Getting Ready For School

A Child to Child Early Learning Model • A Guide for Young Facilitators
Child to Child was established in the 1978 as a pioneer of the children's participation movement. The Child to Child approach is based on a recognition of children's agency, and the role that they can play in informing as well as implementing development policy and programming. Getting Ready for School was a flagship early childhood development programme first funded by UNICEF and piloted in six countries from 2007-10: Bangladesh, China, Democratic Republic of Congo, Ethiopia, Tajikistan and Yemen. Based on the learning from the pilot, the model was later adapted for post-disaster contexts in Asia and Africa.

Many of the ideas in this guide were adapted from Getting Ready for School: Fun Activities for Caregivers and Children. Hayes, K. Landers, C. and Dombro, A., International Step by Step Association (ISSA), Budapest, Hungary, 2006. The original materials were developed by Gulzar Kanji and Cassie Landers. We acknowledge the contribution of CtC consultants especially Christiana Brown and Sonal Zaveri in developing supplementary materials. The work on revising and condensing materials for this version was done by Madeeha Ansari, review by Susan Durston and layout by Anita Mangan.

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This is the third of three booklets of Getting Ready for School materials, created for wider dissemination, adaptation and use.

It is part of a commitment to the founders’ ethos of sharing resources copyright-free, and creating an enduring legacy.

GETTING READY FOR SCHOOL COMBINED CONTENT CONTAINS THE FOLLOWING MATERIALS:

1 A GETTING READY FOR SCHOOL STRATEGIC FRAMEWORK explaining how the programme can be delivered as an intervention, including ideas for evaluation.

2 THREE GRS BOOKLETS containing an introduction and five activity sets, for teachers and Young Facilitators to use

3 A YOUNG LEARNERS’ ACTIVITY PACK full of colourful storybooks and interesting activities.

KEY ABBREVIATIONS
YF: YOUNG FACILITATOR
YL: YOUNG LEARNER
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CARING AND SHARING: AMY AND HER FRIENDS

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SESSION 1

AMY THE ELEPHANT

PREPARATION

Learning Objectives

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

Materials needed

- Story books
- Animal cut-out cards
- Elephant cut-out cards
- Small twigs
- Pencils and crayons
- Paper clips

Warm up

Ask children to select an activity they wish to begin with, or try a familiar activity children like such as singing or dancing or clapping.

Review

What did we do last week? Who wants to share what they did at home? (Listen to the children’s responses and find out how they shared their favourite activities with their friends and families.)
YOUNG FACILITATOR ACTIVITIES

1. AMY’S STORY

2. A PUPPET SHOW. CUT OUT ANIMALS AND MAKE PUPPETS. HAVE A PUPPET SHOW

1. Amy’s story

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

- Read the story and let the YLs follow along with you.
- Talk about the story. Here are some questions you could ask:
  - Did you enjoy the story? Why?
  - What is the story about?
  - What did you like about the story?
  - What did the animals give her?
  - What made Amy sad?
  - What made Amy happy?
  - What did Amy’s friends teach her?
- Read the story together again. Look carefully at the names of different animals. Can the YLs recognize the first letter of some of these words?
2. A puppet show

- Find the card with pictures of the animals from the story. Let YLs cut out the animals. They may need some help.
- Next, find the card that has pictures of different parts of the body.
- Do you have some twigs? Try to make a small slit in the top of each one. Slide an animal card into each twig. The puppets are getting ready.
- How many children do you need for your puppet show? Let each one choose a stick puppet. What did your animal give to Amy?
- Let the YLs retell the story using the puppets. Some children might like to tell the story in a different way. Listen to the interesting and funny things they tell you.
- Make sure Amy has all her parts back. Use the clips to help you attach them.

Home Activities

- Tell the story to friends and family
- Make up another Amy the Elephant story
- Ask friends and families to tell other animal stories to children
Amy the elephant
SESSION 2

AMY’S WORD GAME

PREPARATION

Learning Objectives

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

Materials needed

• Story book
• Word book
• A card with the elephant rhyme
• Pencils and crayons
• Animal puppets from last week

Warm up

Sit in a circle and throw and catch a bean bag or a ball, or select an activity of your choice.

