



## Early Childhood Commission

### Term Two Parent Support

#### Activity Plans

#### **Week Seven, Day One**

**Age:** Four Year Olds

**Theme:** Plants

**Sub theme:** Plants Are Useful

#### **Circle Time**

**Name of Activity:** Plant Walk

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

1. Talk about plants
2. Share their observation about plants
3. Make a bouquet of flowers

**Content:** Plants have many uses. Some are used as medicine, shade while some are used to make bouquets. Different parts of the plants such as the stem, roots, leaves, flowers, fruits and seeds are used.

**Skills:** Observing, manipulating, speaking, listening, creating

**Resources:** Plants in nature, flowers, medicinal plant (cerasee), box/cup/bottle

**Activity Steps:**

1. Allow child/children to go on a 'plant walk' to observe plants that give us shade, plants that beautify the environment and plants that make medicine.
2. Engage child/children in a discussion about the uses of plants (medicine, shade, beauty).
3. Allow child/children to pick different flowers from the garden.
4. Have child/children use the flowers to make a bouquet/floral arrangement.
5. Display child/children's work at home.



## **Creative Activity**

**Name of Activity:** Jewelry Making

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

1. Follow instructions
2. Create patterns
3. Share their work

**Skills:** Manipulating, observing, listening, creating.

**Resources:** Dried seeds, string

### **Activity Steps:**

1. Allow child/children to choose dried seeds.
2. Assist child/children to make a necklace.
3. Allow child/children to take pictures of the necklace and share with their friends in their WhatsApp group.



**Outdoor/Indoor**

**Name of Activity:** Tape Balance Beam

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

1. Maintain balance while walking on a line
2. Follow patterns

**Resources:** Paper tape.

**Skills:** Manipulating, observing, balancing.

**Activity Steps:**

1. Paste patterned lines on the floor using masking tape.
2. Instruct child /children to follow the patterns created by the tape.
3. Inform child/ children to walk slowly while following the patterns.



**Story Time**

**Name of Activity:** *Grow Flowers Grow*

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

1. Respond to questions about a story
2. Recall information from a story

### 3. Participate in discussion about a story

**Skills:** Listening, observing, speaking

**Resources:** Internet access, computer/phone/tablet, pictures, paper plate, story 'Grow Flowers Grow' by Lisa Bruce

<https://www.youtube.com/watch?v=iLTgTnYNVn4>

#### **Activity Steps:**

1. Click link <https://www.youtube.com/watch?v=iLTgTnYNVn4> view and listen to the story 'Grow Flower Grow' by Lisa Bruce.
2. Engage child/children in a discussion by asking the following questions:
  - a) What is the name of the story?
  - b) What are the names of the characters in the story?
  - c) Name 3 of the foods that Fran gave the plant?
  - d) Why didn't the plant grow after getting the food?
  - e) What do plants need to grow?
  - f) What happened after the plant was thrown out? Why did this happen?
  - g) Why did Fran get angry? What are some things that make you angry?
  - h) How should we behave when we get angry? Why?
3. Engage child/children in a discussion about eating healthy plant based foods.

**Follow-Up Activities:** Engage child/children in discussion about plants and their uses/ purposes.

## Early Childhood Commission

### Term Two Parent Support Activity Plan

#### Week Seven, Day Two

**Age:** Four Year Olds

**Theme:** Plants

**Sub theme:** Parts of a Plant

#### Circle Time

**Name of Activity:** What Makes me a Flower!

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

1. Identify at least three different colours
2. Use descriptive words
3. Identify different flowers

#### Concept/Content:

There are many different kinds of flowers. Flowers are very beautiful and have a wide variety of colours. Some flowers also have a very pleasant scent such as the rose or lily.

