



INTRODUCTION

The Teacher Book for the Middle Level is a practical guide designed for teachers working with children aged 4 to 5. It accompanies the student workbook page by page, providing complete lesson plans for every activity.

The full programme covers the entire school year and is divided into three parts, each containing 48 activity cards. This volume corresponds to one part.

Activity Card Structure

Each card follows a consistent four-part structure:

- Introduction Activity — A warm-up phase (10–20 min) to introduce or revise the topic through conversation, games, songs, or hands-on exploration.

- **Workbook Activity** — The core task (10–15 min) where children complete the corresponding page in their workbook, guided by the teacher's instructions.
- **Comments** — Pedagogical tips and guidance: what questions to ask, what to observe, how to support different learners.
- **Other Activities** — Complementary tasks such as songs, crafts, movement games, or story time to extend learning.

Two Learning Areas

Language and Writing (24 cards per part)

Activities focus on developing oral language through thematic vocabulary, learning to describe pictures, recognising and tracing letters (uppercase and lowercase), reproducing graphic patterns (curved lines, spirals, loops), and building early reading skills through word recognition and letter-sound association.

Discovering the World / Maths (24 cards per part)

Activities cover counting and number recognition, geometric shapes, spatial awareness (prepositions, left/right), comparing and grouping objects, sequencing events, understanding ordinals, and exploring the world through observation and simple experiments.

2nd Part — Thematic Overview

The second part builds on the foundations with increasing complexity.

Language and Writing:

Learning theme-based vocabulary, tracing and reproducing geometric shapes, recognising and tracing letter LI, associating upper and lowercase letters, tracing concentric circles, reviewing alphabetical order, drawing paths. Themes include: winter, Christmas, snow, dinosaurs, ancient history, carnival, Pancake Day, and the circus.

Maths:

Sequencing events, understanding ordinals (1st, 2nd, 3rd), counting up to 5, tracing and writing number 5, making groups of 5, understanding properties and uses of materials, and using simple charts.

Pedagogical Approach

At the Middle Level, children are gaining independence but play remains the key learning tool. Activities balance hands-on manipulation, workbook tasks, and group interaction. Teachers are encouraged to adapt timing and content to the pace of their group.

CREF Publishing

TEACHER BOOK

My Middle Year

with Heather and Sam

4–5 years old

2nd part

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Language and writing

Objective(s) :

- Learn vocabulary and sentence patterns connected to the theme.

20 min | Introduction activity:

Materials: Dice, winter clothes flashcards, 15 min, Stickers

Begin by talking about winter weather. What do we need to wear and why? Teach some winter clothes using flashcards and actions. Play a game to review. Assign each item of winter clothing a number on the dice. Divide the class into two or more teams. Draw a figure on the board for each team and see who can dress their person first by rolling the dice in turn and saying the vocabulary word.

Book exercise:

Instruction:

The weather is getting colder and the seasons are changing. What clothes do we wear in winter? Help Sam to get dressed by putting the stickers in the correct place.

Comments:

Review winter weather and clothing using flashcards and actions. Look at the book page and have the children point to the different kinds of weather as you say them. Show the clothes stickers, say their names and point to the different parts of the body that we wear them. Apply the stickers one at a time as a class. Check everyone's work as you go.

Language and writing

Objective(s) :

- 1 – Trace and reproduce geometric shapes. 2 – Recognize and trace the letter Ll. 3 – Associate upper and lower case letters.

20 min | Introduction activity:

Materials: Paper, glue, scissors, 20 min, markers, Pencils

Review winter clothes, weather and vocabulary. Talk about what we can do with snow. Draw a snow man on the board with enough circles to write your name in. Get the children to draw around a circular object. They will need enough circles for the letters of their names and one extra for the snowman's head. The children should cut out the circles and write a letter from their name on each circle (help them if they have problems doing this). Then they should glue the circles in the correct order to spell out their name going down the page. Draw a face on the blank circle and stick it at the top. The children can draw a hat, scarf, arms with their markers.

Book exercise:

Instruction:

The children are outside playing in the snow. Sam has made a snowman, and finished tracing the circles. Draw a snowman for Heather. Trace the letter Ll. Draw a line through the snowflakes from L to l.

Comments:

Review the theme vocabulary then draw a snowman on the board. Ask the children to name the shape you used. Demonstrate again how to draw a circle. With your fingers, draw a circle in the air then let the children trace the circle on the board. Trace the circles in the book with your fingers and when everyone is ready, use a marker. Next, teach the letter L. Write Ll on the board and use the chant, "L, L, l, l, l (l is the phonic sound). This is a lion." To teach the vocabulary. Demonstrate how to write capital L on the board. Trace in the air with fingers and on the board. Repeat for small l. Write in the book. Next show how to draw a wavy line between the snowflakes from L to l. Draw an example on the board and let the children trace it. Trace the first line in the book before completing the rest of the exercise.

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Language and writing

Objective(s) :

- 1 – Learn vocabulary and sentence patterns connected to the theme. 2 – Draw geometric shapes.

15 min | Introduction activity:

Materials: Present flashcards or small gift wrapped boxes, 15 min, Markers

Begin by talking about Christmas. What can we see and do? Teach the Christmas vocabulary using flashcards and actions. Before class, prepare a number of present flashcards or wrap some small boxes in wrapping paper. Have the children stand on one side of the classroom with their eyes closed or facing the wall. Hide the presents then have everyone race to find them. repeat and let a volunteer hide the presents.

Book exercise:

Instruction:

Sam and Heather are getting ready for Christmas. They have already received lots of presents from their friends and family but they are hidden around the room. Find and circle the 5 presents in the picture.

Comments:

Review the Christmas theme vocabulary using the flashcards. Look at the book page. As you say a vocabulary word, the children should point to the picture at the bottom of the page then find it in the picture. Explain that there are presents lost hidden in the picture. Demonstrate how to circle the presents when you find them. Let everyone try then check together as a class.

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Language and writing

Objective(s) :

- 1 – Trace concentric circles. 2 – Review alphabetical order.

20 min | Introduction activity:

Materials: Coloured paper, glue, scissors, Christmas decorations, 20 min, Markers, Coloured pencils

Review the Christmas theme vocabulary. Bring in some Christmas decorations to show the children. Focusing on the Christmas bauble. Talk to the children about its shape and

colours etc. Either prepare different coloured paper with big, small and medium circles already drawn on them or give the children circles to draw around. Get the children to cut out the circles – make sure each circle is a different colour. Once they have cut them out they can glue the circles on top of each other to make a bauble. Get them to trace the different circles with their fingers. Decorate with glitter and thread onto some yarn. Hang the decorations on the Christmas tree.

Book exercise:

Instruction:

Christmas decorations are colourful and fun. Finish drawing the baubles and decorate them with festive colours. Aa, Bb, Cc..... What comes next? Connect the baubles in alphabetical order.

