

Plan anyone literacy activity with description & material required for each age group mentioned below along with their learning objective.

- 1) 0-2 years
- 2) 2-3 years
- 3) 3-4 years
- 4) 4-5 years
- 5) 5-6 years

Literacy Activity: "Sensory Storytime Blanket"

1)Age Group: 0-2 years old

Description:

This activity encourages early literacy through multi-sensory engagement with a "storytime blanket" that incorporates various textures, sounds, and simple visuals. It's an interactive experience where the caregiver narrates a simple story or describes the items on the blanket, allowing the child to touch, feel, and explore. The focus is on repetitive language, exposure to different sensory inputs, and the joy of shared reading.

Important Considerations:

- **Safety First:** Ensure all materials are clean, non-toxic, and free of small parts that could be a choking hazard. Supervise the child closely throughout the activity.
- **Short and Sweet:** Keep the activity sessions short (5-10 minutes) as attention spans are very limited in this age group.
- **Follow the Child's Lead:** Adjust the activity based on the child's

- interest and engagement. If they are not interested, try again another time.
- **Repetition is Key:** Young children learn through repetition, so don't be afraid to repeat sounds, words, and actions.
- **Make it Fun!** The most important objective is to create a positive and enjoyable experience with language and books.

Activity Steps:

- 1. Preparation:** Lay out a soft, clean blanket on the floor. Arrange the various materials on the blanket, spaced out enough for easy access and exploration.
- 2. Introduction:** Sit with the child on or next to the blanket. Begin by gently pointing to and naming each item. For example, "Look! A soft feather!" or "Listen! This crinkly paper!"
- 3. Sensory Exploration:** Encourage the child to touch and explore each item. Guide their hand to feel the different textures (smooth, rough, bumpy, soft). Help them crinkle the paper, shake the rattle, or gently stroke the feather.
- 4. Simple Story/Narration:** As the child explores, weave a simple, repetitive "story" around the items. For instance:
 - "The little bird flew. *Whoosh, whoosh!* (move feather gently). It landed on the *soft* blanket."
 - "The rain came down! *Crinkle, crinkle!* (crinkle paper). Then the sun came out and the bell went *ding-a-ling!*" (ring bell).

- Point to the pictures on the fabric book and name them: "Here's a car! Vroom, vroom!"
- 5. Sound Imitation:** Encourage the child to imitate sounds associated with the objects (e.g., "moo" for a cow picture, "brrr" for a car).
 - 6. Repetition and Engagement:** Repeat the names of the objects and the simple story/phrases multiple times. Observe the child's reactions and follow their lead. If they show particular interest in one item, spend more time on it.
 - 7. Positive Reinforcement:** Praise the child's exploration and interaction. Make eye contact, smile, and use an encouraging tone.

Material Required:

- **Soft Blanket:** A clean, comfortable blanket (preferably one with a simple pattern or plain).
- **Soft Fabric Book:** A cloth book with simple, colorful pictures of familiar objects (animals, toys, food).
- **Textured Fabric Swatches:** Small pieces of fabric with different textures:
 - Smooth (e.g., silk, satin)
 - Rough (e.g., burlap, sandpaper *small, safe piece*)
 - Bumpy (e.g., corduroy, bubble wrap *supervised*)
 - Fuzzy (e.g., faux fur, fleece)

- **Crinkly Material:** A clean, crinkly toy or a piece of crumpled tissue paper or cellophane inside a secure fabric pouch (to prevent tearing and ingestion).
- **Small Rattle or Bell:** A safe, age-appropriate rattle or a small bell attached securely to a fabric loop.
- **Feather:** A clean, soft feather (ensure no small, detachable parts).
- **Soft Toy/Stuffed Animal:** A small, simple, and clean soft toy.
- **Child-Safe Mirror (optional):** A small, unbreakable mirror for self-discovery.

Learning Objectives:

- **Language Development:**
 - **Vocabulary Acquisition:** Introduce new words through naming objects and describing their qualities (e.g., soft, rough, crinkly, loud, quiet).
 - **Auditory Discrimination:** Help children differentiate between various sounds (crinkle, rattle, bell).
 - **Early Comprehension:** Begin to understand simple commands and phrases.
 - **Speech Production (Pre-verbal):** Encourage babbling, cooing, and sound imitation.
- **Sensory Exploration and Development:**

- **Tactile Stimulation:** Expose children to a variety of textures, promoting sensory integration.
- **Auditory Stimulation:** Provide different sounds to capture attention and stimulate auditory processing.
- **Visual Stimulation:** Introduce simple colors, shapes, and patterns through the fabric book and other items.
- **Cognitive Development:**
 - **Object Recognition:** Help children begin to identify and differentiate between objects.
 - **Cause and Effect:** Understanding that an action (e.g., crinkling paper) produces a sound.
- **Pre-Reading Skills:**
 - **Book Awareness:** Introduce the concept of a book (even a soft one) and the idea that pictures tell a story.
 - **Print Motivation:** Foster a positive association with books and reading through enjoyable shared experiences.
 - **Attention Span:** Gradually increase the child's ability to focus on an activity.
- **Social-Emotional Development:**
 - **Bonding:** Strengthen the caregiver-child bond through shared, interactive play.
 - **Emotional Regulation:** Provide a calming and engaging activity.

