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Many of the ideas in this guide were adapted from Getting Ready for School: Fun Activities for Caregivers and Children. Hayes, K. Landers, C. and Dombro, A., International Step by Step Association (ISSA), 2006.
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Introduction

What is the Getting Ready for School initiative?
Many children around the world arrive at school without the necessary skills needed to perform well. Other children enroll late, and are at risk for dropping out before of school too early. In an effort to address these concerns, UNICEF and Child-to-Child are working together to develop an innovative approach to preparing children for school. Many strategies are required to meet the goal of school readiness and on time enrolment for all children. This is just one of many important and exciting initiatives.

Getting Ready for School is a series of fun learning activities. They are designed to help preschool children arrive at school ready to learn. Building on the success of the Child-to-Child approach, the programme encourages upper primary school children to support the early learning of preschool children the year they enroll in school. The learning activities focus on early literacy – listening to and telling stories – as well as numeracy – counting, sorting and problem solving. Throughout the programme attention is also placed on developing children’s self-esteem, confidence and enthusiasm for learning.

The knowledge and skills contained in these activities can also be used to help parents provide rich home learning environments. In addition, it is hoped that the ideas contained in these materials will help schools become better prepared to meet the learning needs of its youngest students.
Introduction

How is the programme implemented?
The programme is designed to reach preschool children during the year before school enrolment. Older children in upper primary grades, Young Facilitators, will be paired with one or several preschool children. Teachers on the programme will be responsible for facilitating the group meetings as well as guiding, motivating, and supporting the Young Facilitators.

Through weekly sessions in a school-based club-type atmosphere, the Young Facilitators will engage children in a series of fun learning activities. Facilitators and their young children are encouraged to repeat and extend the club activities at home.
The Getting Ready for School programme includes the following materials:

- A Young Child’s folder full of colourful storybooks and interesting activities
- A Young Facilitator’s Guide with information on how to implement the learning activities
- A Teacher’s Guide designed to guide the facilitation of group sessions

**Parent and family involvement**

The activities learned during the group sessions can also be used at home. By repeating and building on the group-based activities, there is an important role for parents and other family members. Children learn best through repetition. Parents and other family members are also encouraged to participate in and contribute to the group sessions.

**Content overview**

The Getting Ready for School programme consists of five Activity Sets. Each set includes activities for seven group sessions. Session 7 is a review session. The five themes addressed in each Activity Set are:

Set 1: Here I Am: All About Me
Set 2: Talking About Pictures: Where is the Mouse?
Set 3: Understanding Size and Shape: Learning with Larry
Set 4: Caring and Sharing: Amy and Her Friends
Set 5: Solving Problems: Those Hungry Goats

The table on the next page provides a more detailed review of the content contained in each of the five Activity Sets.
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</table>
As seen in the table, the programme begins with simple tasks that gradually become more challenging. As each Set builds on the skills of the previous set, the programme must be implemented sequentially.

The 35-week programme was designed to be implemented during a school year – one session each week. However, the design is flexible. The duration and frequency of the sessions can be adapted to meet the needs within a particular context.

**Facilitating Group Sessions**

The group sessions will be coordinated and facilitated by teachers with Young Facilitators working with young children individually or in small groups. A friendly, secure, and relaxed environment is the most conducive for young learners. They learn best when their creativity and individual learning styles are celebrated.

All the information required to conduct the group sessions are clearly specified in the Teacher’s Guide. Each session includes:

- **Learning Objectives**: Outlines what children will learn from the activities.
- **Materials**: Lists materials needed for the session.
- **Warm-up and review activities**: Ice breakers to create a friendly atmosphere and a review to reinforce the learning from previous sessions.
- **Learning Activities**: Young Facilitators. New activities to be carried out by the Young Facilitator/child pairs. Teachers will have reviewed the activities with the YF prior to the session.
- **Learning together at home**: Suggestions for follow up home learning activities.
Activity Set 1:
Here I Am:
All About Me

Summary of Activities

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<td>Session 7</td>
<td>What did we learn? Show and Tell</td>
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</table>

Although specific learning objectives are identified in the above grid, there are many that cut across all the sessions. These are:

- Developing social skills like listening, taking turns and sharing
- Enabling children to take initiative and express views and feelings
- Building children’s confidence and self-esteem
- Developing creativity and imagination
Session 1: A Book About Me

Learning Objectives

Talking about families
Making A Book about Me
Making new friends
Exploring learning materials

Materials needed: Pencils; crayons; A Book About Me.

