

# Home Learning Activities

LEARNING  
happens  
everywhere  
anytime  
and for  
everyone



**EENET – Enabling Education Network**

PO Box 422

Hyde

Cheshire

SK14 9DT

UK



[www.eenet.org.uk](http://www.eenet.org.uk)



[info@eenet.org.uk](mailto:info@eenet.org.uk)



+44 (0)7929 326 564



This work is licensed under the Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License. To view a copy of this license, visit <http://creativecommons.org/licenses/by-nc-sa/4.0/>

# Contents



|   |    |                                     |
|---|----|-------------------------------------|
| <b>Introduction</b>   |    | <b>4</b>                            |
| <b>Adapting activities for children with special educational needs and disabilities</b> |    | <b>6</b>                            |
| <b>List of activities</b>   |    | <b>8-73</b>                         |
| ABC book  | 8  | List making 39                      |
| Build a tower   | 10 | Make a map of your area 40          |
| Build an obstacle course  | 11 | Make a sock puppet 42               |
| Calcumaze   | 13 | Mancala or similar counting game 44 |
| Cooking with numbers  | 16 | Nature watching 46                  |
| Design a board game   | 18 | New song, old tune 49               |
| Do you see what I see?  | 20 | Nonsense poetry 50                  |
| Draw a fantastic animal   | 21 | Plant a seed and watch it grow 53   |
| Draw your imaginary city  | 23 | Reading together 55                 |
| Favourites  | 25 | Scavenger hunt 58                   |
| Float your boat   | 27 | Secret code 60                      |
| Going to market   | 28 | Shapes and patterns in nature 62    |
| How many words ...?   | 30 | Story circle 64                     |
| If I were president ....  | 31 | Thank a community hero 66           |
| Interview an older person   | 33 | Treasure hunt 67                    |
| Invent a gadget (tool or machine)   | 35 | Twenty questions 69                 |
| Junk modeling   | 37 | A letter to your teacher 71         |

# Introduction



## Who is this resource for?

- These activities are for **all families** of children with and without disabilities.
- These activities are for **everyone** – mothers and fathers, caregivers, girls and boys, young people, siblings (brothers and sisters), grandmothers and grandfathers, uncles and aunts. There are many opportunities for learning together.

## What are these activities?

This is a '**mixed bag**' of activities for girls and boys of all ages and their parents, caregivers and families to do at home. Anyone can use their own ideas and creativity to build on these activities. Most of the activities can be done many times in different ways.

## Why were these activities created?

These activities support the many different ways that children learn at home. You may recognise some of the activities because your children are doing them already. These activities help families be more aware of **how learning happens at home** and how learning at home can help improve learning at school.

## How to use these activities?

Look at the activities with your child. Allow your child to pick activities they find interesting. The activities do not need to be done in any particular order.

There is information provided for each activity, as follows:

**You will need:** This box shows what preparation and materials are needed to do the activity. Some activities need no materials, others need pencil and paper, or recycled or used packaging and other items that may be found around the house and do not cost anything.

**What to do:** These instructions are written for the child to follow. Children who can read may be able to follow the steps themselves. Other children may need some extra help from an older sibling or adult who can read.

**Extra activity:** Sometimes extra activities are included to give older or more able children a bigger challenge.

At the bottom of each activity is information to help you choose suitable activities for your child, this includes:

**Age:** This suggests which age group each activity may suit, but often children of all ages can do the same activity. What they produce may differ, for example older children may write more, or draw more clearly.

**Adult/older sibling help:** This suggests if you or an older brother or sister may need to help the child a little or a lot, or whether they can do the task on their own. This information will help you decide if you can be nearby but doing something else while your child is doing the activity. You or a sibling may sometimes need to give more help to children with special educational needs or disabilities.

**What you will learn (knowledge) and what you will practice (skills):**

Each activity helps the child increase their knowledge, or practise or learn a new skill. The box at the bottom of each activity shows what knowledge and skills are covered by that activity. Many of the activities involve making, building or creating something which helps your child practise important skills. These skills include communication, collaboration (working with others), creativity, problem-solving, critical thinking and physical coordination. Schools and teachers know these skills are important. Children often do not have enough time to practise these skills at school. At home there are lots of opportunities to learn through play and through doing everyday activities such as cooking.

**Different ways to do the activity:** Most activities include ideas for how to adapt or change the activity for a child with special educational needs or a disability. All activities can be done by all children, but some children may need a bit more help or may use different ways of doing the activity (such as drawing or speaking rather than writing; or simplifying the activity). The next page gives more ideas for adapting activities. You know your child best so you know what will work with them.

**Remember, learning happens everywhere, all the time.**

# Adapting activities for children with special educational needs and disabilities

The box at the bottom of each activity suggests how to change or adapt the activity for children with special educational needs and disabilities. Each child is unique so these are very general suggestions. Often the child will guide us as to what they need. As we get to know children better, we get better at supporting them and knowing what they are good at, what they like doing and where they need help.

It is fine to help your child, but make sure you do not do the activities 'for' them – they need to feel as if they have achieved something. Do not assume a child cannot do an activity. You can find creative ways to adapt the activity so that anyone can do it.

Below are some more suggestions for children with specific areas of disability or learning difficulty. These ideas can be used in any of the activities.

## Children who have difficulty seeing

- **Use big letters:** If an activity involves writing, check if the child finds it easier to read upper case (capital) or lower-case letters. Sometimes lower-case letters work better, because they have more 'shape' and are not 'block' letters so they are easier to read and recognise.
- **Use colour:** Use a different colour, if possible, to write words that are basic building blocks in a sentence, (for example, words like 'a' and 'the' and/or common verbs like 'say' 'bring' and 'give'). This can make reading or writing easier for the child.
- **Use tactile materials** for making and building things, so children who have difficulty seeing can 'feel' and 'touch' what they are creating. (For example, build a tower using objects made out of different materials.)
- Remember, these ideas can help all children too, not just those who have difficulty seeing.

## Children who have difficulty hearing

- **Use sign language** if you and your child know it. Or learn some basic sign language phrases together with your child.
- **Face the child** who cannot hear well and speak clearly (do not shout). Use **body language, facial expressions and hand gestures** to help communicate what you mean.
- Try to do activities in places that are well-lit, so the child can see to lip read. Speak at a normal speed and do not mumble.

- Use a pencil and paper (or chalk and board) during activities to write things down, or draw pictures to help explain something.
- Remember, some of these ideas can help all children too, not just those who have difficulty hearing.

### *Children who have difficulty moving*

- **Keep resources and materials nearby:** Make sure the objects you need for an activity are kept where the child can reach them.
- **Try to use objects in sizes that help children with coordination.** (For example, big pencils and pens may be easier to hold.)
- **Guide and support actions** where necessary, (for example, you may need to help with rolling dice during a board game).
- **Limit the space:** Change activities so that they can be done in a smaller space, using less movement, (for example, the scavenger hunt or treasure hunt activities could be done in one room rather than the whole house or outside).

### *Children who take more time to learn*

- **Simplify the activity** and only do part of it. (For example, only sing one verse of a song in 'New song, old tune', not three; write a shorter list in 'List-making'. Your child can also write single words rather than whole sentences to express their ideas.)
- **Draw rather than write.** Many activities already involve drawing. For activities that ask the child to write, they could draw ideas instead.
- **Break down the instructions** into simple steps and ask the child to do them one at a time. (For example, 1, get pencil and paper, 2, draw the shape, 3, colour it in, and 4, finish by labelling it.)
- **Repeat instructions** two or three times so the child can take in and understand the information.

