



Early Childhood Commission

Term One Parent Support Activity Plans

Week Six, Day One

Age: 5 Year Olds

Theme: Transportation

Sub theme: Water Transportation

Content: People and goods can go from one place to another across a body of water; water transportation can be on many kinds of boats and ships such as rafts, canoes, cruise ships, cargo ships, ferries, jet skis and submarines.

Concept: Subsets of 10

Circle Time Activity:

Name of Activity:

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

1. Name at least three (3) types of water transportation
2. Talk about water transportation
3. Move body parts

Skills: Speaking, listening, self-awareness

Resources: Video: 'Water transport vehicles for kids' - Water Transport" link

<https://www.youtube.com/watch?v=Hbfos0DubCg>.

Introduction:

- A. Sing song "Row, row your boat" and do the action of rowing

Row, row, row your boat

Gently down the stream
Merrily merrily, merrily, merrily
Life is but a dream
Row, row, row your boat
Gently down the stream
Merrily merrily, merrily, merrily
Life is but a dream
Row, row, row your boat
Gently down the stream
Merrily merrily, merrily, merrily
Life is but a dream
Row, row, row your boat
Gently down the stream
Merrily merrily, merrily, merrily
Life is but a dream

Activity Steps

1. Click link <https://www.youtube.com/watch?v=Hbfos0DubCg>, to play the video 'Water transport vehicles for kids'.
2. Tell the child/children to name the water transports mentioned in the video.
3. Ask the child/children to name a water transport that they did not see in the video.
4. Discuss modes of water transport with the child/children using the following points:
 - i. People and goods can go from one place to another across a body of water.
 - ii. Various modes of water transport are: ship, canoe, cruise ship, submarine boat.
5. Ask the child/children to speak about their experiences travelling in any water transport.
6. Praise the child/children for participating in Circle Time Activity.

Guided Learning Activity:

Activity Title: Ten (10) I See

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

1. Count ten (10) objects
2. Follow instructions
3. Identify sets of ten (10).

Skills: Listening, speaking, observing, vocabulary development and self-awareness

Resources: 5 paper plates, 60 stripes of paper,

Activity Steps:

1. Place five paper plates on the table or floor.
2. Count while placing 10 strips of paper in one plate.
3. Tell the child/ children that you have one set of 10.
4. Instruct the child/ children to repeat step 2.
5. Ask the child/ children to say how many strips of paper are in each set.
6. Allow the child/ children to put 10 strips of paper in each plate, then count and say the number of sets they have made.
7. Praise the child/ children for participating in the activity.

Guided Creative Activity:

Name of Activity: Ice Cube Boat

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

1. Make a boat



2. Follow instructions

Skills: Eye-hand coordination, fine motor skills (cutting, resistance and strengthening of the fingers)

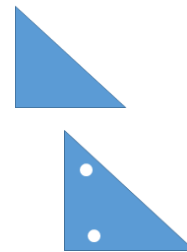
Resources: Plastic cup, bendable straw, tape, construction or cartridge paper, scissors, puncher

Activity Steps:

1. Bend the straw and tape the short end to the bottom of the cup.
2. Fill the cup with water and let it freeze for a few hours.
3. After it is frozen, run water on the outside of the cup to loosen any ice seen. Hold the straw to lift the ice from the cup.
4. Cut a sail in the shape of a triangle from paper.
5. Use a puncher to make two holes for the straw.
6. Push the straw through the two holes.
7. All done, now let the boat sail in a large shallow glass or a plastic container that has been filled with water.
8. Praise the child/ children for their participation.



from the cup.



Indoor/Outdoor Play

Name of Activity: Row Your Boat

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

1. Do body movements
2. Follow instructions

Skills: Maintaining balance

Resources: Floor space

Activity Steps:

1. Have two children position themselves so that they are facing each other in a tailor sitting position
2. Tell them to reach out and hold hands in front of their bodies and begin to alternately push and pull so that their upper bodies rock forward and backward with each motion, like they're rowing a boat. Sing song "Row , Row Your Boat>"
3. Commend the child/children for participating in the activity.

Story Time:

Name of Activity:

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

1. Respond to questions about a story
2. Share their thoughts about a story
3. Draw a scene from the story

Skills: Listening, speaking, fine motor development (drawing)

Resources: "Brilliant Boats" <https://www.youtube.com/watch?v=KK7Au1u-xg>.

Activity Steps:

1. Click link <https://www.youtube.com/watch?v=KK7Au1u-xg> to view and listen to the story 'Brilliant Boats'.
2. At the end of the story ask the following questions:
 - i. What is the title of the story?
 - ii. What are boats brilliant for? (They are brilliant for sailing us around)
 - iii. What does the boat do like an empty bowl or a cup? (sits on the water)
 - iv. Who is in charge of the boat? (The captain).

- v. What does the captain do? (He tells the crew members what to do)
 - vi. Would you wear a life jacket? Why?
 - vii. Would you like to travel on an ocean liner? Why?
3. Ask the child/children to share what they learnt from the story?
 4. Commend the child/ children for participating in the activity.
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5. **Follow-Up Activities:** Let the child/children draw a scene from the story.



Early Childhood Commission

Term One Parent Support Activity Plans

Week Six, Day Two

Age: 5 Year Olds

Theme: Transportation

Sub theme: Water Transportation

Concept/Content: Boats float on water, while submarines are built to travel underwater. Like boats, some materials can float on water while other materials will sink.

Circle Time

Name of Activity: Water Works

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

1. Follow instructions
2. Compare water transportations
3. Manipulate water toys
4. Make sentences.

Skills: Listening, speaking, manipulating, interpreting, observing, comparing

Resources: Water toys (submarine, boat), picture cards (submarine, boat).