Comments:

Review the Christmas theme vocabulary and look at the book page. Have the children tell you what the picture is. Demonstrate how to draw concentric circles on the board. Practice drawing circles in the air then let the children trace the circles on the board. Trace the circles in the book with your fingers then use a marker. Colour the decorations when you have finished. Next, review the alphabet by singing the alphabet song. Give each student a letter flashcards and have them place them on by one on the of the classroom in alphabetical order. In the book, trace a line to connect the baubles in alphabetical order using your fingers then using a pencil.

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Language and writing

Objective(s) :

- 1 – Learn vocabulary and sentence patterns connected to the theme. 2 – Draw a path.

15 min | Introduction activity:

Materials: Christmas vocabulary flashcards, 15 min, Pencils

Review the vocabulary we learned last time about Christmas. Ask the children –‘Who brings the presents?’ ‘Who helps Santa Claus?’ ‘How does Santa Claus get around?’

Next introduce

the vocabulary by playing a simple game to practice. Draw a racing track on the board. After naming a Christmas flashcard the children have to draw between the edges of the track using a board marker whilst being blindfolded. If they go outside the lines then they start from that point next time. It is easier to play in teams. The first team to the finish line is the winner.

Book exercise:

Instruction:

Oh no! It's Christmas Eve and Father Christmas is lost. He needs to deliver presents to Sam and Monkey. Draw a path through the night sky to help him reach the house.

Comments:

Review the Christmas Vocabulary using actions and flashcards. Look at the book page. Have the children point to vocabulary pictures at the bottom and repeat. Next let them try to find the vocabulary in the picture. Explain that Santa needs to find a way between the stars and clouds to get to the roof of the house so he can deliver the presents. Draw a small example on the board and let volunteers try to trace a path. have everyone trace a path on their page using their fingers. When everyone is confident, let them use a pencil.

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Language and writing

Objective(s) :

- 1-Trace zigzag lines and geometric shapes (circles). 2-Write letters.

20 min | Introduction activity:

Materials: Coloured paper, glitter, glue, scissors,, 20 min, Coloured pencils, pencils

Review the theme vocabulary. Give the children a piece of green paper and get them to fold it down the middle. Draw half a Christmas tree on the folded edge of the paper either freehand or using a tracing template. Cut out the shape and open it to show a Christmas tree. Take a piece white card and fold it in half to make a Christmas card. Stick the tree shape on the card and decorate (using streamers, glitter, shiny paper etc.) Help the children to write a Christmas message to their parents.

Book exercise:

Instruction:

The children are helping Monkey to decorate his tree in time for Christmas. Can you help? Trace the zigzag lines and circles. Then colour the tree and decorations. Write the missing letters of the alphabet on the presents.

Comments:

Draw a Christmas tree on the board and let the children tell you what it is. Demonstrate how to draw the zigzag shape. Practice drawing zigzags in the air using your fingers. Let the children practice tracing the shape on the board then have them trace it in the book using their fingers. When everyone is ready, trace the tree and decorations using pencils then colour. Attach alphabet cards to the board using magnets. Have everyone close their eyes and remove one card. Let a volunteer say and write the letter that is

missing. Look at the book activity and talk about what letters are missing. Complete the activity together then chant the alphabet to finish.

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Language and writing

Objective(s) :

- Learn vocabulary and sentence patterns connected to the theme

15 min | Introduction activity:

Materials: Videos and pictures of winter activities and related equipment., 15 min, Coloured pencils, stickers

Watch some videos in class of winter sports (winter Olympics) or pictures of things we do in winter (snow ball fights, make snowmen or snow angels). Show the children the flashcards for winter sports. Get them to act out the sports to music or around the classroom. Have a pretend snowball fight with newspapers; see who is the best sock ice skater or skier. Show pictures of the equipment needed to do these sports and see if they can match them to the correct sport.

Book exercise:

Instruction:

Sam, Heather, Monkey and friends are enjoying some winter sports. What are they doing? What do they need? Look at the words and place the correct sticker above. Draw a line to connect the sport to its equipment.

Comments:

Look at the book page and let the children tell you what is happening. Who is there and what are they doing. On the board write the names of the different sports and the things they need. Ask the children what you need to go sledding. Draw a sled and write the word. Repeat for the other activities. Show the stickers and let the children point to the correct word using the board as a guide. Complete the activity together by attaching the sticker to the words and drawing a line to the related activity.

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Language and writing

Objective(s) :

- 1 – Trace loops. 2 – Recognize and trace the letter Mm.

10 min | Introduction activity:

Materials: Winter flashcards, ribbon, 15 min, Markers, pencils

Review different winter sports and focus on ice-skating. As a group have fun pretending to ice skate and see what different movements you can do – make circles and swirly patterns. Give

each student a long piece of ribbon and get them to try and make loops in the air.

Book exercise:

Instruction:

Monkey is really good at ice skating. Trace the path he has left with his ice skates. Look at the pattern on the mittens. Find and trace the letter Mm. Trace the letter Mm.

Comments:

Review winter sports and activities then look at the book page. Let the children tell you what Monkey is doing. Draw some loops on the board then let draw them in the air with your fingers. Let the children trace the loops on the board and try drawing their own. Trace the loops in the book with your finger and then use a marker. Next, teach the letter M. Write Mm on the board and use the chant, "M, M, m, m, m (m is the phonic sound). This is a mitten." . Demonstrate how to write capital M on the board. Trace in the air with fingers and on the board. Repeat for small m. Write in the book. Have the children point to then trace the letters on the mittens.

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Language and writing

Objective(s) :

- 1-Learn vocabulary and sentence patterns connected to the theme 2-Use adjectives to describe a picture.

20 min | Introduction activity:

Materials: Dinosaur pictures, glue, magazines, scissors, 15 min, Stickers

Start the class by showing some pictures of dinosaurs and talk about how they look.

Use different adjectives to describe them but focus on the key words: tall, short, long, short, big and small. Show that short can mean both on a vertical and horizontal axis.

Talk about other things that are big, small, etc. As a group make a collage for each adjective using an appropriate dinosaur as the focus.

Book exercise:

Instruction:

Dinosaurs were animals that lived a long time ago. They came in all different shapes and sizes. Some were as big as a bus and some were as small as a chicken. Put the correct sticker on each dinosaur to describe how they looked.

Comments:

Review the different dinosaurs you are studying and the adjectives you have used to describe them. Write the adjectives: long, short, big, tall, small on one side of the board and place some dinosaur flashcards on the other. Let the children draw lines to connect the dinosaurs that relate to them. Next, show the stickers and let the children point to the dinosaurs they best apply to. Put on the stickers one at a time, checking everyone is pointing to the correct place first.

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Language and writing

Objective(s) :

- 1-Trace curved and zigzag lines. 2-Recognize and trace the letter Nn. 3- Associate upper and lower case letters.

15 min | Introduction activity:

Materials: Dinosaur outlines, coloured paper, glue, coloured pencils, 20 min, Pencils, coloured pencils

Review some different dinosaur types and adjectives that can be used to describe them. Show pictures of dinosaurs that had spikes or plates on their backs. Explain that it was to prevent them being eaten by bigger dinosaurs! Make spiky dinosaur pictures by gluing the triangles or half circles of paper onto the backs of the dinosaur outlines. Explain that we don't know what colour dinosaurs were so encourage the students to be imaginative when colouring.

