



**PARENT -CHILD
ACTIVITY BOOK 2
TO SUPPORT REMOTE LEARNING
MIDDLE CLASS
4-5 YEARS**

2



ENGLISH

**PARENT - CHILD ACTIVITY
BOOK 2
TO SUPPORT REMOTE LEARNING
MIDDLE CLASS 4 - 5 YEARS**

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FOREWORD

Following the Outbreak of the CoVID-19 Pandemic, Government of Uganda closed all schools and other educational institutions to minimize the spread of the coronavirus. This has affected more than 36,314 primary schools, 3129 secondary schools, 430,778 teachers and 12,777,390 learners. The COVID-19 outbreak and subsequent closure of all has had drastically impacted on learning especially curriculum coverage, loss of interest in education and learner readiness in case schools open. This could result in massive rates of learner dropouts due to unwanted pregnancies and lack of school fees among others.

To mitigate the impact of the pandemic on the education system in Uganda, the Ministry of Education and Sports (MoES) constituted a Sector Response Taskforce (SRT) to strengthen the sector's preparedness and response measures. The SRT and National Curriculum Development Centre developed print Home-Study Materials, radio and television scripts for some selected subjects for all learners from Pre-Primary to Advanced level. The materials will enhance continued learning and learning for progression during this period of the lockdown, and will still be relevant when schools resume.

The materials focused on critical competences in all subjects in the curricula to enable the learners to achieve without the teachers' guidance. Therefore, effort should be made for all learners to access and use these materials during the lockdown. Similarly, teachers are advised to get these materials in order to plan appropriately for further learning when schools resume, while parents/guardians need to ensure that their children access copies of these materials and use them appropriately.

I recognise the effort of National Curriculum Development Centre in responding to this emergency through appropriate guidance and the timely development of these home study materials. I recommend them for use by all learners during the lockdown.



Alex Kakooza
Permanent Secretary
Ministry of Education and Sports

ACKNOWLEDGEMENT

National Curriculum Development Centre (NCDC) would like to express its appreciation to all those who worked tirelessly towards the production of home-study materials for Pre-Primary, Primary and Secondary Levels of Education during the COVID-19 lockdown in Uganda.

The Centre appreciates the contribution from all those who guided the development of these materials to make sure they are of quality; Development partners - SESIL, Save the Children and UNICEF; all the Panel members of the various subjects; sister institutions - UNEB and DES for their valuable contributions.

NCDC takes the responsibility for any shortcomings that might be. The comments and suggestions may be communicated to NCDC through P. O. Box 7002 Kampala or email admin@ncdc.go.ug or by visiting our website at <http://ncdc.go.ug/node/13>.



Grace K. Baguma

Director,

National Curriculum Development Centre

INTRODUCTION OF THE PARENT – CHILD ACTIVITY BOOK 2 – MIDDLE Class

Dear Parent/Guardian,

This parent - child activity book is intended to be used by working together with the child to do the activity.

Please read carefully and look at the pictures to guide you. The materials to use for activity is well indicated.

The following are the 15 activities in book 1:

S/N	ACTIVITY
1	Talking about people who protect and care for me
2	Playing games like jig saw, lotto, domino,
3	Feeling and talking about different forms of texture
4	Naming objects of different shapes, matching objects, cutting and pasting
5	Describing sound as high, low or soft, listening and telling news
6	Role playing for help

7	Protecting others from moving near dangerous things
8	Drawing with large pencils, threading beads with big holes.
9	Talking about things which tell time, presenting the order of events
10	Naming people and things at home
11	Telling stories depicting sympathy and empathy
12	Drawing, tracing, completing and colouring pictures of important places
13	Telling stories, role playing dramatizing
14	Counting, reading and writing numbers 1-5, tracing
15	Finding missing letter in own name. finding missing parts on a picture

ACTIVITY 1: Talking about people who protect and care for me example: parents, nurses, caregivers and what they do.

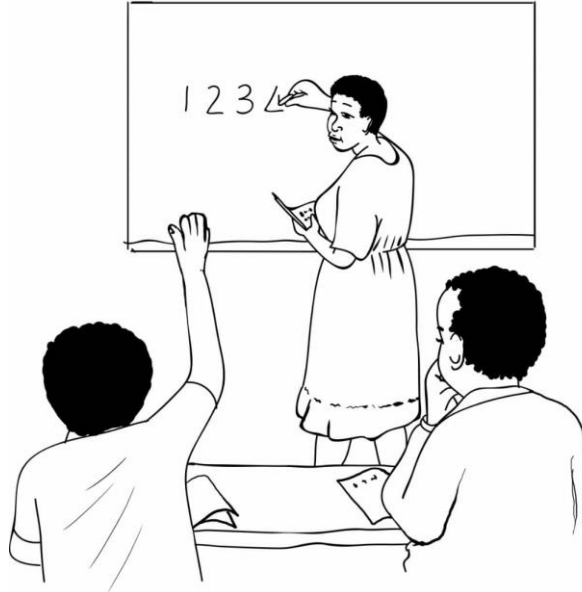
PARENTS/GUARDIAN SUPPORT

- Ask the child to mention the people who care and protect him or her. E.g. parents, doctors/nurses, policeman, teacher