Introduction: Welcome, getting to know each other
Introduce yourself and tell the children some things about yourself. Ask children their name, age, family, and what they like most about learning. Form children into pairs to ask and answer questions about each other:

‘What is your favourite game?’
‘What makes you laugh?’
‘Do you have a favourite colour?’
‘What would you like to learn in this programme?’

Ask the Young Facilitators to hand out the activities’ folders to the children and describe the folder. Let the young children examine the contents. Talk about taking good care of the materials and say that it is important to bring the folder/school bag each week.

Learning Activities: Young Facilitators

1. Making a Book about Me. Drawing pictures and making new friends.

Learning together at home

• Encourage children to add other things about themselves to their drawings
• Show books to friends and families!
Session 2: My First Word Book

Learning Objectives

- Developing talking and listening skills
- Learning how to share and take turns
- Associating letters with sounds
- Adding words to a word book
- Recognizing beginning letters in familiar words
- Singing an alphabet song

Materials needed: Crayons; A Book About Me; My First Word Book.

Warm up: Ask the children to stand in a circle. Toss a bean bag. The child that catches the bean bag should say one thing that makes them happy. Then toss the bean bag to another child. Review: Ask the children to talk in pairs about what they did with their book. What else did they add to their book? What did their friends and family like most about their book? Ask a few volunteers to make a brief presentation to the whole group.

Learning Activities: Young Facilitators

2. The alphabet song. Learning more letters and sounds through singing

Learning together at home

- Find three words that begin with the same sound as children’s names. Add words to books
- Add names of family members to word books
- Practise singing the alphabet song
Session 3: Here I am!

Learning Objectives

Continue to recognize the first letters of names and familiar objects
Learn new words for parts of the body
Singing and moving
Understand the number one and pairs

Materials needed: Pencils; crayons; two small blank cards; My First Word Book; Parts of the body.

Warm up: Begin with a favourite rhyme or song suggested by one of the children. Review: Ask three, four or five children to volunteer one new word they have added to their word books during the week. Write these words on the board.

Learning Activities: Young Facilitators

1. Add new names and familiar objects to word books
2. Action Rhyme: point and sing
3. Learning about ones and twos. What is a pair?

Learning together at home

- Practise singing and acting out the rhyme
- Add names of parts of the body to word books
Session 4: All About Numbers 1–5

Learning Objectives:

Learn names for parts of the body

Learn a finger rhyme

Match objects to numbers from 1–5

Materials needed: Things to count (pebbles, bottle tops, beans, seeds); dot cards; body rhyme; alphabet book.

Warm up: Sing and act out the parts-of-the-body song. Review: Ask volunteers to identify a single body part. Ask for several volunteers to name parts of the body that come in pairs.

Learning Activities: Young Facilitators

1. A finger song

2. Learning numbers 1–5: Matching numbers to objects

Learning together at home

• Play with the number cards. Match the numbers on the card with different objects

• Look for the numbers 1–5 all around. Clap hands five times each time the number 5 is found

• Add the names of numbers 1–5 in word books
Session 5: My Family

Learning Objectives

Talk about and share family stories

Add new names to word books

Draw pictures of favorite things

Materials needed: Crayons; pencils; A Book About Me.

Warm up: Sing the number rhyme from last week. Review: Numbers 1–5. In pairs, show your child a number card. Ask them to give you pebbles or beans amounting to that number.

Learning Activities: Young Facilitators

1. Family pictures. Drawing pictures of family members and adding more words to word books

2. Family Stories. Learning about families

Learning together at home

• Share family stories with friends

• Draw pictures of fun things to do at home

• Talk about drawings with friends and family
Session 6: Numbers 6–10

Learning Objectives:

Count groups of objects
Recognize numbers 6–10
Match dot cards to number cards
Draw picture and number cards

Materials needed: Objects for counting (beans/bottle tops/pebbles); number and dot cards 1–5; number and dot cards 6–10; scissors.

Warm up: You can begin with a clapping game. For example, when you clap four times, the children listen and repeat by clapping the same number of times. If your clapping is two slow claps and three fast ones, the children repeat the same pattern. Review: Ask for a few volunteers who would like to tell their funny or happy family story.