Book exercise:

Instruction:

Some dinosaurs had plates or spikes on their backs for protection. Trace and colour the arches and zigzags on these dinosaurs. Trace the letter Nn. Connect the correct dinosaur eggs to match upper and lower case letters.

Comments:

Look at the dinosaur pictures in the book and draw an example of a curved and a zigzag line on the board. Have the children point to the dinosaur that has curved plates on its back and then the one that has spikes. Trace the shape of the curves in the air using your fingers. Let the children practice tracing on the board then in the book using

their fingers. Finally let the children trace the curves in their book. Repeat for the spikes. Next, teach the letter N. Write Nn on the board and use the chant, "N, N, n, n, n (n is the phonic sound). This is a nose . Demonstrate how to write capital N on the board. Trace in the air with fingers and on the board. Repeat for small n. Write in the book. Then, write an example of the activity on the board. Show how to connect the upper and lower case letters. have the children connect the letters in their book using their fingers and, when everyone is ready, using a pencil.

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Language and writing

Objective(s) :

- 1-Learn vocabulary and sentence patterns connected to the theme. 2-Draw geometric shapes (circles).

15 min | Introduction activity:

Materials: Prehistoric man flashcards, 15 min, Markers

Talk about the prehistoric man era of history. Show flashcards and practice vocabulary using actions. Get the students to close their eyes or cover them with their hands. Hide the flashcards around the classroom. Allow the students to hunt for and find them. The students must use the vocabulary words and do the action when handing back the flashcards.

Book exercise:

Instruction:

After the dinosaurs came the first people. Look at the caveman exhibition in the history museum to see how they lived. Find and circle a caveman, cave drawings, tools, a mammoth and a sabre tooth tiger.

Comments:

Look at the picture in the book. Explain that we can see things in museums that happened a long time ago. Review the vocabulary by pointing to the small pictures at the bottom of the page. Have the children race to point out the appropriate part of the big picture. Demonstrate how to circle the vocabulary when you find it.

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Language and writing

Objective(s) :

- 1 – Trace spirals. 2 – Recognize and trace the letter Oo.

20 min | Introduction activity:

Materials: Floor tiles, rope, pictures of cave drawings, 15 min, Pencil, markers

Review the vocabulary for prehistoric man. Show pictures of spiral cave drawings and let the children tell you what they are. Practice drawing a spiral pattern on the board. Get children to trace it in the air with their fingers then on the board. Next, make a large spiral on the floor using tiles or a rope. Step from tile to tile or around the rope individually and as a long train.

Book exercise:

Instruction:

Trace the spirals to help the caveman finish his cave drawing. Trace the letter Oo. Find and circle the letter Oo on the stone between the oxen.

Comments:

Draw a spiral on the board and let the children practice tracing it. In the books, let the children trace the spirals using their fingers. Finally let them trace the spirals using a marker. Next, teach the letter O. Write Oo on the board and use the chant, "O, O, o, o, o (o is the phonic sound). This is an ox. Demonstrate how to write capital O on the board. Trace in the air with fingers and on the board. Repeat for small o. Write in the book. Have the children look at the letters between the oxen. Let volunteers point out the letter O. Circle all of the 'o's together.

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Language and writing

Objective(s) :

- 1-Learn vocabulary and sentence patterns connected to the theme. 2-Understand and respect a limited space.

25 min | Introduction activity:

Materials: Pictures, video clips and flashcards for each era, glue, scissors, 15 min, Scissors, glue

Show pictures and if possible video clips of each era of antiquity: Ancient Egypt, Rome and Greece. Talk about the different things you could see in each era. Teach some appropriate vocabulary using flashcards and actions. See if as a class the children can sort the flashcards into their appropriate eras. Divide the class into three small groups and make posters to show the differences between each era.

Book exercise:

Instruction:

Let's explore ancient history. The Egyptians, Greeks and Romans left behind buildings and objects so we can see how they lived. Cut out the people on page 57 and glue them into the correct space.

Comments:

Review the different eras and the vocabulary that relates to them. Say one of the vocabulary words and let the children point to it. Have a race! Next, show the children the pictures at the back of the book. Let the children try to work out which era each person is from. Demonstrate how to cut out the pictures and glue in the correct space.

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Language and writing

Objective(s) :

- 1-Trace squared spirals. 2-Trace and continue a pattern. 3-Recognize and trace the letter Pp. 4-Associate letters and sounds.

15 min | Introduction activity:

Materials: Pictures of Greek vases, glue, scissors, 20 min, Pencils, markers

Review the theme vocabulary. See if the children can remember what we could see in Ancient Greece. Show the children different pictures of Greek vases and talk about the patterns. Cut pictures of Greek vases into a few pieces and let the students try to reassemble them.

Book exercise:

Instruction:

The ancient Greeks made beautiful vases and used different patterns to decorate them. Let's finish decorating this vase. Trace the letter Pp. Circle the items that start with the letter Pp.

Comments:

Draw an example of a Greek vase on the board. Draw a squared spiral pattern on the vase. Let volunteers trace the pattern. Practice tracing in the air using your fingers, elbows, feet, etc. Trace the shape in the book using fingers and then pencils. Colour the vase. Next, teach the letter P. Write Pp on the board and use the chant, "P, P, p, p, p (p is the phonic sound)". This is a pyramid. Demonstrate how to write capital P on the board. Trace in the air with fingers and on the board. Repeat for small p. Write in the book. For the final exercise, let the children tell you the word for each picture. Stress the sound of the starting letter of each word. Circle the words that begin with P.

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Language and writing

Objective(s) :

- 1-Learn vocabulary and sentence patterns connected to the theme. 2-Understand and respect a limited space.

15 min | Introduction activity:

Materials: Flashcards for this and previous themes, cardboard castle., 15 min, Scissors, glue

Take a toy castle or cardboard box cut to look like one. Ask what it is. Ask the students 'Who lived in a castle?' 'Do you live in a castle?' Teach the vocabulary using flashcards and actions. Explain that people in the middle ages lived in castles. Let the children discuss why. Mix the middle ages cards with ones from previous history themes (dinosaurs, cavemen, and antiquity). Get individual students to place the correct flashcards in the castle using the sentence 'A _____ lived in a castle.'

Book exercise:

Instruction:

In the middle ages some people lived in castles. Who lived in this castle? Cut out the pictures and stick them on the correct window.

Comments:

Review the vocabulary using flashcards. Have the children point to the silhouette that matches each card and tell you the correct vocabulary word. Show the children the pictures in the back of the book and cut them out together. Let the children place them in the correct window before gluing them in place.

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Language and writing

Objective(s) :

- 1-Trace broken lines. 2-Colour within the lines. 3-Recognize and trace the letter Qq.

