



INTRODUCTION

The Teacher Book for the Senior Level is a practical guide designed for teachers working with children aged 5 to 6, in their final year before primary school. 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 Lesson Structure

Each card follows a consistent four-part structure:

- Introduction Activity — A warm-up phase (15–20 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 differentiate.
- **Other Activities** — Complementary tasks such as songs, crafts, movement games, writing practice, or story time.

Two Learning Areas

Language and Writing (24 cards per part)

At the Senior Level, the focus shifts to preparing children for reading and writing: recognising and writing letters of the alphabet, identifying phonetic sounds, formulating descriptions and questions, associating text with images, learning vocabulary through thematic topics, and beginning to read simple words.

Discovering the World / Maths (24 cards per part)

Activities cover counting and number writing, geometric shapes, spatial awareness, simple problem solving, measurement (weight, length), grouping, sorting, using charts and grids, and exploring the natural world.

1st Part — Thematic Overview

The first part focuses on settling in, building confidence, and laying the foundations for literacy and numeracy.

Language and Writing:

Formulating descriptions, answering simple questions, naming objects, people and actions in everyday life, beginning to read, recognise and write letters of the alphabet, writing one's name, describing pictures. Themes include: identity, the family, the home, school, autumn, food, the senses, the city, transport, and geography.

Maths:

Counting and recognising numbers up to 3 then up to 5, associating numbers with dice dots, making groups up to 5, recognising numbers in written form, tracing and writing numbers, using shapes to recreate pictures, knowing and tracing geometric shapes.

Pedagogical Approach

At the Senior Level, children are capable of sustained concentration and more independent work. Activities balance manipulation, writing, reflection, and play. The teacher focuses on preparing the hand for writing and building the prerequisites for primary school entry.

CREF Publishing

TEACHER BOOK

My Senior Year

with Heather and Sam

5–6 years old

1st part

Page 6

Language and writing

Objective(s) :

- 1 – Formulate a description and answer simple questions.
- 2 – Name objects, people and actions in everyday life.

20 min | Introduction activity:

Materials: Name tags, paints, stickers, markers, etc., 15 min, Stickers

First, introduce yourself. Tell the children your name and write it on the board. Go around the class and ask the children their name and write them on the board. Allow the children to tell you how to spell their names if they are able. Hand out name tags asking each of the children to copy their names from the board (assist those who need it). Using a variety of materials, allow the children to decorate the name tags. Once the children are finished, collect the tags and use them throughout the year as a template for writing their names, assign seating or to play name games.

Book exercise:

Instruction:

This is Heather. She is 5 years old and from (Great Britain/ England/ the United Kingdom). Heather takes the bus to school every morning.

This is Sam. Sam and Heather are friends. Sam is also 5 years old and also from (Great Britain/ England/ the United Kingdom). Sam walks to school with his mother.

Sam and Heather also have another friend. He waits for them outside while they are in school. He loves to play in the trees and eat bananas. Can you guess who he is? listen to the text and talk about each character. Put the stickers in the correct places.

Comments:

Materials: Old magazines, glue

Begin by looking at the picture together and talking about what you can see. Read the text to introduce the characters. Ask some questions about the characters when you are finished. Let the children tell you some things about themselves. Read the text about

Monkey and let everyone try to guess what he is. Look at the stickers and have everyone show with their fingers where to place them. Apply the stickers one at a time.

Make a class book. Using old magazines, have the children cut or rip out pictures of things they like, animals they might have at home, letters in their name etc. Let the children glue the pictures onto large sheets of paper to make a 'me' collage. Assemble the pages together to make a class book. Use the book during the first weeks to help the children get to know one another.

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Language and writing

Objective(s) :

- 1 – Begin to read, recognize and write letters of the alphabet.
- 2 – Write one's name with help.

15 min | Introduction activity:

Materials: Paper, pencils, markers, 20 min, Coloured pencils, markers

Begin the class by singing the alphabet, then write your name on the board, stressing the sound of the first letter. Have everyone try to tell you the beginning letter and sound of their names. Next, hand out sheets of paper and let everyone draw a picture of themselves. One at a time let everyone try to guess who everyone is.

Book exercise:

Instruction:

Trace or write your name. Find and colour the letters of your name in the alphabet and draw a picture of yourself in the mirror.

Comments:

Write an example of the first activity on the board. Write your name. Write each child's name in block capitals onto the space provided. Have the children trace the name with coloured pencils. If the children are able, let them write their own names. Demonstrate how to circle the letters in the alphabet below for your own name. Let some volunteers try on the board before completing the book. Finally hand out some mirrors and let the children try to draw themselves. Congratulate everyone's artistic abilities!

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Language and writing

Objective(s) :

- Name objects in everyday life.

20 min | Introduction activity:

Materials: Pictures of school objects., 20 min, Coloured pencils

Have a school scavenger hunt. Starting in the classroom, give the children a list of pictures of things we use regularly there. Let the children try to find them then go over the rules and expectations of behaviour in the area. Repeat for the library, the children lockers, the park, kitchen, etc.

Book exercise:

Instruction:

Look at the pictures of Sam and Heather's school. Name the objects surrounding them and say where they belong. Draw a line to connect the objects to the correct picture.

Comments:

Name the different rooms/places shown; classroom, library, kitchen, park. Review actions made in each of these places; reading, playing, eating... One by one, have the children identify the items bordering the picture. Ask the children where we would find these items and link the objects to the correct pictures. Encourage the children to answer in full sentences i.e. 'In the kitchen' and not just 'kitchen'.

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Language and writing

Objective(s) :

- 1 – Read, recognize and write letters of the alphabet.
- 2 – Describe a picture.

20 min | Introduction activity:

Materials: Poster paper, glue, scissors, markers, 20 min, Coloured pencils, scissors, glue

Write a daily schedule on to poster paper and review it with the children. Ask them to draw pictures of actions carried out at certain times i.e. eating, reading, drawing, etc. Glue the pictures on to the display and add times and labels for your routine. Use these pictures to help the children understand the routines of the school.