Learning Activities: Young Facilitators

1. Counting out objects and recognizing numbers 6–10
2. Playing a number and dot card game

Learning together at home

• Play the card game with family members
• Create number pictures. Draw pictures and match them with the right numbers (1 for one car, 2 for two balls). Include an illustration here
Session 7: Review: Show and Tell

It is very important to invite parents, family members and friends to the Show and Tell session. Children love to talk about what they have learned. They love to show you what they have learned. Recognizing children’s accomplishments helps to develop their self esteem and confidence. It also helps parents and family members discover what and how much young children can learn.

What have children learnt?

- Increasing confidence and self-esteem
- Speaking and listening skills
- Telling stories
- Refining motor and drawing skills
- Emerging word and letter recognition
- Understanding numbers 1–10

Materials needed: Children’s folder with completed materials and activities for Set 1.

Warm up and review: Ask for a volunteer to choose their favourite warm up. Think of all the activities we have done in the past six weeks. (Remind them to look through their folder for A Book About Me, the word book, songs and numeracy activities).
Review Activities: Young Facilitators

1. What did we do? Reviewing activities and selecting a favourite drawing
2. Sharing and talking about a favourite drawing with the group

Learning together at home

• Share About Me Books with friends
• Review word books. Add new words and pictures

The review week is a good time for identifying difficulties young children are facing. It is a time for giving them extra support in order to reinforce the knowledge and skills they have acquired so far.
Notes
Notes
Activity Set 2:
Talking About Pictures: Where’s the Mouse?

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<tr>
<td>Session 7</td>
<td>What did we learn? Show and Tell</td>
</tr>
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</table>
Session 1. Reading Pictures: The Mouse Family

Learning Objectives

Telling stories from a series of pictures
Predicting what will happen next
Creating different endings
Learning about the beginning, the middle and the end of stories
Retelling stories using own words and ideas
Talking about feelings

Materials needed: Crayons; pencils; Mouse Family picture book.

Warm up: You can begin with a local game or a song the children are familiar with. Review: Encourage the children to talk about the experiences of the previous week. Recollect some of the songs they learnt and have been singing together for pleasure.

Learning Activities: Young Facilitators

1. Reading Pictures. Telling stories through pictures
2. Tell Me the Story Again. Retelling stores using child’s own words

Learning together at home

• Share books with friends and family
• Ask friends and family to tell other stories about mice or cats
• Give characters in the story names and write them in word books
Session 2: Pictures and Words

Learning Objectives

Remembering and retelling stories
Understanding that writing is a way of communicating
Recognizing sentences as groups of words
Learning new rhyme
Listening for matching sounds in rhymes

Materials needed: Crayons; pencils; Mouse Family book; Mouse Family rhyme card.

Warm up: Sit in a circle and pass a bean bag round. When you say ‘stop’, the child holding the bean bag chooses a song or a rhyme for singing together. Review: Ask children to tell you what they did at home. Let them tell you other stories if they know of any. You too can share other stories with the children.

Learning Activities: Young Facilitators

1. Mouse Family Book. Making up stories, creating sentences and writing them down
2. Mouse Family rhyme. Listening for words that sound the same

Learning together at home

• Share stories with friends and family
• Look at pictures and review sentences at the bottom of the pictures
• Sing the rhyme together
Session 3: Numbers 1–10

Learning Objectives

Counting numbers 1–10
Sequencing numbers 1–10
Matching objects to numbers
Using words to compare objects (more, less)
Learning rhyming words

Materials needed: Mouse Family rhyme; Mouse Family book; number and dot cards 1 to 5 and 6 to 10; scissors.

Warm up and review: Remind children of the last rhyme about the Mouse Family and counting to 10. Let them sing and act it together. Tell them the Mouse Family story again. Find the rhyming words.

Learning Activities: Young Facilitators

1. Matching number and dot cards
2. Ordering numbers from 1–10. Understanding concepts of more or less

Learning together at home

• Play the dot game with friends
• Share the Mouse Family rhyme again
• Make up new rhymes
Session 4: More Hungry Mice

Learning Objectives

- Telling a story from a sequence of pictures
- Predicting endings
- Developing hand and eye coordination by colouring pictures
- Developing creativity and imagination
- Caring and understanding the feelings and needs of others

Materials needed: Bottle tops/beans/pebbles; crayons; pencil; picture cards with Mouse Family story.

