list-style-type: none"> • Introduce detailed parts of the body (e.g. tongue, nails, eye lashes) • Encourage children to use more complex shapes to represent the body (e.g. semi-circles for the ear, and oval for the body, etc.)
NOTES & ADAPTATIONS	<ul style="list-style-type: none"> • Take the children on a nature walk and ask them to collect leaves, twigs, anything else they can find. Then guide them to recreate the human body from the objects they found. • Make an outline of a real child on a large piece of paper and then decide what geometrical shapes or natural objects can be placed on the outline to recreate the human body. • Use geometrical shapes to make a collage of any other animal or plant that is being studied. 		

EM 49 “Stick Shapes”

DESCRIPTION	Children make shapes using sticks, pebbles, beads, or some other material.
MATH SKILL	△Geometry
SECONDARY SKILL	123 Numbers and Counting , ■•■•■• Patterns
MATERIALS	Shape cards, sticks (or toothpicks, beads, pebbles, bottle caps, shells etc.)
ACTIVITY	<ol style="list-style-type: none">1. Give each child a card or a piece of paper with the shape that the children are focusing on that day drawn onto it clearly.2. Next, draw the shape on the board and say its name.3. Show the children how to trace the shape with their fingers. Describe the shape, making note if it has straight lines, curves, or angles.4. Next, give each 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.5. Let them try to do this with different types of materials. For example, if they make a square out of sticks first, let them make a square out of pebbles or rocks next.6. After they have done this a few times, congratulate them on learning about that shape
NOTES & ADAPTATIONS	<ul style="list-style-type: none">• For an outside activity, trace a very large version of the shape in the ground using a stick. Have the children work together to trace the shape using rocks, big sticks, or their own bodies (everyone stands on the line to make the shape).• Ask the children to collect the materials that you will use to make the shape. Consider letting them choose which materials from outside would be most helpful for making the shape that is drawn on their paper. Encourage them to think about the width and length and shape of the materials they might want to use in comparison to the shape that is drawn on their paper. Let them take their papers outside to help them find a good match.

EM 50 “Obstacle Course”

DESCRIPTION	Use a variety of outdoor objects to create an obstacle course for the children to run around.
MATH SKILL	△Geometry
SECONDARY SKILL	Gross Motor
MATERIALS	Miscellaneous Outdoor Objects
ACTIVITY	<ol style="list-style-type: none">1. Use a variety of outdoor objects to create an obstacle course for the children to run around, in between, above, below, to the side, etc.2. Explain the course to the children, making sure to emphasize the direction.3. Have the children run around one way, then have them do the course in reverse.4. Older children may enjoy having the facilitator time them, or they can race each other.
NOTES & ADAPTATIONS	<ul style="list-style-type: none">• Children may enjoy setting up their own obstacle course after they have used the one set up by the facilitator. Younger children will have difficulty following the “course” correctly but will use their bodies in an enjoyable way. Possible pair up younger and older children to do the course together.

EM 51 “Knock Down the Bottles”

DESCRIPTION	Children roll a ball and knock down empty bottles.
MATH SKILL	123 Numbers and Counting
SECONDARY SKILL	Gross Motor
MATERIALS	Empty water bottles with water or sand or gravel in bottom (10) per small group
ACTIVITY	<ol style="list-style-type: none">1. Children work in pairs or small groups2. Each child takes a turn rolling ball to knock down bottles3. One child not rolling sets up the bottles for another child who is rolling4. Each child gets three turns to knock down all bottles5. Switch turns
NOTES & ADAPTATIONS	<ul style="list-style-type: none">• Ask children how many bottles have been knocked down and how many remain standing.• Use balls of different sizes and ask children which ball is best for knocking down the bottles.

