



# Curriculum

Weekly Guide for Conducting Visits  
Children 37-42 months

Caribbean Institute for Health Research, The University of the West Indies Mona, Jamaica  
With the support of Grand Challenges Canada

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### *Before a Visit:*

In order to prepare for a visit, you should:

- Read the **Weekly Curriculum Overview** to see which toys and materials are needed for the visit.
- Fill out date of *visit* and *visit number* in the **Home Visit Log Book**
- Fill out the tables “*Last Visit’s Activities*” & “*Today’s Activities*” in the **Home Visit Log Book**, with the list of materials and objectives from the curriculum.
- Read through the activities in the curriculum.
- Collect all required toys and/or other materials.
- Ensure toys/materials are clean and safe for use.
- Pack toys/materials, Home Visit Log Book and/or Curriculum in a bag.
- Check your notes about previous visits. (This may help you know where to begin with the child or address any concerns from the mother.)



### *During the Visit:*

Remember:

- **Brief chat:** spend some time talking with the mother
- **Review:**
  - Ask the mother to show you what she has done with the child since the last visit
  - Observe whether the child can do these activities *alone, with help* or *not at all*.
- **New Activities:**
  - give child time to explore new materials
  - explain activity to mother
  - demonstrate activity with child
  - allow mother to do the activity with child
  - allow child to do the activity alone
  - praise the mother and child
- **Recap:**
  - ask mother to explain the new activities
  - encourage mother to continue doing activities
- **Song**



Review the steps of a home visit, how to teach a mother and how to help a child learn.

<i>Weekly visits</i>	<i>Teaching Mother:</i>	<i>Helping a Child Learn:</i>
<ul style="list-style-type: none"><li>• Greeting</li><li>• Brief chat- catching up</li><li>• Review</li><li>• New Activities</li><li>• Recap</li><li>• Song</li></ul>	<ul style="list-style-type: none"><li>• DEMONSTRATE</li><li>• PRACTICE</li><li>• PRAISE/FEEDBACK</li></ul>	<ol style="list-style-type: none"><li>1. Child explores</li><li>2. HV explains the activity</li><li>3. Child and HV do activity together</li><li>4. Child does alone</li><li>5. Mother and child do activity together</li><li>6. HV praises mother</li><li>7. Child does alone</li><li>8. HV and mother praise child</li></ol>

*After the Visit:*

Remember to complete the **Home Visit Log Book**.

- **Section 1. Activities since last visit**
  - Record how often the mother/caregiver played with child since the last visit
  - Record whether the child can do these activities *alone, with help* or *not at all*. for “*Last Visit’s Activities*”
- **Section 2. Activities for this visit**
  - Record who played with the child on this visit
  - Record whether the child can do these activities *alone, with help* or *not at all*. for “*Today’s Activities*”



## Weekly Curriculum Overview

Age (Month)	Visit	Items	Page
37	1	<b>Puzzle 13</b> – Difficult House <b>Pretend Toys 1</b> – Tea Set <b>Language</b> – Spy Glass <b>Song</b>	9
	2	<b>Threading Toys 2</b> – <b>Lacing Board</b> –Straight line <b>Book 8</b> – Going to Shop <b>Song</b>	11
	3	<b>Puzzle 12</b> – Big and Little <b>Sorting and Matching 11</b> - Dog action matching <b>Pencil and Paper 9</b> – Trace ‘squiggly’ and ‘zig-zag’ <b>Language</b> – Talk about food <b>Song</b>	13
	4	<b>Blocks 8</b> – Ten Blocks and Farm animals with cardboard <b>Pictures-To-Talk-About 7</b> <b>Song</b>	15
38	1	<b>Puzzle 11</b> – 4 Shapes <b>Sorting and Matching 10</b> – Number men matching <b>Book 6</b> – Dirty Shirt <b>Song</b>	17
	2	<b>Puzzle 14</b> – 5 piece truck <b>Blocks 9</b> – Trucks and 2 Roads <b>Language</b> – Identify and Name Clothes <b>Song</b>	19
	3	<b>Blocks 10</b> – Village <b>Pencil and Paper 8 and 9</b> – Vertical lines and horizontal strokes (ross) and Trace ‘squiggly’ and ‘zig zag’ <b>Pictures-To-Talk-About 6</b> <b>Song</b>	21
	4	<b>Plastic Toys 22</b> – Bottle Tops and Bottoms and Cardboards <b>Sorting and Matching 9</b> – Sorting three colours <b>Language</b> – Body Parts <b>Song</b>	23
39	1	<b>Puzzle 10</b> – Banana <b>Dolls/Soft Toys 9</b> – Large Doll with Clothes and Tea Set <b>Pencil and Paper 8 and 10</b> - Vertical lines and horizontal strokes (Cross) and Copy ‘squiggly’ and ‘zig zag’ <b>Language</b> – Name and Use <b>Song</b>	25

<b>Age (Month)</b>	<b>Visit</b>	<b>Items</b>	<b>Page</b>
<b>39</b>	2	<b>Puzzle 13</b> – Difficult House <b>Book 7</b> – Where is puppy? <b>Song</b>	27
	3	<b>Sorting and Matching 12a, 12b:</b> Cows and Chicken and Horses and Dog <b>Blocks 8</b> - Ten Blocks and Farm animals with cardboard <b>Language</b> – Descriptive Words <b>Song</b>	29
	4	<b>Bottle Cap 6</b> – Bottle Cap Worm (By Colour) <b>Pencil and Paper 8 and 10</b> – Vertical lines and horizontal strokes (Cross) and Copy ‘squiggly’ and ‘zig zag’ <b>Pictures-To-Talk-About 8</b> – Yard <b>Song</b>	32
<b>40</b>	1	<b>Puzzle 14</b> – 5 piece truck <b>Threading Toys 2</b> – Lacing Board – Straight line <b>Language</b> – Act Out Truck Driver <b>Song</b>	34
	2	<b>Sorting and Matching 10</b> – Number men matching <b>Pencil and Paper 10</b> – Copy ‘squiggly’ and ‘zig zag’ <b>Book 8</b> – Going to Shop <b>Song</b>	36
	3	<b>Puzzle 15</b> – 6 piece doll <b>Dolls/Soft Toys 8</b> – Dolls House, Furniture and 2 Small Cloth Dolls <b>Language</b> – Spy Glass <b>Song</b>	38
	4	<b>Blocks 10</b> – Village <b>Pictures-To-Talk-About 7</b> <b>Song</b>	40
<b>41</b>	1	<b>Dolls/Soft Toys 9</b> – Large Doll with Clothes and Tea Set <b>Book 9</b> – A Day at School <b>Song</b>	42
	2	<b>Sorting and Matching 11</b> – Dog action matching <b>Pencil and Paper 10</b> - Copy ‘squiggly’ and ‘zig zag’ <b>Language</b> – Talk about Food <b>Song</b>	44

<b>Age (Month)</b>	<b>Visit</b>	<b>Items</b>	<b>Page</b>
<b>41</b>	3	<b>Puzzle 12</b> – Big and Little <b>Blocks 8</b> – 10 Blocks, Farm Animals with Cardboard <b>Language</b> – Label Actions <b>Song</b>	46
	4	<b>Puzzle 16</b> – Fish <b>Pencil and Paper 5 and 8</b> – Strokes Top to Bottom and Side to Side and Cross <b>Pictures-To-Talk-About 9</b> – Clinic <b>Song</b>	48
<b>42</b>	1	<b>Puzzle 13</b> – Difficult House <b>Dolls/Soft Toys 8</b> – Dolls House, Furniture and 2 Small Cloth Dolls <b>Language</b> – Parents’ Names <b>Song</b>	50
	2	<b>Sorting and Matching 12c and 12d</b> – Dress, Skirt, Shirts <b>Book 6</b> – Dirty Shirt <b>Song</b>	52
	3	<b>Sorting and Matching 13a</b> – Dots Cards Sorting (1-3) <b>Pictures-To-Talk-About 6</b> <b>Language</b> – Spy Glass <b>Song</b>	54
	4	<b>Threading Toys 3</b> – Lacing Board – Butterfly <b>Pretend Toys 1</b> – Tea Set <b>Pencil and Paper 11</b> – Draw a person <b>Language</b> – Address <b>Song</b>	56



## Month 37 (Week 1)

### Materials:

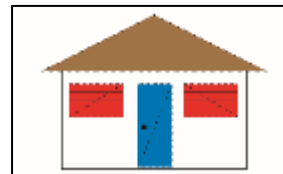
- **Puzzle 13** - Difficult House
- **Pretend Toys 1** - Tea set– 3 plates, 3 cups, 3 forks and 3 knives or sticks and shoebox
- **Spy glass** – Toilet paper roll or paper rolled into telescope or use hands

### Objectives:

1. Puzzle: Mother to help child complete puzzle, name and talk about parts of house (roof, windows, door, etc.)
2. Tea set: Child to play with mother at serving tea, laying table and eating a meal. Child to match cup to plate by colour and talk about food and drink.
3. Language: Child to play “I spy” and name things that are described to her
4. Song: Mother and child to sing a song or nursery rhyme

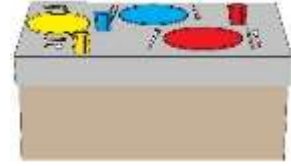
### Things to Do:

- **Puzzle 13 - Difficult House**: Let child explore the puzzle. Talk about the picture and ask child to name parts of house (windows, door and roof). Help if necessary.



- 1) Start with one part of the house. For example, demonstrate taking out the two halves of one window and putting the pieces back. Take the window pieces out again and let child try putting them back. Praise child’s efforts. When he can complete one window alone, take out the two pieces of another part of house, for example the door and allow him to put them back. When he can put them back by himself, move on to the other parts of the house, one at a time.
- 2) When child can correctly complete each part of house separately on his own, move on to two parts of the house, for example, one window and door together. When child can put back both parts correctly, praise child. Then add other parts, one at a time.
- 3) When child can do the above without help let child do all pieces together. Explain to mother this may be difficult and to give child a lot of time to complete the puzzle. Praise mother for helping child.

- **Pretend Toys 1 - Tea set:** Encourage the child to play freely and explore the tea set. Let child suggest things she can do



e.g. **Drink tea:** Encourage mother and child to pretend to serve tea. Let child give mother and visitor a cup and all drink tea. Describe the tea – hot, sweet, etc.

**Lay/Set Table:** Demonstrate setting one plate, cup, knife and fork on the table. Ask child to do another setting and match by colour. Ask mother to help if necessary.

**Eat a meal:** Then ask “*What are we eating today Emily? Are you going to share some with mommy? Can you put some food on the plate and pour some lemonade in the cup?*” Let child put some food on the plates (use leaves or things in home) and tell you what it is. All pretend to eat the food and describe the taste. Talk about different food and drinks and what the child likes to eat.

- **Language – Spy glass:** Let child explore the toilet paper roll. Using another roll or rolled paper or cupped hand, demonstrate looking through the ‘spy glass’ and playing “*I spy with my little eye*”. Pick an object in the room to look on and describe it to the child. For example, say “*I spy with my little eye, something that is white and big. What am I looking at Emily?*” Child must say what it is you are describing and looking at. Help if necessary by describing the item some more. “*You can open it.*” Praise child when correct. “*That correct Emily, it’s a door!*” Encourage mother to play game inside and outdoors.
- **Song:** All to sing a suitable song or nursery rhyme

## Month 37 (Week 2)

### Materials:

- **Threading Toys 2 - Lacing Board** – Straight line and cord
- **Book 8 - Going to Shop**

### Objectives:

1. Lacing Board: Mother to help child lace cord through all the holes in board and understand, **'first'**, **'next'**, **'last'**, **'through'**, **'over'**
2. Book: Child to follow the story and answer questions. Mother to act out story with child and ask questions
3. Song: Mother and child to sing a song or nursery rhyme

### Things to Do:

- **Threading Toys 2 - Lacing Board – Straight line:**

Allow child to explore materials. Describe the board,

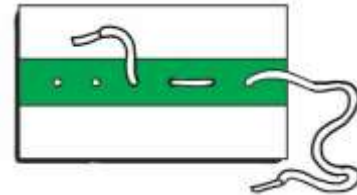
*"This is a lacing board with holes in a straight line."*

Describe colour as well. Show child how to lace the

cord through the holes on board from one hole to the next, without skipping any holes.