Book exercise:

Instruction:

Name each object and say the letter and sound it begins with. Trace then write each letter.

Cut out the missing parts of the picture on page 57, stick them in the correct place and talk about what you can see.

Comments:

Review the letters of the alphabet. Have the children identify the letters and objects listed. Emphasize the first letter and sound in each word. Write the letter on the board showing the correct stroke order. Practice writing in the air with your fingers and on the board. Have the children trace the letters in the activity making sure they are writing correctly.

Next, look at the picture of the class. Have the children cut out the pictures from the back of the book. Ask them to identify each picture and match the pictures to the corresponding spaces, indicating with their fingers before they glue.

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Language and writing

Objective(s) :

- Name people in everyday life.

25 min | Introduction activity:

Materials: Pictures of the children families, 20 min, Pencil, markers

During the first week, have the parents of the children bring in family pictures. Teach or review the names of family members using actions and flashcards. Let the children show their family picture to the rest of the class and introduce everyone in it. Encourage the children to use the sentence pattern, "This is my _____."

Book exercise:

Instruction:

How many people are there in your family? Draw each person on the tree and then use lines to connect them. Glue a picture of yourself in the middle.

Comments:

In the first week, take some pictures of the children and print them in colour. Review the names of the different family members. Draw a simple family tree on the board with a photo of you at the centre. Explain to the children or let them guess who everyone is. Let the children draw their parents, grandparents and siblings then let them glue a photo of themselves in the centre.

Language and writing

Objective(s) :

- 1 – Read, recognize and write letters of the alphabet.
- 2 – Trace curved lines.

20 min | Introduction activity:

Materials: Paint, paper, pencil, 20 min, Pencils, markers

Review the different family members using flashcards and action then write the vocabulary words on the board. Fold a piece of paper into four and show how to write each word in one of the squares. Then draw and paint a picture of each person above the words. Help those who have difficulty copying by writing the words for them to trace.

Book exercise:

Instruction:

Name each person in the family and say the letter and sound they begin with. Trace then write each letter.

Help the children and Monkey to their families by following the right path. Say who each person is in the family.

Comments:

Review the alphabet using letter cards, chants or songs. Look at the book and see who can identify the letters and pictures next to them. Stress the sounds of beginning letter of each word. Demonstrate how to write each letter on the board, then in the air with your fingers. Let volunteers trace the letters on the board. When everyone is ready, trace the letters in the book. Have everyone point to the letters that are the same at the side, then trace with a pencil. Next, look at the families at the right side. Let the children tell you who they think each family belongs to then trace with your fingers before using a marker.

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Language and writing

Objective(s) :

- 1 – Make simple sentences.
- 2 – Formulate descriptions.

11 min | Introduction activity:

Materials: catalogues, 15 min, Scissors, glue

Teach the names of the different room in a house. Talk about what we do in each room. Bring in catalogues to find pictures of different rooms (IKEA catalogues are ideal).

Role-play an activity at the front of the class and let the children guess which room you are in and what you are doing. Let volunteers come up and have go.

Book exercise:

Instruction:

Cut out the pictures and stick them next to the room where you would do the activity. Use the pictures to make sentences about what you do at home.

Comments:

Review the house vocabulary using flashcards then look at the picture in the book together. Have the children identify each room and any items they recognize in each one. Let the children tell you what kind of activities happen in each room. Show the children the pictures at the back of the book and cut them out together. Place each picture next to the correct room together before gluing.

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Language and writing

Objective(s) :

- Know common prepositions: upstairs/downstairs, inside/outside, above/under, between.

15 min | Introduction activity:

Materials: board markers, 20 min, Markers

Draw a large simple house on the board with stairs, rooms and a garden. Quickly review the different rooms of the house and write them on the board. Teach the prepositions: inside, outside, upstairs and downstairs using the picture. Cover each room and the garden with a sheet of paper. Have everyone close their eyes, then draw a family member in one of the rooms under the sheet of paper. Tell everyone who you have drawn. The children must guess where they are by asking, "Is he/she (inside/outside)? Is he/she (upstairs/downstairs)? Is he/she in the (room)?"

Book exercise:

Instruction:

Heather has invited Sam to her house to play. Draw Sam upstairs and Heather downstairs. Draw her mother inside and her father outside. In the kitchen, draw a clock above the window and a plant under the cupboard. In the bedroom draw a ball between the doll and the car.

Comments:

Review the prepositions: upstairs, downstairs, inside and outside then teach the new prepositions above, below and between using objects in the classroom. Look at the each picture together, read the instructions and let the children point on each picture where to draw the objects or people. Check everyone's work before moving on to the next picture.

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Language and writing

Objective(s) :

- 1 – Take part in a collective discussion.
- 2 – Learn months of the year.
- 3 – Describe pictures.
- 4 – Associate text to an image.

25 min | Introduction activity:

Materials: Paints, large printed letters, autumn leaves, glue, scissors, 15 min, pencils, coloured pencils

Before class, make sure you have printed enough letters to write each month. Review the months and seasons of the year using chants and songs. See if the children know what season it is now. Talk about the changes we see in Autumn. Let the children guess what months Autumn occurs in. Write them on the board. Give the children one or more letters each and let them come up and attach them to the board in the correct order to write each month. When you have finished, let the children decorate each month with paint and leaves then put up on the classroom wall.

Book exercise:

Instruction:

What can you see in each picture? Trace the months of Autumn.
Match the words to the pictures.

Comments:

Review seasons and the months of Autumn. Look at the pictures in the book and talk about what happens in each month. Let the children tell you the letter that make up each word. Demonstrate how to write the words on the board, letting volunteers trace them. When everyone is ready, trace the words in the book and colour the pictures.