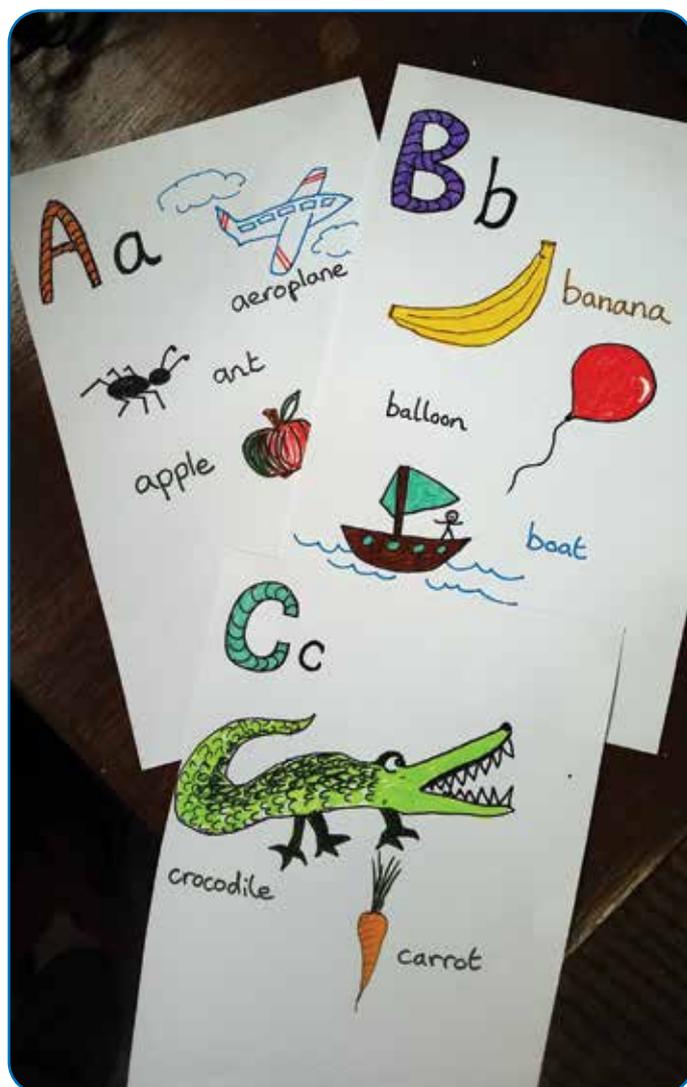
Always let the children lead you. They will let you know if they understand, and are interested in doing the activity or not. Provide gentle support but do not put pressure on children. It often helps to admit the activity is difficult and then turn it into a joint activity. You can say "That is a bit difficult isn't it? Shall we try doing it together?"

# ABC book

**You will need:** Pencils (colours if you have them), paper, glue or needle and thread

## What to do:

- Get some paper and coloured pencils ready.
- Fold pieces of paper to make the alphabet book. How many sheets of paper will you need?
- Plan how you will draw the letters. One on each page? Two? With pictures of objects/ animals whose names begin with the letter?
- Design and draw a cover for the book. Remember to put your name as the 'author' (the writer of the book).
- Think about how to draw the letters. Will the letters look like stick people or rope shaped? Colour them if you have colours.
- Add words that begin with the letter of the alphabet on each page.
- Fold the book and either ask an adult to sew the spine with a thread and needle or glue it together.



### Extra activity:

- Read or ask someone to read to you the story below.

### Confusion in Alphabet Land

One day the twins 'e' and 'e' decided to have some fun. So they got into the middle of all the words that they could think of. They turned 'ship' into 'sheep' and the sheep got very wet and confused. They turned 'chick' into 'cheek' and mother hen spent all day looking for her baby. They turned 'stir' into 'steer' and the cook didn't know what he was doing. They turned Will into wheel and he went rolling down the hill. The twins laughed and laughed. But the other alphabets did not think it was funny. Finally, the head of the alphabet said, 'Okay enough is enough.' And she put the twins in the middle of 'slip' and sent them off to sleep.

- Can you make up your own story about letters in Alphabet Land?

**Age:** Primary

**Adult/sibling help:** Medium

**What you will learn:** The alphabet, language development, vocabulary, spelling

**What you will practice:** Creativity, coordination, design

**Different ways to do the activity:**

- Make up a song about the alphabet.
- Ask someone else to help you make the book.
- Use small stones or bottle tops to make the alphabet on the table or the floor.

# Build a tower

**You will need:** Cardboard or plastic packaging, small boxes, flat stones

## What to do:

- Collect as many flat-bottomed objects together. This could include old boxes, cartons with tops, books, small flat stones, plastic jars with tops....
- Try to build a tower with the objects. What do you notice about which object you can put on top of another? Where are the biggest objects? If you put a smaller object at the base of your tower, what happens?
- How high can you build your tower? What makes your tower stand or fall? How can you make it stronger?



**Age:** Primary

**Adult/sibling help:** Low

**What you will learn:** Balance, design

**What you will practice:** Experimenting, creativity, coordination and spatial awareness

**Different ways to do the activity:**

- Ask someone else to help you build your tower.
- If you have difficulty seeing use tactile objects so you can feel the tower.

# Build an obstacle course

**You will need:** Furniture, large objects such as cardboard boxes or pieces of wood, old tyres etc.

## What to do:

- An obstacle course is a set of physical obstacles that you need to climb over or under or across. It can include running, jumping, crawling, climbing and balancing. You can make it as easy or as challenging as you like. See the example in the photo.
- Find a space (inside or outside) where you can create an obstacle course. Gather some objects for your obstacle course: for example, pieces of wood, large stones to make stepping stones, old tyres, old pieces of furniture. Just check with an adult it is OK to use them first.



- Design and build your obstacle course. Think about who will use the obstacle course. Make it challenging for them but not impossible!
- Try out your obstacle course – is there anything you'd like to change? Ask someone to time you going round the obstacle course. How fast can you do it?



**Age:** Primary

**Adult/sibling help:** Medium

**What you will learn:** Design, construction

**What you will practice:** Creativity, problem-solving, coordination, spatial awareness

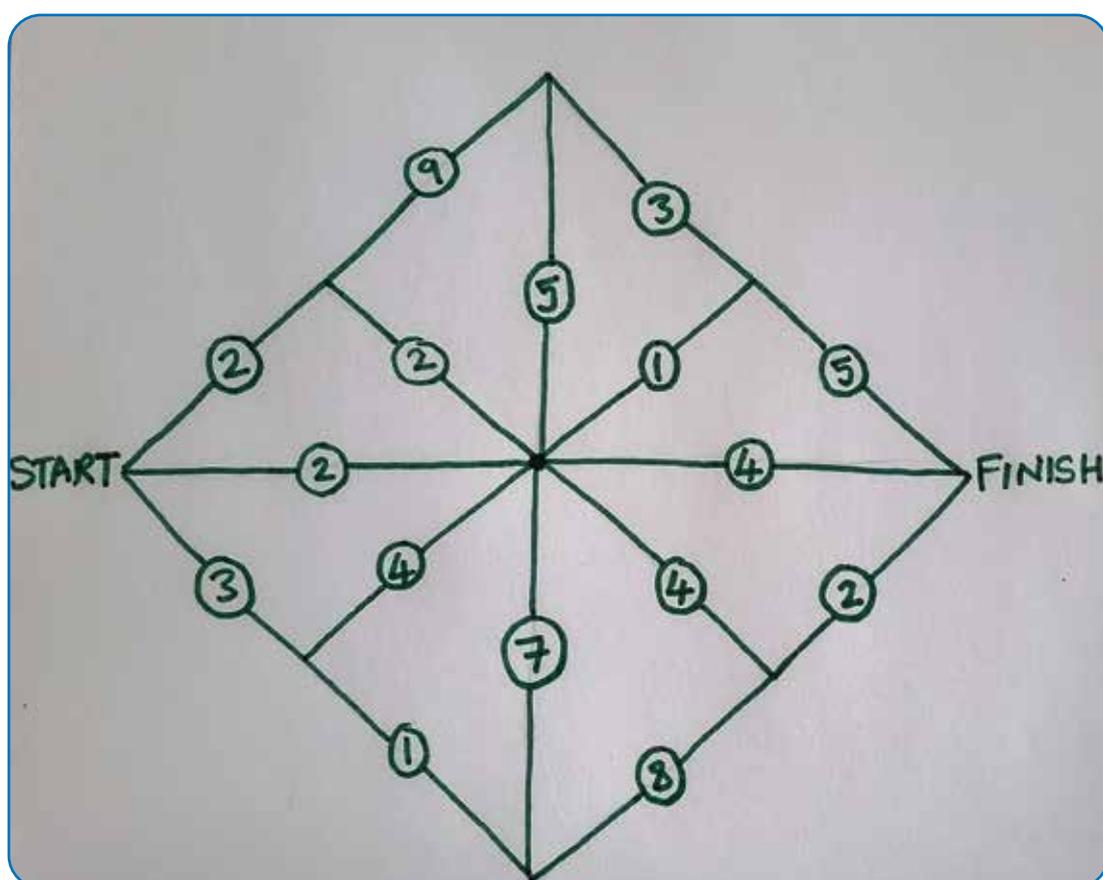
**Different ways to do the activity:** Simplify your obstacle course for someone who has difficulty moving around or who has difficulty seeing. Include movements they can do, like rolling, crawling and/or tactile objects so they can feel their way around etc.

