



Early Childhood Commission

Term One Parent Support Activity Plans

Week Four, Day One

Age: 5 Year Olds

Theme: Our Country Jamaica - Our People

Sub theme: Our People From Africa

Content: Africans use things found in nature to make beautiful art. They use beads and straw to make beautiful craft items such as baskets, mats, hats and jewellery. Beads and baskets have the initial /b/ sound.

Concept: More, less

Circle Time

Activity Title: The /b/ Sound

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

1. Reproduce the initial /b/ sound
2. Name at least (2) objects that begin with the /b/ sound
3. Select at least two pictures that begin with the /b/ sound
4. Identify uppercase B and lowercase b



Skills: Speaking, naming, listening

Resources: The Letter B Song: <https://youtu.be/kzzXROKd-i0>

pictures beginning with the /b/ sound, objects with initial /b/ sound (e. g. beads, buttons),
mystery bag

Introduction: Play "The Letter B Song" and ask child/children to sing along.

- Engage child/ children in a discussion about the /b/ sound heard in the song. Then ask them to reproduce the sound and say what letter makes the sound.

Activity Steps:

1. Place selected objects with initial /b/ sound in a bag. This is the mystery bag.
2. Ask child/ children to close their eyes and place one hand in the mystery bag.
3. Allow child/ children to feel the object selected in the bag and guess what the item is.
4. Instruct child/ children to open their eyes and identify the object.
5. Repeat steps 2-4 until all items are identified.
6. Ask child/ children to say the names of the objects taken from the mystery bag with the beginning /b/ sound.
7. Let child/ children share the names of other objects that begin with the /b/ sound.
8. Talk with child/ children about the use of the objects taken from the mystery bag. For example, Africans use beads to make craft and jewellery such as baskets, bangles and bags.
9. Give children picture cards and let them identify cards with initial /b/ sound by placing them in a basket.
10. Use a mirror and let children observe the position of the lips when making the /b/ sound by calling the words on the picture cards placed in the basket.
11. Praise the child/ children for their effort.

Guided Learning

Name of Activity: Which is more?

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

1. Compare quantities to determine 'more' and 'less'
2. Use the word 'more' in a sentence
3. Identify which is more by counting

Skills: Speaking, listening, observing, self-awareness, vocabulary development, and identifying more.

Resources: Buttons, beads, stones, shells, seeds, leaves, bottle caps, mystery bag, straw, jewellery.

Introduction: Group 5 beads, 3 buttons, 2 stones, 1 seed, 4 bottle caps and place them in a mystery bag.

Activity Steps:

1. Allow child/ children to take a set of objects from the mystery bag. Ask child/ children to count the number of objects in the set.
2. Encourage child/children to take another set of objects from the bag and count how many objects are in the set.
3. Inform the child/ children that these objects can be placed into two groups. Draw two circles on paper.
4. Ask child/ children to place all the objects from the first set in circle one and the objects from the second set in circle two.
5. Count the number of objects in circle one. Count the number of objects in circle 2. Tell child/children to identify the circle that has more objects. Provide assistance where necessary.
6. Encourage child/ children to say something about the set that has more objects. For example "The set of beads is more than the set of buttons".

7. Repeat steps 1-5 with different sets of objects (e.g. seeds, stone) from the mystery bag.
8. Praise child/ children for creating own groups depicting more, and for participating in the discussion.

Guided Creative Activity:

Name of Activity: Bead Bracelets

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

1. Create a bracelet using beads
2. Share own thoughts about creating an African bracelet
3. Follow instructions given by an adult



Skills: Observing, exploring, identifying, creating, naming, listening, speaking, thinking,

Resources: Bowl with beads of various colours, shoe lace, string

Introduction: Sing the song: The B says /b/, the B says /b/ all the letters make a sound the B says /b/.

Introduce the child/children to the basket of beads. Remind the child/children "beads" and "basket" begin with /b/sound. Inform the child/children that you will be using the "beads" to make a "Bead Bracelet".

Activity Steps:

1. Demonstrate stringing ten (10) beads on a shoelace to create a bracelet.
2. Give child/children a shoelace and a bowl with beads. Encourage child/children to make a bracelet by stringing the beads on the shoelace. *Praise child/ children for stringing the beads on the shoelace.*

3. *Engage the child/ children in a conversation about the beads and bracelet. Talk about the: colours and shape of the bead, and how they will wear their bracelet (e.g. on their hand, ankle etc.)*
4. *Allow child/ children to share own thoughts about creating the bracelet.*
5. *Assist the child/children to tie the completed bracelet on the hand.*
6. *Praise child/children for using beads to create the bracelet.*

Indoor/Outdoor Play

Name of Activity: Kick It

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

1. Kick a ball towards bottles on the floor
2. Count objects that are left standing
3. Participate in the "Kick it" activity



Skills: Kicking, balancing, counting

Resources: Ball, plastic bottles or empty juice boxes

Activity Steps:

1. Place four bottles in a row in standing position on the ground.
2. Instruct child/ children to kick the ball to knock down the bottles.
3. Ask child/children to count how many bottles are left standing.
4. If all bottles were knocked down give the child a reward. Ensure to offer praise for all efforts.
5. Repeat steps 1 -3 based on child's / children's interest.

Story Time:

Name of Activity: My Beautiful Necklace

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

1. Participate in a discussion about a story
2. Answer questions about a story

Skills: Listening, speaking and observing.

Resources: An excerpt from 'Fun with Reading-An Infant Integrated Reader' - see words of the at the end of the activity.

Introduction: Introduce child/children to the picture of the story My Beautiful Necklace. Engage the child/children in a discussion about the necklace.

Activity Steps:

- 1) Read the story My Beautiful Necklace.



2) Ask child/children the following questions after reading the story.

- "Is the necklace a toy or a gift?"
- "Who made the necklace?"
- "What is the necklace made from?"
- "How do you feel about receiving a gift? Why?"

3) Ask child/children to draw a necklace.

4) Praise child/children for participating in the story time activity.

Follow-Up Activities:

1. Complete worksheets provided
2. Extend the knock down bottle game

Story: My Beautiful Necklace

Look at my necklace.

Grandma made it for me.

Grandma made it from **seeds** and **beads**.

Grandma made this beautiful necklace for my birthday.

I love the necklace that grandma made for me.





Early Childhood Commission

Term One Parent Support Activity Plans

Week Four, Day Two

Age: 5 Year Olds

Theme: Our Country Jamaica

Sub theme: Our People from Africa

Concept/Content: Many of our folk songs and dances came from Africa. The drumming is part of the music of African and Jamaican people.

The /b/ sound is represented by the letter B; the capital letter is written "B", and the common letter is written "b".

Concept: Fast and slow

Circle Time

Name of Activity: "Come by Here"

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

1. Sing at least the first line of the song "Kum-by-a"
2. Talk about how they feel when they listen to a song
3. Name at least four (4) words with the initial /b/ sound



Skills: Listening, singing, clapping, speaking, self-awareness

Resources: Video recording of a rendition of "Kum-by-a"
<https://www.youtube.com/watch?v=erTWd357u8o>, word card

Introduction: Engage child/children by playing the recorded rendition of the song "Kum-by-a". Encourage child/children to sit and listen to the song.