EM 52 “Number Jumping Game”

DESCRIPTION	Children step around and find numbers.						
MATH SKILL	123 Numbers and Counting						
SECONDARY SKILL	Gross Motor						
MATERIALS	Chalk						
ACTIVITY	<ol style="list-style-type: none"> 1. The teacher supports the children to get into groups of 10 children. For each group the teacher draws a table with three-squares on the ground with chalk (in class) or in the dirt (outdoors). In each square, put one number. For example: <table border="1" style="display: inline-table; margin-left: 20px;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">3</td> </tr> </table> 2. Then explain to the children the rules for the game. Say “We will now play a game. Each one of you will step on each number in the block as you cross them. When you manage to step on the number in the square, instead of on the border, you will say the number out loud.” 3. Demonstrate by stepping into the first square and saying the number (“ONE!”), then jump to the next square and say the number (“TWO!”), then jump to the final square and say the number (“THREE!”). 4. Allow all children to participate. Compliment children who can do it and encourage those who are unable to try again. 5. Over time, make sure to mix up the numbers (for example: 2, 1, 3) so that children are not just reciting them from memory. 6. Do this for 15-20 minutes or until the children lose interest. 	1	2	3			
1	2	3					
NOTES & ADAPTATIONS	<ul style="list-style-type: none"> • Children can take turns being the leader: they can choose the mystery object and whisper to the facilitator which one it is. They can then respond to questions from other children in class. • Add more numbers over time so that it becomes a four-square table, or five, or longer. Do this as the children learn new numbers. For example: <table border="1" style="display: inline-table; margin-left: 20px;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">4</td> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">5</td> <td style="width: 20px; height: 20px; text-align: center;">6</td> <td style="width: 20px; height: 20px; text-align: center;">3</td> <td style="width: 20px; height: 20px; text-align: center;">7</td> </tr> </table> • Increase the level of difficulty. For example, children can look upwards as they try to step on each block or they could jump and hop on the numbers. • Ask the children to point out where else they can see these numbers in the classroom. Ask the children to identify the numbers 	4	2	5	6	3	7
4	2	5	6	3	7		

EM 53 “Let’s Act Out Shapes”

DESCRIPTION	Children make shapes using their bodies.
MATH SKILL	△Geometry
SECONDARY SKILL	Gross Motor
MATERIALS	None
ACTIVITY	<ol style="list-style-type: none">1. First, say “We are going to use our bodies to make shapes! I will draw a shape on the board and then we will find different ways to make this shape with our bodies.”2. Draw a shape on the board. For example, a square.3. Next say, “Let’s make a [insert shape] with our hands!” Show the children how to make the shape using their fingers or hands.4. Next say, “Let’s make a [insert shape] with our bodies!” Show the children how to lie on the floor in a way that makes that shape (or as close to it as possible).5. Next say, “Let’s all work together to make a [insert shape] with all of our bodies put together!” Direct the children so that they all lay down on the floor to make a big version of the shape.
NOTES & ADAPTATIONS	<ul style="list-style-type: none">• Do this for each of the shapes over time.• This can also be done in small groups instead of as one big class shape. When using small groups, it may be helpful to invite some of the children to see the shape by standing above the children who are lying down.• Ask the children to get into pairs, they will work together - helping each other, to try to find different ways to make the same shape with their bodies. After letting the children try to make the shapes for 5-10 minutes, ask all the children to come back together and invite some of the pairs to show the other children one of the different ways that they made the shape with their bodies. Invite the other children to copy the way the pair did it.

EM 54 “Mingle Mingle!”

DESCRIPTION	Children move around and form groups in this game.		
MATH SKILL	123 Numbers and Counting		
SECONDARY SKILL	Following instructions		
MATERIALS	None		
ACTIVITY	<ol style="list-style-type: none"> 1. Say, “We are going to play a game called Mingle Mingle! When I say Mingle Mingle, you walk around the room and say hi to your friends. Keep moving! Then I will say a number,, and you will have to get into groups of that number as quickly as you can! For example, if I say ‘3’, you get into groups of three. Ready?” 2. Say, “Mingle Mingle!” and let the children walk around and say hi to their friends for a short while. 3. Then say, “Two!” and watch as the children find a friend and stand by them. They should all be in pairs. If some children did not understand, help them. 4. Say, “Mingle Mingle!” again and let them walk around again for a short while. 5. Then give another instruction, like “Three!” They should form groups of three. 6. Then say “Mingle Mingle!” again and after a little while give another instruction. 7. Do this several times, until 15-20 minutes have passed or the children lose interest. 		
LEVEL	BASIC	MIDRANGE	ADVANCED
	<ul style="list-style-type: none"> • Match newcomers and multi-language learners with acclimated students. 	<ul style="list-style-type: none"> • Show number card. • Show Dot card with amount on it. 	<ul style="list-style-type: none"> • Show digit card without saying the word.
NOTES & ADAPTATIONS	<ul style="list-style-type: none"> • Do this activity with the yard where the children have outdoor play. • This activity can be used to form groups for small group activities. 		