Review

Ask children to tell others what they did with their friends and family at home. Let them share the stories they heard from their friends and family.
1. A puppet show

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

• Ask: Did you like the songs we learned together? Which one was your favourite? Let’s sing it together.
• Here is a new song. It is about elephants having fun. (You sing the song first once or twice and do the actions.)
• Find the elephant song card. Sing and act out the song. The Young Learners will try to follow and do just what you do. Sing and act out this song several times.

HERE IS HOW:
‘One elephant . . .,’ bend down and use your arm as a trunk which you wave about. When you say, ‘Two elephants . . .,’ a child follows you behind your back and does the same. You continue in this way till all the children have joined in. Then you fall down together.

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

Home Activities
• Share the rhyme with friends and family
• Draw pictures of animals having fun!
One elephant began to play
out on a spider's web one day,
He had such enormous fun;
he called for another elephant to come.

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

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

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

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

**CRASH!**

NB: See how well this translates to the local language.
SESSION 3
PATTERNS, PATTERNS, EVERYWHERE

PREPARATION

Learning Objectives

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

Materials needed

- Shape cut-outs
- Collection of small objects
- Bottle tops
- Leaves
- Shells
- Flowers
- Seeds
- Cayons
- Pencils
- Exercise book

Warm up

Stand in a circle and start with the elephant action song.

Review

Help children remember the story about Amy and the song about elephants, and what they did at home. Ask them to share what they did at home and whether they remembered the animals in the story and the sequence.
1. DO YOU SEE A PATTERN?

2. CREATING PRETTY PATTERNS

1. Do you see a pattern?

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

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

- Try drawing these patterns in the Young Learners’ notebooks. This is a good way to remember what you did.
2. Creating pretty patterns

- Using the 9 cut-out shapes, make up your own pattern. For example, square, triangle, circle; followed by a square, triangle, circle. Ask the Young Learners to continue the pattern with the three remaining shapes. Can they predict what will come next? They can also draw the shapes pattern in their books.

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

- Let each Young Learner make up a new pattern. See if you can follow it.

Home Activities

- Look for and talk about patterns discovered inside children’s homes
- Draw and colour new patterns
SESSION 4
UNDERSTANDING NUMBERS 11-20

PREPARATION

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

Materials needed
• Two blank cards with 10 boxes each
• 11–20 number cards
• Objects for counting (beads, bottle tops, pebbles, beans)
• Scissors

Warm up
Sit in a circle and pass a large pebble or a bean bag round whilst clapping together. When the clapping stops the child holding the large pebble has to sing a song or say a rhyme.

Review
Ask the children to show you the pictures of any patterns they did at home. Ask what other patterns they found at home.
1. Groups of 10s and ones

- Ask the Young Learners to find two cards with blank boxes. Let them put one object in each box of card A. Count the objects. How many are there on the first board? (For example, this makes one group of 10.)
- Now place card B with 10 boxes alongside card A.
- Ask the Young Learners to place one object in box one and one object in box two on card B.
- Count all the objects on cards A and B together. Show YLs that 12 is the same as one group of 10 and two ones.

123

- Try this with other numbers. For example, 15 is the same as one group of 10 and five ones. Practise this activity several times.
- If your Young Learner finds this difficult, practise counting objects from 1–10.
2. A counting game

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

Learning together at home

- Play the counting game many times. Let the children learn the numbers from 1–20 by counting lots of things around you. It helps them to be able to see and touch the objects as they count.

NB: If children find these activities too difficult, continue to practise counting objects from 1–10. It is not necessary for children to learn the new numbers before they are ready.
Learning Objectives

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

Materials needed

- Little Red Hen story book
- Pencils
- Crayons
- Animal picture card
- Scissors
- Twigs
- Split tips

Warm up

Have fun counting to 20. Clap hands as you count. Count the number of children in the class today!