Describe, *"I begin here at the **first** hole and push the cord **through** the hole. I turn the board **over** so I can see the **next** hole and push the cord **through** the **next** hole. I'm not going to miss any holes."* Give child the cord and let him try. Praise child. *"Good girl,*

*you are pushing the cord **through** the first hole and pulling it **down** through the **next** one ...You did it! That is the **last** hole!"* It is important to be patient. Ask mother to help and guide child if necessary until he can lace the board alone. Praise both child and mother.



- **Book 8 – Going to Shop:** Child to sit beside mother and explore book. Allow child to turn the pages. Describe the actions of people and focus on following the story. Ask the child simple questions to help him follow the story. E.g. *"Mommy and little girl are going to shop. Who is waving goodbye? They are walking down the road and wave to their friend*



*the*

*who lives next door. Show me mommy's bag. Is it full or empty? Now they see a woman selling. Can you tell me what she is selling?"* When child can follow the story talk about the individual pictures in more detail. E.g. *"What is the little girl pointing at?"*

Encourage child to tell a story about when he is going to shop and act it out with mother. Suggest mother to do this once a day if possible.

- **Song:** All to sing a suitable song or nursery rhyme

## Month 37 (Week 3)

### Materials:

- **Puzzle 12** - Big and Little
- **Sorting and Matching 11** - Dog action matching
- **Pencil and Paper 9** – Trace ‘squiggly’ and ‘zig-zag’ – paper, pencil or crayon

### Objectives:

1. Puzzle: Child to complete puzzle and know **big, little, oval**
2. Sorting and Matching: Child to match individual pictures to same picture on board and talk about and act out actions, and know **same**.
3. Pencil and Paper: Child to trace and copy drawings of ‘squiggly’ and ‘zig-zag’
4. Language – Talk about food
5. Song: Mother and child to sing a song or nursery rhyme

### Things to Do:

- **Puzzle - Big and Little:** Let child explore puzzle.

Review previous activities (naming **circle, square, triangle, rectangle**). Encourage child to describe picture (little girl standing, birds flying, two trees,

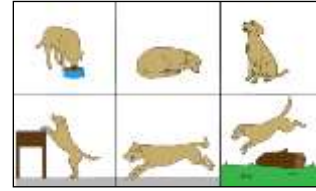


houses). Review ‘big’ and ‘little’. Ask him to point to the **big** and **little** house, tree, etc. Describe the shape of the clouds. *“These are clouds they are **oval** shaped.”*

1) Take out the two **oval** clouds and show child that they are oval like an egg, *“This cloud is a big oval, do you see where the big cloud goes?”* When child identifies place then let child insert it. Say *“Good Tommy, that’s where the big oval goes, now find where the little oval goes and put it in.”* Help child if necessary.

2) When child can do all individual pairs of shapes on his own let him do two pairs at a time e.g. all triangles and squares. Encourage mother to play with child taking out two pairs then three as he learns to do all 5 pairs. Encourage child to keep naming big and little. Praise mother for helping, *“You are really good at showing him how to do it.”*

- **Sorting and Matching 11 – Dog action matching:** Let child explore picture board and talk about the pictures.



Explain to mother that the dog is doing different actions in each picture and the game is to see if child can say what the dog is doing and act it out. E.g. “*What is the dog doing here?*” Child responds, “*eating,*” say “*Yes this dog is eating from his favourite bowl.*” Let child pretend to be a dog on all fours eating. When child has identified all the actions select one of the matching cards and say “*The dog is sleeping. I want you to find another sleeping dog on the board.*” Child points. “*Good, now put this sleeping dog on top of that sleeping dog. See they are the same.*” Praise child when he places card on corresponding picture. Get mother to continue with remaining cards one at a time. Praise mother. Get mother to repeat and encourage her to continue playing with child. Remind her to discuss dog’s actions and praise child.

- **Pencil and Paper 9 – Trace ‘squiggly’ and ‘zig-zag’:** Allow child to scribble freely with pencil. While still interested, draw a large ‘squiggly’ worm on paper. Get child to first trace image with finger then with pencil.



Praise any attempt. After you have repeated this many times draw a large ‘zigzag’ worm and get the child to trace image with finger then with pencil. Make this fun. Encourage mother to repeat activity.



- **Language – Talk about food:** Ask child what he ate for breakfast. If child cannot answer offer suggestions (e.g. tea, orange, porridge etc.) “*Did you drink porridge this morning? What kind of porridge? Was it hot?*” Ask what he likes to eat. You can also talk about a fruit or vegetable. For example, ask mother for a fruit e.g. orange. Talk about taste, colour etc. Say, “*We can peel the orange with a knife, it tastes sweet and it is orange in colour.*” Encourage mother to repeat activity, describing the food items whenever she offers the child a meal.
- **Song:** All to sing a suitable song or nursery rhyme

## Month 37 (Week 4)

### Materials:

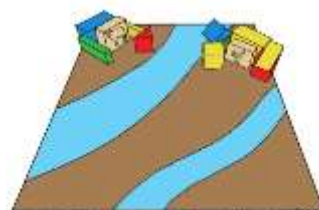
- **Blocks 8:** Ten Blocks and Farm Animals with cardboard
- **Pictures-to-talk-about 7:** umbrella, caterpillar, butterfly, sun, etc.

### Objectives:

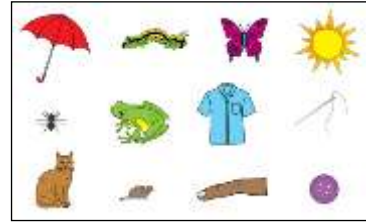
1. Blocks and Animals: Child to use blocks to build animal pen and bridge on cardboard, name animals, talk about what they do and imitate their sounds. Understand **wide** and **narrow, all** and **some**
2. Pictures-to-talk-about: Child names pictures, talks about the use of objects; links pictures together and acts out actions of animals
3. Song: Mother and child to sing a song or nursery rhyme

### Things to Do:

- **Blocks 8 - Ten Blocks, Farm Animals with cardboard:** Let child play with blocks freely, building, stacking, etc. While playing encourage child to name and talk about the animals and imitate their sounds. Ask child questions about animals. E.g. *“What do the cow and chicken make? (milk and eggs)?”* *Do you like milk/eggs?”* The cardboard can be used as a ‘pasture with 2 streams.’ Let child build a pen and put **all** the animals in and close the gate. Then open the gate and let **one** out, then **some more** out. Ask the child what he wants the animals to do e.g. *“The goat drinks water from the stream and he likes to jump over the stream.”* Describe the streams using the words ‘**wide**’ and ‘**narrow.**’ Say *“The stream is **narrow**, so let’s make the goat jump over it.”* Pretend to jump the goat over the **narrow** stream then try the wide one. Encourage mother to play the game and suggest activities. Repeat words **wide** and **narrow** as well as ones already taught such as **all, one, some, over and under.** Ask mother how often she can repeat activity during the week.



- **Pictures-To-Talk-About 7:** Child to sit beside mother and explore pictures. Ask mother to get the child to point to and name pictures. Encourage mother to discuss the **use of**



**objects** and **link pictures** e.g. *“The needle is used to sew the button on the shirt.”* Ask her for suggestions. Get child to name **small parts** of objects (e.g. wings, eyes, tail, feet) and **ask simple questions**, e.g. *“Have you seen a caterpillar? What is it like? (make wriggly hand and arm movements) Do you know what it does?”* Get mother and child to make relevant **noises and actions** e.g. child to wriggle on floor like a caterpillar then get up and fly like a butterfly (flap arms). Describe actions, e.g. *“Frog goes ‘ribbit, ribbit’ and they jump. Let’s jump like a frog.”* Have fun. Encourage child to tell a story about the pictures. Praise both child and mother. Other examples: *“Cat chases mice; the frog eats the fly; butterfly has wings; the umbrella keeps out the sun and stops rain from wetting you.”*

- **Song:** All to sing a suitable song or nursery rhyme



## Month 38 (Week 1)

### Materials:

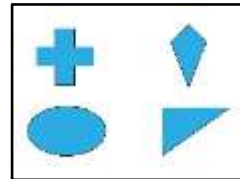
- **Puzzle 11** – 4 Shapes
- **Sorting and Matching 10** – Number men matching
- **Book 6** - Dirty Shirt

### Objectives:

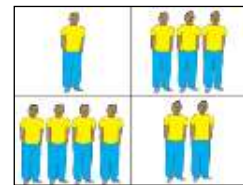
1. Puzzle: Child to fit pieces into puzzle and identify **cross**, **diamond** and **triangle**.
2. Sorting and Matching: Mother to help child match cards to pictures on board and understand **more**, **one** and **same as**. Child counts to four and begins to match numbers to pictures.
3. Book: Mother to ask questions and help child follow the story. Talk about pictures and know **happy** and **angry**, **full** and **empty**, **wet**, **dry**, **clean** and **dirty**.
4. Song: Mother and child to sing a song or nursery rhyme

### Things to Do:

- **Puzzle 11 – 4 Shapes**: Let child explore puzzle. Point out that the shapes are different and name shapes, “*This is a **cross**, **triangle** and **diamond**.*” Encourage mother to name the shapes as she plays with the child. If child needs help, remind her to take out 2 shapes first then all 4. Praise mother and encourage her to repeat activity during the week.



- **Sorting and Matching 10 – Number men matching**: Allow child to explore board. Ask child to **count** and see how far he can go. Praise child’s efforts. While showing the child the board say “*There are different numbers of men here. This has 1, 2, 3, and 4*” pointing to the relevant picture.



- 1) Pick up the card with one man and say “*This card has **one** man, can you show me **one** finger?*” Help if necessary. “*Now look on the board and find **one** man. Yes that is **one** man, just the **same as** the card. Put the card on top of it.*” Praise child. “*Good, you put*

*one man on top of one man*". Guide child's hand, if necessary. Practice this until the child can place the card by himself. Continue with other cards one at a time. Say "One, two. This card has 2 men, it is **more** than one. Where does this go?" Praise when child points, "Good job, yes these are two men put the card here." Practice until the child can place each card by himself. Encourage the mother to do the activity with the child using the words 'same', 'one' and 'more'.

2) Then give child two cards at a time starting with one and two men. Point out two men is **more** than one. Ask child to place cards on the board. When he can do that give him 3 and 4 men to place, Clap when he is correct. "Good you have found three and four men. Those are **more** than one."

- Book 6– Dirty Shirt:** Child to sit beside mother and freely turn pages and explore book. Encourage mother to look at the pictures with her child and focus on the story line. Ask simple questions to help child follow the story "What is the boy doing? Why is mother **angry**? What is she washing? Why is the boy **happy**?" (mother is **angry** with child for dirtying his shirt, boy is **happy** with clean shirt). After child can follow the story, talk about the pictures in detail and get child to name things, e.g. shoes, pants, clothes-line, etc. Ask questions which will get child to talk openly. Say "Do you like splashing in mud? Let's pretend to jump in the muddy water." Look out for opportunities to use words the child used with the book before e.g. **wet, dry, clean, dirty** and add new words like **full** wash pan and **empty** pan, **angry** mother and **happy** boy. For example "The wash pan is full of water." Encourage mother to do this as often as she can next week.
- Song:** All to sing a suitable song or nursery rhyme



## Month 38 (Week 2)

### Materials:

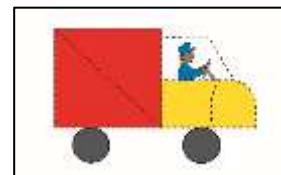
- **Puzzle 14** - 5 piece truck
- **Blocks 9** – Trucks and 2 Roads – 2 trucks, two large blocks (**red** and **blue**) and two flat blocks (**red** and **blue**). Cardboard with two streams/roads (one wide and other narrow).