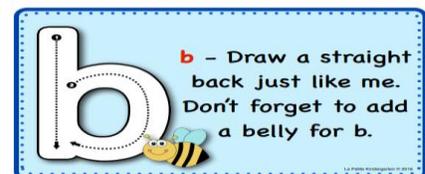
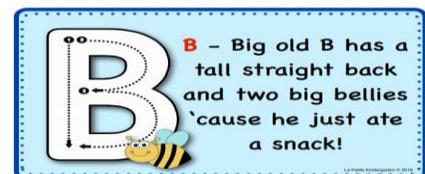
1. Sing the first line of the sound and ask child/children to repeat.
2. Sing the next line and ask child/ children to repeat. Continue until the song is finish.
3. Engage child/children in a discussion about how they feel when they listened to the song.
4. Explain to child/children that Kum-by-a and many other folk songs came from Africa.
5. Say the words *beat, cat, band, hand, bounce, bay, fan, fish, bangle, bead, and bamboo*. Encourage child/children to listen attentively and name the words that begin with the /b/ sound.
6. Allow child/ children to reproduce the sound they hear at the beginning of each word, and then state which letter produces that sound.
8. Ask child/children to identify four other words with the initial /b/ sound. Praise the child/children for their effort.

Guided Learning Activity

Name of Activity: Making a Capital B and a Common b

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

1. Sing at least the first verse of the B song
2. Manipulate playdough to form capital B and common b



3. Follow instructions to form capital B and common b
4. Differentiate the capital B from the common b in print.

Skills: Listening, speaking, manipulating (rolling, cutting, pinching), observing.

Resources: Letter B Song <https://youtu.be/kzzXROKd-i0> , letter B formation poem cards, playdough, Letter B worksheet.

Introduction: Introduce the child to the common b poem card. Read it aloud and encourage the child to use index finger to trace b in the air. Play the B song from YouTube (See link above). Encourage child/children to watch the video and sing along.

Activity Steps:

1. Ask child/children to tap (on the table or a drum) the /b/ sound heard in the video.
2. Introduce the child to the capital B poem card. Read it aloud and instruct child/children to use index finger to trace B on the table.
3. Give child/children the playdough and assist them to roll and cut the playdough to form capital B and common B.
4. Ask child/ children to identify capital B and common b formed from playdough.
9. Allow the child/children to complete the letter B worksheet (See worksheet in resources section at the end of the week's plan).
- 10: Provide assistance where necessary and praise child/children for their efforts.

Guided Learning Creative Activity

Name of Activity: "African Drum Collage"

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

1. Create a collage by pasting small pieces of paper over a picture
2. Talk about own creation

Skills: Listening, speaking, pasting

Resources: Drawing of a drum, glue, coloured paper (red, blue, green, yellow, brown)

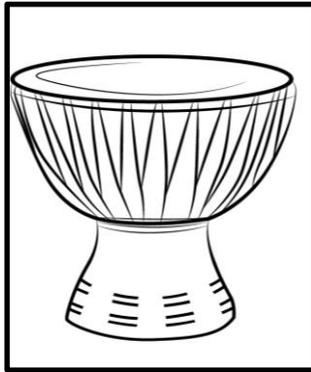
Introduction: Show child/children picture of the African drums. Highlight the shape and colours of the drums. Engage child/children in a discussion about the drums.



Activity Steps:

1: Give child/children the picture of a drum, glue and coloured paper. Instruct them to them to tear coloured paper into small pieces.

2: Ask child/ children to paste the pieces of coloured paper over outline of the African drum.



3: Praise child/children for completing the task.

4: Encourage child/children to talk about their African drum collage. Allow them to choose where to display their creation.

Story Time

Name of Activity: "Bonnie Butterfly and Bumblebee"

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



1. Recall at least four (4) words that start with the letter B
2. Answer at least four (4) questions about a story
3. Predict events of a story
4. Share own feelings about a story

Skills: Listening, recalling, speaking, making predictions, making inference, justifying responses

Resources: Story entitled, "Bonnie Butterfly and Bumblebee", song "Fly butterfly".

Activity Steps:

Introduction: Set the tone for story time by singing the song, "Fly butterfly" or "I love the buzzing of the bees". Encourage child/children to do the flapping motion of butterfly wings/buzzing sound of bees. Instruct them to sit and listen the story.

1: Read the story to child/children. Read with enthusiasm!

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

- a. Name some words in the story that begin with /b/sound? (buzz, Bumblebee, Bonnie, butterfly, beehive, buttercups)
- b. What is the name of the butterfly in the story? (The butterfly's name is Bonnie)
- c. What are bluebells and buttercups? (They are flowers.)
- d. Where does a bumblebee lives? (He lives in a beehive.)
- e. Do you think the Bumblebee was kind? Why do you think so?
- f. Do you think Bonnie will visit the beehive again? Why do you say so?

3: Praise child/children for their effort in participating in the story time activity.

Indoor/Outdoor

Name of Activity: "Follow the Leader"

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

1. Imitate at least one traditional Jamaican dance move
2. Reproduce a rhythm played by 'the leader' on a drum (Kumina, Bruckins, Dinki mini)
3. Perform fast and slow movements
4. Follow instructions

Skills: Imitating, dancing, drumming moving turning, turn-taking

Resources: Drum/ table top, African music / drumming

Introduction: The adult will sing "Follow the leader, leader, leader, follow the leader" ask child/children to sing along.

Activity Steps:

1. 'The leader'(Parent) will beat a slow rhythm on the drum and child/children will imitate. Repeat the process by quickening the beat and allow child/children to follow.
2. Instruct child/children to beat a slow rhythm on the drum and then parent will imitate.
3. Parent will demonstrate a traditional Jamaican dance move (Kumina, Bricking's, Dinki minis) at a slow pace then at a fast pace. Ask child/ children to imitate.
- 5: Allow child/children to produce own dance move parents can imitate. Praise child/children for their performance.

Follow-Up Activities:

Instruct child or children to complete the letter B worksheet attached at the end of the plan.



Early Childhood Commission

Term One Parent Support Activity Plans

Week Four, Day Three

Age: 5 Year Olds

Theme: Our Country, Our People

Sub theme: Our People from Africa

Content: The sound of the drum makes us feel like dancing. We can make our own drum from recycle materials.

The /b/ sound is located in the middle of words such as fabric, rabbit, and cabbage.

Concepts: Loud and soft

Circle Time Activity:

Name of Activity: African Instruments

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

1. Identify at least two (2) different types of drums that originate from Africa
2. State two (2) ways the drum is used in Jamaica
3. Locate items that can be used to make a drum
4. Share own experience about making a drum

Skills: Listening, observing, manipulating, speaking, self-awareness and thinking skills.

Resources: video- <https://www.youtube.com/watch?v=vZQGRuRb-Kk>. household items (bottle/ pan, piece of fabric, elastic bands/ cord).

Introduction: Engage child/children in a discussion about African and Jamaican music.

Activity Steps:

1. Invite child/children to watch a video. (Click on link below)
<https://www.youtube.com/watch?v=vZQGRuRb-Kk>.
2. Facilitate a discussion about the drums observed in the video. Ask child/children the following questions:
 - i. What are the different types of drums seen in the video?
(Answer: Gome Drum, Djembe Drum (small), Tamalin Drum, Sogo Drum).
 - ii. What shapes do the drums have? (Answer - rectangle, circle, oval).
 - iii. What are the different sizes of the drums? (Answer - big, small)
3. Praise the child/children for his/her responses.
4. Discuss with the child/children ways in which drums are used in Jamaica. (communicate, celebrate, mourn and inspire).
 - To communicate: The Maroons use the drums to signal peace and war.
 - To celebrate: Rastafarians use the drums to signal planting and harvesting
 - To mourn: Revivalist use the drums to signal when somebody dies.
 - To inspire: Some traditional people use drums to for meditation and worship.

5. Allow the child/children to choose materials to make a drum -bottle/
pan, piece of fabric, elastic band / cord
6. Praise child/children for participation in the activity.