Review

Ask children to share what they did at home with their number game. Ask them to show you number cards as you say a number; for example when you say fifteen, they have to show you 15.
1. Let’s read a story

- Ask: Do you remember the story of Amy the Elephant? What did you like about that story?
- Let’s read another story. Show the cover. Ask your friends, ‘What do you think this story is about’? Read the story slowly, letting the Young Learners look at the pictures as you go along. You can read it again.
- Talk about the story. Here are some questions to get you started:
  - What did you think about this story? What was it about?
  - What animals were in this story? What were they like?
  - What happened first? What happened next? How did the story end?
  - Why did the hen decide not to give the bread to the animals?
  - What would you have done? Why?
  - Can you think of a different ending?
2. Another puppet show

- Find the animal card. Help the Young Learners to cut out the animals.
- Make puppets by pushing them through the slit in the twig. Retell the story using the puppets. What character from the story would you, as a Facilitator, like to be? How about your friends, the Young Learners?

Home Activities

- Read and talk about the story with friends and family.
- Have a puppet show. Make up different ending.
Preparation

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

Materials needed
- Bread-making picture cards
- Crayons
- Pencils
- Scissors
- You might like to bring some wheat, maize or local grain

Warm up
If possible, you could bring some bread to the session and share it with the children.

Review
Talk about puppet shows children did at home. What happened to the bread in your puppet show?
1. HOW DO YOU MAKE BREAD?

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

2. Word building
   - What three new words did you learn from this story? Add these new words to the word book. Can the YLs tell you what letter each word begins with?
   - Let them draw pictures of each new word.

Home Activities
   - Talk about how bread is made at home. Is it the same as in the story?
   - Draw pictures showing the steps involved
   - Bring pictures to the next session!
SESSION 7

REVIEW: SHOW AND TELL

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

Materials needed
- Children’s folders
- Word book
- Story books
- Making bread picture cards
- Puppets

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

Something to think about
Children love to show their work to friends and families. It builds their confidence and self esteem. Remember to invite friends and families to the Bread-making Show and Tell.
1. Let’s review

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

2. Show and Tell: All about bread

- All the Young Learners and Young Facilitators sit in a big circle. Ask each group/pair to show their own pictures about making bread at home. What did you learn? Who makes the bread in your family? Do you help?
- Invite parents and other friends to attend the bread-making Show and Tell.
SET 5
SOLVING PROBLEMS:
THOSE HUNGRY GOATS
SET 5
SOLVING PROBLEMS: THOSE HUNGRY GOATS

SESSION 1  THE THREE HUNGRY GOATS
SESSION 2  GOAT PUPPETS AND RHYMES
SESSION 3  HOW BIG? HOW TALL?
SESSION 4  SPINNING NUMBERS
SESSION 5  ADD THEM UP
SESSION 6  HOW MANY LEFT?
SESSION 7  LET’S CELEBRATE: WE ARE READY FOR SCHOOL!
SESSION 1
THE THREE HUNGRY GOATS

PREPARATION

Learning Objectives

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

Materials needed

• Story book
• Word book
• Pencils
• Crayons

Warm up

Ask the children to make shapes with their bodies. (For example, with their bodies they can make a thin shape, a wide shape, a small round shape, a star shape, a shape like an elephant, etc.)

Review

Ask children about the activities they did at home, such as story reading or a puppet show or any other activity.
1. The Three Hungry Goats

- Before you read the Three Hungry Goats, look together at the cover. Have a discussion about goats. Here are some questions to get started:
  - What are goats like?
  - Do they make you laugh?
  - What do goats like to eat?
- Let’s read the story and see what happens to these goats. Read slowly and carefully and let Young Learners read along with you. They will begin to recognize some of the words as you say them. Change the sound of your voice to show which animal is speaking.
- Talk about the story. Here are some questions:
  - Did you like this story? What did you like about this story?
  - Did you find it interesting? Why?
  - What did you like most in the story?
  - What did the hungry goats say to the ogre? What did the ogre say to the hungry goats?

2. Solving Problems

- What is the problem that the goats are trying to solve? How did they solve it?
- Can you think of another way that the goats could have solved this problem?
- What do you do when you have a problem to solve? Who helps you to find the right solution?
3. More new words

• Look together at each page of the book. Let the Young Learners choose one word from each page. Help them to write the word in her word book.

• A picture of the word is always a good way to help remember. So help YLs to draw a picture next to each new word.

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

Learning together at home

• Read the story again at home. Share it with other friends and family.