### Objectives:

1. Puzzle: Child to complete puzzle and talk about truck with mother
2. Trucks and 2 roads: Child to build houses by matching colours, drive truck on roads and understand **wide** and **narrow**, **red** and **blue**
3. Language: Child to identify and name clothes
4. Song: Mother and child to sing a song or nursery rhyme

### Things to Do:

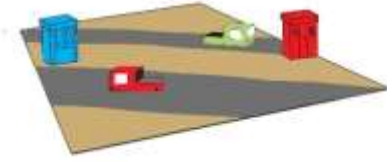
- **Puzzle - 5 piece truck**: Let child handle the puzzle. Talk about the picture e.g. parts of a truck - wheels and window; driver is on top and engine in front.



- 1) Then take out the piece with the driver and see if child can put it back, help him if necessary. Say *“I’ve taken out the driver can you put him back?”* When the child has correctly fitted the piece on his own, then take out the front piece of the engine, say *“I’ve got the front piece of the engine, can you put it back. Look at the shape carefully and see how it fits.”* Help if necessary. When he can put it back on his own take out the 2<sup>nd</sup> piece of the engine and let child put it back, help if necessary.
- 2) Point out that the back of the truck is 2 triangles. Take out one and show him it has 3 sides like a triangle. Put it back. Finally take out the 2<sup>nd</sup> triangle. When child can put back each piece separately on his own take out 2 pieces and ask mother to assist child to fit them back. Then take out the same pieces and a third one and ask the child to put them back in. Continue in this fashion until all puzzle pieces are removed. Give child plenty of time to master two shapes before taking out three or four. It is difficult. Ask mother to practice taking out 2 pieces at a time and gradually increasing the number.

- **Blocks 9 – Trucks and 2 Roads:** Allow the child to play with the toys and review previous concept words (**fast, slow, near and far**).

Then get child to build the houses matching the coloured blocks. *“Let us build the **blue** (like the sky) house, Tommy. Put the **blue** roof on the **blue***



*building.”* Praise child, *“That’s good Tommy, you built the **blue** house. Now let’s build the **red** (like a tomato) house.”* Point out to the child that there are two roads, *“This is a **narrow** road there is little space for the truck to drive on. This is the **wide** road there is a lot of space.”* Encourage the mother to play with the child and continue to describe the colours of the buildings and the roads being ‘**narrow**’ or ‘**wide**’. Remind mother to have fun and to repeat activity during the week.

- **Language – Identify and Name Clothes:** Name the clothes child is wearing. Start with large articles of clothing. E.g. *“This is Tommy’s short. This is a shirt. These are your slippers.”* Encourage mother to name clothing especially when dressing or undressing and while washing clothes. Then get child to name the clothes he is wearing when you call the name. *“Tommy, what are you wearing?”* Help child if necessary and praise child’s effort. You can then move on to naming other people’s clothes. *“What is mommy wearing?”* *“Yes, Tommy that is correct, Mommy is wearing a skirt.”* *“Uncle Joe is wearing long pants.”*
- **Song:** All to sing a suitable song or nursery rhyme

## Month 38 (Week 3)

### Materials:

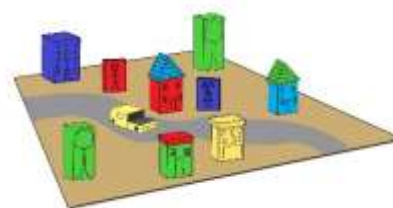
- **Blocks 10 - Village:** Cardboard with one road marked on. Truck made of match boxes. 5 coloured blocks (**red, yellow, green** and **blue**) (some high, some low) and 5 flat blocks of matching colours. Cardboard stands or blocks with trees (2) girls/women (1) and boys/men (1) drawn on.
- **Pencil and Paper 8 and 9** – Vertical lines and horizontal strokes (Cross) and Trace ‘squiggly’ and ‘zig zag’ – paper, pencil or crayon
- **Pictures-To-Talk-About 6** - teacher, blackboard, etc.

### Objectives:

1. Village: Child to play with village, match houses and roofs by colour and **identify colours** and understand **in front, behind, first, last, more, middle**.
2. Pencil and Paper: Child to make Ts with straight vertical lines **down** and horizontal line going **across** (like electrical poles or ‘T’s) and **trace** ‘squiggly’ and ‘zig-zag’, understand **down** and **across, long** and **short**.
3. Pictures-To-Talk-About: Mother to talk about pictures, link them and ask questions. Child to name picture, talk about going to school and what teacher does.
4. Song: Mother and child to sing a song

### Things to Do:

- **Blocks 10 - Village:** Let child play freely with materials. Ask child what he wants to do with the blocks. Suggest he builds the houses by putting on roofs. Ask the child to put the **red** (like a tomato) roof on the **red** house, then the **green** (like a leaf) roof on the **green** house, then repeat with **blue** (like the sky) and **yellow** (like a banana). Have the child set 3 houses along one side of the road and two on the other side. Get child to put the trees where he wants say, “*This side has **more** houses.*” Then get mother to place a person in front of a house. Say, “*This is where she lives. She is standing **in front** of her house.*” Then, get the child to drive the truck on the road to the houses.



While playing help child understand: **‘first’, ‘last’, ‘in front of’ and ‘behind’**. E.g. *“Stop at the **first** house; Park the truck **behind** the red house. Where are you going now? Are you going to the **last** house on the road? The lady in the **last** house wants some wood so park the truck **in front of** the house. This woman is going to the pretty, yellow house in the **middle**. There are **more houses** on my side of the road than your side.”* Encourage the mother to play and suggest activities and use highlighted words when appropriate. Praise both child and mother for playing.

- **Pencil and Paper 8 and 9:** Child to sit beside mother and scribble freely. Later start making cross-pieces on your paper, say *“Look Tommy, I am making T. See the straight lines, **down** and then **across**. Can you make some T’s on your paper?”* Praise child for any attempt at making lines. When he tires of making lines, draw a **long** and **short** ‘squiggly’ worm. Ask child to trace over the drawing with his finger then with a pencil. Say, *“This is a **short** ‘squiggly’ worm and this is a **long** ‘squiggly’ worm. Can you trace over them?”* Praise any attempt. After he has traced many squiggles, draw **long** and **short** ‘zig-zag’ worms and get him to trace over them with his finger then pencil. Encourage mother to draw with child during the week.



- **Pictures-To-Talk-About 6:** Child to sit beside mother and look at pictures. Get child to tell a story about the pictures. Suggest if necessary that some of the pictures are used in school. e.g. *“The teacher is writing on the blackboard. She teaches children how to write.”* Encourage mother to talk about the pictures. *“Why do you need a clock? It tells us when it’s time for school to start. Teacher teaches you how to read.”* **Link pictures.** *“This is a bell, it rings when school begins. Ask questions. “What does a teacher do? Teaches children to read books.”* Reply to child when he responds and praise child and mother.

**Other examples:** *“Teaches you to write (crayon) and read a book, you write on a table using paper and sit on a chair. What do you use at school? At break time children play with a bat and ball. The bell goes ting-a-ling-a-ling. The flag flies on in the school yard.”*

- **Song:** All to sing a suitable song or nursery rhyme

## Month 38 (Week 4)

### Materials:

- **Plastic Toys 22** – Bottle Tops and Bottoms and cardboards: Coloured plastic bottles (2 tops, 2 middles, 4 bottoms) and 2 small pieces of cardboard
- **Sorting and Matching 9** – Sorting three colours - 12 plastic bottle caps red, yellow and blue. And 3 containers from home.

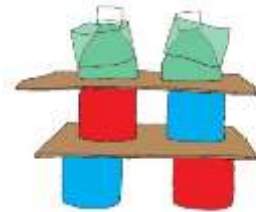
### Objectives:

1. Bottle tops and bottoms: Child freely builds houses of one and two storeys and understands ‘**high**’, **counts to 4** and **counts two objects**.
2. Sorting and Matching: Mother helps child sort bottle caps according to colour, names colours and understands **all**.
3. Language – Body Parts: Child to name smaller parts of body e.g. toes, fingers, elbow
4. Song: Mother and child to sing a song or nursery rhyme

### Things to Do:


- **Plastic Toys 22 - Bottle Tops, Bottoms and cardboards:**

Allow child to explore objects and build what he wants. Talk about the materials. *“This is the bottom of a bottle; this is the top of a bottle; these are the middle, round pieces.”* On a flat surface (floor/table) demonstrate how to build a house. Say



*“Look Tommy, I’m going to build a **high** house. First I’m putting 2 bottle bottoms down, 1, 2, then the cardboard on top for a ceiling then another 2 bottle bottoms, 1, 2, then another cardboard on top to make the roof to make a really **high** house.”* Then ask him to put **two** bottle tops on top to make 3 storeys. Clap him when he does it. *“Wow what a **high** house. Can you make a house on your own?”* Allow him to build what he likes. Help if necessary. While he is playing, use the words ‘**high**’, and **count two objects**. e.g. *“Let’s use **two** bottoms to support the roof, 1, 2. What a **high** building you are making. Wow that has **two** storeys.”* Praise him and clap. Get mother to play and build different things (e.g. make a bridge) and have fun with child. Remind her to use the words ‘**high**’

and **count numbers to four**. Tell mother children learn to say numbers before counting objects.

- **Sorting and Matching 9 – Sorting 3 colours:** Let the child play with the bottle caps freely. Get the child to point to the colour when you name it (*red- like a tomato, blue – like the sky, yellow- like a banana*). If he can do that see if he can name each colour. *“What colour is this one?”* Next, ask him to sort the caps by colour in separate containers. Put the first colours in each container, *“See I’ve placed a red bottle cap in this container, a blue cap in this container and a yellow in this one. Can you find **all the red** caps and put them in here for me? Then **all the blue** caps and **all the yellow** ones and put them in here.”* Help if necessary and praise him when he puts them in correctly. Then ask child to give mother **all the blue**, then **all the red**, then **yellow**. Praise him when he completes it. Praise mother *“You are doing a good job, can you mention the colour of things in the home during the week?”* Remind her to make the activity fun.
- 
- **Language – Body Parts:** Point to the different larger body parts and ask child to name them - hand, leg, head, stomach. Praise child’s effort and help if necessary. *“That’s correct Emily, that’s your leg.”* If child can name these start to teach smaller body parts. E.g. *“This is your foot... big toe ... little toe... ankle...knee.”* Ask mother to continue asking child to name other body parts and to help if necessary. Praise child and mother.
  - **Song:** All to sing a suitable song or nursery rhyme



## Month 39 (Week 1)

### Materials:

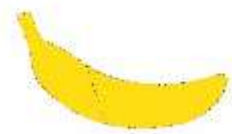
- **Puzzle 10** - Banana
- **Dolls/Soft Toys 9** - Large Doll with Clothes and Tea Set
- **Pencil and Paper 8 and 10** – Vertical lines and Horizontal strokes (cross) and Copy ‘squiggly’ and ‘zig zag’ – paper, pencil or crayon

### Objectives:

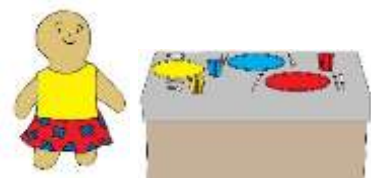
1. Puzzle: Child to complete the banana when pieces are reversed
2. Large doll and tea set: Child to pretend to serve tea and food to mother and doll, talk about food and match colours of plate and cup.
3. Pencil and Paper: Child to make crosses (like electrical poles or ‘T’s) and **copy** drawings of ‘squiggly’ and ‘zig-zag’. Understand **down, across, long and short**
4. Language – Child to name objects in home and describe how used
5. Song: Mother and child to sing a song or nursery rhyme

### Things to Do:

- **Puzzle 10 - Banana**: Let child explore the pieces. Ask him what it is and talk about it. Then take the two pieces and place them some distance apart turned in the opposite direction to make the banana. Say “*How quickly can you fix the banana picture? One, two, three, go!*” Help is necessary showing child how to turn the pieces in the correct direction before putting them together. Praise child for trying “*That’s good, you are trying to fix it.*” Encourage mother to repeat the activity with the child. Praise them both when they put the pieces together correctly.



