

Parents and caregivers as partners in learning: Home learning activities for the COVID-19 crisis and beyond

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UNICEF East Asia and Pacific Region COVID-19 Technical Guidance



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This guidance has been produced by UNICEF's East Asia and the Pacific Regional Office. The document is intended for UNICEF staff, education policy makers and planners in the East Asia and Pacific Region. Its purpose is to provide guidance and a set of activities to help parents and caregivers, especially the most marginalized and vulnerable, to engage with and support their children's learning at home. These activities are intended to complement distance learning and home-based assignments during school closures due to COVID-19.

I. INTRODUCTION

Across countries in the East Asia and Pacific Region, the COVID-19 pandemic continues to disrupt children's education. At the end of June 2020, more than 114 million children in the region are still not able to fully participate in face to face learning in schools. Many of these children are still fully dependent on home learning due to school closures. Home learning also remains relevant after school re-opening as many countries are relying on blended learning, complementing face to face classes with distance learning.

School closures present several risks for children's learning, particularly those from the most marginalized and disadvantaged communities, such as children living in poverty, those from remote and ethno-linguistic communities, children on the move, refugee and internally displaced children and those with disabilities. School closures may stall or reverse gains made in access among the poorest and the most marginalised groups of children. Children, particularly those from the most marginalized communities, risk losing significant parts of the school year, which could have an important impact on their academic progression and achievement; this is particularly a challenge for children in critical examination years.

Children left at home, particularly those from vulnerable populations, face a broader set of risks related to their personal health and safety. Without school many vulnerable children face a lack of access to social protection services, such as school feeding programmes, information on disease preventions and water and sanitation. In addition, many children with working parents or caregivers are forced to stay home alone, which puts them at risk of a wide range of protection issues.

Ministries of Education across the region have established distance learning programmes to address these challenges and to ensure the continuity of children's learning during the period when schools are fully or partially closed. Most of the programmes are designed to support children to follow the national curriculum through a series of home-based assignments. Teachers are available to varying degrees to support children in distance learning, but learning often heavily relies on parents or caregivers, particularly in the primary school years.

While distance learning programmes are critical for the continuity of learning, many children from the most vulnerable communities face challenges accessing distance learning programmes and home learning in general. Many children are not able to access distance learning materials due to a lack of access to the required technology, such as computers, internet or television, or face other barriers to accessing learning materials. Children from ethno-linguistic minority groups often face additional challenges accessing the materials due to language barriers. Most importantly, many parents or caregivers, particularly those from the most vulnerable communities, may not have the resources, time or skills to support their children's learning at home.

GOAL AND OBJECTIVES

The purpose of this document is to provide a resource to support UNICEF East Asia and Pacific Country Offices to include the most marginalized children and families in their country's education response to the COVID pandemic. The document provides general guidance and a set of activities to help parents and caregivers engage with and support their children's learning at home. These activities are intended to complement distance learning and home-based assignments. The activities aim

- To give parents and caregivers ideas for simple and low resource constructive activities to reinforce their children's learning at home;
- To encourage parent's engagement in their children's learning at home, with the long-term aim of it continuing once schools re-open; and,
- To support positive parenting and socio-emotional development to relieve stress among parents and caregivers and children.

TARGET AUDIENCE

The activities are designed for the **most disadvantaged children and families** and so require very limited resources.

- The activities target children in **primary schools** and are divided into two categories - for children in grades 1-3 and grades 4-6.
- Suggestions are given for adapting activities for **children with disabilities**.

IDEAS FOR IMPLEMENTATION - COVID EDUCATION RESPONSE PLANS

Identify those left behind by distance programmes. Identify the communities and families that are likely to be excluded or to struggle to support their children with distance learning programmes, such as those living in poverty, those from remote and or ethno-linguistic communities, children on the move, refugee and internally displaced children and those with disabilities. These are likely the same communities that already face significant barriers to accessing learning. You may need to work with teachers, CSO partners and local education officials, help identify specific communities, families and children that may benefit from the proposed outreach. You can start with a small sample, depending on your context.