- **Repetition is Key:** Young children learn through repetition, so don't be afraid to repeat sounds, words, and actions.
- **Make it Fun!** The most important objective is to create a positive and enjoyable experience with language and books.

2) Literacy Activity: "Rhyme Time Basket"

Age Group: 2-3 years old

Description:

This activity introduces the concept of rhyming through playful exploration of objects and pictures. Children will learn to identify rhyming words, expand their vocabulary, and begin to connect spoken words with visual representations. The "Rhyme Time Basket" provides a hands-on, interactive way to engage with early phonological awareness skills, which are crucial for later reading success.

Important Considerations:

- **Start Simple:** Begin with just a few rhyming pairs and gradually introduce more as the child grasps the concept.
- **Clear Pronunciation:** Exaggerate the rhyming sounds slightly when saying the words to help the child hear the similarities.

- **Make it Playful:** Keep the atmosphere light and fun. Don't pressure the child; celebrate their attempts and successes.
- **Vary the Activity:** Once the child understands the basic concept, you can expand by singing rhyming songs, reading rhyming books, or playing "I Spy" with rhyming words.
- **Safety:** Ensure all objects are child-safe and free from choking hazards.

Activity Steps:

1. **Preparation:** Gather the rhyming pairs and place them in a basket or container.

2. Gathering Time:

- "Let's get ready for Rhyme Time! Can you help me find our special basket?" (Encourage the child to bring the basket.)
- Sit together comfortably on the floor or at a low table.
- **Tip:** Make it a routine. Kids thrive on predictability.

3. Basket Reveal & Exploration:

- "Wow, look what's in our basket today!"
- Slowly pull out one or two items at a time.
- "What's this? It's a [object name]! What do you think we can do with it?" (Allow for child's responses, even non-verbal ones.)

- Let the child touch, hold, and explore the objects freely for a few moments. This builds curiosity.

4.Start with a Familiar Rhyme/Song:

- Choose a well-known nursery rhyme that goes with one of the objects.
- *Example:* If you pull out a "Star," sing "Twinkle, Twinkle Little Star." Use actions!
- *Example:* If you pull out a "Spider," sing "Itsy Bitsy Spider.
- Engagement:
 - Sing slowly and clearly.
 - Use exaggerated facial expressions and gestures.
 - Encourage the child to join in with actions or sounds.

5.Introduce Rhyming Objects (Focus on one or two pairs at a time):

- "Look! I have a **cat**!" (Show the cat object/picture.)
- "And here's a **hat**!" (Show the hat object/picture.)
- "Cat and Hat! They rhyme! Can you say 'cat' and 'hat'?"
- **Repetition is key:** Repeat the rhyming words multiple times, emphasizing the similar sounds.
- "Listen! C-at, H-at! They sound the same at the end!" (Don't over-explain, just model.)

6.Action Rhymes & Movement:

- Incorporate rhymes that involve movement.

- *Examples:* "Head, Shoulders, Knees, and Toes," "Ring Around the Rosie," "If You're Happy and You Know It."
- Use scarves for "Peek-a-Boo" or waving them to the rhythm of a song.
- This helps kinesthetic learners and keeps energy levels up.

7. Story Time with Rhyming Books:

- Choose one of the rhyming picture books from the basket.
- "Shall we read a story now?"
- Point to the words as you read (even if they don't understand, it builds print awareness).
- Emphasize the rhyming words as you read them. Pause before the rhyming word to see if the child can fill it in.
- "The big brown bear saw a big red..." (pause for "bird").

8. Puppet Play:

- Use puppets to "sing" rhymes or "act out" parts of a story.
- "Look who's here! It's our little [puppet name]! What song does [puppet name] want to sing?"
- Have the puppet "find" rhyming objects in the basket.

Materials for Your Rhyme Time Basket:

- **A sturdy basket or bin:** Easily accessible for little hands.
- **Rhyming picture books:** Simple, repetitive, and visually engaging. Examples: "Chicka Chicka Boom Boom," "Brown Bear, Brown Bear, What Do You See?", Dr. Seuss books, "The Gruffalo."