EM 55 “Let’s Move!”

DESCRIPTION	Children recognize, construct, and extend patterns in motion by creating body movement patterns.
MATH SKILL	■●■●■● Patterns
SECONDARY SKILL	Gross Motor
MATERIALS	None
ACTIVITY	<ol style="list-style-type: none"> 1. Ask children to sit in a circle then say, “Now we will play a game called ‘Let’s Move!’. Let’s use our bodies to make fun patterns. See if you can recognize the patterns I’m making and then follow them.” 2. Demonstrate a simple pattern such as: clap – put hands in lap – clap – put hands in lap – clap, etc. Do this slowly. 3. Now say, “Can you all do this along with me?” 4. Encourage the children to clap then put their hands in lap at the same time as you. Do this slowly so that the children understand. 5. Continue the same pattern for a while - until all the children seem to understand—then stop them and say that you are going to change the pattern. 6. Have everyone stand up then try this pattern: run—stop—run—stop. 7. Invite the children to play along. 8. Do this for a while—until the children seem to understand—then stop them and say that you are going to change the pattern.
NOTES & ADAPTATIONS	<ul style="list-style-type: none"> • When children get good at simple movement patterns, make the patterns increasingly more difficult: for example: clap, touch your toes, touch your head, clap touch your toes, touch your head etc. Then as they get the hang of 3 step patterns make them even more difficult, for example: clap, touch toes, clap, touch head, clap, and hands in lap. • Do this activity but have the children stand and do more active movements like: “jump – clap – jump – clap” or “jump – sit – clap – stand – jump – sit – clap - stand” or “turn around in a circle – sit – stand – clap – clap, turn around in a circle – sit – stand – clap – clap.” • Other actions children can perform: put hands in the air, stretch out legs, hands on knees, stomp foot, pat belly, shake your hands with a friend, etc. • When the children are familiar with this game you can invite children to volunteer to lead a simple movement pattern themselves.

EM 56 “Counting Cups” 1

DESCRIPTION	The teacher places cups with number labels in order and children place the corresponding number of items into the cups.		
MATH SKILL	123 Numbers and Counting		
SECONDARY SKILL	Fine Motor		
MATERIALS	Cups, number line, pebbles (or toothpicks, beads, bottle caps, shells etc.)		
ACTIVITY	<ol style="list-style-type: none"> 1. Label cups with different numbers 2. Place the cups in order 3. Demonstrate how to place the 3 pebbles into the cup labeled “3” by counting aloud 4. Give the children a large quantity of pebbles (or other item) to place in the cups 		
LEVEL	BASIC	MIDRANGE	ADVANCED
	<ul style="list-style-type: none"> • Make labels with numerals as well as pictorial representation (such as dots) of the number. • Example: 3 * * * 	<ul style="list-style-type: none"> • Only write numerals. 	<ul style="list-style-type: none"> • Child organizes the cups in order themselves (using a number line as a reference), then puts the items in the cups.
NOTES & ADAPTATIONS	<ul style="list-style-type: none"> • Children can count the objects together in language of instruction and mother tongue. 		

EM 57 “Shape Animals” 1

DESCRIPTION	Children search for objects that they see in the ECCD center.		
MATH SKILL	△Geometry		
SECONDARY SKILL	Fine Motor		
MATERIALS	Cardboard shapes		
ACTIVITY	<ol style="list-style-type: none"> 1. Say, “We are going to make animals using these shapes. We will make a dog together (or any animal that is familiar to the children) and then you will make a dog on your own.” 2. Before creating the animal figure, show the children each shape and ask them to identify it. Say “This shape will be the dog’s ear. What shape is this?” 3. After the animal figure is completed as a group, children will recreate the animal using their own set of cardboard shapes. 		
LEVEL	BASIC	MIDRANGE	ADVANCED
	<ul style="list-style-type: none"> • Children place the shapes on top of the already completed animal figure 	<ul style="list-style-type: none"> • Children place the shapes next to an already completed animal figure 	<ul style="list-style-type: none"> • Encourage the children to create new animal figures with the shapes
NOTES & ADAPTATIONS	<ul style="list-style-type: none"> • Draw shapes and cut them in 2-6 pieces. Children put them together to recreate the shape. • Child can practice writing out the animal’s name on a piece of paper once they complete the puzzle 		