Communication channels. Identify the best communication medium to reach communities, families and children that you identified. The tips and messages below are designed to be short and simple. They can be transmitted, for example, through SMS texting (RapidPro is an idea), social media platforms, radio and/or TV. You can also share the messages with partner CSOs, faith-based organizations and local community networks for them to transmit through their own channels. Teachers, who in some countries will be following up with individual families, could also help to transmit the messages.

Frequency. The messages can be transmitted one by one on a daily basis, in groups or distributed to partners as a guidance document.

Translation and adaption. The messages will need to be adapted to the national context and translated. It is important to consider translating in local languages and adapting to specific vulnerable communities, e.g. minority faiths or ethnic groups. The nature of the activities may also need to be adjusted for the context. The limited size of the messages should facilitate translation and adaptation.

Feedback loops. Feedback loops should be built into dissemination channels, so that parents or caregivers can provide feedback to UNICEF on the added value of the activities and share ideas for further support. For example, online or SMS communication and mini-surveys, social media groups, etc. This also provides families the opportunity to engage and exchange with others on their children's learning.

Collaboration across sections. Consider integrating messaging or content from other sections that are relevant to your context. For example, messaging around health and handwashing, social protection services, etc.

Monitoring. Before launching the messaging, develop indicators for tracking the dissemination and uptake of the messages. This type of messaging may have long-term implications for parental engagement in education.

II. HOME LEARNING TIPS FOR PARENTS AND CAREGIVERS OF PRIMARY SCHOOL AGE CHILDREN

MESSAGE TO PARENTS AND CAREGIVERS

The COVID-19 pandemic has closed schools across the East Asia and Pacific Region and the world. Families are being asked to stay at home and distance themselves from all social activities. This is an unprecedented situation for societies worldwide.

Confinement at home is creating new challenges for children's learning, as children are asked to rely on distance learning platforms to continue their studies. Primary school children may find it difficult to self-guide their study programmes, which creates challenges for parents and caregivers who have to balance their responsibilities with overseeing their children's studies.

However, all challenges create opportunities. This situation provides the opportunity for parents and caregivers to spend more time with their children, to engage more with their learning and to find new ways to support their children's education. The stress of the situation can make it difficult for parents and caregivers to find productive and meaningful ways to engage with their children.

This guide is intended to support parents and caregivers by providing 60 ideas for simple activities to complete with their children to support their learning.



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GENERAL TIPS TO CREATE AN EFFECTIVE HOME LEARNING ENVIRONMENT

UNICEF has six tips for parents and caregivers managing home learning:

1. **One-on-one time.** Set aside time each day to spend with your child. During that time, you can ask your child what they would like to do, which supports building their confidence, help with their schoolwork or do any of the activities below.
2. **Keep it positive.** It can be hard to stay positive during this crisis period. Try and stay positive in the way that you speak to your child and ask them to do things. Try and use your child's name when asking them for something, keep your voice calm and avoid shouting, which will only increase levels of stress. Praise your child when they are behaving well.
3. **Keep it structured.** Create a flexible, but consistent schedule for you and your child; if the schedule can mirror the school schedule that also helps. A schedule is very important for you and your child. You can make a daily and weekly schedule. Knowing what is expected of them will help your child to maintain motivation, a feeling of normalcy and face less stress. Young children will be more focused in the morning hours, so any cognitive work is best undertaken before noon.
 - Find a space for your child to work. The space should be clean and during learning hours, should be quiet and dedicated to the child's work.
 - Encourage your child to take regular breaks from schoolwork. Snacks, exercise and play breaks are important to help maintain their health and concentration.
 - Show interest in your child's schoolwork and their progress. Display pieces of their work around the home and congratulate them upon work completed. Try to help them with any work that is challenging.
 - Make handwashing and hygiene fun!
 - Allow children to interact remotely with their friends from school, for example, by allowing a periodic phone call or text message to their friends, using your phone.
 - Remember to schedule time for relaxing and having fun!
4. **Respond to negative behaviour.** Children are bound to lose concentration during home learning and are likely to engage in negative behaviours. When this happens, try and catch it early and redirect your children's attention. For example, propose to take an exercise break or change activities.
5. **Keep calm and manage stress.** Parents and caregivers should have a calm, proactive conversation with their children about COVID-19, and the important role children can play in keeping themselves healthy. The COVID-19 pandemic and the related home confinement is a stressful situation for the whole family. It is important that parents and caregivers find a way to manage their stress. For example, exercise, meditation and music are some effective methods of relaxation. Social distancing is important for parents and caregivers as well. However, staying in touch with other parents and friends via virtual communication is very important.