Introduction:

- A. Sing the song: Row, Row Your Boat while doing the actions, allow the child/children to sing along and do the actions as well. Inform them about the water transportations (boats, submarines).

Activity Steps

1. Introduce the child/children to the picture cards 1-4 (see resources).
2. Allow the child/children to observe and engage them in a discussion. Use the following questions to guide the discussion:

- i. What type of transportations do you see in the pictures?
- ii. Where do they travel?
- iii. Have you ever travelled on any of them?
- iv. Where does the boat travel?
- v. Where does submarine travel?



3. Compare pictures 1 and 3. Talk with the child/children about what is same about them and what is different.
4. Allow the child/children to share their observations.
5. Compare pictures 2 and 3.
6. Allow the child/children to share their observations of the pictures.
7. Highlight the same and different about the pictures observed (Picture 1 and 3, picture 2 and 4) For example:
 - i. Picture 1 and 2- both transportations travel on water, both carry people from place to place, both can float on top of water.
 - ii. Picture 3 and 4-Difference- picture 3 the submarine is Submerged-

(This means cause to be under water) while the boat stays on top of the water, both can go fast.

iii. Encourage the child/children to repeat the word "submerge" and tell the meaning of the word. ('to go under water or below the surface of water")

iv. Let the child/children understand the submarine can float on water like the boat but also travels below water.

v. The boat travels on water and only goes below water when it sinks.

8. Place the plastic water toys (boat, submarines- or items from the home to represent the boat and submarine) in the bowl of water.

9. Allow the child/children to manipulate the boat in the water and show how it travels on water.

10. Repeat step 9 using the submarine or object to represent the submarine.

11. Observe how the child/children represent each of transportation.

12. Praise the child/children for their participation.

Guided Learning Activity

Name of Activity: Sink or Float

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

1. Predict outcome of a sink or float experiment
2. Follow instructions

3. Investigate objects that sink or float

4. Record findings from an experiment

Skills: Listening, speaking, prediction, observing, recording.

Resources: Basin of water, objects that sink and float(pencil, coin, leaf, button, plastic spoon, metal fork, paper, straw, bottle cover, cup),recording page, towel to dry off objects, (laminated) sorting mat.

Introduction:

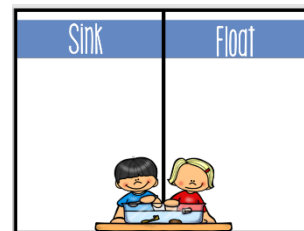
A. Inform the child/children they will be conducting an experiment on objects that sink or float. Begin by singing the song "Sink or Float to the tune of Deep and wide. Encourage the children to sing along and do the actions.

Sink or Float Song:

Sink (bend down) or float (sway your hands from side to side),

sink (bend down) or float (sway your hands from side to side)

some things will sink (bend down) and some will float (sway hands from side to side)



sink (bend down) or float (sway hands from

Activity Steps:

1. On a table, set up a variety of objects for child/children to drop into a basin of water.
2. Have the child/children make a prediction as to which object will sink or float.
3. Record the child/children's predictions on the chart.

4. Allow the child/children to test their predictions by dropping the object into the water.
5. Let the child/children to say whether their prediction was correct or incorrect.
6. Dry off the objects with a towel.
7. Place the objects on the sorting mat under the diction where it belongs.
8. Complete the table Sink or Float Chart (See Resources).

Guided Creative Activity

Name of Activity: "Egg Carton Boat"

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

1. Make an egg carton boat
2. Investigate how the egg carton boat floats on the water
3. Talk about own experience conducting an experiment

Skills: Listening, responding, manipulating, speaking,

Resources: Egg carton, paint, chopsticks, construction paper (2 different colours), stickers, paper puncher

Introduction:

- A. Engage the child/children in the singing of the song, "Row, Row your Boat".
Encourage the child/children to perform the actions while singing the song.

Activity Steps:

1. Let the child/children paint the egg carton with any of the colours of their choice.
2. Punch holes at both ends of the egg carton.
3. Tell the child/children to stick the chopsticks in the holes at both ends of the carton.
4. Let the child/children choose two bright sheets of construction paper, and assist them to cut each paper into two rectangles.
5. Punch holes on the two ends of each rectangular sheet of construction paper.
6. Let them use their favorite stickers to decorate the construction paper. They can even use sketch pencils/crayons to design their own fun art.
7. Tell the child/children to carefully push the construction papers onto the chopsticks to create the sails of the boat.
8. Allow the child/children to investigate whether or not their boat will float.
9. Engage the child/children in a conversation about their experience in creating the boat and investigating how floats.
10. Commend the child/children for participating in the activity.



Indoor/Outdoor Activity

Name of Activity: "Pretend to Be"

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

1. Move body parts
2. Participate in pretend play
3. Follow instructions

Skills: Listening, following instructions, responding, speaking, motor development (bending, stretching, locomotive, non-locomotor movement), pretending

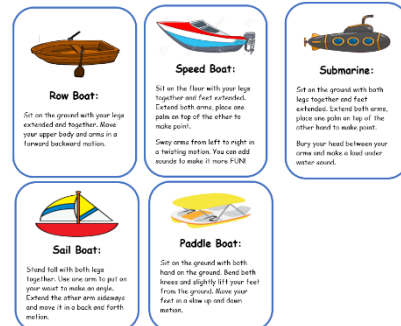
Resources: Water transportation cards (speed boat, rowboat, submarine)- see resources

Introduction:

- A. Inform the child/children that they will be playing a game called "Pretend to Be". Once they hear the name of the water transportation, they will pretend to be that transportation by listening to the instructions and performing the actions.

