Getting Ready for School
A Guide for Young Facilitators

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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), Budapest, Hungary, 2006.
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Introduction

What is the Getting Ready for School Programme?

Do you know how important you are to young children? Children learn from watching and listening to you. They are learning from you all the time. When you talk, play and have fun together, you are helping children develop important skills.

The Getting Ready for School programme is designed to help you help little children develop the skills needed to do well in school. This Getting Ready for School guide is full of fun learning ideas for young children. As you do them together, you will discover many interesting things about how young children think and learn. You are very important in helping them to learn.

How you can help?

- All children who will start school next year will participate in the programme
- As a Young Facilitator, your role is to help one, or several young children, get ready by playing the games and activities in this book
- Each child will have a folder full of interesting things to read, and games to play
- Facilitators and young children will meet regularly as a group
- Your teachers will help you to prepare the activities

It is important for you to play the games and talk with your young child outside of the group meetings. Young children love to repeat things many times. This is how they learn best.
What is inside the guide?

The guide contains many interesting activities. There are activities that help children tell and retell stories, make puppets, draw and colour, and recognize letters in their name. There are also activities for helping children learn numbers, count, name different shapes, and compare size.

There are five Activity Sets. Within each Activity Set, there are seven sessions. Each Activity Set is organized in the same way. It tells you what materials you will need and how to use them.

The little symbols on this page will guide you. You will find:

- **abc** Literacy activities
- **123** Number activities
- Things to do together at home
Session 7 is a time to review what you have learned together. You will know this when you see the review symbol:

How are group sessions organized?

Your teachers will help you organize the materials and facilitate the sessions. This is how the group sessions are organized.

- Materials Needed
- Warm up
- Review: what did we learn last session?
- New learning activities
- Activities to do together at home

You will have lots of opportunities to work in pairs and in groups with children. The most important thing is to enjoy the activities and have fun together whilst learning together.
Here I Am: All About Me
The activities in Set One are organized into seven sessions.

Here all some of the activities you will do together.

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Session 1:  
A Book About Me

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

1. A Book About Me

- Find the Book About Me. Let your friend draw a picture of themselves on the front page in the box. Little children are just learning how to hold a crayon. Anything they draw is a good beginning!

- Write the child’s name under the picture. Talk about the letters in the child’s name. How many letters are there? Are some letters the same?

- Write your name under the child’s. How are your names alike? How are they different?

- Talk about your ages. Help your friend to circle the number for their age. Let them colour their hair and eyes. Write the colour in the space provided.

- Spend time just getting to know each other. Find out something special about each other.

Learning together at home

- Help your child to draw something special about them and add it to their picture.

- Show the book to a friend.
A book about me
Session 2: 
My First Word Book

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

1. My First Word Book
   • Find My First Word Book. Talk again about the child’s first letter of their name. What sound does it make? Where is that letter? Help them to write their name. This may be a little hard at first.

2. Alphabet song
   • Ask the child, ‘Do you know an alphabet song?’ Let’s try to learn this one. We can sing it together.
   • Sing it again. This time, point to the letters as you sing. Ask your friend to find the letters in his/her name.
   • Make sure to have fun!

Learning together at home

• Find three more words that begin with the same sound as the child’s name. Write them in the word book.
• Add the names of family members to the child’s book.
• Practise singing the alphabet song.
My first word book
Session 3: Here I am!

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

1. New words
   • Review the first letter of your friend’s name.
   • Help them to add two new names to their word book. Talk about the first letter of these names. What sounds does each name begin with?
   • Ask the child to think of three other favourite object words (book, flower, hat). Add these words to the word book.
   • Help your friend to draw a picture of each new word. This will help them remember.

2. Point and sing
   • Look at the words in the song about the body. Read it together. Read it again. Children like to hear things over and over again.
   • Repeat the song and point to the different parts as you sing.
   • How many different parts of the body are in the song?
3. Ones and twos

- Find two blank cards. Write number 1 on one card. Write the number 2 on the other card. Ask your friend to pick one. If the 1 card is selected, ask them to name a part of the body that is only one (i.e. nose, head).

- If the number 2 card is selected, ask them to name pairs (eyes, hands). Play this many times.

- Add the names of the parts of the body to A Book About Me. Talk about all the different words learned in this song.

![Image of a child and an adult]

**Learning together at home**

- Practise singing and acting out the song with new friends. Think of parts of the body which are in ones or pairs.

- Help your friend to add three new words about their body (i.e. eye, nose, ear) to My First Word Book.
Head, shoulders,
knees and toes, knees and toes.
Eyes and ears and mouth and nose.

Head, shoulders,
knees and toes, knees and toes.
Eyes and ears and mouth and nose.
Session 4: Numbers 1–5

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

1. Finger song

• How many fingers do you see? (Show one finger, two fingers and three fingers).

• Let’s learn a fun song about numbers. Sing the song. As you sing together, point one finger to the ceiling. Repeat until all five fingers are pointing to the ceiling.
2. Matching numbers 1–5

- Cut out the number and dot cards from 1–5. (Give children time to cut out the cards. This will help them develop the skills they need for writing later in school.)
- Look at the 1–5 dot cards. Find some beans or other small objects.
- Look at the 1 dot card. Place one bean on the dot. Match the dot card with the number 1 card.
- Now take the 2 dot card and do the same thing.
- Repeat this activity using each dot card.
- Put beans or other small objects according to the number of dots.