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Each parent with a child at home is going through the same experience. Chat with other parents/caregivers about what they've found effective.

6. **Talk about COVID-19.** Ask your child what they know about COVID-19 and encourage your child to talk to you about COVID-19 and about their concerns and worries about the illness. Be open and listen to your child. Be honest about the risks and clear about your child can protect her/himself. If you don't know the answers to their questions, do not worry. Tell your child that you will help her/him to find those answers in reliable news sources.

GUIDANCE FOR HOME LEARNING ACTIVITIES

The following activities are intended to support your child's learning during the COVID-19 pandemic.

- Your local school will provide your child with learning materials that will allow your child to keep up with their coursework and the national curriculum. The activities proposed below are not intended to replace the assignments provided by the school.
- The activities below are intended to provide you with some ideas for how to support your child's learning at home. The activities focus on reading, writing and mathematics practice. The activities also provide ways for you to interact in fun and meaningful ways with your child, which helps reducing the stress of home confinement for both you and your child.

- The activities do not require a lot of time or resources and should be enjoyable for you and your child. Feel free to repeat the activities if there is one that you and your child particularly enjoy.
- The activities are divided into two groups. The first part focuses on children in grades one to three and the second set on children in grades four to six.
- For each activity, ideas are also provided for adapting the activity if your child has a disability. Please feel free to adapt the activity to your child's developmental needs.

III. DAILY ACTIVITIES TO SUPPORT HOME LEARNING FOR PRIMARY SCHOOL CHILDREN

Grade	READING AND WRITING	MATHS	OTHER SKILLS
Grades 1-3	<p><u>Activity:</u></p> <p>Tell your child a story that you know (It can be a true story or an invented story). When you finish, ask your child to repeat the story to you just as your told it. When they finish, ask whether they heard any new words in the story. Try and spell those words with your child.</p> <p><u>Adaptations for different abilities:</u></p> <p>You can adapt the activity by telling the story in sign language, drawing the story instead of telling it and/or adjusting the follow up activities to the level of your child's ability.</p>	<p><u>Activity:</u></p> <p>Ask your child to count to 20 or as high as they can. When they finish, ask them to count backwards from the same number.</p> <p><u>Adaptations for different abilities:</u></p> <p>You can adapt the activity by asking your child to use their fingers instead of speaking the numbers or to count in sign language.</p>	<p><u>Activity:</u></p> <p>Teach your child a new song and sing it together.</p> <p><u>Adaptations for different abilities:</u></p> <p>You can adapt the activity by playing the song on your phone where the child can see images or by dancing with your child.</p>

