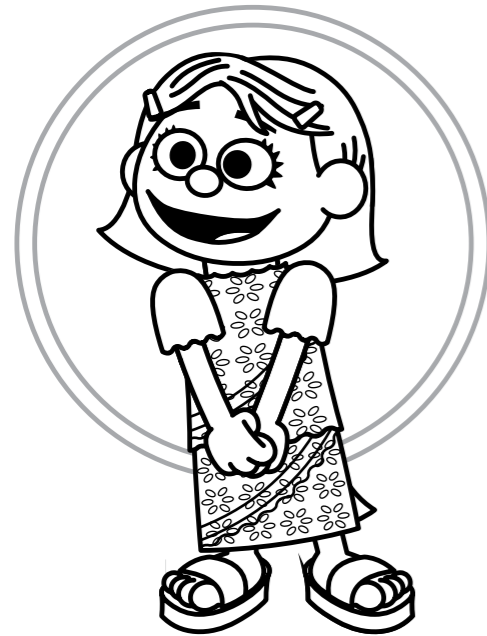


THE Activity Book



Welcome to the Activity Book.

We are excited to learn with you!



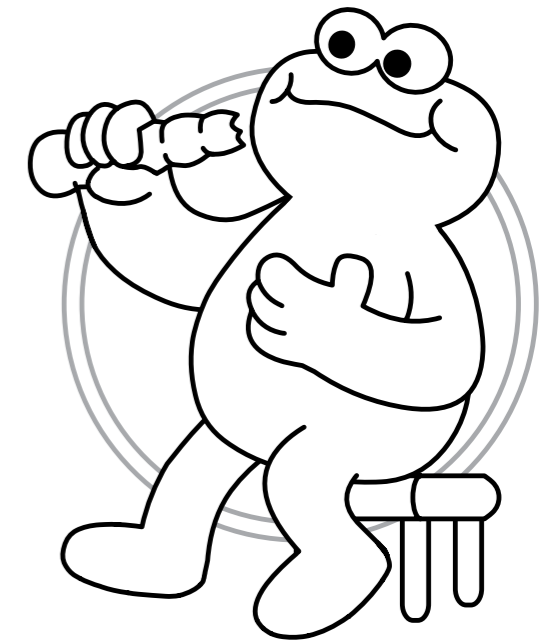
Noor



Aziz



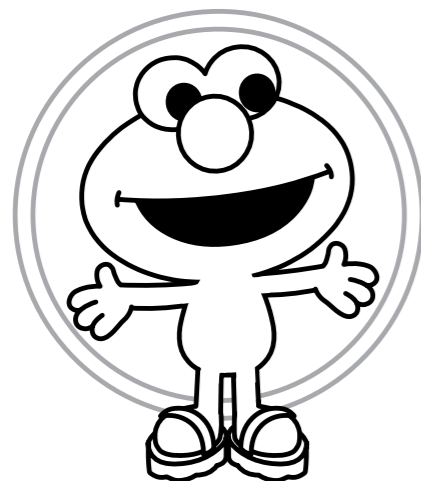
Grover



Cookie Monster



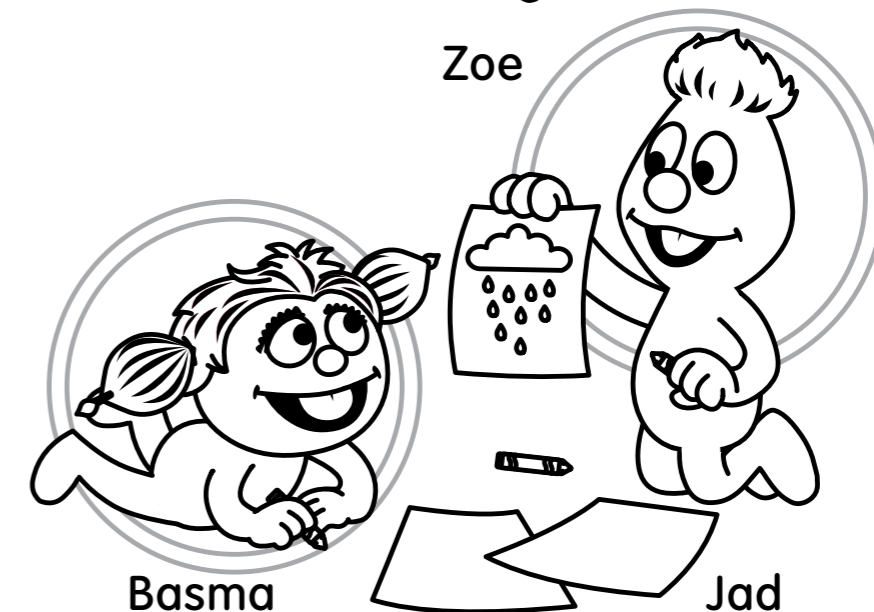
Zoe



Elmo



Louie



Basma

Jad

Label the letters below.