Learning together at home

- Practise playing with the number cards. Match the dots on the card with different objects.
- Look for the numbers 1 to 5 all around you. Ask the child to clap their hands five times when they find a number 5
- Help your friend to write the numbers 1–5 in their word book.
One little finger, one little finger, one little finger,
Tap, tap, tap,
Point it to the ceiling, point it to the floor,
And put it in your lap.

Two little fingers, two little fingers, two little fingers,
Tap, tap, tap,
Point them to the ceiling, point them to the floor,
And put them in your laps.

Three little fingers, three little fingers, three little fingers,
Tap, tap, tap,
Point them to the ceiling, point them to the floor,
And put them in your laps.

Four little fingers, four little fingers, four little fingers,
Tap, tap, tap,
Point them to the ceiling, point them to the floor,
And put them in your laps.

Five little fingers, five little fingers, five little fingers,
Tap, tap, tap,
Point them to the ceiling, point them to the floor,
And put them in your laps.
Session 5: 
My Family

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

1. Family pictures

• Find the Book About Me. Ask your friend to draw a picture of their family. You can also help them to draw a picture of their house.

• Count the number of people in the picture. Write the number below the picture.

• Talk about your families. Ask the child, ‘How many brothers do you have? How many sisters do you have?’ You can also tell them a little about your family too.

• Ask your friend, ‘Do you have more brothers or do you have more sisters? How many more?’ (If this is difficult you can help the child by counting with beans or shells.)

• Let’s add some new names in your word book. Talk about the names. Do any begin with the same letter? What name has the most letters? What name has the fewest letters?
2. Family stories

- Ask your friend to tell you a happy or funny story about their family.
- Write down the story for your friend.
- Ask them to draw a picture illustrating the story. Write down their words under the picture.

Learning together at home

- Continue working on your child’s family story. Share the story with other family members. Did they think it was funny or happy too?
- Ask your child to draw a picture showing what they like to do at home.
- Talk about the picture with your child’s family.
Session 6: Numbers 6–10

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

1. Matching numbers 6–10

• Cut out the number and dot cards from 6–10. (Give children time to cut out the cards. This will help them develop the skills they need for writing later in school.)

• Look at the 6–10 dot cards. Find some beans or other small objects.

• Look at the 6 dot card. Place one bean on each of the 6 dots. Match the dots with the number 6.

• Now take the 7 dot card and do the same.

• Repeat this using each dot card. Talk about the numbers, and place beans or other small objects according to the number of dots. (Observe and help the children place as many beans as the dots in each space. Count together numbers to 10.)
2. **Number and dot game**

- Find all the dot and number cards from 1–10.
- Shuffle the number cards and place them face down. Place all the dot cards face up.
- Each player picks a card. What number is it? Find the dot card with the same number of dots. Keep the card if you get it right.
- Keep playing until all the number and dot cards are matched.
- Sing the number song all the way to 10.

Remember children need lots of practice learning about numbers.

Play these games together as often as you can.

![Boy jumping](image)

**Learning together at home**

- Play the number and dot game with your family members at home.
- Make your own number pictures. Draw pictures and match them with the right numbers (1 for one car, 2 for two balls).
Session 7: What Did We Learn?

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

1. What did we do?
   - Talk about all the activities you and your friend have done together. What activity did you like the best? What was hardest? What was the easiest?
   - Review A Book About Me and My First Word Book. Look through each book. What is your friend’s favourite picture? How many new words did you add to their word book?

2. Sharing pictures
   - Sit in a circle. Let each child show their favourite picture to the group. Ask them to tell the group what they like most about their picture.

Learning together at home

- Share your Book About Me with a friend.
- Show your word book to a friend. Talk about all the new words you have learnt. Ask your friend to add a new word and picture.
Talking About Pictures:
Where is the Mouse?
Here are some of the activities you will do together using the materials in Set 2. A Mouse and a Cat.

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

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

1. Reading pictures

• Find the picture story of the Mouse Family.

• Look at the pictures together. Talk about each one. Help your friend to make up a story about what he sees.

• Here are some questions you can ask to get him started:
  • Who is in the mouse hole?
  • Why does the big mouse look out of the hole?
  • What does the mouse bring back to the hole?
  • Why does the cat reach into the mouse hole?
  • How do the mice feel as they eat the cheese?
2. **Tell the story again**

- Look at the pictures again. Let the child retell the story using his own words.
- What happened first?
- What happened next?
- What does the big mouse say?
- What does the cat say?
- How did the story end?

Listen carefully as he describes what he sees in each of the pictures. Help him to think about how the mouse solved its problem. Stories are also a good way to talk about feelings. How did the mouse feel? How did the cat feel?

![Learning together at home](image)

**Learning together at home**

- Help your child share the book at home with friends and family.
- Ask a family member to look at the pictures. Can they make up another story to tell the child?
- Ask your child to give names to the characters in the story. Add these names to his word book.
The Mouse Family
Session 2:
Pictures and Words

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

1. Writing in my Mouse Family book

- Look together again at the Mouse Family book.
- Ask your friend to tell you something about each picture. Listen to what he says. Using his words, write a very simple sentence, ‘This is a mouse family’.
- Let the children look at the pictures and the sentences. Listen as your child tells you the story again. It might be a little different each time. Have fun!
2. Fun with rhymes.

Find the mouse rhyme. It is an action rhyme. When you sing this rhyme, lift your hand up and show the right number of fingers. For example, show two fingers when you say 2, and show five fingers and 1 when you say 6.