Grade	READING AND WRITING	MATHS	OTHER SKILLS
<p>Grades 1-3 (continued)</p>	<p><u>Activity:</u></p> <p>Ask your child to say the alphabet (in any language). For each letter of the alphabet, ask your child to think of a word that starts with that letter. For example, a is for apple, b is for ball.</p> <p><u>Adaptations for different abilities:</u></p> <p>You can adapt the activity by saying the alphabet with your child, using sign language or suggesting the words for each letter yourself.</p>	<p><u>Activity:</u></p> <p>Choose 5 numbers randomly. Write them on a paper. Ask your child to make a drawing that shows that number. For example, if you choose a 6, your child could draw 6 flowers. For older children choose more difficult numbers.</p> <p><u>Adaptations for different abilities:</u></p> <p>You can adapt using objects to count for each number instead of drawing the numbers and helping your child.</p>	<p><u>Activity:</u></p> <p>Ask your child how they are feeling to be missing school. Let them talk about their feelings and reassure your child that being home is the safest place to be. Make a call to one of your child's friends and let them speak on the phone to catch up.</p> <p><u>Adaptations for different abilities:</u></p> <p>You can adapt drawing a picture of happy face and or a sad face and asking your child to choose which one shows how they are feeling.</p>
	<p><u>Activity:</u></p> <p>Ask your child to read a text from any source, e.g. a story book, a schoolbook, a book you have at home, a newspaper or a religious text. Your child should point</p>	<p><u>Activity:</u></p> <p>Ask your child to find 20 small objects from around the house, for example, spoons, paper, pencils, stones or sticks from outside. Call out an adding problem</p>	<p><u>Activity:</u></p> <p>Challenge your child to do indoor exercises. For example, 'jump in the air</p>

Grade	READING AND WRITING	MATHS	OTHER SKILLS
<p>Grades 1-3 (continued)</p>	<p>to each word with their finger as they read it.</p> <p><u>Adaptations for different abilities:</u></p> <p>You can adapt the activity by reading the text to your child, spelling the words out for your child or helping your child to point to the letters.</p>	<p>aligned with your child’s age: $2+3 =$; $12+3=$; $18+2=...$ Ask your child to arrange the objects to show the equation and then to count the objects to find the answer.</p> <p><u>Adaptations for different abilities:</u></p> <p>You can adapt the activity by finding the objects for your child, using sign language and/or helping them to arrange the objects</p>	<p>with your arms up 25 times.’ Count with them while they jump.</p> <p><u>Adaptations for different abilities:</u></p> <p>You can adapt the activity by changing the movements to match the ability of your child or helping your child to do the exercise.</p>
	<p><u>Activity:</u></p> <p>Ask your child to look at a text from any source, a schoolbook, a newspaper, a religious text, for example. Say a letter or word and ask them to find that letter/word in the text as many times as they can.</p>	<p><u>Activity:</u></p> <p>Prepare a meal with your child. Ask your child to help you count and measure how much of each ingredient you use. For example, 3 eggs, 2 handfuls of rice. Discuss with your child how you would change the recipe if you had more or fewer people coming to eat.</p>	<p><u>Activity:</u></p> <p>Explain that washing your hands is the best way to stay safe from any sickness. Show your child how to wash their hands correctly, using soap and water. Scrub every part of your hands for 20 seconds; you can sing the ‘happy birthday’ song twice to count 20 seconds. Once you</p>

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Grades 1-3 (continued)	<p><u>Adaptations for different abilities:</u></p> <p>You can adapt the activity by using sign language to instruct your child or by reading the text aloud and asking your child to stay stop when they hear the letter.</p>	<p><u>Adaptations for different abilities:</u></p> <p>You can adapt the activity by using sign language or helping your child to solve the challenge and prepare the meal.</p>	<p>rinse your hands, ask your child to do the same as you did.</p> <p><u>Adaptations for different abilities:</u></p> <p>You can adapt the activity by singing the song for your child or helping them wash their hands.</p>
	<p><u>Activity:</u></p> <p>Read or tell a story with your child; either you or your child can read the story depending on his/her age. Ask the child: What happened in the beginning of the story? What happened in the middle of the story? What happened in the end? Ask them to draw a picture of what happened at each part of the story.</p>	<p><u>Activity:</u></p> <p>Choose 10 objects from around your space. Put them on a table or the floor. Ask your child to look at the objects. Then ask your child to close their eyes. When your child opens his/her eyes, ask ‘what object did I take away?’</p>	<p><u>Activity:</u></p> <p>Play some music and dance with your child.</p>

