

LEARNING PLAY KIT

FOR HOME & SCHOOL

Early Years: Ages 4-8



About my world

Prime Numbers

Paper Planes

Create a Daily Family Routine

Make Stories Together

Cook Meals Together

Let's Go to the museum

Word Scramble

Prime Numbers

Welcome to My Restaurant

Sentence Jumble Race

Word Scramble

Start Your Own Shop

Multiplication Bingo

Build a Bridge

Magic Paper

Create a Family Word Jar

Make a Toy Car

Map of the Neighbourhood

Puzzle Making



Tucheze
Kujifunza

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LEARNING PLAYKIT: FOR HOME AND SCHOOL (EARLY YEARS)

Introduction

The global COVID-19 pandemic has interrupted daily life and education for individuals all around the world, impacting over an estimated 1.5 billion children internationally, including 18 million in Kenya. To reduce the spread of this virus, the Government of Kenya closed schools for the 2020 academic year in mid-March and currently plans to re-open schools in October 2020 with students beginning their school year where they last left off. We recognize that adapting to this new normal has been incredibly difficult, especially for teachers, parents, and children who are now working and studying from home, often with limited resources and many other pressing responsibilities. This activity pack has been created to support your children or students and inspire creativity, curiosity, and learning through play at home and at school.

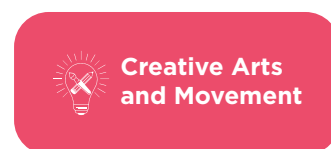
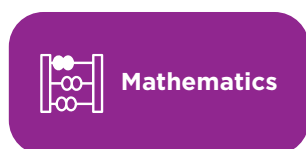
Playful Learning Activities

The Early Years Learning Playkit: For Home and School has been developed to support teachers, parents, and children by providing several activities that can be used to further a child's learning through play in order to support their continued education in addition to their formal education. It is also designed to promote competency-based teaching and learning at home and in the classroom. Playful learning is important because it allows children to develop vital cognitive, emotional, and social skills that will be used throughout their lives. Learning through play allows your children to learn about themselves and their environment through a spectrum of activities that are meaningful, joyful, actively engaging, iterative, and socially interactive.

While a child sees these activities as fun games, you will know that they are learning different skills with each one. Every activity includes instructions on how to play it with your children to ensure that they are developing important learning skills towards the stated objectives, such as improving their vocabulary, critical thinking, patience, or concentration, among other skills. As such, it is crucial for you as parents or teachers to be actively involved in playing these activities with your children to reinforce the learning taking place and to adjust the activities to support them in achieving the objectives, if necessary.

Structure

This activity pack includes 45 activities designed for Early Years students (aged 4 to 9 years old) These are divided into 4 learning areas:



While these activities are aligned with the Kenyan National Curriculum, they are not designed to replace teacher instruction or formal education, but rather to be integrated into classroom activities and to supplement home learning. Each activity in this pack includes a set of objectives, instructions, potential extensions and a list of low-cost materials that can be easily found. This list of activities is not meant to be exhaustive, but instead to provide you with ideas on how to encourage your children to learn in a playful manner.

You should feel free to adapt the included activities to suit a different learning area or to use different materials. You can also play the activities in English or in Kiswahili, especially for the Language and Literacy activities. Modify the activities so that they can be done with the number of people available or develop and share new activities or extensions in addition to the ideas below. Several activities in this pack work well with other activities, including ones that may be listed under a different learning area. Your children may also benefit from activities included in the Primary Learning Playkit. You should peruse and combine different activities together to create more elaborate games or stimulate various types of learning. Feel free to create your own educational activities with your children that fall into any learning area of your choice.

Staying Safe

Some activities are developed for you and your children to play together, while others call for you to supervise a group of children. An adult should always be present during these activities and relevant sanitation, health, and safety guidelines should always be followed. Be a good role model for your children by making sure everyone washes their hands with soap before and after each activity and teaching them to practice established physical-distancing guidelines while playing. Check the updated recommendations from the Ministry of Health regularly to make sure that your family or class is playing safely. Play these activities in small groups and only with people who are following the health guidelines. If and when multiple children are playing together, make sure that each child has their own set of materials and is not sharing them to ensure everyone's health and safety.

Inclusivity

All children should be able to participate in these activities, regardless of gender, age, disability or socio-economic status. These activities are designed to be inclusive and to encourage active child participation in choosing and adapting the activities played. Ensure that all boys and girls have an equal opportunity to select, participate in, and lead activities. As a parent or teacher, avoid giving gender-stereotypical examples or reinforcing biases, for example, asking only boys to carry heavy materials or asking only girls to clean up after an activity. Make sure to use gender-inclusive language and female and male names when coming up with different examples. Encourage your children to understand different people's perspectives through the activities and to take on any role in the activities that they are interested in. If possible, get your spouse or another teacher or adult involved in the activities so the children can learn from their perspectives, too.

How To Use This Activity Pack

- Look over the whole Early Years Learning Playkit
- Find the learning area that interests you or your children
- Choose an activity that interests your children
- Read the activity and make any changes necessary (e.g. adapt the language, group size, objectives, materials, etc.)
- Gather all necessary materials and participants
- Play!

List of Early Years Activities:



Language and Literacy (English or Kiswahili)

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Create a Family Word Jar

Early Years: Ages 4-8

SPECIFIC MATERIALS NEEDED

1. A plastic container or a jar
2. A piece of paper
3. Pencils/pens, crayons, colour pencils, markers (optional)

OBJECTIVES

- Read and acquire new vocabulary
- Use learnt vocabulary in different ways
- Self-efficacy as the child masters new vocabulary

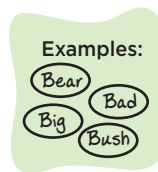
INSTRUCTIONS ON HOW TO PLAY:

1



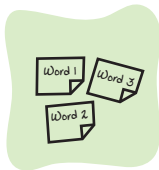
Start by finding words to add to the jar. Look for words in storybooks, newspapers, prayer books, brochures, labelled items or calendars. One person can even read a book to the other to find words that should be put into the word jar.

2



Everyone has to find three words. The words can be of varying difficulties, all start with the same sound, all be longer than a certain number of letters, or related to a theme. Not all words chosen have to be easily understandable by the child.

3



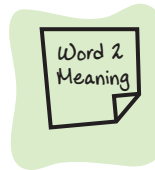
Write each word on an individual piece of paper or cardboard.

4



Put all the papers in a jar or container- this is the family word jar.

5



Every day pick out a new word from the jar. Look up the word or discuss its meaning.

6



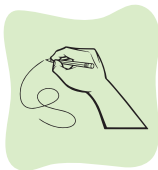
Practice reading the word aloud. Make phrases or short sentences using the word. Tell stories using the words. Translate the word into another language. Sing a song related to the word. Act out the word. Look for words that rhyme, e.g. kite, bite, site, etc., with the word.

7



Put the words back in the jar to revisit them a few days later and test your memory.

Activity Extensions:



Draw a picture of the word. It can be a quick sketch or a detailed drawing.



Take out all the words in the jar and create a story using the words. Tell or act out the story. You can do this as a large group or split into teams and see who can come up with the silliest or most creative story using the words.



Make Stories Together

Early Years: Ages 4-8

SPECIFIC MATERIALS NEEDED

None!!

OBJECTIVES

- Read and acquire new vocabulary
- Use learnt vocabulary in different ways
- Self-efficacy as the child masters new vocabulary

INSTRUCTIONS ON HOW TO PLAY:

1



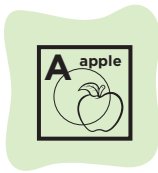
Make a story beginning with, 'Today we're going on a picnic to ____ (Name the place), and we're going to bring ____ (Name an object).

2



Each person makes their own version of the story, but the object they name must start with the next letter in the alphabet.

3



The first child will name an object that starts with "a" (e.g., apple), the next child will name an object that starts with "b" (e.g., banana) etc.

4



Keep alternating story lines until you finish the alphabet.

Activity Extensions:



Make the story longer – add more phrases that have blanks to fill in (e.g., Today we're going on a picnic to ____ and we're going to bring ____ and I'm going to go/do ____ (name an activity).



Each child has to remember and repeat the items shared before theirs to keep adding to the story. (e.g., if child one said water, and child two said oranges, child three will say "Today we're going on a picnic to (Name of place) and we're going to bring water, oranges, and chicken". The more people in the game, the harder the game.



Change the topic, 'Today we're going fishing...' Or "Today we're going on a trip..."



Welcome to My Restaurant

Early Years: Ages 4-8

SPECIFIC MATERIALS NEEDED

1. Paper
2. Pen
3. Food, plates, utensils, other objects to make a restaurant

OBJECTIVES

- Use a variety of thematic vocabulary to tell stories
- Listen attentively and actively participate in joint storytelling
- Communication and collaboration

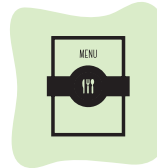
INSTRUCTIONS ON HOW TO PLAY:

1



Each child and adult chooses roles to play within a restaurant (i.e., waiter and customer). Set up a table and chairs for the customers.

2



Have the child come up with a simple menu that includes lists of food and beverages with prices.

3



The person playing the waiter welcomes the people playing the customers and hands them the menu and makes suggestions about the "Special of the Day" or food and beverage pairings.

4



The waiter takes orders from each customer and asks for each menu item separately (beverages, appetizers, main dish, dessert, etc.) and should note them down. The waiter reads back the orders to the customers to check.

5



The waiter brings the food. The customers enjoy the meal. The waiter checks in on the customers periodically to see how they are enjoying the meal and to ask if they need anything. The waiter prepares the bill. Once the customers ask for the bill, the waiter gives the customers the bill and the customers pay the bill.

6



The waiter gives the change (if any) and thanks the customer for coming. The customers leave and the waiter clears the table. Practice words like welcome, after you, please, thank you, goodbye, etc. when speaking. Talk about the experience of being a waiter/customer and what one should or should not say or should do or should not in a restaurant.

Activity Extensions:



Discuss how to behave when you have food in your mouth or how to address the waiter when you need something. Complete the same activity in a different language or in a different location (different type of restaurant, etc.).