• Does anyone know another story about cows or goats?

• Have fun telling some other animal stories.
The Three Hungry Goats
SESSION 2
GOAT PUPPETS AND RHYMES

PREPARATION

Learning Objectives
• Listening to the sound of rhyming words
• Following directions
• Making puppets
• Planning and acting out a puppet show

Materials needed
• Story books
• Goat picture cards
• Goat rhyme
• Twigs for puppets

Warm up
Play a game by asking one child to make an animal noise (baa, baa or quack, quack) and let the children guess the name of the animal. The child who guesses correctly then makes the noise of another animal.

Review
Let children tell you the story of the hungry goats in their own words. Ask them to tell any other stories told by their families.
1. A Hungry Goat Puppet Show

- Find the cards with the pictures of goats (in this book). Let Young Learners colour them. Use many colours. You can colour one too. When you are finished cut out all of the goats.
- Make puppets by putting each card in the slit of the twig.
- Have fun acting out the story. Act it out again. This time change roles.
- Try making up a story. What problem do the goats have in this new story? How did they solve it? Use your puppets to help you tell this new story.
2. An Action Rhyme

Rhymes are fun and easy to remember.

- Say: Let’s learn a new rhyme about goats (see card with rhyme). Make sure everyone listens carefully. Say it again, point to the words on the card.

Here are some actions that go with the rhyme. Each finger represents a goat, starting with the thumb. Show the thumb first, then the next finger as you say the rhyme. When you say the last words, ‘bleat, bleat, bleat’, tickle your friend under the arm.

- Let the Young Learners follow along with you. Say the rhyme again. This time they will want to say some of it together with you.
- Ask: How many goats are there in this rhyme?
- Ask YLs if they hear any words that sound the same? What are they? Can you or the YLs think of any other words that rhyme with words in the story?

**Learning together at home**

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

NB: During local language adaptation, can you think of other things the goat did?
SESSION 3
HOW BIG? HOW TALL?

PREPARATION

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

Materials needed
• Story book
• Rhyme card pencils
• Crayons
• Blank card

Warm up
Ask the children to sing the action rhyme of the hungry goats or any other activity they choose.

Review
Ask the children to tell you about their puppet show at home and the sharing of the rhyme.
1. **TALKING ABOUT SIZE**

2. **WHICH IS BIGGEST?**

3. **WHO IS THE TALLEST?**

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1. **Talking about size**

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

2. **Which is the biggest?**

   - Ask the YLs to line up the goats in size order, the smallest first. Try again. This time ask them to line up the goats with the biggest first.
3. Who is the tallest?

- Are we all the same size? Let the children in this session line up according to size. Who is the smallest? Who is the tallest? How many children are the same heights?
- Help the Young Learners to think about the height of the people in their family. Ask them, ‘Who is the tallest in your family? Who is the shortest?’
- Help each Young Learner draw a picture of family members according to height. Help each child to write the name of each person under their picture. If there is space, draw this picture in the ‘Me and My Family book.’

Learning together at home

- At home, ask all family members to stand in a line from the smallest to the tallest. Don’t forget to stand in the line too.
- Help compare with the picture. Is it the same? Was anyone missing from her picture? If so, help her to redraw a new picture.
SESSION 4

SPINNING NUMBERS

PREPARATION

Learning Objectives
- Taking turns and sharing materials
- Learning and following rules
- Practising numbers 1–20

Materials needed
- Game board
- Hexagon spinner
- Number and dots cards
- Things to count (pebbles, seeds or buttons)
- Scissors
- Hexagon picture
- Small twig

Warm up
Begin with an activity of your choice or the children’s choice.

Review
Look together at the picture the child drew at home. Who is the tallest in their house? Who is the shortest? etc.
1. MAKING A SPINNER

2. SPINNING AND COUNTING

1. Making a spinner

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

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

Look at the board together. It has 20 squares numbered from 1–20. Practise saying the numbers together. Don’t worry if the Young Learners find this hard. There are so many new things to learn!

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

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

The first person to reach 20 is the winner. Play the game many times. It is a fun way to learn new numbers!

Learning together at home

- Play the game with friends and family at home. Several people can play at the same time.
- Can you make up another game using the spinner?
- Remember, have fun!
SESSION 5

ADD THEM UP!