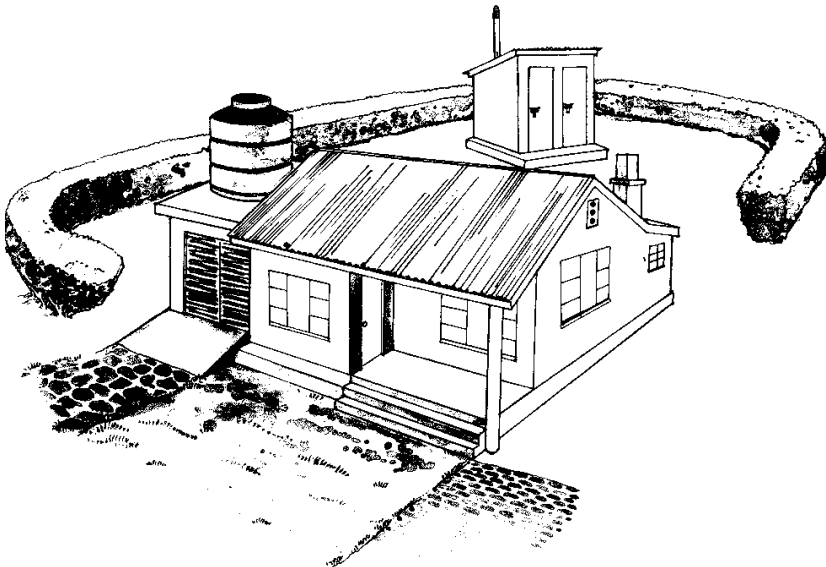


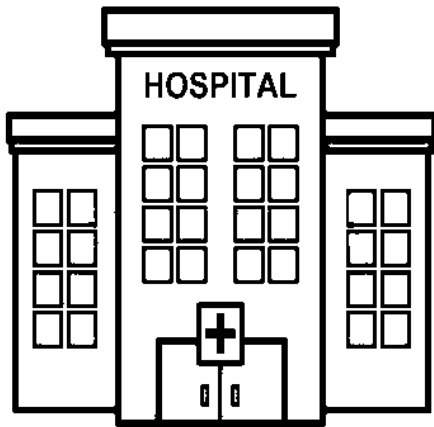
- Let him/her tell how each of the above people protect and care for him/her.





- Guide the child to mention their places of work or each one is found.





- Let the child draw the people and match them with the important places

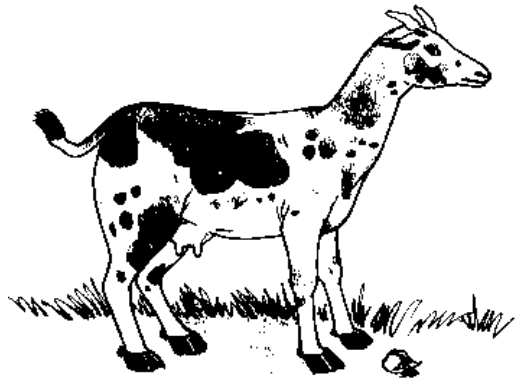
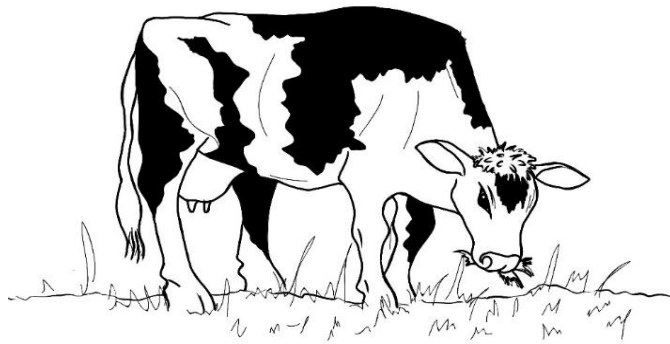
SAFETY MESSAGE:

Always be sensitive about people who invite you for small gifts, some of them are bad people and may end up kidnapping or even take your life. Report such cases to people who take care of you.

ACTIVITY 2: Playing games like jig-saws, lotto and domino about animals at home.

PARENTS/GUARDIAN SUPPORT

- Let the child mention the different animals at home. Refer him/her to the real animals if they are available/ their pictures.



- Get pictures for the same animals you have talked about and cut them into 3-4 pieces and provide the cut pieces to the child to put together and form a full pictures of the very animal.



- Let him/her tell the name of the animal he/she has come up with after joining the puzzles.
- Have full pictures of animals pasted on one big board.



- Provide small picture cards (more than two) for each picture above and guide him/her to match picture to picture.



COVID MESSAGE:

Currently there is no vaccine to prevent corona virus (COVID 19). The best way is to avoid situations under which you can be attacked by the virus.

Project: Provide clay, water, and sand and encourage the child to model any animals found at home of his/her choice.

ACTIVITY 3: Feeling and talking about different forms example; e.g. rough and smooth, hard and soft. Matching objects according to textures.

PARENTS/GUARDIAN SUPPORT

- Provide the child with variety of objects and things including house hold materials with different textures e.g. stones, sticks, plates (plastic, metallic, clay), cups, cotton wool, pieces of cloth, blanket, charcoal, leaves, sand, ash, saw dust



feely box

- Let the child name them, tells you how he /she feels when he/she touches or rubs his/her hand on each. E.g. soft, rough. Hard, cold



- Let the child to close his/her eyes/ blindfold the child and start rubbing the above items on his arm. Ask the child how he/she feels and then what he thinks it is.



- Guide the child to match the objects according to texture

COVID MESSAGE:

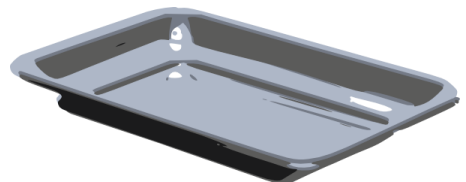
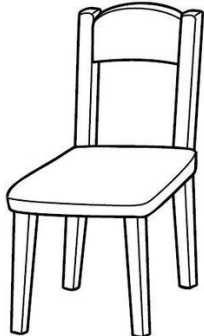
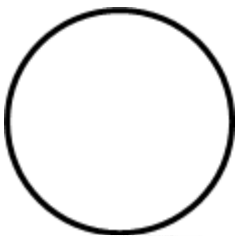
The virus can be spread if an infected person sneezes and droplets land in the mouths or nose people nearby. It is therefore advisable to sneeze or cough in your elbow or a tissue or a handkerchief.