Look together at the Mouse Family rhyme. You can read it to your friend several times. It helps to read very slowly and carefully. Help him to listen to all the sounds of the words.

- Repeat it again and let your friend join you.
- Talk about the rhyme. You can ask; ‘What is happening in this rhyme?’
- What happens to the mouse?
- Did any of the words sound alike? (Five, alive; go, so). Help him to find and listen to all the words that sound the same.
- Has either of you ever been bitten by something? What did it feel like?

Learning together at home

- Help the child to share their Mouse story with friends and family.
- Read the child’s sentences at the bottom of the pictures.
- Sing the rhyme together.
One, two, three, four, five,
Once I caught a mouse alive.

Six, seven, eight, nine, ten,
Then I let it go again.

Why did you let it go?
Because it bit my finger so.

Which finger did it bite?
The little finger on the right!

Ouch! Pain. Ouch! Pain.
I won’t catch a mouse again!
Session 3:  
Numbers 1–10

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

1. Matching number and dot cards

• Do you remember the number and dot activity we did a few weeks ago? Ask the child to find their number and dot cards again? (Help children to find the cards.)

• Shuffle the number cards and place them face down in a pile.

• Place the dot cards face up in a row.

• Now take 10 bottle tops or pebbles each. (Help them count.)

• Now lift the top number from the pile, find a matching dot card. For example, your child picks a card with six dots. Then ask him to put six pebbles on the dot card.

• Keep playing until all the cards have been used.

If your friend finds this difficult, play this game using only the number and dot cards from 1–5. You can add more numbers when he is ready.
2. Ordering numbers 1–10

- Mix up the number cards. Ask your child to put them in order from 1–10.

- For each number place the right number of objects next to the number. (For example, one object for 1, two objects for 2.)

- Look at the pattern of the objects. Ask him to point to the number with the most objects? Can you point to the number with the fewest?

![Image of numbers 1 and 2 with objects]

Learning together at home

- Play the dot game many times with friends. Can you and your friend think of any other ways to play the game?

- Sing the Mouse Family rhyme again. Can you and your child make up another silly rhyme?
Session 4: More Hungry Mice

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

1. Reading pictures and telling stories

• Look together at the pictures of the Mouse Family and a nut. Do you think this is the same mouse family we saw in the other session? Why or why not?

• Help your child to look at the pictures and make up a story. Here are some questions that will help to get him started.
  • Where are the mice in this story?
  • What does the little mouse find?
  • How do you think he feels when he finds the nut?
  • What do you think the mice are going to do with the nut?
2. My Mouse Book

- Using his own words, ask your friend to tell you the story again. You might help him by asking?
  - What is happening in the first picture?
  - What happened next?
  - How did the story end?
- Let your child choose his favourite colours to colour the pictures. You can show him how to fold it into a book. It will be very beautiful.

Learning together at home

- When you get home share the book with your child’s friends and family. Help him to tell the story.
- Do you have a title for your mouse story? What is it?
- Talk together about sharing. How does sharing something with a friend make you feel?
The Mouse Family
In the Countryside
1. **Telling Stories: The Mouse Family**

- Take your book out and write the title. Let me help you write the title you have chosen.
- You can draw a picture under the title and colour it.
- Can you retell the story by looking at the pictures?
- Can you think of a different ending?
- Think of a sentence for each picture. Under each picture, write down the sentence your child tells you.
2. New words

- Let’s look at the word book. Choose some words from your story. Add these to the word book. Help your friend to say the first letter of each word. Where does it go? (Mouse on the page with the letter M.)

- You can select some words from the rhyme and add them to your word book.

- You can also add names of your friends in the word book.

![My first word book]

Learning together at home

- Share your new book with your friends and family.
- Draw more pictures together at the back of the book and colour them.
- Sing the Mouse Family rhyme together.
Session 6: 
Fun with Shapes and Colours

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

1. Shapes all around us

• Find the cards with the shapes. Help your friend to cut out each shape. When you have finished you should have nine cards.

• Let’s play a game about shapes and colours.

• Ask your friend to choose a shape card. What shape is this? What colour is it? Can you find any things in the room that have this shape? What other things have this shape?
2. What belongs? What does not?

- Can you find all the red shapes? Let’s put all the red shapes in one hoop. How many are there?

- Can you find all the blue shapes? Let’s put all the blue shapes in the other hoop. How many are there?

- Can you find all the yellow shapes? Let’s put all the yellow shapes in the third hoop. How many are there?

- Let’s count all the shapes. How many do we have?

- Try sorting the shapes in another way. For example, put all the circles together. Let’s try.

- Play the game again. This time sort them by shape. Put all the triangles in one hoop, squares in another and circles in the third.

Learning together at home

- Play the sorting game with your friends at home.

- Look around you. Help your child to find objects of different shapes, (round plates, square windows).

- Talk about all the things you did together in the last few weeks. Ask your friend which one he liked the best.
Session 7: What Did We Learn?

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

1. My favourite activity
   - Let’s think about all the fun activities we did these last few weeks.
   - Look at the folder together. Remember the Mouse Family stories, the rhymes, the activities to do with numbers and shapes, and the word book.
   - What number game did you like the most? What was your favourite story?
   - Ask him what he would like to show the other children. Help them think about how they would like to present what you did together. For example, talk about the title of your story or new words that rhyme. You can show your favourite picture or even sing a silly rhyme.