# Calcumaze

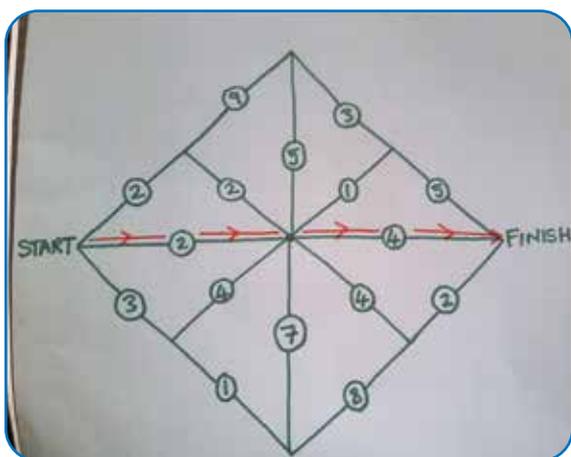
**You will need:** Pencil/pen and paper, chalk

## What to do:

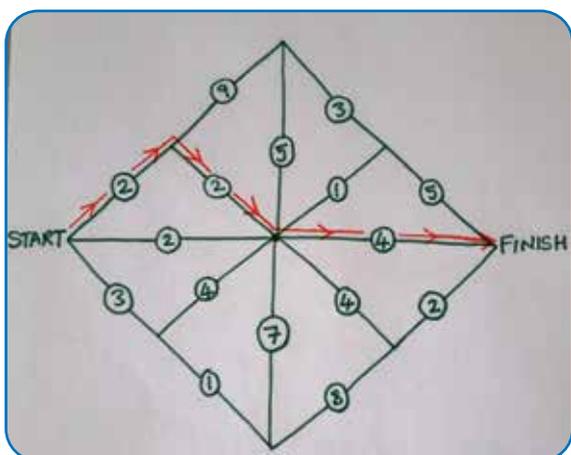
- Either copy the diagram on a piece of paper or find a large area where you can draw it in chalk on the ground.



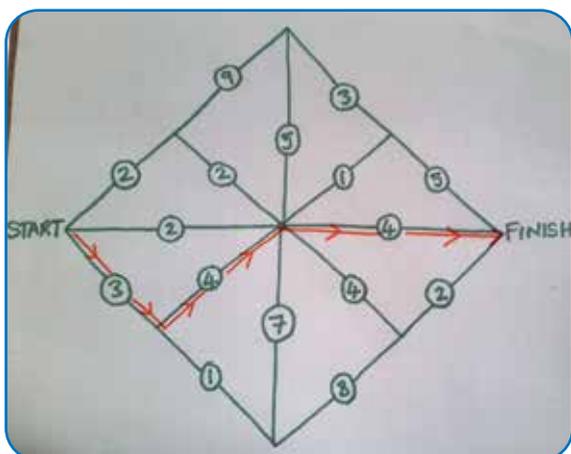
- This game is about playing with numbers. From the 'START' you move along the lines to the 'FINISH'. You can go in a straight line or zig-zag or any other route (way).
- As you move along the lines you make a calculation (sum) using the numbers you pass so you end up with a final number at the FINISH.
- For example: How many different ways can you find of making the number 8?



1.  
 $2 \times 4 = 8$



2.  
 $2 + 2 + 4 = 8$



3.  
 $3 \times 4 - 4 = 8$   
 $(12) - 4 = 8$

Answer: there are  
 three possible  
 routes

■ The rules are:

- ⊕ Each route must be different.
- ⊕ No route may pass through a point more than once.
- ⊕ Each time you pass a number you must use addition, subtraction and/or multiplication to include that number in your calculation.

- Can you find the route that will lead to the number 10? What about two routes leading to the number 16? Write down your calculations.
- What other routes and final numbers can you create? What is the biggest number you can make? What is the smallest number you can make? How many different final numbers can you make altogether?

### Extra activity:

- Give someone else a final number and ask them to find routes. They might find routes you hadn't thought of!
- Replace the numbers on the diagram with your own numbers. Any numbers are possible but it's best to keep them as single- or double-digit numbers.
- You could also use decimals to make it more challenging. For example,  $0.5 \times 4 = 2$  or  $2.5 \times 5 = 12.5$ .

**Age:** All ages

**Adult/sibling help:** Medium

**What you will learn:** Calculations, addition, subtraction and multiplication

**What you will practice:** Problem-solving, critical thinking, collaboration, communication

**Different ways to do the activity:** Create a large maze on the floor in chalk and 'move' along the routes and help you remember the calculations better. Limit the numbers on the diagram to 1-5.

# Cooking with numbers

**You will need:** Pencil or pen and paper, cooking ingredients, cooking utensils

## What to do:

- Decide what you would like to cook. Plan your recipe with an adult or older sibling if you need help.
- Write down the list of ingredients (things to cook with) you will need.
- Decide how many people you are cooking for. How much of each ingredient will you need for this number of people? Write down the amounts next to each ingredient on the list.
- What would the amounts be if you had to cook for twice as many people? Half as many people? 2 more people?
- Get your ingredients and cooking utensils (pots or pans) ready. Measure the ingredients.
- Discuss the steps/instructions for the recipe and write down each step. Use words to describe cooking such as 'chop', 'peel', 'stir' and 'mix'.
- Follow each step of the recipe and adjust your written instructions as you go, try to be as clear as possible so someone else could follow your recipe.
- Once you have finished cooking invite your family to come and eat what you have cooked.
- Think about how to divide what you have cooked equally between the number of people present. How many spoonfuls/slices/pieces should each person get? Is there enough for people to have a second portion?

### Extra activity:

- Write up the recipe neatly so that someone else can follow the instructions. Ask them to make the recipe and then give feedback (tell you) on how clear the instructions were and if any changes should be made.



- Choose a recipe where you can divide up the results to make fractions, such as cakes or biscuits or cutting up fruit for a fruit salad. Make different fractions and write them down (like the photo above).
- Make a recipe book of all your favourite recipes.

**Age:** All ages

**Adult/sibling help:** Medium / high

**What you will learn:** Numeracy, applied maths, measuring, planning a recipe, language development

**What you will practice:** Creativity, communication, problem-solving, critical thinking, coordination

#### Different ways to do the activity:

- Ask someone to help you with the cooking.
- Give spoken instructions rather than writing them down.
- Ask someone else to write down the instructions.
- Draw pictures for each step of the recipe.



- Cut up some small squares of paper. On one side of each small square write an instruction/activity. Be creative and try to have a mix of different kinds of instructions! For example:
  - ↻ Maths facts: count in 3s, 6s, 8s ...
  - ↻ Physical actions: turn around three times, pat your head and rub your tummy while you count to 20
  - ↻ Create a list of words that rhyme
  - ↻ Sing a song
  - ↻ General knowledge: name 5 capital cities...
- With the other players agree some rules for playing, who gets to go first? What happens if someone can't do an activity? Can you ask for help? Can you pass turns? After you agree your rules it's time to play.
- Put the 'activity' cards face down next to the board game. Each player chooses a small object to move around the board. Each player takes a turn rolling the dice.
- When a player lands on 'get a card', take an activity card. Perform the task on the card. If the player can't, refer to your family rules.
- The first player who makes it to the end wins.

**Age:** 8+

**Adult/sibling help:** Medium

**What you will learn:** Language development, using numbers

**What you will practice:** Communication, collaboration, critical thinking, creativity

# Do you see what I see?

**You will need:** Pencil or pen and paper

## What to do:

- Draw a picture.
- Next, write the instructions for how to draw the picture.
- Ask someone else to follow your instructions without letting them see your drawing.
- When they finish, compare the drawings. What do you think? Are they the same or different? Why are they different? What could have made them more similar?



**Age:** All ages

**Adult/sibling help:** Low

**What you will learn:** Language development, writing instructions

**What you will practice:** Creativity, coordination, communication

# Draw a fantastic animal

**You will need:** Pencil and paper

## What to do:

- Get some paper and pencils ready, ideally a few different colours.
- Imagine a cat had a trunk like an elephant? Or a dog had a shell? What would that look like?
- Draw your own fantasy animal with different animal parts. Label the different animal parts.
- Name your fantastic animal. The name could be a clue to the different animals that you have used for your drawing.



## Extra activity:

- **Imagine:** Where does it live? In our world or another one? What kind of world? What does it eat? What does it sound like? How does it move? How did it get its different animal parts? How did it get its different animal parts?
- **Tell/write a story** about the animal.
- **Read the following story** (or ask someone to read it to you) to give you ideas:

## The Hyena and the Hare

Hyena sold vegetables at the market and Hare always teased him. 'You cannot run as fast as I can, can you?' Hare teased. 'You are old and can't even see well.'

Hare danced around Hyena who tried to grab him but could not. Hare ran off laughing.

'I'll show him' thought Hyena one day. So, he pretended to see even less, wore dark glasses.