Project: Provide glue (preferably wood glue) and materials of different textures to the child and encourage him/her to make a feely board.

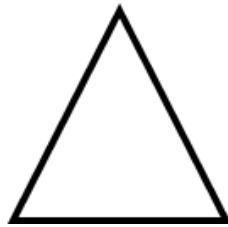
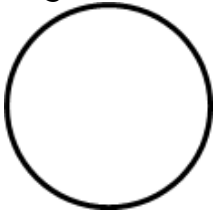
ACTIVITY 4: Naming objects of different shapes.
Matching objects according to similarities and differences.
Cutting and pasting to form shapes.

PARENTS/GUARDIAN SUPPORT

- Start with the story of “Musa’s shapes”
- With the child, look at the different materials with different shapes in the house and around the environment e.g. plates, cups, bottle tops, tables, chairs, radio, television, containers, basin. Help the child to identify which shape each object has. E.g. a plate is circle, a chair is square, a tray is rectangle.



- Or if you can manage to make cut outs of different shapes from a hard box and make a shape of; circle, rectangle, triangle, square, oval



- Guide the child to match objects according to shape, put each shape in a different place then the child identifies all objects that have the same shape and put them where that shape is. i.e. all round objects put where the shape of a circle is.



- Use a pair of scissors to cut small pieces of paper or just tear them, /dust/saw dust/millet/sim-sim/beans
- Get a piece of paper and make outlines of different shapes.
- Provide glue/cassava paste to the child and guide the child put cassava paste or glue inside the shape. Start pasting/displaying the pieces of paper/ dust/saw dust/millet/sim-sim/beans inside to form different shapes.



HEALTH TIP:

Always keep your play materials clean and well - kept because if you play with dirty things you may attract germs that might end up causing diseases to you.

**ACTIVITY 5: Describing sound as high, low or soft.
Listening and telling news.**

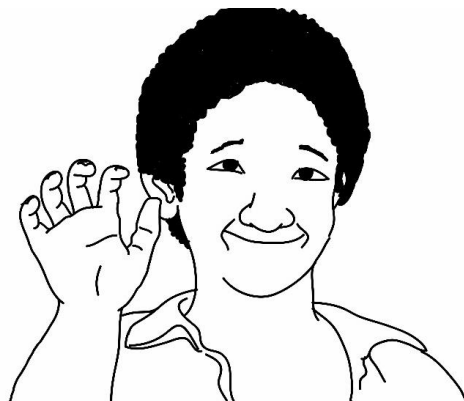
PARENT/GUARDIAN SUPPORT

Tell the child to call the sister who went to play in the neighborhood without him or her going to the neighbor's house. Then tell him/her to call the other one who is in the kitchen.

Child calling someone from a distance (far)



child calling someone who is nearer



Ask the child to talk about the tones he/she used to call both sisters, which one did you call with a high (louder) tone and who did you call with a low tone? Why did you use different tones? Supplement on his reason or acknowledge.

It's time for news over the radio and you are busy doing cooking in the kitchen. Tell the child to sit near the radio and listen to the news ready to tell you what has been said.



After your work ask the child to tell you anything he/she has heard over the news.



COVID MESSAGE:

Avoid gathering in large groups so that you prevent the spread of corona virus.

Project: Provide the child with materials like empty metallic/plastic bottles to make shakers that can produce both low and high/louder tone.

ACTIVITY 6: Role playing calling for help e.g. making an alarm, yelling, making telephone calls etc

PARENT/GUARDIAN SUPPORT

- Ask the child to tell you what he/she can do if he/she is in problem and needs help? Shout, make an alarm, cry, call mummy/daddy etc.
- Mention situations of danger and let the child tell you what he/she does to get help.
- A stranger/thief enters the house – make an alarm



- Young sister gets an accident and mummy is not at home – make a telephone call.



- Someone you don't know tries to force you into his/her car – shout/yell/ make an alarm.



- Tell the child that you are going to act like a stranger and kidnap the child, and the child makes an alarm/shouts/responds accordingly. You can continue and role play different danger situations with the child.

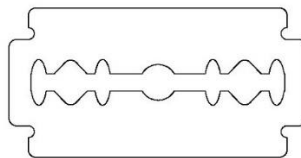
HEALTH MESSAGE:

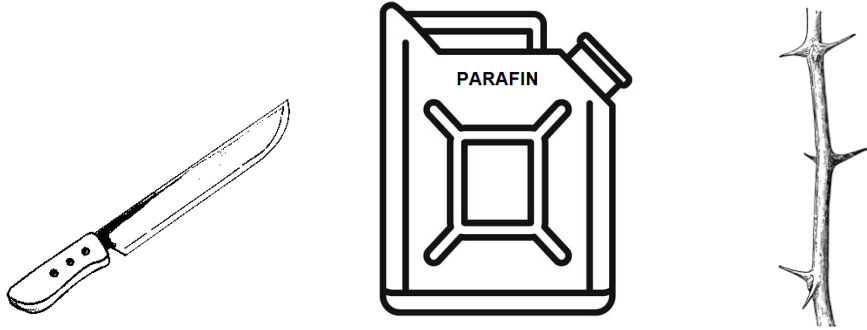
Always play from safe and nearby places where an adult can easily monitor and see what is taking place. When you come across anything strange or dangerous call for help from an adult.