Warm up: You can begin today’s activities by asking the children to suggest a game or a song. Review: Ask children about the number game they played last week at the club and at home. Ask them to show you 5 objects, 2 objects, etc and see if they can match the objects with the numbers. Can they make groups of 2 out of 6 pebbles for example, or 4 pebbles or 8 pebbles? How many groups of 2 in 4? In 6? In 8? Give support.

Learning Activities: Young Facilitators

1. Mouse Family. Reading Pictures and Telling Stories
2. Retelling stories. Using crayons to colour the story

Learning together at home

- Share pictures with friends and family
- Retell the story in a different way
- Think of a title for the Mouse Family story
Session 5: More Stories: More Words

Learning Objectives

- Learning about the beginning, middle and end of stories
- Expressing ideas and creating simple sentences
- Recognizing sounds of new words
- Adding words to word book
- Showing creativity and imagination through drawings

Materials needed: Mouse Family story book; word book; pencils; crayons.

Warm up: You can begin with a physical activity such as asking the children to curl up and make themselves as small as a mouse, stretch up and make themselves as tall as a tree, stretch their arms wide and make a shape like a wide river, etc. Review: Talk about what you did at home with the story? What title did you think of for the story? Do you know any other Mouse Family stories? Let them tell you more about their experiences. Who can tell me the Mouse Family rhyme we learnt?

Learning Activities: Young Facilitators

1. Telling Stories: The Mouse Family. Creating a title for the story
2. New words in the word book. Recognizing the shape and sound of first letters

Learning together at home

- Share books with friends and family
- Draw more pictures in books and colour them
- Sing the Mouse Family rhyme
Session 6: Fun with Shapes and Colours

Learning Objectives

Recognizing and names different shapes
Describing and comparing shapes
Identifying different shapes in the environment
Matching and sorting shapes according to properties
Using scissors and developing hand and eye coordination

Materials needed: A coloured card with nine shapes: three circles, three triangles, three squares; hoop picture card; scissors.

Warm up: You can ask the children to suggest a fun activity as a starter. Review: Ask the children to show you the pictures you drew at home. Did you share your story and the rhyme with your friends? What did they say?

Learning Activities: Young Facilitators

1. Shapes all around us
2. What belongs? What does not?

Learning together at home

- Play the sorting game with friends
- Find and name objects of different shapes (round plates, square windows)
- Review activities and choose favourites
Session 7: Review: Show and Tell

What have children learnt?

Reviewing
Reviewing past activities
Reinforcing newly-learnt skills and knowledge
Participating in group discussions
Ability to make choices and plan presentation
Building pride and self esteem in completing tasks

Materials needed: Children’s folders; pencils; crayons; Mouse book.

Warm up: Let children select any local songs known to them and share these with the group or play a game called ‘Teacher says . . . ’. For example, if the instructions are ‘Teacher says, “Jump”’, all the children jump; but if the instructions are ‘Jump’, they must remain still or they are out and are eliminated. It is a listening game and great fun.

Review: Remind them that this is a Show and Tell session and that they are to select activities they want to show or act out.

Review Activities: Young Facilitators

1. Selecting favourite activity. Review and prepare an activity to show the group
2. Show and Tell: Present the activity

Learning together at home

• Share the things you learned with friends and family.
Notes
Notes
Activity Set 3:
Looking and Listening: Learning with Larry

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<td>Session 2</td>
<td>Word sounds; Days of the week; Action rhyme; Activity pictures</td>
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<tr>
<td>Session 3</td>
<td>Making groups, same and different; Long and short</td>
</tr>
<tr>
<td>Session 4</td>
<td>What's around us; Stop, look and listen; Road safety; Drawing pictures</td>
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<td>Measuring; Water or sand play; Filling, pouring, and guessing</td>
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<tr>
<td>Session 7</td>
<td>What did we do? My favourite picture; Show and Tell</td>
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Session 1: What Happens to Larry?

Learning Objectives

- Enjoys listening to and discussing the story
- Drawing pictures based on stories
- Expressing thoughts and ideas about the story
- Following printed words as they are read aloud

Materials needed: Larry the Locust story book.

Warm up: Begin by playing the movement game by getting the children to stand in a circle and asking them to do actions according to your instructions. For example, if you say, ‘clap’ they should not clap unless you say, “Teacher says, “clap”’. Eliminate the children who do not carry out instructions as given. Alternatively, ask one of the children what action or activity they want to start with. Review: Ask the children about the previous week’s Show and Tell session and what they enjoyed most about it and what they learnt from it.