Hare became cheekier and bolder and came closer and closer. Then, one day, Hyena put out his paw and grabbed Hare by the ears. He would not let go. Hyena pretended to eat Hare by the ears. Hare wriggled and shook but Hyena kept swinging him up and down by his ears. Hare's ears grew longer and longer until finally, with a really hard yank, Hare pulled himself free of Hyena's jaws (old Hyena's teeth were not very good). Hare ran as fast as he could away from the market, away from the town, away from Hyena. And that, you see, is why hares have long ears.

**Age:** Primary

**Adult/sibling help:** Low

**What you will learn:** Shapes and colours, descriptive language

**What you will practice:** Creativity, coordination

**Different ways to do the activity:**

- Describe the animal. Instruct someone else to draw it.
- Use clay or used bottles and food packaging to make the animal.

# Draw your imaginary city

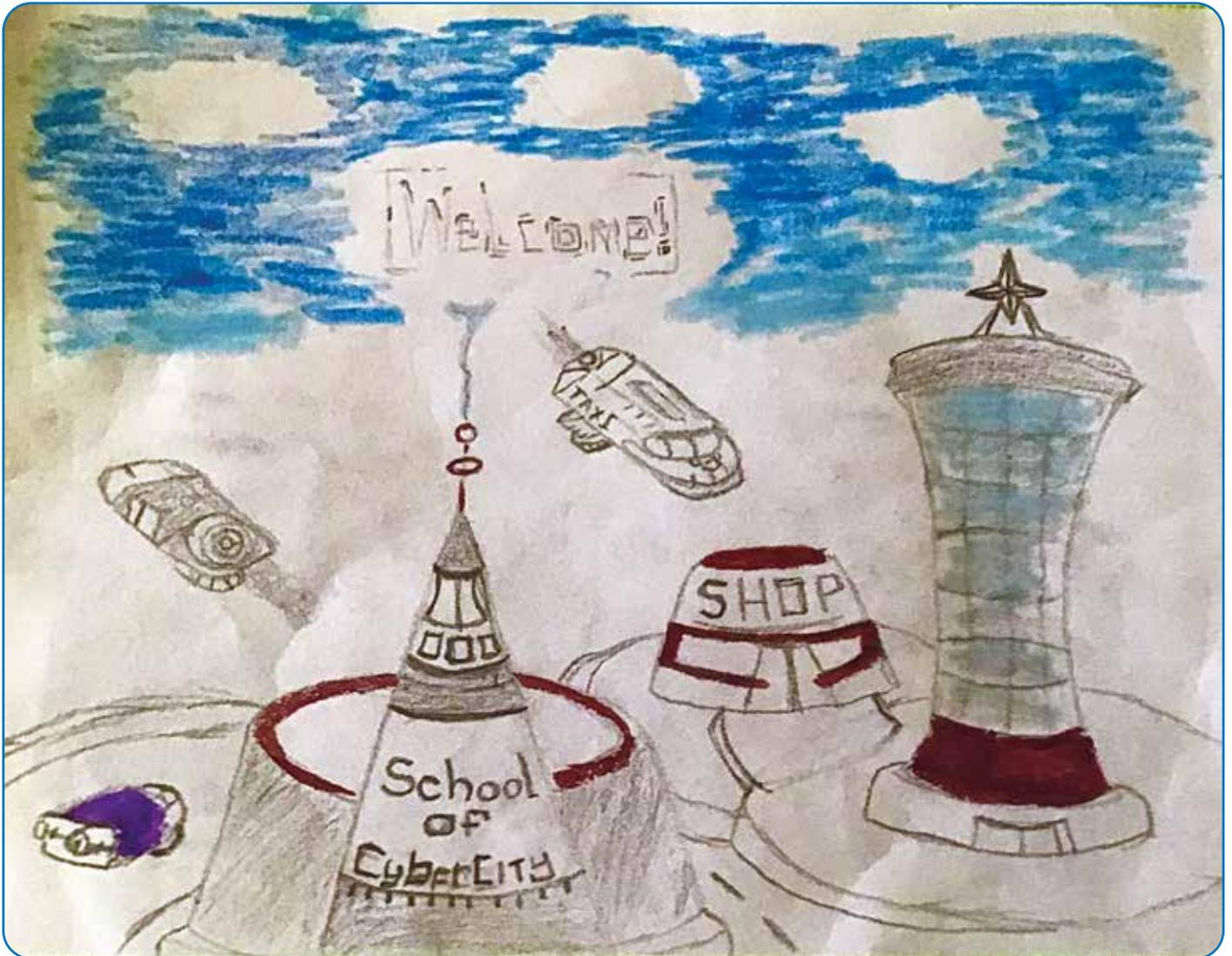
**You will need:** Paper and pencils/coloured pencils

## What to do:

- Have a big piece of paper and pencil ready.
- Ask someone to read the following aloud to you slowly so you can close your eyes and imagine.

Close your eyes and imagine your city. Imagine you are walking down the street of your imaginary city. What does your city look like? What buildings does it have? How tall are the buildings? What kind of transport is there? Is there a railway station? Is it a 'green' city with trees and parks? Or is it a futuristic city with flying cars? Take a couple of minutes to imagine your city.

- Open your eyes. Draw your city. Plan where the buildings will go and what to include. Do the outline first and then fill in the rest. Use colours if you have them.
- What will you name your city?
- Look at your city again. Did you forget anything? A prayer place? An old fort or museum? What about a river and a place to play? Can people easily move around the city? What about people with disabilities? Make your city bigger to add these things.



**Age:** Primary

**Adult/sibling help:** Medium

**What you will learn:** Language development, scale, how cities work

**What you will practice:** Creativity, planning, designing, problem-solving

# Favourites

**You will need:** Pencil or pen and paper and different colours

## What to do:

- Draw around your hand in the middle of a piece of paper.
- On the drawing, inside the thumb write your favourite colour.
- On the rest of your fingers, write down your favourite school subject, favourite food, favourite game, and favourite animal.
- Decorate the rest of the space with pictures of your favourite things!



### Extra activity:

- Make up different things to write on your fingers, these could be other favourites or different categories of words such as capital cities, furniture in your house, things you like doing and so on.



**Age:** Primary

**Adult/sibling help:** Low

**What you will learn:** Language development

**What you will practice:** Creativity, coordination

**Different ways to do the activity:**

- Ask someone else to draw around your hand for you.
- Dictate to someone your favourite things.
- Think of some other favourites to include.

# Float your boat

**You will need:** Used plastic tub or bottle, piece of paper or cloth, stones

## What to do:

- Find an old plastic tub or plastic bottle.
- Design your boat, will you add a sail?
- Float your boat in a bucket of water or small pond. How well does it float? Can you make it move across the water?
- Collect some stones. How many stones will it hold until it sinks?



**Extra activity:** Can you make a boat out of different material? Paper for example? Does this change how many stones it will hold?

**Age:** Primary

**Adult/sibling help:** Low / medium

**What you will learn:** Science (physics), material density

**What you will practice:** Creativity, coordination, design

# Going to market

**You will need:** Things to 'sell' on your market stall, pencil and paper

## What to do:

- Find a space to set up your market stall. It could be a small table or just a space on the floor somewhere.
- Decide what your stall is going to sell. Food? Clothes? Books? Or a mixture of things?
- Collect things for your market stall. Ask an adult or older sibling if it's OK to borrow things first. You could also use stones, buttons, bottle tops, leaves, twigs as pretend things to sell.
- Use stones or bottle tops as pretend money. Find a small box to keep the money in. Have some paper and pencil ready so you know what to charge.
- Set out your stall. Display things nicely. Write prices on pieces of paper and put them next to the products on your stall.
- Open your shop and invite customers to come in.
- Make it interesting by not always having what they want. Offer other things instead. Or make prices higher and tell your customers why. Do they accept the price rise?



**Age:** Primary

**Adult/sibling help:** Medium

**What you will learn:** Addition and subtraction and calculating the cost of discounts, language of buying and selling

**What you will practice:** Communication, negotiating, collaboration, creativity, problem-solving

# How many words ...?

**You will need:** Pencil or pen and paper

## What to do:

- Write the sentence 'Learning at home is fun'.
- See how many different words you can make from the sentence and make a list, for example: **Learn, ring, mat, lama, night, girl, thing.**
- Can you make a new sentence out your list of words?
- Think of a different sentence and ask other people how many words they can make.
- Look at the next sentence which uses every letter in the alphabet: 'The quick brown fox jumps over the lazy dog.'
- Can you make a sentence that uses the letters of the alphabet that are less used, such as q or x? How many different words can you make from your new sentence?

## Extra activity:

- Make up a word game using the words.
- Make up a short story using the new words and write it down.