Grade	READING AND WRITING	MATHS	OTHER SKILLS
Grades 1-3 (continued)	<p><u>Adaptations for different abilities:</u></p> <p>You can adapt the activity by varying the difficulty of the questions.</p>	<p><u>Adaptations for different abilities:</u></p> <p>You can adapt the activity by asking your child to feel each object or by changing the number of objects to align with your child's abilities.</p>	<p><u>Adaptations for different abilities:</u></p> <p>You can adapt the activity by playing the song on your phone where the child can see images or by just dancing and moving with your child with no music.</p>
	<p><u>Activity:</u></p> <p>Ask the child to write his/her name. Then ask the child to write a word that begins with each letter in the name. For example, 'Lek', Lion, elephant, kite.</p>	<p><u>Activity:</u></p> <p>Practice shapes with your child. Name a few simple shapes: square, triangle, circle, rectangle, etc. Ask your child to show you what the shape looks like by drawing it in the air with their finger. Ask the child to think of something in your home or community that is those shapes. For example, motorcycle wheel = circle, sign = rectangle, etc.</p>	<p><u>Activity:</u></p> <p>Ask your child to teach you something new that he/she learned that day. Or it could be something they learned at school.</p>

Grade	READING AND WRITING	MATHS	OTHER SKILLS
Grades 1-3 (continued)	<p><u>Adaptations for different abilities:</u></p> <p>You can adapt the activity by writing your child’s name for him/her, using sign language and helping to think of the words.</p>	<p><u>Adaptations for different abilities:</u></p> <p>You can adapt the activity by helping your child to trace an outline of the shapes with his/her finger or helping them think of shapes in the community.</p>	<p><u>Adaptations for different abilities:</u></p> <p>You can adapt the activity by sharing or teaching something new to your child on any topic according to their abilities.</p>
	<p><u>Activity:</u></p> <p>Play a rhyming game. Think of a word that has a rhyming pattern, such as cat. Ask your child to think of as many words that rhyme with that word as possible.</p>	<p><u>Activity:</u></p> <p>Ask your child to find 10 objects from in or around your home. Ask them to put the objects in order by size, so biggest to smallest. Ask the child what is the biggest and what is the smallest. For older children, you can ask them to put the objects in order by length, height, weight, etc.</p>	<p><u>Activity:</u></p> <p>Draw or make a flower with your child. You can use crayons and paper. Or you can make a flower with objects from around the house. Or you can use your fingers to draw a flower in the sand outside.</p>

Grade	READING AND WRITING	MATHS	OTHER SKILLS
Grades 1-3 (continued)	<p><u>Adaptations for different abilities:</u></p> <p>You can adapt the activity by using sign language or helping your child to think of rhyming words.</p>	<p><u>Adaptations for different abilities:</u></p> <p>You can adapt the activity by helping your child.</p>	<p><u>Adaptations for different abilities:</u></p> <p>You can adapt the activity by helping your child do the activity, telling your child about a flower or asking them questions about flowers according to their ability.</p>
	<p><u>Activity:</u></p> <p>When you are making a meal, tell your child what you are making and how to make it. Ask the child to write the list of ingredients that you will need to make the dish; older children may write the whole recipe of how to make the dish. Cook the meal together.</p>	<p><u>Activity:</u></p> <p>Choose a number between 1 and 10. Practice the multiplication table out loud, e.g. for number 6, 6x1, 6x2 ... 6x5, 6x6. How high can you go with your child? Repeat with other numbers. Try again with a different number.</p>	<p><u>Activity:</u></p> <p>Help your child to collect objects from around your home, e.g. stones, leaves, toys, spoon, etc. Fill a bucket or other container with water. Ask the child to look at the objects and guess which will sink and which will float. Let the child put the objects one by one in the water to see what sinks and what floats.</p>
	<p><u>Adaptations for different abilities:</u></p> <p>You can adapt the activity by asking your child to make the list orally or by helping them make the list.</p>	<p><u>Adaptations for different abilities:</u></p> <p>You can adapt the activity by making the mathematics easier, e.g. use addition instead of multiplication, or by using objects to demonstrate.</p>	<p><u>Adaptations for different abilities:</u></p> <p>You can adapt the activity by helping your child collect the item and do the activity.</p>