Activity Steps:

1. Begin by encouraging the child/children to do warm up exercises (jumping jacks, running on the spot).
2. Demonstrate using own body to pretend to be an air transportation and allow the child/children to do the same. Example: Row Boat- Stretch your arms out to



the side, gently move them from left to right and lift one leg off the ground.

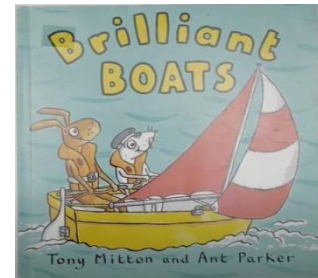
3. Continue choosing pretend play cards and read the instructions slowly and assist the child/children in completing the movement.

Story Time Activity:

Name of Activity: "Brilliant Boats!"

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

1. Respond to questions based on a story
2. Identify rhyming words
3. Participate in a story time activity



Skills: Listening, responding, comprehending, gross motor,

Resources: EBook: 'Brilliant Boats by Tony Mitton & Ant Parker' -

<https://www.youtube.com/watch?v=KK7Au1u-xg>.

Introduction:

- A. Engage the child/children in the singing of the song, "Row, Row Row your Boat". Encourage the child/children to perform the actions while singing the song.
- B. Introduce the story by discussing the title, cover, and author (See Day 2 Resources).

Ask the child/children to make predictions regarding what they think the story might be about. You may ask, "Why do you think the story is called "Brilliant Boats"?"

Activity Steps:

1. Click link <https://www.youtube.com/watch?v=KK7Au1u-xg>, to view and listen to story 'Brilliant Boats by Tony Mitton & Ant Parker'

Ask the following questions:

- i. Where may we find boats? (in the water, at the harbour, at the dock)
 - ii. What keeps a boat floating? (air)
 - iii. What does an anchor do? (An anchor holds the boat steady)
 - iv. What are some types of boats in the story? (sail boat, row boat, motor boat, cargo ship, ferry, ocean liner)
 - v. Which type of boat is your favourite? Why do you say so?
 - vi. Say to the child/children, "There are many rhyming words in this story."
 - vii. Explain to the child/children that rhyming words are words that have the same ending sound. Share these examples with the child/children - **goat, boat, moat, float, coat.**
2. Continue to explain that if the words sound different, they do not rhyme. Share these examples with the child/children - *car, man, house, grass, hat*
 3. Ask the child/children to clap when they hear words that rhyme. Say these pairs of words taken from the story - ***around/sound, boat/float, mast/sails, bay/away, rivers/wind, fun/sun, shore/oar, water/track, steep/deep, cargo/ferry***
 4. Ask the child/children to tell what type of boat they made during the Guided Creative Activity. (Sail Boat) Ask them to explain why they said so.

5. Applaud the child/children for participating during Story Time.

Follow-Up Activities: Complete the STEM Challenge Worksheet. Allow the students to say *WHY* they think the items sink or float (See Resources).



Early Childhood Commission

Term One Parent Support Activity Plans

Term 2, Week 6 Day Three

Age: 5 Year Olds

Theme: Transportation

Sub theme: Water Transportation



Content: Some people live on boats; these boats are called houseboats; other people travel on boats or ships for vacations. Boats can be used for fishing.

Concept: Subset of 10

Circle Time Activity

Name of Activity: Houseboat

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

1. Differentiate between different water transportations
2. State the purpose of water transportation
3. Share own experiences about travelling on ships and boats

Skills: Listening, speaking, observing, conversing

Resources: Transportation chart, YouTube video

Introduction:

A. The child/children and adult will sing the song - "Row, Row, Row your boat".

Song:

Row, row, row your boat
Gently down the stream
Merrily, merrily, merrily, merrily
Life is but a dream

Activity Steps:

1. Click link <https://www.youtube.com/watch?v=t5FuWuCbJUU>.to watch the video: 'Sea Transport - Modes Of Water Transport For Children'
2. Engage the child/children in a discussion on cruise ships, fishing boats and houseboat using the following questions:
 - i. Name a boat that people use for their home (houseboat)
 - ii. Name the large passenger ship used mainly for vacation? (cruise ship)
 - iii. What is the name of the boat that is used for fishing? (fishing boat)
 - iv. What are some thing you learnt from the video?
3. Show child/child pictures of cruise ships, houseboats and fishing boats. Engage the child/children in a discussion about the purpose of each transport.
4. Encourage the child/children to share their personal experiences regarding cruise ships, boats or fishing boats.
5. Let the child/children pretend that they are at seaport and role play a scene on a cruise ship with their family members. Video tape the role play.
6. Praise the child for participating in the activity.

Guided Learning Activity:**Activity Title:** "Friends of Ten"

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

1. Identify sets of ten
2. Make sets of ten
3. Follow instructions

Skills: Listening, speaking, manipulating, creating, tracing

Resources: Cartridge paper, marker (pen/chalk), electronic device (laptop, phone, computer or tablet), video: 'Finding Tens - Counting numbers in a Group of 10' -

<https://www.youtube.com/watch?v=LM2QhQ8P7cw>, video: 'The Friends of 10' -

<https://www.youtube.com/watch?v=5jC1FyUtYrU>.

Introduction:

- A. Click link <https://www.youtube.com/watch?v=LM2QhQ8P7cw> to watch the video.
'Finding Tens - Counting numbers in a Group of 10.'

Activity Steps:

1. Allow child/children to sing along to the Friends of ten song.
2. Click link <https://www.youtube.com/watch?v=5jC1FyUtYrU>. 'The Friends of 10' -
3. Engage the child/children in a discussion about the friends of ten song, for example, asking the child/children what was the song about.
4. Suggest two pairs of numbers added to make ten
5. Place two (2) small containers in front of the child/children and label the containers as 'Set A' and 'Set B'.
6. Demonstrate to the child/children by placing five (5) corks each in both containers.

