



## Early Childhood Commission

### Term One Parent Support Activity Plan

**Week Four, Day One**

**Age:** 4 Year Olds

**Theme:** Celebrating Me

**Sub theme:** I am Special

**Circle Time**

**Name of Activity:** /l/, /l/, /l/

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

1. Trace uppercase L and lowercase l
2. Identify uppercase L and lowercase l
3. Name at least three words that have the initial /l/ sound
4. Watch a short video
5. Follow simple two- step instructions

**Concept/Content:**

Each letter has a special sound. The letter L makes the /l/ sound and can be written uppercase L and lowercase l.

**Skills:** Observation, manipulation, speaking, listening, tracing

**Resources:** Electronic device, pictures, video **The Letter L Song**

<https://www.youtube.com/watch?v=qEXMoeYe47c>

**Activity Steps:**

1. Encourage child/children to watch the video above and listen to the /l/ sound in words. Reinforce the /l/sound heard.
2. Allow child/children to take turns in writing the uppercase L and lowercase l in the air. Encourage child/children to say if the letter is written in upper or lower case ("capital or common letter").
3. Sing the L song and allow child/children to trace the uppercase 'L' lowercase 'l' in a notebook.
4. Allow child/children to look at six (6) pictures and choose those with the initial /l/ sound. Parent will assist as needed.
5. Praise child/children for their efforts.



**Guided Learning**

**Name of Activity:** L Treasure Hunt

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

1. Create sentences using Standard Jamaican English (SJE)
2. Make the /l/ sound
3. Trace uppercase L and lowercase l

4. Name at least two things that begin with the /l/ sound

5. Count the number of letters in words

**Skills:** Manipulating, observing

**Resources:** Scrapbook, crayons/pencil, household objects:



**Activity Steps:**

1. Let child/children sing 'The L Song' and make the /l/ sound.
2. Take child/children on a treasure hunt in the house to find objects with the initial /l/ sound. When a 'treasure' is found, child/children will name the object and say /l/ and make the letter L shape in the air.
3. Ask child/children to make sentences using the names of at least two treasures found.
4. Instruct child/children to name three words that begin with the initial /l/ sound. Write the words named by child/children in the scrap book and ask child/children to count how many letters are in each word and write the corresponding numeral for each.

**Creative Activity**

**Name of Activity:** Collage of Leaves

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

1. Describe differences in at least two types of leaves

2. Differentiate between rough and smooth textures
3. Categorize leaves based on size
4. Make patterns using leaves

**Skills:** Manipulating, observing, speaking

**Resources:** Leaves (different sizes and shapes), plain paper, paint, paint brush

**Activity Steps:**

1. Take child/children on a nature walk to pick a variety of leaves. Ask child/children to describe each leaf picked.
2. Instruct child/children to categorize leaves based on size and texture. Guide child/children in placing together those that are rough and smooth; and those that are big and small.
3. Ask child/children to choose three leaves for printing on plain paper. Allow child/children to choose colours and paint the rougher side of each leaf on paper.
4. Applaud child/children for efforts made and allow them to describe each design in a sentence, using SJE.



**Indoor/Outdoor Play**

**Name of Activity:** Near and Far

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

1. Search for hidden treasure

## 2. Identify items with the initial /l/ sound

**Skills:** Manipulation, observation, gross motor

**Resources:** Objects with initial /l/ sound



### Activity Steps:

1. Hide objects with the initial /l/ sound outdoors, prior to the activity.
2. Tell child/children to search for the objects outdoors.
3. Use cues in the song 'How Near/Far You Are' to assist in finding the objects.
4. Ask child/ children to name the objects placing emphasis on the /l/ sound.

### Story Time:

**Name of Activity:** Phonic Story L

[https://www.youtube.com/watch?v=nlZ9pNl\\_cnA](https://www.youtube.com/watch?v=nlZ9pNl_cnA)

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

1. Listen to a story
2. Name at least two words with the initial /l/ sound mentioned in a story

3. Respond to questions using SJE
4. Recall what happened at the beginning and end of a story

**Skills:** Observing, speaking, listening, recalling

**Resources:** Electronic device

[https://www.youtube.com/watch?v=nIZ9pNI\\_cnA](https://www.youtube.com/watch?v=nIZ9pNI_cnA)

**Activity Steps:**

1. Create a comfortable area for story time. Sing Story Time song.
2. Let child/children watch and listen to story (click link above).
3. Encourage child/children to listen for words with the initial /l/ sound. Ask child/children to name words that begin with the /l/ sound that they heard in the story.
4. Ask child/children to recall what happened at the beginning and at the end of the story.
5. Encourage their efforts with a high-five.