- **Small, familiar objects that rhyme (or can be used to illustrate rhymes):**
 - *Examples:* Cat/Hat, Bear/Chair, Tree/Bee, Car/Star, Duck/Truck, Ball/Wall, Spoon/Moon, Shoe/Blue (or a blue object).
 - *Tip:* You don't need *perfect* rhyming pairs for every object. Some objects can just be props for the song/rhyme.
- **Puppets or finger puppets:** Animals, people, or characters from familiar rhymes.
- **Scarves or sensory items:** For movement and engagement.
- **Musical instruments (optional):** Shakers, bells, small drums.
- **Printed cards with simple pictures representing rhymes (optional):** E.g., a picture of a star and a car.

Learning Objectives for Rhyme Time Basket (Ages 2-3)

Children participating in a "Rhyme Time Basket" activity will be able to:

1. **Develop Phonological Awareness:** Begin to recognize and differentiate between rhyming words and sounds (e.g., identifying that "cat" and "hat" sound similar at the end).
2. **Expand Vocabulary:** Learn and understand new words introduced through songs, rhymes, and the objects in the basket.

- 3. Enhance Listening Skills:** Pay attention to and follow along with spoken words, rhymes, and songs.
- 4. Boost Language Expression:** Attempt to vocalize, repeat words, and participate in rhymes and songs (e.g., filling in missing rhyming words with prompting).
- 5. Foster Pre-Reading Skills:** Understand concepts like print awareness (e.g., pointing to words in a book) and the left-to-right progression of text.
- 6. Stimulate Imagination & Creativity:** Engage in imaginative play using the basket's objects as props for stories or scenarios related to rhymes.
- 7. Promote Early Social-Emotional Skills:** Practice turn-taking, sharing, and engaging in cooperative play during the activity.
- 8. Develop a Love for Language and Books:** Build a positive association with rhymes, songs, and reading, laying the groundwork for future literacy development.

Literacy Activity: "Alphabet Soup" Sensory Bin

Age Group: 3-4 years old

Activity Description:

This activity combines sensory play with early literacy skills. Children will explore a "soup" made of various sensory materials and alphabet-related objects. The goal is for them to discover, name, and match letters while engaging their senses.

Important consideration:

For younger 3-year-olds: Focus primarily on recognizing and naming letters. Don't pressure them for sounds yet.

For older 3s/early 4s: Introduce 2-3 letter sounds at a time. Encourage them to find objects that start with those sounds.

Writing Practice: Have a whiteboard or paper nearby where you can model writing the letters they find.

Story Time: Read an alphabet book before or after the activity to reinforce letter recognition.

How to Play:

- 1. Preparation:** Fill the bin with your chosen "soup" base. Hide the alphabet elements and themed objects within the base. Place the letter matching mat next to the bin.
- 2. Introduction:** Introduce the "Alphabet Soup" to the children. "Look! We have a special soup today, and it's full of letters and fun things!"
- 3. Exploration & Discovery:** Encourage children to use their hands, scoops, and tongs to explore the bin. As they find objects, prompt them with questions:
 - "What did you find?"
 - "Can you find a letter?"
 - "What letter is that?" (If they know, affirm their answer. If not, help them identify it.)
 - "What sound does this letter make?" (Focus on a few key letter sounds at first, or just the letter name if that's more appropriate for their current level.)

4. Matching & Sorting:

- Once a child finds a letter, encourage them to find the matching letter on the letter matching mat and place it on top.
- If using picture cards, ask them, "Can you find something in the soup that starts with the 'A' sound, like 'apple'?"

5. Verbalization & Discussion: Throughout the activity, engage in conversations about the letters, their sounds, and the objects.

- "You found the letter 'M'! 'M' says /m/ like 'monkey'!"
- "Look, you found a car! What letter does 'car' start with?"
- "Can you put all the red letters together?" (Introduces color sorting and categorization).

6. Independent Play & Repetition: Allow children to explore and play with the bin independently. They will naturally repeat the actions of finding, identifying, and matching, reinforcing their learning.