Count both containers to get the total number of corks.

7. Write the mathematical sentence to represent step 3 as $(5 + 5 = 10)$.
8. Encourage the child/children to create their own sets of ten using the corks.
9. Praise the child/children for participating in the activity.

Guided Creative Activity:

Name of Activity: Paper boat

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

1. Make a paper boat
2. Decorate a paper boat
3. Talk about own creation

Skills: Manipulating, eye-hand coordination, (cutting and pasting) listening and speaking, decorating, decision-making

Resources: Pencil, crayon, paint, paint brush, construction paper, glue, glitter, video: 'How to make a paper boat' - <https://www.youtube.com/watch?v=cRzyHskrQb4>.

Introduction:

A. Sing with the child/children 'What shall we do today!'

"Today is Wednesday, today is Wednesday, what shall we do today,

We will do some colouring, we will do some painting, we will do some cutting, we will do some drawing,

That we shall do today..."

Activity Steps:

1. Click on the link 'How to make a paper boat' - <https://www.youtube.com/watch?v=cRzyHskrQb4>, to watch the video.
2. Lay out a rectangular piece of paper.

3. Fold the sheet of paper in half from top to bottom to create a horizontal crease in the middle - the non-patterned side of your paper should now be visible.
4. Fold the top corners in towards the middle so that they meet. Leave 1-2 inches of space at the bottom. You should now have a triangle shape.
5. Fold the flaps at the bottom of the triangle shape up on both sides.
6. Pop out the middle to make a hat shape.
7. Using your fingers, open the hat shape out even more until it forms a square. Tuck the corners of one flap under the other.
8. Fold up the bottom flaps of the square on both sides so you are left with a triangle shape.
9. Pull out the middle of the triangle to form a square.
10. Pull out the middle of the square.
11. Press the shape flat.
12. Open out from the bottom to assemble your boat shape.
13. Invite the child/children to talk about and display their creation.
14. Praise the child/children for participating in the activity.

Indoor/Outdoor Play Activity:

Name of Activity: 'Moving in the Ring'

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

1. Follow instructions
2. Participate in a ring game.
3. Imitate movements

Skills: Listening, coordination, speaking, hopping, skipping, jumping, clapping, and running.

Resources: Song: Every Little Cell in my Body is well"

Introduction:

- A. Sing with child/children song "Every Little Cell in my body is well" and move to the rhythm

Activity Steps:

1. Demonstrate to the child/children how to play 'Moving in the Ring' to the 'Brown Girl in the Ring' tune and lyrics.
2. Allow other family members to join hands with the child/children to form a circle (ring).
3. Choose a leader, 'the leader' will skip, run, and jump around in the circle while all the participants sing the "moving in the ring" song. The other participants will imitate 'the leader's' actions.
4. The child in the ring will choose a partner. The partner will repeat the same actions or choose to do another action.
5. Praise the child/children for participating in the 'Moving in the Ring' activity.

Story Time Activity:

Name of Activity: The Greedy Dog

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

1. Respond to at least three (3) questions related to a story
2. Identify the main character from a story

Skills: Critical thinking, listening, speaking

Resources: EBook: 'The Dog and The Bone' -

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

Activity Steps:

1. Click the link 'The Dog and The Bone' -
<https://www.youtube.com/watch?v=cKZFzyAsTsU>.
2. Watch the video along with the child/children. Pause intermittently and have a discussion with them. Ask the following questions:
 - i. Who gave the bone to the dog? (Butcher.)
 - ii. What did the dog do when he got the bone? (Walked away)
 - iii. Where did the dog want to take the bone? (To the woods)
 - iv. What did the dog have to cross? (River or bridge)
 - v. What did the dog see in the water? (Another dog with a bigger bone)
 - vi. What did the dog do? (Jumped in the water)
 - vii. What do you think is the moral of the story?
3. Allow the child/children to draw the main character of the story.
4. Commend the child/children for participating in the story.

Follow-Up Activities: Watch and listen to the Greedy Dog Story with other family members.



Early Childhood Commission

Term One Parent Support Activity Plans

Week 6, Day 4

Age: 5 Year Olds

Theme: Transportation

Sub theme: Water Transportation

Content: Sea vessels are used for many different purposes and can travel fast or slow.

Concept: Fast and Slow

Circle Time Activity:

Name of Activity: Out On the Ocean

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

1. Answer questions about a video.
2. Tell at least one use of a boat.
3. Share their favourite water transportation.

Skills: Observing, listening, speaking

Resources: Video: 'Sea Transport/Modes of Water Transportation' -

<https://www.youtube.com/watch?v=t5FuWuCkbJU>.

Activity Steps:

1. Click link <https://www.youtube.com/watch?v=t5FuWuCkbJU> to view video 'Sea Transport/Modes of Water Transportation' -.
2. Discuss the video with the child/children with the following questions:
 - i. Can you name two sea vessels from the video?

- ii. What are two things the ship is used for?
- iii. What is the name of the boat that is used to catch fish?
- iv. What is the name of the boat that carries people and cars but only travels short distances?

3. Ask the child/children to share favourite water vessel and state why it is their favourite.

Guided Learning Activity

Activity Title: Water vessels fast and slow

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

1. Move fast and slow
2. Talk about fast and slow water transport
3. Compare fast and slow water transport.

Skills: Observing, listening, speaking, writing

Resources: Video: 'Fast and slow song' - <https://www.youtube.com/watch?v=DKAHEOZRbFQ>, Video: 'Water Transport' - <https://www.youtube.com/watch?v=HbfosODubCg>, Fast and slow work sheet.