**Follow-Up Activities:** Provide newspaper/magazine for child/children to find pictures with the initial /l/ sound. Guide child/children in cutting these pictures out to paste in a scrap book.



## Early Childhood Commission

### Term One Parent Support Activity Plans

**Week Four, Day Two**

**Age:** 4 Year Olds

**Theme:** Celebrating Me

**Sub theme:** I am special

#### **Circle Time**

**Name of Activity:** /t/ sounding names

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

1. Identify words with initial /t/ sound
2. Reproduce the /t/ sound
3. Differentiate between the uppercase T and lowercase t
4. Trace uppercase T and lowercase t

**Concept/Content:** Some names begin with the /t/ sound. The /t/ sound is represented by the letter T.

**Skills:** Tracing, discussing, listening, identifying, comparing, differentiating, speaking, listening

**Resources:** Worksheet of the letter "Tt" and pictures, song (Every Letter Makes a Sound")

### **Activity Steps**

1. Encourage child/children to sing the song 'Every Letter makes a Sound' revising the letter done in previous day (letter L).

The 'Ll' says /l/ x1

Every letter makes a sound

The 'Ll' says /l/

The 'Tt' says /t/ x1

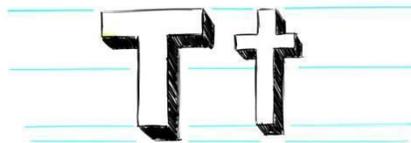
Every letter makes a sound

The 'Tt' says /t/

2. Have child/children repeat the initial /t/ sound.
3. Take child/children around the house and invite them to touch and name objects with the initial /t/ sound.
4. Praise child/children for their efforts.

Allow child/children to view worksheet. Let them point to objects with initial /t/ sound and say their names. (See worksheet in resources section at the end of the week's plan).

5. Introduce child/children to the uppercase T and lowercase t. Point to each letter (upper and lower case) while identifying the letter as uppercase or lowercase.



6. Tell child/children to write the uppercase T and lowercase t in the air using the index finger.
7. Say the word 'titanic' (t-i-t-a-n-i-c). Ask child/children to clap whenever the /t/ sound is heard.
8. Praise child/children for participating in the activities.

### **Guided Learning**

**Name of Activity-** Identifying Initial /t/ Sound.

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

1. Reproduce the initial /t/ sound
2. Differentiate between more and less
3. Participate in an activity

**Skills:** Listening, identifying, speaking

**Resources:** Worksheet (See worksheet in resources section at the end of the week's plan).

**Activity Steps:**

1. Ask child/children to identify pictures with the initial /t/ sound on the worksheet.
2. Write the words 'temperature' and 'toy' on two separate strips of paper.
3. Hold each strip facing child/children
4. Let child/ children count the number of letters on each strip
5. Ask which trip has more letters
6. Tell child/ children the words on each strip.
7. Paste strips to make a word wall.

**Creative Activity**

**Name of Activity:** 'T' is for Tree

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

1. Manipulate materials
2. Create a collage
3. Follow instructions

**Skills:** Creating, tearing, cooperating

**Resources:** Strips of green and brown construction paper, marker, glue, buttons

**Activity Steps:**

1. Provide child/children with green and brown construction paper
2. Assist child/children to tear the construction paper into smaller pieces.
3. Write the title of the activity on a strip of paper
4. Let child/children place large brown strip for tree trunk and pieces of green paper for leaves (across to form letter T), Use buttons for fruits on the tree.