Materials Required:

- **Large Bin or Container:** A clear plastic storage bin works well.
- **"Soup" Base (Choose one or a combination):**
 - Dried pasta (various shapes like rotini, penne, alphabet pasta)

- Dried beans (different colors and sizes)
- Rice (plain or dyed with food coloring)
- Shredded paper (green or brown for a "vegetable" look)
- **Alphabet Elements:**
 - Alphabet beads (large enough to be safe for this age group)
 - Magnetic letters (uppercase and/or lowercase)
 - Foam letters
 - Small laminated cards with individual uppercase and/or lowercase letters
- **Themed Objects (Choose a few related to letters/sounds):**
 - Small plastic animals (e.g., "A" for alligator, "B" for bear)
 - Miniature plastic fruits/vegetables
 - Small pom-poms
 - Toy cars/trucks
 - Plastic spoons, scoops, small bowls/cups
 - Tongs or child-safe tweezers (for developing fine motor skills)
- **Letter Matching Mat (Optional but Recommended):** A piece of paper or cardboard with large printed letters (the

same as those in the bin) for children to match the found letters to. Laminating this will make it more durable.

- **Small Picture Cards (Optional):** Cards with simple pictures that start with specific letter sounds (e.g., apple for "A", ball for "B").

Learning Objectives:

- **Letter Recognition:** Children will begin to recognize and identify some uppercase and/or lowercase letters of the alphabet.
- **Phonological Awareness:** Children will develop an early understanding that letters have corresponding sounds.
- **Fine Motor Skills:** Children will practice grasping, scooping, and manipulating small objects, strengthening hand muscles essential for writing.
- **Vocabulary Development:** Children will learn new words related to the objects and letters in the bin.

Literacy Activity: "Sound Safari & Letter Hunt"

Age Group: 4-5 years old

Activity Description:

"Sound Safari & Letter Hunt" is a dynamic and interactive activity that gets children moving while strengthening their understanding of letter-sound correspondence and early phonological awareness. Children will go on a "safari" to find objects based on their initial sounds and then hunt for the letters that match those sounds.

Important consideration:

For children needing more support: Focus on just a few high-frequency letters and their sounds. Provide more direct guidance and one-on-one prompts. Have fewer "safari" items to choose from.

For children ready for a challenge:

- Introduce ending sounds: "What sound do you hear at the *end* of 'cat'?"
- Ask them to blend sounds: "If I say /b/ /a/ /t/, what word am I saying?"
- Have them write the letters they find on their tracing mats without an outline.
- Introduce more complex rhymes or beginning blends (e.g., "bl" in "blue").
- Create simple CVC (consonant-vowel-consonant) words with the letter cards they've found (e.g., BAT, SUN, TOP).

How to Play:

1. Preparation:

- Scatter the "Sound Safari" picture cards (or objects) around the designated activity area.
- Keep the Letter Cards separated and organized, ready to be distributed.
- Set up the letter tracing/writing mats nearby.

2. Introduction - The "Sound Safari":

- "Welcome, brave explorers, to our Sound Safari today! Our mission is to find things that start with a special sound."
- Hold up one of the picture cards/objects, e.g., a picture of an "Apple."
- "What is this? An apple! What sound do you hear at the *beginning* of 'apple'?" (Exaggerate the /a/ sound).
- "Can you say /a/ /a/ apple?" Have the children repeat.
- "Your first mission is to find something that starts with the /a/ sound!"

3. The Hunt Begins:

- Send the children out (individually or in small groups) to find the object/picture that starts with the designated sound.
- As they find it, have them bring it back to you.
"Great job! You found the 'apple'! It starts with /a/!"
- Continue this for several items, focusing on different initial sounds.

4. Connecting Sounds to Letters - The "Letter Hunt":

- After collecting a few "safari" items, transition to the letter hunt.
- "Now that we've found things that start with different sounds, let's find the *letters* that *make* those sounds!"

- Hold up the "Apple" picture again. "Remember, 'apple' starts with /a/. What letter makes the /a/ sound?"
- Show them the uppercase and lowercase "A" cards. "This is the letter 'A'!"
- "Now, let's see if we can find the letter 'A' hidden around our room!" (Scatter the letter cards beforehand in a different area or mix them into the "safari" items for more complexity).
- Have children find the corresponding letter cards. As they bring them back, reinforce the letter name and sound. "You found the 'A'! 'A' says /a/."

5. Building Words & Practicing Writing (Optional Extension):

- Once a few letter-sound pairs have been identified (e.g., 'A' for apple, 'B' for ball, 'C' for cat), you can introduce simple word building.
- "We have the letter 'C' for cat, 'A' for apple, and 'T' for tree. If we put them together, we can make the word 'CAT'!" (Demonstrate with the letter cards).
- Use the letter tracing mats. "Now, can you trace the letter 'C'? Can you try to write the word 'CAT'?"
- Introduce a rhyming pair: "You found the 'Cat'. Can you find something that rhymes with 'Cat' like 'Hat'?" (If you have the rhyming objects/cards).