Have the waiter encourage the customers to come to the restaurant for the first time or order a dish that they have never tried before. Play the same activity but focus on the mathematical calculations of the menu- customers have a specific budget or the bill was not properly calculated, etc.

Simon Says

Early Years: Ages 4-8

LEARNING AREA



Language
& Literacy
(English or
Kiswahili)

ACTIVITY

04

SPECIFIC MATERIALS NEEDED

1. None

OBJECTIVES

- Develop leadership skills
- Listen attentively and understand simple instructions
- Respond appropriately to instructions
- Self-efficacy as children learn to control their bodies in different situations

INSTRUCTIONS ON HOW TO PLAY:

1



One child is chosen as 'Simon' and any others are the players.

2



Standing in front of the group, Simon tells the players what they must do. For example, "Simon says, 'tap your fingers'" or "Simon says, 'touch your nose'".

3



Everyone else should follow the instruction given. However, they must only obey commands that begin with the words "Simon says".

4



If Simon says, "Simon says, 'touch your toes'", then everyone must touch their toes. But if Simon simply says "jump" without first saying "Simon says", the players should not jump. The players that do jump are out.

5



Follow instructions and stay in the game for as long as possible.

6



The last player standing wins and becomes the next Simon or gets to choose who the next Simon should be. Repeat the game until everyone gets a turn to be Simon.

Activity Extensions:



Children can further play games like "Mother may I". The child asks "Mother, may I take five giant steps?" The child must listen carefully to see if mother says yes or no before acting.



Spell rather than say the command. For example, Simon says, touch your t-o-e-s

- Simon says, "Lay on the g-r-o-u-n-d"
- Simon says, "D-a-n-c-e"
- "Touch your b-e-l-l-y"

Play 'Simon Says' in another language. If it was played in English, play it again in Kiswahili or vice versa. Alternatively, tell children they should only follow the command if Simon speaks in Kiswahili, but not if Simon speaks in English.



Put on a Puppet Show

Early Years: Ages 4-8

SPECIFIC MATERIALS NEEDED

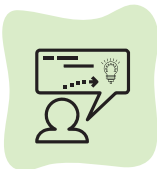
1. Materials to make puppets, e.g., socks, kanga/cloth, cardboard, dolls, empty tins, socks, etc.
2. Stage, e.g., sofa, bookshelf, table, doorway
3. Curtain or other decorations for the stage, e.g., sheet, tablecloth, flowers

OBJECTIVES

- Use props to tell stories
- Demonstrate techniques of effective storytelling
- Creativity and imagination

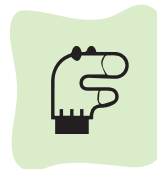
INSTRUCTIONS ON HOW TO PLAY:

1



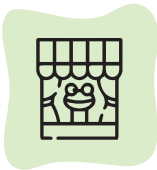
The child picks a familiar story (i.e. a fairy tale, folk tale, seasonal story (Christmas / Easter) or makes up their own story.

2



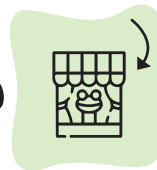
Help the child make puppets to represent the different characters in the story. Talk about why the child wants to tell this specific story. Talk about how the child is creating the puppets (e.g., the materials are using, the names of the characters you are making, what the characters do in the story).

3



Choose where to set up the stage for the puppet show (e.g., behind a table, a bookshelf, a sheet turned into a curtain, the sofa).

4



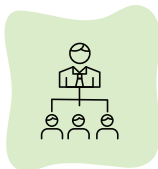
The child sits behind the stage and rests their puppet hands on the stage allowing only the upper body and arms of the puppet to be seen by the audience.

5



Let the puppet show begin! The child uses the puppets to act out their story.

Activity Extensions:



Add more people – children or adults can help make more puppets, read the story while the puppets are acting it out, play characters in the show or join the audience.



Try to change a part of the story and act it out again (e.g., change the ending, change an evil character to a nice character). Talk about how it changes the play. Make the puppets sing and dance.

Let's Go to the Museum



Early Years: Ages 4-8

SPECIFIC MATERIALS NEEDED

1. Simple treasures: tables, labels, shells, sand soil, salty water, toy animals, pots and rocks, coconut shells
2. Writing/drawing tools: pens, pencils, charcoal, bamboo pens

OBJECTIVES

- Acquire and use a variety of thematic vocabulary when talking about their environment
- Classify words and objects according to their similar characteristics
- Self-efficacy as children confidently take the visitor(s) around the museum

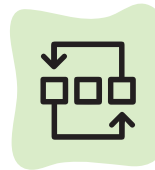
INSTRUCTIONS ON HOW TO PLAY:

1



The child finds little treasures related to their physical and/natural environment.

2



The child arranges the treasures by theme or group and displays them in jars or boxes (i.e. wild animals, domestic animals, artefacts (pottery), the ocean, etc.).

3



The child labels all of the treasures (draw and/or write the label). The child acts as a tour guide while the other players are the visitors.

4



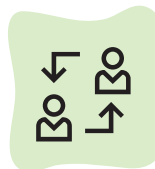
The tour guide welcomes the visitors to the museum.

5



The tour guide shows the visitors around the museum. The tour guide tells the visitors about the treasures, e.g. "Pots are mostly made of clay and are used for storage of water, flowers and cereals").

6



The tour guide then becomes a visitor and vice versa.

Activity Extensions:



Create and tell riddles about the little treasures



It is very salty...

It covers the beach...

It has a long trunk...



Five Little Ducks

Early Years: Ages 4-8

SPECIFIC MATERIALS NEEDED

1. Materials to write and illustrate the poem, e.g., paper, notebook, carton, colours, pencils
2. Materials to put the pages together into a book (optional), e.g., string, tape, glue, staples

OBJECTIVES

- Letter knowledge
- Sound recognition
- Learning to learn

INSTRUCTIONS ON HOW TO PLAY:

1



Start by singing or saying the rhyme "Five little ducks" below.

2



While reciting the rhyme, use act out the rhyme, including the numbers, the ducks and the verbs (e.g., hold up five fingers for the number five, walk like a duck when the ducks went "over the hills and far away".)

3



After singing the rhyme, ask the child how many words they heard with the sound /k/ in them. Let them think and guess. If they are stuck, say the different words in the rhyme, enunciating or emphasising the words with /k/ in them while the child counts (duck, quack).

4



Ask child if they know any other words that have the sound /k/ in them.

"Five little ducks" rhyme

Five (5) little ducks went out one day,
Over the hills and far away,
Mother duck said quack, quack, quack,
But only four (4) little ducks came back.

The rhyme repeats each time subtracting one duck. (e.g., 4 little ducks went out one day.....but only 3 little ducks came back. Repeat until "none of the little ducks came back.")

Sad little duck went out one day,
Over the hills and far away,
Mother duck said quack, quack, quack
All five (5) little ducks came back to play!

Activity Extensions:



Turn the rhyme into a book. Write out each line of the rhyme together. The child can read/tell you the line to write down. If the child can write some or all words or numbers, let them write the ones they know or can to try to write. Look at what you have written together and find all the words that have the sound /k/. Give the child time to illustrate the pages. Make the pages into a book by using string or staples or glue.



Find and name objects that the child can see that have the beginning sound /k/ (e.g., kitchen, candy, comb, cat, corn). Challenge the child to think of other words that end with the sound /k/ (e.g., book, sock, rock, look).



Charades

Early Years: Ages 4-8

SPECIFIC MATERIALS NEEDED

1. At least 25 word/phrase cards- can be made from paper, used milk boxes, cartons, etc.
2. Timing device
3. Blank slips of paper

OBJECTIVES

- Listen attentively and respond appropriately
- Practice new words and phrases in different situations
- Communication and collaboration

INSTRUCTIONS ON HOW TO PLAY:

1



Develop a list of objects, people, or places that can be acted out. Write each item on an individual card. Make sure they are words that the child can read and is already familiar with or consider drawing the objects instead of writing it, e.g., brushing teeth, waking up, reading a book, dancing, bananas, birds, snake, dog, 'Twinkle Twinkle Little Star', football, etc. Put them in a box or bag.

2



One child picks a card and does not show it to anyone else. This child tries to get the others to guess what the word on the card is by acting out the word on the card using their body movements. The child must try to do this without saying a word and within a set time limit.

3



Before acting out the word, the child can let the others know the category of the word or phrase and how many words it contains. In both cases, they must do this without speaking.

4



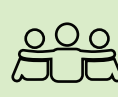
Category: Pretend to sing if it's a song. Make the action for a movie camera if it's a film. Make the action for a book if it's the name of a book, etc.

5



Number of words: Hold up the number of fingers (e.g., if the phrase is "playing football" hold up two fingers). Whoever guesses the word or phrase correctly is next to pick a card and repeat the game.

6



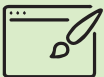
Work cooperatively until everyone takes a turn to pick a card. If playing with several children, divide them into two teams of equal size. A player from team one draws a card and his/her teammates try to guess the answer before the timer goes off. Then a player from team two draws a card and his/her teammates try to guess the answer before the timer goes off.

7



The game continues until there are no more cards or until every player has had an equal number of turns. Count how many cards were correctly solved within the time limit. That is the score.

Activity Extensions:



Choose a theme for the word cards, e.g., common fruits, occupations, wild animals, musical instruments, etc.



Make a scene: Pick two cards and act or draw a sentence that uses the two words



Create a Daily Family Routine

Early Years: Ages 4-8

SPECIFIC MATERIALS NEEDED

1. Items to make activity cards: manilla paper, notebook paper, cardboard, writing utensils
2. Items to hang/display the routine: photographs, newspaper, manilla paper, sticks, string

OBJECTIVES

- Read and acquire new vocabulary
- Use learnt vocabulary in different ways
- Self-efficacy as the child masters new vocabulary

INSTRUCTIONS ON HOW TO PLAY:

1



Talk to your child about what you usually do in a day. What do you do in the mornings to hang/display the routine: photographs, newspaper, manilla paper, sticks, string in/before lunch? When do you eat/rest/play/spend time with family? What time do you read books? What activities do you like doing the most?