**Age:** All ages

**Adult/sibling help:** Low

**What you will learn:** Language development, writing, spelling, sentence structure

**What you will practice:** Ordering, sequencing, creativity

# If I were president ....

**You will need:** Pencil or pen and paper

## What to do:

- Imagine you are president of your country. What would be the first thing you change? What would you want to do about the following:
  - ⊕ Education (for example, schools and teachers)
  - ⊕ The environment (for example, protecting nature)
  - ⊕ Health care (for example, hospitals, doctors and nurses)
  - ⊕ Transportation (for example, how people travel around)
- Are there any groups of people you'd like to help? Who are they? How would you help them?
- Copy the table and complete the sentences with your own words.
- Add in as many extra sentences as you need.
- Perform a presidents speech by reading your sentences out loud with confidence.



## If I were president ... by (your name)

If I were president of (your country), I would .....  
and then I would .....

There would be .....

I would cancel .....

There would be no more .....

I would make sure that .....

Signed: \_\_\_\_\_

**Age:** All ages

**Adult/sibling help:** Low

**What you will learn:** Language development, grammar

**What you will practice:** Creativity, critical thinking, communication, public speaking

# Interview an older person

**You will need:** Pencil or pen and paper

## What to do:

- Think of an interesting older person you would like to interview. It could be someone in your family or in your community.
- What makes them interesting? What do you want to ask? About their childhood? Changes have they seen? Particular experiences?
- Write down the questions you want to ask. Look at the questions and number them in the order you would like to ask them.
- Do a practice interview with another adult or older sibling. This will help you see if you need to change anything. Did the interviewee think you were friendly? Too serious? Did they want time to tell you more?
- Make any changes you think you need to after your practice. Do you need more questions? Less? Do you want to change any questions?
- Do the interview. Thank the interviewee for their time.

## Extra activity:

- Write up the interview as a script to be broadcast on local radio and/or an article for your local newspaper.



**Age:** 8+

**Adult/sibling help:** Low

**What you will learn:** Language development, learning about family or community history

**What you will practice:** Communication, organising and planning interviews, critical thinking

**Different ways to do the activity:**

- Ask someone to interview you first so you know what to ask.
- Write the interview questions in big letters so they are easy to see.
- Make the questions short so they are easy to remember.
- Ask the interviewee to tell you the answers in short sentences so it is easier to write them down.

# Invent a gadget (tool or machine)

**You will need:** Pencil or pen and paper

## What to do:

- Think about the gadget (tool or machine) you want to invent. What does it do? Perhaps it's something that can help people? Can you travel with it? What is it made out of? Does it use electricity?
- Draw a picture of your gadget and label it. What are the different parts for?
- Write about your gadget. Can you describe how it works? What can you do with your gadget?

## Extra activity:

- Make your gadget out of recycled materials. Find some used boxes and plastic bottles for example. Write on different parts of your gadget if you'd like to.
- Make an advert for your gadget. What are its selling points? What does it do that will make people buy it? How will it improve people's lives for the better? How much does it cost? Write up your advert for the local newspaper.



**Age:** Primary

**Adult/sibling help:** Low

**What you will learn:** Language development, writing, spelling

**What you will practice:** Creativity, problem-solving, critical thinking, communication, spatial awareness

# Junk modeling

**You will need:** Pencil or pen and paper

## What to do:

- Gather some recycled objects and packaging. This could include used plastic bottles, bottle tops, cardboard boxes of all sizes, cartons, old bits of cloth and so on.
- Also look for natural products that you could use for your junk modelling, for example sticks, stones, dry leaves, or even clay or mud.
- Think about what you would like to make. A toy? Does it have wheels? Or a den? With walls? Think about the design of what you want to make.



Here are some ideas:

- Draw a picture of your design and plan what you will need to make it.
- Make your model.
- Look at your model again. How could you improve it? What would help strengthen it? Help it move better?



**Age:** Primary

**Adult/sibling help:** Low

**What you will learn:** Design, mechanics, construction

**What you will practice:** Creativity, problem-solving, coordination, spatial awareness

**Different ways to do the activity:**

- Ask someone to help you with making your model.
- Give the instructions verbally/speak the instructions?
- Keep the design simple – make a pot for a plant, something that rolls, a counting game.

# List making

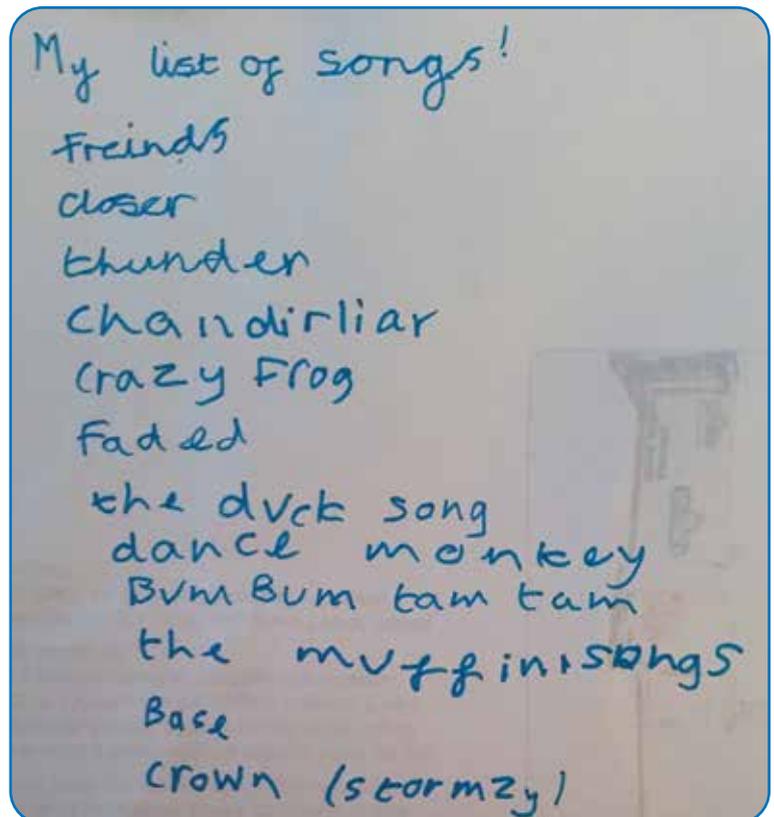
**You will need:** Pencil or pen and paper

## What to do:

- Think of some things that you can make a list for:

- ⊕ Songs you like
- ⊕ Plants in your area
- ⊕ Things that make you happy
- ⊕ Things you are good at
- ⊕ Things you want for your family

- Try to think of some lists that are not objects like 'things that you are grateful for' or 'things that are fun to do'.



- Choose one and write the list down.
- Can you divide the list into smaller lists? For example, plants in your area might be divided into those that you can eat and those you can't.

**Age:** All ages

**Adult/sibling help:** Low

**What you will learn:** Language development, writing, spelling

**What you will practice:** Ordering, sequencing, creativity

# Make a map of your area

**You will need:** Pencil or pen and paper, cooking ingredients, cooking utensils

## What to do:

- Get some paper and pencils ready, ideally a few different colours.
- Take an imaginary walk around your local area. What do you see? (Houses, buildings and roads but also trees or special places such as churches, mosques or play spaces.)
- Think about how long some streets are, how high some trees or buildings are. What about open spaces like fields or woods? The marketplace? The school? Any other things you can think of?



- Decide how you will draw your map. Will you colour different things? Will you create a key to represent other things (like a wavy line for a stream, a green circle for a tree) or draw it all?

- How big will your paper need to be? One sheet? Two?
- How big or small will each thing have to be? What size are the school, the play space, the streets or paths, the market?
- Draw the map. Label the different areas or make a key and label that.

### Extra activity:

- **Imagine:** someone new asking you for directions to the market or the river. Write or tell the directions. Find someone to look at your map and ask for directions.
- **Tell/write a story** about particular places in the area. When did the school start? Was there always a play space? Was there a disaster like a flood or strong wind that happened in the area? What about celebrations? Any important history? Is there a ghost story to tell about a place?
- **Make a model** of the area. Use old packaging or small boxes that you can find around. Can you make it so someone who can't see, can feel and find their way? Using string might help.

**Age:** All ages

**Adult/sibling help:** Medium / high

**What you will learn:** Language development, vocabulary for places, language for directions, local area, important landmarks

**What you will practice:** Creativity, coordination, drawing to scale, representation, spatial awareness, observation

### Different ways to do the activity:

- Describe the area and ask someone to help draw the map.
- Make a model (rather than a map) of the area.
- Make a plan of your house or one room in the house.
- Tell stories about the place you live and ask someone to write them down.