2. Show and Tell
   - Sit in a big circle. You and your friend can tell the group something special about your work together. Make sure you have fun. Who can laugh the most?

Learning together at home

- Share the things you did together with your friends and family.
Looking and Listening: Learning with Larry
What you will do together in Set 3:

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Session 1:
What Happens to Larry?

Materials needed: Larry the Locust story book

1. Let’s read

• Before you read the story of Larry the Locust spend some time talking together about the cover. What do you think this story is about? Look at some of the pictures and let your child tell you what she sees.

• Read the story together. As you read, let the child ask questions or make comments. You can read it again. Run your finger along the words as you read them. Children love to follow and look at the words.

• Try asking some questions about the story. Here are some suggestions.
  • What did you like about the story?
  • How does the story begin?
  • What happened when Larry ate too much?
  • How did the story end?
2. **Group reading**

   - Read the story again, this time with all the children sitting in a circle.
   - Make the story come alive using your voice and body as you read. Talk about what Larry ate on different days. (You can make and show pictures of the different foods to help remind the children.)
   - Why did Larry eat so much?
   - What did you learn from Larry?

3. **Learning together at home**

   - Read the book together at home again. Look at the pictures and help your child to talk about what she sees. Can you make up a silly story about Larry?
   - Help her to draw some pictures about your new story.
Larry
the Locust

Getting Ready
for School
A Child-to-Child Approach
**Session 2: Bananas, Berries and Beans**

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

1. **What did Larry eat?**
   - Let’s read Larry the Locust. This time, help your child to look at the first letter of the words as you read them.
   - Let’s add some new words to your word book. How about the letter B. Can you find all the words that begin with the letter B?
   - Ask your child, ‘What is your favourite food in the story? What letter does it begin with? Let’s add that word to your word book’. Can you find any other words that begin with this letter?’

2. **How much did Larry eat?**
   - Collect pebbles or bottle caps to help you count all the things that Larry ate. You can also draw a picture of each thing Larry ate. Use the pictures to help you add what Larry ate. For example, practise counting $1 + 2 + 3 = 6$ for all the things Larry ate on Monday, Tuesday and Wednesday.
3. Days of the week rhyme

• Let’s learn a rhyme about the days of the week. It goes like this . . . Would you like to hear it again?

• This time let’s say it together and do the actions.

• Find the card with the pictures and the days of the week. Help her to cut out each picture.

• We can play a memory game with these cards. Mix up your pictures and place them in a line.

• Then, I’ll think of a day of the week and ask you to point to it. Can you remember what happens in the rhyme on Tuesday? If you are right, you can turn the picture over.

• When all the pictures are turned over, the game is finished.

Learning together at home

• Help your child to draw pictures of all the new words you added to your word book.

• Practise saying the days of the week. Talk about how many letters there are in Monday; in Tuesday. Which day has the most letters? Which day has the fewest number or letters?

• Find the page with seven blank boxes. Help your friend to draw pictures in the boxes, one picture for something she does on each day of the week.
On Monday we wash

On Tuesday we dry

On Wednesday we iron

On Thursday we fry

On Friday we shop

On Saturday we play

On Sunday we rest

The whole of the day
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<td>Saturday</td>
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<td>Sunday</td>
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Session 3: Making Groups

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

1. What’s the same?
   - Collect some small objects and bring them to the group. How many different objects do you have?
   - Ask your friend to sort the objects into groups. For example, all the buttons in one group, pebbles in another group.
   - Ask your child to line up the objects by size or shape. For example, put all the pebbles in order from the lightest to the heaviest. Let her talk about what she is doing.
2. Long and short

- Help your friend to cut five strips from old newspapers. Each one should be a different length.
- Ask her to put the strips of paper in order from the shortest to the longest.
- Can you change the order and start with the longest first?
- Find five leaves of different sizes. See if she can arrange them from the shortest to the longest.

![Leaf Diagram]

Learning together at home

- Find different objects at home which you can arrange according to size or length. Spoons, plates, seeds, flowers, leaves, are some ideas.
- Help your friend to draw a picture of these objects in her word book.
Session 4:
The World Around Us: Stop, Look and Listen

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

1. What do you see? What do you hear?

- Ask your friend to talk about some of the things she sees while walking to the school.
- Using her notebook, make a list for her of all the things she sees. She can draw pictures and you can write their names below the pictures.
- Walk your friend home from the group. Watch, listen, and look carefully as you walk together. Be very quiet. What do you hear? Did you see anything new? Did you see anything that made you laugh?
2. Being safe

This activity will help children learn how to be safe when walking to school. Talk about getting to the school today.

- Did you have to cross any roads? Have a discussion about the best way to get to the programme. Where are the safest places to cross the street?

- Stop, look and listen are three important safety rules. Find three blank cards. Write one rule on each of the 3 cards. Talk about each one. Remember being safe is being smart.

- Continue to talk about other ways to stay safe. Talk about crossing roads and paths, cars or animals or carts, holes in the ground, rubbish. Remember being safe is being smart.

Learning together at home

- Talk about your walk. What did you see? What did you hear? Tell your friend what you liked best about your walk. Ask her what she remembers most about the walk.

- Help her to draw a picture of her house. What is in front of her house? What is next to her house? What is behind her house? Ask her to add some of these things to her picture.
Session 5:  
Getting to School: A Picture Map

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

1. Walking from school to home

Today we are going to do something a little different. We will walk from school to your house and back again. Then we will draw a map or a picture of the way to get from home to school.