2



Draw and/or write each activity on a piece of paper, for example, meetings, cleaning, game practice, etc. Discuss which of these activities requires preparation on a previous day and how to fit this into your routine.

3



Include activities such as making beds and tidying rooms, taking a shower, brushing teeth, eating breakfast together, clearing and washing the utensils, etc.

4



Label each activity with how long it should take. Arrange the papers in sequence to illustrate the routine for the day. Discuss if you have enough time to complete everything in a day. If not, how do you choose which activities are the most important to complete?

5



If you wish to make this more permanent for the child to display it, stick the pieces of paper on to a large sheet of paper or attach the cards together with string or sticks.

6



If multiple children are completing the activity, discuss the similarities and differences between their routines. Discuss why routines are important for children and families.

Activity Extensions:



Repeat the same activity but this time make a weekly routine, e.g. doing laundry, cleaning, etc. Discuss how a weekly routine is different from a daily one (i.e. how is Monday or Friday different from Saturday?) Include activities that only occur occasionally (on certain days or only a few days a month) on the weekly routine in a different colour. Discuss how these activities change the overall routine.



Repeat the same activity but this time make an annual calendar and mark the important days (e.g., birthdays, holidays, community celebrations, annual family meetings, etc.) Discuss how the current routine is different from when children are going to school and parents are going to work.



Telephone

Early Years: Ages 4-8

SPECIFIC MATERIALS NEEDED

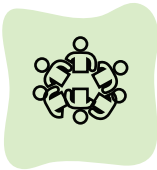
1. None

OBJECTIVES

- Listen closely to spoken word and relay the same word to the next person
 - Practise pronouncing certain vocabularies
 - Demonstrate the understanding that same information
- manilla paper, sticks, string

INSTRUCTIONS ON HOW TO PLAY:

1



Children must sit in a circle or stand in a straight line and should be close enough to be able to whisper to each other, but far enough that the others cannot overhear each other.

2



The first child in the line or circle chooses a word (only this person knows the word until the game is over).

The first child whispers a word (e.g. "courageous") into the ear of the person sitting or standing to their right. The word can only be whispered once, so the person receiving the word must be listening carefully.

3



This second child now whispers what they heard into the ear of the person sitting or standing on their right.

4



This continues until the last child in the circle or line has received the message

5



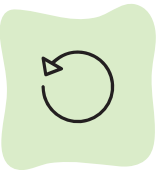
The last child says the word out loud so everyone can hear and see if it matches the original.

6



Ask each child to say what they heard/said. Where did the telephone break down?

7



The same process can be repeated with different words.

Activity Extensions:



Replace the word with a phrase, sentence or rhyme, for example, "red roses with thorny stems" or "many maids mop motels".

Beginning Sound

Early Years: Ages 4-8

LEARNING AREA



Language
& Literacy
(English or
Kiswahili)

ACTIVITY

11

SPECIFIC MATERIALS NEEDED

1. Scissors or knife or razor blade
2. Crayons, coloured pens, markers, etc.

OBJECTIVES

- Pronounce correctly the sounds /t/, /d/, /b/ and /p/
- Match the sound and the letter
- Sing a song using the specified sounds

INSTRUCTIONS ON HOW TO PLAY:

1



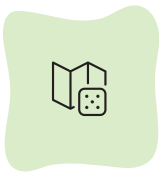
Identify 4 to 6 sounds that you would like your child to work on, for example, /d/, /f/, /h/, and /p/.

2



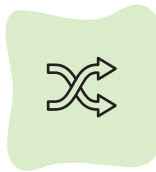
Prepare picture cards by either cutting out images of words that include the chosen sound from magazines or drawing them on paper, for example, for the sound /d/, you can draw or cut out a picture of a dog.

3



Prepare a game board by drawing a grid or table on a piece of paper. Write the letters on the game board using your black marker or crayons or any coloured pen. You can repeat them in a certain order or mix them up, for example, d,f,h,p, d,f,h,p or d,h,f,p,h,d,p,f.

4



Shuffle the alphabet picture cards and place them face down in a pile next to the game board. Your child will draw a card and identify the word that is represented by the picture.

5



Next, they should identify the beginning sound and determine which letter makes that sound. For example, the alphabet picture card shows a picture of a flower. The beginning sound is /f/ and the letter name is "f".

6



The child places the alphabet card on the corresponding letter on the game board. (e.g. put the flower on "f"). The second person now goes through the same steps as listed above. This repeats back and forth until the game board is complete.

Activity Extensions:



Ask children to find other words that have the same initial sound.



Change the game to focus on the middle or final sound instead of the initial sound.



Sight Word Game

Early Years: Ages 4-8

SPECIFIC MATERIALS NEEDED

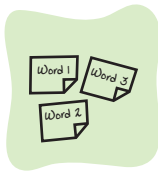
1. Flashcards: paper, notecards, cardboard, manila papers, old calendars
2. Writing tools: pen, coloured pencils, pencil, marker, charcoal
3. Old newspapers, magazines, books

OBJECTIVES

- Acquire new vocabulary and use the vocabulary to construct simple sentences
- Improve reading speed and fluency
- Develop self-confidence in their reading ability (self-efficacy)

INSTRUCTIONS ON HOW TO PLAY:

1



Choose about 20 age-appropriate vocabulary words for your child from a book, magazine or newspaper. Some of these words should be unknown to your child, but some should be familiar.

2



Make flashcards for each word (1 word per card). Pick out 9 flashcards and lay them face up on a table or on the floor.

3



Ask your child to pick up any word they know and say it aloud and explain its meaning. If the child is right, the child puts the word in a pile. If not, help the child say the word correctly or say the word for them and have them try again. For an unknown word, give the child examples of how the word is used to understand its meaning. Do not add unknown words to the pile until your child is comfortable reading it and explaining its meaning.

4



Before starting a new word, ask the child questions about the current word (e.g., Can you use the word in a sentence? Can you tell me another word that starts with the same sound? Can you tell me a word that rhymes with this word?)

5



Complete the activity with the remaining flashcards. Keep adding new flashcards every time a card is removed.

Activity Extensions:

Word 1

Pick up the word: Recognizing words is easier than naming words. Say the word and let the child try to find the word you say. Ask questions about the meaning and use of the words



"I'm thinking of a word": Give a clue about one of the words (e.g., "My word ends with the letter D" or "My word has the sound /p/ at the beginning" or "My word has three syllables" or "My word has four letters". Take turns giving the clues.



Match your child's ability level: vary the number of words included, their level of difficulty, and the clues you give. You might say that they have to identify all the words that fit a given clue or just give clues that only fit one word. Make a path with the words. Let the child read the words as they walk along the path.



Sentence Making

Early Years: Ages 4-8

SPECIFIC MATERIALS NEEDED

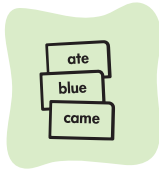
1. Paper, notecards, cardboard, manila papers, or old calendars
2. Pens, coloured pencils, pencils, or felt pens

OBJECTIVES

- Describe the meaning of new words
- Use vocabulary to formulate meaningful sentences
- Improve oral communication and develop critical thinking skills

INSTRUCTIONS ON HOW TO PLAY:

1



Prepare a set of 20-30 word cards. These words should be age-appropriate vocabulary for your child and include words that your child already knows and words that your child does not know.

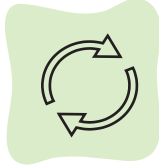
2



Have your child practice making sentences with the different words in the set of cards. If your child struggles to make a sentence, give them clues or suggestions. For example, if your child is looking at the word "book", encourage the child to identify the first sound of the word - /b/

- Can you find all the words that start with /b/? Put them in a pile. How many letters are in the word /b/ - 4.
- Can you find all the 4-letter words in your pile? Make a new pile with words that start with /b/ and are 4 letters.
- Now can you find the word "book" in the pile?

3



Take turns making the sentence. If it is the adult's turn to make a sentence, you can pretend to have difficulty making the sentence and ask the child to give you clues.

4



For each sentence that is made, talk about the words the child knows and see if the words can be rearranged to make a new sentence or remove a word and see if a new word can be added in its place and talk about how the meaning of the sentence does/does not change.

Activity Extensions:



Fill in the blank: Make a sentence and leave a blank for a word. Take turns filling the blank with an appropriate word, e.g., "Daddy and I go to the _____". Possible answers: store, restaurant, library, etc



Rearrange the words: Make a sentence and then try to rearrange the words to make a new sentence, e.g., "It is raining today" can become "Today, it is raining."



Jumbled sentences: Put out a series of word cards and ask the child to rearrange them to make a sentence, e.g., Lay out: wants, mother, she, her can become "She wants her mother". Vary the number of words and include more words make the game harder or fewer words make the game easier.

Talking Ball



Early Years: Ages 4-8

SPECIFIC MATERIALS NEEDED

1. Small ball – can be improvised with stuffed old socks

OBJECTIVES

- Demonstrate understanding of action words
- Practice throwing and catching in different ways
- Creativity and imagination

INSTRUCTIONS ON HOW TO PLAY:

1



The child starts with the ball. They act out an action word (a verb) e.g., bring hands together, open hands, repeat quickly.

2



Another person tries to guess the action (e.g., clapping). This person keeps guessing until they get it correct. Once correct, the child throws the ball to the second person.

3



Person 2 catches the ball. Person 2 acts out a different action word (e.g., jumps up and down). The next player (either the first child again or a third player) tries to guess the action. Once correct, Person 2 throws them the ball. Continue the game until everyone takes a turn or until each player has had five turns. How many different verbs did each player guess correctly?

4



You can also try to get through as many turns as possible in 10 minutes.

Activity Extensions:



Create a story using the action words that were used in the game. Can you use all of them?



Talk about the action words in the game. What do they mean? How can we use each in a sentence? How can we say them in Kiswahili (if the game was played in English, or vice versa if the game was played in Kiswahili)?



Treasure Hunt

Early Years: Ages 4-8

SPECIFIC MATERIALS NEEDED

1. Paper, pencil
2. Small treasures (any small token that your child is interested in such as art supplies, baseball cards, treats, etc.)