ACTIVITY 7: Protecting others from moving near dangerous things e.g. fire. Telling others about dangerous things.

PARENT/GUARDIAN SUPPORT

- Guide the child to identify and name the dangerous things they know. E.g. fire, poison, broken glass, needle, razor blade, panga, knife, paraffin, thorns.



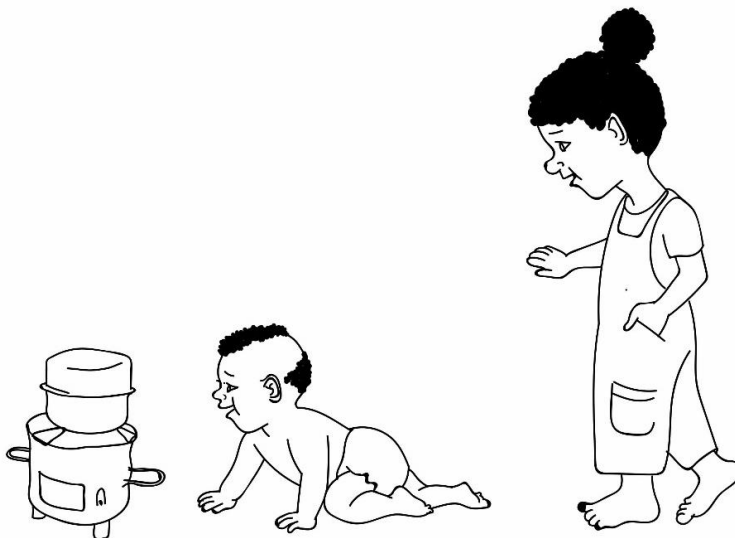


- Let him/her tell you how each object can cause harm.
e.g. fire – burns
broken glass – cuts/pierces
razor blade – cuts
poison – kills/leads to death/spoils internal organs
needle – pierces
panga/knife – cut
Thorns – pierce.
- Provide the child with paper/exercise book, pencil, colored pencil, paint, glue, saw dust, dust, charcoal dust and guide the child to draw pictures of dangerous things.



Ask the child to tell what he/she can do to protect the siblings/young ones from getting hurt by different dangerous thing.

Fire – keeping the child away from fire/ keep the fire far from the reach of the child.



Poison – keeping it away from the reach of the child
thorns / broken glass – clearing the environment by
throwing away all the broken glass and thorns.



HEALTH MESSAGE:

We should always make sure that the surrounding environment is free from dangerous things so as to avoid accidents.

ACTIVITY 8: Drawing with large pencils. Threading beads with big holes.

PARENT/GUARDIAN SUPPORT

- Provide the child with drawing and modelling materials like papers, pencils, clay, colored pencils, charcoal and any other material that can be used for drawing.
- Encourage the child to think of anything he/she can draw.
- Let him/her tell you then guide on how to draw that very picture he/she has chosen.



- With clay, show him different objects e.g. plates, cups, saucepan, dolls, knife, basins, dishes, containers.

- Let him/her choose what he/she would like to model, then guide him/her to model the chosen items.
- Let him/her talk about what he/she has modeled and how it is used.



Provide beads that have big holes together with strings and encourage the child to thread using beads to form different designs.



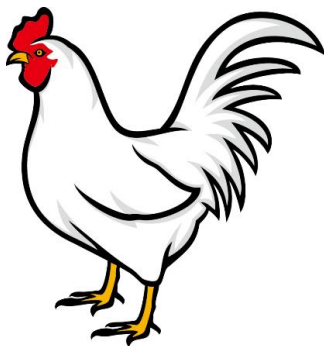
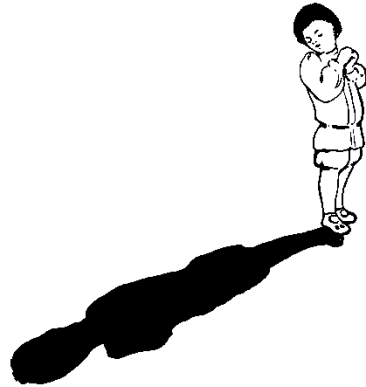
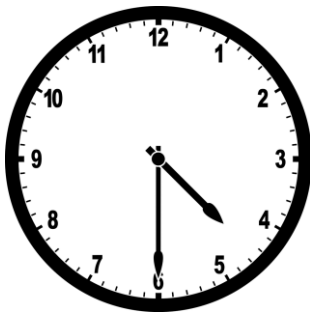
COVID MESSAGE:

Cover your mouth and nose with a cloth face cover (mask) when around others.

ACTIVITY 9: Talking about things which tell time,
Presenting the order of events.

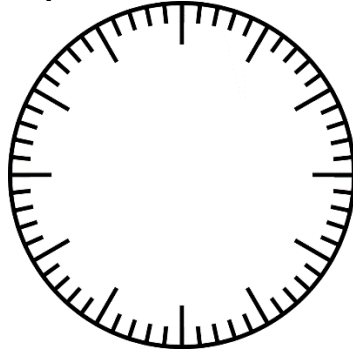
PARENT/GUARDIAN SUPPORT

- Ask the child to tell you the things that can tell you time e.g. clock/watch, shadow, cock, bell

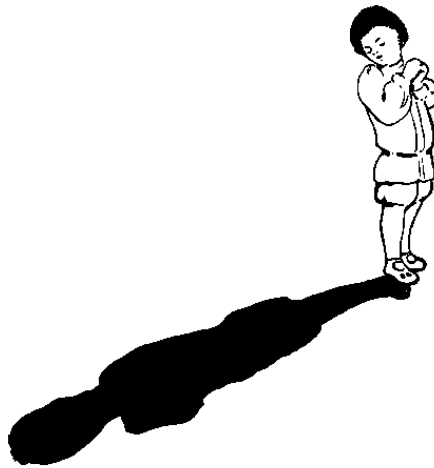


- Pick one by one and together with the child explain how each of the mentioned item tells time

- Clock/watch: when you read the clock face/watch you get to know which time it is and what you are supposed to do at a particular time.