• Look out for important landmarks on the way. Landmarks are things of interest such as big trees, houses, church or a mosque or a temple. Let us see how many we can see. We can write them in our note books to help us remember.

• Do you remember our 3 safety rules? We can think about these too.

• Are you ready? Let’s go.
2. Drawing a picture map

- Talk together about the walk.
  - What did we see first?
  - How many roads did we cross? Where did we cross? Was it safe?
- Find the map in your child’s folder. Look at it carefully. What landmarks do you see?
- Now let us try and draw our home to school map. Help your friend to start by drawing her house at one end and the school at the other. Then help her to draw the route joining the two places with the landmarks all along the way.

Learning together at home

- Share the map with other friends and family. Add some more landmarks.
- Try drawing a different map showing how to get to the market or the bus stop.
- Both of you can share the road safety rules with your friends and families.
123

Session 6:
Measuring: How Much Does This Hold?

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.

1. Filling, pouring and guessing

- For this activity, fill a big bottle with water. Show the children an empty plastic cup and ask:
  - How many cups of water do you think this container will hold? (Let children guess the number and then fill the bottle.)
  - Was your guess close?
- Fill another container and try again. Repeat this activity using different containers.
2. Guess how many pebbles?

- Here is another game. Fill a cup with pebbles or small objects.
  - How many pebbles or objects do you think will fit into this cup?
  - Now count the pebbles or objects. How close was your guess?
  - Try this activity again using other containers.

![Image of a cup filled with pebbles]

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.
- Look at your folder at home and select one or two activities that you liked the most. You can share those with your friends and the teacher.
Session 7: What Did We Do?

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

1. My favourite picture

- Help children go through their folders and remember the activities done so far.
- Ask them to select one of their drawings that they would like to share with their friends and the teacher.
- Help them prepare what they would like to say about their picture. You too can talk about what you learned from this activity.
2. Show and tell

- Sit in a circle. Present your picture to the group.
- Tell the others why this picture was selected.

Learning together at home

- Show and tell your friends and family more activities from your folder.
- Keep the folder safe and clean for the following set of activities.
Caring and Sharing: Amy and Her Friends
These are the activities you will do together in Set 4:

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<thead>
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<td>Session 3</td>
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<td>Session 4</td>
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<td>Session 7</td>
<td>Review; What did we do? Show and tell; Making bread</td>
</tr>
</tbody>
</table>
Session 1: 
Amy the Elephant

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

1. Another story

Look at the cover of the story. Ask your friend, ‘What do you think this story is about?’ Talk a little about elephants. Have you ever seen an elephant? Where do they live? What do they like to eat?

• Read the story and let your friend follow along with you.

• Talk about the story. Here are some questions you could ask:
  • Did you enjoy the story? Why?
  • What is the story about?
  • What did you like about the story?
  • What did the animals give her?
  • What made Amy sad?
  • What made Amy happy?
  • What did Amy’s friends teach her?

• Read the story together again. Look carefully at the names of different animals. Can he recognize the first letter of some of these words?
2. A puppet show

- Find the card with pictures of the animals from the story. Let your friend cut out the animals. He may need some help.

- Next, find the card that has pictures of different parts of the body.

- Do you have some twigs? Try to make a small slit in the top of each one. Slide an animal card into each twig. The puppets are getting ready.

- How many children do you need for your puppet show? Let each one choose a stick puppet. What did your animal give to Amy?

- Let the children retell the story using the puppets. Some children might like to tell the story in a different way. Listen to the interesting and funny things your friend tells you.

- Make sure Amy has all her parts back. Use the clips to help you attach them.

Learning together at home

- Read the story again with your friend. Can you make up another story about Amy? What is the title of your new story?

- Encourage your friend to retell Amy’s story to his family.

- Can someone in your family tell you another story about animals?
Amy the elephant
Session 2:
Amy’s Word Games

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

1. A puppet show

- Find the puppets you made last time. Let’s have another puppet show. What animal would you like to be this time? What did Amy’s animal friends teach her?
- Look at the story again. This time let’s look for the words for all of Amy’s animal friends.
- Help your friend to write these new words in his word book. Help him to figure out the right place for each new word. Where does elephant go?
- There are lots of ways to talk about these new words. Here are some suggestions.
  - How many new words did you add to your word book? Which word is the longest?
  - Look for the letter e. How many words can you find that have the letter ‘e’?
  - What is your favourite new word? Do any of the words have the same letters?
2. Elephants having fun

- Did you like the songs we learned together? Which one was your favourite? Let's sing it together.

- Here is a new song. It is about elephants having fun. (You sing the song first once or twice and do the actions.)

- Find the elephant song card. Sing and act out the song. Children will try to follow and do just what you do. Sing and act out this song several times. Here is how: ‘One elephant . . . ,’ bend down and use your arm as a trunk which you wave about. When you say, ‘Two elephants . . . ,’ a child follows you behind your back and does the same. You continue in this way till all the children have joined in. Then you fall down together.

- Have fun as you and your young friends sing this song.

![Elephant Image]

Learning together at home

- Help your friend to share the rhyme with his friends and family.

- Draw pictures of elephants having fun. What other things do elephants like to do?
One elephant began to play out on a spider’s web one day,  
He had such enormous fun; he called for another elephant to come.

Two elephants began to play out on a spider’s web one day,  
They had such enormous fun; they called for another elephant to come.