5. Applaud child/ children for their efforts.

**Outdoor/Indoor****Name of Activity: Pass the Ball**

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

1. Participate in a game
2. Throw and catch a ball
3. Run to fetch a ball

**Skills:** Gross motor development- running, throwing, catching

**Activity Steps:**

1. Engage child/children in a challenge to see who can prevent a ball from falling in a game of catch.
2. Throw the ball to child/ children for a catch, then the ball is to be thrown to the parent for a catch.
3. Repeat step 2 by increasing the speed of the throw.
4. If the ball falls it is to be fetched and the game begins again.
5. The person with the least amount of fetch wins the game.
6. Praise child/children for participating in activity,

**Story Time**

**Name of Activity:** The T Story

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

1. Listen to a story
2. Respond to question about a story

**Skills:** Listening, speaking, responding to questions

**Resources:** Electronic device Story- My T Book

<https://www.youtube.com/watch?v=VQ8HAU2hThA>

**Activity Steps:**

1. Have child/children watch and listen 'The T Story' by Jane Belk Moncure (see link above).
2. Engage child/children in a discussion by asking the following questions:

- a. What is the name of the boy in the story?
- b. What did he put in the box?
- c. How do you think the boy felt about what he did?

**Follow-Up Activities:** Ask child/children to identify objects around the home with initial /t/ sound.



## Early Childhood Commission

### Term One Parent Support Activity Plans

**Week Four, Day Three**

**Age:** 4 Year Olds

**Theme:** Celebrating Me

**Sub theme:** I am special

#### Circle Time

**Name of Activity:** Letter 'T' Number Names

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

1. Count from 1-20
2. Identify number names with the initial /t/ sound
3. Trace two number names with the initial /t/ sound
4. Participate in activities

**Concept/Content:** Some number names begin with the initial /t/ sound', for example two, ten, twelve and twenty. Some number names have more letters while some have less.

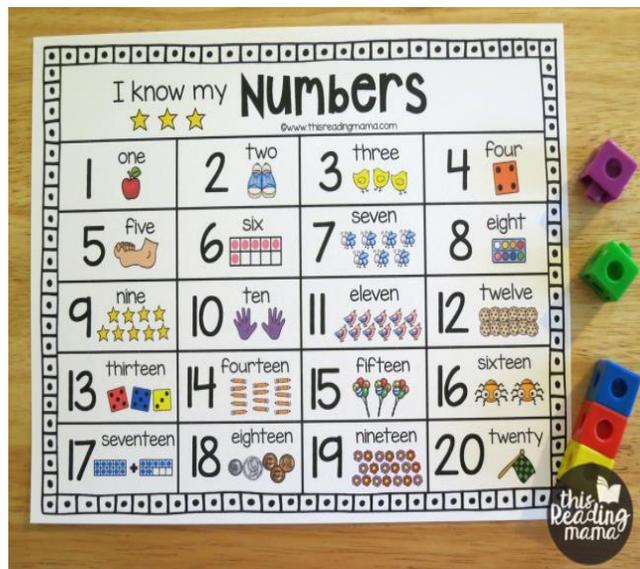
**Resources:** YouTube video

(<https://www.youtube.com/watch?v=DOAjq682yrA&vl=en>), number chart, number cards, worksheet, crayon

**Skills:** Speaking, listening, tracing, number knowledge

**Activity Steps:**

1. Allow child/children to watch the video and count to twenty with video.
2. Show child/children a number chart and identify the numerals with initial /t/ sound.
3. Place number cards and counters in front of child/children
4. Assist child/children to select the number of counters to match the number on the number cards.
5. Give child/children two worksheets to trace two of the number names beginning with the initial /t/ sound. (See worksheet in resources section at the end of the week's plan).



### **Guided Learning Activity**

**Name of Activity:** Fun With /t/ Numbers

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

1. Count from one to twenty (1-20)
2. Name at least two numbers with initial /t/ sound
3. Identify numerals with initial /t/ sound
4. Participate in activities

**Resources:** Number chart, worksheet

**Skills:** Speaking, counting, matching, number knowledge

#### **Activity Steps:**

1. Assist child/children to count from 1-20.
2. Call a numeral that begins with the initial /t/ sound and ask child/children to touch numeral on the chart.
4. Have child/children complete a worksheet which requires them to match the number names. (See worksheet in resources section at the end of the week's plan).

### **Guided Creative Activity**

**Name of Activity:** Making T Numbers

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

1. Write two number names with initial /t/ sound

2. Identify numbers with initial /t/ sound

3. Participate in the activity

**Resources:** Play dough, glue, cartridge paper, magazine

**Skills:** Manipulating, creating, arranging

**Activity Steps:**

1. Cut cartridge paper in a rectangular shape. Ask child/children to use playdough to form ant number with the initial/ t/ sound.