OBJECTIVES

- Practice giving and responding to written instructions
- Critical thinking and problem-solving skills

INSTRUCTIONS ON HOW TO PLAY:

1



Decide on a small treasure. Anything will do, but the occasion is a great opportunity for the child to choose something personal, such as a friendship bracelet, sculpture, drawing, etc.

2



The treasure hunt organiser scouts the designated area for good hiding places. Keep in mind that each hiding place is meant to contain a written clue that leads to the next hiding place, eventually guiding the hunter to the hidden treasure. Hiding places can be behind things, under things, even inside things, but be sure to stay away from dangerous areas.

3



For each hiding place, the organizer writes a clue for how to find the location of the object on a sheet of note paper. Describe the hiding place but do not say where it is directly.

4



The clues should be fun and imaginative, but not impossible to figure out. Each clue should be age-appropriate and contain multiple sentences or phrases. Keep key features in mind while describing hiding places, such as colour, shape, and size.

5



When all the clues are written out, number them to keep them in order and then hide them. The first clue should describe the first hiding place and should be given directly to each participant. The piece of paper at the first hiding place should contain the second clue (to the second hiding place, which contains the third clue), and so on.

6



Remember, each clue is meant to direct the treasure hunter to the hiding place of the next clue and does not describe its own hiding place. Be careful to hide the clues properly or the game won't work. After hiding all the clues, the hunt organizer then hides the secret treasure in the final hiding place.

7



Then the hunter(s) should look for the treasure! The treasure hunt organiser gives the treasure hunter(s) the first clue, and the hunt begins. The hunt organiser should follow along with the hunt to offer hints and help clear up any confusion from the hunters.

Activity Extensions:



Colour Treasure: Collect a variety of coloured papers (tissue, paint, and such) and ask each child to choose a colour. Invite them to go on an outdoor treasure hunt to find and photograph or draw things that are the same colour. Children can glue their photographs or drawings onto a sheet of paper. Include each child's descriptions of their treasures.



Shape Treasure: Cut out a paper triangle, circle, square, and rectangle. And ask each child to choose a shape. Children can work alone, in pairs, or in groups to find and photograph or draw things outdoors that match their shape. Glue their shapes and photographs or drawings onto sheets of paper and include the children's explanations about their shapes.



Roll the Dice

Early Years: Ages 4-8

SPECIFIC MATERIALS NEEDED

1. Paper, old cartons/boxes, calendars
2. Pen, pencil, charcoal, sticks
3. Two dice, wooden blocks

OBJECTIVES

- Practice adding single digits
- Critical thinking and problem-solving skills

INSTRUCTIONS ON HOW TO PLAY:

1



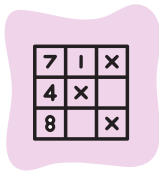
Each child gets (or makes) 2 dice and writes the numbers 1 through to 12 on a piece of paper.

2



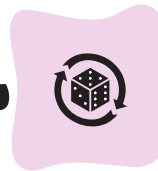
The first child rolls both dice and adds the numbers on the two dice together (e.g., dice one = 2, dice two = 3. $2+3 = 5$).

3



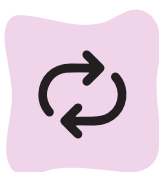
The child crosses out the numbers that were added together on the piece of paper from their list of numbers (e.g., if the sum was 5, cross out 1 and 4 or 2 and 3). A different combination of numbers can be crossed out if it was not rolled as long as the sum of those numbers is equal to the sum of the numbers that was rolled on the dice.

4



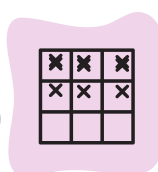
The next child rolls the two dice, adds up the numbers, and cross out the numbers on their paper.

5



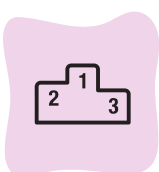
The children keep taking turns.

6



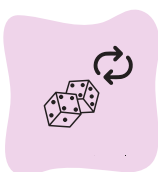
When a child can no longer cross out any more numbers on their paper, the game is over.

7

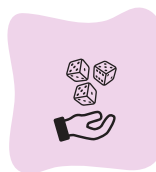


Everyone adds up all the remaining numbers on their paper. This is their score. The child with the lowest number is the winner.

Activity Extensions:



Play the same game but subtract one dice value from the other.



Play with 3 dice (increase written numbers up to 18). Place value: Each child throws several dice and they arrange from the biggest to the smallest number or vice versa, e.g., from "4,7,5,6" to "7,6,5,4" or "4,5,6,7".



Runway

Early Years: Ages 4-8

SPECIFIC MATERIALS NEEDED

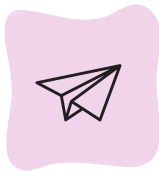
1. Papers from old magazines, calendars, newspaper
2. Long piece of string or ruler/shoes

OBJECTIVES

- Measure distance using different objects
- Compare and sequence different distances from smallest to largest
- Creativity and imagination

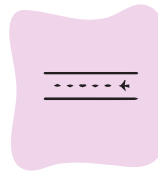
INSTRUCTIONS ON HOW TO PLAY:

1



Make one paper airplane per child. Make sure each child or group is spread out so that they have enough space to throw their airplanes.

2



Make a visible line on the ground. This is the runway where the children will launch their airplanes.

3



Children stand behind the line and toss their paper airplanes as far as they can in the same direction.

4



After the paper plane lands, the children will determine its distance by measuring how far their planes landed from the runway, e.g., how many footsteps.

5



The distance can be measured using a common object, e.g. ruler/shoes, piece of string.

6



The plane that lands farthest from the runway wins.

Activity Extensions:



Loop through the Hoop: measure how high your airplane flies.



Hit your target: children get to practice accuracy with their paper airplanes.



Target practice: take a large sheet of newspaper and cut 3-4 holes of different sizes on the paper. Label the circles different numbers (e.g., 10, 20, 50, 100). Hang the newspaper from a doorframe or a tree. Children take turns trying to throw their airplane into the hole. Keep track of the points. The first person to score 100 points wins or count up the scores after each child has had five turns. The child with the highest score wins.



Adding with Plates

Early Years: Ages 4-8

SPECIFIC MATERIALS NEEDED

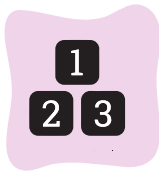
1. Paper plates or paper/cardboard
2. Pens/markers

OBJECTIVES

- Number recognition and addition skills
- Teamwork, communication and collaboration

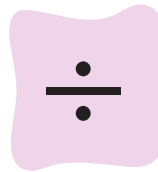
INSTRUCTIONS ON HOW TO PLAY:

1



Children write the numbers 1-20 on 20 paper plates.

2



Divide children into groups.

3



Every child chooses a paper plate to hold.

4



An adult calls out a number and the children get into groups based on how they can arrange the numbers written on their plates into an addition equation that will equal the number that was called out.

5



Example: If 11 is called out, children with the numbers 6 and 5 form a group because $6 + 5 = 11$.

Activity Extensions:



Children can play the same activity with subtraction.



Pair Them Up

Early Years: Ages 4-8

SPECIFIC MATERIALS NEEDED

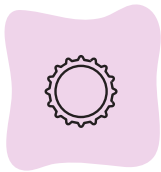
1. Two different coloured sets of ten bottle caps (total 20)
2. Marker/pen
3. A flat surface to play on

OBJECTIVES

- Matching and pairing
- Number recognition
- Concentration and memory

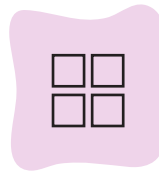
INSTRUCTIONS ON HOW TO PLAY:

1



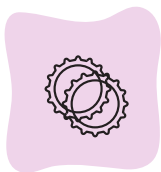
Collect 20 bottle caps and divide them into 2 sets of 10 bottle caps. Write the numbers 0-9 inside each set. Make sure to write the numbers 6 and 9 in different styles.

2



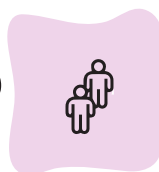
Flip the bottle caps upside down so the numbers cannot be seen and mix up the two sets. Line them up in a grid, which is four caps wide by five caps high.

3



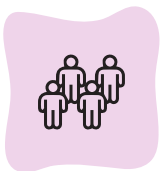
Have the child pick two caps. If the numbers on each cap match, the child keeps both caps. If not, the child places both caps back in the grid with numbers down.

4



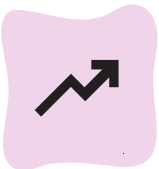
Repeat until the child has paired all of the caps.

5

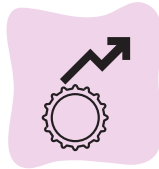


If the game is being played with two or more players, take turns picking two caps. If the child gets a match, they keep the caps. If the child does not get a match, they put the caps back and the next child takes a turn. The winner is the player with the most pairs of caps at the end.

Activity Extensions:



Increase the sets of bottle caps from 2 to 3 or 4.



Increase the number of bottle caps in each set, e.g. 0 to 19.



Write an equation on one cap and the solution in another cap, e.g. children have to match the equation with the corresponding solution e.g., cap 1 = "6 x 3", cap 2 = "18".



Number Mango Tree

Early Years: Ages 4-8

SPECIFIC MATERIALS NEEDED

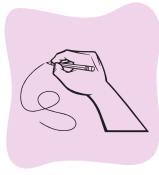
1. Piece of paper, old calendars boxes
2. Dice or wood block with a number on each side 1 to 6
3. Pencil colours Objects to represent mangos/fruits, e.g. cuttings from newspapers, rocks

OBJECTIVES

- Number recognition skills
- Represent numbers using objects in the environment
- Learning to learn

INSTRUCTIONS ON HOW TO PLAY:

1



Have your child draw a tree on a piece of paper or with a stick on the ground

2



On each branch, write a number (1 to 6).

3



Make something to represent mangos (or fruits of their choice). You will use these to cover the numbers. You can help your child cut mangos cut out of newspaper or use rocks.

4



Roll the dice. Cover the corresponding number on the mango tree, e.g., if you roll a 3 cover the number 3.

5



Roll the dice until all the numbers are covered.

Activity Extensions:

1 2 3

Write the numbers 1 to 12 on the tree branches. Roll two dice. Add up the numbers and cover the corresponding number, e.g., if you roll 3 and 4, the corresponding number would be 7.