Guided Learning

Activity Title: The medial /b/ Sound

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

1. Reproduce the initial /b/ sound
2. Identify at least three (3) words with the medial /b/ sound



Skills: Listening, speaking, manipulating

Resources: Words cards (robot, cabbage, bubble, table, rubber, rabbit, netball, ribbon, cowbell, cabin), electronic device (laptop, phone, computer or tablet), bean-bag, video: https://www.youtube.com/watch?v=pKYaBNNqb_c (Medial /b/ sound), 'Letter F Song' <https://www.youtube.com/watch?v=kzzXROKd-i0>

Introduction: Invite child/children to view the video: 'Letter B Song'

<https://www.youtube.com/watch?v=kzzXROKd-i0>.



Activity Steps:

1. Say words with the initial /b/ sound and ask child/children to reproduce the initial sound heard (ball, balloon, bun, bat, boy, band).

2. Ask child/children to listen to and view video.(Click on link below)
(https://www.youtube.com/watch?v=pKYaBNNqb_c)
3. Child/children will listen as the adult says words with the /b/sound in the middle. (robot, cabbage, rubber, rabbit, netball, ribbon, cowbell, cabin).
4. Inform child/ children when bean-bag is thrown, catch it and then say a word with the medial /b/ sound. (Repeat 2-3 times).
5. Ask child/children to colour pictures that have the medial /b/sound on worksheet. (See worksheet in resources section at the end of the week's plans).
6. Congratulate child/children for participating in the activities.



Guided Creative Activity:

Name of Activity: Let's make a Drum

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

1. Make a drum from trashable items of choice
2. Talk about own creation
3. Play a drum



Skills: Manipulating, eye-hand coordination, listening, speaking

Resources: Small pan/plastic container, cartridge paper, glue, yarn/cord, sticks, wine cork and video: https://www.youtube.com/watch?v=ppuQF_2LqAw

Introduction: Invite child/children to view and sing along to the 'Can You Play the Drums' song. Click video link below

https://www.youtube.com/watch?v=ppuQF_2LqAw

Activity Steps:

1. Gather the materials to make a drum (Small pan/plastic container, piece of fabric, cartridge paper, glue, yarn/cord, sticks)
2. Ask child/ children to place the piece of fabric over the container or pan. Assist by pulling the fabric so that it is firm.
3. Tie the yarn or cord around the container to hold the fabric very firm.
4. Let child/children glue cartridge paper to cover the outside of the drum.
5. Instruct child/children to use the sticks to play loud and soft sounds on the drum.
6. Allow child/children to talk about own creation.
7. Praise child/child for participating in the activity.

Indoor/Outdoor Play

Name of Activity: Body Moves

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

1. Follow instructions
2. Move body parts to the beat of a drum
3. Participate an activity

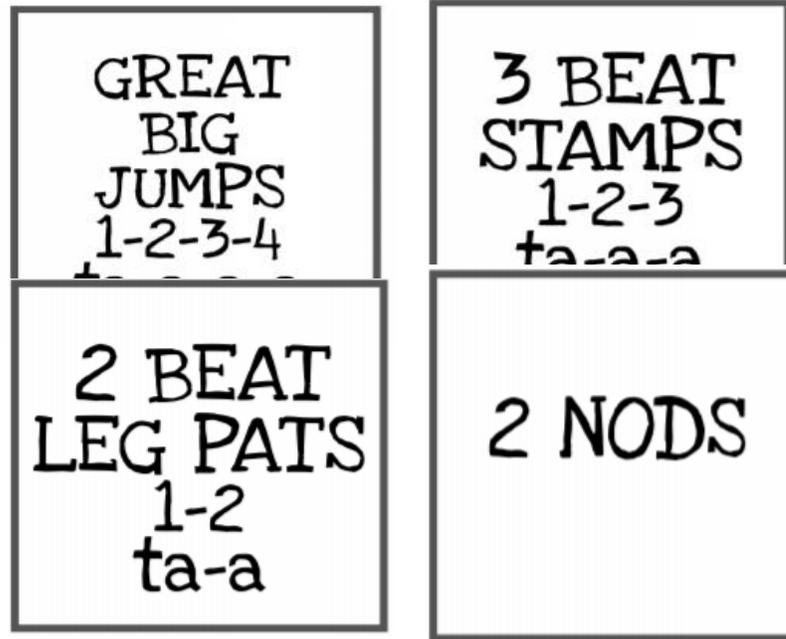
Skills: Listening, coordination, speaking, bending and running.

Resources: Body movement cards, drum (made in creative activity),

Introduction:**Activity Steps:**

1. Place the body movement cards on the floor in a row.

2. Instruct child/children to pick a body movement card and do the action on the card, to the beat of a drum played by the parent.
3. Repeat step 2 until all cards are used.
4. Praise child/children for participating in the 'Body Movement' activity.

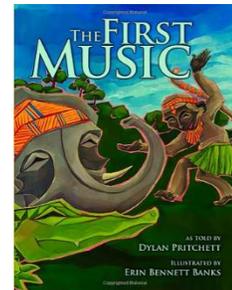


Story Time:

Name of Activity: The First Music (By: Dylan Pritchett)

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

1. Respond to at least three (3) questions about a story
2. Imitate the beat of a drum
3. Share favourite part of a story



Skills: Listening, speaking, manipulating

Resources: E-Book: <https://www.youtube.com/watch?v=EqGli-UrHPw>, drum

Introduction: Allow child/children to play the drum made in the creative activity while singing the song 'Story Time.'

Activity Steps:

1. Instruct child/children to view the cover picture of the E-Book. Say the title of the story.
2. Ask the child/ children to talk about the picture.
3. Let child/ children tell you what they think story is about.
4. Tell children/child to listen to the story. E-Book. (Click link below)
<https://www.youtube.com/watch?v=EqGli-UrHPw>
5. Engage child/children in a discussion about the story asking the following questions:
 - i. Which musical instrument did you hear playing in the African forest?
(Answer: The drum).
 - ii. Which animal made the loud noise that caught the other animals' attention? (Answer: The elephant).
 - iii. Name some other animals in the story. (Answer: Monkey, Crocodile, Crane, Buffalo)
 - iv. When you heard the music in the story, how did it make you feel?
(Answer: happy, excited).
 - v. What kind of music do you like?
6. Ask child/children to share their favourite part of the story.
7. Allow child/children to imitate the beat of the drums heard during the story.

8. Praise child/children for participating in Story Time activities.

Follow-Up Activities: Research with child/ children the different types of drums from Africa and paste pictures in a scrapbook.



Early Childhood Commission

Term One Parent Support Activity Plans

Week Four, Day Four

Age: 5 Year Olds

Theme: Our Country Jamaica - Our People

Sub theme: Our People from Africa

Circle Time

Name of Activity: Counting Bs

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

1. Reproduce the /b/ sound
2. Identify words ending with the /b/ sound
3. Match words with their pictures
4. Participate in discussions

Content: Recycle means that we use things that are used already to make useful items. The /b/ sound is located at the end of words such as crib, crab and tub.

Concept: More and Less

Skills: Listening, speaking, and manipulating.

Resources: Worksheet, video: (https://www.youtube.com/watch?v=LWMED_3Nvig&t=39s).

Introduction: Watch video <https://www.youtube.com/watch?v=f1bcER1Zzak> with child/children and sing along to the, 'Learn the Letter B Song'. (Pause video at the end of the letter B song).