- **Dolls/Soft Toys 9 - Large Doll with Clothes and Tea set:** Child to play freely with materials. Ask child what she wants to play and encourage her to talk about what she plans to do.



**Drink tea:** Encourage child to set the table with cups for mother, visitor and doll. Let child pretend to serve tea to all. Let her give the doll the cup and pretend to help her drink. Visitor and mother to talk about drinking tea and involve the doll e.g. *“Does baby like the tea? It tastes good. It’s hot. Can I have some more tea, please?”*

**Eat a meal:** Encourage child to set/lay the table for a meal matching the colours of the cup and plate. Then ask *“What is there to eat? Is the baby hungry? Perhaps you should feed her. Can you put some food on the plate and pour some lemonade in the cup?”* Let child put some food on all the plates (use leaves or things in home). All pretend to eat the food and child pretends to feed the doll. Say *“This is so nice, everyone is eating their food.”* Talk about the baby being hungry. *“Did baby like the food? What did you give her to eat? You are a good mother you are looking after the baby well.”* As the child is playing with the tea set, talk about the colours of the cups and plates, different foods, drinks and what the child likes to eat. Encourage mother to continue to pretend play with child during the week.

- **Pencil and Paper 8 and 10:** Child to sit beside mother and scribble freely. Later start making cross-pieces on your paper, say *“Look Tommy, I am making some T’s. See the straight lines, **down** and then **across**. Can you make some T’s on your paper?”* Praise child for any attempt at making lines. When he tires of making lines, draw ‘squiggly’. Ask child to draw his own. *“Tommy see how I draw squiggly worm, I go up then down. Can you draw one like this?”* Praise any attempt. After he has repeated activity many times, then draw ‘zigzag’ and ask child to copy it. Draw **long** and **short** ‘zig-zag’ worms. Get child to copy them. Ask, *“Can you draw a long worm then a short worm?”* Encourage mother to draw as well and repeat in the week.
- **Language – Name and Use:** Using common objects in house or outdoor (e.g. bicycle, door, bed, cup, shirt), ask child to name each object and what they are used for. Help if necessary. *“This is a bicycle. Daddy rides the bicycle to the shop. This is a bed, you sleep on it.”* Ask mother to suggest other uses. Praise child and mother.
- **Song:** All to sing a suitable song or nursery rhyme

## Month 39 (Week 2)

### Materials:

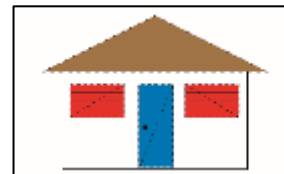
- **Puzzle 13** - Difficult House
- **Book 7** - Where is Puppy?

### Objectives:

1. Puzzle: Child to complete puzzle and mother to help him if necessary
2. Book: Child to understand feeling 'happy' and to find the puppy – 'on top of', 'inside' and 'beside'. Play hide and seek
3. Song: Mother and child to sing a song or nursery rhyme

### Things to Do:

- **Puzzle 13 - Difficult House**: Let child explore the puzzle. Talk about the picture and ask child to name parts and their colours. Praise child, "Yes, that is a blue door. We open it to go inside the house."



- 1) Take out both pieces of two parts of house, for example, one window and the door and have child try to put the pieces back. Praise child, "Good boy, you put the window and door pieces correctly." Help child replace pieces if necessary.
- 2) If child can do two parts on his own then take out all pieces and let child put them back. Give child a lot of time to complete the puzzle. Explain to mother that it may be difficult and she should help if necessary. Praise both mother and child. Encourage mother to repeat the activity during the week.

- **Book 7 – Where is Puppy?**: Allow child to explore book. Ask child "Look at the little boy. How do you think he is feeling? Is he happy or sad?" Praise child's answer. "Yes, he looks happy! He is smiling. He is happy playing ball with his puppy!" Ask child to tell you what is happening and to look for the puppy. Let's see if you can find the puppy? Get the child to tell you where the puppy is. Help him using words 'behind, inside, on top of, under,



**beside or next to.'** *"The puppy is hiding **inside** the big, brown box."* In the last picture when the boy has found his puppy ask child *"How do you think the little boy is feeling? Why do you think he feels that way?"* Ask mother and child to describe what makes them feel happy.

Play 'hide and seek' with the child and describe where he was hidden. Example, *"Tommy, I found you, you are **under** the table."* Get mother to hide and child to describe where mother was hiding. Praise mother and show her how much fun everyone is having!

- **Song:** All to sing a suitable song or nursery rhyme

## Month 39 (Week 3)

### Materials:

- **Sorting and Matching 12a:** 4 cards (cows, chicken); **12b:** 4 cards (horses, dog)  
4 objects from home, 3 of them the same
- **Blocks 8** – Ten Blocks and 5 Farm Animals with Cardboard

### Objectives:

1. Sorting and matching: Child to talk about objects and point to one that is not the same, then talk about pictures and point to pictures that are not the same and understand ‘same’ and ‘not the same’.
2. Blocks and Animals: Child to use blocks to build a **farm** on cardboard with animal pens and bridge and talk about it. To understand **wide** and **narrow**; **all** and **some**; **over** and **under**
3. Language – Descriptive words: Use simple descriptive words
4. Song: Mother and child to sing a song or nursery rhyme

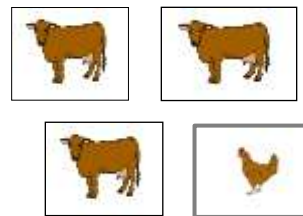
### Things to Do:

- **Sorting and Matching 12a, 12b:** Get 3 similar objects and one different from the home (e.g. 3 spoons and 1 comb). Get child to name objects and talk about them. Ask child to point to the one that’s **not the same** or different. Say “*Yes, this one is a comb it is not the same as the others, these are all spoons.*” If child has problem try him with another set of objects. When he can do this show him the cards.

**12a - Cows and chicken** - Allow the child to explore the pictures. Talk and ask questions about each picture. E.g.

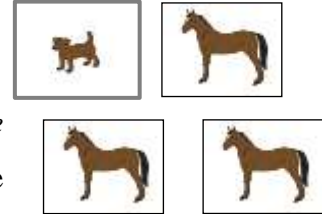
“*This is a cow. What sound do they make? (moo) This is another cow. What do cows give us?*” (milk) Put the cows in one pile and say they are all the **same**. Then show child the

picture of the chicken. “*Do you know what this is? Praise the child’s responses. “Yes it’s a chicken. It makes the sound ‘cluck-cluck’ and what does it give us? (eggs).” Then say “It is **not the same** as a cow.” Then scatter the cards in front of child and ask child to*



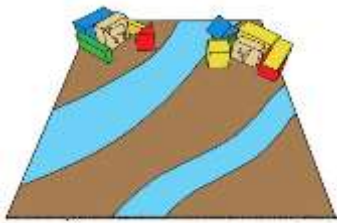
touch the picture that is different or not the same as the others. Help if necessary. Say “All these are cows and this is different it is a chicken. It is **not the same**.” If he does the 12a set on his own, go to 12b set.

**12b - Horses and dog** – Talk with child about horses and dogs. “What is this? Yes, this is a horse. What sound does the horse make? (neigh, neigh) Horses are big animals and we can ride them. Let us ride our horses.” Pretend with child to be



riding horses and encourage mother to join. Encourage mother to talk to child about the dog. Next, mix up the cards in front of the child and ask which ones are the ‘**same**’ and which are ‘**not the same**’. “Look at these pictures Tommy. Which one is **not the same**?” Praise child’s answers. “Yes Tommy, these are all horses, they are the **same** and this is a dog, it is different it is **not the same**.” Continue to ask child why the ‘dog’ is not the same as the ‘horse’. Ask mother to help child with answers e.g. horse is big, dog is small; long tail versus short tail; different sounds. Encourage mother to repeat the activity with the child during the week.

- **Blocks 8 - Ten Blocks, Farm Animals with cardboard:** Let child play with blocks



freely, building, stacking, etc. While playing encourage child to build a farm, name and talk about the animals and imitate their sounds. E.g. “Let’s build a farm. There are many animals. Which one is this?” Praise child. “Yes, this is a donkey. What sound does the donkey make?” Describe the lines on the cardboard as two streams one ‘**narrow**’ and the other ‘**wide**’. Tell the child a story about the animals and help her place the animals according to the story. Say, “All the animals are drinking water by the **wide** stream. Now **some** of them want to go across to the **narrow** stream. The goat is going to jump **over** the wide stream.” Pretend to jump the goat over the **wide** stream. “Oh dear the goat fell in the stream and is wet. The stream is too **wide** to jump. Let’s build a bridge to go **over** the stream.” Encourage mother and child build a bridge **over** the stream with the blocks and get the goat to go **over** the bridge and the goat swims **under** the bridge. Ask mother to suggest other activities and things to talk about on the farm. E.g “The cows are eating grass.” Praise

child and mother. Remind mother to repeat words being taught (**all, some, wide, narrow, over** and **under**) and to play the game during the week.

- **Language – Descriptive words**: Ask child to look around the house and show you something that is ‘**pretty**’. Ask simple questions about what the child chooses e.g. “*What is that? Is that your own?*” Praise whatever child chooses and use the descriptive word. “*It’s your dress. It is a **pretty** dress.*” Continue game, asking child to show you something ‘big’, ‘little’, ‘brown’. Help if necessary. “*Let us find something that is ‘brown’. This is a **brown** shoe.*” Ask mother to repeat activity with child while helping the child to get dressed during the week.
- **Song**: All to sing a suitable song or nursery rhyme

## Month 39 (Week 4)

### Materials:

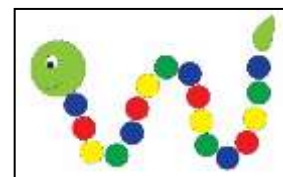
- **Bottle Caps 6 - Bottle Caps Worm (by colour):** – picture of worm and 5 blue, 4 red, 4 yellow and 4 green plastic bottle caps.
- **Pencil and Paper 8 and 10 - Vertical lines and horizontal strokes (Cross) and Copy** ‘squiggly’ and ‘zig zag’ – paper, pencil or crayon
- **Picture-To-Talk-About - 8** – Yard

### Objectives:

1. Bottle Caps worm: Child to place bottle caps on the circles drawn on the cardboard by colour to complete the worm pattern and point to or name colours using words **red** like a tomato, **green** like a leaf, **yellow** like a banana, **blue** like the sky
2. Pencil and paper: Child to make a cross (like electrical poles or ‘T’s), draw ‘squiggly’ and ‘zig-zag’
3. Picture-to-talk-about: Mother and child to talk about the picture, what the people are doing and name objects. Then play a game finding the ‘birds’.
4. Song: Mother and child to sing a song or nursery rhyme

### Things to Do:

- **Bottle Cap 6 - Bottle Cap Worm (by colour):** Allow child to explore picture. Talk about the worm, how it lives in the ground and wriggles on its stomach because it has on feet. Point out the colours and see if child can point to or name colours, for example “*This circle is **blue** like the sky, this one is **red** like a tomato. Can you show me the circle that is **yellow** like a banana? What colour is this?*” Praise child. “*Yes, it is **green** like a leaf.*” Then ask child to complete the worm picture by placing the matching colour caps on the circles. “*Can you match the bottle cap colours to colours on the board?*” Give the child all the bottle caps to complete the picture. Help if necessary. Ask mother to repeat the activity helping the child to match the bottle caps to the colours on the pattern board. Suggest mother repeats activity during the week.