Three elephants began to play out on a spider’s web one day,  
They had such enormous fun; they called for another elephant to come.

Four elephants began to play out on a spider’s web one day,  
They had such enormous fun; they called for another elephant to come.

Five elephants began to play out on a spider’s web one day,  
They carried such enormous weight,  
They crashed and they fell down straight –  

**CRASH!**
Session 3: Patterns, Patterns Everywhere

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

1. Do you see a pattern?

What is a pattern? A pattern is a design which repeats itself. For example, a dress with red/blue/red/blue stripes or a cloth with a round/square/round/square pattern.

- Ask your child to look at his own clothes and identify some patterns.
- Take two different objects and make a pattern. For example, two bottle caps, one twig, two bottle caps, one twig? Ask your friend what comes next. Talk about the pattern you made. Ask him to make up his own pattern. This time see if you can follow his pattern and add the next bottle cap.

- Try drawing these patterns in your child’s notebook. This is a good way to remember what you did.
2. Creating pretty patterns

- Using the 9 cut-out shapes, make up your own pattern. For example, square, triangle, circle; followed by a square, triangle, circle. Ask your child to continue the pattern with the three remaining shapes. Can he predict what will come next? He can also draw the shapes pattern in his book.

- Show them another pattern by laying out pebbles in a row of one/two/three pebbles, one/two/three pebbles and ask children to continue by adding one/two/three pebbles.

- Let him make up a new pattern. See if you can follow it.

Learning together at home

- Take a pattern walk together. What patterns did you see? Can you find some patterns in the leaves, flowers, seeds, birds, trees?

- He can draw the patterns as he observes them.

- Look for patterns at home on the clothing, on the table, on the walls, on the floor, etc.

- Make up and colour your own pattern at home.
Session 4: Understanding Numbers 11–20

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

1. Groups of 10 and ones

- Ask your child to find two cards with blank boxes. Let him put one object in each box of card A. Count the objects. How many are there on the first board? (For example, this makes one group of 10.)
- Now place card B with 10 boxes alongside card A.
- Ask your child to place one object in box one and one object in box two on card B.
- Count all the objects on cards A and B together. Show your friend that 12 is the same as one group of 10 and two ones.
- Try this with other numbers. For example, 15 is the same as one group of 10 and five ones. Practise this activity several times.

If your child finds this difficult, practise counting objects from 1–10.
1. A counting game

- Ask children to find the card with numbers 11–20 and cut them out.
- Mix and place the cards face down.
- Ask the child to pick up one card. Talk about the number. How many ones are needed to add to a group of 11 objects?
- Using counting objects, help the child to count out the number of objects needed.
- Continue playing until all the cards have been turned over.

Learning together at home

- Play the counting game many times. Let your friend learn the numbers from 1–20 by counting lots of things around you. It helps him to see and touch the objects as he counts.
- Help him to draw number picture cards in his exercise book.
Session 5:
The Little Red Hen

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

1. Let’s read a story

- Do you remember the story of Amy the Elephant? What did you like about that story?

- Let’s read another story. Show your child the cover. Ask your friend, ‘What do you think this story is about’? Read the story slowly, letting him look at the pictures as you go along. You can read it again.

- Talk about the story. Here are some questions to get you started:
  - What did you think about this story? What was it about?
  - What animals were in this story? What were they like?
  - What happened first? What happened next? How did the story end?
  - Why did the hen decide not to give the bread to the animals?
  - What would you have done? Why?
  - Can you think of a different ending?
2. Another puppet show

- Find the animal card. Help your friend to cut out the animals.

- Make puppets by pushing them through the slit in the twig. Retell the story using the puppets. What character from the story would you like to be? How about your friend?

![Animal puppets](image)

Learning together at home

- Read the story book together again at home.

- Invite your friends to your puppet show. Can you make up another story about the Little Red Hen?
Session 6:
Let’s Learn About Bread

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

1. How do you make bread?

• What did the Little Red Hen make?
• How did she make the bread? What steps are involved? Let your child tell you the steps. You can write them down. For example, planting, cutting, grinding. Don’t worry if he doesn’t get them in the right order.
• Colour the bread-making pictures. Let him cut them out.
• Using the cards, help your friend to put the pictures in the right order for making bread.
• Talk about the grain you brought to this session.
  • Where does it grow?
  • How does it grow?
  • What do you need to do to take care of it?
2. **Word building**

- What three new words did you learn from this story? Add these new words to the word book. Can your child tell you what letter each word begins with?

- Let him draw pictures of each new word.

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**Learning together at home**

- Talk about making bread at home. What are the steps involved? Help your friend to draw a set of pictures describing how it is done. Bring these pictures to the next session.
Session 7:
Let’s Review: What Did We Learn?

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

1. Let’s review

Review all the activities that you did together. Ask your friend if he would like to review something one more time. Is there anything that was a little difficult? How about numbers 11–20, finding patterns, or new words about bread?

2. Show and Tell: All about bread

- Sit in a big circle. Ask each child and their young facilitator to show their own pictures about making bread at home. What did you learn? Who makes the bread in your family? Do you help?

- Invite parents and other friends to attend the bread-making Show and Tell.
Set
5

Solving Problems:
Those Hungry Goats
Here are the activities you will do together in Set 5

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<tr>
<td>Session 6</td>
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<td>Session 7</td>
<td>Let’s Celebrate; Show and Tell party; We Are Ready Certificates</td>
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Session 1.
The Three Hungry Goats

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

1. The Three Hungry Goats

• Before you read the Three Hungry Goats, look together at the cover. Have a discussion about goats. Here are some questions to get your started:
  • What are goats like?
  • Do they make you laugh?
  • What do goats like to eat?