Activity Steps:

1. Engage the child/children in a discussion using the following questions:
 - i. What letter sound did you hear in the song? /b/
 - ii. Can you make the sound of the letter B? /b/ *Allow the child/children to make the /b/ sound.*
2. Resume playing the video until all words that begin with the /b/ sound' are completed, then pause the video and engage child/children in a discussion by asking:
 - i. Where in the words heard the /b/ sound? (Answer Beginning).
3. Resume playing the video until all words with the ending /b / sound are completed. Pause the video and engage child/children in discussion by asking:
 - i. Where in those words did you hear the /b/ sound?
 - ii. Can you list some of the words from the video that ends with the /b/ sound?
4. Encourage child/children to share words that may not have been mentioned in the video that end with the /b/ sound.
5. Complete the worksheet provided, let child/children match pictures to words ending with the /b/ sound. (See worksheet in resources section at the end of the week's plan).
6. Commend child/children for participation in the Circle Time activities.

Guided Learning:

Topic/ Activity Title: Recycling Nature Walk

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

1. Identify items that can be recycled
2. Talk about recycling
3. Create at least three (3) sets that show more and less
4. Complete More and Less worksheet activity

Skills: Listening, speaking, and manipulating.

Resources: Worksheet, leaves, pencil

Introduction

1. Watch video https://www.youtube.com/watch?v=6jQ7y_qQYUA (click on the link) with child/children and discuss recycling
 - iii. What is recycling?
 - iv. Can all materials be recycled?
 - v. What can you do to recycle?

Activity Steps:

1. Take the child/children on a nature walk and ask them to name items in the environment that can be recycled.
2. Allow child/children to talk about items in the environment that can be recycled. (e.g. plastic bottles, bottle caps, boxes)
3. Allow child/children to collect at least nine (9) bottle caps or any other items selected
4. Demonstrate creating sets with the bottle caps for example, 7 caps and 2 caps make 9 caps.
5. Tell child/children to count the number of bottle caps in each set.

6. Ask child/ children which set has more and which has less
7. Instruct child/children to create at least two other sets with the nine bottle caps.
8. Engage child/children in a discussion about which set has more and which set has less.

Allow the child/children to complete *More and Less Worksheet*. (See worksheet in resources section at the end of the week's plan).

9. Praise child/children for participating in the *Guided Learning Activities*.

Guided Creative Activity

Name of Activity: African Mask

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

1. Manipulate a pair of scissors
2. Create an African Mask
3. Decorate a mask
4. Follow instructions



Skills: Fine motor development, aesthetic awareness, self-awareness

Resources: 3 sheets of coloured paper, assorted paint, cotton swabs, child safety scissors, pencil, and video - <https://www.youtube.com/watch?v=dZr6N4Qo568>

Activity Steps:

Ask child/Children to:

1. Trace the outline of a face on coloured paper.
2. Cut out the outline of the face.

3. Draw a face onto the paper and outline the markings with white paint.
4. Decorate the mask according with favourite colour paint.

Indoor/Outdoor Play

Name of Activity: Ready, Set, Go



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

1. March in a zigzag line
2. Follow instructions

Skills: Marching, listening and speaking.

Resources: chalk/cones,

Activity Steps:

1. Create a zigzag line on the floor with cones or draw zigzag line with chalk.
2. Demonstrate to child/children how to march along a zigzag line.
3. Tell child/children to march on the zig zag line or in the formation of the cones.
4. Praise child/children for marching in the Ready, Set, Go activity.

Story Time

Name of Activity: Jack and the Beanstalk

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

1. Name at least 4 characters from a story
2. Share opinion about a story
3. Colour worksheet provided

Skills: Observing, speaking, listening, and manipulating.

Resources: Video (<https://www.youtube.com/watch?v=SgOBf2VAvlk>), worksheet, crayons.

Activity Steps:

1. Click on the video link above to watch the story
2. Engage child/children in a discussion about the story by asking the following questions:
 - i. Who did Jack live with? (His mom)
 - ii. Which animals are mentioned in the story? (cow, chicken)
 - iii. Why did Jack's mother decide to sell the cow? (They had no money)
 - iv. How did Jack's mother feel when she learned that he sold the cow for 5 beans? (She was upset)
 - v. Where did the giant live? (At the Castle)
 - vi. What did Jack steal from the giant? (Gold coins)

- vii. What type of eggs did the goose lay? (Golden)
 - viii. Where did Jack hide when he visited the house the first time? (In the oven)
3. Do you think it is right to take items that do not belong to you?
 - i. Why do you think so?
 4. How do you think the giant felt when he was robbed of his golden goose?
 5. What do you think Jack's mother could have done differently?
 6. Provide child/children with a worksheet of Jack and Beanstalk to colour using favorite colours.
 7. Display child/ children worksheet
 8. Praise children/children for participating in activities.

Follow Up Activity: Ask child/ children to retell story to other family members.



Early Childhood Commission

Term One Parent Support Activity Plans

Week Four, Day Five

Age: 5 Year Olds

Theme: Our Country Jamaica - Our People

Sub theme: Our People from Africa

Content: Mento, Bruckins and Jonkanoo are forms of Jamaican music and dance that came from our African heritage.

The /b/ sound is found at the beginning, middle and ending of words such as boy, baby and crib.

Concept: Loud and soft

Circle Time

Name of Activity: Music and Dance

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

1. Talk about at least three types of music
2. Express likes and dislikes
3. Differentiate between loud and soft

Skills: Listening, speaking, observing

Resources: Videos 1, 2, 3, 4 (click on link) <https://www.youtube.com/watch?v=tCpTkfYVHpQ>,
<https://www.youtube.com/watch?v=s5FuBmchOVU>,
<https://www.youtube.com/watch?v=qGbQpgr5lj>.

<https://www.youtube.com/watch?v=MJB5L9F05tc>

Activity Steps:

1. Engage child/children in a discussion about Jamaican music and dance from our African Heritage. (Reggae_music, Mento, Bruckins and Jonkanoo)
2. Play the first video (see link in resources above) for about two minutes and discuss the Mento rhythm and the instruments played.
3. Play the second video for about two minutes and discuss the Bruckins dance. Allow child/children to do the dance moves.
4. Play the third video for about two minutes.
5. Instruct child/children to clap when the music is loud and wave when the music is soft.
6. Have a discussion about the Jonkanoo rhythm, costumes, characters and dance moves.
7. Allow child/children to demonstrate the dance moves. You can ask other family members to join the activity.

8. Let child/children share what they liked and or disliked about the music and dance learnt
9. Praise child/children for participating the activities.

Guided Learning:

Topic/ Activity Title: Fun with Beautiful B words

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



1. Recall at least three (3) words with the beginning /b/ sound
2. Listen for the /b/ sound in spoken words
3. Identify the /b/ sound at the beginning, middle and ending of words

Skills: Listening, speaking, drawing, writing.

Resources: Worksheet, pencil, video:

https://www.youtube.com/watch?v=RoFz9V_BEG4

Introduction: Let child/children watch and sing along to the letter B song (Click link here) https://www.youtube.com/watch?v=RoFz9V_BEG4

Activity Steps:

1. Instruct child/children to listen for the /b/ sound in words with the beginning /b/ sound. Pause the video and ask child/ children to recall at least three (3) words from the video with the beginning /b/ sound.
2. Continue playing the video and pause after the words with medial /b/sound Ask child/children where was the /b/ sound in the words that were heard? (In the middle of words)
3. Instruct child/children to listen to the following words: crab, scrub, crib. Ask child/children where the /b/sound was heard in the words. (At the end)
4. Let child/ children listen for /b/ sound in the following words; boy, baby, crib and say where in each word the /b/ sound is heard.
5. Instruct child/children to complete the worksheet. (See worksheet in resources section at the end of the week's plan).
6. Praise child/children for participating in activities.