PREPARATION

Learning Objectives

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

Materials needed

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

Warm up

Throwing and catching a ball, or passing the ball backwards in a circle or let children select an activity.

Review

Ask children about their success with the board game. (How did they play it and who played with them? Ask whether they had enjoyed it.)
1. **COUNTING RIDDLES: HOW MANY DO I HAVE?**

2. **NUMBERS AND SYMBOLS**

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### 1. Counting riddles: How many do I have?

This activity will help Young Learners understand how to add 2 numbers together.

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

![Bottlecaps](image)

- Let’s see how many we have altogether. Count them together.
- Try again with another riddle. ‘Auntie went to the market and bought three tomatoes and two oranges’. Ask the YLs to make two piles (three bottle caps for 3 tomatoes and two for 2 oranges). Pointing to the bottle caps ask them to count the things Auntie bought.
- Play again. This time ask the YLs to make up a riddle. Begin with, ‘I am going to the market to buy . . .’ Help your friends to imagine buying things and adding them up. Have fun!
2. Numbers and Symbols

In this activity the Young Learners will learn the symbols for adding objects together.

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

Learning together at home

- Using the symbol cards (+, =) make up more number riddles
- Prepare to take some of the addition riddles to the next session.
SESSION 6

HOW MANY ARE LEFT?

PREPARATION

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

Materials needed
- Objects to count (pebbles, shells, bottle tops, beans)
- Number cards 1–10
- Maths symbol cards (−, +, =)

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

REMEMBER!
OUR NEXT SESSION IS GRADUATION PARTY. REVIEW ALL THE THINGS YOU HAVE LEARNED TOGETHER. WHAT WAS YOUR CHILD’S FAVOURITE ACTIVITY – A STORY, DRAWING, WORD BOOK, NUMBER RIDDLE? SELECT ONE SPECIAL ACTIVITY. GET READY TO PRESENT THIS DURING THE CELEBRATION.
1. HOW MANY DID YOU EAT?
2. NUMBERS AND SYMBOLS: TAKING OBJECTS AWAY

1. How many did you eat?

This activity will introduce the Young Learners to simple subtraction. Before you begin, review some of the number riddles practised at home. Go over them carefully with the children and give support. Make sure each child understands addition. If she has trouble, keep practising addition riddles before she learns about subtraction.

- Begin with a riddle: “I have four biscuits in my pocket.” Let her count out four bottle caps.
- Say, “Now, I give you two biscuits.” Let the YLs away two bottle caps.
- “How many biscuits do I have left?” Let her count the remaining bottle caps. “That’s right. I have two biscuits left.”
- Play this game again. Make up another riddle e.g. “I have three oranges. I give one to you. Now how many do I have left?” Using bottle caps help each child find the answer.
- This time let the YLs make up a number riddle. See if you can answer it together.
2. Numbers and symbols: taking objects away

This activity will help Young Learners to write number sentences.

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

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

Learning together at home

- Help your child to make up new number sentences. Practise counting bottle caps and matching numbers to pebbles.
- Write these number sentences in her exercise book. Help her to draw pictures to match the numbers.
SESSION 7

LET’S CELEBRATE: WE ARE READY FOR SCHOOL!

PREPARATION

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

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

Materials needed
- Children’s completed folder
- One activity for Show and Tell

Celebration Activities
1. Preparation
2. Show and Tell
3. We Are Ready certificates
YOUNG FACILITATOR ACTIVITIES

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

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

3. We Are Ready Certificates
   • Young Facilitators will receive a Certificate recognizing your commitment to your school and your special friend.
   • Young Learners will each be given a We Are Ready certificate.
Dear Young Facilitators,

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

You have played an important role in helping young children get on the path to school success. You are indeed very important in helping them to learn and we hope you have learnt a lot from the experience too!