2. Let child/ children cut pictures from magazine and paste on cartridge paper to represent the number.

3. Engage child/ children in a discussion about their creation.

4. Praise child/children for participating in activity.

**Indoor/Outdoor Play**

**Name of Activity:** One and Twenty

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

1. Participate in a counting game

2. Clap to a rhythm

3. Skip to a beat

4. Follow instructions

**Resources:** Singing of song One and Twenty

**Skills:** Singing, listening, motor development

**Activity Steps:**

1. Place a large box outside
2. Parent and child/ children will clap and sing "One and Twenty."
3. Skip around the box at the start of the song.
4. At the count of one, stand behind the box for 2 seconds the first person to get to the box, then skip from behind the box after 2 seconds.
5. The next person will stand behind the box for 2 seconds, do this until song gets to the count of 20.
6. The person standing behind the box at the count of 20 wins the round of 20.
7. Repeat the game to see who can win the most rounds of 20.

**Story Time:**

**Name of Activity:** Knowing My Name

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

1. Listen to the story
2. Recall details of a story

**Resources:** Tablet/ smart phone/ lap top. story book- 'The Very Busy Spider'

**Skills:** Listening, speaking, recalling

**Activity Steps:**

1. Let child/children watch 'The Very Busy Spider' by Eric Carle.

(<https://www.youtube.com/watch?v=TfL0g-XRxnA>) click on link

2. Engage child/children in a discussion about the story by asking the following questions:

(a) What is the name of the story?

(b) Who are the characters in the story?

(c) What kept the spider busy?

(d) Did you enjoy the story?

(e) What is your favourite part of the story?

**Follow-Up Activity:** Ask child/ children to share the story with a family member.



## Early Childhood Commission

### Term One Parent Support Activity Plans

**Week Four, Day Four**

**Age:** 4 Year Olds

**Theme:** Celebrating Me

**Sub theme:** I am Special

**Circle Time**

**Name of Activity:** More or Less

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

1. Differentiate between more and less
2. Reproduce the /t/ sound
3. Count items in a given set
4. Name at least two parts of the body that are in pairs
5. Participate in activities

**Concept/Content:** The letter "T" makes the /t/ sound. The words two and ten have the initial /t/ sound. I can tell that two items are less than ten items by counting them. A pair is made up of two things. Some body parts are in pairs.

**Skills:** Recalling, naming, counting, tracing/writing

**Resources:** Numeral cards, counters, paper

**Activity Steps**

1. Sing with child/children the song "Every Letter Makes a Sound T says /t/.
2. Give child/children numeral cards 1-10
3. Ask child/ children to look among the numeral cards for the numerals 2 and 10.
4. Give child/children given counters.
5. Instruct child/children to place the number of counters beside the cards to represent each numeral.
6. Have child/children observe the sets and ask them to tell which set has more and which has less.
7. Tell child/children two matching items are called a pair.
8. Talk about body parts that are in pairs. Refer to the numeral 2 card to associate 2 objects making a pair.
9. Praise child/children for participating in activities.

**Guided Learning**

**Name of Activity:**

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

1. Name at least three items with initial /t/ sound
2. Make the /t/ sound
3. Draw at least one item with initial the /t/ sound
4. Participate in activities

**Skills:** Sorting, observing, recalling

**Resources:** Name cards with towel, toothbrush, television, table, tomato, chair, pot, kettle

**Activity Steps:**

1. Ask child/children to make the /t/ sound.
2. Hold up name card and say the names on each card let child/ children say the names.
3. Tell child/ children to listen to the names on the name card and clap for each word heard with initial /t/ sound.
4. Ask child/ children how many words they can recall from the set of words with initial /t/ sound.
5. Ask child/children to draw and colour three objects that begin with the /t/ sound.

## **Creative Activity**

**Name of Activity:** Body Shapes

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

1. Move the body to a rhythm
2. Use the body to form letters
3. Make the /t/ sound

**Skills:** Bending, stretching

**Resources:** (<https://www.youtube.com/watch?v=1yI9p--gEIU>)

### **Activity Steps:**

1. Click on video above.
2. Dance with child/ children to the music by moving body parts.
3. Instruct child/ child to put legs together hands to the side, head upright on the floor.