6. Review and Reinforce:

- At the end of the activity, review the letters and sounds covered.
- Sing an alphabet song, emphasizing letter sounds.
- "What was your favorite sound to find today?"

Materials Required:

1. "Sound Safari" Picture Cards (or small objects):

- 10-15 cards (or actual small objects) with clear pictures of common items. Choose items with distinct initial sounds.
- **Examples:** Apple, Ball, Cat, Dog, Elephant, Fish, Grapes, Hat, Igloo, Jellyfish, Kite, Lion, Mouse, Nest, Orange, Pig, Queen, Robot, Sun, Tree, Umbrella, Vase, Whale, Xylophone, Yo-yo, Zebra. (Choose a subset based on the letters you want to focus on).
- Laminate the cards for durability if using pictures.

2. Letter Cards (Uppercase and Lowercase):

- Individual cards for each letter of the alphabet (A-Z), both uppercase and lowercase.
- Ensure they are large enough for children to easily see and pick up.

3. Letter Tracing/Writing Mats (Optional but Recommended):

- Laminated sheets or dry-erase boards with outlines of letters (the same ones featured in the sound safari).
- Dry-erase markers and erasers.

- 4. A Large Space:** An open area indoors or outdoors where children can move around.
- 5. Small Baskets or Containers:** One for each child or small group to collect their "finds."
- 6. Optional: Rhyming Word Pairs:** A few extra cards or objects that rhyme with some of the "safari" items (e.g., Cat/Hat, Ball/Wall).

Learning Objectives:

- **Phonological Awareness (Advanced):**
 - Children will be able to identify and isolate the initial (beginning) sound of words.
 - Children will be able to identify words that rhyme and produce rhyming words.
 - Children will segment simple words into their individual sounds (phonemes).
- **Letter Recognition & Sound Correspondence:**
 - Children will recognize and name all uppercase and most lowercase letters.
 - Children will associate letters with their corresponding sounds (phonics).
- **Early Writing/Pre-Writing Skills:**
 - Children will practice forming letters and simple words.

- Children will understand that letters represent sounds and can be combined to form words.
- **Vocabulary Development:**
 - Children will expand their vocabulary by identifying objects .

Literacy Activity: "My Storytelling Journal"

Age Group: 5-6 years old

Activity Description:

"My Storytelling Journal" is a structured activity where children create their own narratives. It encourages them to move beyond simply drawing and begin to incorporate writing to tell a story.

1. Introducing the Journal and Story Elements (5-10 minutes):

- Introduce the concept of a "Storytelling Journal" as a place where they can write and illustrate their own adventures, experiences, or imaginative tales.
- Briefly discuss the elements of a story: Who is the character? Where does the story take place (setting)? What happens first, next, and last (plot)?

2. Guided Story Creation (15-20 minutes):

- Encourage the children to think of a topic. It could be about a recent field trip, a favourite toy, or an imagined adventure.

- **The Drawing Phase:** Have the children draw their story on a pre-prepared journal page (see materials below). Encourage them to illustrate the key parts of their story.
- **The Writing Phase (Inventive Spelling Encouraged):** This is where the magic happens. Encourage children to label their drawings or write sentences about what is happening. Remind them to use the sounds they know (phonics) to spell words. *Example: If they want to write "The dog ran fast," encourage them to sound it out: "Th-e d-o-g r-a-n f-a-s-t."*

3. The "Author's Conference" (10 minutes):

- Once the children have completed their drawings and writing, gather the group for an "Author's Conference."
- Invite children to share their stories. When a child shares, encourage them to point to the words they wrote and read their story aloud. This helps them connect the spoken word with the written text.

4. Review and Reinforce:

- The adult can gently model correct spelling for some high-frequency words after the child has attempted to write them, but the emphasis should remain on the child's effort and the meaning of their story.

Materials Required:

- **Storytelling Journal Sheets:**

- Printable sheets with a large blank space at the top for drawing and several lines at the bottom for writing.
- Alternatively, simple notebooks or blank paper folded in half can be used.
- **Writing Utensils:** Pencils, crayons, and markers.
- **Alphabet/Sound Charts:** For children to reference letter sounds and spellings.
- **High-Frequency Word Cards:** (e.g., *the, a, is, I, see, like*) to support independent writing.

Tips for Implementation:

- **Focus on the process, not perfection:** At age 5-6, inventive spelling (writing a word based on the sounds heard) is developmentally appropriate and should be celebrated.
- **Encourage a combination of drawing and writing:** The pictures provide context and support for the developing writer.
- **Provide individual support:** Circulate during the writing phase to offer encouragement and help children sound out words they are struggling with.