**Fun with Language and Books**

- Listens to and talks about a story
- Creates new ending
- Retells a familiar story
- Sings songs and rhymes
- Knows some letters
- Reads some words
- Writes own name
- Expresses ideas though drawings
**Fun with Numbers**
- Counts from 1–10
- Matches objects to numbers 11–20
- Recognizes and names shapes
- Sorts objects by size and shape
- Measures and compares height and length
- Makes simple patterns
- Uses objects to solve simple addition and subtraction problems

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

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

During the implementation of Getting Ready for School, we recognised the importance of supporting Grade 1 and 2 teachers to encourage retention after higher enrolment. In the appendices, you will find some additional resources for assessment and monitoring, particularly for use by teachers and organisations implementing GRS in schools. They can be adapted depending on how you have implemented the programme.

**The outcomes grid in GRS** – as found in Appendix 1 should be the starting point for recording the stage at which the children are at the beginning of the school year.

Refer to Appendix 2 for a comprehensive set of tools designed to support monitors as well as teachers to implement quality GRS activities and to follow their progress.

**Thank you for your support in getting Young Learners ready for school!**
## APPENDIX 1

### FOR FIRST GRADE TEACHERS

### EXPECTATIONS ABOUT INCOMING FIRST GRADE STUDENTS

How prepared do you think your incoming first grade students will be in terms of the following skills?

The four-point scale is a continuous scale where 1 indicates that the students will not have the skill at all and 4 indicates that the students will be well prepared in that skill. 5 indicates doing better than expected.

<table>
<thead>
<tr>
<th>LANGUAGE AND BOOKS</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>L1</strong> Know some letters</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>L2</strong> Read some words</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>L3</strong> Write own name</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>L4</strong> Sing songs and rhymes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>L5</strong> Listen to and talk about stories</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>L6</strong> Express ideas through drawings</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### MATHEMATICS

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>M1</strong> Count from 1 to 10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>M2</strong> Recognize and name shapes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### MATHEMATICS cont...

<table>
<thead>
<tr>
<th></th>
<th>Description</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>M3</td>
<td>Sort objects by size and shape</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M4</td>
<td>Make simple patterns</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M5</td>
<td>Use objects to solve simple addition and subtraction problem</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### FINE AND GROSS MOTOR SKILLS

<table>
<thead>
<tr>
<th></th>
<th>Description</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>F1</td>
<td>Use crayons</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F2</td>
<td>Move body to different patterns and rhythms</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F3</td>
<td>Perform simple routines independently (e.g., brushing teeth, getting dressed, etc.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### BEHAVIOURAL SKILLS

<table>
<thead>
<tr>
<th></th>
<th>Description</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>B1</td>
<td>Participate in games with others</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B2</td>
<td>Listen to and follow instructions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B3</td>
<td>Work happily with other children</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B4</td>
<td>Take turns and share materials</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### SOCIAL EMOTIONAL SKILLS

<table>
<thead>
<tr>
<th></th>
<th>Description</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>S1</td>
<td>Is confident</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>S2</td>
<td>Has self-esteem (e.g., proud to be a good singer)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>S3</td>
<td>Is curious and likes to learn about new things</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>S4</td>
<td>Tries different ways to solve a problem</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>S5</td>
<td>understand others’ feelings</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Note:**

a) To effectively assess the skills of the first grade students and complete the five-point scale above, teachers need time to work with the children using activity based methods such as toys, word games, stories, puppets and materials from the natural environment (leaves, twigs, pebbles, sand, etc). It is suggested that teachers should start the assessment four (4) weeks after the children enter school.

b) Teachers should keep a record of the use of the materials listed above and any other materials brought in by the teachers and the children. This will provide insights into the link between the practical use of materials and children’s learning outcomes.

c) Where story books have been used in the class, teachers should create a grid with the names of all the children in their class on one side along the length of the register. Teachers should record the titles of the books introduced and used, against the names of the children. When a child has mastered a book, a tick with the date can be placed in the box against the child’s name. For example:

<table>
<thead>
<tr>
<th>CHILD’S NAME</th>
<th>TITLE OF BOOK</th>
<th>TITLE OF BOOK</th>
<th>TITLE OF BOOK/GAME</th>
</tr>
</thead>
<tbody>
<tr>
<td>Najma Rashid</td>
<td>Where is Chicken?</td>
<td>Little Red Hen</td>
<td>Goat Game</td>
</tr>
<tr>
<td></td>
<td>Can read well 2/6/10</td>
<td>Knows all words 1/7/10</td>
<td>Has mastered the game 8/9/10</td>
</tr>
<tr>
<td>Simon King</td>
<td>Reads well 2/6/10</td>
<td>Some difficult words to master 2/8/10</td>
<td>Can play with help 7/9/10</td>
</tr>
</tbody>
</table>

d) Keep examples of children’s writing and bookmaking with dates as evidence of their progress.