Guided Creative Activity:

Name of Activity: African Dance Moves

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

1. Listen to African music
2. Associate African music to dance
3. Talk about African music and dance



Skills: Listening, speaking, dancing, self-awareness

Resource: Bruckins Party: <https://www.youtube.com/watch?v=s5FuBmchOVU>

Introduction: Click link to watch video

<https://www.youtube.com/watch?v=s5FuBmchOVU> (Pause intermittently to discuss the type of music heard and the dance being done).

Activity Steps:

1. Demonstrate Bruckins dance while the video is being played.
2. Ask child/children to make own dance piece.
3. Play the video and perform with child/ children the created dance piece
4. Praise child/children for participating in the activity.

Indoor/Outdoor Play

Name of Activity: Bubble Play

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

1. Run towards floating bubbles blown in the air
2. Express likes and dislikes



Skills: Walking, running, jumping, balancing, eye-hand coordination, listening and speaking.

Resource: Bubble solution (liquid soap and water) and wand

Activity Steps:

1. Mix liquid soap and water in a pan to make bubble solution
2. Take a wand or clothes hanger and dip into the solution.
3. Blow the bubbles and ask child/ children to chase them
4. Ask child/ children to blow the bubbles and parent chase them

5. Let child/ children tell what they liked and or disliked about the activity

Story Time

Name of Activity: The First Music.



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

1. Talk about the music in a story
2. List at least four (4) animals mentioned in a story
3. Colour pictures of characters in a story

Skills: Observing, speaking, listening, drawing, colouring

Resources: Video: <https://www.youtube.com/watch?v=EqGli-UrHPw>

worksheet, crayons.

Introduction: Play the video: <https://www.youtube.com/watch?v=tCpTkfYVHpQ..>

Activity Steps:

1. Ask child/children to watch and listen to the video The First Music.
2. Engage the child/children in a discussion about the story by asking the following questions:
 - i. What is the title of the Story? (The First Music)
 - ii. Did the African Fortes have many sounds? (yes)
 - iii. Who was following the sounds? (The Monkey was following the sounds)
 - iv. Were the sounds heard loud or soft? (The sounds were loud)
 - v. Do you like the music in the story?
 - vi. Name four animals mentioned in the story. (Monkey, Elephant, Crocodile, Hyena)

3. Give child/children worksheet of the monkey to draw and colour.
4. Praise child/children for participating in activities

Follow-Up Activity: Draw and colour the Elephant.

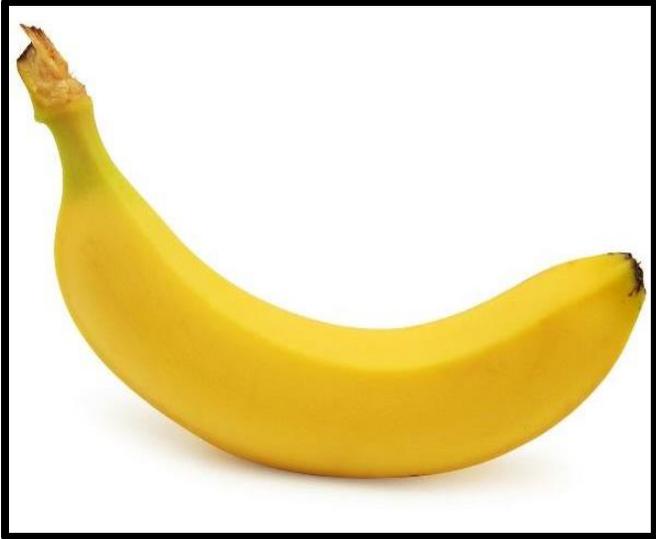


Week 4 Resources

Day One

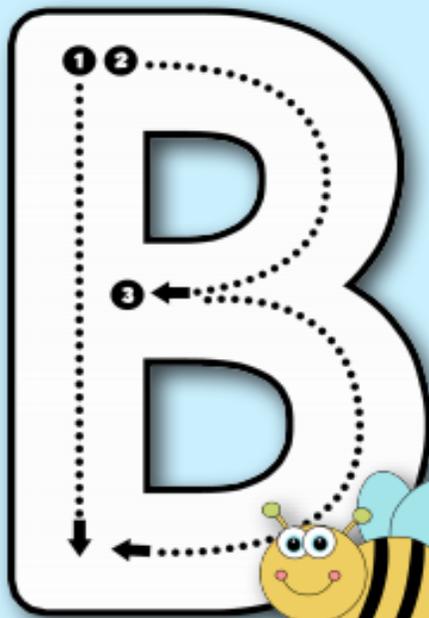






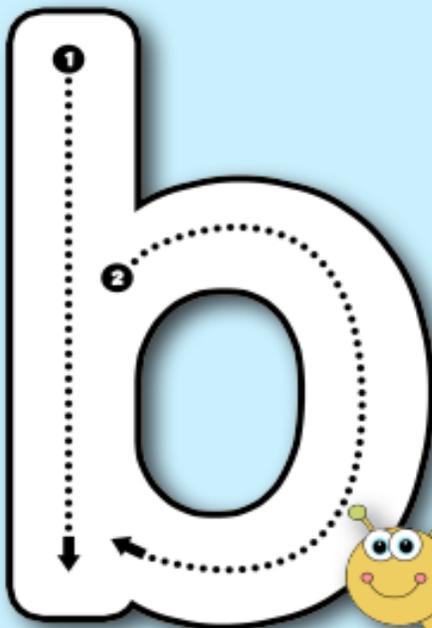


Day Two- Resources



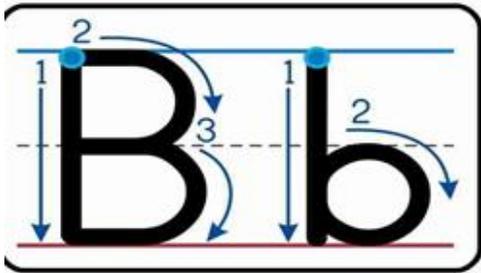
B - Big old B has a tall straight back and two big bellies 'cause he just ate a snack!

La Petite Kindergarten © 2016



b - Draw a straight back just like me. Don't forget to add a belly for b.