# Make a sock puppet

**You will need:** An old, clean, long sock, thick pen or chalk, old buttons, needle, thread and scissors, wool

## What to do:

- Find an old long sock. Put your hand in it and make a C shape with your fingers and thumb. Put your thumb in the heel of the sock. Play with it until it feels like a head with a mouth.
- Use a pen or chalk to mark where the eyes will be. Take the sock off. Draw two eyes or sew buttons where you marked the eyes.
- Add some wool to make hair. To do this cut some pieces of wool all the same length and tie them in the middle. Then sew them to the sock, above the eyes.
- Decorate your sock puppet. Give it a little hat or make a mouth out of card or cloth.
- Give your sock puppet a name and practise making your sock puppet 'talk'. Make it look funny or sad by how you move your hand. Make it look surprised by bringing its eyes apart or annoyed by bringing its eyes closer together.

## Extra activity:

- Make another sock puppet and make them 'talk' to each other. What are their personalities? What adventures do they have? Give your family a sock puppet show.



**Age:** Primary

**Adult/sibling help:** Medium

**What you will learn:** Drawing, dialogue, language development

**What you will practice:** Coordination, creativity, improvisation

# Mancala or similar counting game

**You will need:** Pencil or pen and paper

## What to do:

- What counting games do you have in your country? Do you have any games using small stones, dried beans, seeds or other counters and a board (similar to the one shown below)?
- How do you play the game? Do you know the rules of the game? If not, can you find someone who can teach you?
- If you don't already have a board can you create the board on the ground? You could make small holes or pits in the ground and collect small stones to use.
- Play the game. If you need two players you will need to find someone to play with you. What makes it a good game?





### Extra activity:

- Can you write down the instructions for your game? Imagine the instructions are for someone who has never played the game before.
- Can you make up a new counting game? Teach your game to someone else. What are the rules of the game?

**Age:** All ages

**Adult/sibling help:** Low

**What you will learn:** Numeracy, language development (instructions)

**What you will practice:** Collaboration, problem-solving, communication, strategy

# Nature watching

**You will need:** Pencil or pen and paper

## What to do:

- Go outside and decide what you want to watch. It could be an insect like a spider building a web or an ant carrying food in its mouth. It could be something flying like a butterfly, a bird or a bee collecting pollen. Or you could watch the trees and the shadows they cast in the wind or the light on water in a stream.
- Watch for at least fifteen minutes or more and note everything you can. Look at the way it moves, any particular markings or colours (bright warning colours or colours that allow it to blend with the background). Can you describe it?
- Ask yourself other questions: How big is it? How many legs does it have? How does it move? (Fast, slow, awkward, graceful.) Where is it going? What is in its way, what is it trying to do or make? Are there other insects/animals like it nearby? What are they doing?





### Extra activity:

- **Draw** a picture of what you observed.
- **Find out** more information about what you saw. Ask someone who knows about these things and think of questions to ask. What does the animal/insect eat? How many types are there? How do they find food? Do they live in groups or alone? How do they have their babies? Do they migrate?
- **Make a nature diary.** This can just be a piece of paper where you write down or draw what you observe day by day. If you can watch the same thing for many days (like the shadows that trees make or a flower that has opened or a stream, then notice over the different days what changes. Are there different insects coming to the flower? What about the tree? Do birds visit it or are the leaves changing? Are they growing? What about the stream? Are there different fish or insects in it or around it? Does the colour of the water change?



**Age:** All ages

**Adult/sibling help:** Low

**What you will learn:** Language development, descriptive language, science: natural world and biology.

**What you will practice:** Observing carefully and closely. Learning about what you observe. Patience, critical thinking, communication.

**Different ways to do the activity:** If you have difficulty seeing, use your other senses (not just visual) to experience nature. Listen, smell and touch the earth, trees and plants around you. Describe what you smell, hear and feel. Dictate your description to someone else to write down.

# New song, old tune

**You will need:** none

## What to do:

- Think of a song that everyone knows and is easy to sing.
- Make up new words to the same tune. You could make a song about anything you want, for example, how to brush your teeth, your favourite story character, or something funny that happened.
- Teach the song to others. Add some actions if you like.
- Here is an example of a 'hand washing' song to the tune of 'row, row, row your boat'. Can you sing it?

Wash, wash, wash your hands,  
Wash the germs away  
Scrub and rub to keep them clean  
Wash the germs away

Wash, wash, wash your hands  
Between the fingers too  
Front and back and under nails  
No more germs on you.



**Age:** Primary

**Adult/sibling help:** Low

**What you will learn:** Language development, rhythm, syllables, rhyming words

**What you will practice:** Communication, creativity

# Nonsense poetry

**You will need:** Pencil or pen and paper

## What to do:

- Look at the 'nonsense' (made-up) poem below by the poet **Spike Milligan**. You can read quietly or out loud if you like. Pay close attention to any silly or unexpected words.

### On The Ning Nang Nong

On the Ning Nang Nong  
Where the Cows go Bong!  
and the monkeys all say BOO!  
There's a Nong Nang Ning  
Where the trees go Ping!  
And the tea pots jibber jabber joo.  
On the Nong Ning Nang  
All the mice go Clang  
And you just can't catch 'em when they do!  
So its Ning Nang Nong  
Cows go Bong!  
Nong Nang Ning  
Trees go Ping  
Nong Ning Nang  
The mice go Clang  
What a noisy place to belong

- When you've finished reading, write a list of all the **nonsense words** that Spike Milligan used in this poem.
- Which nonsense word is your favourite and why?
- Do you have any nonsense poems in your country/language?
- Write a definition (meaning) for the words above that will make your friends laugh.
- Fill in the gaps with your own made-up words to describe the actions/sounds:
  - ➡ The wind ..... through the trees.
  - ➡ The sound of fingernails on a blackboard: .....
  - ➡ .....: the action of bird droppings falling on the path
- Invent five new words of your own with definitions.
- Now write your **nonsense poem** using some of your nonsense words.
- You do not need to use them all. Choose your favourite ones and the ones that sound the best together.

- You could use 'On the Ning Nang Nong' as inspiration. Try starting your lines with similar phrases, such as:

➡ On the ...

➡ Where the ...

➡ And the ...



**Age:** 8+

**Adult/sibling help:** Low

**What you will learn:** Language development, definitions, sentence structure, rhyme and rhythm

**What you will practice:** Creativity, communication, making meaning

**Different ways to do the activity:**

- Do the poem orally or ask someone to write it down for you.
- Write a 2-line poem.

# Plant a seed and watch it grow

**You will need:** Seed, soil, water, stick marker

## What to do:

- Choose what you would like to grow. A bean, lentil or other seed? Do you want to grow something to eat? Find out what seeds grow well at this time of year and what seeds are available.
- Decide where to plant your seed. In a pot or in the ground? If into the ground, choose a place where there is no risk of being disturbed by animals. Find out where is the best place to plant it. In a sheltered area? With some shade or in direct sunlight?
- Plant your seed in an area free of weeds. Plant two or three of the same seeds in the same spot in case one doesn't germinate (grow). Water it well.
- Make a label for your plant. Write the name of the plant on a stick and put it in the soil next to your seed.
- Water it every day or often enough to keep the soil moist.

## Extra activity:

- Each day check for growth. Keep a record of its growth. Measure the seedling each day after it comes up. How many days before it produces leaves? Flowers? Fruit? Write down what you observe.



**Age:** All ages

**Adult/sibling help:** Low

**What you will learn:** Growing food, natural world, caring for a plant

**What you will practice:** Observation, problem-solving

# Reading together

**You will need:** A story book or use one of the stories on the next page

## What to do:

- An older sibling/adult can read a story to a younger child or a younger sibling can read to an older sibling/adult. Sometimes it is nice to take it in turns and do both.
- Choose a story (from a book) that you both like or make up a new story. It could be a real story or a fantasy one.
- Remember to make your voice change as you tell it. How would you do the voice for a lion, an old man, a frightened rabbit?
- Pause in the story sometimes and ask 'what do you think is going to happen next?'. Try to predict the next part of the story together.
- On the next page are two short stories you could read together. You could also read 'the Hyena and the Hare' from the activity 'Draw a fantastic animal'. Read the main part of the story, pause before you read the ending and try to guess how it will end.
- Read the ending. Did you guess correctly? Can you also make up a title for the story?

## Extra activity:

- Can you act out one of your favourite stories together? Decide which characters you will be and practise your performance. Perform your story for other family members.

### Story 1: Tembo, the elephant:

'Don't go into the river' mama elephant kept telling Tembo her baby elephant. 'There is a big crocodile there and he'll eat you up.' Tembo was curious. What was a crocodile? No one would tell him. So, he went to the river. He stood near the edge. Then moved a little closer. But all he could see was his own face in the river. He moved a little closer and suddenly ... a crocodile appeared with wide jaws and ... Snap! He had Tembo by the nose. 'Help' shouted Tembo. His mother came running, she got hold of his tail. His brothers came running and they got hold of his ears, and they pulled and they pulled but the crocodile would not let go. 'Help' they called and soon everyone in the forest was pulling.