EM 58 “Sorting by Senses” 1

DESCRIPTION	Without looking at the object, children match items that feel the same.		
MATH SKILL	□□□ ●●● Sorting and Classification		
SECONDARY SKILL	Vocabulary Building		
MATERIALS	Box, items of different textures (pebbles, buttons, sticks, etc.)		
ACTIVITY	<ol style="list-style-type: none"> 1. Place a variety of items into a box. Say “We will be matching items that feel the same.” 2. Pick one item and ask the children, “What does this item feel like? Is it hard or is it soft?” Ask the children to feel the item without looking. 3. Pick another item from the box and ask them to feel it without looking. Ask them “Is the item hard or soft? Are these two items a match?” 4. Continue matching similar textures 		
LEVEL	BASIC	MIDRANGE	ADVANCED
	<ul style="list-style-type: none"> • Provide only two or three types of items to sort. 	<ul style="list-style-type: none"> • Provide four or more items to sort. 	<ul style="list-style-type: none"> • Children can go around the room and sort items based on a set criteria (go and find things around the room that are smooth/rough, etc.)
NOTES & ADAPTATIONS	<ul style="list-style-type: none"> • Sort by similar sounds or smells 		

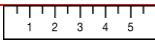
EM 59 “The Pattern of Our Day”

DESCRIPTION	Children observe and record the pattern their daily routine takes.
MATH SKILL	■●■●■● Patterns
SECONDARY SKILL	😊 Talking and Listening
MATERIALS	Paper, markers
ACTIVITY	<ol style="list-style-type: none">1. Say, “Now we are going to talk about our days. What is the first thing we do each day?”2. Let the children respond. They may say, “We wake up!” or “We eat breakfast!”3. Write their answers on the board.4. Then ask “what’s the next thing we do?”5. Continue prompting the children to list what they do during the day. With questions such as “and where do we go after that?” or “what do we do once we get to our ECCD?” or “what happens after ECCD?” etc. They may say that they wake up,, walk to school, play and learn, take porridge, play and learn, go home, play and help mom, eat dinner, and go to sleep.6. Once they have suggested their daily activities and you have written them on the board, let the children make a small book of their day. Let them draw a picture for each part of their day.7. Help the children write text about what they are doing (if possible) and then assemble the pages into a book for each child.
NOTES & ADAPTATIONS	<ul style="list-style-type: none">• If you use a daily routine in your classroom (highly recommended) do this activity but record the daily classroom activities, such as corner time, outdoor play, snack, reading time, lunch, etc.





EM 60 “Shape of the Week”

DESCRIPTION	Children learn about one shape over the course of a week.
MATH SKILL	△Geometry
SECONDARY SKILL	😊 Talking and Listening, 📖 Understanding Print
MATERIALS	Blackboard and chalk, paper and pencils, number cards, rocks or beans
ACTIVITY	<ol style="list-style-type: none">1. Say “Every week we pick a different Shape of the Week. This week’s shape is [insert shape].”2. Draw the shape on the board and say the shape’s name. For example, draw a circle and say that the name of the shape is “a circle.”3. Ask the children to repeat the name of the shape (for example, all children say “circle”).4. Ask the children some questions about the shape. For example, ask what other things they can think of or see in the classroom that are the same shape. Ask them, “What shape is your head? What shape are your eyes?” Ask them about the shape. Ask how many sides it has. How many corners etc.5. Show the children how to draw the shape in the air with their fingers. Then have the children draw the shape with their finger on the back of a friend.6. If paper is available, give each child a sheet of paper and a pencil and draw the shape, or have them trace or draw the shape in the dirt. Show them again how to draw the shape by drawing it on the board. Ask the children to practice drawing the shape on their sheet of paper. They can do this several times.7. Over the course of the week, point out to the children every time the Shape of the Week appears in a book, on a poster, or outside. Use other activities to highlight this shape.
NOTES & ADAPTATIONS	<ul style="list-style-type: none">• Do this for all of the shapes (squares, rectangles, triangles, ovals, etc.).• Use this activity to make a shape book by sticking the children’s pictures together to make a book about shapes.• Use other activities to highlight this shape.