For children who do not yet read numbers, draw mangos on the tree and write the number, e.g., draw 2 mangos on a branch and write the number 2.



Children who are too young to read can count the fruits.



Shape People

Early Years: Ages 4-8

SPECIFIC MATERIALS NEEDED

1. Cut-outs of various shapes
2. Cards, cartons/boxes
3. Crayons, flowers, leaves

OBJECTIVES

- Distinguish and name different shapes
- Recognise and add single-digit numbers
- Self-efficacy

INSTRUCTIONS ON HOW TO PLAY:

1



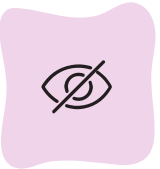
Have children draw a set of 5-10 "shape people" made up of different coloured shapes such as a square head, triangle body and circular hands.

2



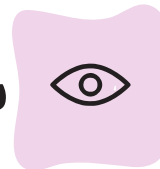
Choose one shape person to show to everyone. Tell the children that the picture will be hidden, and they need to remember what they saw. Give them a minute to study the picture.

3



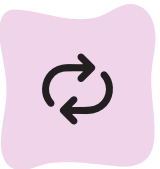
Hide the picture. Ask them questions about the picture. For example, how many squares did you see? Or how many red triangles did you see.

4



Show the picture to the children and count together to find the correct solution.

5



Repeat as often as you like with the same image (ask a different questions) or a new image.

Activity Extensions:



DIFFICULTY

Make it harder - Ask the children to recall two shapes, e.g., how many blue circles and yellow stars did you see?



Hold two images then ask questions such as how many blue circles were on the first image? On the second image? How many were there all together?



I Dare You

Early Years: Ages 4-8

SPECIFIC MATERIALS NEEDED

1. Numbered bottle caps/counters
2. Materials to make the activity cards, e.g., paper/cardboard, pen/coloured pencils
3. Materials to play any of the written activities

OBJECTIVES

- Count from number 1 to 10
- Recognize jumbled up numbers between 1 and 10. Perform various activities while counting numbers 1

INSTRUCTIONS ON HOW TO PLAY:

1



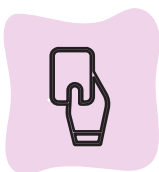
Make 10 activity cards onto the cards, e.g., do press up, jump on one leg, frog jump, star jump, etc.). Make sure the activities are suitable for the children's age and abilities.

2



Write the numbers 1-10 on 10 bottle caps.

3



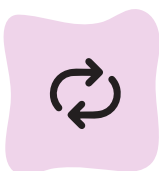
Place the cards facing down and put one bottle caps on each card.

4



Ask the child to pick and read a card and a bottle cap. They should complete the activity on the card the number of times written on the bottle cap. Encourage children to count as they are doing the activity.

5



Keep playing until the cards are finished.

6



Talk about which activity was the hardest, the easiest, the most fun, etc.

Activity Extensions:



DIFFICULTY

Change the activities by making them harder or easier.



Encourage children to make their own activities to play with their friends.



Random Towers

Early Years: Ages 4-8

SPECIFIC MATERIALS NEEDED

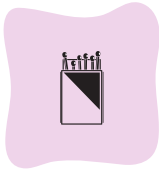
1. A dice
2. Matchboxes/sharpeners/erasers/blocks

OBJECTIVES

- Improve number recognition and reading skills
- Develop creativity and hand-eye coordination skills

INSTRUCTIONS ON HOW TO PLAY:

1



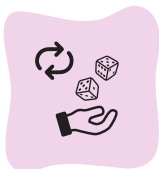
Start by placing one matchbox in the middle of the table.

2



The first child rolls the dice and places the same number of matchboxes on top of the first. For example, if you rolled a four, you place four matchboxes on top of the previous one.

3



Children take turns to roll the dice and keep adding bricks until the tower falls over or you run out of bricks. Each additional brick must go on top of the last.

4



You will need to agree as a team what happens if someone rolls a six on the dice. You could say that a six means to re-roll the dice or to start a new tower.

Activity Extensions:



Build towers using other objects such as sharpeners, erasers or blocks.



Make new rules for the game. For example, if you roll a 2, you miss a turn. If you roll a 3, you need to put double the bricks on the tower (6).



Go Fish!

Early Years: Ages 4-8

SPECIFIC MATERIALS NEEDED

1. Cards: standard deck of 52 cards
2. Pen, pencil, charcoal, sticks
3. Two dice, wooden blocks

OBJECTIVES

- Recognise and rearrange numbers from smallest to largest or in sets
- Develop cognitive skills from memorization to matching, number and pattern recognition
- Develop communication and collaboration skills

INSTRUCTIONS ON HOW TO PLAY:

1



Choose one child to deal the cards. If there are two or three players, each player gets seven cards. If there are more than three players, each player gets five cards.

2



The remaining cards are put face down in the middle of the table to form the fish stack.

3



Players sort their cards into groups of like cards (the same numbers, suit, etc.). The player on the dealer's left plays first by asking another player for a card to match those in their hands, e.g., "Joseph, do you have a 3?".

4



If a player requests a card from another person and that person has it, they must hand that card to the person who asked for it. If a player requests a card from another person and that person does not have it, their response should be "Go fish!".

5



The same player can keep asking individual players for different cards until they get the response "Go fish!". The player then draws a card from the fish stack in the middle of the table.

6



The player who said, "Go fish!" plays next. When a player collects a set (two cards of the same number), the player puts them down in front of them. Each set counts as one point.

7



The game continues until one player has no cards left. Then, everyone counts their sets. The player with the most points is the winner.

Activity Extensions:



Snap: Players deal cards and react quickly to spot pairs of cards of the same rank. Card pairs are ranked highest to lowest (A,K,Q, J,10,9,8,7,6,5,4,3,2) for points. Cards are either dealt into a separate pile around the table or a single shared pile.



Memory: Players shuffle the cards and lay them on the table face down in a grid. On each turn, a player turns over two cards at a time. If the two cards match, they keep the cards. If not, the cards are replaced face down and the next player goes. The player with the greatest number of pairs wins the game.



Water Bottle Bowling

Early Years: Ages 4-8

SPECIFIC MATERIALS NEEDED

1. Open, flat space to play
2. 5-10 empty plastic bottles
3. Water or sand, Balls

OBJECTIVES

- Practice addition of single-digit numbers
- Improve one-on-one correspondence
- Develop critical thinking and problem-solving skills through strategies to knock down the bottles

INSTRUCTIONS ON HOW TO PLAY:

1



Gather 5, 7, or 10 bottles. Write numbers on each one in large print.

2



Fill each bottle halfway with water or sand. Line up bottles into a triangle like in bowling.

3



Have each child roll the ball into the bottles to knock them down.

4



After each roll, add the numbers on the knocked down bottles. For example, if bottles with 5, 6 and 8 are knocked down, the score is 19 ($5+6+8=19$).

Activity Extensions:



Practice subtraction or multiplication. Instead of adding the numbers, the child will subtract or multiply the numbers.



Practice counting by 5s or 10s. Number the bottles in multiples of 5 or 10, e.g., 5, 10, 15, 20, 25. Have the child set up the bottles so they are in ascending or descending order.



Addition Bingo

Early Years: Ages 4-8

SPECIFIC MATERIALS NEEDED

1. Bingo card: Paper, blackboard or on the ground
2. Pencil, chalk, or stick

OBJECTIVES

- Practice addition of single-digit numbers
- Improve speed, fluency and confidence when adding two numbers
- Critical thinking and problem solving

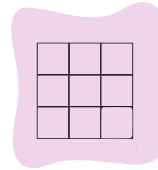
INSTRUCTIONS ON HOW TO PLAY:

1



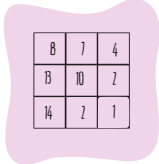
Prepare number cards with the numbers 1 to 18 on them.

2



Draw a 3 by 3 grid on a piece of paper or on the ground.

3



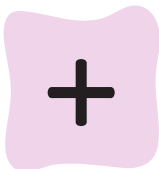
In the grid, place or write any numbers between 0 and 18. Put 1 number in each square for a total of 9 numbers. Place the remaining number cards in a deck.

4



Draw two numbers cards from the deck, e.g., 2 and 6.

5



The child adds the two numbers ($2+6=8$) and looks to see if the number is on their grid. If it is, they cross it off, e.g., if there is an 8 in the grid, cross out the 8. If it is not on the grid, the next player gets to take a turn.

6



The child calls "bingo" when all of the 9 numbers on the grid are crossed out.

Activity Extensions:



Double digit numbers: Write numbers higher than 18. On the cards, write double digit numbers. Children need to draw two double digit numbers and then find the addition solution on their bingo card.



Subtraction: Subtract the two numbers and look for the solution on the grid, e.g., the numbers are 14 and 10 and $14-10=4$. Cross out 4 if it is on the grid.



Make the game harder: Make the grid bigger (4X4 or 5X5) and increase the possible numbers (e.g., 0 to 100).



Dice in Dice

Early Years: Ages 4-8

SPECIFIC MATERIALS NEEDED

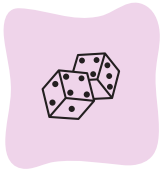
1. Dice (can be 2 individual dice or a small dice inside a large dice)
2. Paper
3. Pencil

OBJECTIVES

- Read and write numbers 1 to 100
- Count numbers forward to 100
- Communication and collaboration as children work together to reach the target number

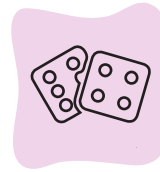
INSTRUCTIONS ON HOW TO PLAY:

1



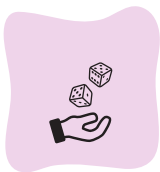
Prepare 2 dice – either one large transparent dice and one small dice, or two separate dice.

2



If playing with one large and one small, put the small dice in the big one.

3



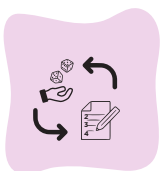
The first child rolls the dice repeatedly until they roll doubles.

4



The first player continues writing the numbers until the second player rolls a double. Then the first player stops writing.