**Skills:** Listening, identifying, speaking, differentiating, describing, drawing, colouring

**Resources:** Internet Access, phone/tablet/computer, paper, crayon, pencil, video 'Flower Song by Bindi's Music and Rhymes'

<https://www.youtube.com/watch?v=eLk4juWjfgQ>

#### Activity Steps:

1. Click link <https://www.youtube.com/watch?v=eLk4juWjfgQ> view and listen to the video, 'The Flower Song by Bindi's Music and Rhymes'.



2. Ask child/children to identify some of the flowers seen in the video.
3. Let child/children to describe the colour and scent of the flowers.
4. Guide child/children in drawing a bouquet of flowers consisting of their favourite flowers.
5. Have child/children colour the drawing.



### Guided Learning

**Name of Activity:** Colour Match

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

1. Group flowers by colours



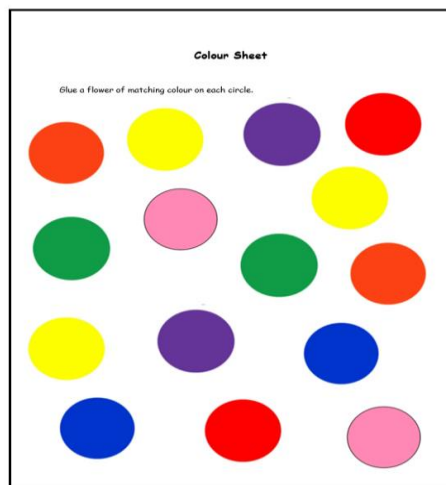
## 2. Identify different colours

**Skills:** Matching, identifying, sorting

**Resources:** Worksheet, flowers, glue/tape

### Activity Steps:

1. Assist child/children to collect flowers of different colours.
2. Allow child/children to group the flowers collected by their different colours.
3. Ask child/children to find the colour on the worksheet that matches the colour of the flowers and glue/tape the flower to the colour on the worksheet.



4. Ask child/children to say the name of each colour they have glued a flower to.

### Creative Activity

**Name of Activity:** Egg Carton Flower Frame

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

1. Manipulate materials
2. Do paint designs

**Skills:** Painting, drawing, cutting, assembling

**Resources:** Paint, cardboard, egg tray, scissors, glue, paint, paintbrush

**Activity Steps:**

1. Assist child/children in cutting each segment of the egg tray separate, and design each into the shape of flowers.
2. Guide child/children in cutting leaf templates from the cardboard.



3. Allow child/children to paint each tray peg in a different colour and the leaves green. Choose light and bright colours resembling those of flowers. Allow them to dry.



4. Use a circular object to trace a circle on the cardboard, and guide child/children to cut out the circular frame. Allow child/children to paint the frame.



5. Assist child/children in using the glue to attach the painted flowers and the leaves onto the frame.



6. Use the frame to do a photoshoot with child/children.

### **Indoor/Outdoor Play**

**Name of Activity:** Roll and Move

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

1. Follow instructions
2. Do body movement while maintaining balance
3. Participate in turn taking

**Skills:** Jumping, walking stretching, running, turn taking

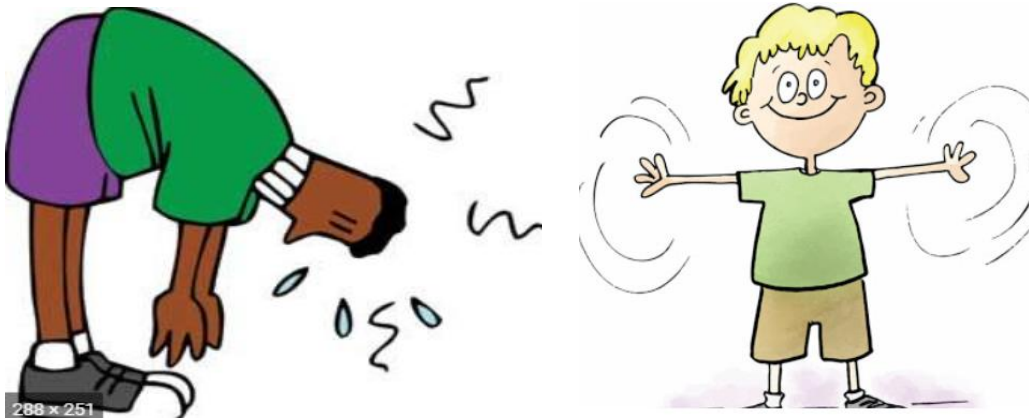
**Resources:** Cardboard, marker/pen, dice, bag