4. Parent will do same by forming the horizontal or top part of letter T with



own body against child.

5. Parent and child/ children will stand in an upright position with hands



horizontal to form letter T.

### **Outdoor/Indoor**

**Name of Activity:** Paste the "T" on the tree

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

1. Identify words with initial /t/ sound
2. Participate in an activity
3. Follow instructions

4. Make the /t/ sound

**Skills:** Gross motor development, manipulating, decision making

**Resources:** Word cards (two, table, tooth, toy, bird, car), a tree, tape

**Activity Steps:**

1. Take child / children outdoors under a tree.
2. Give child/ children the name cards
3. Instruct child/ children to identify the words with initial/t/
4. Place tape on the cards and allow child/ children to paste the name cards on the tree
5. Review the words on the tree with child/children. Reinforce the initial /t/ sound.

**Story Time**

**Name of Activity:** "My No, No, No, Day" by Rebecca Patterson

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

1. Listen to a story
2. Participate a discussion

3. Respond to questions about a story
4. Recall details of a story
5. Role play a section of a story

Resources: (<https://www.youtube.com/watch?v=x-Bpoj5fZr0>)

**Activity Steps:**

1. Let child/children view and listen to the story My No, No, No, Day. (Click on link above)
2. Engage child/children in a discussion about the story by asking the following questions:
  - A) What is the name of the story?
  - B) Why was Bella having a bad day?
  - C) How do you think Bella feels because he was having a bad day?
  - D) Name some words mentioned in the story with initial /t/ sound.
  - E) What are some of things in the story that come in pairs?
3. Roleplay Bella's day.

**Follow-Up Activities:** Ask child/children to select items of clothing that are in pairs. Example socks, shoes.



## Early Childhood Commission

### Term One Parent Support Activity Plans

**Week Four, Day Five**

**Age:** 4 Year Olds

**Theme:** Celebrating Me

**Sub theme:** I am Special

**Circle Time**

**Name of Activity:** Sorting Capital and Common Tt

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

1. Identify capital T and common t
2. Identify pairs
3. Recall words with initial/t/ sound
4. Make the /t/ sound

**Concept/Content:** The letter T makes the /t/ sound. There are some parts of my body that are in pairs.

**Skills:** Recalling, naming, counting, manipulating

**Resources:** Paper, pencil, crayon, "T" Story

<https://www.youtube.com/watch?v=ipLJbSr6rC4>

**Activity Steps:**

1. Parent and child/children sing "Every Letter Makes a Sound T say /t/.
2. Click on the link above to view and listen to the 'T' story.
3. Write the words from the story with capital T (e.g. Tommy and Terry).and words with common t (e.g. tiger and tea) to make name cards.
4. Show child/ children the name cards with words beginning with capital T. Tell them special words begin with capital T.
5. Let child/ children share other names beginning with /t/ sound.
6. Show name cards with common t words. Talk to child / children about words beginning with common t.
7. Call words from name cards and let child/ children identify whether the word begins with capital T or common t.

## Guided Learning

**Name of Activity:** Making Pairs

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

1. Identify pairs
2. Sort pairs of objects
3. Follow instructions
4. Count from one to ten

**Skills:** Sorting, observing, recalling, pairing

**Resources:** Bottle caps/clothes pins

**Activity Steps:**

5. Give child/children bottle caps and ask them to select 10.
6. Instruct children to group the 10 bottle caps in sets of 2s
7. Ask children to count how many sets of 2s they have.



5 sets. (which are 5 pairs)

**Creative Activity**

**Name of Activity:** Pairs on my Body

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

1. Assemble a picture of the body
2. Identify body parts that are in pairs

**Skills:** Constructing, recalling, manipulating

**Resources:** Outline of head to torso, cut outs of eyes, arms, ears, legs, glue

**Activity Steps:**

1. Sing, "My arms, my legs, my ears, my eyes, God made them all" (to the tune My Head, My Shoulders, My Knees, My Toes) while touching body parts.
2. Give child/children an outline of the body with head and torso only.
3. Give child/children the other body parts to complete the outline of the body (eyes, arms, hands, ears, legs)

**Outdoor/Indoor**

**Name of Activity:** Mother May I?

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

1. Follow instructions
3. Participate in an activity

**Skills:** Gross motor development, listening and speaking

**Resources:** Word cards

**Activity Steps:**

1. Use word cards with initial /t/ from previous activities in the week.
2. Take child/ children outdoors
3. Place word cards in a row.
4. Instruct child to jump beside the word card when parent says the word.  
However, child/ children must say "Mother, may I?" before jumping.
5. Praise child/ children for participating in the activity.

