



TWINKLING TOPS

WORKBOOK

TERM 2

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FORWARD

Dream Africa Schools' Workbook for Twinkling Tops is a result of shared expertise of International Early childhood Development experts, experts across the country and In-house experts at Dream Africa Schools.

The Dream Africa Schools (DA Schools) therefore express its gratitude to all those who have contributed to the development of this framework directly or indirectly.

We at Dream Africa Schools are hopeful that this workbook will elicit exciting response from all 'first time learners' i.e. the Twinkling Tops and will be used by all nursery teachers who intend to provide an enjoyable, focused & outcome driven beginning to all young learners in their respective classrooms.



Ritesh Kumar Mishra
Project Lead
Dream Africa Schools

ACKNOWLEDGEMENT

Education has always been the hallmark of great civilizations and education is the foundation of a great future. Children are our future and provision of a sound education is an assurance of a legacy of a peaceful and harmonious world.

Dream Africa Schools stands by UNESCO's global commitment to provide quality education for all and dovetails its mission and vision to achieve the global sustainable development goals focusing on the 5Ps - People, Planet, Prosperity, Peace and Partnership. An educational program beginning from early years and progressing towards lifelong learning is non-negotiable to achieve this.

Dream Africa Schools believes that children learn best through hands-on experiences engaging with people, material, resources, ideas, and events as also through interactions with the world around them. While we endorse activities, it would indeed be foolish to believe that all activities will sync with the needs and outcomes. Without a roadmap, the journey would be aimless.

Therefore, it is important to have a road map that charts out the journey and the destination clearly. This is the purpose of this workbook that has been designed especially keeping in mind the needs, requirements, context and outcomes. This workbook contains the necessary components to design and develop quality Early Childhood Education Programs for young minds entrusted that are enthusiastic, full of curiosity and possess a thirst for learning by default. Given the nature of these young minds entrusted to the care of educators, this framework is also a guide to enable them to create developmentally appropriate programs such that these young minds blossom.

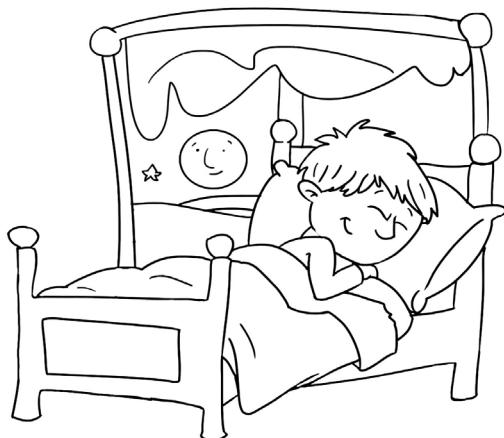
Team effort is a critical factor that provides the glue to a shared vision. Dream Africa Schools is indeed blessed with a team that works together. It is the unstinting efforts of all team members that has enabled this framework to be designed and created as a cohesive piece that is focused and clear on process and outcomes. We believe that this workbook will serve as a blueprint for our Early Childhood Education Programme teachers, facilitating their journey of learning and self-discovery. This we believe will open new avenues to improve upon exiting practices and deliver a robust educational programme that will ensure 21st century skills of learning are nurtured.

With every good wish.

Dr. Farooq Wasil
Global Head
Affordable Schools

COMMUNICATION

PATTERNS IN RHYMES



AND SO GOOD NIGHT

Here is a body-there is a bed!
There's a pillow- here's a head!
There is a curtain- here's a light!
There's a puff- and so goodnight!

A SAILOR WENT TO SEA, SEA, SEA.

A sailor went to sea, sea, sea,
To see what he could see, see, see;
But all that he could see, see, see,
Was the bottom of the deep blue sea, sea, sea!

ROW YOUR BOAT.

Row, row, row, your boat,
Gently down the stream,
Merrily, merrily merrily, merrily,
Life is but a dream.

STORY TIME

THE OWL AND THE PUSSYCAT.

The owl and the pussycat went to the sea. In a beautiful pea-green boat. They took some honey and plenty of money. Wrapped up in a five pound note. The owl looked up to the stars above, and sang to all guitar.

"O' lovely pussy, o pussy, my love,
What a beautiful pussy you are,
You are, you are!
What a beautiful pussy you are!"



ONE FOR SORROW, TWO FOR JOY.

One for sorrow, two for joy,
Three for a girl and four for a boy,
Five for silver, six for gold,
Seven for a secret never to be told,
Eight for a letter over the sea,
Nine for a lover as true as can be.

CONVERSATIONS



← Who is she?



Who is he? →



← Is he a soldier?



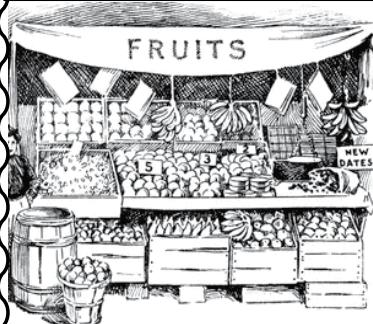
What is she doing? →



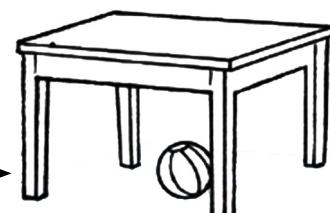
← Is she singing?



What is he doing? →



← Is this a church?



Where is the ball? →



← What do you see in the bag?

What is the colour of your school bag?

LITERACY

SENTENCES

Fill the gaps with article “a”.

_____ drum. _____ pot. _____ radio.

_____ bag. _____ broom. _____ leaf.

_____ flower. _____ jug. _____ wasp.

Fill in the sentences with article “a”

i) This is _____ fish.

ii) Here is _____ ball.

iii) I can see _____ blackboard.

iv) That is _____ flower.

v) It is _____ leaf.

Fill in with article “an”.

_____ egg. _____ arrow. _____ apple.

_____ envelope. _____ orange. _____ aeroplane.

_____ axe. _____ eye. _____ elephant.

_____ umbrella. _____ ear. _____ ant.

Fill in the sentences with article “an”.

i) That is _____ egg.

ii) This is _____ apple.

iii) This is _____ orange.

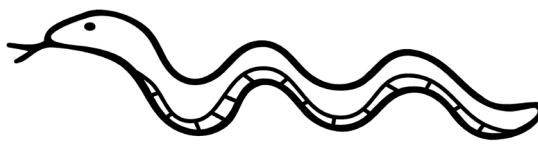
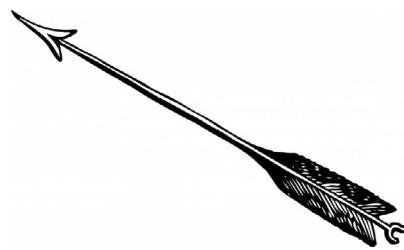
iv) Here is _____ eye.

v) I can see _____ arrow.

Look at the picture and construct a sentence.



This is a cat.



Read, draw and color the pictures.

It is a green leaf.

It is a red cup.

It is a yellow sun.

It is a blue bag.

Read and add “ing” to the action words.

- i) Read reading
- ii) Look _____
- iii) Point _____
- iv) Stand _____

- v) Sweep _____
- vi) Sleep _____
- vii) Play _____
- viii) Cook _____

Read and match.



cooking



sweeping



sitting



sleeping

Read and draw.

| | | |
|--|---------------------|-------------------|
| | He is jumping. | Sarah is writing. |
| | Muhamad is reading. | She is eating. |

Complete the sentences with the correct action word.

- i)  She is _____ her hair.

- ii)  The children are _____ to school.

- iii)  Mother is _____ on phone.

- iv)  Martha is _____ water.

SOUNDS

Read and write these sounds.

| | | | | | |
|----|----|----|----|----|----|
| ck | nt | ng | mb | nd | mp |
| | | | | | |
| | | | | | |
| | | | | | |
| fl | bl | cl | th | sh | ch |
| | | | | | |
| | | | | | |
| | | | | | |
| br | st | gr | nk | sp | sl |
| | | | | | |
| | | | | | |
| | | | | | |
| sn | sw | sm | wh | tr | sk |
| | | | | | |
| | | | | | |
| | | | | | |
| dr | gr | ht | gh | ss | ph |
| | | | | | |
| | | | | | |
| | | | | | |

Read and match the words below.

AXE

cat

BOX

hat

YAM

mat

CAT

axe

HAT

box

MAT

yam

Read and learn these of “dr” sound.

| | | | | |
|--------|-------|-------|---------|-------|
| drank | dress | drill | drop | drug |
| draft | dream | drink | dross | drum |
| drag | dread | drift | drone | drunk |
| dragon | drama | drip | drought | dry |

Read and practice these sentences with “dr” sound.

My dress is torn.

The baby can drink milk.

That man has a bad drug.

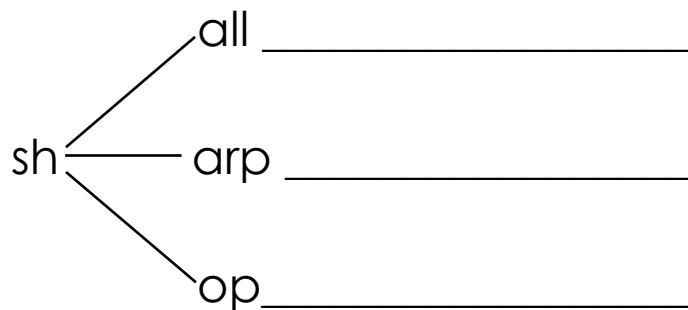
The man got drunk at the wedding.