### **Activity Steps:**

1. Create seven word cards with the cardboard and marker. On each card, write one of the following exercise:
  - Touch your toes
  - Do arm circles
  - Run across the room
  - Hop on one foot
  - Jump forward
  - Take big steps
  - Take tiny steps
2. Place the word cards in a bag and instruct child/children to pull a card without looking inside the bag.
3. Guide child/children in rolling the die in an open area.



4. Explain to child/children that the card will tell which exercise to do and the die will tell how many times to do the exercise.



5. Repeat steps 2-4, switching participation between child/children and parent/adult.

### Story Time:

**Name of Activity:** Planting a Rainbow

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

1. Listen to a story
2. Recall the title of a story
3. Respond to questions from a story
4. Participate in pretend play

**Skills:** Listening, role playing, speaking

**Resources:** Computer/tablet/phone, internet access, story, 'Planting a Rainbow by Lois Ehlert' <https://www.youtube.com/watch?v=sti3PXBeVag>

**Activity Steps:**

1. Click link [https://www.youtube.com/watch?v=LkQByrv\\_m5o](https://www.youtube.com/watch?v=LkQByrv_m5o) view and listen to the story, 'Planting a Rainbow by Lois Ehlert'.
2. Engage child/children in a discussion about the story by asking the following questions:
  - a. What was the name of the story?
  - b. What are the colours of the different flowers in the story?
  - c. Why do you think the flowers were called rainbow?
  - d. What is the name of one flower that was mentioned in the story?
3. Allow child/children to role play what they think it is like being a flower getting:
  - a. Blown in the wind
  - b. Pitched on by butterflies and bees.



**Follow-Up Activity:** Some flowers can be used for food or drinks. Sorrel is one flower in Jamaica that can be used to make foods and drinks. Engage child/children in using sorrel to make juice or cake.



## Early Childhood Commission

### Term Two Parent Support Activity Plan

**Week Seven, Day Three**

**Age:** Four Year Olds

**Theme:** Plants

**Sub theme:** Parts of a Plant

**Circle Time**

**Name of Activity:** Guess that Fruit

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

1. Identify fruits
2. Talk about their likes and dislikes
3. Differentiate between inner and outer parts of fruits

**Concept/Content:** The fruit is the part of the plant that has seeds. There are many different kinds of fruits such as orange, mango and apple. Fruits have different colours, tastes and textures; fruits can taste sweet or sour; their skins can be smooth, rough, bumpy or prickly.

**Skills:** Tasting, smelling, touching, identifying

**Resources:** Mango, lime, jackfruit, apple

**Activity Steps:**

1. Click link <https://www.youtube.com/watch?v=mfReSbQ7jzE> view and listen to the video 'Fruit Song for Kids | The Singing Walrus'.
2. Ask child/children to tell the fruit they eat on different days of the week.
3. Place blindfolding over the child/children's eyes.
4. Ask child/children to guess the fruits by smelling and touching them while blindfolded.
5. Engage child/children in a discussion about the inside and outside of Jamaican fruits.

**Culminating Activity:** Assist child/children by using one of the fruit to make juice (eg, using orange to make orange juice).



**Guided Learning:**

**Name of Activity:** Describe Me

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

1. Describe fruits
2. Use descriptive words 'rough, soft, smooth'
3. Distinguish between inside to the outside of fruits

**Skills:** Tasting, touching, describing

**Resources:** Orange, lime, mango, ripe banana, jackfruit, lemon, June plum

**Activity Steps:**

1. Cut open different fruits.
2. Allow child/children to touch and taste the inside of the fruits.
3. Allow child/children to use word cards to label, "sweet, sour, juicy, soft, hard" to describe the inside.