- **Pencil and Paper 8 and 10:** Let child sit beside mother and give him the pencil and a sheet of paper. Allow him to scribble freely. After he has enjoyed scribbling for a little while, ask him to make a ‘cross’ or a ‘T’. Praise child’s attempts. *“That’s a good cross Tommy. You made a straight line down and then another line across.”* Have drawings of ‘squiggly’ and ‘zig-zag’ worm already drawn. Show him the drawing of ‘squiggly’ worm and ask him to draw one like it. *“Can you draw ‘squiggly’ for me?”* It is not necessary for the child to draw image exactly. Praise any attempt. When child tires of ‘squiggly’ worms show him the drawing of ‘zig-zag’ worm and ask him to draw one like it. Praise child. Encourage mother to draw with child and repeat activity with child during the week.

- **Pictures-To-Talk-About 8 – Yard:** Let child sit beside mother and talk about what he sees in the picture. Ask him to name people and objects and describe what is happening in the picture. Encourage mother to ask questions about the



picture. *“Who is this? What is she doing? She is washing the dirty clothes. What are the children doing?”* When child has finished talking about picture let mother play a game with child getting him to find the birds in the picture. Let him try on his own. *“Do you see any birds?”* Give clues if necessary. *“One is on top of the roof. Do you see any more? Look in the tree.”* Praise child. *“That’s very good you found a bird in the tree.”* Ask mother to repeat the activity during the week.

- **Song:** All to sing a suitable song or nursery rhyme

## Month 40 (Week 1)

### Materials:

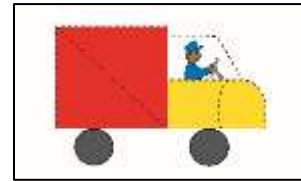
- **Puzzle 14** - 5 piece truck
- **Threading Toys 2** - Lacing Board – Straight line and cord

### Objectives:

1. Puzzle: Child to fit pieces into puzzle and talk about truck
2. Lacing Board: Child to lace cord through all the holes in board on own and know **'first'**, **'next'**, **'last'**, **'all'**
3. Language – Act out Truck Driver: Child to pretend to be a truck driver
4. Song: Mother and child to sing a song or nursery rhyme

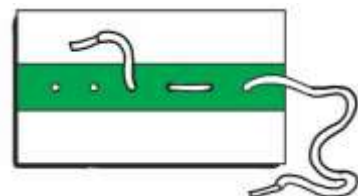
### Things to Do:

- **Puzzle 14 - 5 Piece Truck**: Let child handle the puzzle then talk about the picture e.g. *“This is a truck, a man is driving the truck, he is the truck driver, he has on a blue cap. The back of the truck is red, the front is yellow. What do you think he is carrying in the back of the truck?”*



- 1) Then take out the 3 front pieces of the truck and ask the child to put them back in. Say *“I’ve taken out the truck driver and the two front pieces of the truck, can you put them back in?”* Help if necessary and praise child’s efforts.
- 2) Take out all 5 pieces. Describe the back of the truck e.g. *“The back of the truck is red, it has two triangles. A triangle has 3 sides. One, two, three.”* With all 5 pieces out, ask child to complete the puzzle. *“Can you put in all the pieces and complete the puzzle?”* It is difficult so give child a lot of time and ask the mother to help if necessary. Remind mother to repeat the activity during the week.

- **Threading Toys 2 - Lacing Board – Straight line**: Allow child to exploring materials. Describe the board, *“Here we have holes in a straight line. All the holes*



*are empty.*” Ask child to lace the cord through the holes on board by herself. Say “*Emily can you thread the cord through **all** the holes? Start at the **first** hole here (indicate) and thread to the **next** hole, all the way to the **last** hole (indicate). Try not to miss any holes.*” Give child a lot of time to complete the task. Make it fun. Describe what the child is doing and help if necessary. Praise child at the end. Unlace the card and ask mother to repeat the activity with the child. Praise mother and encourage her to play with child during the week.

- **Language – Act out Truck Driver:** Pretend to be a truck driver carrying a load of goods to sell at the market. Pretend using hands on steering wheel. Walk around and make truck sounds. Say, “*Vroom, vroom the truck is off to the market. It is full of goods to sell. We have yam, carrots, and bananas. Tommy what do you have in your truck?*” Ask child to pretend too. “*Let’s drive forward. Let’s go backwards. Honk your horn. Beep, beep.*” Ask mother to pretend taking out vegetables and fruits while naming them.
- **Song:** All to sing a suitable song or nursery rhyme.

## Month 40 (Week 2)


### Materials:

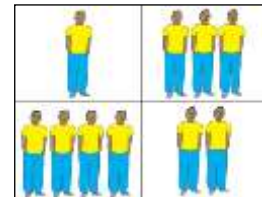
- **Sorting and Matching 10** – Number men matching
- **Pencil and Paper 10** – Copy ‘squiggly’ and ‘zig zag’ – paper, pencil or crayon
- **Book 8** – Going to shop

### Objectives:

1. Sorting and Matching: Mother to help child match cards to picture on board; child learns to count objects
2. Pencil and paper: Child to copy drawings and add face
3. Picture Book: Child to talk about pictures in book. Mother to ask questions and help child follow the story. Child to talk about his experience of going shopping.
4. Song: Mother and child to sing a song or nursery rhyme

### Things to Do:

- **Sorting and Matching 10 – Number men matching:** Allow child to explore the board. Ask child to **count** and see how far she can go. Praise child’s efforts. Help child to count the number of men on the board. Point to each man as you count. E.g. *“Let us count the men. One, two. Two men.”* Then give cards to the child and ask her to count the men on each card. Help if necessary by pointing to each man as the child counts. Praise child *“Good girl Emily, one, two, three. Three men.”* Then ask the child to match the cards to the board. *“That card has two men on it. Can you put find two men on the board? Find the picture that is the same.”* Praise child. Ask mother to help child if necessary. Praise mother and ask her to repeat activity during the week. *“Mommy, you’re helping Emily to count.”*
- **Pencil and Paper 10:** Allow child to scribble freely. With a  ‘squiggly’ worm, with circle for a head and face, already drawn on the paper, show the child the picture and ask the child to copy the drawing. Say



“See squiggly worm here, he has a head and a face, can you draw him?” Help if necessary by holding the child’s hand or helping to draw the face. E.g. “The face is round and he has eyes. What else goes on his face?” Praise any attempt at drawing the image. “That’s a great drawing of squiggly worm. I see his eyes.” Next, with a drawing of a ‘zig-zag’ worm already on the paper with head and face ask the child to copy this drawing. Say “Can you draw a zig-zag worm like this, with a face?” It is not necessary for the child to draw image exactly. Ask mother to help child and to draw with child during the week.

- Book 8 – Going to shop:** Child to sit beside mother or on her lap and look at the pictures in the book. Ask simple questions and get child to tell you the story. “Who are the people in the picture? Where do you think they are going?” Talk about what the people are doing. Praise child. “Yes, that’s grandma. She is standing on the steps. She is waving goodbye.” Encourage mother to tell the story from page to page. Then talk about the individual pictures in more detail and get child to name things, for example “The mommy and little girl are going into the shop. Can you see the shopkeeper? What is he selling? Where is the man with the bicycle? What is the mommy going to buy?” Get child to talk about when he and mother go shopping. “Do you and mommy go to the shop? Do you walk to the shop?” Encourage mother to help child talk about going shopping. Praise them both.
- Song:** All to sing a suitable song or nursery rhyme



## Month 40 (Week 3)

### Materials:

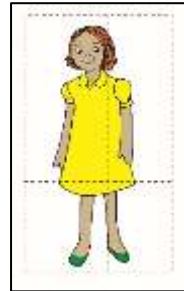
- **Puzzle 15** – 6 piece doll
- **Dolls/Soft Toys 8** - Dolls House, Furniture and 2 Small cloth dolls
- **Spy glass** – Toilet paper roll or paper rolled into telescope or use hands

### Objectives:

1. Puzzle: Child puts pieces in puzzle and names **top, bottom** and understands **middle**.
2. Doll house, furniture and cloth dolls: Child to play arranging furniture and naming them.  
Talk about the different rooms and what the dolls do in each room.
3. Language: Child to play “I spy” and name things that are described
4. Song: Mother and child to sing a song or nursery rhyme

### Things to Do:

- **Puzzle 15 – 6 piece doll**: Place form board in front of child. Point out that the doll is standing and wearing a pretty, yellow dress. Ask child to name parts of the doll e.g. head, arm, leg. Review the positions (top, middle, bottom). Ask “*Which part of the doll is at the **top**? Which part is in the **middle**? Etc.*” Ask child to point to his own top, bottom and middle. Then take out the 3 pieces on one side of the puzzle. Show the child that parts of the doll are missing. Say “*Look at the top. There is only part of the doll’s head here. The other part of the head is missing. Can you find it?*” Continue to the middle and bottom. “*There is only one arm here, find the other arm and put it in. Can you find the other leg?*” Praise if correct. “*Yes, the other piece of her head goes there.*” After child can do this, ask the mother to repeat the activity using the other 3 pieces of the puzzle. Encourage mother to help child if necessary. When child can do both sides on his own let him try all 6 pieces. Praise child and mother.



- **Dolls/Soft Toys 8 - Doll House, Furniture and 2 small cloth dolls**: Assemble the doll house and talk about it. “*This is the*



*doll's house. It has four rooms.*” Playfully get child to arrange furniture. Let the child name all the furniture (table, chair, bed, stove) as he plays. Help child to name the room and talk about which room you eat in, where you sleep and which furniture would go there. E.g. *“Which room do you sleep in? (bedroom) What goes in the bedroom? (bed)”* Encourage mother and child to pretend the dolls are living in the house. Give dolls names i.e. Mummy and Tom. Let mother suggest activities i.e. cooking, eating, sleeping, going out to shop and coming home etc. Have fun. Encourage mother to play with doll house with child during the week.

- **Language – Spy glass:** Let child explore the toilet paper roll. Using another roll or cupped hand, demonstrate looking through the ‘spy glass’ and playing ‘I spy’. Start by looking through the roll and describing something that you see to the child. *“I spy with my little eye, something that is soft...and you can sleep on it. Can you see it? What is it?”* Praise child if correct. *“That’s correct Emily, it’s a bed. It is soft and you sleep in it.”* Then get child to look for the object and describe it. Help if necessary. Encourage mother to repeat the activity during the week.
- **Song:** All to sing a suitable song or nursery rhyme

## Month 40 (Week 4)

### Materials:

- **Blocks 10 – Village:** Cardboard with one road marked on. Truck made of match boxes. 5 coloured blocks (**red, yellow, green and blue**) (some high, some low) and 5 flat blocks of matching colours. Cardboard stands or blocks with trees (2) girls/women (1) and boys/men (1) drawn on.
- **Picture-To-Talk-About 7:** umbrella, caterpillar, butterfly, etc.

### Objectives:

1. Village: Child to play with village, **match** and **name colour, number objects**. Understand **beside, behind, in front**.
2. Pictures-To-Talk-About: Mother talks about pictures with child. Child names and talk about pictures and name colours. Encourage child to focus while linking the pictures.
3. Song: Mother and child to sing a song or nursery rhyme

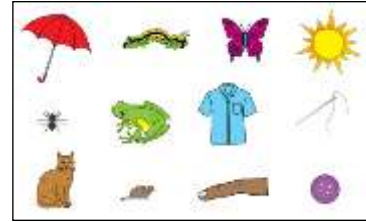
### Things to Do:

- **Blocks 10 - Village:** Allow the child to play freely with blocks and materials. While playing with the blocks, have the child set up houses along the road. Encourage him to match the same colour roof and house and name the colours as he is doing so. For example say “*The red roof goes on the red house*” or “*This roof goes on this house, they are the same colour, they are blue.*” Praise him when he does it. Next, find out how far the child can count. Ask “*Let us count all the houses. One, two, three... Park two trucks beside the red house; Put one tree behind the yellow house etc.*” Encourage the mother to help child if necessary. Suggest that she can play pretend games with child, for example – truck driver delivering furniture to each house, make the truck noises, etc. Ask mother how often she can repeat activity during the week and to use the concept words, such as ‘**in front of**’, ‘**behind**’, ‘**fast**’, ‘**slow**’ and ‘**stop**’ during the activity. Praise mother and advise her to use only two concepts during the activity session.