**Story Time**

**Name of Activity:** "Tim and the Tiny Tortoise"

(<https://www.youtube.com/watch?v=dG9gHqV9YhI>)

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

1. Listen to a story
2. Participate in discussion about a story
3. Recall details of a story
4. Use a puppet to tell a story

**Activity Steps:**

1. Sing story time song
2. Click link above to view and listen to story Tim and the Tiny Tortoise.

3. Engage child/children in discussion about the story by asking the following questions:

- A) What is the name of the story?
- B) Name words from the story with the initial /t/ sound
- C) What are some things in the story that are in pairs?
- D) How do you feel when you receive something special?

**Follow-Up Activities: Child will continue to be engaged in activities to enhance concepts.**

1. Place 2 eyes and a mouth on a sock and demonstrate how to use puppet. Let child / children have puppet show by retelling the story at family fun time.



**The Early Childhood Commission**

# **Week Four Resources**

## **Day Two**

## Circle Time

Tt



truck



turtle



tiger



tree

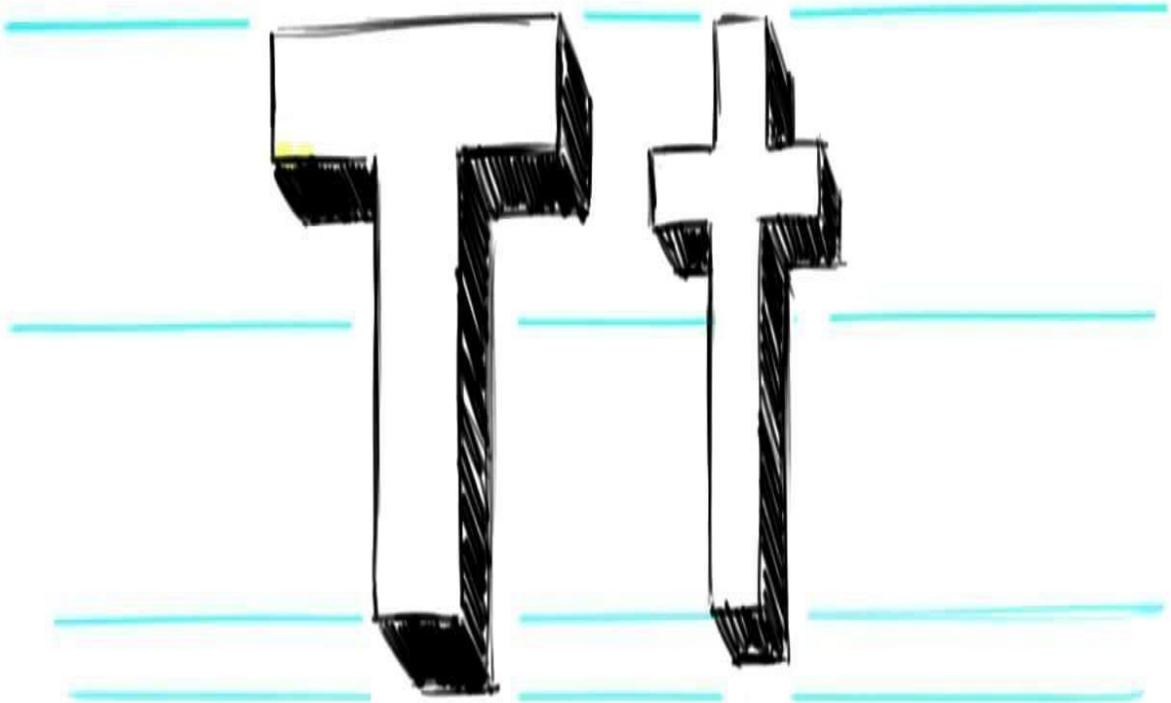


turkey



table

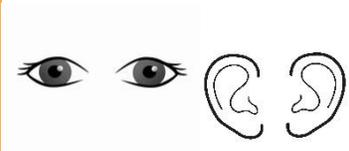
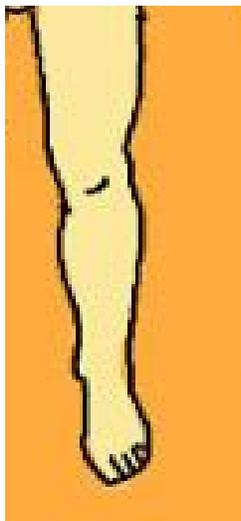
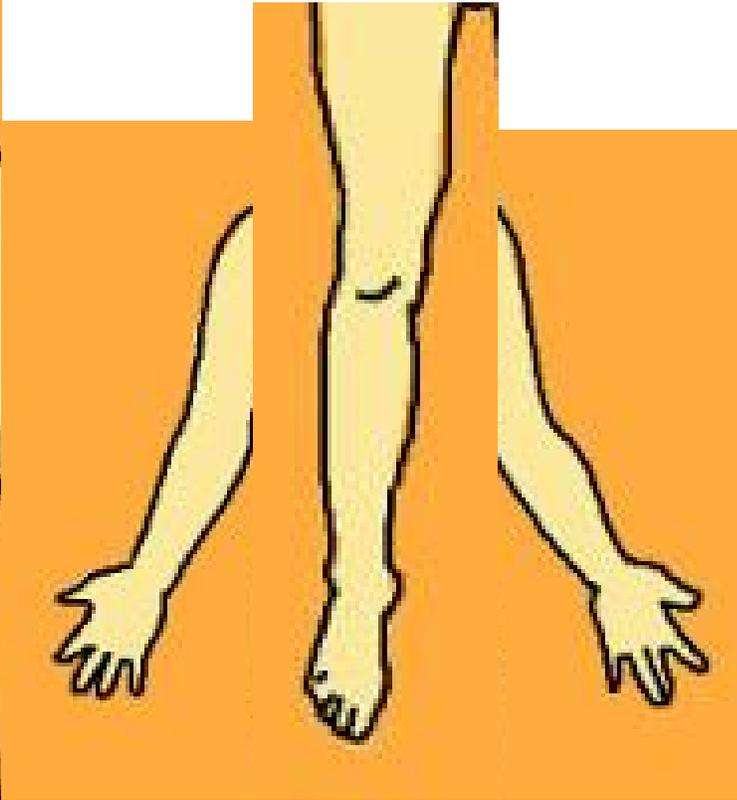
**Circle Time-Uppercase T and lowercase t**



**Circle Time**



**Creative Activity**





The Early Childhood Commission

# Week Four Resources

## Day Three

# Circle Time- Number Chart

I know my **Numbers**  
☆☆☆  
©www.thisreadingmama.com

1 one 	2 two 	3 three 	4 four 
5 five 	6 six 	7 seven 	8 eight 
9 nine 	10 ten 	11 eleven 	12 twelve 
13 thirteen 	14 fourteen 	15 fifteen 	16 sixteen 
17 seventeen 	18 eighteen 	19 nineteen 	20 twenty 

*this Reading mama*

Name: \_\_\_\_\_

10 ten

10 ten

10 ten

10 ten

10 ten

\_\_\_\_\_

\_\_\_\_\_

Name: \_\_\_\_\_

3 three

3 three

3 three

3 three

3 three

\_\_\_\_\_

\_\_\_\_\_

Guided Learning

Match the number names that look the same.