4. Prompt "rough, of the

5. Engage worksheet by pictures of known

<b>Soft</b>
<b>Sweet</b>
<b>Sour</b>
<b>Juicy</b>
<b>Rough</b>
<b>Smooth</b>

child/children, by using the words bumpy, smooth' to describe the skin fruit.

child/children in completing a matching fruits inside and out, with Jamaican fruits.



**Creative Activity**

**Name of Activity:** Fruit Bowl

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

1. Make a fruit collage



**Skills:** Cutting, arranging, pasting

**Resources:** Glue, magazines, newspaper, scissor, disposable plate

**Activity Steps:**

1. Assist child/children to cut pictures of different fruits from newspapers and magazines.
2. Allow child/children to apply paper glue to the fruits and arrange them as a fruit salad in a disposable plate.



**Indoor/Outdoor Play**

**Name of Activity:** Bring Them In

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

1. Maintain balance while moving
2. Match fruits to their trees

**Skills:** Looking, walking, maintaining balance, running

**Resources:** Trees, paper/real fruits, basket/box

### Activity Steps:

1. Place fruits on trees (child's height) around the yard, some on the correct tree and some not.
2. Give child/children a basket/box.
3. Ask child/children to place the fruits that are on the incorrect trees in the basket.



### Story Time:

**Name of Activity:** Oliver's Fruit Salad by Vivian French

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

1. Listen to a story
2. Respond to questions about a story
3. Make fruit salad

**Skills:** Listening, discussing

**Resources:** Computer/tablet/phone, internet access, story, Oliver's Fruit Salad by Vivian French <https://www.youtube.com/watch?v=jcTprkImlmI>

### Activity Steps:

1. Click link <https://www.youtube.com/watch?v=jcTprkImlmI> view and listen to the story 'Oliver's Fruit Salad' by Vivian French.
2. Ask child/children to tell the title of the story.

3. Engage child/children in a discussion about the story by asking.
  - a. How do they think Oliver felt about his grandpa?
  - b. How did Oliver feel about his grandpa's fruit garden?
  - c. Name two of their favourite fruits

**Follow-Up Activity:** Assist child/children to make a fruit salad with available fruits.



## Early Childhood Commission

### Term Two Parent Support Activity Plans

#### **Week Seven Day Four**

**Age:** Four Year Olds

**Theme:** Plants

**Sub theme:** Parts Of A Plant

#### **Circle Time**

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

1. Name at least three (3) fruits that have seeds
2. Record observation of changes in a seed that is planted

**Concept/Content:** The fruit is the part of the plant that has seeds. Some fruits have one seed, some have a few seeds and some have many seeds. A seed is a part of the plant that can grow into another plant.

**Skills:** Listening , speaking ,observing

**Resources:** Internet access, computer/phone/tablet, story " We plant a seed" <https://youtu.be/zxl6Kiy7NPI> , cut off plastic bottle , cup or flower pot , peas or suitable seed

**Activity steps:**

1. Allow child/children to look at a small plant and some seeds. Inform child/children that some plants begin to grow from seeds.
2. Click link <https://youtu.be/zxl6Kiy7NPI> view and listen to the story " We plant a seed".
3. Encourage child/children to tell you two things that seeds need to grow.
4. Display pictures of or real items for example, orange, mango, cabbage, rice.
5. Ask child/children to touch the ones that have seeds in them. Clarify where necessary. (Inform them that rice is a seed)
6. Ask child/children to tell you any other fruits they know that have seeds in them.
7. Discuss with child/children that some plants bear fruit or food with seeds.
8. Allow child/children to plant some seeds.
9. Create a log for them to record changes to the plant overtime.