Learning Activities: Young Facilitators

1. Let’s Read. Listening to and discussing Larry the Locust
2. Group Reading. Read and discuss the story as a group

Learning together at home

- Read the story again at home
- Make up another silly story about Larry
- Draw pictures about new stories
Session 2: Bananas, Berries and Beans

Learning Objectives

- Retelling and talking about the story
- Listening to and recognizing the beginning sounds of words
- Learning the days of the week rhyme
- Acting out the actions in the rhyme
- Counting different food items
- Learning new words
- Remembering sequences
- Drawing pictures to illustrate the story

Materials needed: Story books; days of the week cards; days of the week rhyme; scissors; crayons and pencils; word book.

Warm up: ask the children to select a local game known to them and which they enjoy, such as a local song or an action rhyme or a clapping game, and have fun with it. Review: Ask them to tell you what they did at home with their story. Did their friends and family like the story? Why? (Listen to what they have to say, answer their questions and support their work.) Which words could they read from the book? (Let them indicate the words.)

Learning Activities: Young Facilitators

1. What did Larry eat? Recognizing letters and sounds
2. How much did Larry eat? Counting and remembering
3. Days of the week rhyme. Learning an action rhyme
Learning together at home

• Draw pictures of new words learned in the story
• Practise the days of the week rhyme. Compare the letters in the different days of the week
• Draw pictures about children’s daily activities. One picture for each day
Session 3: Making Groups

Learning Objectives

Using words to describe objects
Grouping objects according to colour, size and shape
Arranging objects by length
Arranging objects by size

Materials needed: Objects such as spoons, buttons, pebbles, twigs, leaves, feathers, etc.

Warm up: Pass a bean bag round and make it faster and faster; then pass it to the next partner by bending and passing between the legs. How quickly can they do it? Review: Ask them to tell you what they did at home during the week? They can show you the pictures they drew in the boxes for the days of the week. (Let children share their pictures and talk about them.) Ask them to name all the days of the week? How many letters in Monday? Tuesday? etc. Which has the most letters? The fewest?

Learning Activities: Young Facilitators

1. What’s the same?
2. Long and Short

Learning together at home

• Find different objects at home and arrange according to size, colour or shape
• Draw pictures of the different objects
Session 4: The World Around Us: Stop, Look and Listen

Learning Objectives

Talking about things we hear and see
Comparing and contrasting objects
Learning about road safety
Understanding positions (in front, behind, next to)
Drawing pictures of things around us

Materials needed: Pencils; crayons; exercise book; blank card.

Warm up: Ask each child to mime an action (such as drinking or eating or reading a book) and ask other children to guess what the activity is. Each child has a turn. Review: Ask the children to tell you what activities they did at home? Ask them to tell you about the things they found at home which were of different sizes and lengths. (Let the children talk about the things they found, and also their drawings.) Talk to children about road safety rules in your school and how to apply them.

Learning Activities: Young Facilitators

1. What do you see? What do you hear? Listening and looking carefully as you walk to school
2. Being safe. Learning a safe way to walk to school

Learning together at home

• Arrange a walk and talk about what you see
• Ask children to draw pictures of their home and the things around them there. Use these pictures to help children understand positions (in front of, behind, next to)
Session 5: Getting to School: A Picture Map

Learning Objectives

Drawing picture maps
Talking about and remembering familiar landmarks
Learning about road safety while walking to school

Materials needed: Exercise book; pencil; crayons; map.

Warm up: Select an activity of your choice or do a fun activity such as: stand in a circle and blindfold a child whilst others change their places. Now the blindfolded child has to feel a child and say who he/she is. The named child is then blindfolded and the process begins again. Review: Ask the children to show you the picture of their house and all the things they have drawn around them at home. Ask them to tell you about the things. (Let children talk about their pictures and describe the things they have drawn.) Ask them to tell you how to cross paths and roads safely.

Learning Activities: Young Facilitators

1. Walking from school to home
2. Drawing a picture map

Learning together at home

• Share picture maps with friends and families
• Add more landmarks to maps
• Talk about road safety with friends and families
Session 6: Measuring: How Much Does This Hold?