- **Picture-To-Talk-About 7:** Child to sit beside mother and explore pictures. Encourage mother to talk about the pictures with child and get child to point to and name items. Ask her for suggestions. Suggest she discuss each item, description and its uses *e.g.* “*The umbrella is red.*



*It has a handle to hold and it protects us from the rain and shades us from the sun.”*

Encourage the child to focus on the pictures while talking about how the pictures are linked. E.g. “*The cat is brown it has a long tail and whiskers on his face. This is a mouse. It is small and also has a long tail. The cat likes to chase the mouse. Does the mouse see the cat behind him? Run mouse, run away, the cat is coming!*” Get mother and child to act out the cat chasing the mouse. Ask the child which animal he would like to be. Encourage mother to link more of the pictures during the week.

- **Song:** All to sing a suitable song or nursery rhyme

## Month 41 (Week 1)

### Materials:

- **Dolls/Soft Toys 9** - Large Doll with clothes and Tea Set
- **Book 9** – A Day at School

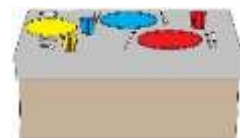
### Objectives:

1. Large doll and tea set: Child to pretend play with doll and tea set; name colours and match cup to plate according to colour
2. Book: Child to understand and follow story and answer questions.
3. Song: Mother and child to sing a song or nursery rhyme

### Things to Do:

- **Dolls/Soft Toys 9 - Large Doll with clothes and tea set:**

Encourage the child to play freely and explore the doll and the tea set. After the child has played with the doll and tea set, put three plates on the 'table top' in front of the child. Ask the child to name the colours of the plates. Help if necessary. *"This is a yellow plate. Yellow like a banana."* Hand the cups to the child one at a time ask her to name the colour and to match it to the plate of the same colour. Praise child. Ask mother to help child to add the knives,



forks and spoons one at a time. This is a difficult task, so go slowly. When finished, say to child *"This is how we set the table. Everyone gets a plate, cup, knife, fork and spoon."*

**Set table:** Encourage the child to set the table again for mommy, baby and herself. Ask the child which colour plate she would like. *"Emily, let us set the table for lunch. Which colour plate would you like? Which colour plate would baby like?"* Ask child to finish setting the table by matching the colour cup, the knife, fork and spoon. Encourage mother to help if necessary.

**Pretend play:** Ask child what she would like to play. *"Emily what would you like to play?"* Be patient with the child's efforts, and praise the child often, remember this is a fun activity. Then ask child to follow any 3 steps involving the tea set, say *"Emily, can*

*you pick up a red cup, pour some tea into it and give it to mommy.” Praise the child as she does each step and help if necessary. “That good Emily, that’s a red cup and you poured the tea. Who are you going to give it to?” Encourage mommy to do the activity with the child. Praise the mother. Ask her to try and repeat the activity during the next week.*

- **Book 9 - A Day at School:** Child to sit beside mother and explore book. Describe what the people in the story are doing. Focus on following the story and ask simple questions to help. For example, *“This is a story about a day at school. The little boy is walking to school with his mommy. Can you show me the little boy? Yes that’s him. He has on his school uniform. What is he carrying on his back? Etc.”* After telling the story then talk about the individual pictures in more detail. Encourage mother to ask simple questions. Example, *“Who is walking in front of the little boy? Can you show me the school building? The school has yellow walls and a blue roof. What is beside the school? Etc.”* Encourage mother to read to child every day.
- **Song:** All to sing a suitable song or nursery rhyme



## Month 41 (Week 2)

### Materials:

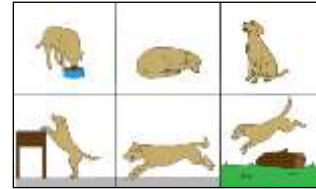
- **Sorting and Matching 11** - Dog action matching
- **Pencil and Paper 10** – Copy ‘squiggly’ and ‘zig zag’ – paper, pencil or crayon

### Objectives:

1. Sorting and matching: Child to match individual pictures to same pictures on board and know action words (jumping, standing, sleeping)
2. Pencil and paper: Child to copy drawings and add face
3. Language: Talk about Food
4. Song: Mother and child to sing a song or nursery rhyme

### Things to Do:

- **Sorting and Matching 11 – Dog action matching:** Give picture board to child to explore freely. Get child to point to each picture and talk about what the dog is doing. Help if necessary to identify the actions. Position the board in front of the child. Then give three cards to the child and ask her to identify the action before placing cards on matching pictures on the board. Praise her when she places cards correctly. *“Good job Emily, you matched the jumping dog, the standing dog and the sleeping dog.”* Suggest mother demonstrate the activity with the other three cards and to help child if necessary. Praise them both.



- **Pencil and Paper 10:** Allow child to scribble freely. Have a ‘squiggly’ worm with head and face already drawn on the paper, show the child the picture and ask the child to copy the drawing. Say *“See squiggly here with a face, can you draw him?”* It is not necessary for the child to draw image exactly. Help by naming parts of the face to draw. Example *“These are his eyes. Where is his mouth?”* Praise any attempt at drawing the image. Repeat activity with ‘zig-zag’ worm already drawn on the paper with a face. Ask the child to copy the drawing. Say



“Can you draw a ‘zig-zag’ worm with a face like this?” Encourage mother to help child if necessary. Praise mother. Ask mother to continue drawing with child during the week.

- **Language – Talk about Food:** Ask child what he/she ate for lunch or dinner. If child cannot answer offer suggestions (e.g. rice, chicken, fish.) Ask if he likes it. Ask how it tastes and describe it. “*What did you eat for lunch today? You had some rice. Was there gravy on the rice? Was it yummy? Who cooked the lunch?*” You can also talk about a fruit or vegetable. For example, ask mother for a fruit e.g. orange. Talk about how to eat it, taste, colour etc. Say, “*This is an orange. Can you eat the skin? We can peel the orange with a knife. How does it taste? Is it sweet or sour? What colour is the orange?*” Ask mother to repeat activity during the week.
- **Song:** All to sing a suitable song or nursery rhyme

## Month 41 (Week 3)

### Materials:

- **Puzzle 12** - Big and Little
- **Blocks 8** - 10 Blocks, Farm Animals with Cardboard

### Objectives:

1. Puzzle: Child to match individual shapes to shapes in picture, name shapes (**circle, square, triangle, rectangle, oval**) and sizes (**big, little**)
2. Blocks and Animals: Child to use blocks to build a **farm** on cardboard, name animals, talk about them and imitate their sounds. To understand '**high and not high/low**'
3. Language - Label actions: Child to label actions and understand what they are doing
4. Song: Mother and child to sing a song or nursery rhyme

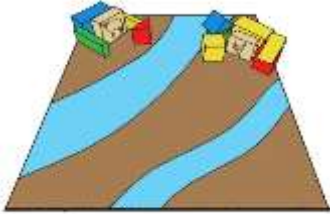
### Things to Do:

- **Puzzle 12 - Big and Little**: Show picture to child and talk about it (2 trees, blue car beside the house, etc). Review with child all the shapes (**circle, square, triangle, rectangle, oval**) and sizes. Ask mother which shapes the child already knows and start with those.



*Example "Emily can you show me the **big** tree? What shape is the top of the tree? What shape is at the bottom?"* Praise child and help if necessary. *"Good girl Emily, it is a **circle**."* Next, put the board in front of child with all the pieces removed. Ask child to find individual shapes and replace them. *"Emily, can you find the **big and little ovals** and put them back in?"* Continue asking for one shape at a time, until there are no more pieces. Praise child. *"Emily you are a smart girl, you know all the shapes."* Now, ask mother to remove all the pieces and ask child to fit all the pieces in. Remind mother to talk about the picture and the shapes as the child completes the puzzle. Praise mother and encourage her to continue doing the activity during the week.

- **Blocks 8 - 10 Blocks, Farm Animals with Card board:** Allow the child to play freely



with the blocks. The cardboard can be used as a ‘pasture’ to build the farm. The blocks could be used to build pens and sheds. While the child is building, describe what she is doing using previous concept words – ***wide, narrow, all, some, over, under***. Then demonstrate building a high

building beside the stream. Say “*This building beside the cow is **high** and the building beside the pig is **not high. It’s low.** Can you build a tower that is **high**? Now build one that is **low**.*” Praise child’s efforts. While playing with the farm animals, encourage mother to talk to the child about the different animals. “*The cow is in the pasture eating the grass. Moo, moo. The dogs are barking at the chickens.*” Encourage her to get the child to name and imitate the animal sounds. Ask mother how often she can do activity during the week.

- **Language – Label Actions:** Label all actions that are happening in house and yard throughout the visit and while playing with the farm animals and blocks. E.g. “*I hear the baby next door crying. Mommy is cooking the dinner. We are playing with the blocks. The dog is barking at the chickens. The goat is jumping over the river.*” Encourage the child to act out the actions as well. Ask mother to do this throughout the week especially whenever she does something new.
- **Song:** All to sing a suitable song or nursery rhyme

## Month 41 (Week 4)

### Materials:

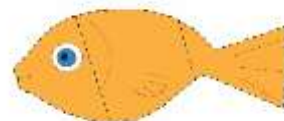
- **Puzzle 16** - Fish
- **Pencil and Paper 5 and 8**– Strokes Top to Bottom and Side to Side and Cross – paper, pencil or crayon
- **Pictures-to-talk-about 9** – Clinic

### Objectives:

1. Puzzle: Child to place pieces together to make picture
2. Pencil and Paper: Child to make straight vertical lines, horizontal lines and crosses (like electrical poles or 'T's)
3. Pictures-to-talk-about: Mother and child to talk about the picture, naming things
4. Song: Mother and child to sing a song or nursery rhyme

### Things to Do:

- **Puzzle 16 - Fish**: Allow the child to play with puzzle pieces. Then demonstrate putting the pieces together. Say, *“This is a puzzle of a fish. Watch as I put the pieces together to make the fish. This is the head, then the body and then the tail is at the end.”* Talk about the parts of the fish (eye, tail, fins), lives in water, swims etc.
  - 1) While in the correct order, pull the pieces slightly away from each other and ask the child to fix the puzzle. Say, *“Look the fish is not fixed properly, can you put him together.”* Help if necessary as the child is learning to set the pieces in line with each other. Praise child's efforts. *“Good boy Tommy the pieces are lined up correctly, now the fish can swim, swim, swim.”* Mix up the pieces again and ask mother to repeat the activity. Encourage her to help child put the pieces in line correctly to form the picture. After he has completed the picture, praise him and the mother.
  - 2) While the 3 pieces of the fish are together, pull 'head' away and rotate. Ask the child to fix this piece of the puzzle. Say *“Tommy, there is something wrong with the fish's head, can you fix his head?”* Ask mother to help if necessary and to be patient with





child's efforts as this may be difficult. Praise mother and encourage her to repeat activity with the child during the week.

- **Pencil and Paper 5 and 8:** Allow child to sit beside mother and give him the crayon and a sheet of paper to scribble freely. Then demonstrate making straight lines going down. Say *“See how I make a straight line going down like an electrical pole. Can you make some lines going down?”* Then ask mother to demonstrate making straight lines going across and to ask child to do the same. Praise him for every attempt that he makes. Then ask child to make ‘cross’ or ‘T’. Always remember to do this playfully while describing actions (**down** and **across**). Encourage mother to repeat activity with the child during the week.