## **Guided Learning**

**Name of Activity:** Tell My Number

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

1. Count from 1-10
2. Identify numerals 1 to 10
3. Identify fruits

**Skill:** Counting, speaking

**Resources:** Numeral cards 1-10, Fruits Worksheet

### **Activity Steps:**

1. Engage child/children in a discussion about seeds. Explain to them that some fruits have one seed while other fruits have many seeds.
2. Ask child/children to name a fruit that only has one seed and another that has more than one seed.
3. Ask child/children to name some of their favourite fruits.
4. Provide child/children with the fruits worksheet (see appendix) and numerals one to ten cutouts and instruct child/children to count the seeds in each fruit and choose and paste the corresponding numeral beside the fruit.



1 2 3 4 5

6 7 8 9 10

### **Guided Creative Activity**

**Name of Activity:** Shaky, Shake, Shake

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

1. Make musical instrument using seeds
2. Identify different sound patterns
3. Sort objects by size

**Skills:** Sorting, classifying,

**Resources:** Two (2) plastic bottles, 5 large seeds and 10 small seeds, glue, paint, paintbrush

### **Activity Steps:**

1. Give child/children two plastic bottles and the two different sizes of seeds in a container.
2. Instruct child/children to put the smaller seeds in one pile and the larger seeds in another pile.

3. Ask child/children to put the smaller seeds in one plastic bottle and the larger seeds in the other plastic bottle.
4. Assist child/children in placing a thin line of glue around the edges of the bottle cap and screw the lid back onto the bottle. Allow the glue to dry.
5. Have child/children decorate the outer part of the bottle with colours of their choice.
6. Encourage child/children to shake the bottles and discuss differences in the sounds of both bottles. Ask them why they think there is a difference in sound.
7. Allow child/children to shake, make music and dance along to the sound.





**Indoor/Outdoor**

**Name of Activity:** Catch Me if You Can

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

1. Throw a ball in specific direction
2. Catch a ball

**Skills:** Throwing, catching

**Resources:** Soft ball

**Activity Steps:**

1. Stand at least two arm lengths away from child/children.
2. Throw the ball to child/children and allow them to catch it.



3. If child/children catches the ball, allow them to throw the ball to you. If they do not catch the ball, allow them to run around the environment and find a plant that has a seed/s.
4. Continue the game until the ball has been thrown ten times by each person. The person who catches the ball the most wins the game.

### **Story Time**

**Name of Activity:** "A Fruit is A Suitcase For a Seed" by Jean Richards

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

1. Listen to a story
2. Recall information from a story
3. Respond to questions from a story
4. Participate in pretend play

**Skills:** Listening, speaking, recalling, dramatizing

**Resources:** Internet access, computer/phone/tablet, story "A Fruit is A Suitcase For a Seed" by Jean Richards

<https://www.youtube.com/watch?v=mKLVKw9TyAI>

**Activity Steps:**

1. Click link <https://www.youtube.com/watch?v=mKLVKw9TyAI> view and listen to the story "A Fruit is A Suitcase For a Seed" by Jean Richards.
2. Engage child/children in a discussion about the story by asking the following questions:
  - a. What are the things that a seed needs to grow into a new plant?
  - b. How do some seeds travel or get to new places?
  - c. Can you think of some fruits that have one seed inside them?
  - d. Can you think of other fruits that have many tiny seeds inside them?
3. Ask child/children to choose a fruit with a seed that they would want to be.
4. Have child/children find clothes around the house and dress up like the seed they chose. For example, if they want to be a banana they can wear yellow, or if they want to be an apple they can choose to wear red.
5. Assist child/children to use paper and other materials to decorate the clothes.



6. Allow child/children to role play how the seed travels from place to place and also show what happens to the seed once someone eats it and throws it away.
7. Take turns to role play this activity.

**Follow-Up Activities: Seed Exploration!**

Allow child/children to drop two (2) red pea seeds inside a cup/container of water and leave it for at least fifteen (15) minutes.