Learning Objectives

Understanding quantities
Estimating how much different sized containers can hold
Practising counting objects
Associating quantities and written numerals in meaningful ways

Materials needed: A bowl or bucket full of water or sand; empty plastic bottles/yoghurt cups/ice cream cups/other containers if available; pebbles/bottle tops/other small objects.

Warm up: Ask a child to select a rhyme or a song from the previous week and say/sing it together. Review: Who remembers what we did last week? (Let the children tell you about the map and the landmarks added to their maps with the help of the family. Ask about road safety rules.)

Learning Activities: Young Facilitators

1. Filling and pouring. How much will this hold?
2. Guess how many pebbles? Counting to check our answer

Learning together at home

• Make a guessing cup or a jar at home. Fill it with small objects and ask friends and family members to guess the number of objects.
• Find out whose guess comes closest.
• Share some of your favourite activities with families and friends.
Session 7: Review: Show and Tell

Review: What did we learn?

Review and reflect on the learning activities in this Set
Talk about the activities children liked the most
Identify the challenges and special learning needs of children in the group
Select and share with the group a favourite drawing

Materials needed: Children’s folders; word book; story books; children’s exercise books; counting materials.

Warm up: Prepare a game from the previous weeks or ask a child to make a suggestion for a fun activity. Review: Ask children if they played the game of guessing and filling a container with pebbles at home and ask about any other activity they did at home. Remind them that this is a review week and that they are going to do presentations of their chosen activities.

Learning Activities: Young Facilitators

1. My favourite picture. Select a favourite drawing from one of the activities completed in this Set
2. Show and Tell. Present drawings to group

Learning together at home

• Show and talk about activities with friends and families
• Remember to keep all materials together and in a safe place
Notes
Notes
Notes
## Activity Set 4:
### Caring and Sharing: Amy and Her Friends

### Summary of Activities

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Session 1: Amy the Elephant

Learning Objectives

Listening to and talking about a story
Making up new endings
Talking about friendship
Making puppets and developing eye-hand coordination skills
Following directions

Materials needed: Story books; animal cut-out cards, elephant cut-out cards; small twigs; pencils and crayons, and paper clips.

Warm up: Ask children to select an activity they wish to begin with, or try a familiar activity children like such as singing or dancing or clapping. Review: What did we do last week? Who wants to share what they did at home? (Listen to the children’s responses and find out how they shared their favourite activities with their friends and families.)

Learning Activities: Young Facilitators

1. Another story. Read and talk about Amy the Elephant
2. A puppet show. Cut out animals and make puppets. Have a puppet show

Learning together at home

• Tell the story to friends and family
• Make up another Amy the Elephant story
• Ask friends and families to tell other animal stories to children
Session 2: Amy’s Word Games

Learning Objectives

- Listening to sounds of rhyming words
- Moving to actions in a rhyme
- Learning new words
- Adding new words to the word book
- Developing self-confidence and love of learning

Materials needed: Story book; word book; a card with the elephant rhyme; pencils and crayons; animal puppets from last week.

Warm up: Sit in a circle and throw and catch a bean bag or a ball, or select an activity of your choice. Review: Ask children to tell others what they did with their friends and family at home. Let them share the stories they heard from their friends and family.

Learning Activities: Young Facilitators

1. A puppet show. Remembering the story. Putting on another puppet show
2. Elephants having fun. Singing and moving to a rhyme

Learning together at home

- Share the rhyme with friends and family
- Draw pictures of animals having fun!
Session 3: Patterns, Patterns, Everywhere

Learning Objectives

- Observing and talking about patterns outside and inside
- Using shapes and objects to make, predict, and continue patterns
- Drawing and colouring new patterns

Materials needed: Shape cut-outs; collection of small objects: bottle tops, leaves; shells; flowers; seeds; crayons; pencils and exercise book.

Warm up: Stand in a circle and start with the elephant action song.
Review: Help children remember the story about Amy and the song about elephants, and what they did at home. Ask them to share what they did at home and whether they remembered the animals in the story and the sequence.

Learning Activities: Young Facilitators

1. Do you see a pattern? Talking about patterns
2. Creating pretty patterns. Use shapes and objects to make patterns

Learning together at home

- Look for and talk about patterns discovered inside children’s homes
- Draw and colour new patterns
Session 4: Understanding Numbers 11–20

Learning Objectives

Understanding numbers to 20 by counting in 10s and ones
Matching objects to numbers up to 20
Recognizing numbers to 20

Materials needed: Two blank cards with 10 boxes each; 11–20 number cards, objects for counting (beads, bottle tops, pebbles, beans), and scissors.