Activity Steps:

1. Click link <https://www.youtube.com/watch?v=DKAHEOZRbFQ> to view video.
2. Encourage the child/children to do the actions while watching the video.
3. Say to the child/children "We will be looking at fast and slow water transportation. Some water vehicles move fast because they have a motor. Others move slow because we use have to use paddles or our hands to move them"

4. Click link <https://www.youtube.com/watch?v=Hbfos0DubCg> to view video 'The Water Transport.'
5. Discuss the video with the child/children using the following questions:
 1. Can you name one mode of water transportation seen in the video?
 2. Does the jet ski move fast or slow?
 3. Does the canoe move fast or slow?
6. Give the child/ children the work sheet on fast and slow to complete

Guided Creative Activity:

Name of Activity: Plastic Bottle Cap Coaster

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

1. Make a coaster using plastic bottle caps.
2. Talk about own work.



Skills: Listening, speaking, manipulating, eye-hand coordination, fine motor skills, pincer grip.

Resources: Parchment paper, glue, cardboard, plastic bottle caps.

Introduction: Display picture of the coaster made from plastic bottle and the materials that will be used so child/ children can see.

Activity Steps:

1. Cut the cardboard into a small square that is able to hold the number of bottle caps you intend to use.
2. Cut the parchment paper into a small square as the same size as that of the cardboard.

3. Instruct the child / children to glue the parchment paper on to the cardboard, and set aside to dry for a few minutes.
4. Then, glue bottle caps (put glue to the side and bottom of the bottle cap) on to the paper, in the design you choose.
5. Set aside to dry for a few minutes.
6. Assist child /children in cutting out their coaster in the shape of their choice.
7. Allow the child/children to display Plastic Bottle Coaster and speak about their creation.
8. Praise the child / children for participating in activity.

Indoor/Outdoor Play

Name of Activity: "Catch the Ferry"

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

1. Follow instructions
2. Move different parts
3. Follow directions

Skills: Eye-hand coordination, running, listening, observing

Resource: Ticket, wallet/purse, , snacks, phone/tablet, knapsack bag.

Introduction:

- A. Explain to the child/children that they will be boarding a ferry from Kingston to Port Royal at 11:00am.
- B. Pack items to leave home from a set of items arranged in sequence. Arrive at the pier for 9am departure time.

Activity Steps:

1. Instruct the child /children to pick up the following items (wallet/purse, snacks,

tablet/phone and ticket) individually and place in knapsack bag.

2. Tell the child/children to race and get dressed.
3. Let the child/children pick up bag and leave home for the harbour.
4. Praise the child/children for efforts.

Story Time:

Name of Activity: The Peacock and the Crane

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

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

Skills: Observing, speaking, listening, and drawing, responding.

Resources: Video 'The Peacock and the Crane' -

<https://www.youtube.com/watch?v=4ZFZaJurU6c>, crayons, paper and pencils

Activity Steps:

1. Watch the Aesop Fable, "The Peacock and the Crane"

<https://www.youtube.com/watch?v=4ZFZaJurU6c>.

Discuss the story with the child/children by asking these questions;

- i. What is the title of the story? (The Peacock and the Crane)
- ii. What did Peacock do that the other animals did not like? (Brag)
- iii. Whose feathers was shiner than the others? (Peacock)
- iv. Does the Crane fly higher in the sky than the peacock? (yes)
- v. Who would you prefer to be the peacock or the crane? Why?
- vi. What is the lesson of this story?

2. Commend the child/children for participating in Story Time Activity.

Follow-Up Activities: Give the child/children blank paper, pencil, and crayons to draw an animal of choice mentioned in the story.



Early Childhood Commission

Term One Parent Support Activity Plans

Term 2, Week 6, Day Five

Age: 5 Year Olds

Theme: Transportation

Sub theme: Water Transportation

Content: Rafts are moved slowly by using a pole, boats can be moved faster by sails which catch the wind, or by a gas engine on a motor or speed boat.

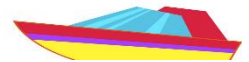
Concept: Subset of 10

Circle Time Activity

Name of Activity: Let's go to the sea!

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

1. Make comparisons between water transportations
2. Count from 1-10
3. Talk about water transportation



Skills: Conversing, listening, speaking, observing, hand-eye coordination

Resources: laptop/desktop/phone/tablet, pictures (sail boat, speed boat, raft), Video: 'Martha Brae River Rafting Jamaica Bamboo Rafting Falmouth' -

<https://www.youtube.com/watch?v=Jtp3cOM2I7M>,

Video: 'Modes of Transportation for Children - Water Transportation for Kids'

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

Introductory Activity:

- A. Click link <https://www.youtube.com/watch?v=FfhFieHXTNU> ' to view video 'Modes of Transportation for Children - Water Transportation for Kids'
- B. After watching the video with the child/children, ask the following questions:
 - i. What do you think today's lesson will be about? (Water Transportation/boats)
 - ii. How much water transportation did you see? (5)
 - iii. Did they go fast or slow? (fast)

Activity Steps:

1. Click link <https://www.youtube.com/watch?v=Jtp3cOM2I7M> view video 'Martha Brae River Rafting Jamaica Bamboo Rafting Falmouth' - (play up to 0:30)
2. Engage the child/children in a conversation about the video. Inform them that rafts move slowly by using a pole, boats move faster by sails which catch the wind, or by a gas engine on a motor or speed boat.
3. Show the child/children the pictures of sail boat, speed boat, raft. Ask them to count them.
4. Engage the child/children in a discussion about which transportation would travel the slowest on water.
5. Applaud the child/children for participating in the Circle Time Activity.