If teachers’ planning records are maintained regularly and the other four actions are taken (baseline of children’s skills and knowledge at the outset, with termly update, a grid of books read and mastered, and a collection of writing and book making by children), then this information would enable the school to access children’s achievement and progress.
Please interact with teachers, children and parents. Casually inquire if they have faced any challenges or difficulty implementing the program, and what additional support will be needed for the program to work better. Record notes from the conversations and any other important observations in the forms as shown below.

Section 1

**Factual information about the school**

Monitors should collect this data from teachers and heads of schools.

1.1 **Indicate the total number of children in grade 1.**

<table>
<thead>
<tr>
<th></th>
<th>6 YEARS</th>
<th>7 YEARS OR OLDER</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>BOYS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GIRLS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1.2 Indicate how many children in Grade 1 participated in the GRS project

<table>
<thead>
<tr>
<th></th>
<th>6 YEARS</th>
<th>7 YEARS OR OLDER</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>BOYS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GIRLS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1.3 Indicate the number of participating grade 1 and 2 teachers

<table>
<thead>
<tr>
<th></th>
<th>GRADE 1</th>
<th>GRADE 2</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>MALE</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FEMALE</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Section 2
Teacher Assessment Forms

In the schools visited, monitors should find out if teachers have developed lesson plans. This will be through observation and interviews and it should help to determine the preparation that teachers made for the lessons and the impact on teaching and learning.

2.1 Teachers’ Lesson Plans

This should include the following:

a) Objectives of the lesson
b) Links of lesson to the school curriculum

c) Duration of lesson (Time)

d) Materials needed

e) Method(s): eg teacher’s input through a story, a game or a song, setting the scene for the activities

f) Activities:
   i) For example, book making or puppet making or acting out or use of a library etc.
   ii) Numeracy activities eg counting with pebbles or bottle tops or measuring with twigs etc.

g) Review: what lessons were learnt? Children’s involvement and their enjoyment of classroom work.

h) Any improvements for the next lesson (eg more materials; more time and organization).

2.2 Resources and their impact on learning

Give an example of the practical resources you used or made in the classroom – say once a fortnight and describe the learning outcomes and what children learnt from the experience. An example is given below:

<table>
<thead>
<tr>
<th>DATE</th>
<th>RESOURCE USED</th>
<th>SUPPLIED BY CTC</th>
<th>MADE BY CLASS</th>
<th>ACTIVITIES</th>
<th>OUTCOMES</th>
<th>CHALLENGES</th>
</tr>
</thead>
<tbody>
<tr>
<td>12.2.11</td>
<td>Book: Red Hen</td>
<td>Yes</td>
<td>No</td>
<td>Reading the story many times; acting and making books with the children</td>
<td>Children enjoyed the story, acted it well, can read the book, took own book home</td>
<td>Not enough copies for the class. Not enough paper for making books etc</td>
</tr>
<tr>
<td>26.2.11</td>
<td>Puppets made by the children</td>
<td>No</td>
<td>Yes</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### 2.3 Lesson Observation Checklist (for Monitors)

Monitors should observe a lesson and answer the following about the quality and interaction with the materials

<table>
<thead>
<tr>
<th></th>
<th>A. The story books are sufficient or enough for children in Grades 1 and 2</th>
<th></th>
<th></th>
<th>Comments:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>Partly</td>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>B. The story books seem to be of appropriate language for the age group</th>
<th></th>
<th></th>
<th>Comments:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>Partly</td>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>C. The young learners seem to be enjoying or having fun with the activities in the Resource Box</th>
<th></th>
<th></th>
<th>Comments:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>Partly</td>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>
## 2.4 Teachers Questionnaire

**Dear Teachers:**

Please fill this form to provide your background information. Note that the information you provide is confidential and your participation is greatly appreciated. If you fill in this sheet correctly, it will help the implementing partner to help address needs properly.