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င စ ဆ ဇ

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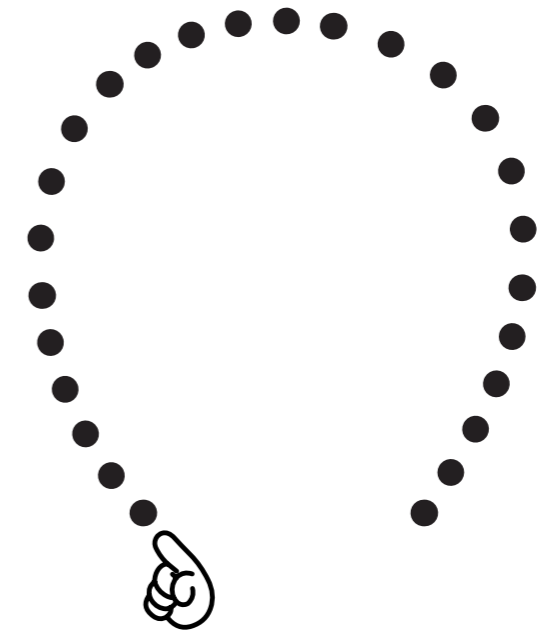
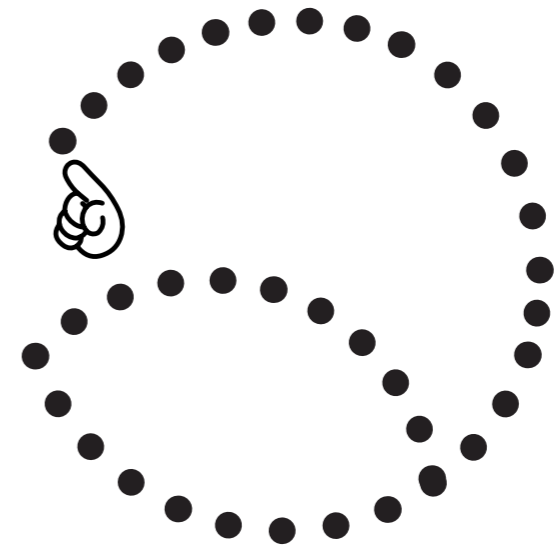
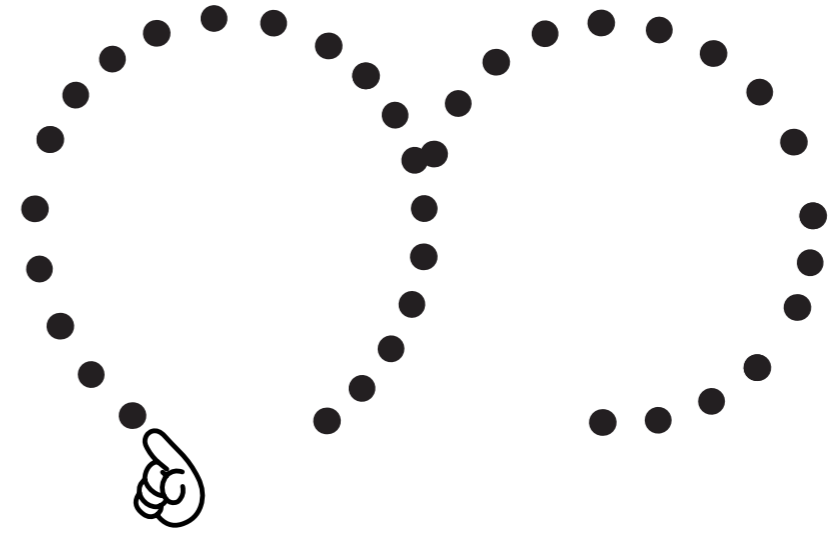
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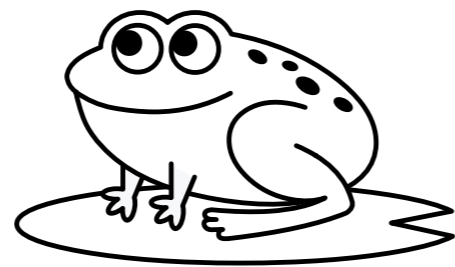
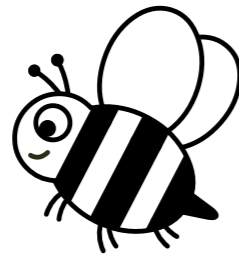
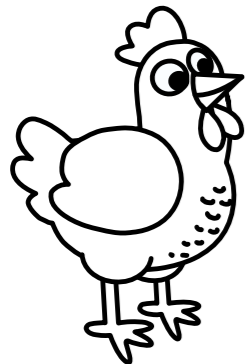
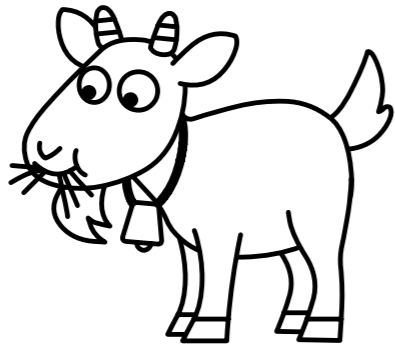
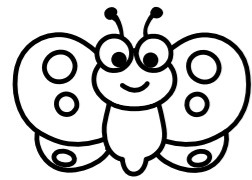
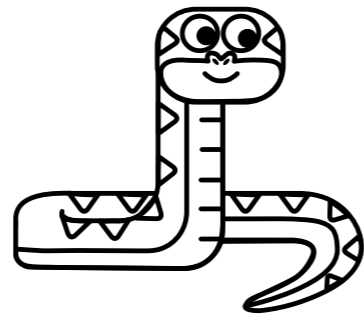
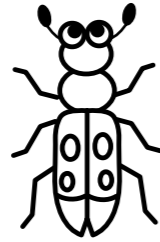
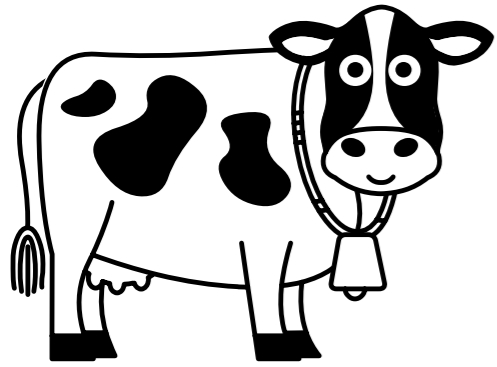
ဇ ဈ ဏ ဏ

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Draw the letters below by joining dots.