Guided Learning Activity

Activity Title: We can group things into many ways and make sets of 10

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

1. Count from 1- 10
2. Group objects to make sets of 10
3. Describe sets of 10



Skills: Listening, speaking, self-awareness, writing, grouping, counting on to 10, fine motor, observing

Resources: Fish and boat cut outs, number cards

Introductory Activity:

- A. Say the Nursery Rhyme - "One, two, three, four, five, once I caught fish alive..." (use a finger to represent each number called).

Question from the Nursery Rhyme:

- i. How many fish did you count? (10)

Activity Steps:

1. Demonstrate using fish cut outs and boats to combine and remove sets; use number cards to indicate results.
2. Encourage the child/children to make their own sets of fish cut outs and boats.
3. Ask them to find the correct number card to match their set.
4. Applaud the children for participating in the activity.

Guided Creative Activity:

Name of Activity: Water transportation Mural

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

1. Make a water transportation mural
2. Talk about their own creation.



Skills: Painting, cutting, pasting, eye-hand coordination, observing, speaking, listening

Resources: Canvas/white paper, blue paint, paint brush, glue, magazine/newspaper

Activity Steps:

1. Give child/ children the canvas/white paper, blue paint and paint brush.
2. Demonstrate painting the sea using the paint brush.
3. Let child/ children paint the sea.
4. Cut out water transportation from magazine or newspaper to paste on the sea.
5. Let the child/children talk about their creation.
6. Applaud them for participating in the activity.

Indoor/Outdoor Play

Name of Activity: Potato Race

Objectives: During and at the end of the activity,

Child/children should be able to:

1. Follow instructions
2. Move upper and lower body parts



Skills: Running, eye-hand coordination, (picking up objects in a row) listening, speaking

Resources: Bucket, replica of potatoes

Activity Steps:

1. Place two (2) baskets on the ground
2. Place five potatoes in a row from each bucket giving space between each potato. The potatoes should be placed from the starting point of the race (at the bucket) to the finishing line of the race.
3. Demonstrate how children should pick up the potato (One at a time by running from the starting point with the bucket to pick up each potato and returning to the starting point each time. When all potatoes are in they should run to the finishing line).
4. Let child/children race to pick up the potatoes to fill their individual baskets;
5. The first person to reach finishing line with the five potatoes in the basket will be the winner.
6. Commend the child/children for their efforts.

Skills: Listening, thinking, fine motor skills

Resources: Video: 'The Little Sailboat' - <https://www.youtube.com/watch?v=plZXbQD0aLY>, paper and pencil

Activity Steps:

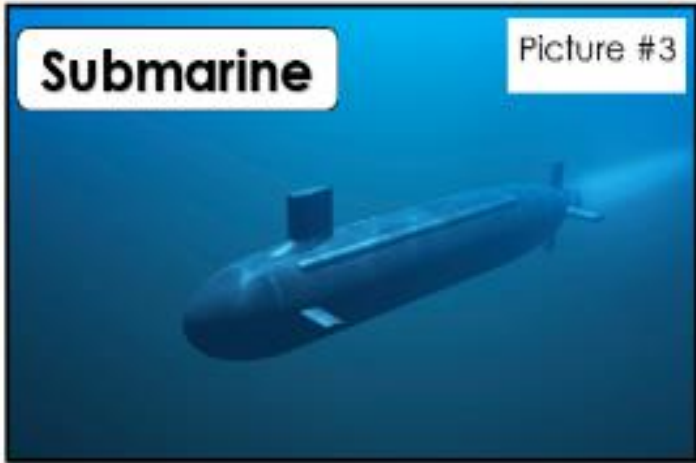
1. Click link <https://www.youtube.com/watch?v=plZXbQD0aLY> to watch the video 'The Little Sailboat'.
2. Ask the following questions:
 - i. What is the name of the story? (The Little Sail Boat)
 - ii. What is the name of the captain? (Captain Small)
 - iii. What makes the boat move in the wind? (sail)
 - iv. Why did Captain Small lower his sail? (To fish)
 - v. Did he catch any fish?
 - vi. What made the sailboat go faster? (The wind)
 - vii. What do you like about the story?
3. Ask child/children to draw the sail of the boat.
4. Commend the child/children for their efforts.

Follow-Up Activities: Continue to use fish cut outs and boats to make sets of 10.