5



The children exchange roles with the second player taking the pencil and continuing to write the numbers from where the first child left off, e.g., first child stopped at 21, the next child starts with 22.

6



Keep changing places when a child rolls a double.

7



The game ends when you reach 100.

Activity Extensions:

100-1

Count backwards: Instead of starting at 1, start at 100 and write the numbers in descending order. The game is over when someone reaches 1.

1-100

Multiples: Instead of writing consecutive numbers 1 to 100, children can write multiples until someone reaches 100 (E.g., 5, 10, 15.....85, 90, 100).



Shadow Drawing

Early Years: Ages 4-8

SPECIFIC MATERIALS NEEDED

1. Pen, pencil, sticks, charcoal, sand
2. Paper, old cartons/ boxes, old calendars
3. Torch/any other spotlight

OBJECTIVES

- Explore the relationship between light and shadow
- Practise drawing shadows of different objects
- Creativity and imagination

INSTRUCTIONS ON HOW TO PLAY:

1



Have the child find any object that they would like to draw.

2



Place the object on a blank sheet of paper under natural sunlight. Adjust the placement of the object so that the child sees a shadow.

3



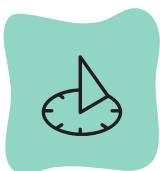
Do you get a shadow? If yes, draw it. If not, why not? Try moving the paper and object somewhere else so that a shadow is created.

4



Using a pen or pencil, the child draws the outline of the shadow formed by the object.

5



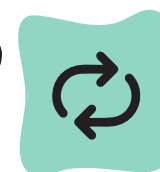
Explain to your child what the length and angle of the shadow means about the time of day and position of the sun relative to the object.

6



The child can decorate the shadow drawing using colours.

7



Repeat the activity at different times of day to understand how time affects shadows.

Activity Extensions:



Repeat the same activity using a torch instead of sunlight. Experiment with moving the torch closer to or farther away from the object. How does changing the position of the torch and distance from the object change the shadow? Does it get smaller? Bigger? Longer? Shorter? Rest the torch on something so that the child can use both hands to draw the shadow.



You can draw the object's shadow on the ground using a stick. Make shadow puppets with sheets and light, using what you have learned about shadows.



Children can also draw their siblings' shadows on the ground.



Tricky Tower

Early Years: Ages 4-8

SPECIFIC MATERIALS NEEDED

1. Stackable items (e.g., books, rocks, coconut shells, containers, empty match boxes, building blocks), wooden blocks, Building blocks
2. Two dice, wooden blocks

OBJECTIVES

- Explore concepts of balance and weight
- Hand-eye co-ordination
- Creativity, critical thinking and problem-solving skills

INSTRUCTIONS ON HOW TO PLAY:

1



Collect a variety of flat or rectangular objects that could be used to build a tower, including books, blocks, etc.

2



Talk about the objects the child has selected; why did you choose this object? What material is this object made of? Do you think this object would work well at the bottom or the top? Can you feel the texture of this objects?

3



Help the child to stack the objects to build a tall tower. How high can the child make it before the tower falls over?

4



While constructing the tower, ask questions: why are you putting this object there? What object are you going to put next? Why that one and not another? Do you put the small or big one first?

5



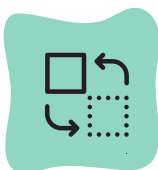
When the tower falls over, discuss why it fell over

6

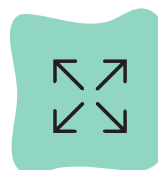


Repeat this game. Change the order of the objects to see what combination works best or involve other children and take turns placing the next object. Whose object makes the tower crumble down? Why?

Activity Extensions:



Experiment with changing the object on the bottom. What is the smallest or lightest object you can have on the bottom that can hold 5 items without collapsing?



Limit or expand the number of objects you can use, for example, use 10 or 25 objects. Alternatively, do not repeat the same object or objects of the same material.



Rainbow Milk

Early Years: Ages 4-8

SPECIFIC MATERIALS NEEDED

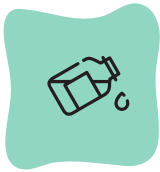
1. Milk and/or other liquids
2. Red, yellow, green and blue food colour (substitute any colour you want)
3. Liquid soap, a plate Cotton swabs (or use your finger)

OBJECTIVES

- Identify the different types of liquids found in the homes
- Demonstrate the understanding that there are liquids that mix and others that do not mix
- Create a rainbow using milk and food colour
- Develop inquiry skills

INSTRUCTIONS ON HOW TO PLAY:

1



Slowly pour some milk into the plate and allow it to settle for a moment.

2



Add a drop of each food colour to the milk, forming a straight line near the bottom of the plate.

3



Touch one end of a cotton swab right below the middle of the line of drops. What happens?

4



Take the other end of the cotton swab and put some liquid soap on it.

5



Take the other end of the cotton swab and put some liquid soap on it. Touch the soap-covered end of the cotton swab to the same area. What happens?

6



They should see that when the cotton swab with liquid soap is dipped into the milk the food colour quickly moves away from the cotton swab, forming a rainbow.

7



Let the children try to make their own rainbow milk, working individually or in pairs. Encourage the children to experiment with placing the food colour drops in different places and moving the two ends of the swabs in different parts of the plate to see what happens. Talk about why the colours move away when the soap swab touches the milk.

Activity Extensions:



Change the liquid. Try the same activity but use other liquids instead of milk, e.g., water, clear soda, melted butter, etc. What changes? What stays the same?



Getting rid of germs: Repeat the above experiment but use water in the plate and add pepper. The pepper represents the germs. When the end with the soap touches the water/pepper combo the pepper will be scared of the soap.



Touch and Feel

Early Years: Ages 4-8

SPECIFIC MATERIALS NEEDED

1. Assorted objects to decorate the box/bag
2. Objects to put in the box

OBJECTIVES

- Use their senses to identify objects according to their texture and shape
- Identify a variety of textures
- Critical thinking and problem solving

INSTRUCTIONS ON HOW TO PLAY:

1



Wrap a cardboard box in white paper, leaving a hole just big enough for the child's arm to fit inside.

2



Have the child decorate the box, personalizing it with pictures and decorations.

3



Once they have made it their own, place some objects inside, but don't tell or show the child what they are. For example, include a banana, lollipop, book, pencil, stone, etc.

4



Ask the child to put their hand inside the box and feel an object. Allow them sufficient amount of time to explore the object by feel, as this game encourages them to use other senses other than their sight.

5



Ask them to describe the item to you and name it before pulling it out to see if they are correct.

6



Ask them questions like, is the object smooth or rough? What shape is it? Is it hard or soft? What do you think it is? How do you know?

Activity Extensions:

8

Place pairs of objects in the box and have your child try to identify and pull out the two items that are the same.



Set up multiple boxes with items of varying difficulty.



Freeze Tag

Early Years: Ages 4-8

SPECIFIC MATERIALS NEEDED

None

OBJECTIVES

- Improve basic movement skills: walking, running, skipping, and hopping
- Use their senses to identify where people may be hidden
- Self-efficacy as children learn to control their body movements
- Critical thinking and problem solving

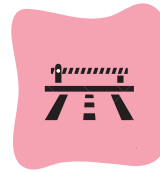
INSTRUCTIONS ON HOW TO PLAY:

1



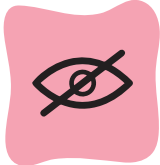
Determine which child will be "it" (the child who will run around tagging people).

2



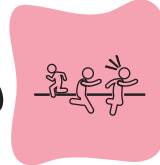
Decide which areas are out of bounds. This will provide a contained space for the children to play in.

3



The "it" child closes their eyes and counts to 10. During this time, the other children run and hide.

4



Once the "it" child finishes counting, they open their eyes and run around trying to find and tag the other children.

5



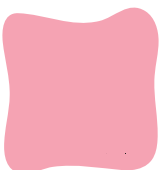
To tag someone, the "it" child must pat a player's arm, shoulder or back. The hiding children can move around as they are being chased to avoid being tagged. Once the "it" child tags a player, that player must stand still, as if "frozen" in place.

6



The game comes to an end when everyone is frozen by the "it" child. The last person to get tagged becomes the next "it" child.

Activity Extensions:



Shadow Tag: Play this game on a sunny day. The moon (child who is "it") has to stay in the shadow of a tree or building while the stars (other children) run in and out of the shadow. The moon can freeze a star who runs into the shadows or tag their shadow instead.



Underdog Tag: Frozen children spread their legs open to create a tunnel which another player must crawl through to unfreeze them. If a child is tagged while trying to unfreeze another, they must stand up right in front of the person they were saving, creating a double tunnel for someone else to crawl through.



Tick-Tack-Toe

Early Years: Ages 4-8

SPECIFIC MATERIALS NEEDED

1. None

OBJECTIVES

- Practice hand clapping patterns to improve hand-eye coordination skills
- Develop and maintain rhythms and patterns
- Communication and collaboration skills through clapping and reciting the rhythms

INSTRUCTIONS ON HOW TO PLAY:

1



A pair of children recite the following rhyme as they clap each other's hands:

*"Tic tac toe, give me an X give me an O,
3 times around the world
Rock, Paper Scissors shoot,
Rock beats scissors,
Paper beats rock,
Scissors beats paper,
I win you lose,
Now you get a big fat bruise,
And give them a touch
With your pinky"*

2



Make as many different hand clapping patterns as you can while reciting the rhyme.

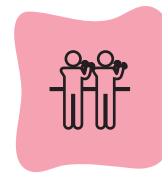
Activity Extensions:



Slide: Children recite "Slide, slide slippery slide" and then clap each other's hands in a rhythm while counting. Increase the speed of the clapping as the numbers get higher.



Patty cake: Played with two people, hands are clapped in the standard criss-cross motion while reciting "Patty cake, patty cake, baker's man. Bake me a cake as fast as you can." Then children mimic roll dough, patting it and marking it with the letter of the first name of the person who "ordered" the cake.



Children make up their own hand clapping game and rhyme to teach to their friends.