Explain to child/children that together you will be exploring seeds a little more by opening them up and seeing what is inside. Ask child/children to draw what they think the seed will look like on the inside in their notebook. Assist the child to gently open up the inside of the seed. Talk about how the seed looks and also the different parts. Allow child/children to draw how the seed looks on the inside in their note book.



## Early Childhood Commission

### Term Two Parent Support Activity Plans

#### Week Seven Day Five

**Age:** Four Years Old

**Theme:** Plants

**Sub theme:** Parts Of A Plant

#### Circle Time

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

1. Trace the capital letter S
2. Trace the common letter s
3. Identify the letter S

**Concept/Content:** A seed is a part of the plant that can grow into another plant. Some seeds are big while others are small. The word seed begins with the letter S. Some other words that begin with letter S are sunshine, soil, and sunflower. I can write the letter S by going halfway around and half way around again.

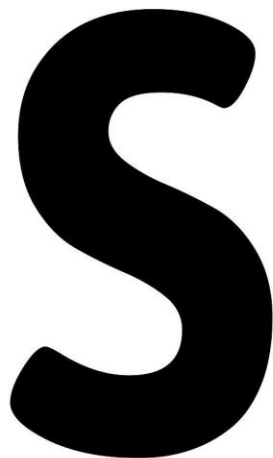
**Skills:** Identifying , imitating, writing

**Resources:** Pictures, glue, box with sand, items/labels in the home with words that have the letter S

### Activity steps:

1. Use a sock puppet to tell a story and allow child/children to listen. (See resource list)
2. Show child/children a large picture of the letter S.
3. Allow child/children to use their fingers and trace around the letter on the picture.
4. Provide a small box or tray with sand and have child/children write letter S in the sand.
5. Have child/children look on cereal boxes and other labels in the home and point out the letter S.
6. Have child/children write the letter S on plain paper or in a notebook.

ABCLETTERS.ORG



## **Guided Learning**

**Name of Activity:** The S Collage

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

1. Collect pictures of objects that begin with the letter S
2. Make a collage

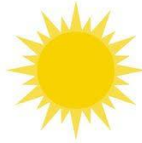
**Skill:** Identifying, imitating, creating

**Resources:** Pictures, glue

### **Activity Steps:**

1. Display the following pictures sock, sun, 6, 7, seed, book, pencil, saw, bag)
2. As you sing along, ask child/children to take up the pictures mentioned in the song.
3. Engage child/children in song "If you're happy and you know it, say /s/. (See Resource List for words)
4. Ask child/children to tell why they choose pictures
5. Have child/children make the /s/ sound while pointing at the first letter in each word.
6. Encourage child/children to tell other things that begin with the /s/ sound.
7. Provide child/children with pictures and have them paste the pictures that begin with the /s/sound in their notebook.

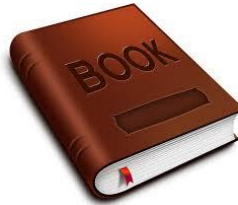




gg58056987 GoGraph.com



shutterstock.com - 544381726



### **Guided Creative Activity**

**Name of Activity:** My Colourful Dough

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

1. Manipulate play dough
2. Make designs

**Skills:** Molding, designing

**Resources:** A bowl, 1 cup of water,  $\frac{1}{2}$  cup of salt, 2 teaspoons of oil, any colour drink mix, spoon, flour

## Activity Steps

1. Allow child/children to pour the flour and salt inside the bowl.
2. Ask child/children to add some drink mix to the cup of water.
3. Have child/children use the spoon to stir the mixture until all the crystals have dissolved.
4. Ask child/children to pour the oil in the liquid mixture.
5. Allow child/children to make a well in the centre of the flour.
6. Assist child/children to pour small amounts of the liquid mixture on the flour and demonstrate to them how to knead until the mixture becomes a dough.