- Shadow: When it is shining in the morning, go outside with the child and let him/her observe his/her shadow to see where it is, then do the same at noon, and let the Child tell the difference in the position of the shadow.



- Cock: Ask the child if he/she has ever heard the cock croaking, when it normally croaks.

i.e. very early in the morning, at noon, in the evening.



- Bell: Ask the child to tell you when is the bell normally rang while at school i.e. at break time/snack, during lunch time, time to go back home



- Ask the child to tell you the things he/she does in a day from the time he/she wakes up until when he/she will go back to bed. (daily routine). Ask if he/she can

say them in order from the first to the last. (Wake up, greet the parents, wash my face and brush the teeth, help with morning house work e.g. cleaning the utensils, have breakfast, play, “watch tv”, have lunch, clean utensils, rest, play, bath, evening tea, watch tv, have supper, sleep)

- Listen and try to remind him/her of what he/she has left out.
- Provide him/her with a pencil and paper/book and guide him/her to draw him/herself doing the different mentioned daily activities in their order.



COVID MESSAGE:

Throw used tissues in the trash and avoid picking masks thrown

ACTIVITY 10: Naming people and things at home e.g. mother, father, sister, aunt, grandmother, uncle, plate, table, chair, goat, hen, sheep, cow, duck.

PARENT /GUARDIAN SUPPORT

- Ask the child to tell you the names of all the people at home. Mother, father, sister, brother, grandmother, grandfather, uncle, aunt.



- Ask the child to tell you the names of the people found at home and what they do.
- Recite a rhyme together; “here here here”

Here, here, here

Here at home

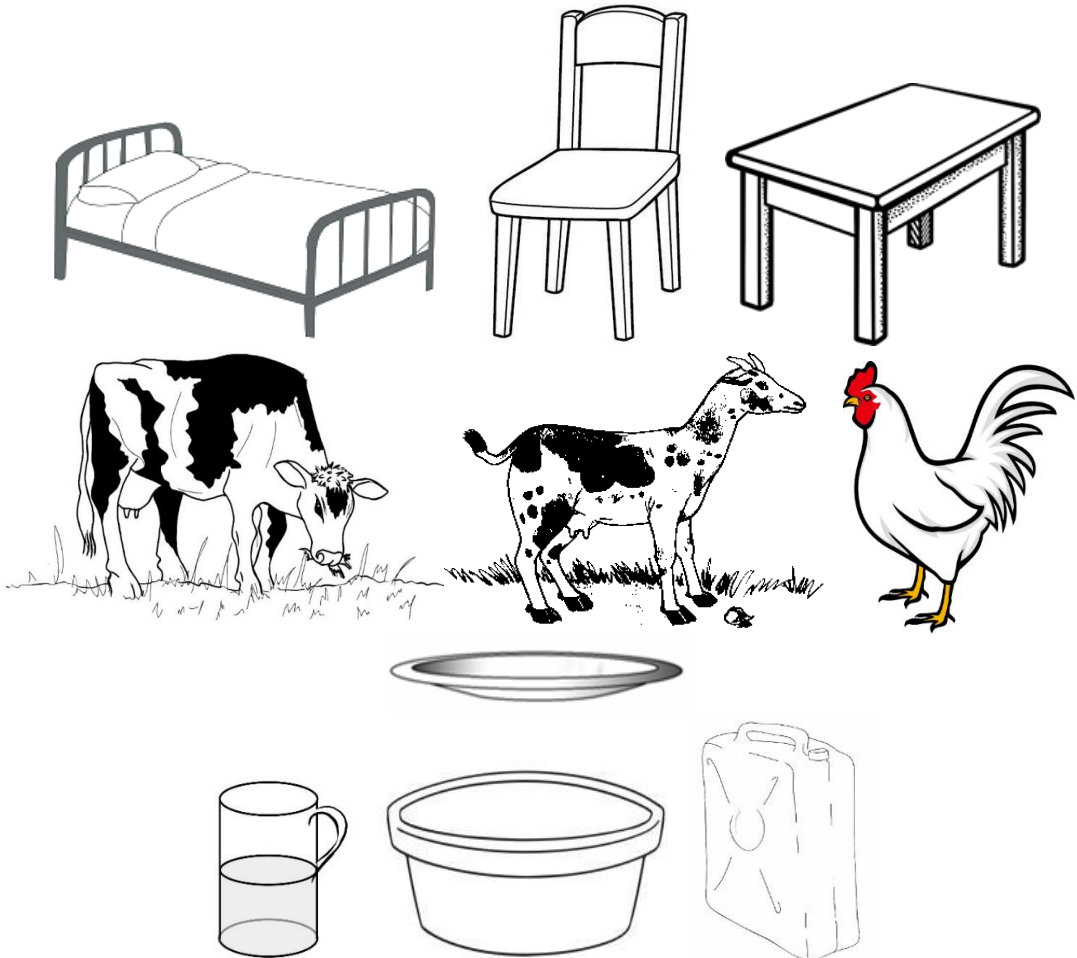
There is mummy

Mummy and daddy

Sister and brother

And the little baby

- Move with the child around the house and outside the house and let him/her name the different things in the house. E.g. bed, clothes, chairs, table, cups, plates, goats, cows, dog, hen, cock, duck, hoe, jerry cans, basins



- During your daily activities always send the child to bring you anything you would like to use and see whether he/she brings the right thing.
- Provide the child with pencil and paper/book to choose some of the things found at home.
- Let him/her tell you how the things he/she has drawn are use.