Warm up: Sit in a circle and pass a large pebble or a bean bag round whilst clapping together. When the clapping stops the child holding the large pebble has to sing a song or say a rhyme. Review: Ask the child to show you the pictures of the patterns you did at home. Ask what other patterns they found at home. (Let children tell you about their patterns.)

Learning Activities: Young Facilitators

1. Groups of 10s and ones. Counting and understanding numbers bigger than 10.
2. A matching game.

Learning together at home

• Play the counting game with friends and families
• Create number picture cards

A note to teachers: If children find these activities too difficult, continue to practise counting objects from 1–10. It is not necessary for children to learn the new numbers before they are ready.
Session 5: The Little Red Hen

Learning Objectives

Listening to a story
Talking about characters
Learning new words
Understanding the behaviour of characters in the story
Making up different endings
Making puppets and acting out the story

Materials needed: Little Red Hen story book; pencils; crayons; animal picture card; scissors; twigs with split tips.

Warm up: Have fun counting to 20. Clap hands as you count. Count the number of children in the class today! Review: Ask children to share what they did at home with their number game. Ask them to show you number cards as you say a number; for example when you say fifteen, they have to show you 15.

Learning Activities: Young Facilitators

1. Let’s read a story. The Little Red Hen
2. Another puppet show. Cutting out and making puppets.
   Learning new words

Learning together at home

• Read and talk about the story with friends and family
• Have a puppet show. Make up different ending
Session 6: Let’s Learn About Bread

Learning Objectives

Using pictures to tell a story
Putting pictures in sequence
Talking about how bread is made
Listening to beginning sounds of new words

Materials needed: Bread-making picture cards; crayons; pencils, and scissors. You might like to bring some wheat, maize or local grain.

Warm up: If possible, you could bring some bread to the session and share it with the children. Review: Talk about puppet shows children did at home. What happened to the bread in your puppet show?

Learning Activities: Young Facilitators

1. How do you make bread? Putting pictures in order. Talking about what comes next
2. Word building. Adding new words to the word books

Learning together at home

• Talk about how bread is made at home. Is it the same as in the story?
• Draw pictures showing the steps involved
• Bring pictures to the next session!
Session 7: Review: Show and Tell

Children love to show their work to friends and families. It builds their confidence and self esteem. Remember to invite friends and families to the Bread-making Show and Tell.

Learning Objectives

- Reviewing activities of the previous weeks
- Identifying activities for further review
- Making a link between learning at home and at school
- Sharing ideas about bread making
- Learning to take turns and listen to each other
- Building confidence

Materials needed: Children’s folders; word book; story books; making bread picture cards; puppets.

Warm up: Get ready for Show and Tell. Ask children to display their bread-making pictures.

Learning Activities: Young Facilitators

1. Let’s review. Talking about what we learned
2. Show and Tell: How we make bread

Ask parents and friends to contribute to the discussion about bread making.
Notes
Notes
Notes
Notes
# Activity Set 5:
## Solving Problems:
### Those Hungry Goats

### Summary of Activities

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<td>Session 2</td>
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Session 1: The Three Hungry Goats

Learning Objectives

Listening to and talking about stories
Expressing feelings and ideas
Developing problem-solving skills
Learning new information
Asking questions

Materials needed: Story book; word book; pencils; crayons.

Warm up: Ask the children to make shapes with their bodies. (For example, with their bodies they can make a thin shape, a wide shape, a small round shape, a star shape, a shape like an elephant, etc.) Review: Ask children about the activities they did at home, such as story reading or a puppet show or any other activity.

Learning Activities: Young Facilitators

1. Three Hungry Goats. Reading and talking about goats
2. Solving problems. Ask what they would do
3. More new words. Adding words to word books

Learning together at home

• Read the story again with friends and family
• Learn another story about goats and/or other animals
Session 2: Goat Puppets and Rhymes

Learning Objectives

Listening to the sound of rhyming words

Following directions

Making puppets,

Planning and acting out a puppet show.

Materials needed: Story books; goat picture cards; goat rhyme; twigs for puppets.