- **Pictures-To-Talk-About 9 – Clinic:** Allow child to sit with mother and talk about the picture. Get child to point to and name items and people. Praise her when she answers correctly. If necessary teach her the names. *“This is a clinic. We go to the clinic to see the nurse for a check-up or when we are sick. These people are waiting to see the nurse. Can you see the nurse?”* Praise child. *“Yes Emily that’s the nurse. She has on a white uniform.”* Ask questions about the picture. Say *“What is the nurse doing? Do you see the daddy? What is he doing?”* Encourage mother to talk about what another person in the picture is doing. Praise her efforts. Ask the mother to look at the picture every day with the child and talk about the picture.



- **Song:** All to sing a suitable song or nursery rhyme

## Month 42 (Week 1)

### Materials:

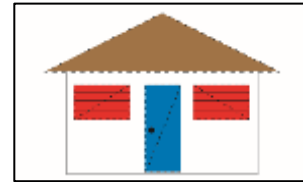
- **Puzzle 13** - Difficult House
- **Dolls/Soft Toys 8** - Dolls House, Furniture and 2 Small Cloth Dolls

### Objectives:

1. Puzzle: Child to fit all pieces into puzzle.
2. Doll house, furniture and cloth dolls: Child to talk about the different rooms and arrange the furniture. Child to pretend play with dolls as 'mommy' or 'baby'.
3. Language – Parents' name: Child to know **parents' full names**
4. Song: Mother and child to sing a song or nursery rhyme

### Things to Do:

- **Puzzle 13 - Difficult House**: Allow child to explore the puzzle. Talk about the picture, ask child to name the parts of the house, what rooms are in the house and who lives in the house. *"Tommy, what part of the house is this? What rooms are in the house? Who lives in the house?"* Praise child's responses. Then remove all 7 pieces and ask child to put them back in. *"Tommy, I'm taking all the pieces out, can you fit them back in?"* Give child a lot of time to put the pieces back. Remind mother that this may be difficult and she should help if necessary. If child cannot replace all the pieces correctly then make the activity easier by giving child less pieces to replace. Get mother to repeat the activity during the week.



- **Dolls/Soft Toys 8 - Dolls House, Furniture and 2 Small cloth dolls**: Assemble the doll house and ask child to arrange the furniture by room.



*"Emily, there are four room in the house. One, two, three, four. Let us make this room the kitchen. Which items go in the kitchen?"* Help if necessary. Then name each doll 'mommy' or 'baby'. Say *"Emily, this is 'mommy' doll and this is 'baby'"*

*doll. You are baby and I am mommy.*” Pretend play these roles in the doll house and describe all activities. *“The mommy doll is in the kitchen, she is by the stove. What colour is the stove? Mommy is going to cook. What should mommy cook? Baby is sitting at the table. Etc.”* Encourage mother to continue to pretend play with child during the week and to remember to describe the furniture in the rooms and how they are used. Praise child and mother.

- **Language – Parents’ names:** Review child’s full name. *“What is your **first** name? Do you know what your **last** name is?”* Ask mother to help child if necessary. Praise mother. Get child to repeat ‘**first**’ name, ‘**last**’ name and her ‘full’ name. Then review age. *“Emily, how old are you? Can you show me how many fingers?”* Praise child. *“That’s right, you are 3 years old.”* Next, ask mother to teach the child **mother’s full name**. *“Emily do you know mommy’s name? Yes, that’s correct. That’s her first name. Do you know her last name? Mommy can you tell Emily your last name?”* Praise mother. Then teach **father’s full name**. Encourage mother to repeat the full names in the following week as this will help child to remember. Praise mother that she is teaching her child very well.
- **Song:** All to sing a suitable song or nursery rhyme

## Month 42 (Week 2)

### Materials:

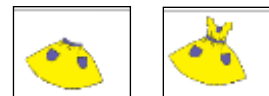
- **Sorting and Matching 12c:** 4 cards (dress, skirt); **12d:** 4 cards (long sleeve shirt and short sleeve shirt)
- **Book 6 – Dirty Shirt**

### Objectives:

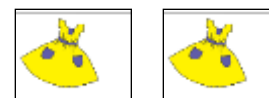
1. Sorting and Matching: Child to determine which pictures are the ‘same’ and which are ‘not the same’ and talk about why things are ‘not the same’
2. Book: Child to follow story from page to page
3. Song: Mother and child to sing a song or nursery rhyme

### Things to Do:

- **Sorting and Matching 12c, 12d:** Allow the child to explore the first set of pictures (dresses and skirt).



**12c – Dresses and skirt** - Show child the picture of the ‘dress’ and ask child to name the picture and talk about it e.g. “What is



this? What colour is it? What is on the front?” Ask mother to show the other pictures to child and to talk about each of them. Next, mix up the pictures in front of the child and ask her to put the pictures that are the ‘same’ in a pile and to show you which picture is ‘not the same’. Praise child and help if necessary. “Very good Emily, these are all the same they are dresses. This is a skirt. It is **not the same**.” With the picture of the ‘skirt’ and ‘dress’ in front of child ask child how they are ‘not the same’. Encourage mother to help.

**12d – Long sleeve shirts and short sleeve** - While child is exploring the pictures talk about them. E.g. “See the shirts (point to them), daddy wears them when he goes to work. These shirts are all green. They have long sleeves and this shirt has short sleeves (point to picture).” Ask child to group the shirts that are the ‘same’



and to show you which one is ‘not the same’. Encourage mother to guide him if needed

until child can determine which pictures are the same and which are not. Praise him when he is correct. Allow child to repeat activity without help. Ask mother to talk with the child about why the pictures are '**not the same**'. Praise mother. Encourage mother to do the activity with the child during the week.

- **Book 6 – Dirty Shirt:** Child to sit beside mother or on her lap and explore book. Look at the pictures in the book with the child. Allow him to turn the pages during the activity. Ask simple questions and get child to tell you about the pictures. Follow the story line from page to page.



Focus on what the people in the story are doing and why (boy splashing, mother washing). For example say “*The boy got his shirt dirty. How did his shirt get dirty? Oh, oh what will he do?*” As you go through the book, review previous concepts (**happy, angry, full, empty, wet, dry, clean and dirty**). Say “*This is the mommy. Does she look happy or angry that the little boy’s shirt is dirty?*” Encourage child to act out the story with help from mother and anyone else present. Help if necessary and praise both mother and child. Also ask child to tell the story on his own. Suggest mother to look at book daily if possible.

- **Song:** All to sing a suitable song or nursery rhyme

## Month 42 (Week 3)

### Materials:

- **Sorting and Matching 13a - Dots Cards Sorting (1-3):** 9 individual cards with dots 1-3 on them
- **Pictures-To-Talk-About 6** - teacher, blackboard, etc.
- **Spy Glass** – Toilet paper roll or paper rolled into telescope or use hands

### Objectives:

1. Sorting and Matching: Child to sort cards by number of dots and to count up to 3
2. Pictures-To-Talk-About: Child to name pictures, link them and talk about activities at school
3. Language: Child to find things through the ‘spy glass’ that are described
4. Song: Mother and child to sing a song

### Things to Do:

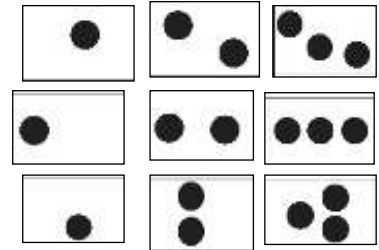
- **Sorting and Matching 13a - Dots cards sorting (1-3) :**

Let child explore cards. Ask if child can count to 3.

Explain to mother that children say numbers before they can count objects. Suggest mother help child count the number of dots on each card.

1) Mix up the cards and lay them in front of the child.

Select a card with **one** dot and show it to him. Say “*Look Tommy, this card has **one** dot. Can you find another card with **one** dot on it?*” Praise him if he matches correctly, if not help him. Say “*This card has **one** dot. That card has two dots. What about this card? Yes, it has **one** dot.*” Mix up the cards again, pick a card with **two** dots and ask child to find another card with **two** dots on it. Count the dots with the child each time he picks a card. Ask mother to repeat the activity, showing the child the card with **three** dots. Praise mothers efforts. “*Good mommy, you are a great teacher, you are helping Tommy to count.*”



2) Once the child matches the cards easily, get him to sort them into three groups according to the number of dots on them. Start the piles for him. Say *“This card has **one** dot, put all the cards with **one** dot in a pile. This card has **two** dots, put all the cards with **two** dots in another pile and this card has **three** dots, put all the cards with **three** dots in another pile.”* Allow child to count the dots by himself. Praise his efforts and help if necessary. Encourage mother to repeat activity during the week.

- **Pictures-To-Talk-About 6**: Child to sit on mother’s lap and explore pictures. Ask mother to get the child to point to and name all objects. Praise him when he answers correctly and if necessary teach him the names. Talk about how the items are



linked and found in school. *E.g. “This is a crayon and this is book. What colour is it? We can use the crayon to draw a picture in the book. Can you find the book? In school, teacher lets us write in the book.”* Ask mother to link 2 other pictures and relate it to school (*book and monitor: see pictures on both; flag and kite: outside in the school yard*). Suggest she also ask other questions about the pictures. *E.g. “What colour is the chair? Which items can we play with?”* Praise his responses and help if necessary. Encourage mother to continue with the activity during the week.

- **Language – Spy Glass**: Let child explore the ‘spy glass’. Using another roll or cupped hand, demonstrate looking through the ‘spy glass’ and name objects in room or outdoors. *“I see a chair. I see a shoe.”* Let child look through roll and say what he sees. Praise child. Then play a game, have child look for the object that you **describe**. Say *“Emily, I see something that is yellow...it is a fruit...and you can eat it. Can you see it? What is it?”* Praise child’s answers. *“That’s correct Emily, it’s a banana. It is a fruit and you can eat it.”* Encourage mother to repeat the activity during the week.
- **Song**: All to sing a suitable song or nursery rhyme

## Month 42 (Week 4)

### Materials:

- **Threading Toys 3 - Lacing Board** – Butterfly and cord
- **Pretend Toys 1** - Tea set – 3 plates, 3 cups, 3 forks and 3 knives or sticks and shoebox
- **Pencil and Paper 11** – Draw a person – paper, pencil or crayon

### Objectives:

1. Lacing Board: Child to lace cord through all the holes in board on own and know ‘**first**’, ‘**next**’, ‘**last**’, ‘**pretty**’
2. Tea set: Child to set the table matching items by colour. Child to pretend play - serving tea and eating a meal.
3. Pencil and paper – Person: Show child how to draw a person
4. Language – Address: Child to know address, where lives
5. Song: Mother and child to sing a song

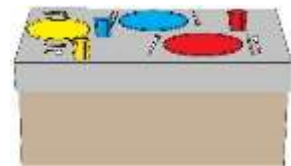
### Things to Do:

- **Threading Toys 3 - Lacing Board – Butterfly**: Let child explore board and talk about the butterfly and name the parts. *“This is a butterfly. These are the wings, eyes, etc. The butterfly has many colours. Can you tell me the colours? It is very **pretty**.”*



*“That’s the **first** hole. Keep going until you reach the **last** hole”.* If child misses a hole, say *“You have missed a hole, show me the **next** hole.”* Praise child’s efforts. It is important to be patient. Encourage the mother to do the activity. Praise mother.

- **Pretend Toys 1 - Tea set**: Allow the child to play freely with the materials.