Two

Twenty

Ten

Thirteen

Twenty

Three

Thirteen

Two

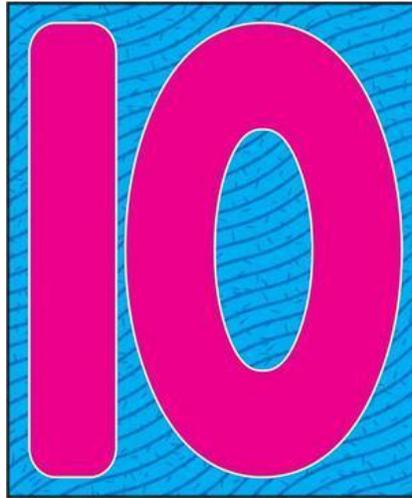
Three

Ten

## Circle Time



Cut out numerals to make numeral cards



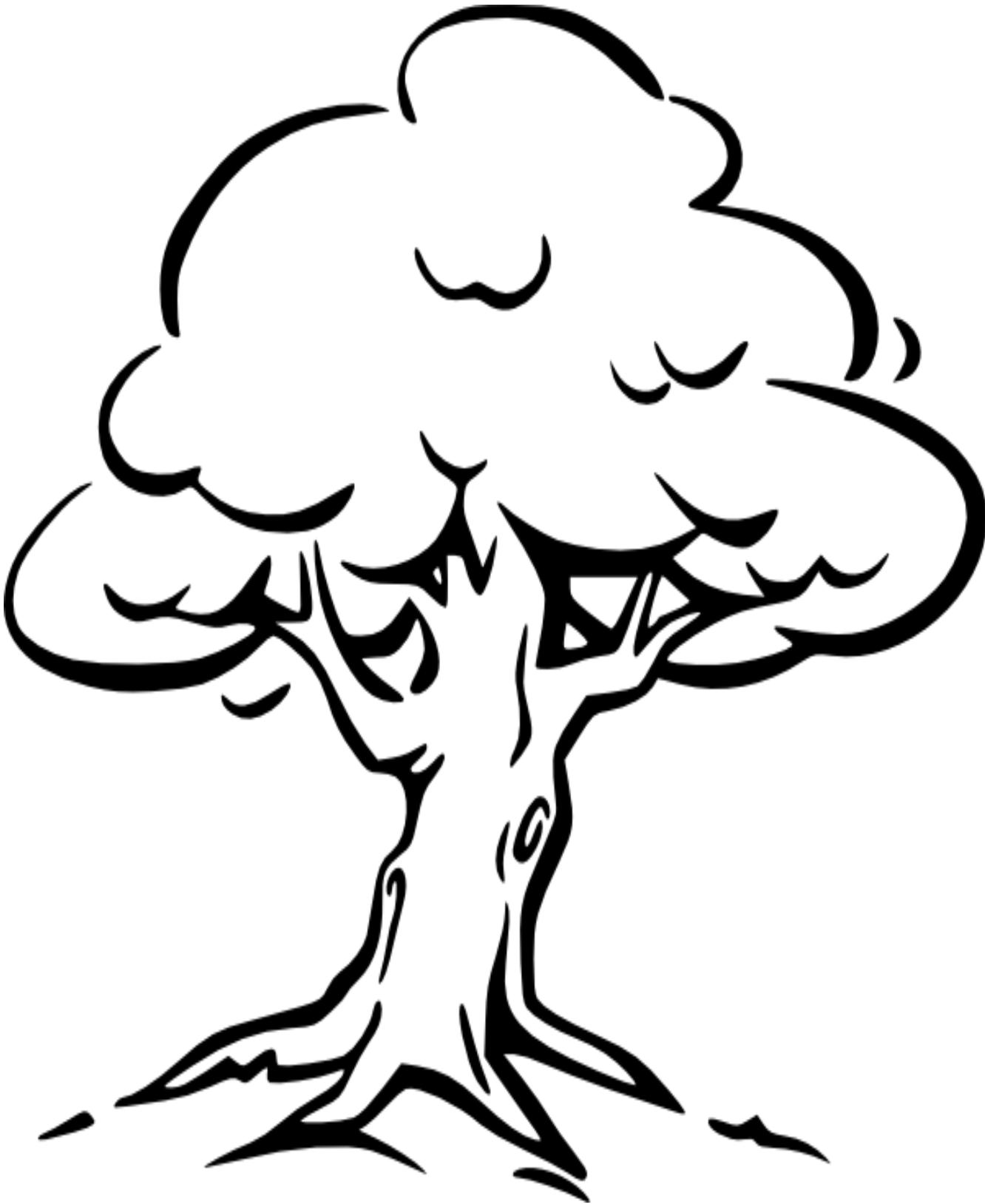


The Early Childhood Commission

# Week Four Resources

## Day Four

Outdoor Activity



Outdoor Activity

tree	Cup
toothbrush	Towel
Tommy	Tiger
pot	Book
chair	television
tongue	Hat