20 min | Introduction activity:

Materials: Cardboard tubes, paint, markers, card, 20 min, Coloured pencils, pencils

Look at different castles from around the world. Talk about where they are from and what they look like. Ask the children if they have ever visited a castle. Make a small castle using cardboard tubes by cutting the top into strips and bending down alternate ones. Paint the tubes and attach a top floor, doors and windows. You can join all towers together into one big castle using strips of card.

Book exercise:

Instruction:

Heather, Sam and Monkey have gone to visit a castle from the middle ages. Finish drawing the castle walls and spires and colour the flags. Trace the letter Qq. Colour the jewels on the crown where you can see Qq.

Comments:

Look at the picture of the castle. Let the children tell you the different shapes they can see. Trace the shapes with your fingers on the page. Trace the shapes using pencils. Have the children point to the flags then colour. Next, teach the letter Q. Write Qq on the board and use the chant, "Q, Q, q, q, q (q is the phonic sound). This is a queen. Demonstrate how to write capital Q on the board. Trace in the air with fingers and on the board. Repeat for small q. Write in the book. Have the children point to the letter q on the crown. Colour only the jewels that have upper or lower case q.

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Language and writing

Objective(s) :

- 1-Learn vocabulary and sentence patterns connected to the theme. 2-Describe a picture.

20 min | Introduction activity:

Materials: Video clip or pictures of a carnival, vocabulary flashcards, small hoops or boxes, bean bags, 15 min, Coloured pencils

Watch the carnival video or look at the pictures. Show that a carnival is a big party with colourful costumes and masks. Teach the vocabulary flashcards and see if they can spot the vocabulary

words in the video or pictures. Play a carnival game by setting up hoops or boxes in a triangle on the floor. If they can identify a flashcard the students can try to throw a bean bag into the box or hoops.

Book exercise:

Instruction:

It's carnival time and there is a parade in town. People are dancing, playing instruments and wearing costumes. Find and colour 5 different masks.

Comments:

Review the vocabulary flashcards and then look at the picture in the book. Point to each vocabulary picture at the bottom of the page and let the children match them to the flashcards. Then, try to find them in the picture. Focus on the mask flashcards. Have the children try to find all of the masks in the picture. Count how many there are together. Colour them with pencil crayons.

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Language and writing

Objective(s) :

- 1-Reproduce a pattern. 2-Colour within the lines. 3-Recognize and trace the letter Rr.

20 min | Introduction activity:

Materials: Pictures of different masks, card, mask stencils, paint or markers, sequins, elastic thread, 25 min, Scissors, markers, pencils

Review carnival vocabulary, and focus on masks. Show the different mask pictures and look at the different colours and patterns. Show how to draw around the mask stencils onto the card. Cut out the masks and decorate with patterns and sequins. Attach with elastic and have a parade!

Book exercise:

Instruction:

Heather wants to go to the carnival but needs to finish decorating her mask. Trace and continue the patterns. Decorate your own mask for the carnival on page 57. Trace the letter Rr. Colour the rainbow.

Comments:

Draw an example of the mask on the board. Draw some patterns on one half. Talk about the shapes you can see in the patterns. Demonstrate how to continue the pattern on the second half of the mask. Draw another example on the board and let the children try to finish the pattern. In the book, talk about what pattern you will draw next. When everyone has agreed on circles, complete the next section. Repeat for crosses. Next, teach the letter R. Write Rr on the board and use the chant, "R, R, r, r, r (r is the phonic sound). This is a rainbow. Demonstrate how to write capital R on the board. Trace in the air with fingers and on the board. Repeat for small r. Write in the book. Teach and sing the rainbow song then colour the rainbow.

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Language and writing

Objective(s) :

- 1-Learn vocabulary and sentence patterns connected to the theme. 2-Draw geometric shapes (circles).

15 min | Introduction activity:

Materials: Happy Birthday song, Calendar, Children's birthdays, Flashcards for birthday party., 15 min, Markers

Ask the children how old they are and how old they will be on their next birthday. See if they know when their birthday is. Make a birthday chart showing all the children's birthdays. Introduce the party vocabulary. Play peek-a-boo. Hide the flashcard behind something and reveal a small portion at a time and see if they can guess what it is. Teach and sing happy birthday.

Book exercise:

Instruction:

It's Heather's 5th birthday and she is celebrating with all of her friends. Look at the clues below the picture. Find and circle the different things we can see at her birthday party.

Comments:

Teach the party vocabulary using actions and flashcards. Look at the vocabulary pictures one at a time and have the children relate them to the flashcards. Next using the vocabulary clues, let the children find and point to each vocabulary word in the main picture. When they have found them all, circle them using a marker.

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Language and writing

Objective(s) :

- 1-Trace and draw geometric shapes (ovals). 2-Recognize and trace the letter Ss.

20 min | Introduction activity:

Materials: Balloons, coloured paper, scissors, glue, photo of children,, 20 min, Coloured pencils, markers, pencils

Begin by reviewing the party vocabulary. Show the children a balloon. Blow it and look at the shape. Let the children feel the shape of the balloon. Get the children to draw around a balloon template and cut out the shape. Decorate the balloon and stick a photo of the child in the middle. Have the children write how old they are. Display the artwork around the classroom.

Book exercise:

Instruction:

Monkey is bringing Heather some balloons for her birthday. He has two but wants four. Trace two balloons and draw two more. Colour one red, one blue, one green and one yellow. Trace the letter Ss. Colour the streamers.

Comments:

Talk about what we can see at a party. Ask the children what Monkey is carrying and wearing. Count how many balloons he has then explain we need two more.

Demonstrate how to trace the balloons and practice in the air and on the book using your fingers. Trace in the book then draw two more. Review the colours then have the children take a red, green, blue and yellow pencil crayon. Colour one of each colour.

Next, teach the letter S. Write Ss on the board and use the chant, "S, S, s, s, s (s is the phonic sound)". This is a streamer. Demonstrate how to write capital S on the board. Trace in the air with fingers and on the board. Repeat for small s. Trace the streamer shape with your fingers then colour.



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Language and writing

Objective(s) :

- 1-Learn vocabulary and sentence patterns connected to the theme. 2-Draw crosses. 3-Colour within the lines.

20 min | Introduction activity:

Materials: Different boxes, coloured paper, scissors, glue, toy animals or plasticine, pictures of circus animals, 15 min, Markers, coloured pencils

Ask the children if they know what a circus is and what we can see at the circus. Show them the pictures of circus animals and see if they can name them. Explain that a lot of circuses travel around and use a train to get from one place to the next. Construct your own circus train using empty boxes (you can paint and decorate them as desired) and glue paper wheels onto the side. Put toy animals (or make plastic ones) in the train cars. Include some animals you cannot see at a circus. Ask the students to remove the inappropriate animals.

Book exercise:

Instruction:

The circus has come to town! Look at the different animals on the train. Colour the animals you can see at the circus and cross the animals you cannot.

