



## Early Childhood Commission

### Term One: Parent Support Activity Plan

**Week Four, Day Five**

**Age:** 18-24 months

**Learning Outcome:** Effective Communication

**Activity Title:** My Body Parts

**Objective(s):** After interaction with parents, toddler will:

- Take turns and talk about body parts
- Touch and name body parts
- Repeat simple sentences

**Skills:** Speaking, listening, naming, singing

**Resources:** Box, pictures of body parts: nose, eyes, foot, fingers.

**Activities:**

1. Parent will place pictures of body parts in a box.
2. Parent will allow child to take out pictures while they talk about what they are.
3. Parent will engage child in conversation about the pictures. For example, if the child takes out nose, parent may say: that is the picture of a nose placing emphasis on nose.
4. Parent will encourage child to say the word nose while touching his/her nose
5. Parent will encourage child to sniff/smell with the nose while saying nose.
6. Parent will further engage child in conversation about nose. E.g. Nose smells things. Nose is big, Nose is on the face.
7. Parent will guide child to repeat simple sentences.

**Follow up activity:** Parent will repeat steps using other body parts, e.g. eyes



## Early Childhood Commission

### Term One: Parent Support Activity Plan for September, 2020

**Age:** 18-24 months

**Learning Outcome:** Effective Communication

**Activity Title:** Animals

**Objective(s):** After interaction with parents, toddler will:

- Say the sound of the initial letters of animals at home.
- Touch pictures of animals and say its name stressing the initial letter sound.

**Skills:** Speaking, listening, naming, singing

**Resources:** pictures of animals: cow, cat, and caterpillar.

**Activities:**

1. Parent will take the child outside to look at animals.



2. Parent will say to the child look at that  cat, then stresses the initial letter sound of cat before saying the word cat again (c-c-c-at).
3. Parent will encourage the child to say c-c-c-at.
4. Parent will applaud the child for the attempts made.
5. Parent will identify other animals such as cow, camel and caterpillar and follow the procedure above. Call the words stressing the initial letter sound.
6. Parent will spread pictures of animals on the mat inside and engage the child in identifying the pictures by touching the different animals and saying the names of the animals touched.
7. Parent will guide the child to repeat simple sentences such as the cat is big.

**Follow up activity:** Parent will show the child video with the cat and the cow and parent and the child will make the sounds the animals make.