<table>
<thead>
<tr>
<th>DATE</th>
<th>NAME OF SCHOOL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NAME OF TEACHER(S)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GENDER</th>
<th>MALE</th>
<th>FEMALE</th>
<th>GRADE TAUGHT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**A** WHAT PLANNING/PREPARATION DID YOU UNDERTAKE FOR THE SESSION WITH THE YOUNG CHILDREN?

**B** WHAT EXTRA MATERIALS DID THE YOUNG CHILDREN NEED FOR THE SESSION?

**C** HOW MUCH EXTRA TIME DO YOU NEED TO SUPPORT THE YOUNG CHILDREN IN THE CLASSROOM?
D Describe the young learners’ performance in the classroom

E What activity did the young children enjoy most? What was most boring/easy/difficult?

F What support do you need to make your lesson more interesting and participatory?

G How can you improve the lesson for next time?
Section 3
Young Learners voices

Dear Pupils

We are following up on the activities you are involved in the school readiness project. To continue helping you enjoy staying at school, we need ideas from you and we would like to ask you the following questions.

Thank you for your ideas!

*This is for Grade 1 teachers to interview Grade 1 children at the end of each term. If you cannot interview all the children in your class you can take a sample.

**BACKGROUND INFORMATION**

<table>
<thead>
<tr>
<th>DATE</th>
<th>DAY/MONTH/YEAR</th>
<th>GENDER (TICK ONE)</th>
<th>BOY</th>
<th>GIRL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>YLS NAME</th>
</tr>
</thead>
</table>

What did you enjoy most in the class activities? Give examples (eg reading stories, games, toy making, book making, role play etc)

Can you sing a song you learnt?
TELL US YOUR FAVORITE STORY FROM THE STORY BOOKS YOU HAVE READ?

DO YOU ENJOY COMING TO SCHOOL?

YES  NO  WHY?
Section 4
Parents and Carers Interview

DATE
NAME OF SCHOOL

NAME OF PARENT/CARER

A WHAT IS YOUR RELATIONSHIP TO THE CHILD?

B HOW DID YOU LEARN ABOUT THE PROGRAMME?

C WHO IN YOUR FAMILY HAS BEEN TAKING PART IN THE PROJECT?

D WHAT DO YOU THINK CHILDREN ARE LEARNING IN THE SCHOOL?
E. Tell us the effect of the programme on your child’s learning.

F. Which activities does your child like best?

G. How have you supported the school in making or collecting more resources for children’s learning?

H. How is the school and teachers supporting parents to take part in their children’s learning?
What challenges do you face in supporting your child’s learning?

Would you want the programme to continue? Give reasons.

Any other comments.
## Section 5

### Questionnaire for Headteachers

<table>
<thead>
<tr>
<th>DATE</th>
<th>NAME OF SCHOOL</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>NAME OF HEADTEACHER</th>
</tr>
</thead>
</table>

#### TELL US ABOUT YOUR EXPERIENCE OF IMPLEMENTING GRS

- **ENROLMENT**

- **IMPACT ON CHILDREN (BOYS AND GIRLS)**

- **VIEWS ON YFS**

- **RETENTION OF CHILDREN IN SCHOOL**

- **OVERALL PERFORMANCE OF CHILDREN IN SCHOOL**
TELL US ABOUT YOUR EXPERIENCE

• IMPACT ON TEACHERS AND THEIR CLASSROOM PRACTICE

• USE OF RESOURCES (BOOKS, OTHER MATERIALS)

• VIEWS OF CHILDREN ON THE PARTICIPATORY TEACHING AND LEARNING METHODS IN THE CLASSROOM

• VIEWS OF PARENTS ON THEIR CHILDREN’S LEARNING

HOW SIGNIFICANT IS THE ENROLMENT OF GIRLS? WHAT ARE PARENTS VIEWS ON THIS?
WOULD YOU WISH TO CARRY ON WITH THE PROGRAMME? GIVE REASONS

WHAT ARE YOUR SUGGESTIONS FOR IMPROVEMENT OF THE PROGRAMME?