HEALTH MESSAGE:

Avoid sharing the same room with animals and birds as
this may cause diseases

ACTIVITY 11: Telling stories depicting sympathy and empathy.

PARENT/GUARDIAN SUPPORT

- Ask the child if he/she has ever sympathized or felt sorry for anyone, if yes, let him narrate how it was and if no, then share with him/her any story that shows sympathy.

E.g.

Musisi helps the sister

One day we were going to school with my sister and it had rained. We had just left the home compound and joined the road, she slipped on the muddy road and fell down. She started crying and her uniform became very dirty with mud. I lifted her up, comforted her and rushed her back home to change uniform then held her hand and we rushed to school.



- Ask the child to tell you any other situation where one needs to sympathize with another. E.g.
 - When someone has lost a relative or friend
 - When someone loses his/her property
 - When you have been beaten. Etc.
- Tell the child to act out a situation / role play with other children showing sympathy.
Observe and comment/guide where necessary.

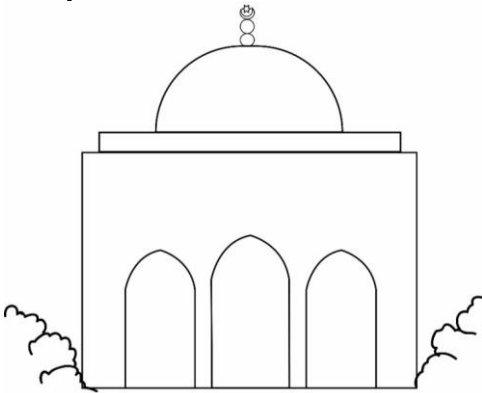
COVID MESSAGE:

Stay out of crowded places and avoid mass gatherings

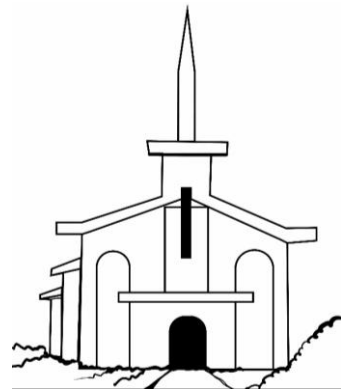
ACTIVITY 12: Drawing, tracing, completing and coloring pictures of important places. Telling stories about important places in the environment.

PARENT /GUARDIAN SUPPORT

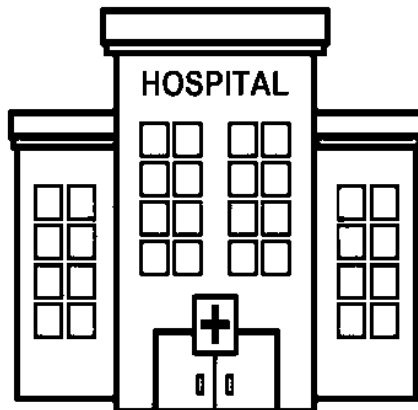
- Move out with the child and visit the different important places around, e.g. mosque, church, hospital/clinic, market, shop, police station etc.



Mosque



Church





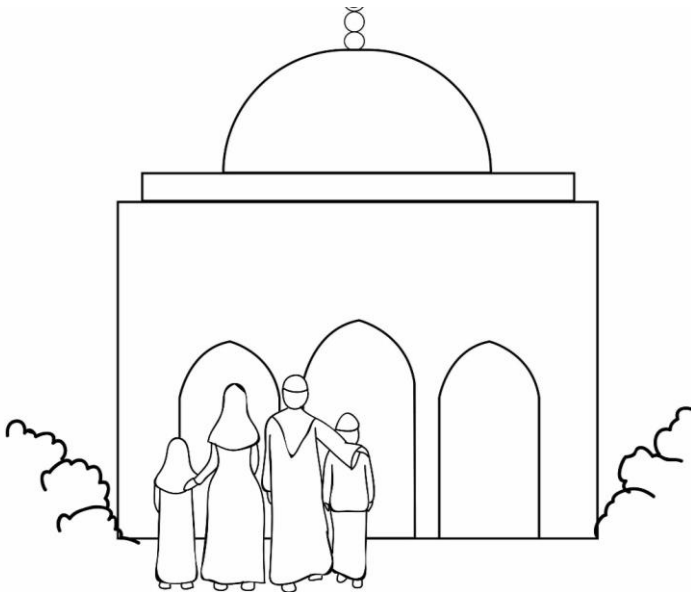
Market



Shop



- As you move around the different important places ask the child to tell anything they know about each place e.g. its name, its importance, and people found there, what people do when they go such places, some of the things found in such places.



- Choose one place and tell a story about it to the child e.g.

At the market

One day we went to the market with my friends to buy some clothes, we found so many people who had gone to buy different things like food, shoes, greens, etc. My friend did not have enough money to buy what she

wanted, she asked me to borrow her some money which I did. We all bought what we wanted and went back home very happy.

- Recite a rhyme about market

“To market, to market”

To market, to market to buy a big fish.