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Grades 1-3 (continued)	<p><u>Activity:</u></p> <p>Practice phonics with animal sounds. Ask your child how they would spell different animal sounds, e.g. the sound made by a cow, a horse, a chicken, etc.</p> <p><u>Adaptations for different abilities:</u></p> <p>You can adapt the activity by using sign language and drawing the animals.</p>		<p><u>Activity:</u></p> <p>Review the 5 senses with your child. Ask them if they know what the five senses are (hearing, sight, touch, smell and taste). Ask them: What is something that smells good? What is something that sounds good?</p> <p><u>Adaptations for different abilities:</u></p> <p>You can adapt the activity by helping your child with the senses where they have trouble.</p>
Grades 4-6	<p><u>Activity:</u></p> <p>Ask your child to read aloud a chapter from his or her textbook. Ask your child questions about what he or she read.</p>	<p><u>Activity:</u></p> <p>Ask your child to draw a calendar with all of the days of the week and the hours. Ask your child to fill in a schedule for studies for the week.</p>	<p><u>Activity:</u></p> <p>Ask your child how they are feeling about the confinement? Are they worried? Reassure them about how they can be safe.</p>

Grade	READING AND WRITING	MATHS	OTHER SKILLS
Grades 4-6 (continued)	<p><u>Adaptations for different abilities:</u></p> <p>You can adapt the activity by reading the chapter aloud to your child or looking at the pictures in any book and describing them.</p>	<p><u>Adaptations for different abilities:</u></p> <p>You can adapt the activity by asking your child to name all the days in the week, drawing the calendar with your child, using objects to create the calendar or helping your child in other ways.</p>	<p><u>Adaptations for different abilities:</u></p> <p>You can adapt the activity by using sign language, sharing your feelings or using happy and sad face drawings to help your child express himself.</p>
	<p><u>Activity:</u></p> <p>Give your child an object from the house or outside, e.g. a flower, a bottle, a magazine. Ask your child to write 5-10 sentences to describe the object. For example, 'The flower has five petals'. If your child made mistakes, correct them. To make the exercise more difficult, ask the child to do the same exercise in a second language.</p>	<p><u>Activity:</u></p> <p>Practice fractions with your child. Take a food/drink with a simple shape, e.g. a carrot, loaf of bread or glass of water. Ask your child questions: if you had to share the bread with two people, how would you divide it? What about with four people?</p>	<p><u>Activity:</u></p> <p>Ask your child to perform a play. Your child can act out a well-known story, book, movie or invent their own performance.</p>

Grade	READING AND WRITING	MATHS	OTHER SKILLS
Grades 4-6 (continued)	<p><u>Adaptations for different abilities:</u></p> <p>You can adapt the activity by asking your child to say the sentences or by helping your child with the sentences.</p>	<p><u>Adaptations for different abilities:</u></p> <p>You can adapt the activity by letting your child feel the item and or by helping your child to think through the questions.</p>	<p><u>Adaptations for different abilities:</u></p> <p>You can adapt the activity by asking your child to speak the play or by acting out an existing well-known story with your child.</p>
	<p><u>Activity:</u></p> <p>Ask your child to invent a story and write it down.</p> <p>When finished, ask the child to read it aloud to you.</p>	<p><u>Activity:</u></p> <p>Practice division your child. Collect a number of small objects, such as stones, spoons, nuts. Ask your child to count the number of objects. Ask your child: if we had five friends who wanted some and we wanted to give them all the same number, how many pieces would each friend get? What if we had two people? What about 7 people? For older children make the challenge more difficult. The child can move the objects into the appropriate number of piles for each friend.</p>	<p><u>Activity:</u></p> <p>Ask your child what they are hearing about COVID-19: What do you understand about what's happening? Share with them the latest information. Reassure them about the ways they can keep safe.</p>