Make a Puppet

Early Years: Ages 4-8

SPECIFIC MATERIALS NEEDED

1. Materials to make puppets, e.g., socks, kanga or other cloth, cardboard, dolls, empty tins, buttons, etc
2. Glue, needle and thread (only for parents to use)

OBJECTIVES

- Use fine motor skills to create objects using materials available in the local environment
- Creativity and imagination

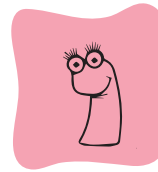
INSTRUCTIONS ON HOW TO PLAY:

1



Have the child take a clean sock in any colour and put it over their hand.

2



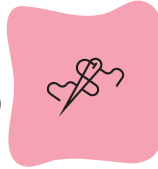
Using the fingers and thumb, make a face and mouth in the toes and heel of the sock.

3



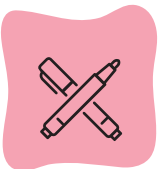
Use a pen or marker to put dots where the puppet's eyes and nose should be.

4



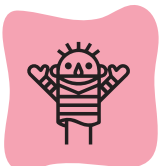
Take the hand out of the puppet and lay it flat. Using buttons/pompoms and glue (or a needle and thread for parents), make eyes and a nose over the dots.

5



Use string, markers, other pieces of cloth to add decorations and details to your puppet to look like hair, fur or other characteristics.

Activity Extensions:



Make different people or animal puppets based on family members and friends or favourite books and shows.



Hopscotch

Early Years: Ages 4-8

SPECIFIC MATERIALS NEEDED

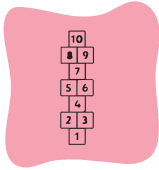
1. Chalk if drawing on cement
2. Stick if drawing on the ground
3. Small stone(s) (If there are multiple players, each child could have their own stone)

OBJECTIVES

- Improve ability to control bodily movements
- Practice patterns
- Practice taking turns and patience
- Self-efficacy

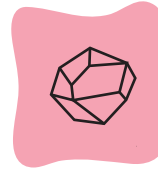
INSTRUCTIONS ON HOW TO PLAY:

1



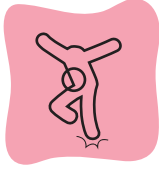
Make the hopscotch grid on the ground like the image on the left.

2



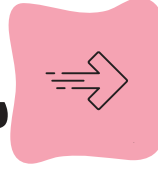
To start the game, have the child throw a small stone on square 1.

3



The child should hop over square 1 and land with both feet on squares 2-3 (one in each square). Advance to square 4 on one foot, to squares 5-6 on two feet. Keep going until the child reaches square 10. Turn around and make your way back hopping the same way. When you reach squares 2-3 bend over, pick up the stone and jump over square 1.

4



The next child should throw their stone on square 2 and repeat the process. Hop from square 1 to 3 omitting square 2. Continue to 10, turn around make your way back. When you get to 3, bend over pick up the stone and continue to square 1.

5



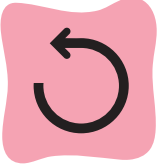
Keep playing with children alternating turns and throwing their stone on a different number until the stones have been placed on every square.

6



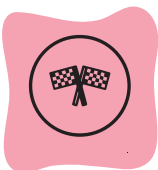
Make sure that children do not step on any lines and do not step in a square with a stone.

7

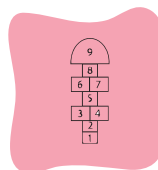


If a rule is broken, the child must start the round again. If there are multiple children playing, the child loses their turn and must wait until it is their turn again to try again.

Activity Extensions:



Make it a race. How quickly can the child finish a round? When hopping on the single squares use the opposite leg. If you're used to hopping on your right leg, change to your left leg. This will increase the difficulty.



Get creative – design your own hopscotch grid anyway you want and make up your own rules. Name the squares with names of animals, fruits, foods, and shout the name in the square you hop into. If you miss, you lose your turn and start afresh.



Obstacle Course

Early Years: Ages 4-8

SPECIFIC MATERIALS NEEDED

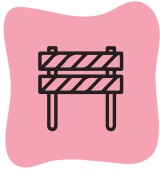
1. Space to make your obstacle course
2. Any safe objects you like to create your obstacle
3. Timer on watch or phone (optional)

OBJECTIVES

- Practice walking with different tempos: fast, slow, circular
- Demonstrate the ability to walk quickly while overcoming different hurdles without causing injury
- Appreciate the sense of competition and learn to support one another

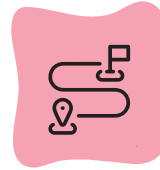
INSTRUCTIONS ON HOW TO PLAY:

1



Decide where the obstacle course will start and where it will end. Place a visible marker at both places. The course can be as short or as long as you want.

2



Between the start and finish line add signs with various obstacles or stages to complete before resuming the obstacle course. For example: throw a small ball in a hat, crawl under a blanket, do 10 jumping jacks, walk on a zig zag line, run on the spot, walk backwards, count to 10, jump like a frog, somersault on the ground, etc.

3



Make sure that the obstacles are safe and appropriate for your child.

4



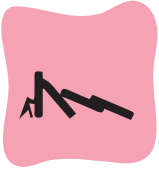
You might like to make up a fun story about your course, e.g. you are making your way out of the jungle or climbing over a mountain or swimming over the waves, etc.

5



Take turns to complete the obstacle course.

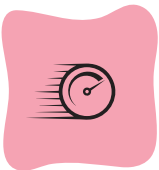
Activity Extensions:



Make the course harder or easier: have more or fewer obstacles or increase or decrease the difficulty of the obstacles.



Have the children create their own obstacle course.



How fast can you go? Time how quickly the child can complete the course. Can they beat their best time?



Bring the obstacle course indoors. Help children build an indoor obstacle course if the weather is bad or there is limited outdoor playing space, e.g. throwing a bean bag into a laundry basket, crawling under a row of chairs, balancing a book on your head and walking across a room, etc.



Flip the Blanket

Early Years: Ages 4-8

SPECIFIC MATERIALS NEEDED

1. A blanket or piece of cloth/plastic
2. Paper, pen

OBJECTIVES

- Demonstrate the ability to flip the blanket in groups
- Learn how to give and respond to given instructions by members of the group/leader of the group

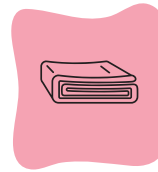
INSTRUCTIONS ON HOW TO PLAY:

1



Children are divided into pairs with one child chosen as the leader.

2



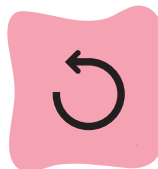
Lay a blanket flat on the ground. The pair of players will start out standing on the blanket.

3



The pair must work together to flip the blanket over without either of the children stepping off the blanket or touching the ground. The leader will decide their strategy and conduct the team.

4



If either of the players touch the ground, start the game again.

5



After playing, ask the children about problem-solving and the different ideas they came up with.

6



Ask children what they have learned about their friends' leadership styles that will help them all work together better as a team.

Activity Extensions:



Increase the size of the teams or decrease the size of the blanket/cloth to make the activity more challenging.



Have teams of children compete with each other to complete the task the fastest.



Let children create a list outlining different teamwork skills they can improve on.



Let children write a sentence or two for each skill and how they plan to improve it.



Crazy Drawings

Early Years: Ages 4-8

SPECIFIC MATERIALS NEEDED

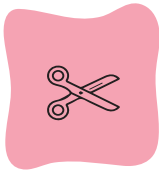
1. Paper
2. Pens or any writing/drawing utensils
3. Scissors

OBJECTIVES

- Identify and name the common parts of the body of animals
- Draw the animals showing the common parts
- Talk about the animals they have drawn
- Match the images of the animal body parts to the animals

INSTRUCTIONS ON HOW TO PLAY:

1



Children should cut a piece of paper into playing card-sized pieces. Divide the cards into two equal decks. .

2



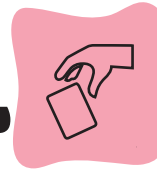
On each card of deck one, tell the children to write the name of a different animal and on each card of deck two, tell them to write a different body part, such as head, tail, horn, ear, etc.

3



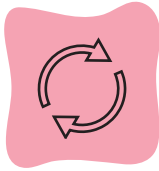
Put the cards in two decks, facing downwards.

4



Each child picks a card from each deck. The child should combine the information on the two cards and draw the animal body part in as much detail as possible on large sheet of paper, e.g., card 1 = zebra, card 2 = head - the child draws a zebra head.

5



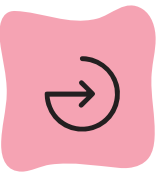
The children keep taking turns and add their animal body parts to the ones already drawn on the large piece of paper to create one large hybrid animal.

6



As the children take their turn and draws the body parts, they should talk about what they are drawing and how the different body parts fit together.

7



Let them keep taking turns to pick a body part and an animal name until they have finished their crazy creature.

Activity Extensions:



DIFFICULTY

Make the body parts card more difficult with phrases like “crazy hat”, “ogre eye”, etc. Describe the animal by explaining what it can do based on the attributes it has, e.g. This animal is very fast because she has cheetah feet and is a good listener because she had elephant ears.



Same game can be played with stacks of cards on other topics: fruits, utensils, colours, etc.



Surprise Acts of Kindness

Early Years: Ages 4-8

SPECIFIC MATERIALS NEEDED

1. None

OBJECTIVES

- Identify different ways of showing kindness to one another
- Use words that express appreciation and gratitude
- Develop creativity and imagination skills

INSTRUCTIONS ON HOW TO PLAY:

1



Encourage your child to plan secret, positive surprise acts of kindness for other people in the family for a day.

2



Think about what surprise acts different family members would most appreciate.

3



Ask them to do so without being discovered immediately and then enjoy the reaction to the kindness.

Activity Extensions:



Encourage your child to plan secret positive surprise acts of kindness for other people in the family throughout the week.



Work with siblings or friends to make bigger surprises for other people in the family or neighbourhood.