Home again, home again, cook the fish

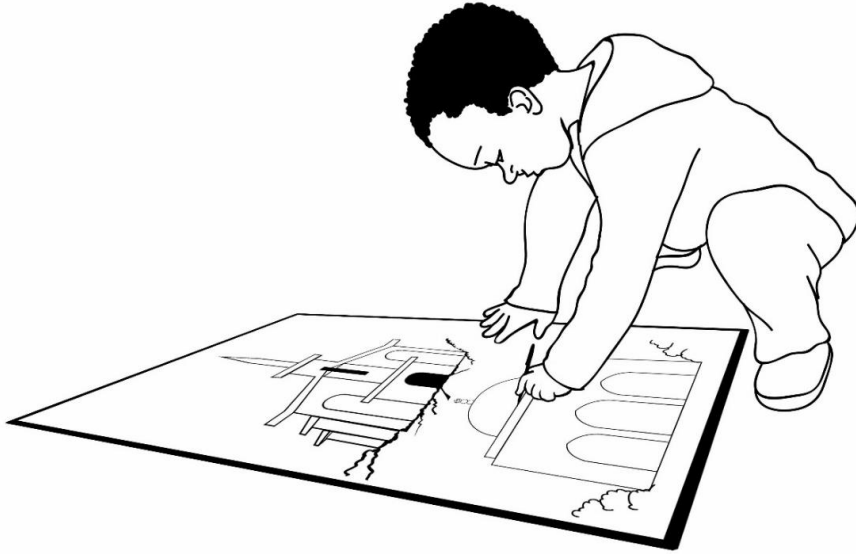
To market, to market to buy some food

Home again, home again cook the food

- Ask the child to also choose one important place and tells you any story about it.



- Now provide the child with drawing materials like sticks/charcoal, paper, hard boards, and colored pencils and ask him/her to illustrate the different important places talked about.



HEALTH TIP:

Avoid playing with sharp objects like razor blade, knife, and needle as these may cause danger to your life.

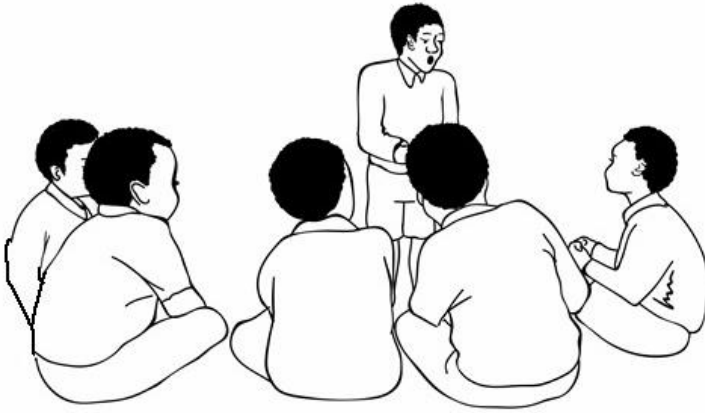
ACTIVITY 13: Telling stories, Role playing, Dramatizing.

PARENT /GUARDIAN SUPPORT

- Create time for story telling during your daily routine where everyone takes a turn to tell a story.
- After listening to each one's story, take a lead to ask some questions about the story.
- Encourage the child also to think of a story to tell to everyone as you are listening.

The dog and the goat

The dog and the goat lived as very great friends and they could help each other whenever there was need. One day the goat wanted to go somewhere and left its two kids with the dog to take care. When dog felt hungry it ate the two kids and ran away. When the goat came back, it found blood all over the house and the kids plus the dog were nowhere to be seen. Since then the dog and the goat became enemies.



1. After, ask him/her what the story is all about and other few questions around the story.
2. Ask the child to tell you some of the activities done at home by different people found at home.
3. Tell the child to choose one e.g. mummy preparing and serving food to the family members.
4. Let the child role play that particular activity he/she has chosen while imitating the person.



5. From the story that was told by the child, Identify some characters and let the different people at home take on different characters and dramatize the story.






COVID MESSAGE:

Do not use face masks meant for health workers

ACTIVITY 14: Counting, reading and writing numbers
1-5, Tracing numbers.

PARENT/GUARDIAN SUPPORT

- Have a number chart for number symbols 1-5 together with the number objects.

1	
2	
3	
4	
5	

- Go through all the numbers 1-5 by looking at their symbols and counting their objects after start looking at one by one.

Sing a song together;

“Number one, number one where are you?

Here I am here I am how do you do?

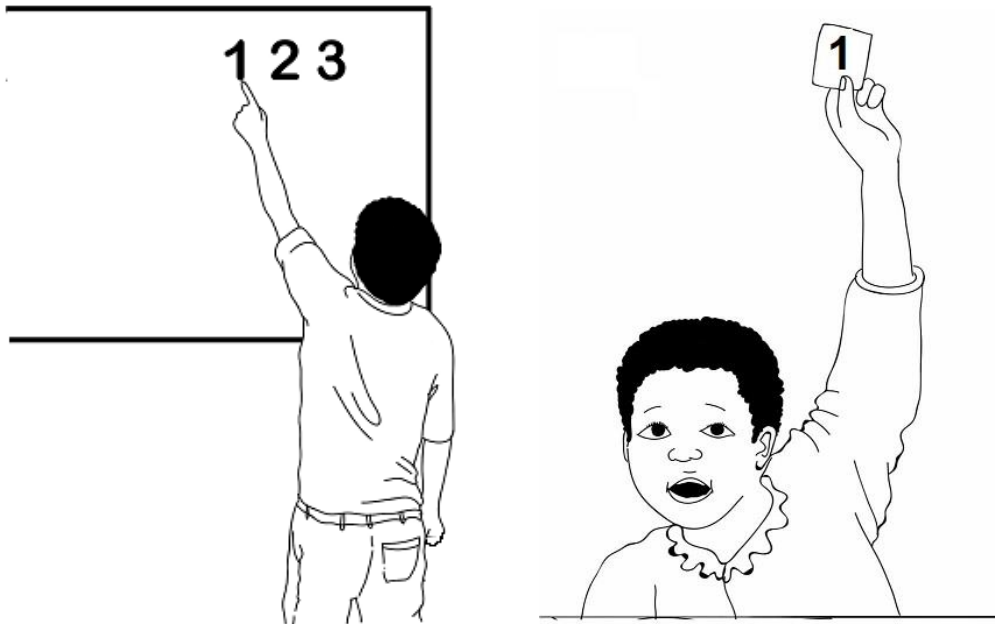
Number two number two where are you?