**Lay/Set Table:** Ask child to set the table for everyone to have tea. Ask child which colour plate she would like and to ask others which colour







plate they want. Ask child to match the colour as well. Say “*Emily, can you set the table for us to have some tea? Which colour plate would you like? Ask mommy which colour plate she would like. Good, now can you finish setting the table and match the same colour cup to the plates?*” Let child put cup above plate and knife and fork (or sticks) beside each plate. Praise child and help if necessary. “*Emily, you are a big girl, you set the table all by yourself.*”

**Eat:** Encourage mother to join in and talk about different foods they could eat and ask child to choose what she would like to eat. Use leaves, sticks etc. to put on plate. Say “*Emily, we have cake and cookies to eat with our tea. What would you like to eat today? Let me put it on your plate.*” Continue to ask others what they want to eat. Ask child to pour the tea in a specific order. “*Emily can you pour some tea in mommy’s cup first, then in my cup and then your cup last?*” Make it fun. Praise child if order is correct or repeat until correct. Talk about the food, the taste, the colour etc. “*These cookies are sweet. Oh this tea is hot. Let us cool it. Emily can I have some more tea? Thank you.*” Praise child and mother and ask them to play together some more during the week.





- **Pencil and Paper 11 - Draw a person:** Give child pencil and paper to draw freely. Ask the child to draw someone in the family (mommy, daddy, brother, sister). Say, “*Tommy, can you draw a picture of daddy?*” Try not to demonstrate how the picture should look but make suggestions and ask questions to help. E.g. “*Let’s start with a circle for the face.*” or “*I see daddy’s eyes and mouth, does he have a nose?*” The instructions should assist the child in drawing a person. “*The nose goes here in the middle of the face.*” Make it fun. Praise child and ask mother to repeat activity with child during the week.
- **Language – Address:** Review mother and father’s name. Say “*Emily, what is mommy’s name and daddy’s name?*” Praise child and get mother to help if necessary. Next ask mother to teach the child the **address** of the home. “*Emily you live at ... It is your **address.***” Be patient as this may be difficult at first for the child to remember. Ask mother to show the child the house number (if visible) and tell the child the address of the home whenever they enter the house. Praise child and mother.
- **Song:** All to sing a suitable song or nursery rhyme

## Materials Lists



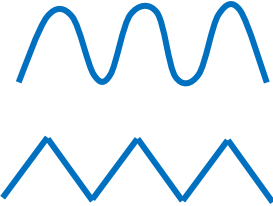
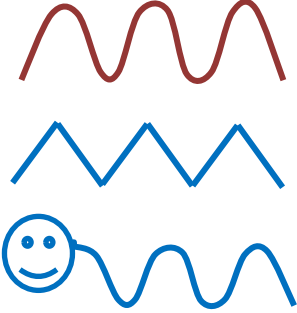
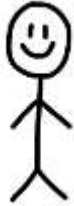
### BOOKS

Number	Name	Description	
6	<b>Dirty Shirt</b>	<b>7 pages:</b> dirty shirt, boy in puddle, mom upset with boy, mom holding dirty shirt, mom washing shirt, mom picking up clean shirt, boy in clean shirt	
7	<b>Where is Puppy?</b>	<b>8 pages:</b> boy playing with puppy, boy looking for puppy, puppy hiding in box, hiding under clothes, hiding on top of stool, hiding under chair, hiding in bucket, boy finds puppy	
8	<b>Going to the Shop</b>	<b>8 pages:</b> mother and child leaving house, walking past neighbour, shopping at road side vendor, approaching shop, inside shop, walking home, child watching mom cook, family eating at table	
9	<b>A Day at School</b>	<b>8 pages:</b> child walking to school, entering class, sitting at desk, playing with blocks, eating lunch, playing outdoors, going home, showing dad picture	


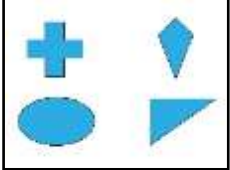


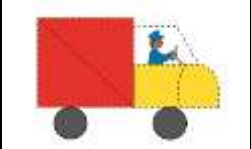

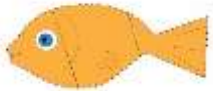
## PICTURES-TO-TALK-ABOUT

Number	Description		
6	<ul style="list-style-type: none"> <li>• 1 sheet of paper with pictures of: cricket bat and ball, teacher and blackboard, bell, clock, crayon, book, kite, chair, flag, table, television or computer screen</li> </ul>		
7	<ul style="list-style-type: none"> <li>• 1 sheet of paper with pictures of: umbrella, caterpillar, butterfly, sun, fly, frog, shirt, needle and thread, cat, mouse, finger, button</li> </ul>		
8	<b>Yard</b>	<ul style="list-style-type: none"> <li>• 1 sheet of paper with a picture of houses and people doing activities familiar to the child.</li> <li>- Find the 'birds' game.</li> </ul>	
9	<b>Clinic</b>	<ul style="list-style-type: none"> <li>• 1 sheet of paper with a picture of a health centre/clinic and things that may happen in it.</li> </ul>	

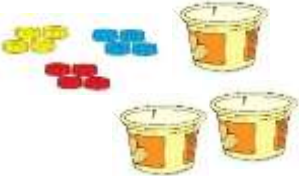
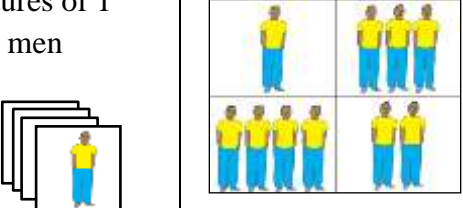
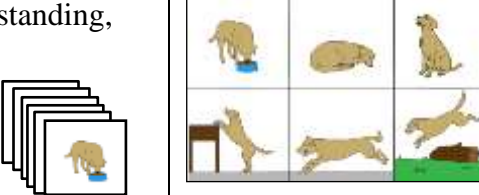
## PENCIL AND PAPER

Number	Name	Description	
5	<b>Strokes top to bottom and side to side</b>	Child to make single strokes from top to bottom and from side to side	
8	<b>Vertical and horizontal strokes (cross)</b>	Child to make straight vertical strokes with intersecting horizontal stroke (electric poles, T)	
9	<b>Trace 'squiggly' and 'zig-zag'</b>	Home Visitor to draw 'squiggly' then child to trace over the drawing with finger then with pencil. Repeat with 'zig-zag'	
10	<b>Copy 'squiggly' and 'zig-zag'</b>	With 'squiggly' drawing already on paper, child is to copy drawings. Repeat with 'zig-zag'. Later add the face.	
11	Person	Child to draw a person – man/ woman, daddy/mommy, boy/girl, with help from Home Visitor	

## PUZZLES


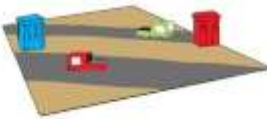

Number	Name	Description	
10	Banana	2 pieces (object assembly)	
11	4 shapes	4 pieces: geometric shapes	
12	Big and little	10 pieces: 2 circles, 2 ovals, 2 triangles, 2 squares, 2 rectangles. Each big and little	
13	Difficult house	7 pieces	
14	5 piece truck	5 pieces	
15	6 piece doll	6 pieces	
16	Fish	3 pieces (object assembly)	

## SORTING AND MATCHING

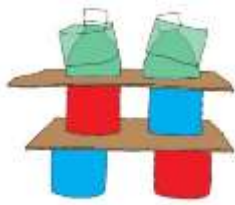
Number	Name	Description	
9	<b>Sorting 3 colours</b>	<ul style="list-style-type: none"> <li>• 3 plastic containers</li> <li>• 12 plastic bottle caps (4 red, 4 yellow, 4 blue)</li> </ul>	
10	<b>Number men matching</b>	<ul style="list-style-type: none"> <li>• 1 sheet of paper with pictures of 1 man, 2 men, 3 men and 4 men</li> <li>• 4 individual cards with matching picture</li> </ul>	
11	<b>Dog action matching</b>	<ul style="list-style-type: none"> <li>• 1 sheet of paper with pictures of dog - eating, sleeping, sitting, standing, running, jumping</li> <li>• 6 individual cards with matching picture</li> </ul>	



## BLOCKS



Number	Name	Description	
8	<b>Ten Blocks, Farm Animals with cardboard</b>	<ul style="list-style-type: none"> <li>• 10 coloured blocks of different sizes</li> <li>• 5 farm animals drawn on wooden blocks</li> </ul>	
9	<b>2 Trucks and 2 roads</b>	2 trucks, two large blocks ( <b>red and blue</b> ) and two flat blocks ( <b>red and blue</b> ). Cardboard with two streams/roads (one wide and other narrow).	
10	<b>Village</b>	<ul style="list-style-type: none"> <li>• 1 truck made of matches boxes.</li> <li>• 5 large blocks (<b>red, yellow, green, blue</b>) for houses (some high, some low) and 5 flat blocks for roofs.</li> <li>• Cardboard stands or blocks with trees (2) girls/women (1) and boys/men (1) drawn on.</li> <li>• Cardboard with one road drawn on it.</li> </ul>	

## PLASTIC TOYS

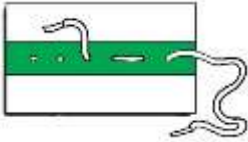

Number	Name	Description	
22	<b>Bottle tops, bottoms and cardboards</b>	<p>Plastic bottles cut into 3 pieces: top, middle and bottom.</p> <ul style="list-style-type: none"> <li>• 2 top, 2 middle, 4 bottom</li> <li>• 2 small pieces of cardboard</li> </ul>	



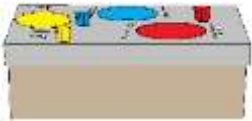
## DOLLS/SOFT TOYS

Number	Name	Description	
8	<b>Dolls House, Furniture and 2 Small cloth dolls</b>	<ul style="list-style-type: none"> <li>• Doll house made from 2 pieces of cardboard</li> <li>• Stove made from cardboard</li> <li>• Bed made from cardboard</li> <li>• Table and chairs made from plastic containers</li> <li>• 2 small sock dolls</li> </ul>	
9	<b>Large Doll with clothes and tea set</b>	<ul style="list-style-type: none"> <li>• Large stuffed doll with clothes</li> <li>• 3 plates made from container lids or cardboard each painted a different colour.</li> <li>• 3 cups made from plastic bottle caps - each painted a different colour to match plates</li> <li>• 3 knives, forks and spoons (can use sticks)</li> <li>• Shoe box to use as table and to store items</li> </ul>	

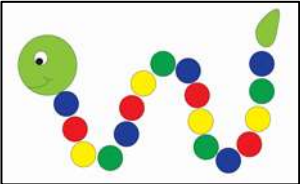
## THREADING TOYS

Number	Name	Description	
2	<b>Lacing board - Straight line</b>	<ul style="list-style-type: none"> <li>• Rectangular piece of cardboard with a straight line drawn on board. Holes two inches apart along straight line.</li> <li>• Shoe lace or cord with taped end to be laced through holes.</li> </ul>	
3	<b>Lacing board - Butterfly</b>	<ul style="list-style-type: none"> <li>• Rectangular piece of cardboard with a butterfly pattern on the board. Holes two inches apart along outline of pattern.</li> <li>• Shoe lace or cord with taped end to be laced through holes.</li> </ul>	

## PRETEND TOYS

Number	Name	Description	
1	<b>Tea set</b>	<ul style="list-style-type: none"> <li>• 3 plates made from container lids or card board each painted a different colour.</li> <li>• 3 cups made from plastic bottle caps - each painted a different colour to match plates</li> <li>• 3 knives, forks and spoons (can use sticks)</li> <li>• Shoe box to use as table and to store items.</li> </ul>	

## BOTTLE CAPS

Number	Name	Description	
6	<b>Worm</b> (by colour)	<ul style="list-style-type: none"> <li>• 1 sheet of paper with pattern of worm on it. The circles on the pattern should be the size of a bottle cap.</li> <li>• 5 blue plastic bottle caps</li> <li>• 4 red plastic bottle caps</li> <li>• 4 yellow plastic bottle caps</li> <li>• 4 green plastic bottle caps</li> </ul>	



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