### The ending:

They pulled at his tail and it grew as long as a string, they pulled his ears and they grew larger, and his nose grew longer and longer. They pulled and they pulled and finally the crocodile let go. Everyone fell on top of each other on the grass. Tembo was safe. But what had happened to his little curly tail and his tiny ears, and.....his NOSE? That is why to this day, elephants have long noses called trunks and huge ears like cabbage leaves.

## Story 2: Three Raindrops (by Terry Jones):

A raindrop was falling out of a cloud, and it said to the raindrop next to it: 'I'm the biggest and best raindrop in the whole sky!'

'You are indeed a fine raindrop,' said the second, 'but you are not nearly so beautifully shaped as I am. And in my opinion, it's shape that counts, and I am therefore the best raindrop in the whole sky.'

The first raindrop replied: 'Let us settle this matter once and for all.' So, they asked a third raindrop to decide between them. But the third raindrop said: 'What nonsense you're both talking! You may be a big raindrop, and you are certainly well-shaped, but, as everybody know, it's purity that really counts, and I am purer than either of you. I am therefore the best raindrop in the whole sky!'

### The ending:

Well, before either of the other raindrops could reply, they all three hit the ground and became part of a very muddy puddle.

**Age:** All ages

**Adult/sibling help:** High

**What you will learn:** Language development, story structure, prediction, drama

**What you will practice:** Creativity, teamwork, collaboration, listening

# Scavenger hunt

**You will need:** Paper and pencil

## What to do:

- A scavenger hunt is where you have to go and find things on a list. You can 'hunt' inside or outside. If you do the hunt with others, the first person to find everything on the list is the winner.
- Have a look at the list. On your own or with others, how quickly can you collect all the things on the list?

- Something blue
- Something soft
- Two things made from wood
- Something delicious
- Three things beginning with P
- Something shiny
- Something used for cleaning
- Something you love

- If you did the scavenger hunt with someone else, compare the different things you have collected.
- Now make your own list. Using adjectives (soft, delicious, shiny) and colours is a good start. Look at the other examples above and see if you can make your own list of 10 things to find.
- Write down your list and ask someone else to go and find the things.



**Age:** All ages

**Adult/sibling help:** Low

**What you will learn:** Language development (adjectives and nouns), counting

**What you will practice:** Creativity, problem-solving, collaboration

**Different ways to do the activity:**

- Only choose things from one room in your home.
- Point to the things and ask someone to get them for you.
- Dictate (tell someone) the things to write down the list for you.

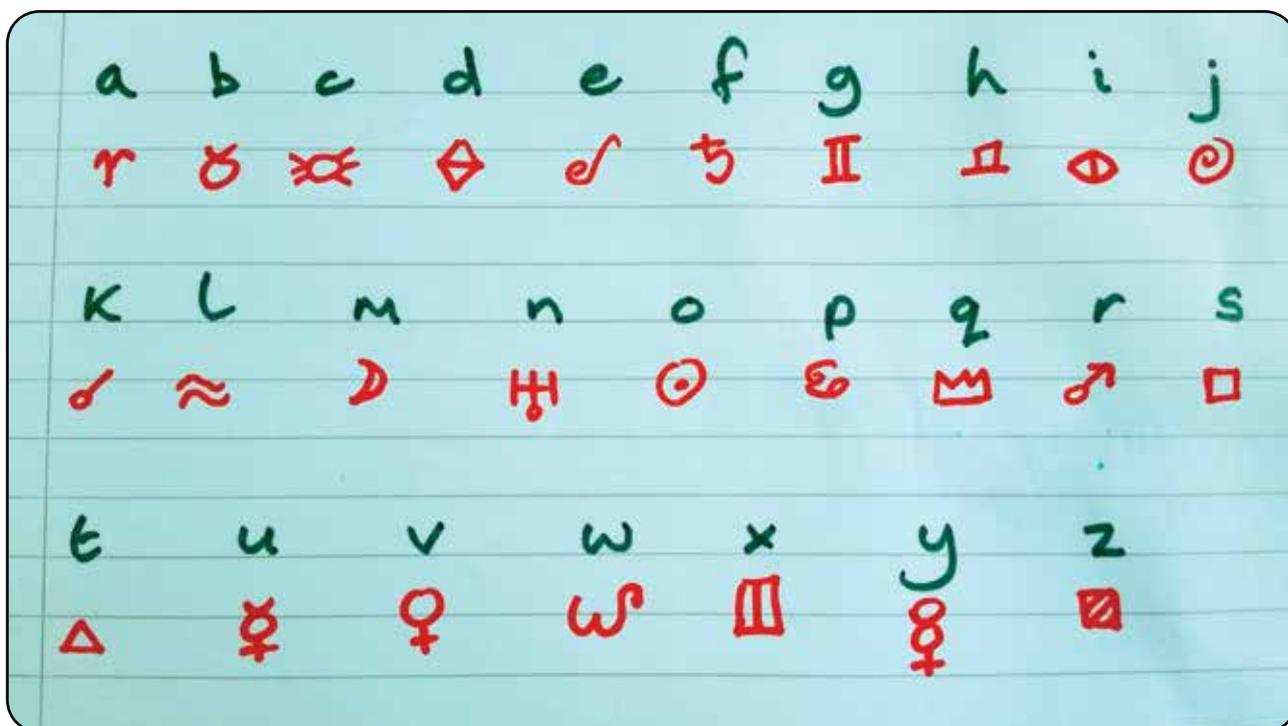
# Secret code

**You will need:** Pencil or pen and paper

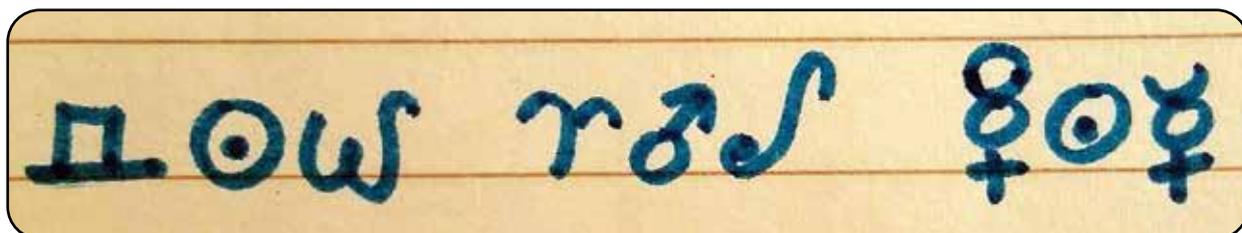
## What to do:

There are many ways of creating your own written secret code.

- You could replace each letter in your alphabet with a number but start with the highest number and number them backwards. For example, English has 26 letters so  $a=26$ ,  $b=25$ ,  $c=24$ ,  $d=23$  etc. Can you work out what this says? 8 22 24 9 22 7 24 12 23 22
- You could replace each letter with another letter of the alphabet but keep them in order, for example  $a=h$ ,  $b=i$ ,  $c=j$ ,  $d=k$ ,  $e=l$ ,  $f=m$  etc.



- You could create new symbols for each letter of the alphabet like in the example. If you decide to create your own symbols, ask yourself:
  - ➡ Should my code write left to right? Or top to bottom?
  - ➡ Should I have the same number of symbols as the number of letters in the alphabet? Or a couple of symbols that stand for the same letter? (this makes it really difficult for others to break the code).
- Can you work out the words in English based on the symbols you have been given on the previous page? (note, you don't have all the code!)



- Get your pen/pencil and paper ready. Write out your secret code in full. Then write secret messages and see if others can break your code.

**Age:** All ages

**Adult/sibling help:** Low

**What you will learn:** Language development, writing, spelling

**What you will practice:** Creativity, communication, problem-solving

# Shapes and patterns in nature

**You will need:** Sticks and stones

## What to do:

- Go outside. How many different shapes and patterns can you see in the natural world? Also look at things that come from the natural world that you have in your home, like fruit and vegetables.



- How many different shapes and patterns can you name? Can you find something that:
  - ↻ Is symmetrical?
  - ↻ Has a spiral pattern?
  - ↻ Is a circle or a sphere?
  - ↻ Seems to repeat the same pattern many times?
  - ↻ Is a star or a heart shape?

- Have you noticed how some leaves look like miniature trees? Can you find a leaf like this? Can you count the number of smaller parts on the main leaf stem?

- Collect some sticks and stones. What other shapes can you make with these?