7. Ask the child/children to use the flour dough to show how a plant grows from a seed.



**Indoor/Outdoor**

**Name of Activity:** Adventure Path to Letter Ss

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

1. Move body in different directions
2. Maintain balance while moving
3. Search for hidden objects

**Skills:** Hopping, crawling, running, jumping, balancing.

**Resources:** Tape/paint, picture of letter S, chair, piece of string, tree/wall, whistle/sound maker.

**Activity Steps:**

1. Choose a flat space in the yard.
2. Use tape/paint to mark a curved path.
3. Place a chair half way down the path.
4. Hang a large picture of letter Ss from a tree/wall within the child/children's reach.
5. Share the instructions of the game with the child.

Instructions: Stand at the beginning of the path. At the sound of a whistle/sound maker the child should begin hopping down the curved path. Upon reaching the chair, the child should kneel and crawl under the chair. Once the child is free from the chair he/she must run to the treasure

hanging from the tree/wall. The child must jump to take the treasure from the tree then run to you and hand it in.

6. Use a sound maker to prompt child/children to begin the game.
7. Use a phone/watch to time how fast the child/children completed the game.



## Story Time

**Name of Activity:** "The Bad Seed" by Jory John & Pete Oswald

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

1. Listen to a story
2. Respond to questions from a story
3. Make predictions about a story

**Skills:** Listening, speaking, recalling, predicting

**Resources:** Internet access, computer/phone/tablet, story "The Bad Seed" by Jory John & Pete Oswald <https://www.youtube.com/watch?v=VhRbnmI2UAQ&t=214s>

**Activity Steps:**

1. Click link <https://www.youtube.com/watch?v=VhRbnmI2UAQ&t=214s> view and listen to the story "The Bad Seed" by Jory John & Pete Oswald.
2. Engage child/children in a discussion by asking the following questions:
  - a. What are some of the bad things the seed did?
  - b. Where did the bad seed come from?
  - c. What caused the bad seed to leave his family?
  - d. Why did the seed do bad things?
  - e. What type of seed do you think the bad seed was?
  - f. What big decision did the bad seed make? Do you think this made him happier than before?
3. Encourage child/children to be like the good seed, to always try and do the right thing.
4. Ask child/children to draw and colour the seeds from the story.

**Follow-Up Activities:** *Guess How Many Seeds*

Assist child/children to place some peas seeds in a container. Invite the family to sit in a circle. Have child/children ask family members to close their eyes. Allow child/children to take up some seeds, count them silently, then close their hand so the seeds remain hidden. Child/children will ask a family member to tell how many seeds are in their hand. If the family member gets it right then he/she will continue the game.