Grade	READING AND WRITING	MATHS	OTHER SKILLS
Grades 4-6 (continued)	<p><u>Adaptations for different abilities:</u></p> <p>You can adapt the activity by just asking your child to tell you the story, by helping her to write the story down or by thinking of the story together.</p>	<p><u>Adaptations for different abilities:</u></p> <p>You can adapt the activity by letting your child feel the items and or by helping your child to think through the questions.</p>	<p><u>Adaptations for different abilities:</u></p> <p>You can adapt the activity by using sign language or altering the level of the discussion to match your child's abilities.</p>
	<p><u>Activity:</u></p> <p>Ask your child to choose 10 difficult vocabulary words from a school textbook or other source. Ask the child to write each word five times and then write of a sentence that uses each word.</p>	<p><u>Activity:</u></p> <p>Ask your child to draw a map of your home or community. The child should label, each place, room and object on the map. Then ask your child to write down directions from one place to another on the map. For example, to go to the market, you go down the stairs, turn left on main street, walk for five minutes, then turn right.</p>	<p><u>Activity:</u></p> <p>Play a guessing game with your child. Think of an animal. Tell your child to try and guess what animal you are thinking of. They can ask you 20 questions about the animal. BUT the questions must have 'yes' or 'no' as the answers. For example, I am thinking of a horse. My child asks, does it have four legs? Is it furry? Does it run fast?</p>

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Grades 4-6 (continued)	<p><u>Adaptations for different abilities:</u></p> <p>You can adapt the activity by asking your child to spell the letters and say the sentence out loud or by helping your child to think of a sentence.</p>	<p><u>Adaptations for different abilities:</u></p> <p>You can adapt the activity by asking your child to tell you the directions out loud or by working with your child to think of different places in the community.</p>	<p><u>Adaptations for different abilities:</u></p> <p>You can adapt the activity by using sign language.</p>
	<p><u>Activity:</u></p> <p>Play a word game with your child. Think of a word, such as 'beautiful'. How many different words can you think of that mean the same thing? For example, pretty, lovely, gorgeous...</p>	<p><u>Activity:</u></p> <p>Ask your child to count to 100 by 2s, e.g. 2, 4, 6, 8, 10, 12.... Make it more difficult by asking them to count by 3s, 4s, 5s and 6s, e.g. 4, 8, 12, 16, 20, 24...</p>	<p><u>Activity:</u></p> <p>Ask your child to make drawing of your entire family. They write the name of each person and draw a picture of that person.</p>
	<p><u>Adaptations for different abilities:</u></p> <p>You can adapt the activity by making the words easier or by using sign language.</p>	<p><u>Adaptations for different abilities:</u></p> <p>You can adapt the activity by using sign language or counting with your child.</p>	<p><u>Adaptations for different abilities:</u></p> <p>You can adapt the activity by describing members of the family instead of drawing them.</p>

Grade	READING AND WRITING	MATHS	OTHER SKILLS
Grades 4-6 (continued)	<p><u>Activity:</u></p> <p>Sing or listen to a song with your child. Tell them to try and write all the words in the song and memorize them.</p> <p><u>Adaptations for different abilities:</u></p> <p>You can adapt the activity by reading the lyrics of a song/poem or using sign language.</p>	<p><u>Activity:</u></p> <p>Ask your child to measure the total size of the house, using only their hands or feet. What is the area of each room? For younger children, they can measure area of something smaller, such as a table or a bed.</p> <p><u>Adaptations for different abilities:</u></p> <p>You can adapt the activity by measuring the room yourself and helping your child to calculate the area.</p>	<p><u>Activity:</u></p> <p>Play any game with your child. For young children, teach them a new game. You can play hide and seek, a game of pretend, trivia game or a guessing game.</p> <p><u>Adaptations for different abilities:</u></p> <p>You can adapt the activity by choosing a game that is appropriate to your child's abilities.</p>
	<p><u>Activity:</u></p> <p>Encourage your child to keep a diary or daily journal. Ask them to write a short text in a notebook everyday about their daily thoughts, activities and feelings.</p>	<p><u>Activity:</u></p> <p>Ask your child to count as high as they can. Up to 1,000 if they can. Give them a high five for whatever number they reach and congratulate them.</p>	<p><u>Activity:</u></p> <p>Play a 'would you rather' game with your child. Ask your child, 'if you could have a super power, would you rather be able to fly? Or become invisible?' Ask why your</p>