Comments:

Look at the animals and let the children tell you their names. Play a quick game of charades to review the circus animals. Look at the train and ask the children, "Can you

see a fish at the circus?" Hopefully the children will say no! Repeat for other animals that can and cannot be seen. Demonstrate how to draw a cross over the animals that are not in the circus. Cross out the fish, eagle, rhino and snake together. Colour the remaining animals.

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Language and writing

Objective(s) :

- 1-Trace geometric shapes (rectangles). 2-Colour within the lines. 3-Recognize and trace letters of the alphabet. 4-Review alphabetical order.

20 min | Introduction activity:

Materials: Alphabet flashcards, 25 min, Markers, pencils

Review the letters of the alphabet up to Ss. Scatter the flashcards on the floor. Get the children to put the letters back into alphabetic order. Write the alphabet on the board up to Ss. The children should close their eyes while you erase some of the letters. See if they can see what is missing and write the correct letters in the spaces. Let a volunteer erase a letter while the others close their eyes.

Book exercise:

Instruction:

Choo Choo! The alphabet train is pulling into the station. Finish drawing the carriages and colour the wheels. Trace the letters of the alphabet you can see and fill in the missing letters.

Comments:

Review the letters of the alphabet up to Ss by singing the 'alphabet song'. Write the letters on the board and let the children trace them. Have everyone write the letter Aa using a o pencil in the book. Let the children tell you the next letter. Write the letter Bb and check everyone's work before continuing. Repeat for the remaining letters. When everyone is finished, trace the train carriages while you finish checking the children's work.

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Language and writing

Objective(s) :

- 1-Learn vocabulary and sentence patterns connected to the theme. 2-Understand and respect a limited space.

20 min | Introduction activity:

Materials: Paper plates, wool, paint or crayons, decorations, 15 min, Stickers

Review what we learned about the circus from the last lesson. Now talk about different people you can see at the circus. Show the children the flashcards for each person and get them to try and act out what that person does in the circus. Give each child a paper plate and either let them paint or colour it skin colour. Let them chose who they want to be at the circus and decorate their

mask accordingly. When you have finished act out a circus show.

Book exercise:

Instruction:

Sam and Heather have gone to the circus. Who can they see inside the big top? What is each person doing? Finish the picture by sticking the correct face on each performer.

Comments:

Review the different circus performers using the flashcards and actions. Point to the different people and let the children tell you their names. Show the children the stickers and let them point to where they should go. Apply each sticker one at a time as a class.

Page 29

Language and writing

Objective(s) :

- 1-Trace and reproduce a pattern. 2-Recognize, trace and write the letter Tt.

20 min | Introduction activity:

Materials: Blank copy of a clown, crayons, glue, scissors, streamers, 20 min, Pencils, markers

Start by reviewing the different circus performers. play a game of charades and see who can guess what you are acting out. Give the children a blank copy of a clown and get them to colour it. When they have finished show them how to make a diamond cross pattern by gluing streamers or thin strips of paper over each other. Get the children to trace the pattern with their fingers.

Book exercise:

Instruction:

The clown is getting ready to go on stage. Trace and finish the pattern on his costume so he can perform. Trace the letter Tt. Look at the pictures, say the word and fill in the missing letters.

Comments:

Begin the class by talking about your favourite circus performers. Talk about what the different people wear to go on stage. Focus on the clowns costume, talking about his funny hair, big shoes, etc. Talk about his outfit and what colours you think it would be. Trace the pattern in the book with your fingers then with a markers. Demonstrate how to continue the pattern on the board. Let everyone have a go before finishing the pattern in the book. Colour the picture with pencil crayons. Next, teach the letter T. Write Tt on the board and use the chant, "T, T, t, t, t (t is the phonic sound). This is a tiger. Demonstrate how to write capital T on the board. Trace in the air with fingers and on the board. Repeat for small t. Say all of the names of the circus performers pictured, stressing the 't' sound for each. Let the children tell you which letter is missing. Write in the missing 't's together.

Page 32

Objective(s) :

- 1-Sequence events. 2-Draw a path.

20 min | Introduction activity:

Materials: Children winter clothing, 20 min, Pencil, coloured pencils

Review the winter clothing vocabulary using flashcards and/or the real items. Have each student bring their winter clothes to the classroom. Talk about which item of clothing we need to put on first. Try putting on boots before snow pants. Try different sequences until you decide on the correct order. Have a race to see who can get ready first.

Book exercise:

Instruction:

Sam is getting ready to go and play outside. Draw a path in the correct order to each item of clothing he needs to put on. When he is dressed draw a path to the door. Colour his winter clothes.

Comments:

Materials: Time

Review the winter clothing vocabulary. Review the correct order for putting on clothing. Using flashcards, let the children make a sequence on the board that everyone agrees

on. Together draw a path from Sam to each item of clothing then to the door. Colour the winter clothing with pencil crayons.

Page 33

Objective(s) :

- 1-Understand ordinals – 1st, 2nd, 3rd . 2-Use a picture to recall events.

15 min | Introduction activity:

Materials: Winter sport flashcards, 15 min, Markers

Start by reviewing some winter sports. Have the children name and act out the sports. Focus on skiing. Play a game of red light green light. Have the students start from one side of the room with the teacher being on the opposite side. You will be representing a traffic light in this game. When you hold up the green circle the students pretend to ski towards you, when you hold up the red circle the students must stop. If they move or stop too slowly they must start again from the beginning. The first three children to reach you will be the first, second, and third. Play this game until they understand the places of first, second and third then move onto the exercise.

Book exercise:

Instruction:

Sam, Heather and Monkey had a race. Who won? Circle the person in 1st place red, 2nd place green and 3rd place blue. Draw a line from each character to their equipment and what place they came in the race.

Comments:

Materials: Time

Review the winter activities pictured and talk again about 1st, 2nd and 3rd. Look at the picture and have the children point to who was 1st. Circle monkey with a red marker. Repeat for Sam and Heather using a green and blue marker respectively. For the next activity, have the children tell you who had each piece of equipment and where they came in the race. Show how to connect the pictures then finish together.

Objective(s) :

- Count and recognize groups and numbers up to 5.

25 min | Introduction activity:

Materials: Green paper, decorations templates, markers, glue, 15 min, Markers

Begin by reviewing counting and numbers up to 5. Talk about the things we can see at Christmas. Have the children draw around their hands on the green paper and cut them out. Count the number of fingers together. Glue the cut out hands onto a large piece of paper in the shape of a Christmas tree. Next give the children some circular decoration templates. Let them trace five decorations on coloured paper and cut out. Show the children how to write 1 to 5 on the decorations. Glue the decorations onto the tree in lines.

Book exercise:

Instruction:

Count how many stockings, snowflakes, presents, baubles and stars you can see. Connect the picture to the correct number.

Comments:

Materials: Time

Review counting and numbers up to five. Look at the pictures in the book. Let the children tell the names of the things you can see. Count how many there are of each item together. Demonstrate how to connect the number to the pictures. Complete the exercise one at a time, checking everyone's work as they go.

Objective(s) :

- 1-Trace and write the number 5. 2-Make groups of 5.