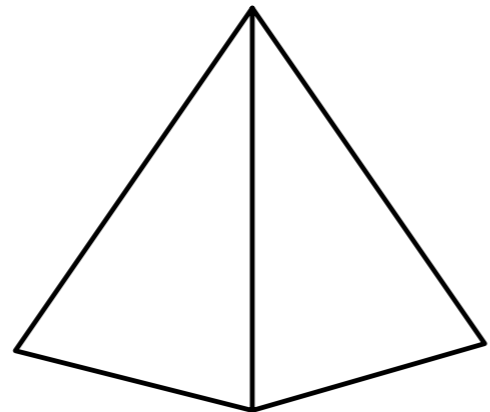
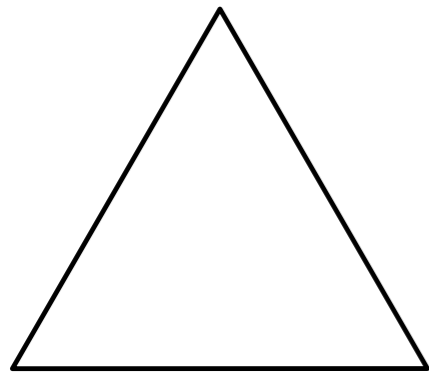
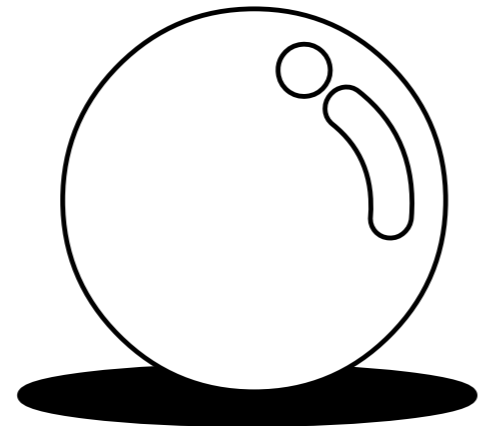
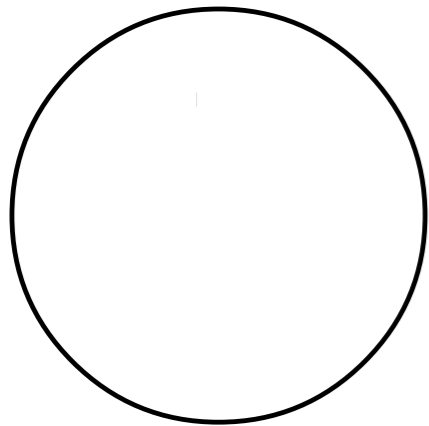
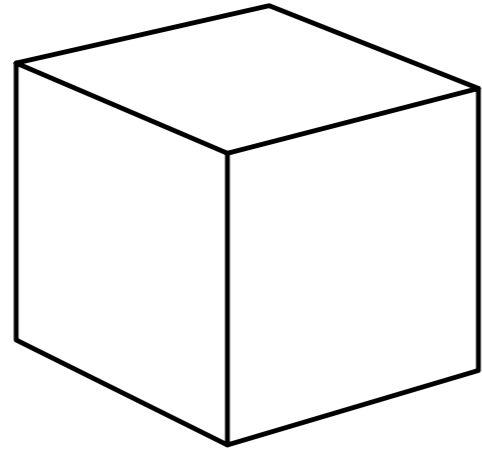
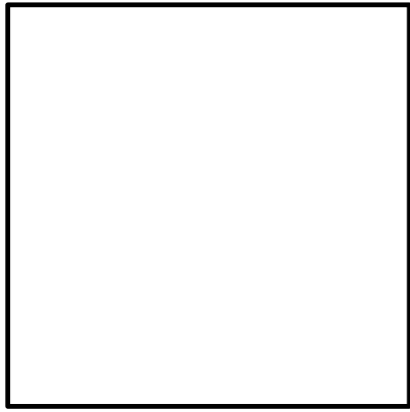
Look at the pictures of animals below.



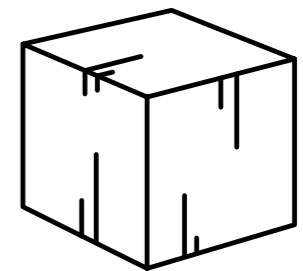
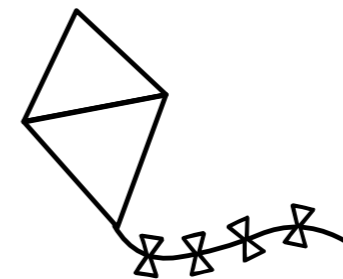
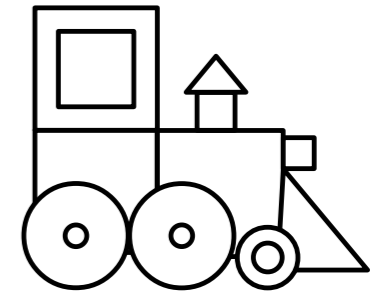
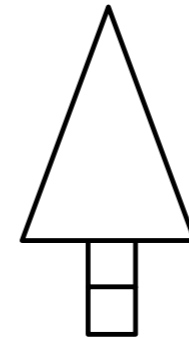
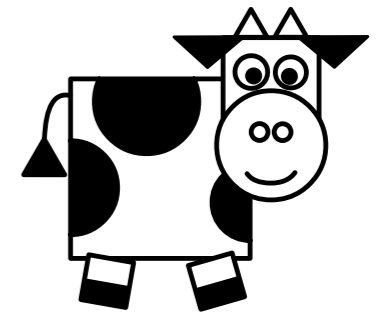
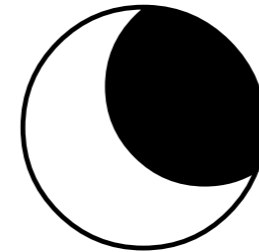
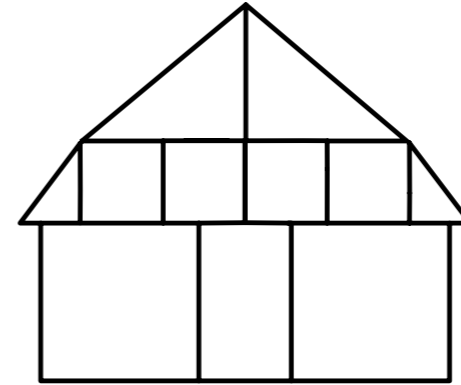
Look at the pictures below.
What are the animals doing?



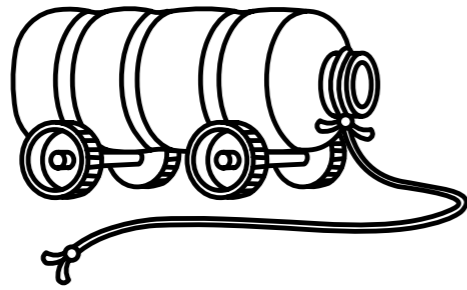
Look at the pictures below.
What shapes do you see?

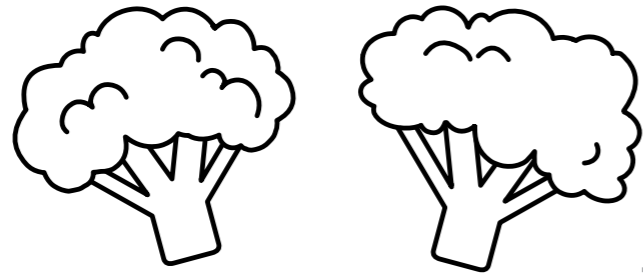


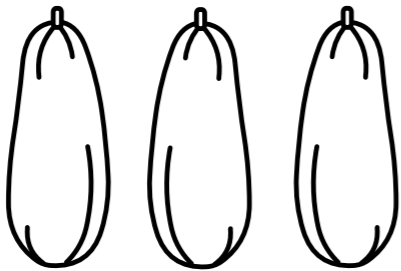
Look at the pictures below.

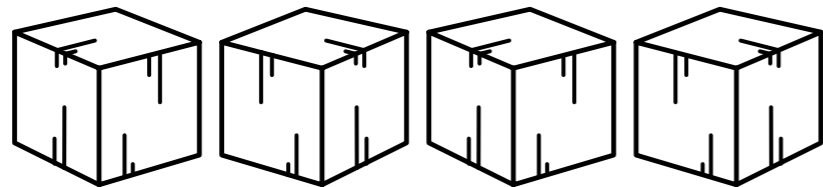


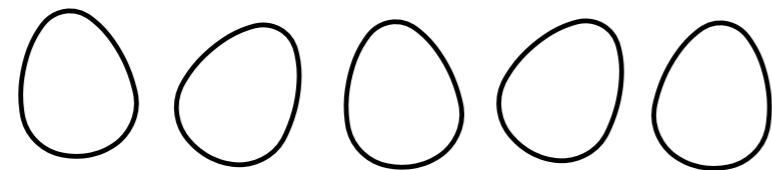
Look at the pictures below and count how many of each object there are.