Here I am here I am how do you do? continue up to number five.”

- Start with number ‘one’ and follow the same procedure for the rest of the numbers.
- You need to have the numbers number cards too where each number is written separately and cut outs of numbers 1 – 5



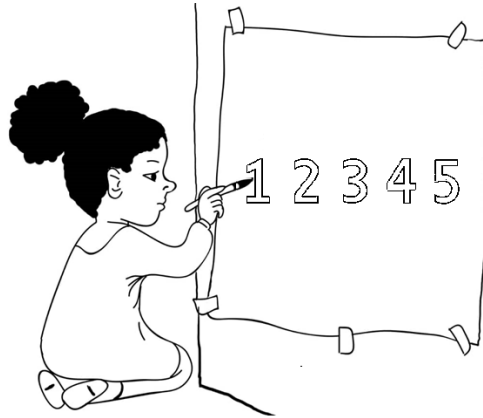
- Let the child show you number ‘1’ on the chart. Then tell him/her to check from the cards and pick out a card with number ‘1’.



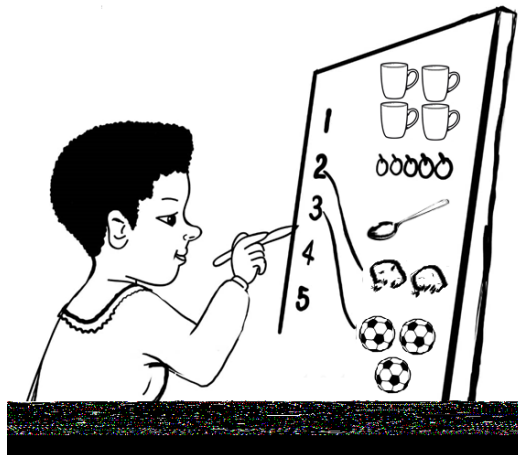
- Tell the child to look at you as you write number '1' in the air using your finger. You write a standing stick from up coming down.



- Provide a cut out for number 1 to the child and see if he/she can trace number 1.



- Encourage him/her to continue practicing in order to master the writing of numbers.
- After the child has traced out the number, let him/her pick and count the objects using any items e.g. stones, straws, sticks, cups, plates, forks, seeds, balls etc.

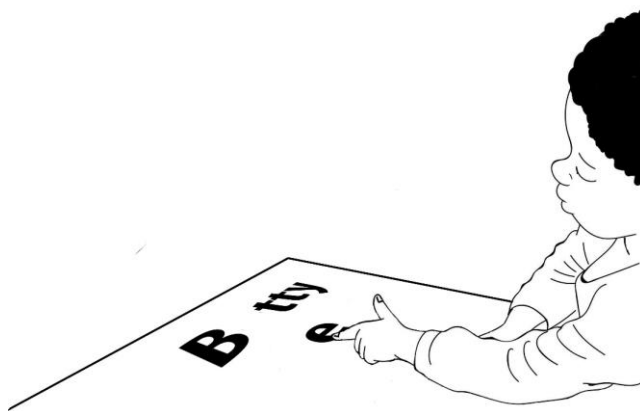


Same procedure can be taken to support the child learn how to count, read and write numbers 1 – 5.

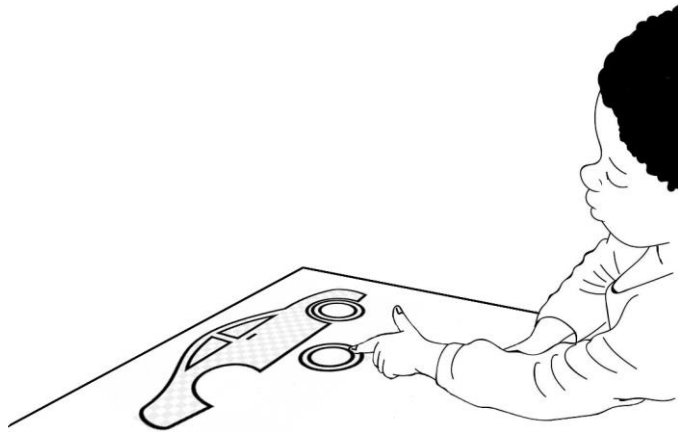
ACTIVITY 15: Finding missing letter in own name.
Finding missing parts on a picture.

PARENT /GUARDIAN SUPPORT

- Write the child's name on a piece of paper and pin it somewhere around the house for the child to be reading it daily.
- After sometime, ask the child to tell you the letters that form his/her name in the order that the name is written.
- When you realize he/she has mastered the letters in their order, now write it while leaving out some letters.
- Tell the child to look at the name and identifies the letters that are missing and let him/ her fill them in.



- Draw different pictures e.g. a picture of a human head with all the parts included and another one with some parts missing
- Let the child look at both pictures and identifies which one is incomplete and puts what is missing.



- You can have pictures of different things e.g. a house, a tree, a car, a chair, a cup



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