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Language and writing

Objective(s) :

- 1 – Read, recognize and write letters of the alphabet.
- 2 – Use symmetry to complete a picture.

10 min | Introduction activity:

Materials: Board markers, 20 min, Markers

Review the letters of the alphabet using any favourite songs or rhymes. Review how to write the letter Aa on the board using the correct stroke order. Write a selection of Autumn themed words on the board such as 'apple', 'grape', 'scarecrow', 'leaves' etc. using upper and lower case letters. Let the children race to circle as many letter 'a's as they can.

Book exercise:

Instruction:

Circle upper case A red and lower case a brown.

Trace the sentence and write the letter Aa.

Use a mirror to help you complete the pictures. What can you see?

Comments:

Write a number of upper and lower case 'a's on the board and demonstrate how to circle the upper case letters red and the lower case brown. Let volunteers circle some on the board before letting everyone try the exercise in the books. Review the correct stroke order for upper and lower case 'a'. Have the children trace and write some examples on the board before completing the writing in the book. Finally draw an example of the symmetry exercise. Show how to complete the picture so both sides are the same. Let the children use small hand mirrors if necessary.

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Language and writing

Objective(s) :

- 1 – Learn seasons and weather.
- 2 – Take part in collective discussions.
- 3 – Formulate a description.

20 min | Introduction activity:

Materials: Card, toothpicks, plasticine, markers, scissors, 15 min, Scissors, glue

Review the different seasons of the year. Talk about what we can see and do in each season. Focus on the different weather conditions and how they affect what we wear and do. Make season spinners. Draw round a suitable template and cut it out. Divide into four quarters then write the name of a season in each section. Draw a picture to show each season and decorate. Pierce a hole in the centre for the children and fix a toothpick through the middle with plasticine. Use the spinner to review each season.

Book exercise:

Instruction:

Cut out the season pictures and glue them in the correct order. Talk about the differences between each season.

Comments:

Show the children the season pictures at the back of the book. Review the names of the seasons and the correct sequence. Show how to cut out the pictures then place them on the correct squares as a class. Glue in place when everyone is ready.

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Language and writing

Objective(s) :

- 1 – Read, recognize and write letters of the alphabet.
- 2 – Know sequence of the alphabet.

10 min | Introduction activity:

Materials: None, 15 min, Markers

Review the alphabet by writing the letters on the board. Let the children tell you which letter to write next. Have everyone close their eyes or turn away then erase some of the letters. Have the children tell you which letters are missing.

Book exercise:

Instruction:

Listen to the first sound of each fruit or vegetable. If it begins with Aa circle it red, Bb blue and Cc yellow. Trace the letters.

Use the stickers to fill in the missing letters from the alphabet.

Comments:

Write the letters 'Aa', 'Bb' and 'Cc' on the board. Review the phonic sound and correct stroke order for each letter. Let the children tell you the names of the different fruit and vegetables on the page. Stress the beginning sound for each. As a class, decide which fruit or vegetable begins with which letter. Then, as a class, draw a line from each picture in turn, checking everyone's work as you go. Next, review the sequence of the alphabet. Have the children point to each letter as you chant. Show the stickers and demonstrate how to place them in the correct space using the letters above as a reference. Finish by chanting or singing the alphabet song.

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Language and writing

Objective(s) :

- 1 - Learn vocabulary and sentence patterns connected to the theme.
- 2 - Read, recognize and write letters of the alphabet.

20 min | Introduction activity:

Materials: Body flashcards, paper, pencils, 20 min, Pencils

Begin by teaching the parts of the body using flashcards and actions. Say the name of a part of the body and have the children race to point to it on their own bodies. Play a quick and fun game. Give everyone a piece of paper. Fold the paper into three parts. Have every one draw a head on the top section and fold under so it cannot be seen then swap with someone else. Draw a torso with arms on the next section and fold under. Swap then draw some legs on the bottom section. Let individuals come to the front and present their crazy people pictures!

Book exercise:

Instruction:

Fill in the numbers to label the parts of Sam's body.

Trace the sentence and write the letter Bb.

Comments:

Review the parts of the body and write them on the board. Let volunteers come up and attach flashcards next to the appropriate word. Look at the picture in the book. Name the parts together, pointing to each with your fingers. Label them as a class, checking everyone's work as you go. Review the letter Bb, phonic sound and stroke order. Write

the upper and lower case letters on the board. Have everyone trace the letters in the air with their fingers then let volunteers trace and write on the board. When everyone is ready, trace the letters in the book.

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Language and writing

Objective(s) :

- 1 – Associate identical letters and words.
- 2 – Complete simple word puzzles.
- 3 – Control one's gestures with drawing.

15 min | Introduction activity:

Materials: Magnetic letters, 20 min, Pencils, coloured pencils

Review all of the parts of the body. Sing 'Heads, shoulders, knees and toes'. Review the letters of the alphabet using the magnetic letters. Write a body part on the board for the children to see. One by one, have the children find and place the letters of the written word in the correct order as quickly as they can.

Book exercise:

Instruction:

Find and circle the parts of the body in the word search.

Draw what is missing from each child's face.

Comments:

Quickly review the parts of the body by writing them on the board. Copy the top line of the word search onto the board and write 'ARM' underneath. Let the children point out where the word is hidden. Show how to circle the word. Explain that some words are diagonal and some horizontal by drawing arrows on the board. Let the children complete the word search, helping those that are having problems. Next, draw a face on the board, have everyone close their eyes then erase one of the features. Have the children tell you what is missing then let a volunteer draw it back onto the face. Repeat until everyone understands the concept. Complete the final exercise in the book.

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Language and writing

Objective(s) :

- 1 – Make simple sentences.

- 2 – Associate the 5 senses with everyday life.
- 3 – Read, recognize and write letters of the alphabet.