Can you make a:

- ➡ A triangle or a square,
- ➡ A pentagon (5-sided shape),
- ➡ A hexagon (6-sided shape),
- ➡ An octagon (8-sided shape)



- Can you make any 3-dimensional shapes with your sticks and stones? A pyramid or a cuboid for example?

**Age:** All ages

**Adult/sibling help:** Low

**What you will learn:** Names of shapes, words to describe patterns, counting

**What you will practice:** Creativity, problem solving, coordination, observation

# Story circle

**You will need:** Pencil or pen and paper

## What to do:

You can do this activity with three or more people. Sit together in a circle.

- One person begins a story, for example, **“There was a little girl who could not sleep. She tossed and turned but no sleep came”**.
- Stop here. Ask a second person to continue the story for just one or two sentences, for example:

**“She kept looking at the big round moon. Suddenly something seemed to move from the moon out towards her. It was a silver staircase that came down, down, down, right to her window”**.

- Pass the story to the third person to continue or back to the first person if there are only two story-tellers. How long can you keep the story going?
- Ask one person to end it after you have all had at least two turns each.
- The ‘Story Circle’ rules are:
  - ⊕ Use your imagination, anything is possible!
  - ⊕ Push the story forward (you can’t say, ‘she walked up the staircase’ and stop, you have to say a bit more ‘she walked up the staircase until she reached the top and saw....’ )
  - ⊕ Don’t tell the whole story, always let the next person continue.
- You can choose any type of story. It can be about something real (like a celebration or journey) or an animal or fantasy story from your imagination.



**Age:** Primary

**Adult/sibling help:** Low

**What you will learn:** Language development, story structure and story rules: what you can and cannot do in a story once you start it.

**What you will practice:** Thinking quickly, creativity, communication and collaboration

**Different ways to do the activity:**

- Put about 10 small objects from around your house in a bag - anything you can find, (for example a cup, a stone, a piece of cloth). Take it in turns to take out one object from the bag, each time you take a new object use this to help you add a new sentence or two to the story. For example, 'at the top of the staircase she saw a cup, a golden cup and it was overflowing with the most amazing golden liquid...'
- Write down the best story you create together. Add some adjectives and descriptive language to make it even more interesting.

# Thank a community hero

**You will need:** Paper and pencil

## What to do:

- A community hero can be any ordinary person who has helped others locally or found the strength to carry on despite many challenges. Anyone can be a hero. Do you know someone like this?
- Think about your community hero. Who are they? What did they do? Why do you admire them?
- How do you want to thank your hero? A drawing, a poster or a song celebrating their achievements? A thank-you letter or some other kind of gift? Or perhaps you just want to say 'thank you'.
- Make your gift/write your letter then find a safe way to deliver it to your hero. Ask an adult or older sibling to help with this.



**Age:** Primary

**Adult/sibling help:** Low

**What you will learn:** Language development

**What you will practice:** Communication, creativity, developing kindness and empathy

# Treasure hunt

**You will need:** Pencil or pen and paper

## What to do:

A treasure hunt is a game in which players search for hidden objects by **following clues/hints**. Each clue you work out leads you to the next one till you find the treasure. The final 'treasure' can be anything you want – a small interesting object or something to eat (just make sure if it is hidden that an animal doesn't find it first!)

- Think about **who you would like to make your treasure hunt for** – a younger or older sibling? An adult? You will need to write clues suitable for their age and that they can understand (see some examples below).
- Think about **where you want to make the treasure hunt** – indoors or outdoors or both? Where will the treasure hunt start and where will it end?
- Choose the **locations** (places where the clues will be put) **for the treasure hunt**. A big tree, a cupboard in the house, or a clue could be with another family member who's not joining the game. About 8 locations is probably enough. Write the locations down and number them in order.
- **Write the clues for each location on separate pieces of paper.** Make sure these clues can be understood by the 'players' but don't make them too easy! For example:
  - ➡ Clue: **I have delicious orange, sticky fruit** (Location: the mango tree)
  - ➡ Clue: **This is where you dream at night** (Location: bed)

You could also use an anagram (where you scramble up the letters of a word) for example:

⊕ Clue: TREWA NICEROTAN (Location: water container)

- **Number the clues** and fold them so only the number is showing. You will give the players the first clue which will lead them to the next clue and so on.
- **Keep the first clue back and hide the rest of the clues** in the locations in the correct order – use the list you wrote previously to help you remember where to hide them. The clue on number 1 is where you hide clue number 2. The clue on number 2 is where you hide clue number 3 and so on. The final clue is where you hide the 'treasure'.
- If there is more than one player, then **agree on the rules** together. A rule could be for example:
  - ⊕ We need to wait for each other before going on to the next clue
- **Hand out the first clue.** Walk around with the player/players in case they get stuck and need some extra help understanding the clues.

**Age:** 10+

**Adult/sibling help:** Medium

**What you will learn:** Language development, writing, spelling

**What you will practice:** Ordering, sequencing, creativity, critical thinking, communication, collaboration, problem-solving

**Different ways to do the activity:**

- Ask someone else to help you write the clues.
- Only write 3 or 4 clues.
- Don't do the treasure hunt as a 'trail' but each clue can just lead to a small 'treasure' – this makes it easier to set up.

# Twenty questions

You will need: none

## What to do:

This activity works best with between two to five players so that everyone gets a chance to ask a question.

- You can pick anyone in your group to go first, for example, the youngest or the person who had the most recent birthday.
- **Pick a person, place, or thing.** Think about someone or something that you know enough about to answer some basic questions on. If you choose a person, they can be living or dead, or even fictional (from stories). Make sure you choose a person, place, or thing that most people in your group know about.
- The others ask yes or no questions. Start with a general 'open' question that can be answered with "yes" or "no". For example:
  - ⊕ "Is it a person?"
  - ⊕ "Is it a place?"
  - ⊕ "Is it an object?"
  - ⊕ "Is it real or fictional?"
- **Take turns asking yes or no questions.** Make sure each player gets to ask at least 1 question. If a player asks a question that can't be answered with "yes" or "no," ask them to rephrase it so that it can be. For example, a player couldn't ask, "How old are they?" but they could ask, "Are they older than 50?"





- **Ask more specific questions as you go along.** Think about the questions that have already been asked before you ask new questions. For example, if someone already asked about size, move on to colour or material that the object is made from.
- **Play until you reach 20 questions or someone gives the right answer.** Count the questions together. If the group reaches 20 questions and they haven't guessed the person, place, or thing, tell them what it is. If someone guesses it before 20 questions have been asked, the game is over.
- **Make the correct guesser the next person to go.** If no one guessed the person, place, or thing at all, whoever wants to go next can have a turn. Let everyone have a chance to think of something. Giving everyone a turn makes the game more inclusive and lets everybody have some fun!

**Age:** All ages

**Adult/sibling help:** Low

**What you will learn:** Language development, categories

**What you will practice:** Communication, critical thinking, problem-solving

**Different ways to do the activity:**

- Limit the questions to a specific category, e.g. 'animals', 'food' or 'famous people'. Tell the players which category it is.
- Play in teams of two so you can help each other in your pair.
- Extend the game beyond twenty questions so you have more chance to get the right answer.

# A letter to your teacher

**You will need:** Paper and pencil

## What to do:

- Have pencil and paper ready.
- Think about what you want to say to your teacher. Do you want to tell him/her about what you are doing at home? You could include:
  - ⊕ Something you have enjoyed
  - ⊕ Something funny that happened
  - ⊕ Something challenging you have done
  - ⊕ Something you're looking forward to
- Write the letter with the address and date and sign it.
- If possible, can you safely deliver the letter to your teacher? Ask an adult or older sibling to help.

Dear miss Lopez,  
 I tried Tee nicks and i loved it. It was sunny  
 when me and my mum got tangled up in the  
 sunny ball. I also tried minks game, and all the  
 different games on it. Some of them are difficult  
 and some of them are really fun!. I'm looking scaw-  
 ard to making something out of wood. yours

sincerely

Thos: 

**Extra activity:**

- Can you write an imaginary reply from your teacher to your letter? Use the kind of words your teacher would use.
- Can you write a funny letter to your teacher explaining why you couldn't do your homework? Think of an extraordinary excuse, for example:
  - ➔ "the goat ate my homework".
  - ➔ "the wind was really strong and blew my homework away".
- Use the template to help you write your letter.

Dear teacher

Please excuse me for not doing my homework.

I am very sorry but.... (what happened?)....

I will...(what will you do?).....

Best regards,

Signed:



**Age:** All ages

**Adult/sibling help:** Low

**What you will learn:** Language development, letter writing, sentence structure, spelling

**What you will practice:** Creativity, empathy

**Different ways to do the activity:**

- Dictate your letter to someone (you tell them and they write for you).
- Write a small note.
- Draw a picture for your teacher of things you are doing at home.