La Petite Kindergarten © 2016



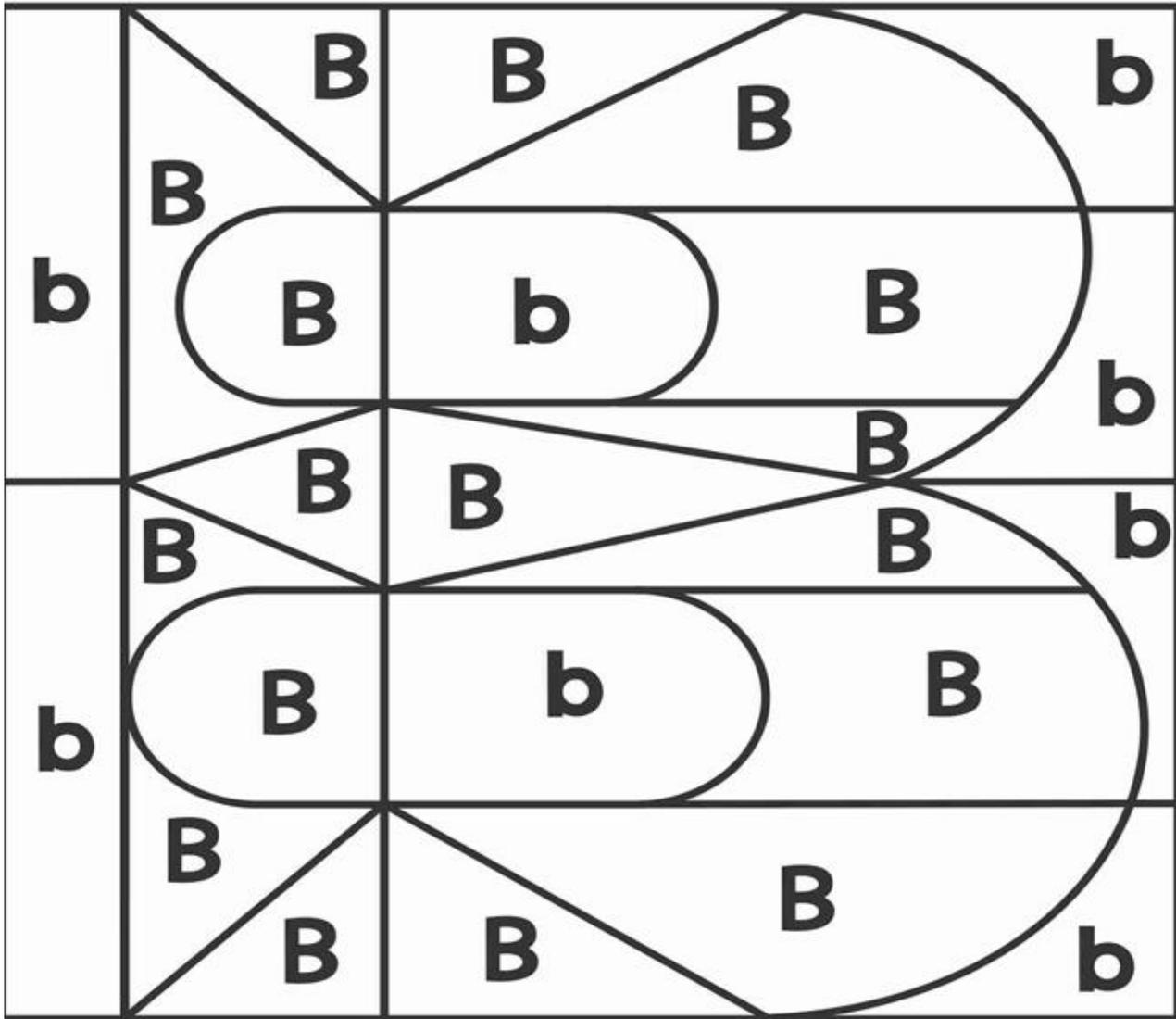
Name: _____

Hidden Letter



Color the sections using the code to reveal the hidden letter.

B
b





Story

Bonnie Butterfly and the Bumblebee

BUZZ! BUZZ! BUZZ! Bumblebee flew from flower to flower, gathering nectar from the bluebells and buttercups. "Can I have some of your honey?" Bonnie Butterfly asked. She loved honey, even though it sometimes made her blue dress sticky.

BUZZ! BUZZ! BUZZ! Bumblebee wanted Bonnie to follow him to the beehive. "I'm coming," Bonnie called. Her wings, as delicate as the petals of a rose blossom, flapped up and down as she followed Bumblebee.

Bumblebee flew around the mango tree, over a pile of boulders and the most beautiful wildflowers Bonnie Butterfly had ever seen. "Do you use nectar from all the flowers to make your honey?" Bonnie asked.

Bumblebee flew down to some of them. He gathered the nectar from all kinds of flowers. BUZZ! BUZZ! BUZZ! Bonnie watched him and saw all the different flowers he'd visited. When Bumblebee headed back to the beehive, she followed.

They were greeted by dozens of other bumblebees. Some gathered nectar, some helped build the beehive and some protected the Queen bumblebee. They invited Bonnie Butterfly into their hive, which was huge. Bumblebee excused himself and went to the nectar chamber. When he came back he carried a chunk of honeycomb. "Is this for me? Why thank you," Bonnie said and took it from Bumblebee's hand. She licked the honey from the honeycomb and sipped up every last drop. By the time she was finished, her dress, hair and wings were covered with sticky honey. "Oh, how messy of me. Just look at my dress! Thank you for the honey, but now I shall go to the stream and wash myself. Goodbye," she waved and flew towards the river.

She stood at the edge of the water, wiping the honey out of her hair and off her wings. All around her were dozens of red flowers. She laughed when she thought of Bumblebee gathering nectar from them and how delicious it would taste. "Another time, perhaps," she said and finished washing the golden honey from her dress.

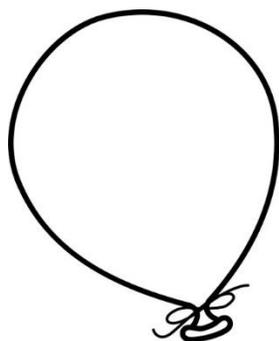


Day Three - Resources

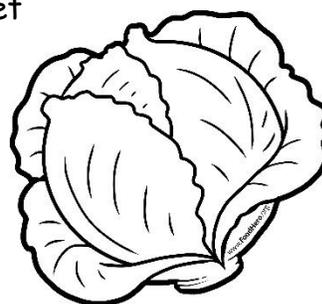
Word Cards:

| | |
|-------|---------|
| robot | cabbage |
|-------|---------|

| | |
|---------|--------|
| bubble | table |
| rubber | rabbit |
| netball | ribbon |
| cowbell | cabin |

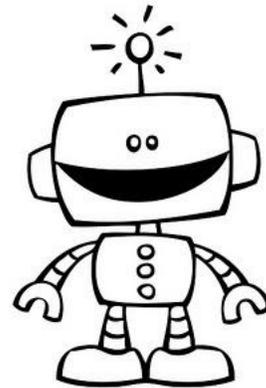
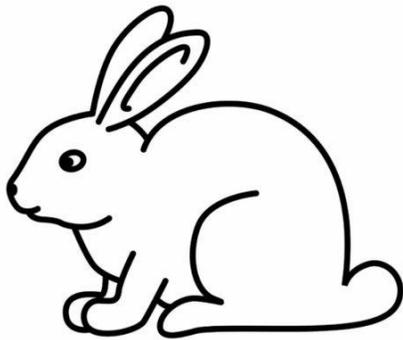


Letter B Worksheet



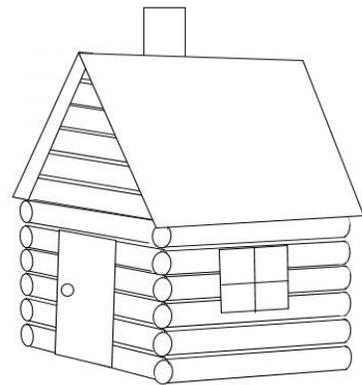
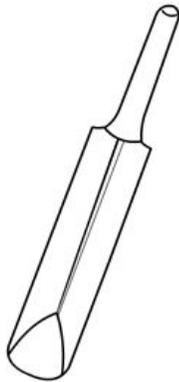
balloon