Term 2: Week Six (6), Day Two (2) Resources

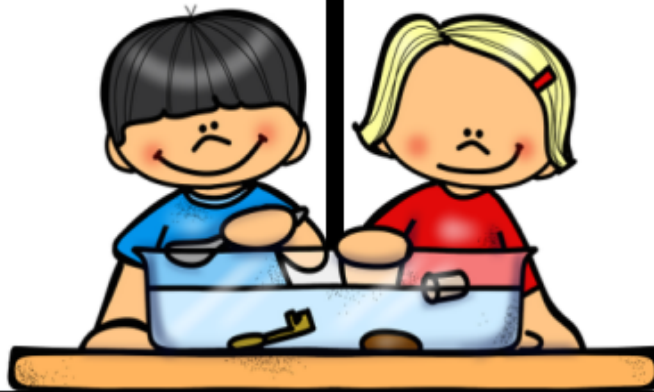
Circle Time



Guided Learning: Sorting Mat

Sink

Float



Guided Learning: Sink or Float Chart

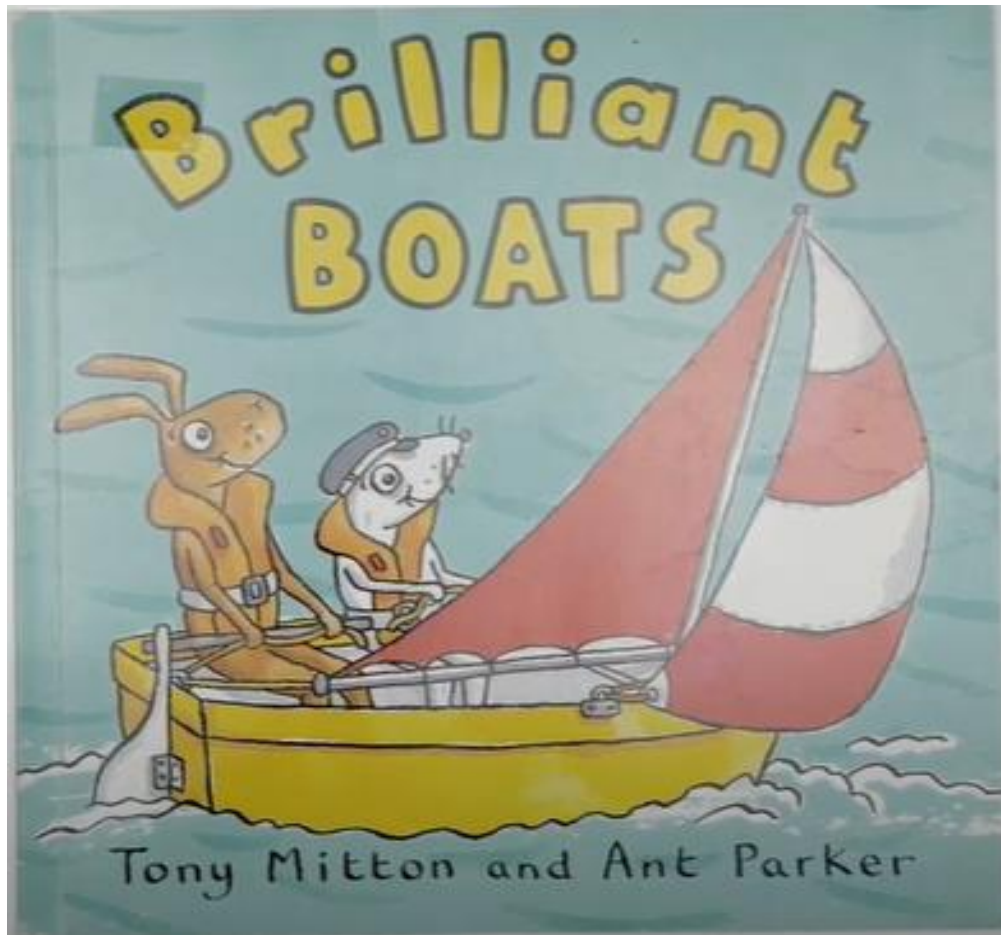
Name _____ Date _____

Sink Or Float?

Fill out the chart for each object.

	Draw your object	Make a prediction: Will it sink?	Did it sink or float?
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

Story Time



Outdoor Play: Water Transportation Cards



Row Boat:

Sit on the ground with your legs extended and together. Move your upper body and arms in a forward backward motion.



Speed Boat:

Sit on the floor with your legs together and feet extended. Extend both arms, place one palm on top of the other to make point.

Sway arms from left to right in a twisting motion. You can add sounds to make it more FUN!



Submarine:

Sit on the ground with both legs together and feet extended. Extend both arms, place one palm on top of the other hand to make point.

Bury your head between your arms and make a loud under water sound.



Sail Boat:

Stand tall with both legs together. Use one arm to put on your waist to make an angle. Extend the other arm sideways and move it in a back and forth motion.



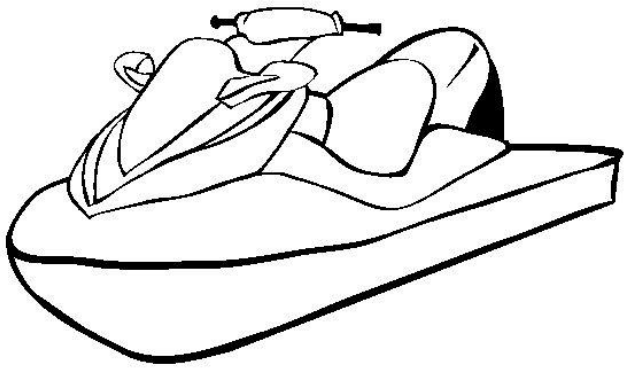
Paddle Boat:

Sit on the ground with both hand on the ground. Bend both knees and slightly lift your feet from the ground. Move your feet in a slow up and down motion.

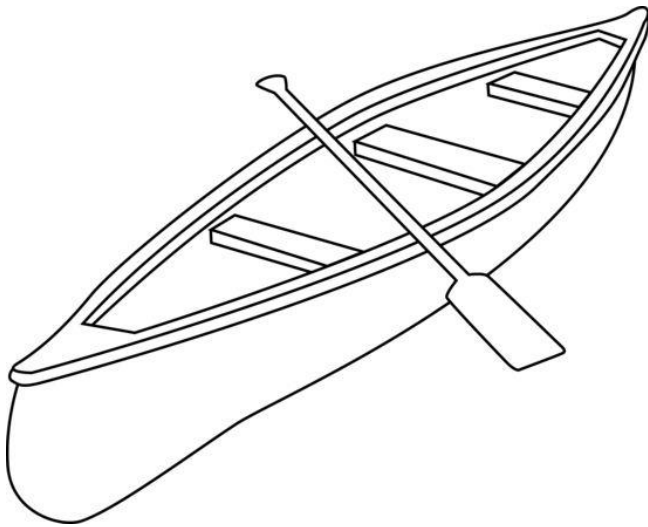
Resources: Week Six (6) - Day Three (4)