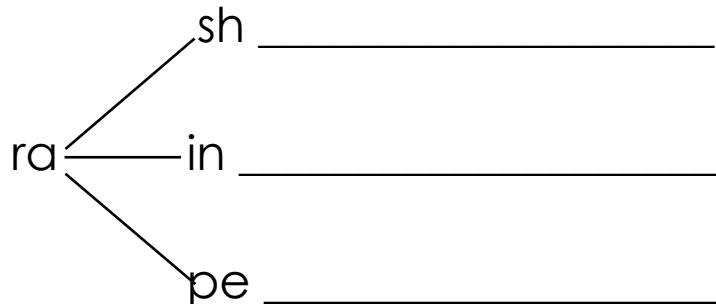
She wants to draft the letter first.

Practice reading words of “sh” sound

| | | | | |
|-------|-------|-------|-------|---------|
| sharp | shell | ship | shop | shut |
| shaft | sheep | wish | shock | crush |
| rash | fresh | dish | short | shutter |
| flash | shed | shift | shoot | brush |

Join the sounds below to form words. Read the words.





Read, copy and write the sentences with “sh” sound.

i) I shall go with him.

ii) The mango is fresh.

iii) Go to the shop and buy a pen.

iv) The dish is broken.

v) I wish I was a king.

vi) Get in and shut the door.

vii) The ship is going very fast.

Read and practice words of “cl” and “cr” sound

| | | | | |
|-------|--------|---------|--------|-------|
| clap | clean | cliff | cloudy | clue |
| class | clear | climate | clock | club |
| crash | cream | crime | cross | crude |
| crawl | create | cricket | crown | crush |

Practice reading words of “pr” sound.

| | | | | |
|--------|---------|---------|----------|---------|
| pray | pretty | priest | prop | prude |
| pram | press | printer | problem | prince |
| praise | present | prison | protect | price |
| prank | prey | primary | progress | project |

Join the sounds below to form words.

pr - e - ss _____

pr - i - me _____

pr - e - ss _____

pr - i - me _____

pr - i - nc - e _____

pr - o - p _____

pr - i - ce _____

pr - a - nk _____

st - o - p _____

st - i - ck _____

st - a - mp _____

wa - i - st _____

Read and practice words of “sm” sound

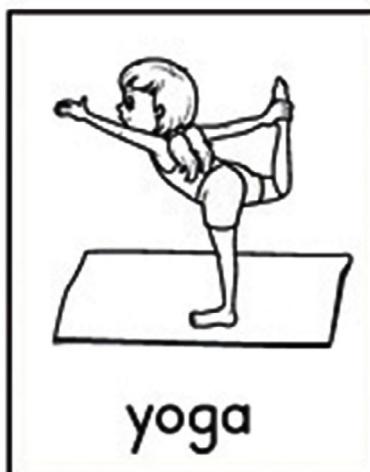
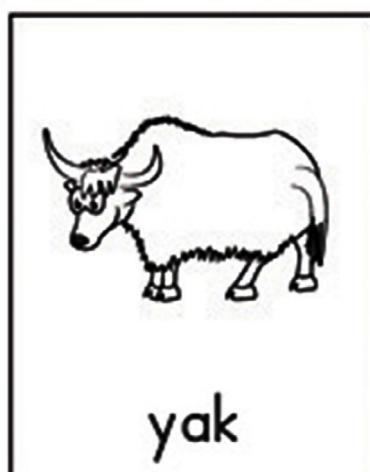
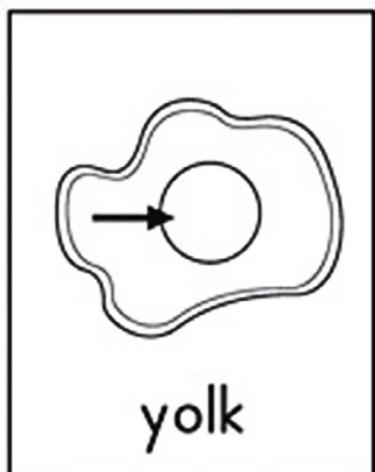
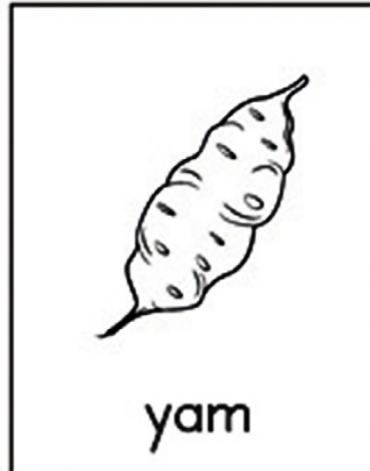
| | | | | |
|-------|--------|-------|--------|--------|
| small | smear | smith | smoke | smurf |
| smart | smell | smile | smooth | smug |
| smash | racism | prism | smog | smiley |

Read and practice words of “br” and “bl” sound.

| | | | | |
|--------|-------|--------|--------|--------|
| brain | brew | brick | broke | brush |
| branch | bread | bridge | broom | bruise |
| black | bleed | blink | blocks | blue |
| blade | blend | blind | blood | blush |

PRACTICE ACTIVITIES

Y WORDS



yell

yellow

young

yeast

SOUND SH

Look at the pictures and read the sound “sh” words.



shell



shop



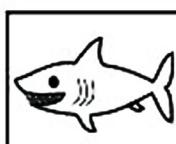
shot



shut



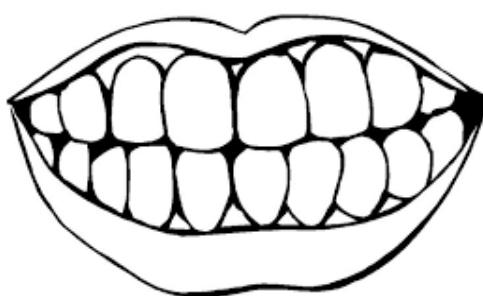
shoe



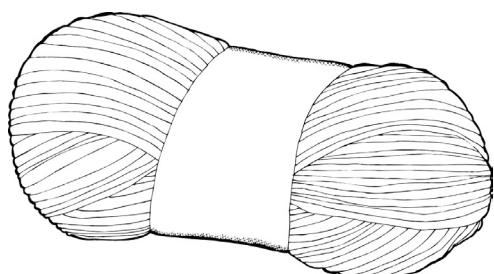
shark

SOUND TH

Look at the pictures and read the sound “th” words.



teeth



threads



thief



thumb

SIGHT WORDS

Practice reading these sight words below.

| | | | | |
|--------|-------|-------|------|---------|
| called | day | come | made | part |
| who | king | where | here | their |
| now | only | new | over | take |
| long | know | year | very | because |
| down | place | give | name | does |

Read, trace and write the sight words below.

| | | | | |
|--------|-------|-------|-------|-------|
| called | only | take | does | place |
| _____ | _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ | _____ |
| smell | child | third | show | goal |
| _____ | _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ | _____ |

OPPOSITES

Match the words to opposites correctly.

dry

west

thin

wet

east

hot

close

young

fat

ugly

old

heavy

cold

open

light

sweet

pretty

small

sour

thick

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

HYGIENE

Look at the pictures below and answer questions below.



Assessment

Why is it good to keep our bodies clean?

What is happening in the pictures above?

1 _____

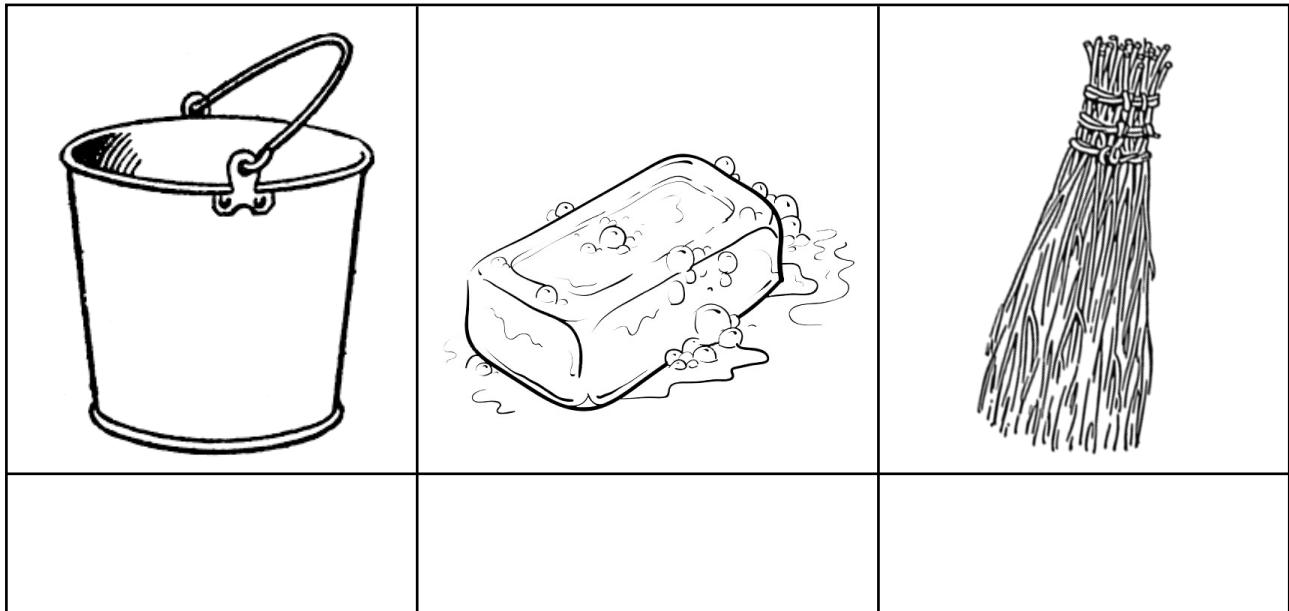
2 _____

3 _____

4 _____

5 _____

Name these items used for cleaning.