20 min | Introduction activity:

Materials: paper, glue, pencils, coloured pencils, poster paper, 15 min, Pencils

Review the parts of the body then teach the five senses. Talk about thing you like associated with each sense. What do you like to see, hear, taste, touch and smell? Hand out five small pieces of paper to every child. Have everyone draw one thing they like for each sense. Divide a large sheet of poster paper into five sections and write the name of each sense. Let the children glue their pictures into the appropriate section.

Book exercise:

Instruction:

Use the words and pictures to make sentences about your 5 senses.

Trace the sentence and write the letter Tt.

Comments:

Review the five senses and the body parts associated with them. Look at the pictures in the book and talk about how they relate to each sense. Some pictures can apply to more than one. Use the sentence pattern, "I can taste/touch/hear/smell/see a _____ with my tongue/hand/ear/nose/eye." Review the alphabet using chants and songs. Review the letter Tt, phonic sound and stroke order. Trace in the air with fingers then let volunteers trace and write on the board. Trace the letters in the book, making sure everyone is using the correct stroke order.

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Language and writing

Objective(s) :

- 1- Read simple sentences.
- 2 – Begin to recognize high frequency words.
- 3 – Use a colour code.

15 min | Introduction activity:

Materials: Board markers, 20 min, Coloured pencils, markers

Review the five senses using flashcards. Teach the sentence pattern, "I can taste/touch/smell/see/hear a/an _____." Play a simple game of Pictionary. Draw something on the board. The children have to guess what it is using the sentence pattern. For example, if you draw an apple the sentence could be, "I can see/taste/touch/smell an apple." Let volunteers try drawing for others to guess.

Book exercise:

Instruction:

Trace the words to finish the sentences. Use the words and pictures to make sentences then draw a picture of each thing in the empty boxes.

Use the colour code to reveal the hidden tasty treat.

Comments:

Write the sentence 'I can _ _ _ _ _ an apple'. Read it to the children substituting an action for 'taste'. Let them tell you what the correct sense is. Let someone draw an apple on the board. Repeat for the other senses and sentences from the book. As a class, trace the words in the book, draw a picture and read the finished sentences together. Next, review the colours in the code using flashcards or coloured paper. Attach to the board, writing the name of each colour under each. Put the correct letter of the code from the book next to each. Have everyone point to each letter on the picture and identify the correct colour before completing the picture.



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Language and writing

Objective(s) :

- 1- Name different countries and cities around the world.
- 2 – Read, recognize and write letters of the alphabet.

15 min | Introduction activity:

Materials: World map, small pictures of your own and the children's faces, 20 min, Coloured pencils

Show the children a large world map. See if anyone knows what country and city everyone lives in at the moment. Let the children try to place it on the map. Next, explain where you are from, what city you were born in and what language is mostly spoken. Show everyone on the map by sticking your picture to the map. Let the children say where they are from and what language is spoken. Help them to find where they are from on the map then let them stick on the picture of their face.

Book exercise:

Instruction:

Find and colour the English speaking countries on the world map.

Trace the sentence and write the letter Cc.

Comments:

Look at the world map together and explain that there are a number of different countries where English is spoken. Write a list on the board, giving each a number like the book and let the children try to find them on the map. Stick a circle of paper onto

the map with the same number as in the book. Point to the countries together while saying their names then colour. Review the alphabet using chants and songs. Review the letter Cc, phonic sound and stroke order. Trace in the air with fingers then let volunteers trace and write on the board. Trace the letters in the book, making sure everyone is using the correct stroke order.

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Language and writing

Objective(s) :

- Identify cities around the world.

15 min | Introduction activity:

Materials: 20 min, stickers

Begin by reviewing the hard phonic sound of 'c'. Let the children think of some hard 'c' words. Explain that sometimes 'c' sounds like 's'. Teach the chant "C-E, C-I, C-Y makes C sound like ssss" Play 'odd man out'. Start by writing the hard and soft blends of C on the top of the board. Say and repeat each sound to familiarize the children. Draw three men on the board. On each, write a word using both the hard and soft C. The children must figure out which word is the odd one. Once the children have a strong understanding of the sounds, erase the blends on the top of the board and continue playing.

Book exercise:

Instruction:

Look at each picture and place the correct flag sticker above the country it represents.

Comments:

Review the hard and soft spelling of C. Look at the pictures and let the children tell you what they are. Look at the spelling and decide as a class if the sound is hard or soft. Fill in the missing letter 'c's together. Before class, print a British, American, Irish and Australian flag. In class, review the countries where English is the main language. Show the flags and let the children try to guess which countries they relate to. Let volunteers stick them to the map. In the book, look at the pictures and decide together which country each relates to. Attach the flag stickers one at a time.

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Language and writing

Objective(s) :

- 1- Characterize and describe different landscapes.
- 2- Learn vocabulary and sentence patterns connected to the theme.

20 min | Introduction activity:

Materials: Pictures of different landscapes., 15 min, Coloured pencils

Teach the names of some different landscapes; jungle, grassland, polar, desert, mountain and woodland, using pictures. Look at the pictures and decide what it would be like to be there. Would it be hot or cold, wet or dry? What colours are they? Are there a lot of things growing or few? Is it flat or steep? Play a guessing game. Describe a landscape and let the children guess which you are talking about.

Book exercise:

Instruction:

Use the colour code to finish colouring the map to show the different landscapes of the world.

Comments:

Review the different landscapes and talk about where they might be on the map. Look at the book together and point to the different areas. Put colour flashcards on the board and write the name of each colour below. Write the letter of the code above the colours. Have the children point to where there should be green, blue etc. Colour when everyone is ready.

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Language and writing

Objective(s) :

- 1 – Justify a choice.
- 2 – Read, recognize and write letters of the alphabet.