15 min | Introduction activity:

Materials: large Christmas stocking or a big sock! Variety of small objects, 20 min, Pencils, coloured pencils

Review counting up to five. Show the children the Christmas stocking. Turn your back and place 1 to 5 small items in the stocking. Let a volunteer try to guess how many there are only by touching and feeling the outside of the stocking. If the child guesses correctly, they may have a turn at placing the object in the stocking.

Book exercise:

Instruction:

Trace then write the number 5. Look at the picture and count the toys. Circle the toys that are in groups of 5.

Comments:

Materials: Time

Review counting, dice faces and number up to five. Review how to write the numbers 1 to 4 and teach how to write number 5. Write on the board then trace in the air with your fingers. Let everyone trace and write on the board before completing the writing in the book. Let the children name the different items on the page. Count how many there are of each. Demonstrate how to circle only groups of five. Circle each group together.

Page 36

Objective(s) :

- 1-Understand the properties and uses of different materials.
- 2-Understand and use a simple chart.

20 min | Introduction activity:

Materials: three boxes or baskets, pictures of wooden, metal and plastic toys, 15 min, Stickers

Show the students three pictures, one made from each of the materials; wood, metal and plastic. Show examples of this material from objects around the classroom and ask if they can think of any other examples. When they understand the difference between the materials, take out the three baskets and label them 'wood', 'plastic', and 'metal' including one picture for an example. Show the children the different toy pictures and let them sort into the baskets. Then hide the pictures around the classroom. The students will search for all of the pictures and put them in their correct baskets.

Book exercise:

Instruction:

Look at the elf's workshop. Using the stickers sort the items you can see by the materials they are made from.

Comments:

Materials: Time

Review the different materials using the flashcards from the previous activity. Have the children point out things made with the different materials around the classroom. Look at the picture and let the children suggest what the different objects are made from. You may need to explain that clogs are made from wood, possibly showing a picture to

clarify. When everyone is confident of the materials, attach one set of sticker at a time, starting with the wooden items.

Page 37

Objective(s) :

- Understand the concept of near / far.

15 min | Introduction activity:

Materials: Blindfold, pictures of a red ball and a green ball, magnets, 15 min, Coloured pencils

Introduce the concept of near and far. Link your fingers together and push as far away from your body as you can and say "far!" Repeat with your fingers close to your body and say "near!" Draw a boy or girl in the centre of the board. Use a magnet to attach the red ball near to the figure. Ask if the red ball is near or far from the boy. Attach the green ball far from the figure. Repeat the question. Have the children attach the green and red ball near or far from the figure using actions. Practice with a game. Blindfold a volunteer and have another person stand close to them, saying "near", and one stand far away saying "far". The blindfolded child must guess by saying "(name) is near/far."

Book exercise:

Instruction:

Colour the reindeers that are near to the sleigh red and the reindeers that are far from the sleigh green.

Comments:

Materials: Time

Review the concept of near and far using actions. Review the Christmas vocabulary and look at the picture. Let the children tell you what they can see on the page. Focus on the reindeer and ask the children to point to the animals that are near, using the action to emphasise. Repeat with the animals that are far. Demonstrate how to colour the near reindeer red and the far reindeer green.

Objective(s) :

- Reproduce patterns and shapes.

20 min | Introduction activity:

Materials: circles of paper, scissors, hand mirrors, 20 min, Pencils, markers

Introduce the idea of symmetry by making snowflakes. Fold a circle of paper in half then in half again. Show how to cut out small shapes from the snowflake. Unfold and show how the snowflake is the same on each side. Place a hand mirror in the centre of the page to demonstrate. Let the children try with their own snowflakes.

Book exercise:

Instruction:

Trace the lines and connect the dots together to make the snowflakes. Draw the same snowflakes in the boxes.

Comments:

Materials: Time

Review the winter vocabulary and let the children tell you what they think the pictures are. When everyone has agreed they are snowflakes, draw an example of the first activity on the board. Demonstrate how to connect the points to complete the image. Let volunteers try. Complete the snowflake patterns one at a time, checking everyone's work before continuing to the next.

Objective(s) :

- 1-Group items by property. 2-Count and recognize groups and numbers up to 5. 3-Trace numbers 1-5.

15 min | Introduction activity:

Materials: Ice, warm water, pictures of hot and cold things, 20 min, Coloured pencils, pencil

Talk about the concept of hot and cold. Let the children touch the ice and warm water (make sure it is not too hot!). Use actions with each word. Pretend to shiver for cold and wipe your brow for hot. Look at some pictures and objects in the classroom and decide if they are cold or hot. Play a game to practice. When you say "hot!" the children have to dance like the floor is too hot to stand on. When you say "cold!" they have to freeze in place. Anyone who moves is out.

Book exercise:

Instruction:

Draw a red line to all the items that are hot and a blue line to the items that are cold. Count the fingers, draw the same number of dots on the dice and trace the number below.

Comments:

Materials: Time

Review the terms hot and cold using flashcards and actions. Look at the pictures in the book and let the children tell you what is hot and cold. If there is any confusion with things like the mitten try and supply an item they can feel. Demonstrate how to connect the hot objects with a red line and the cold objects with a blue one. Complete the activity and check everyone's work. Practice counting down from five with your fingers. Review the number and dice faces up to five on the board. Practice writing the numbers on the board and tracing in the air. When everyone is ready, trace the numbers and complete the dice faces.

Page 40

Objective(s) :

- Understand and use a simple chart.

15 min | Introduction activity:

Materials: Flashcards for different dinosaurs, 15 min, Scissors, glue

Review the names of some of the dinosaurs and talk about what they liked to eat. Explain that some dinosaurs ate meat, some ate plants and some ate both like us. They were called carnivores, herbivores and omnivores. Let the children try to sort the dinosaurs into their correct diets (make sure you know which is which!). Give each of the children a flashcard and let them walk in the class like dinosaurs. When you shout "dinner time" the children have to find other dinosaurs that share their diet.

Book exercise:

Instruction:

Some dinosaurs ate meat, some ate plants and some ate both. These were called carnivores, herbivores and omnivores. What do you like to eat? Cut out the pictures of the dinosaurs and glue them in the correct place on the chart.

Comments:

Materials: Time

Review which dinosaurs were carnivores, herbivores and omnivores. Draw an example of the chart on the board and demonstrate how to place the dinosaur picture in the

correct space. Let volunteers try on the board. When everyone is ready, cut out the pictures together and glue them onto the chart.

▲ Page 41

Objective(s) :

- 1- Complete a picture. 2 - Recognize geometric and non-geometric shapes (circles, squares, triangles, rectangles, crescents). 3- Count and make collections up to 5.

20 min | Introduction activity:

Materials: A number of cut out geometric shapes, glue, 20 min, Stickers

Review the names of some different dinosaurs and talk about what they look like. Do they have spikes or plates on their backs? Do they have horns? What colour do they think dinosaurs were? Review the names of some different shapes. Using the shapes you cut out previously, make a picture of a dinosaur. Use circles for eyes, crescents for horns, rectangles for legs. etc.