Draw and colour these items used for cleaning.



PLAYING IN TURNS

Shade the picture of DAS Twinkling Tops playing in turns.



Assessment

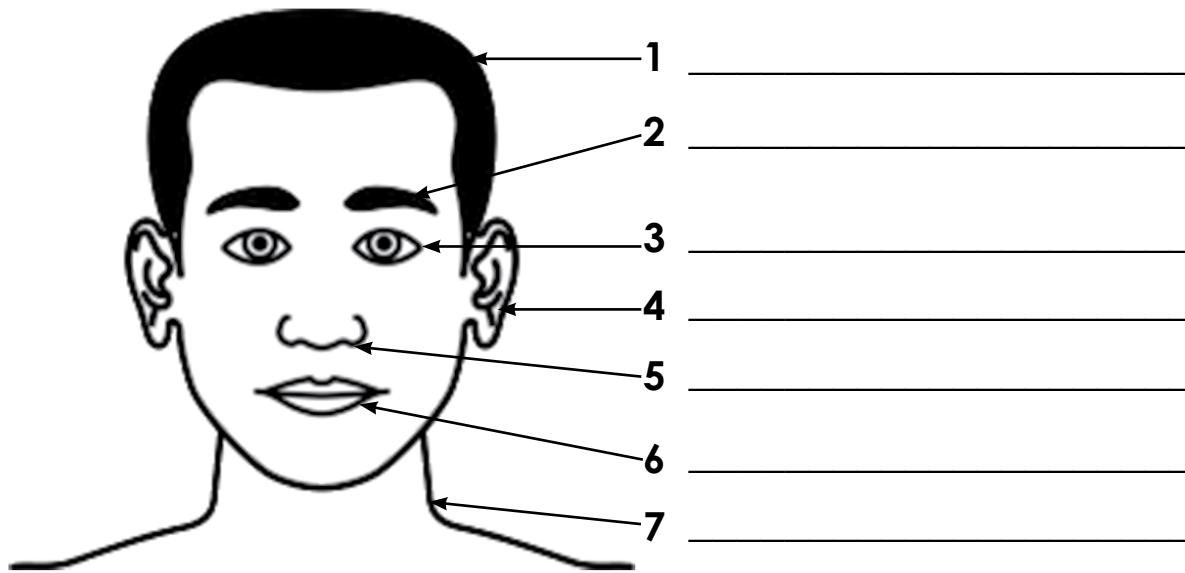
Do you play in turns?

Why is it good to play in turn with others?

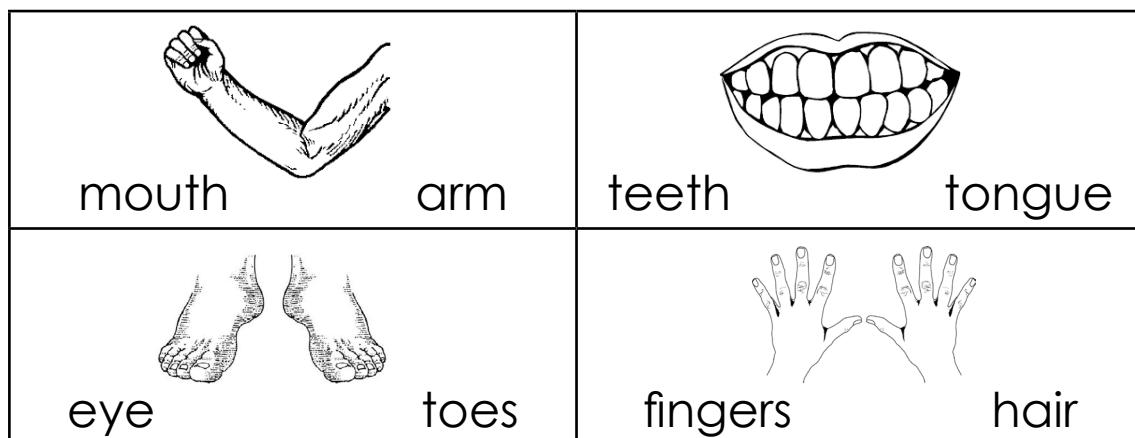
Why is it so dangerous playing up on tall trees?

MY BODY PARTS

Name these parts of a head.



Circle the correct word for the body parts.



Complete the sentences below.

Eyes for _____

Nose for _____

Tongue for _____

Legs for _____

Ears for _____

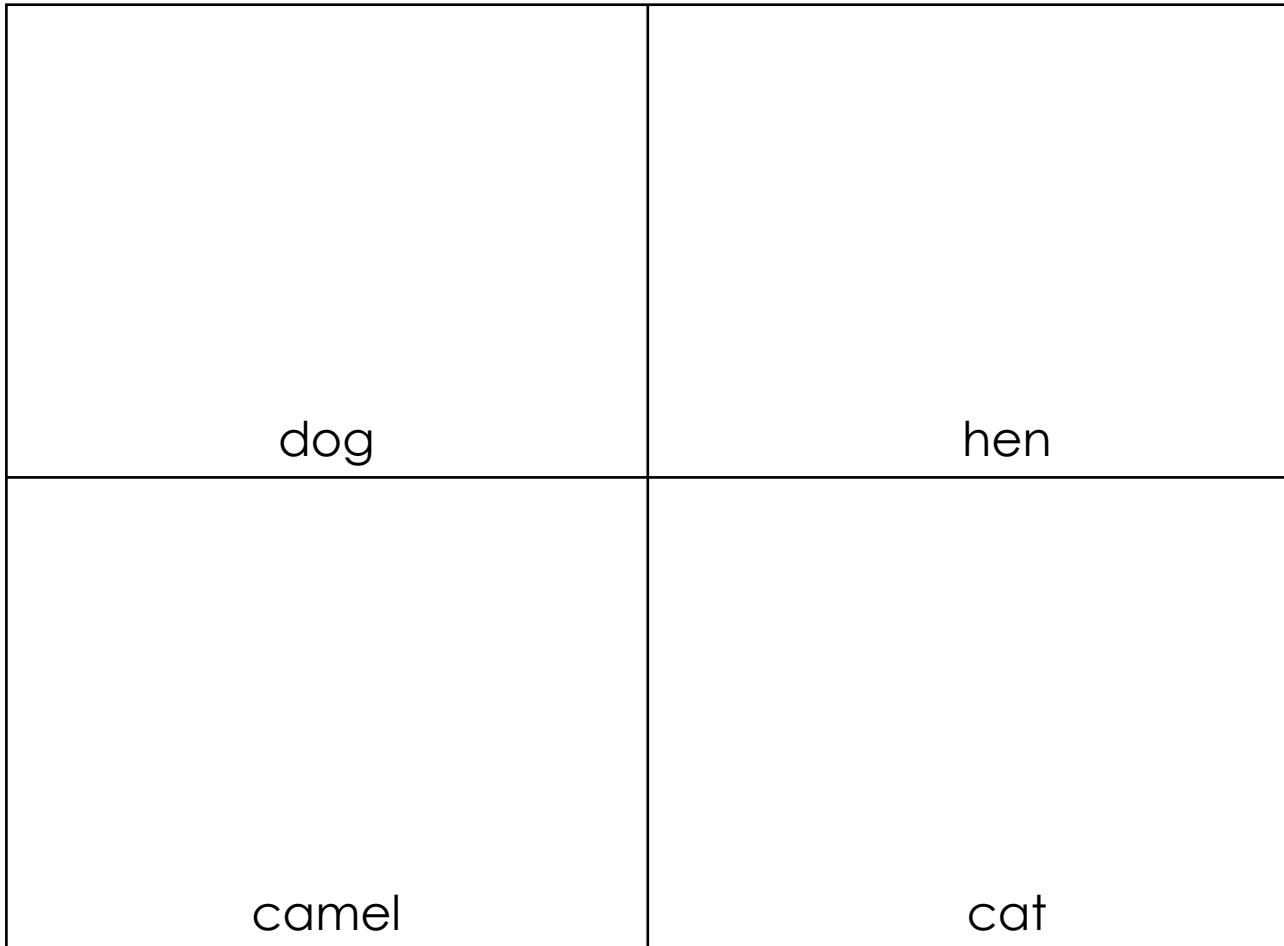
DISCOVERY OF THE WORLD

LIVING THINGS

DOMESTIC ANIMALS

These are animals kept at home.

Read and draw pictures of domestic animals.



What special name is given to the home of a;

dog _____

cow _____

pig _____

rabbit _____

horse_____

hen _____

cat _____

sheep _____

WILD ANIMALS

These are animals that live in the bush,
forest, water or zoo.

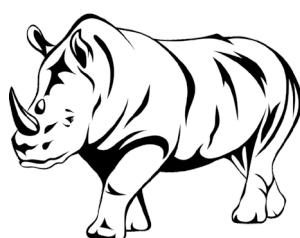
Match pictures of wild animals.