15 min | Introduction activity:

Materials: Pictures of landscapes, 20 min, Pencil

Review the different landscapes using flashcards. Talk about what we can see or find in each landscape. Draw a landscape on the board. Have the children close their eyes then draw something that belongs in the desert and something that doesn't belong. Let the children try to figure out which is which. Use the sentence pattern, "A _____ (doesn't) belong(s) in the _____."

Book exercise:

Instruction:

Look at the different landscapes and put a cross on the things that don't belong.

Trace the sentence and write the letter Ll.

Comments:

Review the landscapes and what we can see in each. Look at the pictures in the book and talk about what should and shouldn't be there. Make sure the children can explain why. For example, a snowman should not be in the jungle because it is hot. Finally, review the alphabet using chants and songs. Review the letter Ll, phonic sound and stroke order. Trace in the air with fingers then let volunteers trace and write on the board. Trace the letters in the book, making sure everyone is using the correct stroke order.



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Language and writing

Objective(s) :

- 1 – Listen, understand and follow directions.
- 2 – Learn vocabulary and sentence patterns connected to the theme.

15 min | Introduction activity:

Materials: Copies of animal pictures, landscape pictures, 15min, Stickers

Begin by reviewing the different landscapes. Show the children the animal pictures from the book. Ask the children where they think the animals live. Discuss the reasons each animal is suited to it's environment. Let the children attach the animals to the correct landscape. Have everyone close their eyes then swap two of the animals around. See who can be the first to spot which animals are in the wrong place.

Book exercise:

Instruction:

Listen to the clues then use the stickers to place each animal in it's correct habitat.

Comments:

Review the animals and landscapes using flashcards. Let the children tell you the names of the landscapes in the book. Look at the stickers together and name the animals. Landscape by landscape give the children clues to guess where each animal belongs. They are: Grassland – rhino, hippo, lemming. Polar – walrus, orca (killer whale). Jungle – toucan, snake, jaguar. Desert – armadillo, vulture, lizard, scorpion.

Language and writing

Objective(s) :

- 1 – Learn vocabulary and sentence patterns connected to the theme.
- 2 – Find and fill in missing letters.

25 min | Introduction activity:

Materials: Pictures of birds, mammals and reptiles., 20 min, Markers

Review the names of as many different birds, reptiles and mammals as you can. Talk about the features of each group. Encourage the children to point out things that are the same between the members. For example, all the birds have feathers and beaks, the reptiles have scales, the mammals don't lay eggs and have hair (even the manatee!). Make a class chart to classify animals. Divide the poster board in thirds and label each section. Explain the characteristics of each group. Have the children colour and cut out some pictures of the mammals, birds and reptiles. Have each child name, describe and classify their animal(s). Glue the pictures in the correct section.

Book exercise:

Instruction:

These animals can be split into three groups – mammals, birds and reptiles. Use the code to colour the animals.

Find and write the missing letters from each word.

Comments:

Review the differences between mammals, birds and reptiles. Look at the pictures in the book and let the children tell you what groups they belong to and why. The amphibians do not belong to any of the groups to be coloured. Talk about how they are different; they have wet skin and live in or near water. Demonstrate how to colour the mammals blue, the birds yellow and the reptiles green. Leave the amphibians blank. Finally, write an example of the last activity on the boards. have the children point to the animal name in the book and tell you what letters are missing. Fill in the missing letters together one at a time.

Language and writing

Objective(s) :

- 1 – Show an understanding of elements in stories such as character and plot.
- 2 – Able to retell a story in one's own words.
- 3 – Read, recognize and write letters of the alphabet.

20 min | Introduction activity:

Materials: Thanksgiving memory, 20 min, Pencils

Talk about Thanksgiving. Read a story or watch a short cartoon (there are many available on You Tube). Play thanksgiving memory. Print and laminate pairs of pictures related to Thanksgiving. For example: corn, Indians, the Mayflower, pilgrim, turkey, pumpkin etc. Lay the cards face down and have children try to pair the cards. Once a pair is made, explain how it relates to the Thanksgiving story.

Book exercise:

Instruction:

Listen to the story of thanksgiving, then use the pictures to retell the story in your own words.

A long time ago, pilgrims from England sailed to America on a ship called the Mayflower. When they arrived, they were met by the Indians. It was difficult for the pilgrims to survive in America. It was winter time and very cold. The Indians helped the pilgrims to grow food and build homes. The next autumn, the pilgrims and the Indians were able to harvest lots of food. To show how thankful they were, the pilgrims and the Indians had a feast which lasted three days. It was the first Thanksgiving festival and it is still celebrated in America today.

Trace the sentences and write the letter Hh.

Comments:

Read the story to the children, pointing to each picture to illustrate. Ask the children to re-tell the story using the illustrations. Be sure to ask questions to further the conversation. Next, review the alphabet using chants and songs. Review the letter Hh, phonic sound and stroke order. Trace in the air with fingers then let volunteers trace and write on the board. Trace the letters in the book, making sure everyone is using the correct stroke order.

Language and writing**Objective(s) :**

- 1- Complete a simple crossword puzzle.
- 2 – Identify and connect words in upper-case and lower-case.

15 min | Introduction activity:

Materials: None, 20 min, Pencil, coloured pencils

Teach the concept of a crossword. Write your name on the board. Using one of the letters of your name, write one of the children's name coming off from your. See if the children can write their names on the board using one of the letters from a previous name.

Book exercise:

Instruction:

Use the pictures and words to complete the thanksgiving crossword.

Match the upper-case and lower-case words.

Comments:

Review how a crossword works then draw the grid from the book onto the board. Count the number of squares (cross out one of the squares in the long vertical word as there are too many squares!) and then count the number of letters in the words together. Show how only some words will fit in certain spaces. Fill in the crossword together. Next, write some of the children's names in upper case letters and the same names in lower case letters. Show how to connect some of the names then let the children try. Complete the exercise in the book together.

Objective(s) :

- 1- Count and recognize groups and numbers up to 3.
- 2 – Associate a number with the number of dots on a dice.