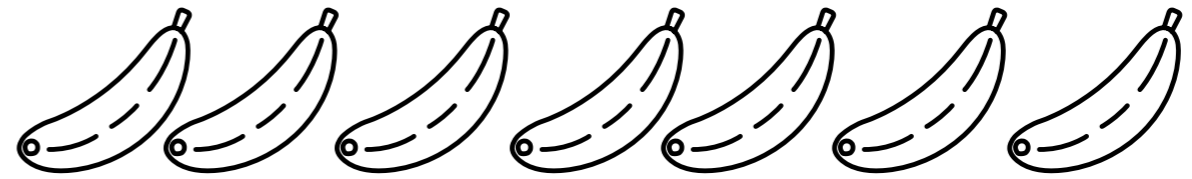






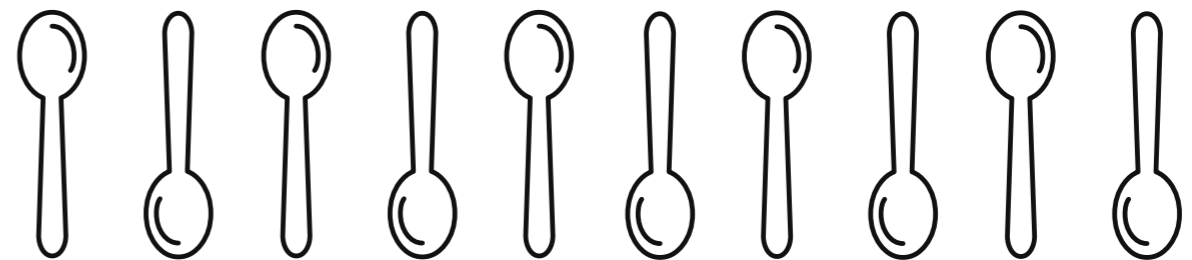




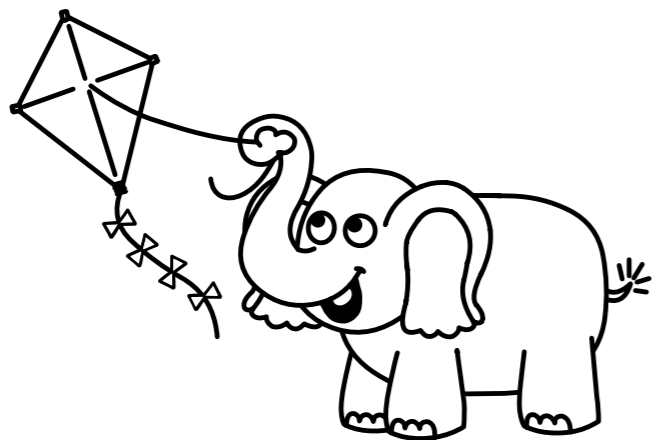




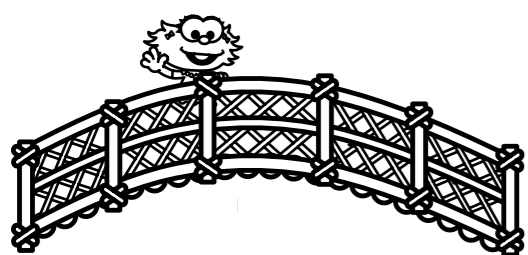




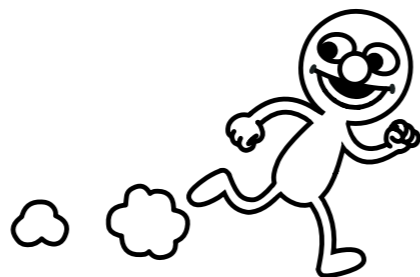
Look at the picture below
and color in the characters.



Elephant is flying a **big** kite. Color elephant grey.



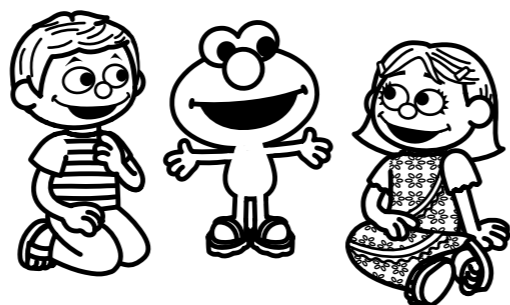
Zoe is standing **over** the bridge. Color Zoe yellow.



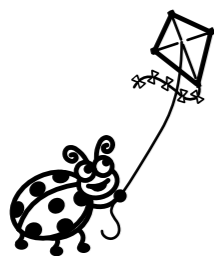
Grover is a **fast** runner. Color Grover blue.



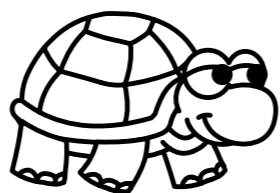
Halum is standing **under** the bridge. Color Halum orange.



Elmo is standing **between** Noor and Aziz. Color Elmo red.