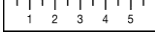
EM 61 “Number our Days!”

DESCRIPTION	Children learn the days of the week.
MATH SKILL	 Comparison and Measurement
SECONDARY SKILL	123 Numbers and Counting
MATERIALS	Paper and pens
ACTIVITY	<ol style="list-style-type: none"> 1. Do this activity on a Monday. Draw a chart with 7 boxes and say, “We are going to number the days of the week. Who knows what day it is today?” Let the children guess. Congratulate them for trying and tell them that it is Monday. 2. Write ‘Monday’ in the 1st box, and spell it out for the children whilst you do it “m-o-n-d-a-y, Monday”. Explain to the children that Monday is the 1st day of the week, and the 1st day at ECCD after the weekend. Write a number 1 over the 1st box. 3. Ask the children if they know what day the next day will be, if they don’t know tell them it will be “Tuesday” and writes Tuesday in the second box, spelling it out as you do so “t-u-e-s-d-a-y, Tuesday”. Ask the children, “if Monday is the 1st day [point to the number 1 above Monday], what number of the week is Tuesday?” If the children get it right write a number 2 above the box that says Tuesday, if they do not get it right congratulate them for trying and explain that Tuesday is the 2nd day because it comes directly after Monday which is the first day. Tuesday is also their 2nd day at the ECCD after the weekend. Write a number 2 above the box that says Tuesday. Continue going through this exercise all the way up to Friday. 4. When you get to Saturday continue as you did with the other days of the week by asking the children if they know what day comes after Friday. If they don’t know tell them it will be “Saturday” and write Saturday in the second box, spelling it out as you did before. Ask the children, “if Friday is the 5th day [point to the number 5 above Friday], what number of the week is Saturday?” If the children do not know congratulate them for trying and explain that Saturday is the 6th day because it comes directly after Friday which is the 5th day. Then ask the children if they know what is different about Saturday from the first 5 days of the week. Let the children guess for a while. If they say that it is the weekend, or that they do not come to the ECCD on that day then congratulate them and ask what the last day of the week is, if they do not know explain that on Saturday they do not come to the ECCD center because it is the weekend, then ask them which day comes next and repeat the exercise for Sunday, this time asking the children if they can tell you what happens on a Sunday. 5. Above Saturday and Sunday write ‘the weekend’, and put the chart up on the wall. 6. When you have finished the chart, go through the whole week with the children chanting with you “The 1st day of the week is Monday, the 2nd day of the week is Tuesday, the 3rd day of the week is Wednesday” etc. If there is a song about days of the week in Kinyarwanda, sing it with the children. 7. For the rest of that week, ask the children when they arrive if they know what day it is, point to the chart and explain what day and number of the week it is. 8. On the next Monday start the activity again and ask the children if they remember what the first day of the week is etc. Continue doing this activity every week until the children know there days of the week well.
NOTES & ADAPTATIONS	<ul style="list-style-type: none"> • Use this activity for the months of year when the children get more advanced.

EM 62 “Recording a Pattern”