15 Time | Introduction activity:

Materials: None, 15 min, coloured pencils

Begin the class by writing the numbers one to three on the board along with their related dice faces. Practice counting together by clapping the correct number of times for each number. Play a game to practice counting. Make a line of children facing towards the board. Tap on the shoulder of the child at the back one, two or three times.

They have to tap on the child in front, back the same amount and so on until the final child has to point to the correct number on the board.

Book exercise:

Instruction:

Count how many people you can see and circle the correct number.

Colour the numbers and dots on the dice. Draw a line from the dice to the correct number.

Comments:

Materials: Time

Review the number, dice faces and count up to three. Count the number of each character in each box together and have everyone point to the correct number before circling. Draw the final exercise on the board. Let volunteers come to the front and draw a line from the numbers to the dice faces. Draw a line from each number together, one at a time then colour.

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Objective(s) :

- 1 – Count and recognize groups and numbers up to 5.
- 2 – Make groups up to 5.

15 min | Introduction activity:

Materials: poster board, markers, coloured paper, glue, Time 20 min, Coloured pencils, stickers

Before class make sure you have a list of all of the children's birthdays. Make a simple calendar chart showing the months of the year. In class, see who knows how old they are and when their birthdays are. Teach the sentence, "I am _ years old." Give everyone a square of paper and let them write their names, helping those who need it. Decorate the papers and help the children attach them to the month where their birthday is.

Book exercise:

Instruction:

Heather and Sam are 5 years old. Circle the correct number to show how old you are.

Colour the birthday cake and stick the same number of candles as your age.

Colour the numbers and the dots on the dice.

Comments:

Materials: Time

Review counting, numbers and dice faces up to five. Write the numbers one to five on the board. Have the children tell you how old they are. Let volunteers circle the correct number on the board before letting everyone circle the number in the book. Next show the children the candle stickers. Count how many sticker the children need to apply to the cake together then demonstrate how and where to put the stickers. Finally colour the cake, numbers four and five and the dice faces.

Page 34

Objective(s) :

- 1- Review numbers 1- 5.
- 2 - Identify and continue a pattern.

20 min | Introduction activity:

Materials: copies of classroom item pictures, number flashcards, 20 min, Coloured pencils, stickers

Before class, prepare five copies of each of the classroom item pictures. Review counting and numbers from one to five. Show the children the pictures you prepared and count them together. Have everyone close their eyes then hide a random amount of the pictures around the room. Let everyone find the card as quickly as they can and attach them to the board. When you have all of the cards, count the number of each as a class then let volunteers attach the correct number to each number line.

Book exercise:

Instruction:

Count the school objects and circle the correct number. Colour them when you are finished.

Use the stickers to continue the pattern.

Comments:

Materials: Time

Review counting and number up to five. Count the number of each classroom object and have everyone point to the correct number before circling. Review together then colour the pictures when you have finished. For the final activity, use the pictures you made for the previous activity to make a short sequence on the board. Let volunteers come to the front and add the next picture in the sequence. Show the children the stickers. Have everyone point to the next sticker in the sequence before completing the exercise.

Objective(s) :

- 1 – Use shapes to recreate a picture.
- 2 – Know and be able to trace geometric shapes.

20 min | Introduction activity:

Materials: set of coloured paper shapes for each child, glue, 20 min, coloured pencils

Before class, prepare a set of coloured paper shapes for everyone. Include a big triangle, big rectangle, a small rectangle, a circle and a square. Use these sets to review the names of the shapes. Say a shape and have everyone hold up the correct one as quickly as possible. Next, let the children experiment with the shapes, arranging them to make different pictures. Let some of the children present their creations to the class. Finally demonstrate how to arrange the pictures into the school shape in the book and glue them into place.

Book exercise:

Instruction:

Colour the shapes the same colour as the picture. How many schools can you build with the shapes that you have?

Trace the school then colour it. What shapes can you see?

Comments:

Materials: 20 min

Review the names of the different shapes and their colours at the top of the page. Colour the empty shapes the same colours as the completed school. Count how many there are of each shape and let the children tell you what you need to make a complete school. Decide together how many schools you can make with the available shapes. Next, count how many you can see of each shape at the bottom before tracing and colouring the picture.

Objective(s) :

- 1 – Count and recognize groups and numbers up to 5.
- 2 – Recognize 1 -5 in written form.
- 3 – Trace and write numbers 1 and 2.

20 min | Introduction activity:

Materials: cards with family members, numbers and number words, 20 min, Pencils
Before class, prepare a set of cards to play matching threes. One set has family members : one grandma, two mothers, three grandpas, four fathers and five babies. The next set is numerals from 1 to 5 and the final set number words from one to five. Review counting and numbers up to five and teach the words. Play a game of matching threes to practice. Mix up the cards, divide the class into two teams. A volunteer from each team turns over three cards trying to match the number, words and amount of family members.

Book exercise:

Instruction:

Count how many of each family member you can see. Draw a line from the pictures to the correct number and number words.

Trace and write numbers 1 and 2.

Comments:

Review, counting, numbers and words from one to five. Using the cards from the previous activity, mix them up and attach to the board. Let volunteers draw lines between the amount, number and word. In the book, draw lines with your fingers before using a pencil. On the board show the correct stroke order to write 1 and 2. Write the numbers in the air with your fingers then let everyone trace them on the board then write them in the book.

Objective(s) :

- 1 – Complete a puzzle.
- 2 – Understand and use sequencing.
- 3 – Understand the concept of the youngest / the oldest.

20 min | Introduction activity:

Materials: Paper, scissors, glue, 20 min, Scissors, glue, stickers

Have everyone draw a picture of their families on a piece of paper. Show how to draw to fill as much of the paper as possible. Take the pictures and cut them into eight pieces. Let the children try to reassemble their pictures. If they find this easy, let them swap with a neighbour. When everyone is putting their picture back together let everyone glue them onto another piece.