cabbage



rabbit

robot



bat

cabin

**Outdoor/Indoor
Body Movement Cards:**

**GREAT
BIG**

3 BEAT
STAMPS
1-2-3
ta-a-a

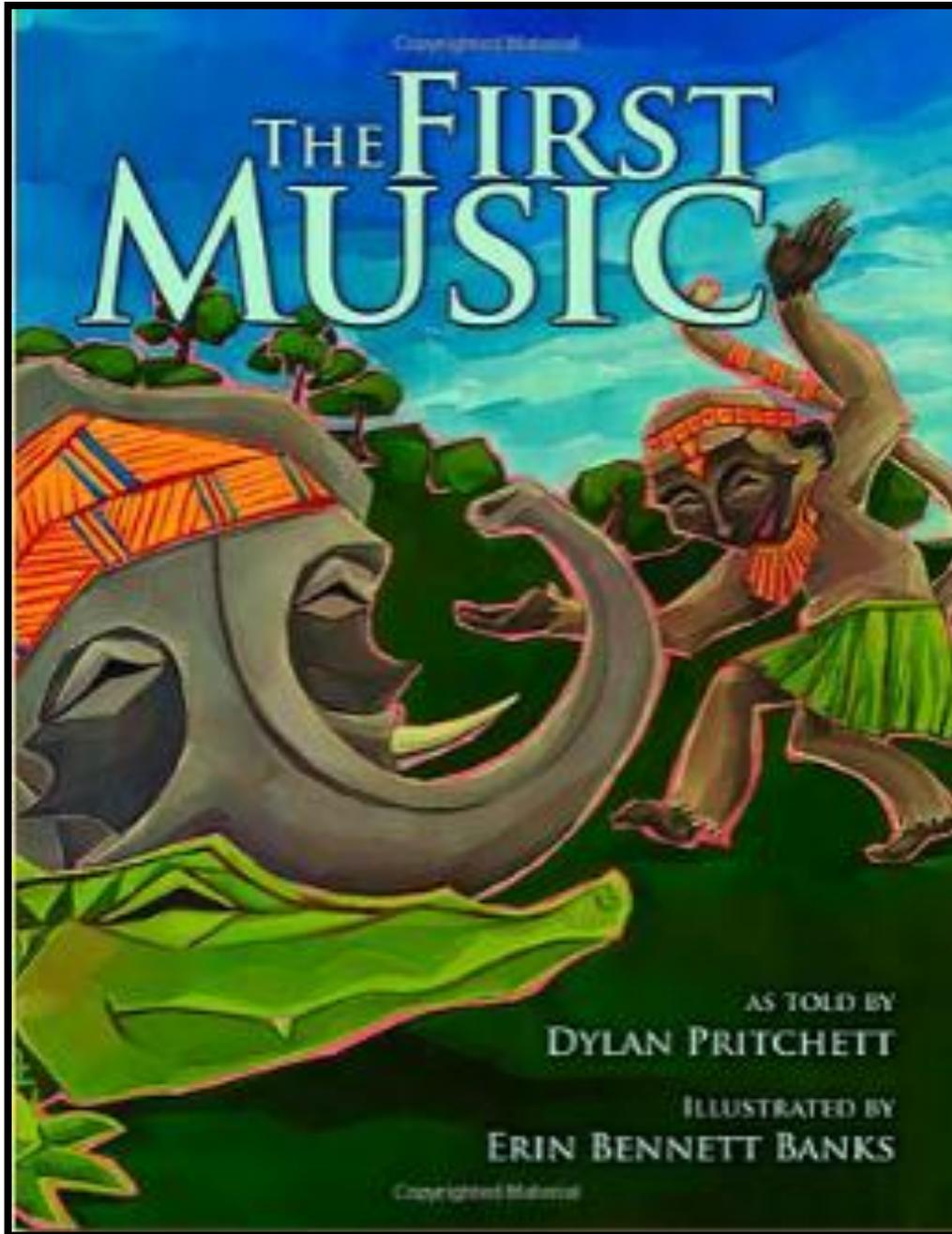
2 BEAT
LEG PATS
1-2
ta-a

1 BEAT
MARCHING
ta

CLAP
HANDS
1 &
ti-ti

2 NODS

Story Time Picture Card:





Day Four- Resources

Worksheet #1

Instructions: Match the pictures to the words ending with the letter B.



Shrub

Bottle



Tub

Bean



Bulb

Butterfly

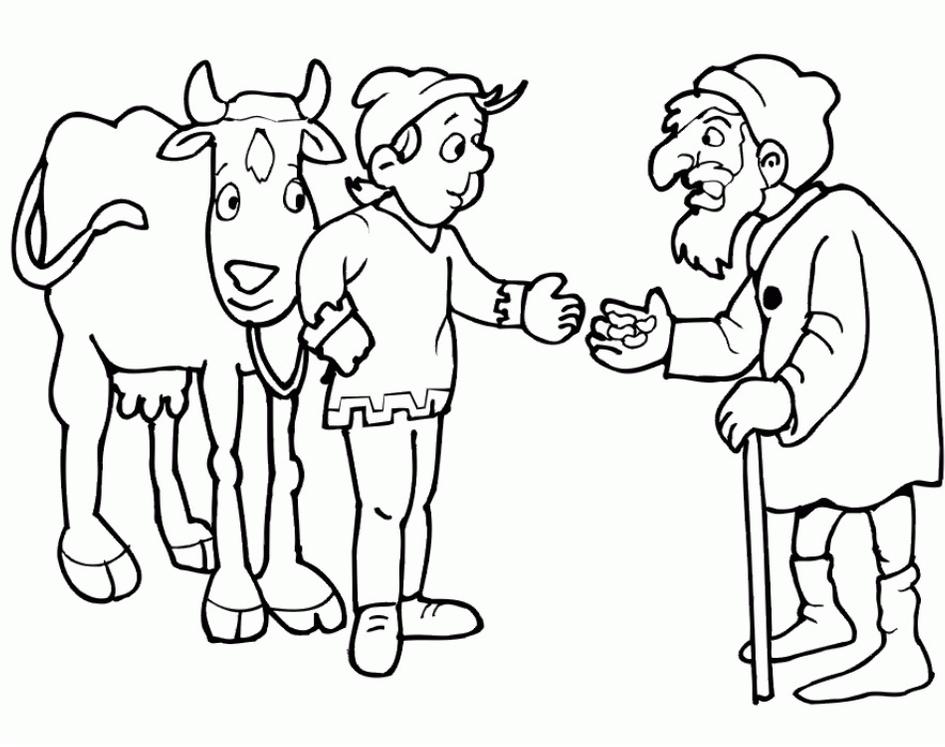


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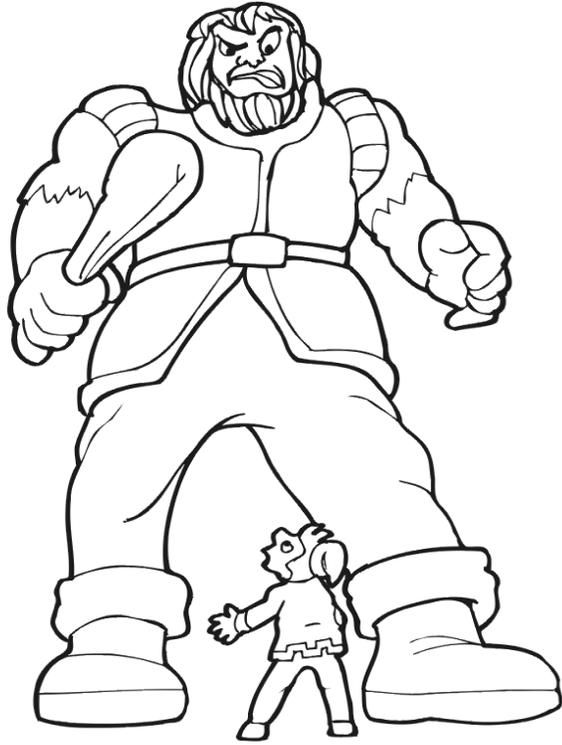
Book