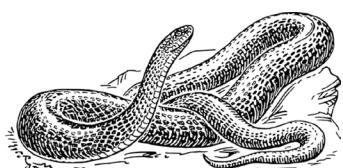
lion



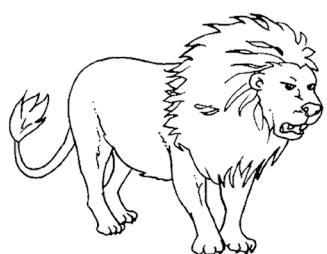
snake



chimpanzee



antelop

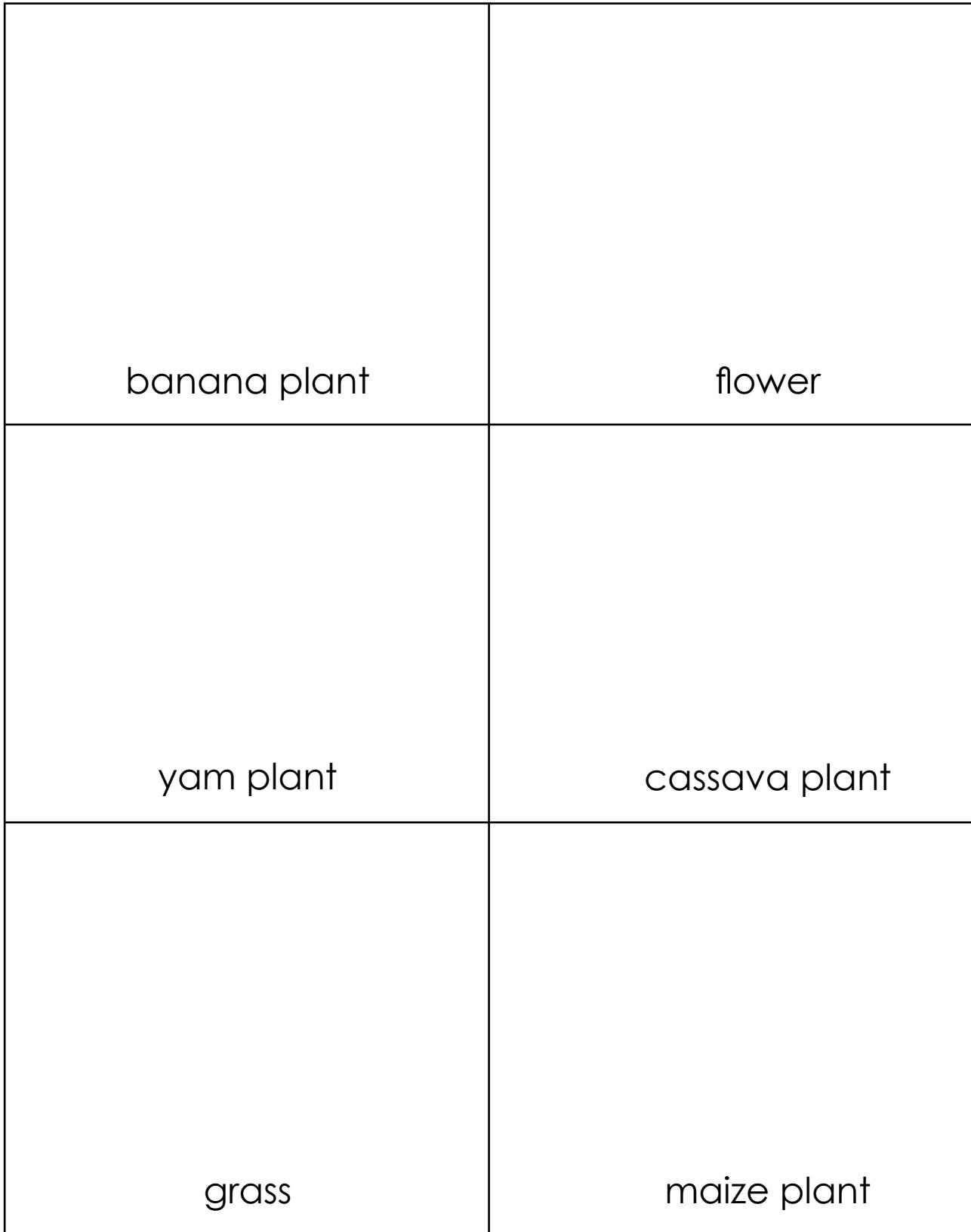


hippopotamus

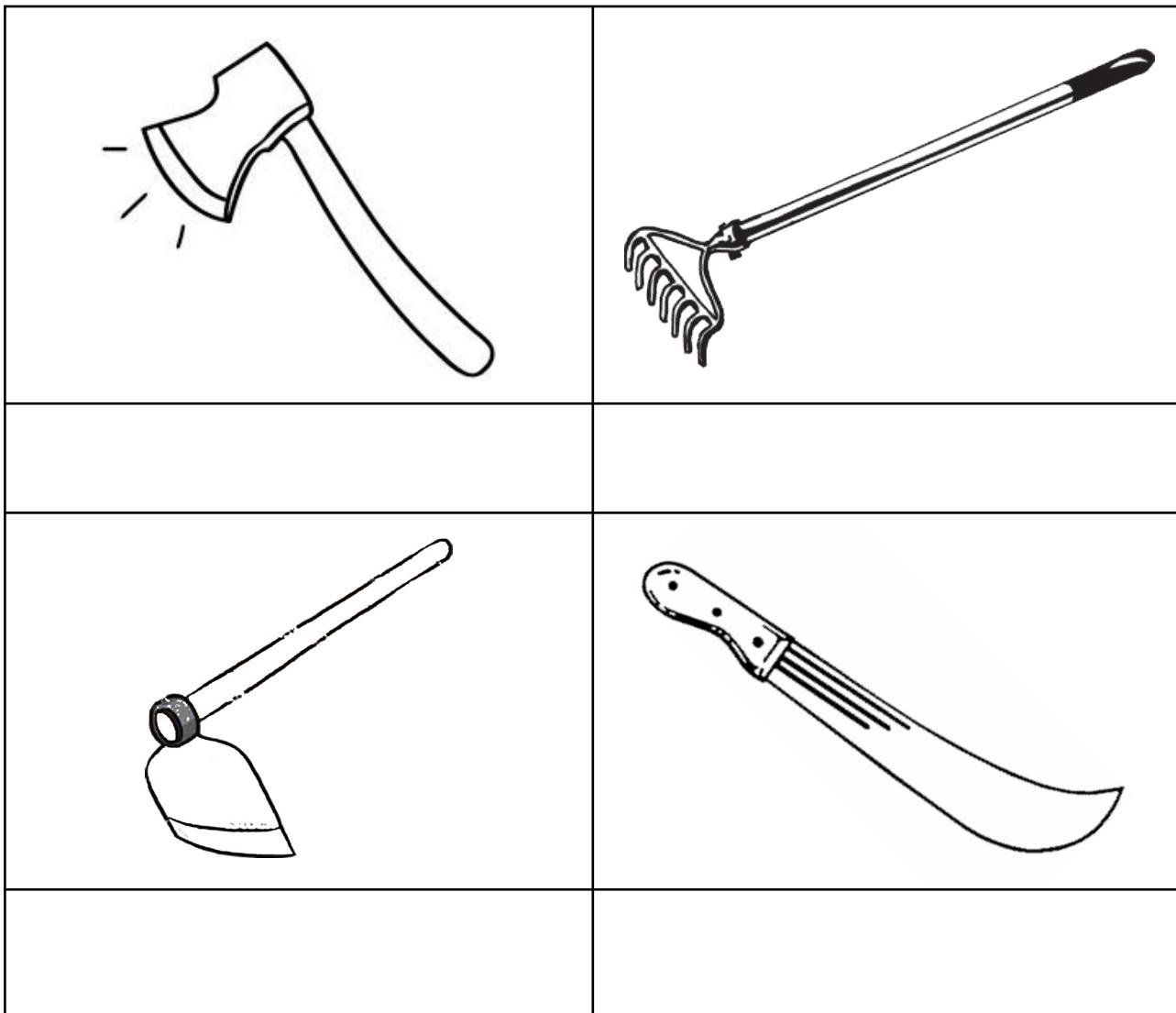
PLANTS

Plants provide us with food, fiber, shelter, medicine, and firewood (fuel).

Read and draw plants in the environment.



Name these garden tools.