Book exercise:

Instruction:

Cut out the puzzle pieces and put them together in the correct order to reveal a picture of Heather's cousin.

Use the number stickers to show the order from the youngest to the oldest in Heather's family.

Comments:

Materials: Time

Show everyone how to cut the picture out of the back of the book carefully. Have everyone correctly reassemble the picture before gluing into place. Next look at Heathers family members. Talk about and decide together who is the youngest and who is the oldest. Apply the number one sticker to the baby. Let volunteers tell you who is the next oldest; Heather, then her cousin, her mother and finally her grandma.

Objective(s) :

- 1 – Review numbers from 1 –5.
- 2 – Know numerical order 1 – 5.
- 3 – Trace and write numbers 3 and 4 .

10 min | Introduction activity:

Materials: Slips of paper, glue, markers, 20 min, Pencils, coloured pencils

Review writing number up to five. Write the numbers on the board and let volunteers practice tracing and writing them. Give everyone five slips of paper and a triangle to make a roof. Have everyone write the numbers 1 to 5 on the slips. Practice putting them in the correct order to make a tall house. Play a game to practice number order. Call out a number and have everyone race to build a house up to that level and put one the roof. The first to raise their hand when they have finished is the winner. Finish by gluing them onto sheets of paper and colouring.

Book exercise:

Instruction:

Fill in the missing floor number for each house. Decorate and colour each one when you have finished.

Trace and write numbers 3 and 4.

Comments:

Materials: Time

Practice writing and counting up to five. Draw an example of the activity on the board. Ask volunteers to write in the missing numbers. Complete each house as a class. Have everyone point to the missing number before writing. Check everyone is using the correct stroke order. Finally, practice tracing and writing the number 3 and 4 on the board and in the air before letting the children complete them in the book.

Objective(s) :

- Read a plan.

30 min | Introduction activity:

Materials: Small objects or pictures of treasure, 15 min, Stickers

Before the children enter the class, hide a number of small objects or pictures of treasure around the class. Draw a simple plan of the classroom on the board. See if the children can identify different parts of the class such as the board, door and teachers desk. Next, play a game of treasure hunt! Draw an 'X' on the board where you have hidden one of the objects. Let a volunteer try to find it. Repeat until everyone has had a go.

Book exercise:

Instruction:

Look at the apartment plan and then place the furniture in the correct rooms.

Comments:

Materials: Time

Look at the two plans in the book together. Explain that they show the same house. Review the different rooms using flashcards. Let the children show you where the different rooms are, first on the top map and then on the bottom. Next, look at the stickers and talk about what they show and what room they belong in. Attach the stickers one at a time. Have everyone point to the correct place before applying the sticker.

Page 40

Objective(s) :

- 1 – Count and make collections up to 5.
- 2 – Trace and write number 5.

25 min | Introduction activity:

Materials: 3 – 4 different kinds of leaves, paper, wax crayons, 25 min, Stickers, pencils

Before class or at break time, collect three or four different kinds of leaves, making sure you have a number of each kind. On large sheets of paper draw some bare trees. In class, let the children choose a few leaves and make rubbings of them. Place the leaves under paper and rub the side of a wax crayon over them. Remember to use Autumn colours. Have the children cut out the leaves. Decide together which kinds of leaves

should go onto each tree. Let the children glue the correct type of leaf to the correct tree.

Book exercise:

Instruction:

Autumn has arrived and all the leaves are falling down. Help Sam and Heather to find out which tree each leaf belongs to by sticking the correct leaves back on the trees.

Count how many there are in total and write the number in the empty box.

Trace and write number 5.

Comments:

Materials: 30 min, autumn leaves

Review counting and writing up to five on the board. Look at the stickers in the middle of the book and let the children tell you which leaves should go with each tree. Apply the stickers together then count the number of each leaf as a class. Write the number of each leaf next to the tree. Review the correct way to write the number 5 on the board. Have everyone trace the number in the air with their fingers and on the board with markers before writing in their books.

▲ Page 41

Objective(s) :

- 1 – Know numerical order 1– 10.
- 2 – Count and recognize groups and numbers up to 6.

20 min | Introduction activity:

Materials: Thick paper, markers, scissors, 20 min, Coloured pencils, markers

Before class print some large leaf outlines onto thick paper and write the numbers one up to 10. Give everyone a leaf and let them colour and cut it out. Review the number order from one to ten on the board and chant it together. Play a quick game. Have everyone dance around the classroom holding their leaves. When you shout, "Autumn!" Everyone has to quickly line up in number order. When everyone is in line, have them say their number and fall to the floor like an Autumn leaf.

Book exercise:

Instruction:

Help the squirrel to find his acorn by joining the leaves in numerical order.

Count the leaves in each row and colour the correct number box.

Colour the number and the dots on the die.

Comments:

Materials: Time

Review counting and number sequence up to ten. Write the numbers from 1 to 10 all over the board and let volunteers draw a line to the next number in line. In the book have everyone draw a line with their fingers from one to ten before using a pencil or marker. Count the leaves together and have everyone point to the correct number before circling. Finally colour the number six and the dice face.

 Page 42**Objective(s) :**

- 1 – Add numbers up to 6.
- 2 – Associate a number with the number of dots on a die.
- 3 – Trace and write number 6.

20 min | Introduction activity:

Materials: Leaves or pictures of leaves, large dice, box, 20 min, Pencils, markers

Start the class by reviewing counting, numbers and dice faces up to six. Put a box at the front of the class full of leaves or pictures of leaves. Divide the class into two teams and explain that you are going to have a competition to see which team can gather the most leaves. Have a members of each team roll the dice then take that amount of leaves from the box at the front. After each pair, count the total of leaves each team has. When the leaves in the box are finished, count the totals and declare the winners!