DESCRIPTION	Children create their own mixtures from locally available ingredients and items.
MATH SKILL	■●■●■● Patterns
SECONDARY SKILL	 Comparison and Measurement
MATERIALS	paper, markers
ACTIVITY	<p>1. To prepare for this activity, create a big chart like this one using a big piece of paper, or several pieces of paper</p> <div style="text-align: center; margin: 10px 0;"> Monday Tuesday Wednesday Thursday Friday </div> <div style="margin-left: 20px;">  = sunny  = rainy  = cloudy </div> <p>2. Say, “This week, we’re going to learn how to make a weather chart together. Do you know what the weather is?”</p> <p>3. Let the children explain weather, if they can. Then say, “That’s a good try!” or “You’re right!” and “Weather is what we call what it is like outside. Is it rainy? Is it sunny? Is it hot? Is it cold? Are there clouds? We are going to mark what the weather is like all day this week.”</p> <p>4. At the same time each day, ask the children to look at what the weather is like. Discuss with them if it is sunny or rainy, cloudy or windy etc. When you and the children have decided together what the weather is like that day mark it on the chart. Do this for Monday, Tuesday, Wednesday and Thursday.</p> <p>5. On Thursday, review the chart with the class, and ask them if they can guess what the weather will be like on Friday based on the chart. They may recognize a pattern (four sunny days means it is likely that the fifth day will be sunny too). Write the guesses on another piece of paper and put it next to the chart.</p> <p>6. On Friday, check the weather with the children again and discuss with the children how the weather is compared with their guesses, be positive about the guesses they made – it’s tricky to guess the weather!</p> <p>7. At the end of the week, count with the children the number of sunny days, rainy days, cloudy days (or any other kind of days that they had that week (such as windy, stormy, etc.).</p>
NOTES & ADAPTATIONS	<ul style="list-style-type: none"> • Record the weather for an entire month rather than just a week. At the end, count the different types of weather you have had. • Ask the children to draw pictures of the weather that day and stick them onto the chart to show the weather. • You can make a symbol / picture to represent each type of weather you have, such as a cloud for a cloudy day, a sun for a sunny day etc. Make 5 copies of each symbol/picture and divide the children into 5 groups. Each group can color in their set of weather pictures/symbols. You can then use these pictures to fill in the weather chart the next time you do this exercise by sticking the correct pictures to the correct day. You can even ask volunteer children to stick the correct pictures to the correct day. Do this kind of activity but instead of recording the weather, record the number of cars that pass the school, or the number of children that come to school each day, etc.

EM 63 “Make Predictions: Sink or Float?” 1

DESCRIPTION	Children predict whether they think an object is going to sink or float, and then observe what happens in water		
MATH SKILL	 Comparison and Measurement		
SECONDARY SKILL	Vocabulary Building		
MATERIALS	Large plastic container, two flat basins, assorted small items that will sink or float Preparation: Write the words “float” and the word “sink” on each of the flat basins. Collect materials that will sink or float (e.g. cork, paper, rocks, small toys, sponges, leaves, flowers). Fill the container/s with water.		
ACTIVITY	<ol style="list-style-type: none"> 1. Children sit in a circle. Show the children one item. Allow them to touch and explore them. 2. Ask, “Does anyone know what sinking means?” Discuss the meaning together. Demonstrate with an object that sinks in water. 3. Ask, “Does anyone know what floating means?” Discuss the meaning together. Demonstrate with an object that floats in water. 4. Then show the children a new object. Ask, “What is it made of? Is it light or heavy? Do you think it will sink or float?” 5. Ask one child to place the object in the water. Test predictions and observe what happens. 6. Ask the child to place the object in either the “sink” or “float” tray. 7. Ask another child to pick up another object, and repeat the process. 		
LEVEL	BASIC	MIDRANGE	ADVANCED
	<ul style="list-style-type: none"> • Talk about each item (e.g. what it is, what it is used for) • Ask children to guess what will happen. • Use vocabulary like “light” and “heavy” to talk about the items. • After they’ve guessed, help them discuss their observations. Provide vocabulary if necessary 	<ul style="list-style-type: none"> • Use vocabulary like “light” and “heavy” to talk about the items. • After they’ve guessed, help them discuss their observations. Provide vocabulary if necessary • Ask, “Why do you think it did not float?” or “how did you know it was going to sink?” – help them explain their cognitive processes 	<ul style="list-style-type: none"> • Use more advanced vocabulary, like “weight” • Invite children to choose their own objects around the classroom, make predictions and test them • Make predictions for other items that are not present • Model writing down observations • Make a table showing each object and columns for “sink” and “float”. Children can make a mark to record observations for each item
NOTES & ADAPTATIONS	<ul style="list-style-type: none"> • Expand the activity by recording what sinks or floats on a large piece of paper and posting it in the classroom • You can integrate math concepts by graphing, or talking about which group (sink/float) has “more” or “less” • Add to or expand the activity with other items, modified items (e.g., a cup with a hole in it), and so on • As children become familiar with the concept, discuss more complex situations. For example, a cup will float if you put it in on its side, but will sink if it fills with water. Why is this? • This is a great activity to promote vocabulary building for multi-language learners. 		