Book exercise:

Instruction:

Complete the picture by placing the stickers in the right place. Stick the triangles on the dinosaur to make spikes. Count and colour one square, two triangles, three crescents, four circles and five rectangles.

Comments:

Materials: Time

Review the names of the geometric and non-geometric shapes in the book. Look at the dinosaur picture and talk about the colours. Then talk about the shapes that are missing. Show the stickers and let the children tell you where each needs to go. Then demonstrate how to apply the triangle stickers to the dinosaurs back. For the final exercise, count the number of each shape together. Colour the appropriate number of each shape together, checking everyone's work before continuing to the next.

Objective(s) :

- 1- Complete a simple maze.
- 2- Trace geometric shapes (squares, circles, triangles).
- 3- Reproduce a picture.

20 min | Introduction activity:

Materials: Shapes cut from coloured paper, large card circles, scissors, glue, paper, paints, 15 min, Coloured pencils, markers

Begin by reviewing the theme vocabulary. Talk about what cavemen wore and what the clothes were made from. Review the names of the geometric shapes using flashcards or the shapes you have cut from coloured paper for the class. Take a large sheet of paper and show how to make it into an animal skin shape by drawing round the card circles at the edges and cutting out. Draw a sequence of shapes on the board and have everyone decorate the edges with the same pattern using the shapes you have cut from coloured paper. Finish with a cave painting in the centre.

Book exercise:

Instruction:

Draw a path from the caveman to his dinner. Trace the shapes on the animal skin. Draw the same shapes in the same place on the other animal skin.

Comments:

Materials: Time

Review the theme vocabulary and the names of simple geometric shapes. Look at the maze and talk about what you can see. Have everyone use their finger to find a path starting at the caveman. When the children are ready, use coloured pencils to draw the correct path. Let the children tell you the names of the shapes on the animal skins. draw a circle, square and a triangle on the board and let the children trace them. Then let them try to draw the same sequence on the opposite side of the board. trace the shapes together then have the children tell you the correct sequence to draw on the next animal skin.

Objective(s) :

- Count and recognize groups and numbers up to 6.

10 min | Introduction activity:

Materials: Dice, theme vocabulary flashcards, magnets, 15 min, Pencils

Review counting, numbers and dice faces up to six. Attach six flashcards to the board using magnets. Write a number from 1 to 6 next to each flashcard. Roll the dice then repeat the vocabulary word. Assign each word a big action or points for more fun.

Book exercise:

Instruction:

Count the different cave drawings you can see. Draw a line from the picture to the correct dice.

Comments:

Materials: Time

Review the theme vocabulary by looking at the different cave drawings. Review counting, numbers and dice faces up to six. Count how many there are of each picture then have the children point to the correct dice face. Finally show how to link the pictures with the appropriate dice using a pencil.

 Page 44

Objective(s) :

- 1-Draw geometric shapes (squares, triangles, circles, rectangles).
- 2-Reproduce a picture.

20 min | Introduction activity:

Materials: Strips of coloured paper. Glue, scissors, 15 min, Coloured pencils

Draw a simple picture onto a large sheet of paper. Show how to cut the strips of coloured paper into squares. Sort the different coloured squares into different bowls. Assign each part of the picture a colour. Let the children glue on the correct coloured squares to complete the mosaic.

Book exercise:

Instruction:

Look at the completed mosaic. Fill in the same patterns, shapes and colours on the empty picture.

Comments:

Materials: Time

Review the different shapes and colours in the mosaic picture. Draw an example of the picture on the board. Show how to copy the pattern, letting volunteers fill in different parts. When everyone is ready, complete the empty picture one colour at a time.

Page 45

Objective(s) :

- 1-Write numbers 1-5.
- 2-Complete a pattern.

15 min | Introduction activity:

Materials: Board markers, P'titcreef copybooks, 15 min, markers

Review writing number up to 6. Write each number at the top of the board and let the children practice writing all of the numbers in their notebooks.

Have one child come up and face the board. Using your finger, slowly trace a number on their back. They must try to write the correct number on the board. Let everyone try at being the one who writes on the board and the one who writes on the backs.

Book exercise:

Instruction:

Finish the number patterns on the Roman soldier's shield.

Comments:

Materials: Time

Review the number sequence up to six. Practice writing correctly on the board then look at the soldier's shield. Let the children tell you what each number is. Demonstrate how to complete the pattern on the board by letting the children tell you what comes next. Complete the pattern one number at a time.

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Objective(s) :

- Understand the properties and uses of different materials.

20 min | Introduction activity:

Materials: Icing sugar, sugar cubes, pictures of different castles, 15 min, Pencils

Look at some pictures of castles. Talk about the shapes of the towers and the battlements. Split the class into small groups. Give each pupil a butter knife and a piece of paper to put in front of them. Give every group a bowl of icing and a bowl of sugar cubes. When everything is prepared, demonstrate how to layer sugar cubes with icing in-between. Build up into a tower. When finished they will have a castle made of sugar cubes.

Book exercise:

Instruction:

Here are some things from the middle ages. What materials do we need to make them? Draw lines from the materials to the pictures.

Comments:

Materials: Time

Begin the class by talking about what different things are made of in the classroom. Look at the vocabulary pictures for the middle ages. Talk about the different materials used then. Did people use plastic? Explain that glass was very rare and expensive. In the book, review the different materials and let the children discuss what each picture was made from. When everyone has agreed, demonstrate how to connect the materials to the pictures with a pencil.

 Page 47

Objective(s) :

- 1-Understand the concept of shorter / longer.
- 2-Count and recognize groups up to 6.
- 3-Trace and write number 6.

15 min | Introduction activity:

Materials: Blocks, dice, 20 min, Pencils, coloured pencils

Review counting, numbers and dice faces up to six. Play castle building games. Split the class into two or more groups. The children must in turn roll the dice, say the number and stack the equivalent number of blocks. When everyone in the team has had a go, talk about who's shorter and longer.

Book exercise:

Instruction:

Find the flag on the castle and draw two more that are longer. Find the knight's lance and draw two more that are shorter. Look at the numbers and colour the same amount

of boxes in the grid. When you have finished you will have a staircase to the castle. Count, trace and write number 6.

Comments:

Materials: Time

Review the concept of shorter and longer using actions. Demonstrate by stretching a balloon or rubber band. Review the theme vocabulary and talk about the pictures at the top of the page. Draw a flag on the board then let a volunteer draw a flag that is longer. Let everyone draw two longer flags on the castle. Repeat with the knight's lance. Next, review counting, numbers and dice faces up to six. Draw an example of the grid activity on the board. Count the squares for numbers 1 and 2. Let volunteers come up and draw the squares for 3, 4, 5 and 6. Finish the activity in the book, review writing the number six and complete.

Page 48

Objective(s) :

- Reproduce a pattern on a grid.

15 min | Introduction activity:

Materials: Paper with grids, coloured squares, 15 min, Coloured pencils, markers

Split the pupils into groups of two or three. Give each group a sheet of paper with a grid draw on it and some coloured squares. In the front of the class make different shapes on the grid and have the groups race to copy you.