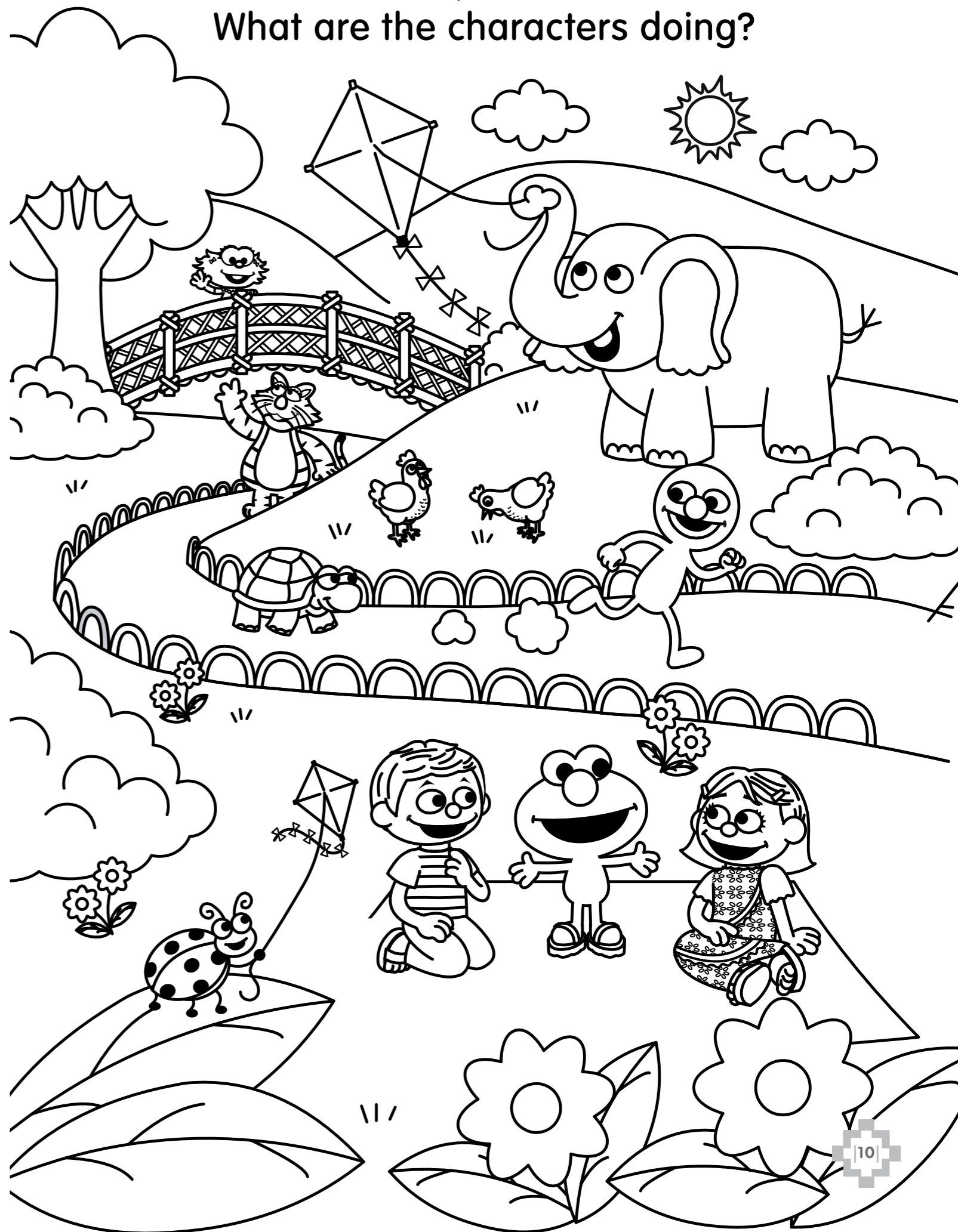


Ladybug has a **small** kite. Color ladybug red.

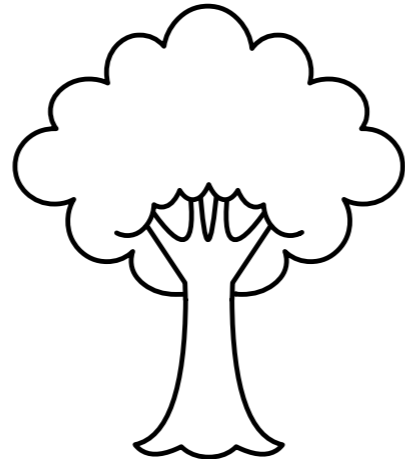
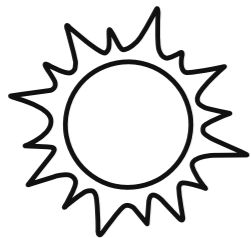
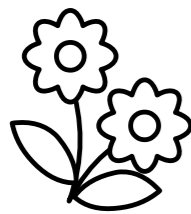
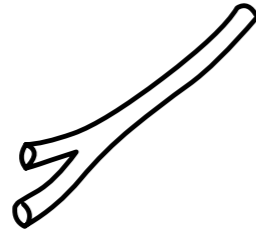


Turtle is a **slow** walker. Color turtle green

Look at the pictures below.
What are the characters doing?



Label the pictures below.



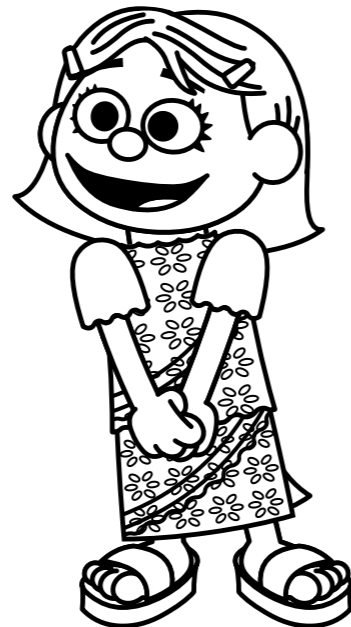
Look at the pictures below.
What are the people doing?



Look at the pictures of Aziz and Noor below.
What are they feeling?