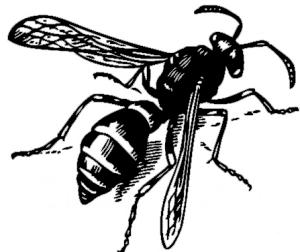


Underline the repeated garden terms in a row.

| | | |
|--------|--------|--------|
| apple | rake | rake |
| basket | bed | basket |
| orange | orange | hoe |
| axe | axe | plate |
| maize | oil | maize |
| wood | wood | hen |

INSECTS

Match pictures of insects to their names.



mosquito



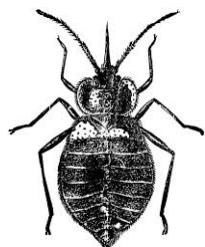
bedbug



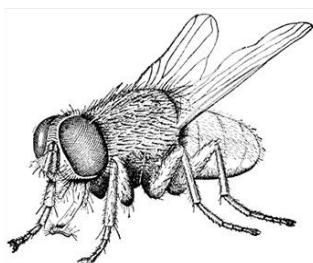
house fly



grasshoppers



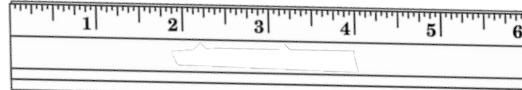
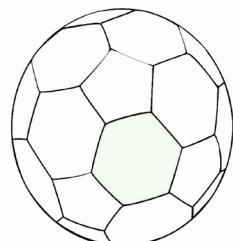
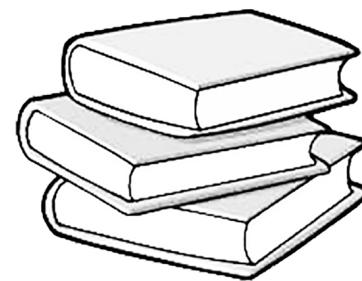
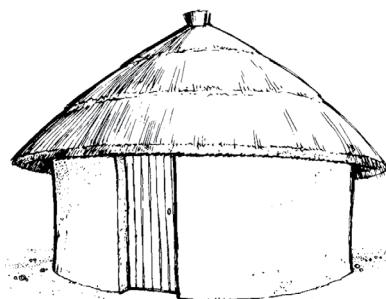
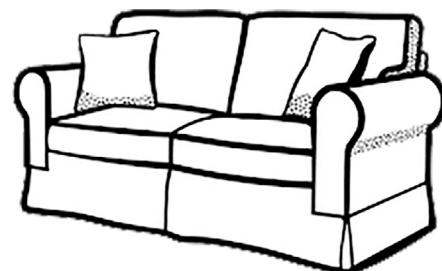
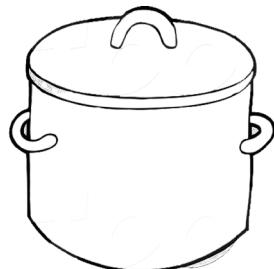
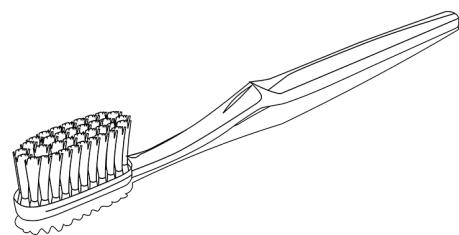
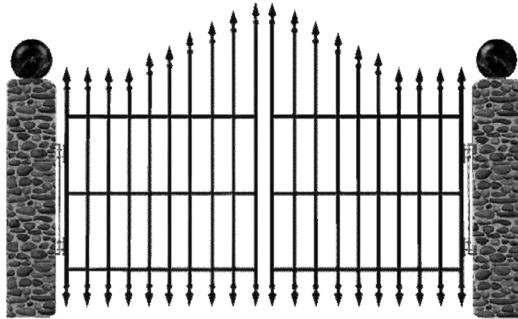
wasps



butter fly

NON-LIVING THINGS

Name the non-living things below.



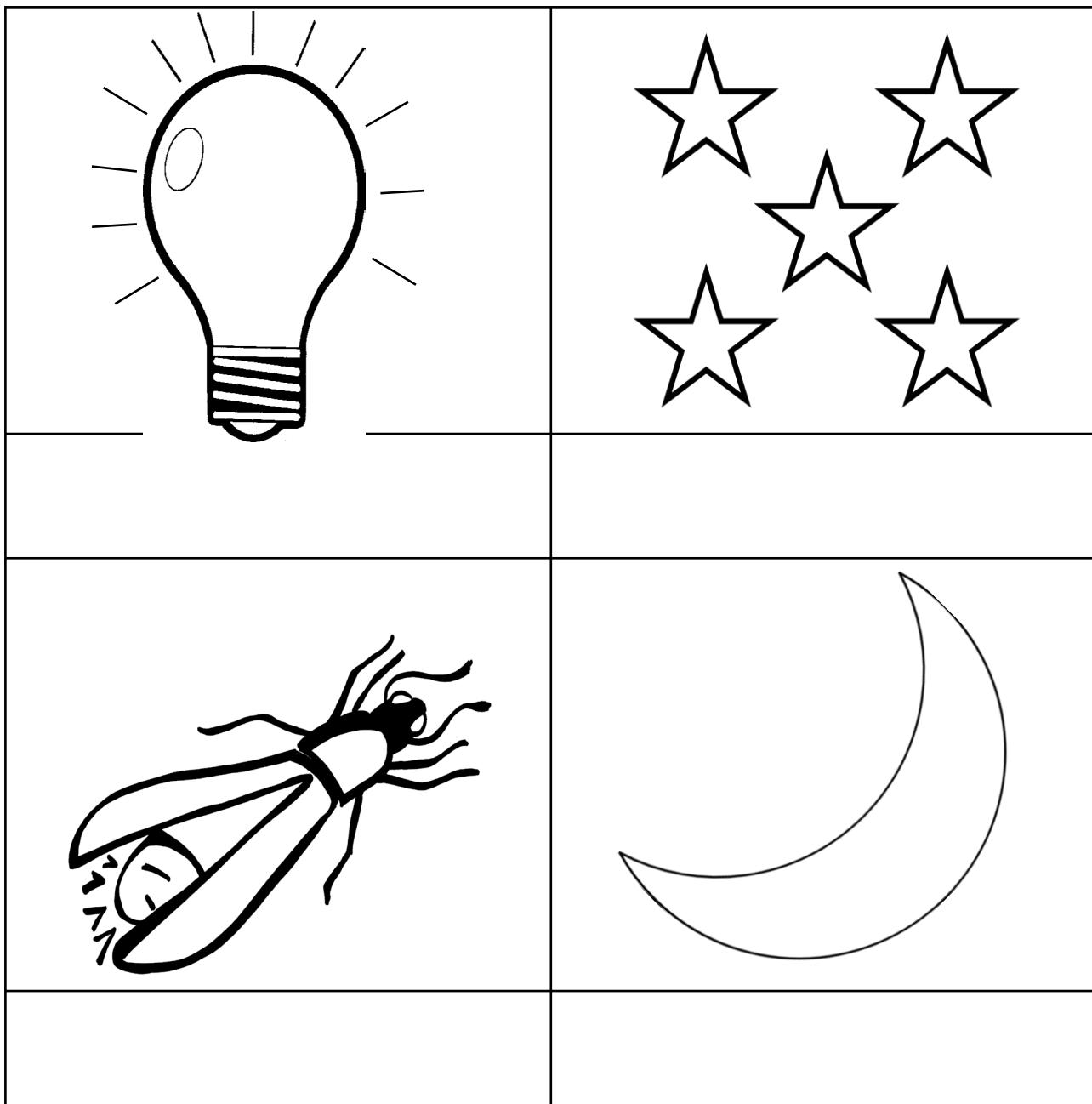
DANGEROUS OBJECTS

Read and draw the dangerous objects.

| | | |
|--|---------------|---------------|
| | needle | stone |
| | broken bottle | syringe |
| | fire | electric wire |

SOURCES OF LIGHT

Name and colour the sources of light below.



Assessment

Name any other sources of light.

SOUND

Colour the picture of Mr. Kalanda drumming below.



Assessment

Name any other sources of sound you know.

PHYSICAL DEVELOPMENT

ACTIVITIES

BALANCE ON ONE FOOT

Teacher's action

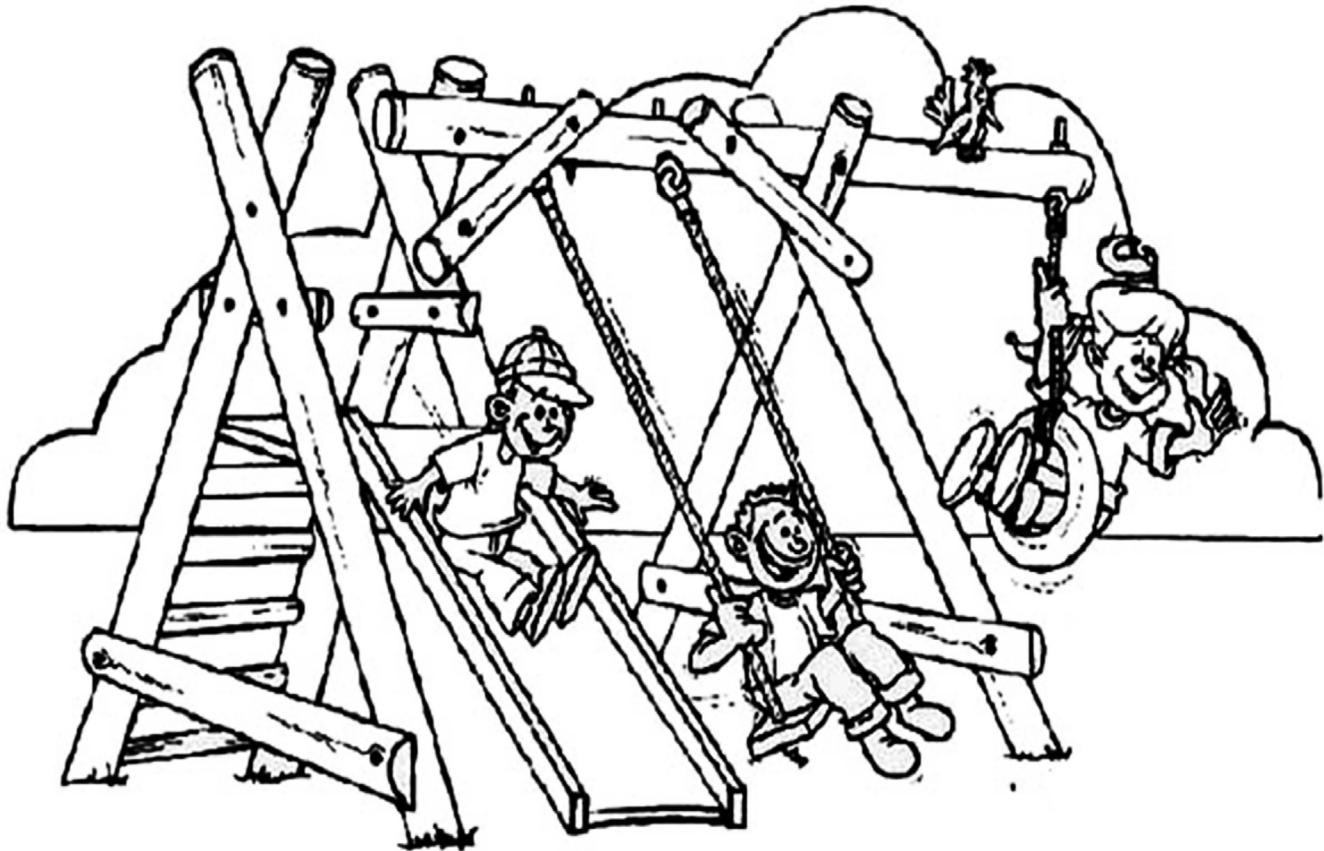
- Ensure that the play area is in good conditions and well demarcated.
- Introduce the lesson about balancing on one foot for a short time.
- Assemble learners outside the class, arrange learners in line and match to the field.
- Tell learner to space themselves in a big circle, give learners instructions/ rules of the game to follow.
- Demonstrate to the learner how to stand and balance on one foot for a short time as the learner is observing.
- Ask learner to do together with the teacher on balancing on one foot for a short time and keep changing legs for several times.
- Ask the learner to stand and balance on one foot for a short time alone as he/she is observing.