• Let’s read the story and see what happens to these goats. Read slowly and carefully and let your friend read along with you. She will begin to recognize some of the words as you say them. Change the sound of your voice to show which animal is speaking.

• Talk about the story. Here are some questions:
  • Did you like this story? What did you like about this story?
  • Did you find it interesting? Why?
  • What did you like most in the story?
  • What did the hungry goats say to the ogre? What did the ogre say to the hungry goats?
2. Solving Problems

- What is the problem that the goats are trying to solve? How did they solve it?

- Can you think of another way that the goats could have solved this problem?

- What do you do when you have a problem to solve? Who helps you to find the right solution?

3. More new words

- Look together at each page of the book. Let your child choose one word from each page. Help her to write the word in her word book.

- A picture of the word is always a good way to help her remember. So help your friend to draw a picture next to each new word.

- Talk about these new words. Here are some questions to help you:
  - Which words sound the same?
  - Which new words begin with the same letter?
  - Which new words end with the same letter?
  - Did you find any pairs of opposite words in this story? Where are they?

Learning together at home

- Read the story again with your little friend. Share it with other friends and family.

- Does anyone know another story about cows or goats?

- Have fun telling some other animals stories.
Session 2:
Goat Puppets and Rhymes

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

1. A Hungry Goat Puppet Show

- Find the card with the pictures of goats. Let your friend colour them. Use many colours. You can colour one too. When you are finished cut out all of the goats.

- Make puppets by putting each card in the slit of the twig.

- Have fun acting out the story. Act it out again. This time change roles.

- Try making up a story. What problem do the goats have in this new story? How did they solve it? Use your puppets to help you tell this new story.
2. An Action Rhyme

Rhymes are fun and easy to remember. Let’s learn a new rhyme about goats. It goes like this. Listen carefully. Say it again, point to the words on the card. Let your child follow along with you. Say the rhyme again. This time she will want to say some of it together with you.

- How many goats are there in this rhyme?
- Ask your friend if she hears any words that sound the same? What are they? Can you think of any other words that rhyme with words in the story?
- Here are some actions that go with the rhyme. Each finger represents a goat, starting with the thumb. Show the thumb first, then the next finger as you say the rhyme. When you say the last words, ‘bleat, bleat, bleat’, tickle your friend under the arm.

![Goat Image]

**Learning together at home**

- Share the rhyme together with other family members and friends.
- Tell the goat story to a friend or family member. What did they think about the goats’ solution to their problem?
- Using the puppets, help your young friend and others to make up a new goat story. What was the problem in this story? How did the goats solve it? Be ready to share your story during the next group session.
This little goat went to market,
This little goat stayed in the basket,
This little goat had green grass,
This little goat stayed in his class,
This little goat cried, ‘Bleat, bleat, bleat,’
All the way to his little seat.
Session 3:
How Big? How Tall?

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

1. Talking about size

This activity will introduce your friend to measurement. Ask her if all the goats were the same size? What are some words that help us to talk about size? (little, big, tall, short).

2. Which is the biggest?

• Ask your friend to line up the goats in size order, the smallest first.

• Try again. This time ask her to line up the goats with the biggest first.
3. Who is the tallest?

- Are we all the same size? Let the children in this session line up according to size. Who is the smallest? Who is the tallest? How many children are the same heights?

- Help your child to think about the height of the people in their family. Ask them, ‘Who is the tallest in your family? Who is the shortest?’

- Help her draw a picture of her family members according to height. Help her to write the name of each person under their picture. If there is space, draw this picture in your child’s ‘Me and My Family book.’

Learning together at home

- Ask your child to show her picture to her family and friends at home.

- Ask all the family members to stand in a line from the smallest to the tallest. Don’t forget to stand in the line too.

- Help her compare her picture? Is it the same? Was anyone missing from her picture? If so, help her to redraw a new picture.
Session 4: Counting Goats

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

1. Making a spinner?

A hexagon is a shape that has six sides. Find the hexagon figure. This hexagon will be made into a game spinner with 3 numbers.

Help your friend to cut out the hexagon. Make a hole in the middle. Then insert a small smooth twig in the middle. Can it spin?
2. Spinning and Counting.

Look at the board together. It has 20 squares numbered from 1–20. Practise saying the numbers together. Don’t worry if your child finds this hard. There are so many new things to learn. Keep playing this game. It is a fun way to learn new numbers.

Let’s play the game. It works like this:

- Each player has one counting object (pebble or button).
- Place the counting objects (pebbles or buttons) at the beginning of the board.
- Each player takes a turn spinning the hexagon. It will stop at a number. The player moves his button this number of spaces. For example, if you land on the number 3, you move three spaces.
- Players take turns spinning the hexagon and moving their counters.
- The first person to reach 20 is the winner. Play the game many times.

Learning together at home

- Play the game with friends and family at home. Several people can play at the same time.
- Can you make up another game using the spinner?
- Remember, have fun!
Session 5: 
Add Them Up, 2+1=3

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

1. Counting riddles: How many do I have?

This activity will help your child understand how to add 2 numbers together.

• Start by saying, ‘I went to the market and I bought two bananas and one mango’. Ask your child to make two piles – one with 2 bottle caps for the bananas and one with 1 bottle cap for the mango.