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<p>Grades 4-6 (continued)</p>	<p>This is useful for practicing literacy but also for managing stress.</p> <p><u>Adaptations for different abilities:</u></p> <p>You can adapt the activity by writing the diary for your child, letting them record the diary entries on your phone or just reflecting with your child on his daily activities.</p>	<p><u>Adaptations for different abilities:</u></p> <p>You can adapt the activity by using sign language and lowering the number to match your child's abilities.</p>	<p>child chose the answer they chose. You can continue with other scenarios.</p>
	<p><u>Activity:</u></p> <p>Find a newspaper or magazine. Ask your child to choose an article that is interesting to him/her and read it aloud. Discuss the article with your child.</p>	<p><u>Activity:</u></p> <p>Ask your child to pretend to be a teacher and write 20 mathematics problems for themselves. Then they should answer them, check them and give themselves a mark.</p>	<p><u>Activity:</u></p> <p>Ask your child to show different emotions on their face. Ask: What does it look like to be sad? What does it look like when you are happy? What does it look like when you are angry? What does it look like when your friend says something mean? For older children, ask them to draw a picture of a monster that</p>

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Grades 4-6 (continued)	<p><u>Adaptations for different abilities:</u></p> <p>You can adapt the activity by reading the article to your child and choosing a text that is appropriate to your child’s abilities.</p>	<p><u>Adaptations for different abilities:</u></p> <p>You can adapt the activity by saying problems out loud and adjusting the difficulty of the problems to your child’s abilities.</p>	<p>represents how they feel now; it can be a happy monster or a sad monster.</p> <p><u>Adaptations for different abilities:</u></p> <p>You can adapt the activity by acting out the emotions yourself.</p>
	<p><u>Activity:</u></p> <p>Ask your child to write a few sentences about what they would like to be when they grow up and why they would like to do that job.</p> <p><u>Adaptations for different abilities:</u></p> <p>You can adapt the activity by using sign language.</p>	<p><u>Activity:</u></p> <p>Give your child some coins and ask them to count how much money they have. Then take away some of the coins. Ask your child to again tell you how much they have. Repeat.</p> <p><u>Adaptations for different abilities:</u></p> <p>You can adapt the activity by simplifying the activity.</p>	<p><u>Activity:</u></p> <p>Play an acting game with your child. Ask your child to think of an animal and to try and act like an animal. You can try and guess what animal it is. Then you take a turn. Act like an animal and have your child guess what you are.</p> <p><u>Adaptations for different abilities:</u></p> <p>You can adapt the activity by making animal sounds instead of acting out the animal.</p>

Grade	READING AND WRITING	MATHS	OTHER SKILLS
Grades 4-6 (continued)	<p><u>Activity:</u></p> <p>Help your child to write and/or draw a message of hope for neighbours. For example, ‘Stay Strong’ or draw a rainbow. Hang it on the outside of your home for neighbours to see.</p> <p><u>Adaptations for different abilities:</u></p> <p>You can adapt the activity by helping your child.</p>	<p><u>Activity:</u></p> <p>Ask your child to find 5-10 objects from around the house or outside. Ask your child to set up a pretend food market. Pretend you are going to the market. Ask your child, how much each item costs. Choose 2 or 3 items to buy and ask your child how much you need to pay. For older children, you can choose more objects. Don’t forget to negotiate the price!</p> <p><u>Adaptations for different abilities:</u></p> <p>You can adapt the activity by helping your child or simplifying the activity to match your child’s abilities.</p>	<p><u>Activity:</u></p> <p>Ask your child to plan something fun for the whole family to do together in the evening. It can be a game or a meal or a song, anything the child would like to plan for you.</p>

OTHER RELATED RESOURCES

- [Framework for reopening schools](#)
- [Preschool Challenge #LearningAtHome](#)

FOR MORE INFORMATION

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