Learner's action

- Make a line, match to the field, make a big circle, respond to a roll call and do a warm up activity with the help of the teacher.
- Do together, balancing on one foot for a short time.
- Stand and balance on one foot for a short time as the teacher is monitoring.
- Maintain the circle and do a warm up activity, make a file, and then match to class.

CLIMBING, SLIDING, SWINGING



Teacher's action

- Ensure that the play area is free and safe from dangerous objects.
- Assemble learners and brief them about running around activity as well as giving them instructions and make a roll call.
- Introduce the lesson to the learner on showing confidence and enjoyment while climbing, sliding, swinging in and dancing.

Learner's action

- Assemble outside the class, make a file, respond to a roll call from the teacher and match to the field.
- Make a circle, do a cool down activity with the teacher.

SKIP WITH A SKIPPING ROPE

Teacher's action

- Ensure that the play area is in good conditions and well demarcated for safety.
- Introduce the concept of skipping a rope to the learner.
- Assemble learners outside the class, arrange learners in line and match to the field.
- Tell learner to space themselves in a big circle, give learners instructions/ rules of the game to follow.
- Demonstrate to the learner how to skip a rope as the learner is observing.
- Give out skipping ropes to the learner.
- Ask learner to do together with the teacher on skipping a rope (run and skip) for several times.
- Group and ask the learners to practice skipping a rope as your monitoring for several times.
- Collect the materials /ropes from the learner and then do a cool down activity and march to class.

Learner's action

- Make a line, match to the field, make a big circle, respond to a roll call and do a warm up activity with the help of the teacher.
- Listens attentively to teacher's instructions.
- Receive ropes from the teacher.
- Skip with a skipping rope (run and skip a rope) together with the teacher.
- Run and skip a rope alone as the teacher is monitoring.
- Maintain the circle and do a warm up activity, make a file, and then match to class.



MATHEMATICS

SIZE

Read and match.

half



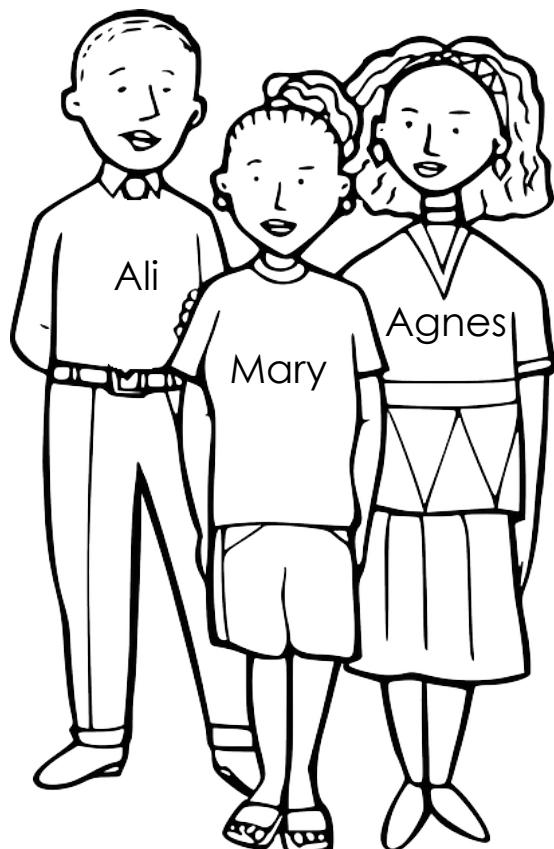
full



empty



Look at the picture and answer these questions.



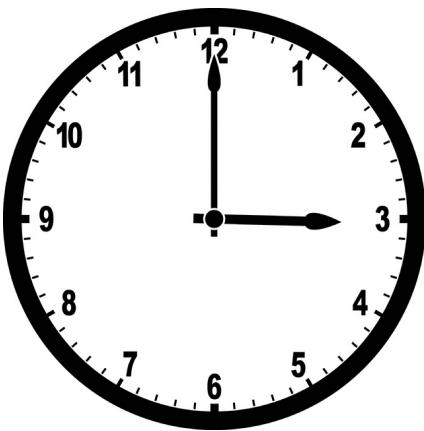
_____ is the tallest.

_____ is taller.

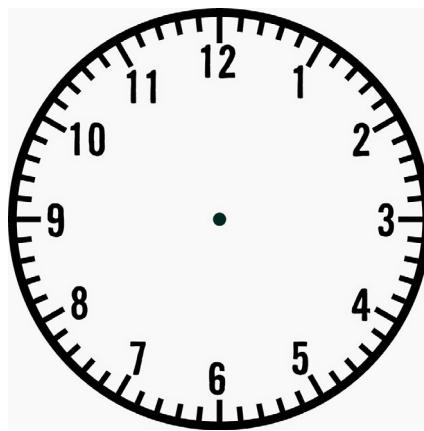
_____ is tall.

TIME

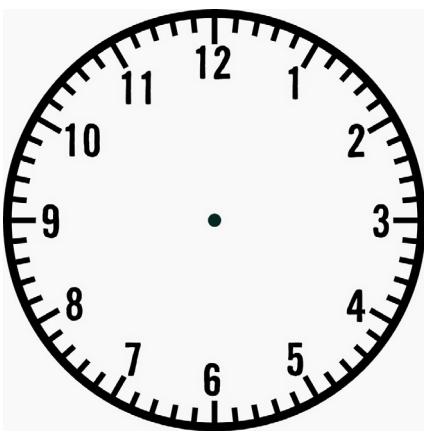
Show the time.



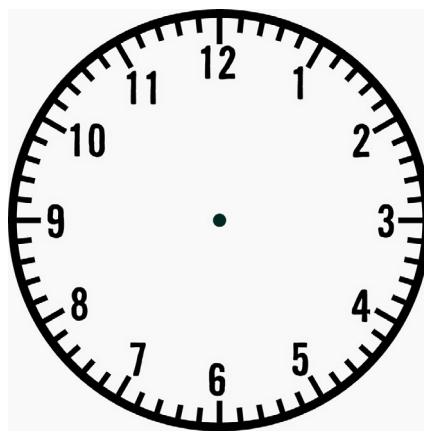
It is 3 o'clock



It is 5 o'clock

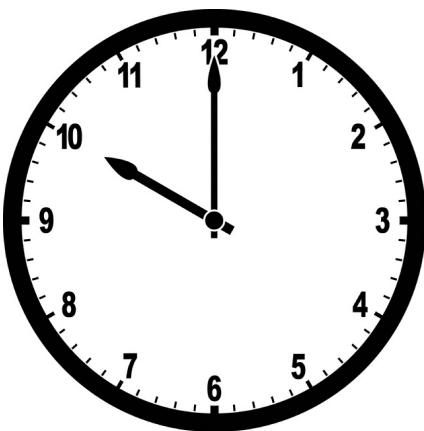


It is 8 o'clock

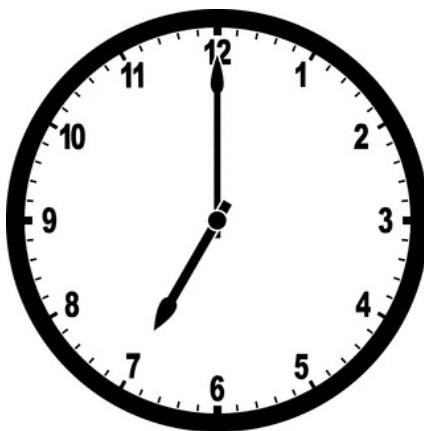


It is 11 o'clock

Tell the time.



It is _____ o'clock.



It is _____ o'clock.

Arrange the days of the week in order.