Paper Hats

Early Years: Ages 4-8

SPECIFIC MATERIALS NEEDED

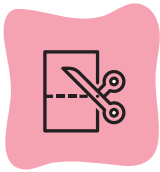
1. Cards stock paper, newspaper, manilla paper
2. Scissors, Glue, tape, or staples, String
3. Crayons or coloured pencils, Ribbons

OBJECTIVES

- Make regular and irregular shapes
- Creativity and imagination as children express themselves through artwork

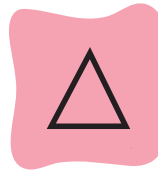
INSTRUCTIONS ON HOW TO PLAY:

1



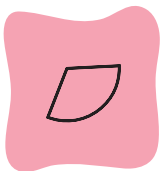
Cut a large circle out of a piece of paper.

2



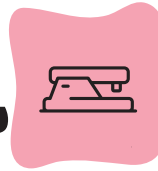
Cut a narrow triangle starting from the outside of the circle.

3



Fold the paper to form a cone shape by overlapping the 2 cut corners from the 2 bottom edges of the triangle. How far you overlap the corners determines the fit of the hat.

4



Staple, tape, or glue the corners together when finished.

5



Decorate the hat with desired colours and patterns.

6



Cut 2 circular holes on each side of the bottom of the hat.

7



Use a piece of string to measure the size of your child's head and then tie knots on each side of the hat to secure it to the child's head.

Activity Extensions:



Make hats for different professions, e.g., chef, pilot, nurse, etc.



Act out a story while wearing the hats.



Object Run

Early Years: Ages 4-8

SPECIFIC MATERIALS NEEDED

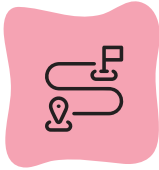
1. Spoons, Small objects (lemons, potatoes, eggs, marbles/rocks, etc.)
2. Field markers
3. Containers/bottle of different sizes
Water/sand/dirt

OBJECTIVES

- Develop hand-eye co-ordination skills
- Develop balancing skills while carrying objects on a spoon
- Self-efficacy as the learner masters control of their body in different situations

INSTRUCTIONS ON HOW TO PLAY:

1



Mark the start and finish of your object race.

2



Give each child a spoon and an object and have them stand at the start line. Have the child hold the spoon handle in their mouth and balance the object on the other end of the spoon.

3



Let them use their hands to balance the object on the spoon before the race starts.

4



Yell "Go!" and have all of the children walk as quickly as they can to the finish line without dropping the object. If the object falls off the spoon, the child has to return to the start line and begin the race again.

5

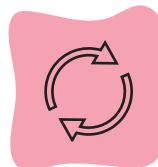


The child who reaches the finish line first without dropping the object wins.

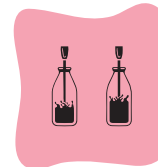
Activity Extensions:



Race can be made harder by not going in a straight line or by adding tasks during the race, e.g., jumps, turns, stops, etc.



Repeat the activity with smaller spoons or larger objects.



Filling and emptying: filling a container like a small bottle with sand or water and running to fill a bigger bottle or small bucket in a relay race



Disciples of the World

Early Years: Ages 4-8

SPECIFIC MATERIALS NEEDED

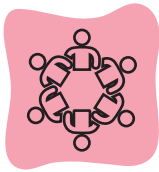
1. None

OBJECTIVES

- Practice clapping in different rhythms and patterns
- Enhance listening and concentration skills
- Communication and collaboration as children need to work together to execute the game successfully

INSTRUCTIONS ON HOW TO PLAY:

1



Have the children stand together in a circle. Each child is given a number.

2



The children should recite the words "disciples of the world" while standing up.

3



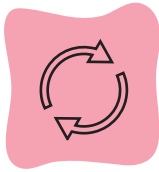
The children should clap their hands on their knees twice and then clap hands with the child standing next to them. When children 1 and 3 clap their hands, child 2 should lean over so that the clapping happens over their back.

4



All children stand up straight and clap their hands on their knees twice again.

5



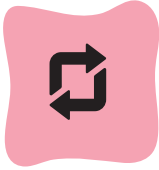
Repeat the game with child 3 bending over and children 2 and 4 clapping over child 3.

6



Then child 4 bends over and children 3 and 5 clap over child 4. Then child 5 bends over and children 4 and 1 clap over child 5.

7



Repeat as many times as you like.

Activity Extensions:



Repeat the game and have the middle number child sit down on the ground when the numbers on either side are clapping over them.



Paper Planes

Early Years: Ages 4-8

SPECIFIC MATERIALS NEEDED

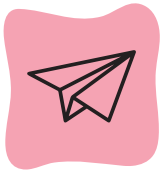
1. Paper (different sizes, colours, and thickness)
2. Scissors, pens, sticky tapes, coin

OBJECTIVES

- Manipulate paper to create different paper planes
- Develop and test ideas
- Creativity and imagination as children explore different strategies for designing their plane

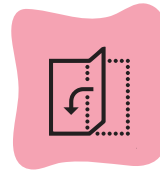
INSTRUCTIONS ON HOW TO PLAY:

1



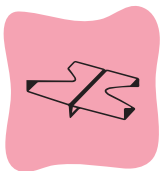
Each child takes a piece of paper. Discuss what would make a great paper plane together.

2



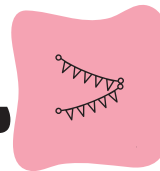
Help each child fold a paper plane. Guide them on how to follow the instructions below.

3



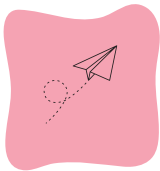
Try different designs and find out which design flies further.

4



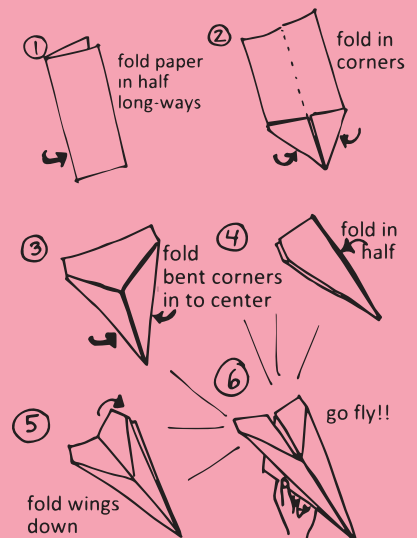
Decorate the plane and see how different decorations impact how far the plane can fly.

5



Move out in an open place and try flying out the planes. Find out whose plane flies the farthest or can do tricks and discuss why.

How to fold:

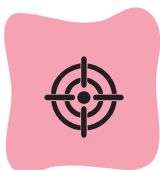


*Fold * Decorate * Fly*

Activity Extensions:



Add weight: Add weight to the plane by taping a coin on it. Move the coin to different places on the plane and observe what happens.



Target practice: Set a target (e.g., an X on a tree) and try to fly the plane to the target.



Puzzle Making

Early Years: Ages 4-8

SPECIFIC MATERIALS NEEDED

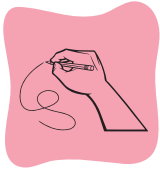
1. Large piece of paper, Cardboard
2. Pen, coloured markers, Scissors

OBJECTIVES

- Practice solving puzzles made from drawn pictures
- Develop problem-solving skills and memory skill
- Strengthen critical thinking

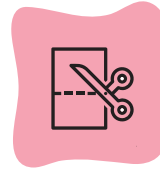
INSTRUCTIONS ON HOW TO PLAY:

1



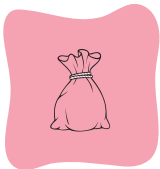
Have your child draw a colourful picture on a large sheet of paper. The picture should cover as much of the paper as possible.

2



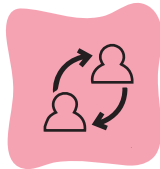
Cut each picture into various puzzle pieces. These pieces can look like normal puzzle pieces or can be standard shapes, like rectangles, triangles, etc.

3



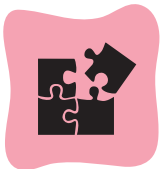
Put the cut puzzle pieces into their own bag and shake to mix up the pieces.

4



Exchange your puzzle with a friend.

5

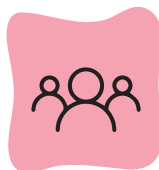


Each child should complete the puzzle given to them to remake the original picture drawn by their friend.

Activity Extensions:



Cut out smaller puzzle pieces or make the puzzle on larger paper to make the puzzle more complicated.



Have children work together to make a very large collective drawing to turn into one giant puzzle.



Musical Chairs

Early Years: Ages 4-8

SPECIFIC MATERIALS NEEDED

1. Chairs
2. Music, speakers
3. Paper, pens (optional)

OBJECTIVES

- Listen to and follow instructions during movement activities
- Communication and collaboration

INSTRUCTIONS ON HOW TO PLAY:

1



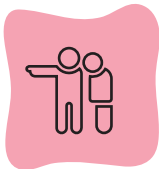
The chairs are set up in two rows back to back. Use one chair less than the number of children playing.

2



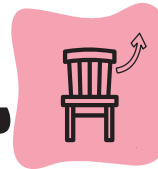
Turn the music on and have the players walk around the chairs. When the music stops suddenly, the players race to sit in the available chairs.

3



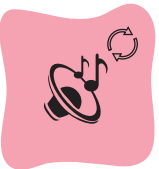
The player left standing without a chair is taken out of the game.

4



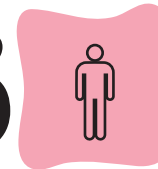
The players all stand again and a chair is removed from the rest.

5



The music is started and the walk around the chairs begins again.

6



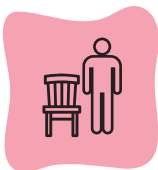
This procedure is continued until only one person remains.

7

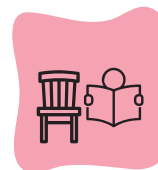


This person is the winner.

Activity Extensions:



Musical Letters: Letter cards are placed on the chairs (one letter per chair). When the music stops each player stands next to a chair. In turns, they say a word that starts with the letter card on their chair. If a child says an incorrect word or repeats a word from the previous round, they are out. Remove their chair and letter card from the circle. Keep playing until only one person remains. This person is the winner.



Musical words: Papers of different letters, shapes, sight words or vocabulary words are placed on the chairs. When the music stops each child has a turn to say what is on the paper. Instead of taking away a chair the child stops at different chair each time the music stops.

Acknowledgements:

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