Worksheet #2

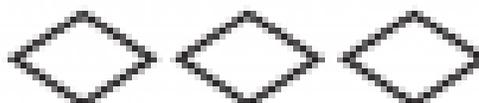
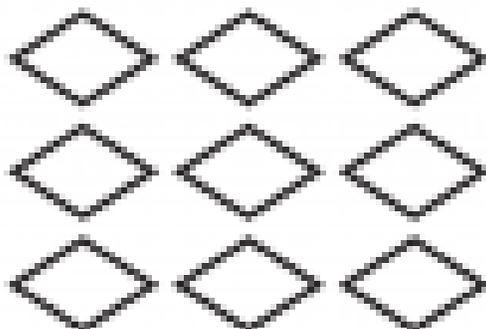
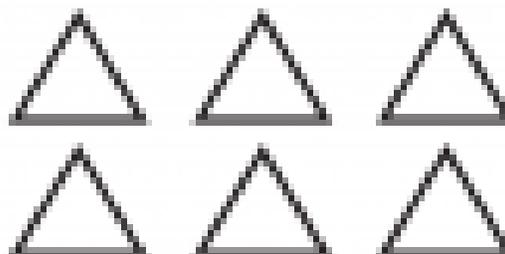
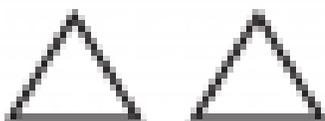
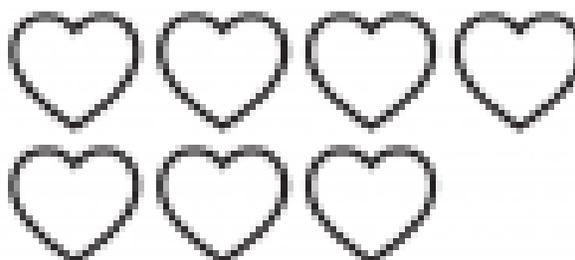
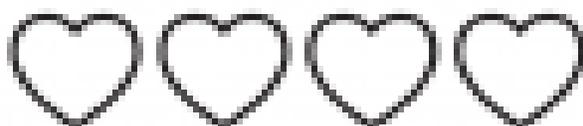
Instructions: Colour your favorite part of the story.

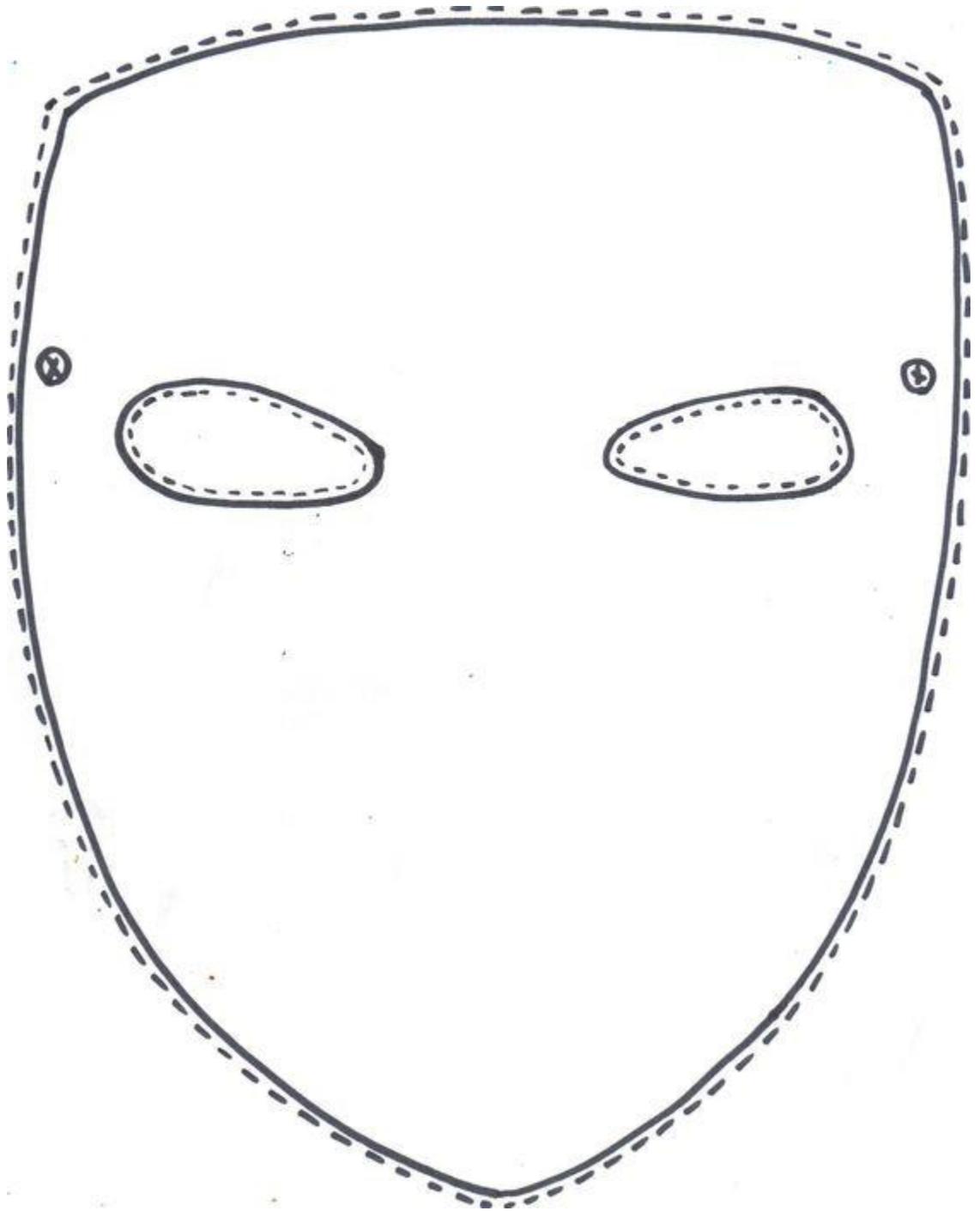






Circle the group that has more.





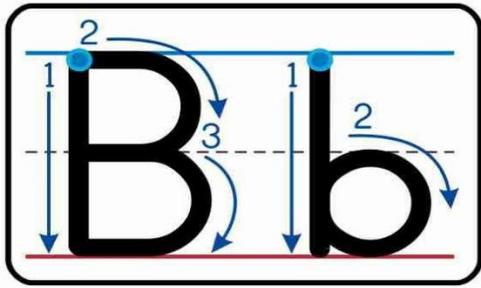


Day Five- Resources

Worksheet

Instructions: connect the dots correctly to draw the animals and colour them.





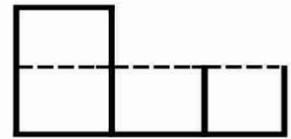
Name:

Read-Match-Write

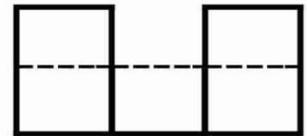
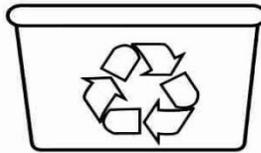


Read the words below. Draw a line to match each word to the correct picture. Write the words in the matching boxes. Draw a line to match each picture to the correct box.

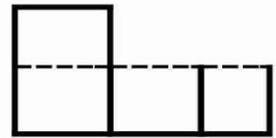
bat



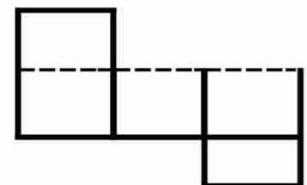
bus



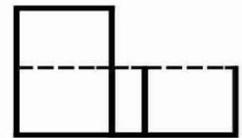
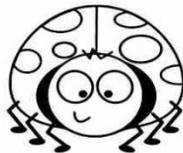
box



bin



bed



bug