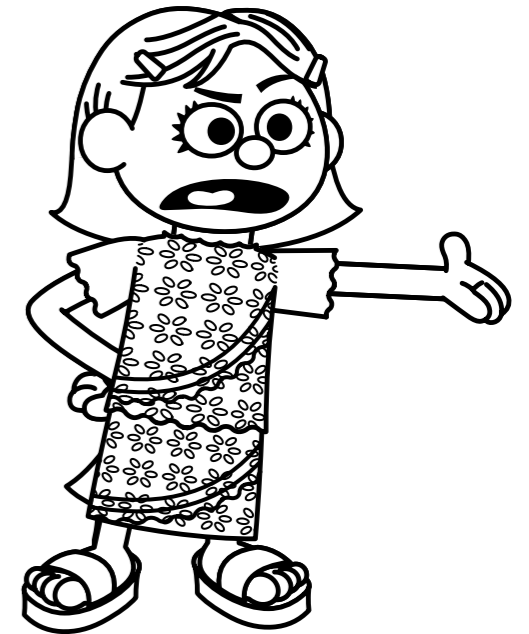
Afraid



Happy



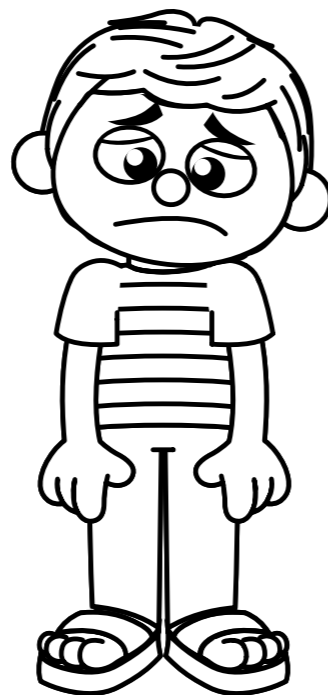
Jealous



Angry



Frustrated



Sad

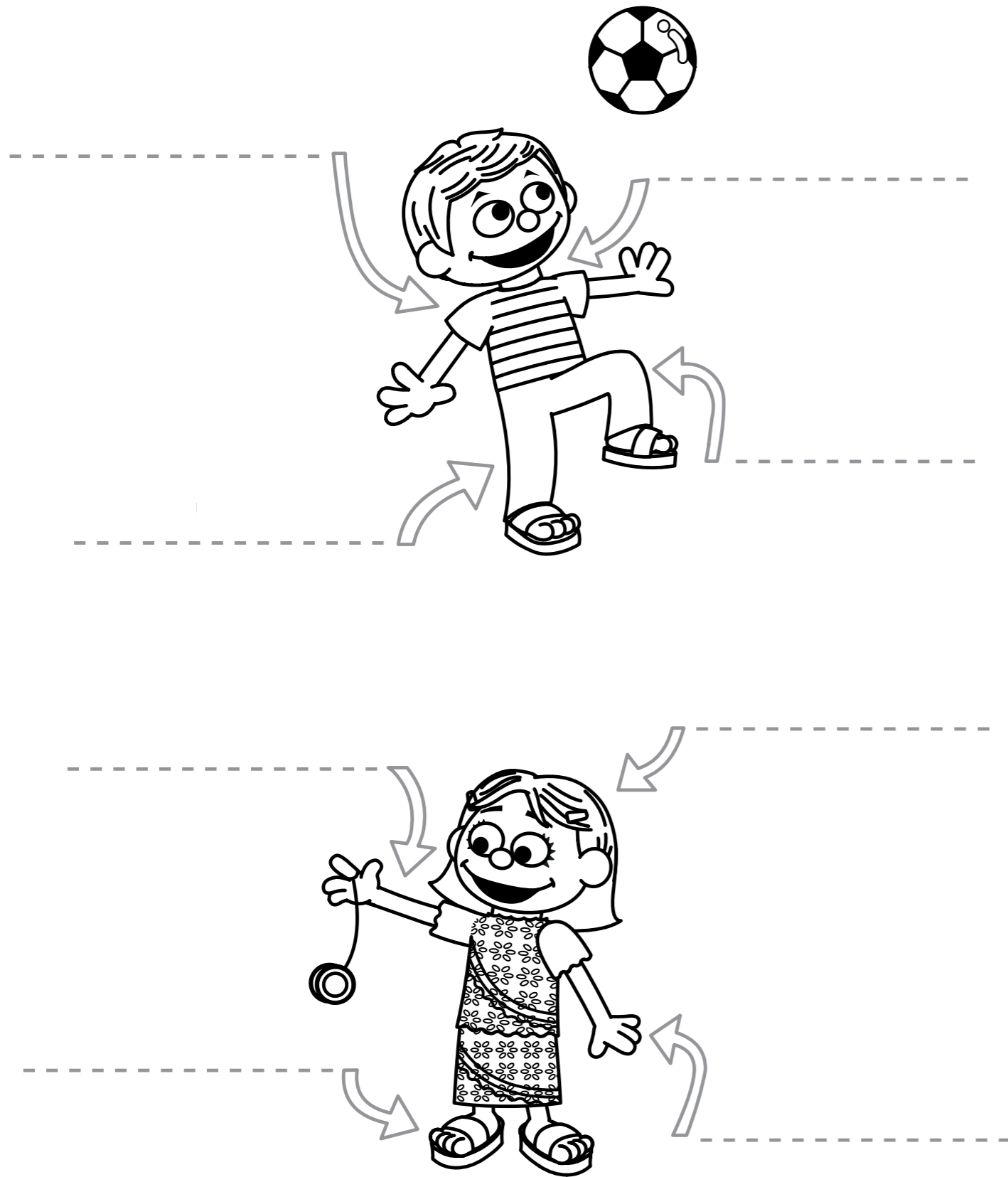


Excited

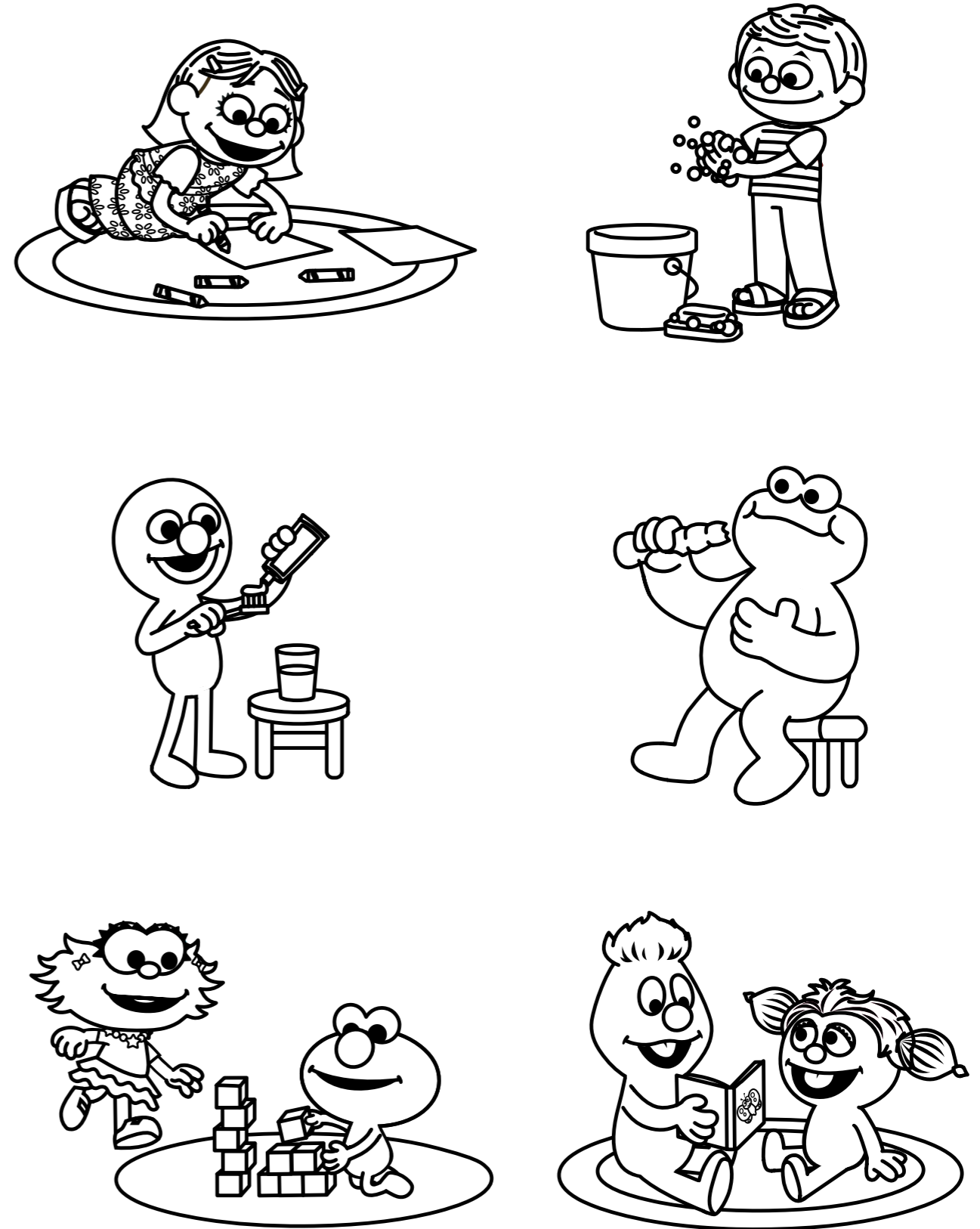


Nervous

Look at Aziz and Noor in the picture below.
Label the name of each body part.



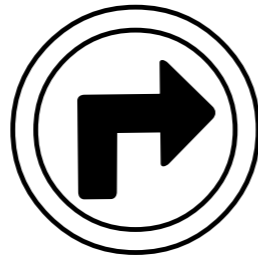
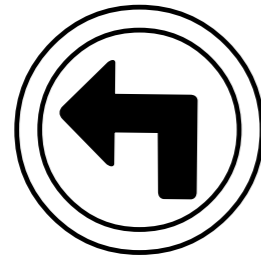
Look at the pictures below.
What are the people doing?



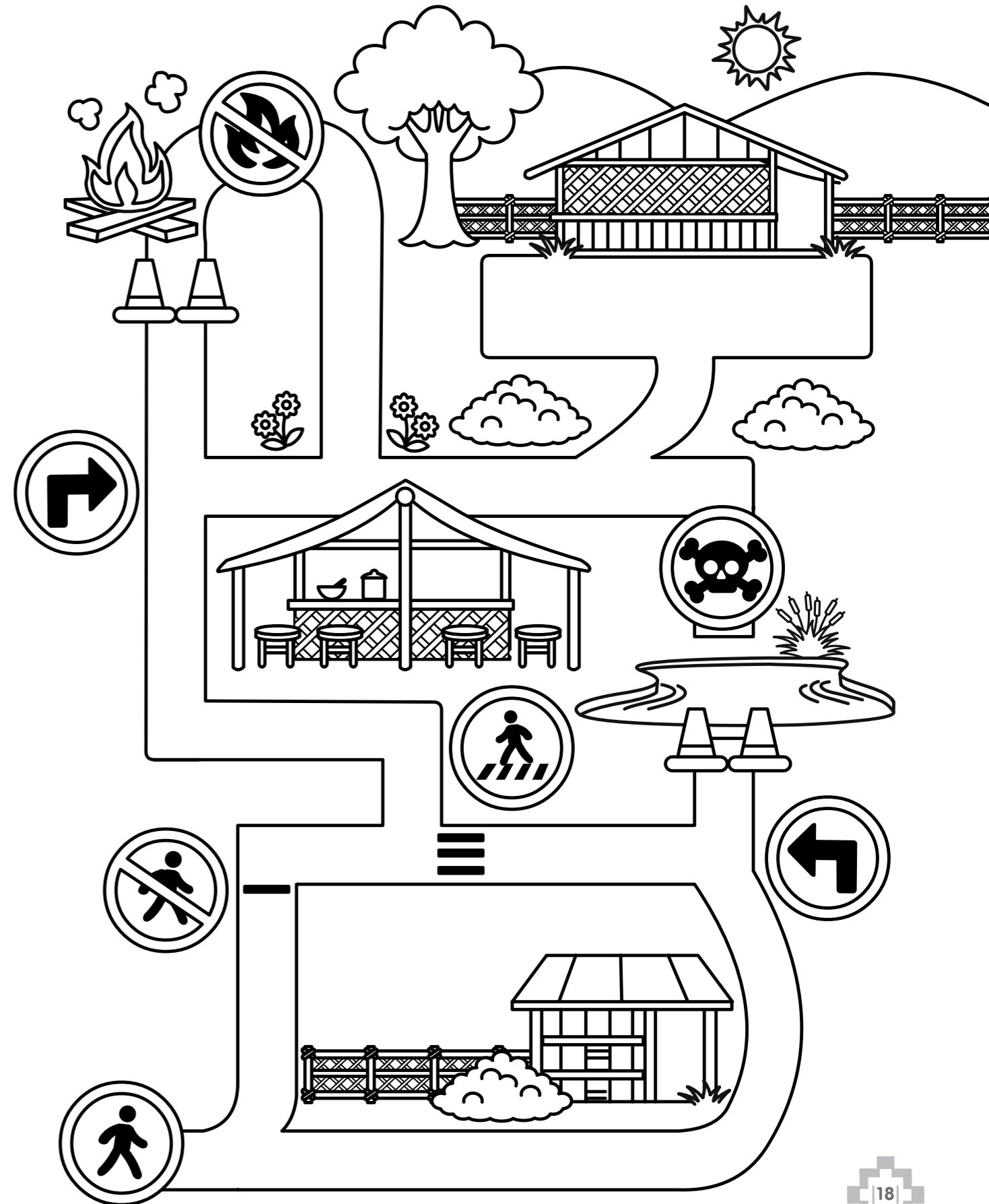
Label the safety signs below.

WORD BANK:

Left, right, zebra crossing, fire signs, danger signs, go, stop



Follow the safety signs to get through the maze.



FACILITATORS GUIDE

Welcome to the Activity Book Facilitators guide. You will use this guide during sessions with children.

The activity book contains fun activities that help teach children concepts about math, literacy, emotions, and more. During each visit, you will help children complete one page of the activity book. Remember, some children will need more direction than others. Most importantly, remember to have fun!

Character page

- Welcome children to the session and introduce them to the activity book
- Explain that we will use this book to complete fun activities.
- The characters on this page will help us learn.
- Then, introduce characters to the children:
- Elmo: a 3.5 year old monster who is very energetic. He is very excited to learn and asks a lot of questions
- Grover: Grover loves to try new things and is always energetic and excited.
- Aziz: a 6 year old Rohingya boy who loves to use his imagination to create new stories.
- Noor: a 6 year old Rohingya girl who is curious and loves to ask questions
- Cookie Monster: has an insatiable appetite and loves to eat cookies!
- Zoe: Energetic 4.5 year old monster who loves to dance and laugh.
- Louie: Elmo's dad. He loves to spend time with Elmo and help him learn.
- Basma: a 5.5 year old muppet who is very energetic. She loves to go, go, go!
- Jad: a creative and friendly muppet. Sometimes Jad can be shy, but opens up around his friends.