Early Childhood Commission

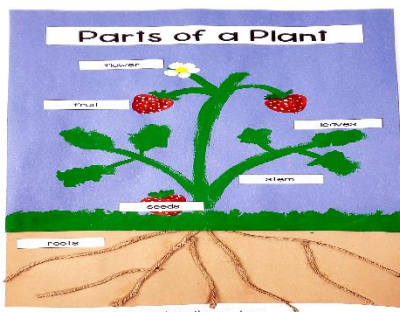
# Week Seven Resources

## Day One

Circle Time



Guided Learning



Creative Activity





### Indoor/Outdoor Play



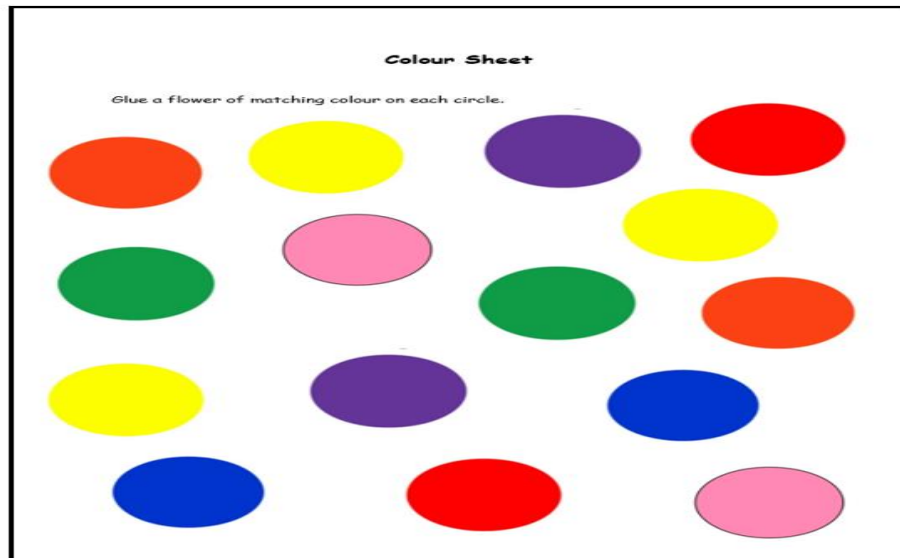


Early Childhood Commission

# Week Seven Resources

## Day Three

Guided  
Learning





Guided Learning

Soft

Sweet

Sour

Juicy

Rough

Smooth

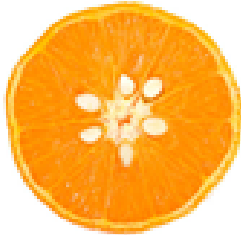


Instruction: Match the inside of each fruit to the whole fruit.



# Day Four

(Guided Learning)

How Many Seeds Do I Have?

Fruits	Number of Seeds
	
	
	



1 2 3 4 5

6 7 8 9 10

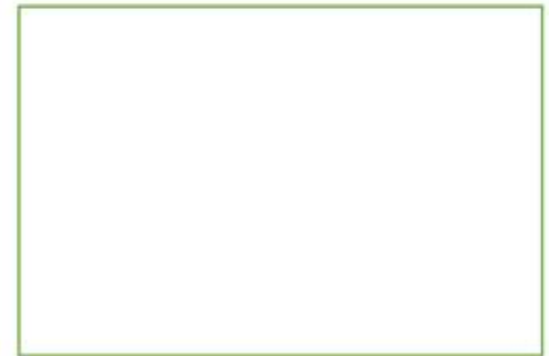
(Follow up Activity)

Seed Exploration

**MY  
EXPLORATION SHEET**



**1. What do you think the inside of your seed will look like?**



**2. Draw how your pea looked inside.**



Early Childhood Commission

## Week Seven Resources

### Day Five

Circle Time

Story

Hi, Im Sammy Snake,

I love to write my name.

My name begins with the letter 's'.

Can you help me write the letter 's'?

**OVER THE TOP, ACROSS THE MIDDLE AND BACK.**

(do action as you say this part)

Lets do it again.

**OVER THE TOP, ACROSS THE MIDDLE AND BACK.**

Guided Learning

Song

If you're happy and you know it say /s/ (repeat 2 x)

If you are are happy and you know it and you really want to show it,



If you're happy and you know it say /s/.

If you're happy and you know it take a sock,

If you're happy and you know it take a sun,

If you're happy and you know it and you really wants to show it ,

If you're happy and you know it take a seed.

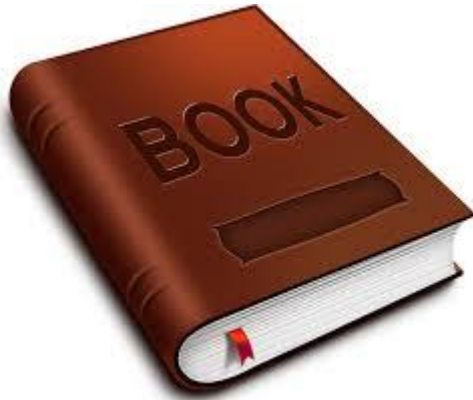
If you're happy and you know it take a saw,

If you're happy and you know it take a six,

If you're happy and you know it and you really wants to show it,

If you're happy and you know it take a seven.





6



S