Warm up: Play a game by asking one child to make an animal noise (baa, baa or quack, quack) and let the children guess the name of the animal. The child who guesses correctly then makes the noise of another animal. Review: Let children tell you the story of the hungry goats in their own words. Ask them to tell any other stories told by their families.

Learning Activities: Young Facilitators

1. A hungry goat puppet show

2. An action rhyme

Learning together at home

• Share the rhyme with your friends at home

• Tell the goat story to a friend

• Using puppets make up and act out another goat story
Session 3: How Big? How Tall?

Learning Objectives

Comparing and ordering by height
Learning new words to describe size
Gathering information and drawing pictures

Materials needed: Story book; rhyme card pencils; crayons; blank card.

Warm up: Ask the children to sing the action rhyme of the hungry goats or any other activity they choose. Review: Ask the children to tell you about their puppet show at home and the sharing of the rhyme.

Learning Activities: Young Facilitators

1. Talking about size. Learning new words
2. Which is biggest? Lining up the goats
3. Who is the tallest? Comparing children’s heights

Learning together at home

- Share family picture with friends
- Make changes to the family picture if needed
Session 4: Counting Goats

Learning Objectives

Taking turns and sharing materials

Learning and following rules

Practising numbers 1–20

Materials needed: Game board; hexagon spinner; number and dots cards; things to count (pebbles, seeds or buttons); scissors; hexagon picture; small twig.

Warm up: Begin with an activity of your choice or the children’s choice. Review: Look together at the picture the child drew at home. Who is the tallest in their house? Who is the shortest? etc.

Learning Activities: Young Facilitators

1. Making a Spinner.


Learning together at home

• Play the game with friends and family

• Make up other ways to play the game
Session 5: Add Them Up! 2+1=3

Learning Objectives

Using creativity and imagination
Adding two numbers together
Learning addition symbols
Matching objects to numbers

Materials needed: Things to count (bottle tops, pebbles, buttons, beans); number cards 1–10; maths symbol cards (+, −, =).

Warm up: Throwing and catching a ball, or passing the ball backwards in a circle or let children select an activity. Review: Ask children about their success with the board game. (How did they play it and who played with them? Ask whether they had enjoyed it.)

Learning Activities: Young Facilitators

1. Counting Riddles: How many do I have?
2. Numbers and Symbols. Adding objects together

Learning together at home

• Using the symbol cards (+, =) make up more number riddles
Session 6: How Many are Left? 4−2=2

Learning Objectives

Using creativity and imagination
Matching objects to numbers
Taking away objects
Learning subtraction symbols and drawing number pictures

Materials needed: Objects to count (pebbles, shells, bottle tops, beans); number cards 1–10; maths symbol cards (−, +, =).

Warm up: Choose a fun activity that children like, or do a clapping activity by asking children to follow your clapping and repeating it.

Review: Ask children to share with you the number stories they made up at home and the sums they wrote. Go over them carefully with the children and give support.

Learning Activities: Young Facilitators

1. How many did you eat? Making simple subtraction riddles
2. Numbers and Symbols: Taking objects away

Learning together at home

• Practise matching numbers to objects
• Create new number sentences
• Draw pictures to match number sentences

Next session is a graduation party. Remind children to review the things they have learned. Select a favourite activity and get ready to present this activity next week.
**Session 7: Let’s Celebrate: We are Ready for School!**

This is the final session of the Child-to-Child Get Ready for School Initiative. Children and their Young Facilitators will prepare and make a presentation of one of their favourite activities. Young Facilitators will receive certificates for their time and commitment to the programme. Young children will receive We Are Ready Certificates.

Parents, family members, and friends are encouraged to participate in the celebration.

**Materials needed:** Children’s completed folder; one activity for Show and Tell.

**Celebration Activities**

1. Preparation. Planning presentations
2. Show and Tell: Giving presentations
3. We Are Ready: Award certificates
Notes
Summary:  
On the Road to School Success

Learning outcomes

The learning outcomes of the Getting Ready for School programme are listed in the following table. You can use this table to reflect on the skills children have mastered, as well as those that require additional review and support.

The time children and Young Facilitators have spent together under your guidance has been a critical first step along the road to school success. We hope that you have been inspired by the potential of quality early learning opportunities to enhance the performance, enthusiasm and self- esteem of your youngest learners.
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<td>➤ Sings songs and rhymes</td>
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<td>➤ Writes own name</td>
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