![Bottle caps](image)

• Let’s see how many we have altogether. Count them together.

• Try again with another riddle. ‘Auntie went to the market and bought three tomatoes and two oranges’. Ask your child to make two piles (three bottle caps for 3 tomatoes and two for 2 oranges). Pointing to the bottle caps ask your child to count the things Auntie bought.

• Play again. This time ask your child to make up a riddle. Begin with, ‘I am going to the market to buy . . . ’ Help your friend to imagine buying things and adding them up. Have fun!
2. Numbers and Symbols

In this activity your child will learn the symbols for adding objects together.

- Find the number cards. Cut out the symbol cards +, -, and =.
- Repeat the number riddle, ‘I went to the market and bought two bananas and one mango.’
- Ask your child to put two bottle caps in one pile, and another with one bottle cap. Ask your child to put a matching number card under each pile.
- Find the + card. What does this mean? Explain that when we put numbers together we use a sign which looks like this +. Show them the sign and place it in the middle of the two numbers.
- Find the = card. What does this mean? Explain that this is a symbol for the word ‘equals’. It is placed after numbers. Demonstrate by placing the symbol cards in the right place 2+1=3
- Practise matching the number and symbol cards to other examples. This will take a lot of practice. But learning this way is fun.

![Image of numbers and symbols]

Learning together at home

- Using the number and addition symbol cards, help your child to make up more number riddles
- Be ready to bring some of your addition riddles to the next session.
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<tr>
<th>1</th>
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Session 6:
How Many are Left?
Simple Subtraction

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

1. How many did you eat?

This activity will introduce your friend to simple subtraction. Before you begin, review some of the number riddles you practised at home. Make sure your child understands addition. If she has trouble, keep practising addition riddles before she learns about subtraction.

• Begin with a riddle. ‘I have four biscuits in my pocket’. Let her count out four bottles caps.

• Now, I give you two biscuits. Let your friend take away two bottle caps.

• How many biscuits do I have left? Let her count the remaining bottle caps. That’s right. I have two biscuits left.

• Play this game again. Make up another riddle. I have three oranges. I give one to you. Now how many do I have left? Using bottle caps help your child find the answer.

• This time let your friend make up a number riddle. See if you can answer it together.
2. **Numbers and symbols: 5 - 2 = 3**

This activity will help your child to write number sentences.

- Help your child to put five bottle caps in a pile. Ask her to give you two of these bottle caps.
- Ask her, ‘How many do I have left?’ Yes, that is right. I have three bottle caps left.
- Help your child find the number 5 card and put it under the five bottle caps. Then help find the number 2 card and put it under the two bottle caps.
- Now add the symbol cards. It should look like this: 5 - 2 = 3

\[ \begin{array}{c|c|c|c} 5 & \; & - & \; 2 \; \; \; \; \; = \; \; \; \; \; 3 \end{array} \]

- Keep practising this game. Use the number and symbol cards to help your child find the answers to these questions:
  - When you give me three, how many are left?
  - When you give me one, how many are left?

Little children need lots of number practice! Some children need more time than others. Each child learns in their own way and at their own speed.
Learning together at home

• Help your child to make up new number sentences. Practise counting bottle caps and matching numbers to pebbles.

• Write these number sentences in her exercise book. Help her to draw pictures to match the numbers.

Remember! Our next session is graduation party.
Review all the things you have learned together. What was your child’s favourite activity – a story, drawing, word book, number riddle? Select one special activity.

Get Ready to present this during the celebration.
Session 7:
Let’s Celebrate: We Are Ready for School!

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

1. Preparations
   • Review the special activity you have chosen to present during the Show and Tell.
   • Get ready to present your project to the invited friends and family. You should both be very proud.

2. Show and Tell
   • Invite all your friends and family to see what you have learned together.
   • Together, show the audience your special activity. Make sure to talk about what you learned and why you selected this activity to present.

3. We Are Ready Certificates.
   • Young facilitators will receive a Certificate recognizing your commitment to your school and your special friend.
   • Little learners will each be given a We Are Ready certificate. A Guide for Young Facilitators
Summary:
On the Road to School Success

Here is a list of all the skills children have developed through the Get Ready for School program. The time you shared together has been so important. You have helped children to develop many important skills they will need to do well in school. They have developed an interest in books and stories. They understand how numbers are used in every day routines. They have developed important skills needed to understand and get along with other children. They have danced to new songs and rhymes and practiced ways to keep safe.

You have played an important role in helping young children get on the path to school success. You are indeed very important in helping them to learn.
### Fun with Language and Books
- Listens to and talks about a story
- Creates new ending
- Retells a familiar story
- Sings songs and rhymes
- Knows some letters
- Reads some words
- Writes own name
- Expresses ideas through drawings

### Fun with Numbers
- Counts from 1–10
- Matches objects to numbers 11–20
- Recognizes and names shapes
- Sorts objects by size and shape
- Measures and compares height and length
- Makes simple patterns
- Uses objects to solve simple addition and subtraction problems

### Moving and Doing
- Able to use scissors and crayons
- Moves to different patterns and rhythms
- Acts out stories through puppets.
- Participates in games
- Performs simple routines independently
- Follows safety rules

### Interacting with Others
- Takes turns and share materials
- Shows confidence and pride
- Makes choices
- Understands other’s feelings
- Listens to and follows directions
- Works happily in a group
- Presents work to group