Name _____

Colour the one that moves fast in RED. Colour the one that moves slow in BLUE

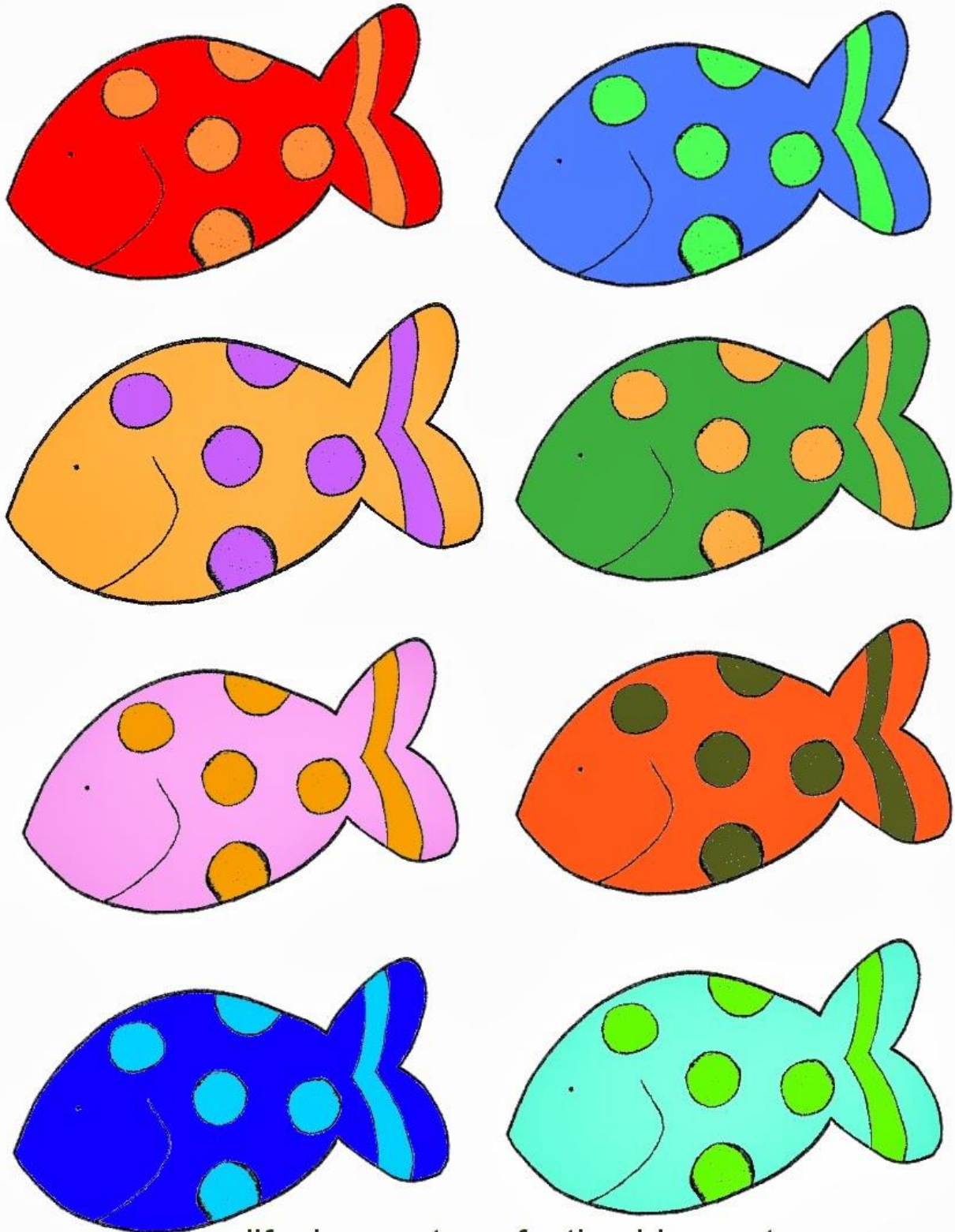


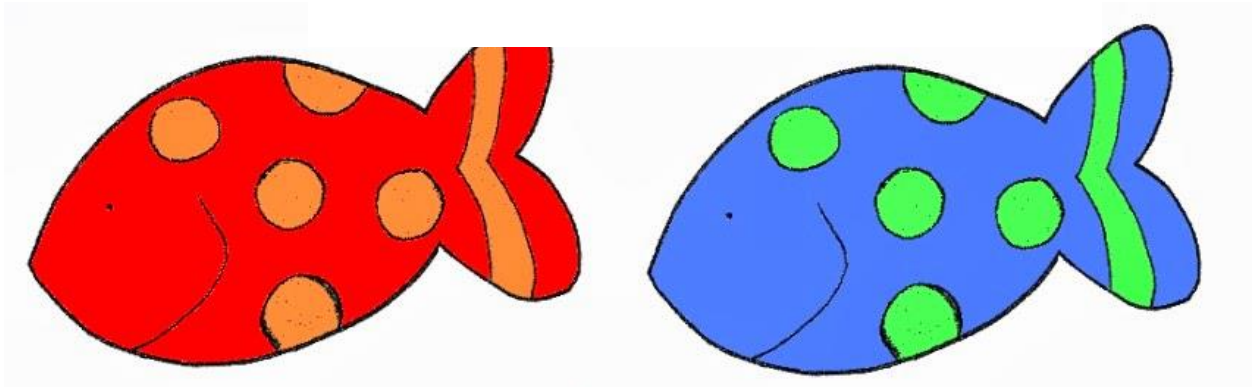
www.THECOLOR.com



Resources: Week Six (6) - Day Five (5)

Guided Learning: Fish Cut Out





Number cards:

1	2
3	4

5	6
7	8
9	10