Page 1

- Ask the children to label the Burmese letter.
- Now say, can you make the sound of each letter?
- Help them if needed and praise them for their work.

Page 2

- Ask the children to look at the dot-a-dot of each letter.
- Now ask them to join the dots with their finger or a pencil to make a letter.
- Then say, trace the dots with finger or a pencil three times
- Help them if needed and praise them for their work.

Page 3

- Ask the children to look at the pictures of animals in the Activity book.
- Now ask them to put their finger on one animal and say the name of the animal.
- Then ask a child to make the sound of the animal.
- Continue in the same way with all the animals
- Help children to pronounce the first letter of the animal if needed.
- Praise them for their good work.

Page 4

- Ask the children to count how many animals are in the picture.
- Then ask them to explain what the animals are doing.
- Help them if needed. For ex: A bee is looking for flowers, a butterfly is flying etc.
- Now say, what else can you see in the picture?
- Then say, let's try to make up a story with these animals.
- Use an opening sentence. For ex: One day a green frog was sitting on a leaf. Help children to make up a story adding similar lines. You can ask simple questions. For ex: Then, what happened? What are the chickens doing? What is the color of a chicken? How many chickens are there? Etc.
- Praise them for their work.

Page 5

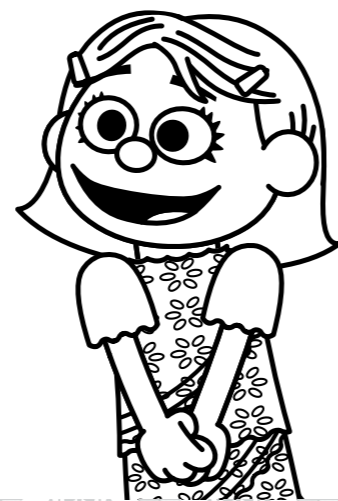
- Introduce the name of the shapes to the children. For ex: circle, triangle, square, cube, sphere, pyramid.
- Ask the children to say the name of the shapes
- Now ask them to label the shapes.
- Ask children if they see a square in the place around them. What about a triangle?
- Help children if needed.
- Praise them for their good work.

Page 6

- Ask the children to look at the picture. Explain that each picture is made up of different shapes. For example, the moon has a circle in it.
- Now ask, what shapes do you see?
- Ask questions to help the children to identify the shapes and how many there are. For ex: How many circles are in the cow? How many triangles are in the kite? How many squares and triangles are in the tree? What other shapes do you see? Etc.
- Help them if needed and praise them for their work

Pages 7 & 8

- Introduce the names of the objects to the children.
- Now ask the children to count how many of each object there are. For ex: how many boxes do you see? How many eggs do you see? Etc.
- Encourage the children to write the number next to the object.
- Help them if needed and praise them for their work.



Page 9

- Introduce the following concepts to the children: fast-slow, big-small, over-under-between.
- Next, read the following sentences about the characters. As you read, encourage the children to color the pictures/characters.
- Help them if needed and praise them for their good work.

Page 10

- Ask the children to look at the picture.
- Now help them to understand the differences between fast-slow, big-small and near-far etc.
- Now ask the children what they can see in the picture. Who is near and who is far? Who is fast and who is slow? Who is big and who is small? Etc.
- Then say, let's try to make up a story about one character from this picture.
- Help children to make up a story and praise them for their work.

Page 11

- Ask the children what they see in the picture and introduce the names of the objects in the environment. For example: flower, tree, grass, bush, leaf, stick, sun, rain, cloud
- Now explain to the children how these elements help us live. For example, we get water from rain, we get light from the sun, we get fruits from the tree etc.
- Then, ask children what elements of the environment they see during their day.
- Help them if needed and praise them for their good work.



Page 12

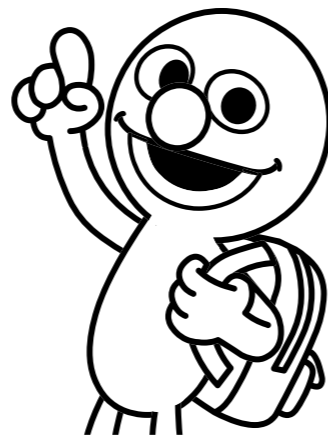
- Ask children to look at the busy picture.
- Ask them what they can see in the picture.
- Now ask them to point to the pictures of a plant, animals, clouds, leaves, flowers, sun, bird etc.
- Then say, let's try to make up a story by using a character from this picture.
- Ask simple questions to help them to make up a story. For example: what is Zoe doing? That is Noor wearing on her head? Etc.
- Then, ask the children how they like to play outside.

Pages 13 & 14

- Ask the children what they see in the picture
- Introduce the names of the emotions. For example, frustrated, sad, excited, nervous, afraid, happy, jealous, and angry.
- Now, tell children we will act out the emotions. Demonstrate by acting out how you look when you're excited.
- Continue to act out the emotions and encourage children to label the emotions in the picture.
- Help them if needed and praise them for their work.

Page 15

- Ask the children what they see in the picture
- Introduce the names of the body parts to them by showing the pictures. For example head, hand, shoulder, knee, toes, arm, neck, and leg.
- Help them to label the body parts in the given space.
- For younger kids, encourage them to write the first letter of the word. For older children, encourage them to write the whole word.
- Help them if needed and praise them for their good work.



Page 16

- Show the pictures to the children
- Explain to them what the characters are doing in the picture. For example, Elmo is playing, Aziz is washing his hands with soap, Noor is coloring, Cookie Monster is eating a carrot, etc.
- Now ask some questions to the children to identify body parts. For example, what part of the body is Aziz washing? Which body parts does Noor use to color the picture? Etc.
- Help them if needed and praise them for their good work.

Page 17

- Introduce the names of the safety signs with the children by showing the pictures. For example: Left, right, zebra crossing, fire signs, danger signs, go, stop
- Encourage the children to say the names after you.
- Explain the meaning of each sign. For example, the stop sign means you have to stop if you see that sign anywhere on the road. The zebra crossing sign means that that is a safe place to cross the street. But remember, always look both ways before crossing.
- Now ask the children to label the signs.
- Help them if needed and praise them for their good work.

Page 18

- Say to the children today we will do a fun activity by using the safety signs.
- Show the maze to the children from the book and explain that the goal is to reach the play lab safely and avoid danger.
- First ask them to follow the maze with their finger to reach the play lab safely.
- Now encourage them to draw a line with a pencil to reach the play lab by following the safety sign and avoid the dangers
- Help them if needed and praise them for their good work





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