Tuesday

Sunday

Friday

Monday

Thursday

Saturday

Wednesday

Match and write the days of the week.

Sunday

Wednesday _____

Monday

Thursday _____

Tuesday

Friday _____

Wednesday

Sunday _____

Thursday

Monday _____

Friday

Tuesday _____

Read and write their ordinal numbers.

Friday _____

Monday _____

Sunday _____

Thursday _____

Tuesday 2nd

Saturday _____

Thursday _____

Read and practice the months of the year.

| | | |
|----------|--------|-----------|
| January | May | September |
| February | June | October |
| March | July | November |
| April | August | December |

a) How many months make a year?

b) What is the first month of the year?

c) What is the last month of the year?

Match and write the ordinal of the month.

January

July 7th

March

August _____

April

September _____

May

October _____

June

November _____

July

December _____

August

January _____

September

February _____

October

March _____

November

April _____

December

May _____

February

June _____

EXPRESSIVE ART AND DESIGN

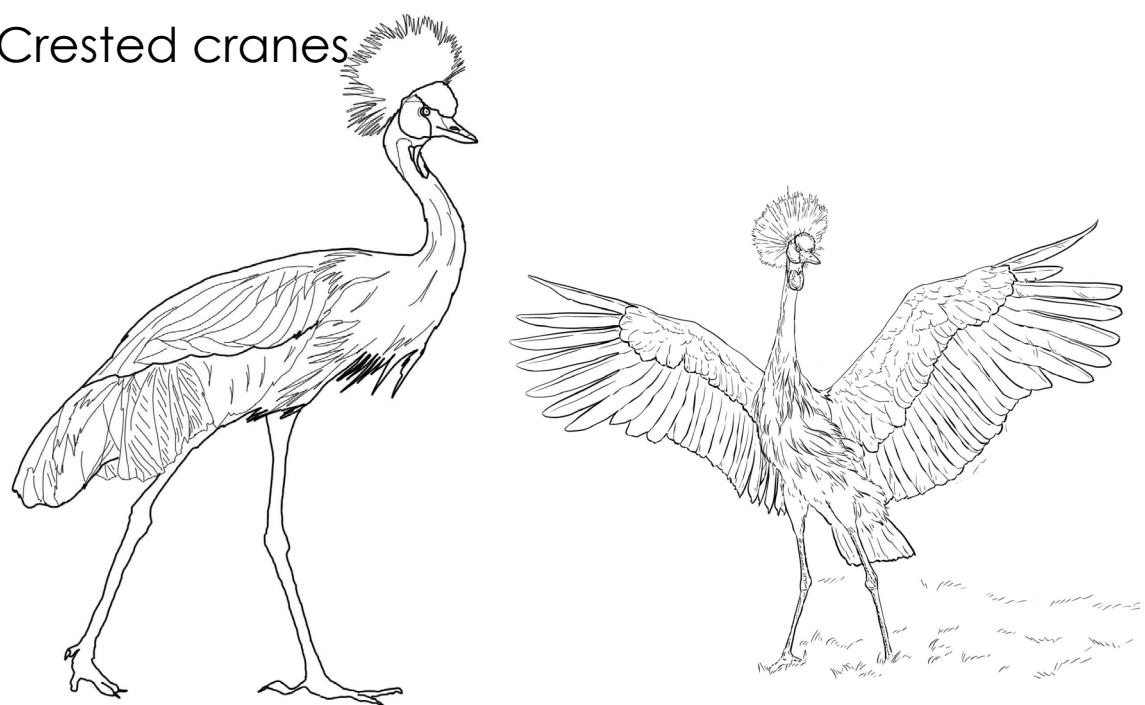
EXPLORING THROUGH MEDIA AND MATERIALS

COLOURING ACTIVITIES

Red hen and yellow chicks.



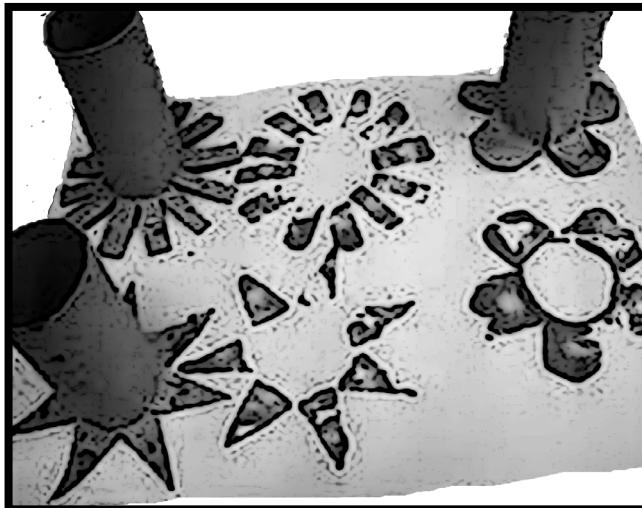
Crested cranes



PRINTING ACTIVITIES

Use toilet paper roll to create patterns like the ones below.

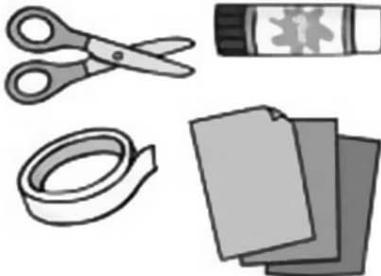
Direction: get a roll cut one end and use it to create different patterns or design using paint.



Create patterns like the ones above in the box below.

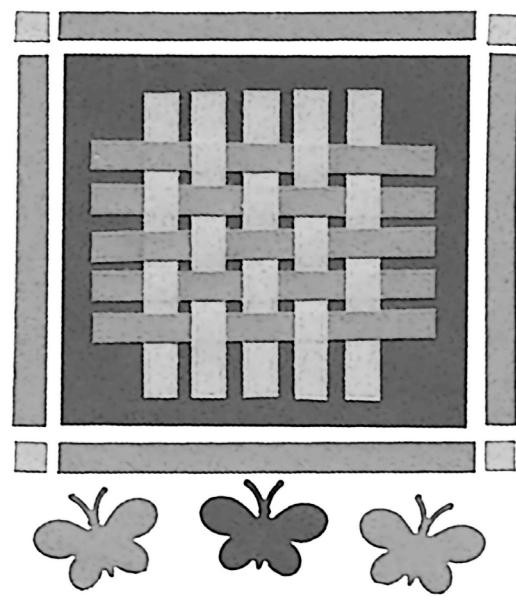
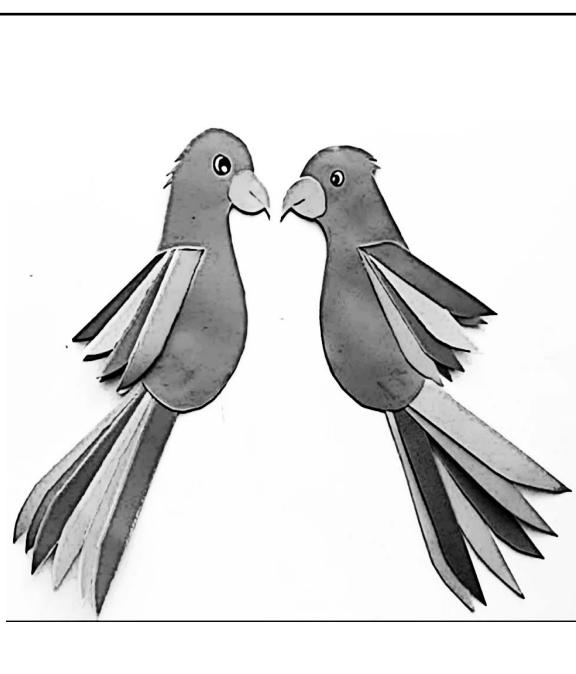
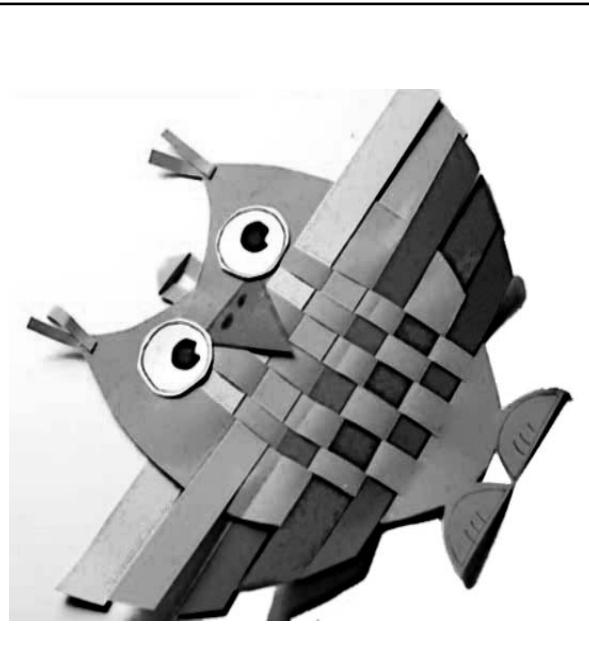
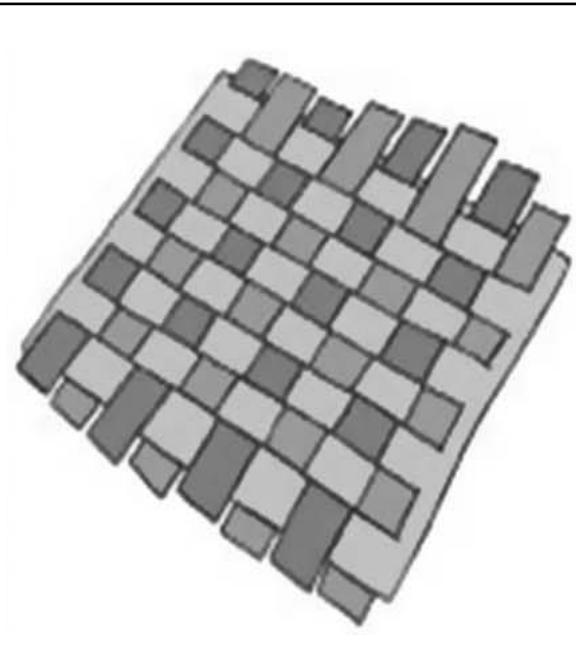
WEAVING

Use colorful papers to weave like the images below.