Book exercise:

Instruction:

How old are you? Copy the correct number into the grid and draw the same number of candles on the birthday cake.

Comments:

Materials: Time

Start by reviewing the party vocabulary. Draw a birthday cake on the board with four candles. Count the candles together and ask everyone who is four years old to stand up. Draw one more candle, count together and ask everyone who is five years old to stand up. Demonstrate how to fill in the grid to show you age. Check everyone is drawing the correct number.

Objective(s) :

- 1-Recognize simple 3D shapes(sphere, cone, cube).
- 2-Know common prepositions: on, in, under, beside.

20 min | Introduction activity:

Materials: White paper, tape, small boxes, paint, markers, 20 min, Pencils, stickers

Begin by teaching the prepositions 'in', 'on', 'under' and 'beside' using actions. Give each pupil a small box and a big piece of white paper. Demonstrate how to wrap the present and tape it together. Have the pupils wrap the boxes and tape them shut then decorate with markers, paint, etc. One pupil at a time will put their present somewhere in the classroom and the others will say where it is. I.e. 'under the table, next to the door, in the cubby, etc.'

Book exercise:

Instruction:

Match the 3D shapes. Read the words and put the present stickers in the correct place.

Comments:

Materials: Time

Teach or review the names of the 3D shapes using flashcards or blocks. Point to the cube then let the children tell you which of the three objects it most resembles. Repeat for the other shapes then connect with pencils. Review the prepositions using actions and examples. Say "The present is under the table.' Have everybody point to the correct place on the page. Repeat for the other prepositions. Apply the stickers one at a time as a class.

Objective(s) :

- 1-Count and recognize groups up to 7. 2-Trace and write number 7.

15 min | Introduction activity:

Materials: Hula-hoops, bean bags, 20 min, Pencils

Review counting and numbers up to seven. Place hula-hoops on the floor with a number inside; make sure seven is the farthest away. Divide the class into two teams and line up. Two at a time they will throw the beanbags, whoever gets the bigger number is the winner. Have those two go to the back of the line and let the next two throw. Make sure everyone says the number their bean bag lands on.

Book exercise:

Instruction:

How many balls does the juggler have? Write the numbers on the blank balls. Trace and write number 7. Find and colour all of the number 7 cards.

Comments:

Materials: Time

Review counting, dice faces and numbers up to seven. Have everyone count up to seven while pointing to the numbers in the juggler's balls. Draw seven circles on the board. Let volunteers write in the numbers up to seven. Write the numbers together, checking for neatness. Trace then writes the number seven. Have everyone point to all of the number seven cards with their fingers before colouring.

Page 51

Objective(s) :

- Reproduce a pattern on a grid.

20 min | Introduction activity:

Materials: Paper to make cones, different coloured shapes, glue, 15 min, Stickers

Review shapes and colours using flashcards. Talk about and review party vocabulary using the shapes you have prepared. Before class, cut out enough cone templates for everyone in the class. Explain that you are going to make a party hat. Attach four or five shapes in a sequence on the board then copy it by gluing the same sequence onto your hat template. Let volunteers make a sequence on the board that everyone must copy onto their hats. When finished, roll into a cone and secure with tape.

Book exercise:

Instruction:

Use the stickers to make the same wrapping paper pattern as the finished present.

Comments:

Materials: Time

begin by reviewing colours and shapes. Draw two grids on the board and make a pattern on one with different coloured shapes. Let the children reproduce it on the second grid. In the book, point to certain squares and have the children tell you what shape and colour should be there. Apply the stickers one at a time, having everyone point with their finger first.

Objective(s) :

- Compare objects (weight – heavy / light).

15 min | Introduction activity:

Materials: Balance scales, objects around the classroom, 15 min, Markers

Begin by teaching the words 'heavy' and 'light'. Demonstrate the concept using things around the classroom. Lift a pencil then lift a table to stress the difference. Take some balance scales and a selection of objects from around the classroom. Place both objects on the scale, holding it steady and have everyone guess which side will be heaviest. Start with obviously different things before moving on to more difficult choices. Let volunteers choose the objects to compare.

Book exercise:

Instruction:

Draw lines from the objects to their correct place on the seesaw.

Comments:

Materials: Time

Review the concept of heavy and light. In the book everyone points to who is heavy and light between Sam and the strongman. Repeat for the triangles. Let the children tell you what is heavy and light between the animals and objects. Trace lines with your fingers to the correct position on the seesaw then use a marker.

Objective(s) :

- Understand the concept of the heaviest / the lightest.

15 min | Introduction activity:

Materials: Boxes, book, 15 min, Coloured pencils

Take two boxes, one green and one orange. Leave the orange one empty and put a heavy book in the other. Use these to teach and demonstrate heavy and light. Play a quick game. Have everyone close their eyes and put the book into one of the boxes. Let a volunteer try to guess which is which without touching. For fun try to mislead the chooser by lifting the light box and pretending it is heavy and vice versa.

Book exercise:

Instruction:

Colour the heaviest item in each box green and the lightest orange.

Comments:

Materials: Time

Review the concept of heavy and light. Look at the pictures together and let the children tell you what they can see. Decide together which is the heaviest and lightest of the two things in each box. Have everyone point to the heaviest thing and colour it green. Repeat for the lightest thing, colouring it orange.

Page 54

Objective(s) :

- 1-Complete a maze. 2-Know numerical order 1-7.

15 min | Introduction activity:

Materials: Number flashcards up to seven, 15 min, Pencil

Review counting and numbers up to seven. Use the cards to make a path on the floor. Let everyone try to follow the path in the correct order. Let volunteers make a path for everyone else to follow.

Book exercise:

Instruction:

Draw a path from Sam to the clown. Connect the dots from 1 to 7 to reveal the picture.

Comments:

Materials: Time

Look at the picture of the big top and let everyone tell you what they can see. Trace a path first with your finger then with a pencil. Review counting and numbers up to seven. Write number one on the board. Let the children write the next numbers in the sequence. In the book, trace the path from one to seven with your finger then with a pencil. Colour the picture to finish.

Page 55

Objective(s) :

- Reproduce a path on a grid.

20 min | Introduction activity:

Materials: Printed grid paper, markers, 15 min, Pencil

Begin by drawing a 7 x 7 grid on the board. Draw the starting point at the top edge. Give everyone a grid printed on a piece of paper. Let everyone try to find the same starting point. Next draw an arrow pointing down and demonstrate how to draw a line down one square. Repeat the process and create a path across the grid by drawing arrows and having the children follow on their own grids. Draw multiple paths in different colours.

Book exercise:

Instruction:

Reproduce the path the seal took to the ball on the blank grid.

Comments:

Materials: Time

Draw two grids on the board, similar to those in the book. Trace a path on the left from top to bottom. Demonstrate how to reproduce the path on the right grid. Let the children fill the path a square at a time on the board. Trace the grid on the left with your fingers then on the right before using a pencil.