Materials.

- Scissors.
- Pencil.
- Glue stick.
- Sticky tape.
- Coloured papers.



DRAWING

Draw and shade your family.



Draw and shade you and your friends at a birthday party.



LUGANDA

OKUKOZESA OLULIMI

WALIFU YOLUGANDA

Soma era oddemu owandiike ennukuta za walifu y'oluganda.

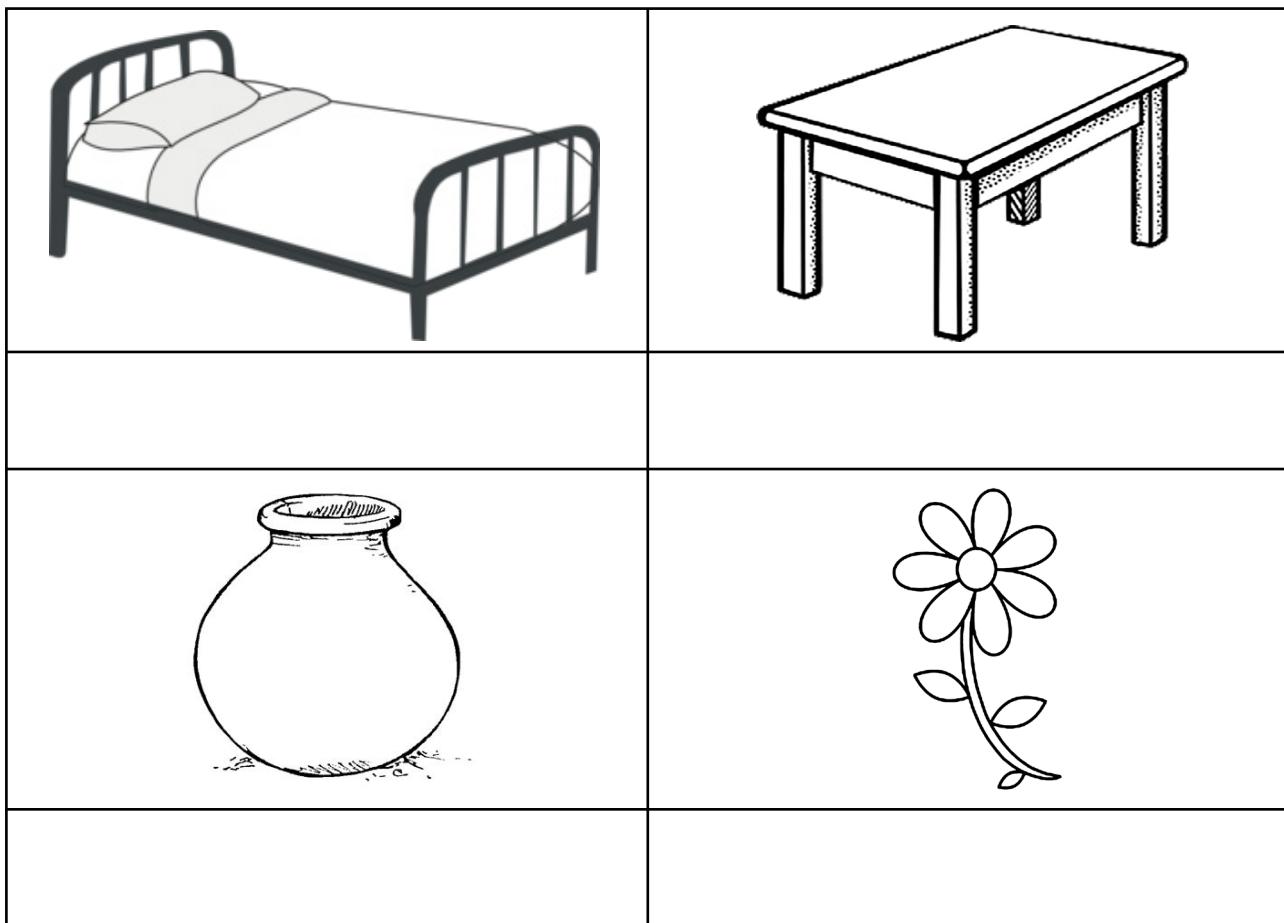
| | | | | |
|----|---|---|---|------|
| a | e | i | o | u |
| | | | | |
| w | y | c | h | jang |
| | | | | |
| b | p | v | f | m |
| | | | | |
| d | t | l | r | n |
| | | | | |
| z | s | j | g | k |
| | | | | |
| ny | | | | |
| | | | | |

Kwata ganya ennyingo okole ekigambo.

la
ku
so
yo
za

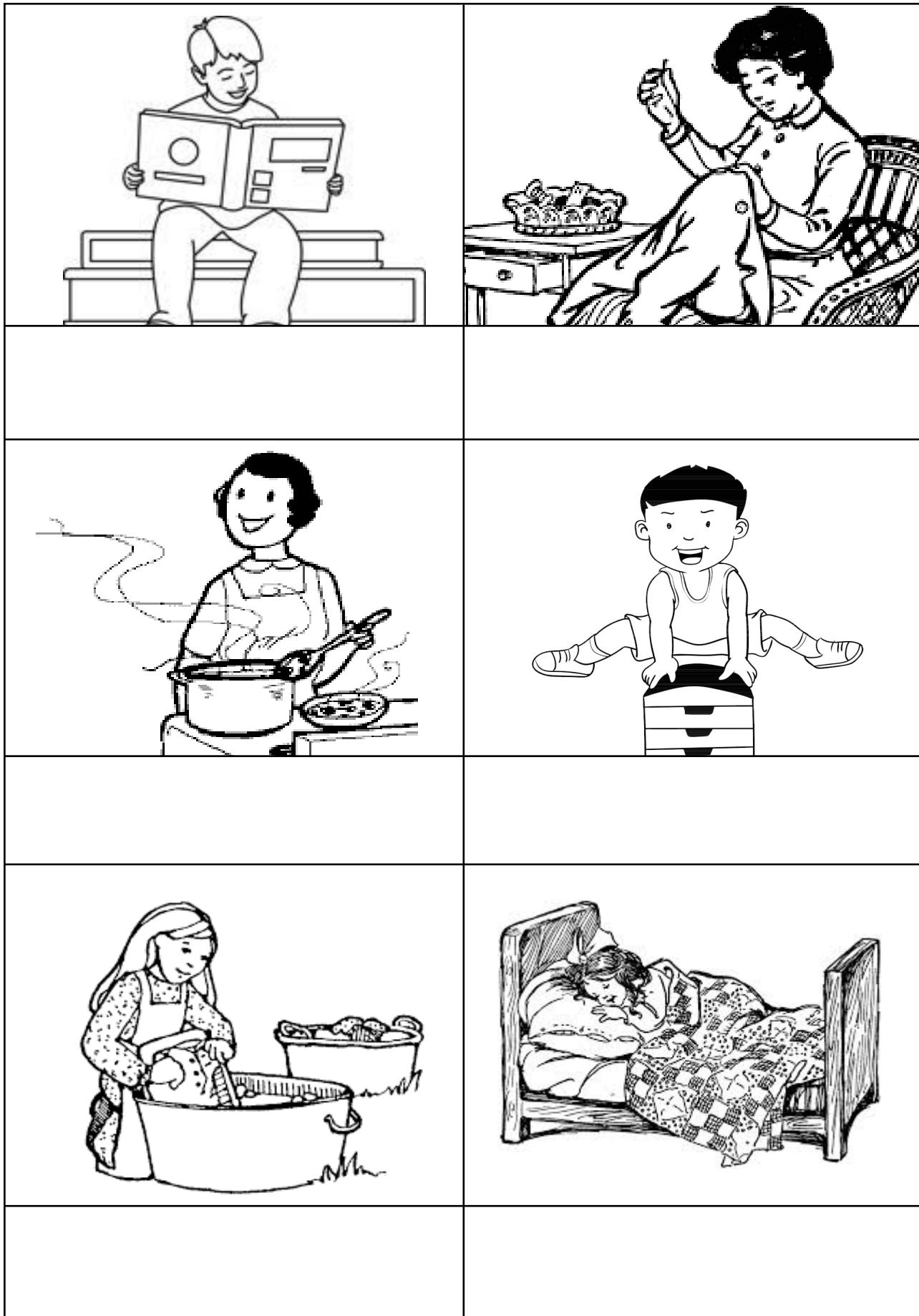
ma _____
za _____
ba _____
nya _____
ba _____ laba

Tuuma ebifanfanyi bino wammanga amanya.



ekimuli, ekitanda, ensuwa, emeeza

Laba owandiike ki kyakola.



abuuka, yebaase, asoma, ayoza, afumba, atunga