Book exercise:

Instruction:

Do the sums to find out how many leaves there are in each pile. Draw the same number of dots on each dice.

Trace and write number 6.

Comments:

Materials: Time

Review again counting, numbers and dice faces up to six. Write a very simple addition problem on the board and draw the correct amount of leaves for each number. Count the sum of the leaves together then let a volunteer write the answer. Let another volunteer draw a dice face with the correct amount of dots for the answer. Have everyone count the number of leaves for each answer in the book then complete each problem one at a time as a class. Practice writing and tracing the number six on the board then complete in the book.

Objective(s) :

- Know simple prisms.

20 Time | Introduction activity:

Materials: Bag, blocks: sphere, cube and pyramid, 15 Time, Scissors, glue, coloured pencils

Teach the names of the 3D shapes: sphere, cube and pyramid. Show the children the blocks and let them touch them, getting used to their shape and feel. Count how many sides the cube and pyramid have. Have everyone close their eyes then put one of the blocks into a bag, making sure the other shapes are out of view. Let volunteers put their hand in the bag and guess the shape without looking. The one who guesses correctly can choose the next shape.

Book exercise:

Instruction:

Cut out the prisms on page 57 and use them to complete the Autumn picture.

Draw a line to match the shapes that are the same.

Comments:

Materials: Time

Review the names of the different 3D shapes. Say the name of a shape and have the children point to the correct part of the picture. Cut out the sections of the hut at the back of the book and glue onto the correct outline together. Look at the final exercise together and have the children draw a line with their fingers between shapes that are the same. Complete with different coloured pencils.

 Page 44

Objective(s) :

- 1 – Distinguish between the 5 senses and their functions.
- 2 – Complete a pattern.

15 Time | Introduction activity:

Materials: Dice, sense flashcards, 20 Time, Pencil

Teach the five senses using flashcards and actions. Talk about different things we can smell, taste, touch, hear and see. Teach the sentence, "I can smell/ taste/ touch/ see/ hear a _____. " Play a game to practice. Attach the flashcards to the board in a line going down the centre and draw a question mark at the bottom. Next to each sense

write a number from one to six with six being the question mark. The children must roll a dice then say something they can see, smell etc. with that sense using the sentence pattern. If they roll a six you can choose which sense they must think about.

Book exercise:

Instruction:

Connect the objects to the sense that they are associated with.

Draw dots on the dice to complete the pattern.

Comments:

Materials: Time

Review the names of the five sense and their related organs. Look at the pictures and talk about what we can do with each object. Let the children use their imaginations, after all you can taste a flower but would you want to?!? Let the children draw lines to connect the objects to the senses the have everyone say one sentence about their work, "I can see/ smell/ hear/touch/ taste a _ _ _ _." Review counting, numbers and dice face up to six. Draw six boxes on the board and let volunteers come up and fill them in with the correct amount of dot. Complete the first line of dice faces in the book together then let the children finish the second individually.

Page 45

Objective(s) :

- Distinguish between the 5 senses and their functions.

25 Time | Introduction activity:

Materials: Lemon, coffee powder, sugar, salt, dishes, blindfold, boxes, 20 Time, Scissors, glue

Teach the children about different tastes. Talk about how different food tastes. Write the numbers one to four on pieces of paper and put them in front of four dishes. Mix lemon, coffee, salt and sugar with water and put them on different dishes. Let the children taste them and teach them the names of the different tastes, salty, sweet, bitter and sour. Cover the dishes with boxes then mix them up. Blindfold a volunteer and let them taste one of the dishes. Let them try to guess the taste.

Book exercise:

Instruction:

Put the food stickers in the baskets according to their different tastes. Count how many you have in each basket and write the number next to it.

Comments:

Materials: Time

Review the four different tastes then look at the stickers together. Decide as a class how each food item tastes. Apply the stickers to each taste one at a time. The stickers are categorised as follows: Lollipop – sweet, sugar – sweet, banana – sweet, French fries – salty, dark chocolate – bitter, coffee – bitter, chicory – bitter, fish – salty, carrot – sweet, lemon – sour and ice-cream – sweet. When the children have finished, count the number of items in each basket and write the number next to each.

 Page 46**Objective(s) :**

- 1 – Know numerical order 1 – 10.
- 2 – Understand and use a chart.

25 Time | Introduction activity:

Materials: Coloured pencils, scissors, glue, pencils, coloured paper, 20 Time, Stickers, Scissors, glue

Review the number sequence up to ten by writing it on the board. Have the children turn away then erase one number. See who can tell you then write in the missing number. Give the children a piece of paper. Let them draw around their hands then cut them out. Show how to write the numbers one to ten at the top of each finger then colour and decorate the hands. Glue the hands onto coloured paper when finished

Book exercise:

Instruction:

Put the number stickers above the toes in the same order they are above the fingers. Heather had fun painting her nails. Use the stickers to complete the chart.

Comments:**Materials:** Time

Review counting and number up to ten. Point to the numbers along the fingers in the book as you count. Draw a pair of feet on the board and let volunteers number the toes then let everyone complete the exercise in the book using the stickers. Next look at the chart together. Point to the first column and ask the children what sticker looks the same. When everyone has pointed to the left hand sticker, let them apply it to the correct space. Repeat for the other columns. Repeat for the colours and rows.

Objective(s) :

- 1 – Review numerical order 1– 10.
- 2 – Sequence events.

20 min | Introduction activity:

Materials: Paper, markers, coloured pencils, pencils, 15 min, markers

Review numbers and number sequence up to ten. On the board, write the numbers one to ten randomly around the board. Let volunteers come up and connect the number in the correct sequence. Next let the children write the numbers in sequence around the board then let them connect them together. Demonstrate how to make a simple pattern. Let the children try to make their own simple dot to dot by first writing numbers onto paper then connecting them. Colour the pictures when you are finished.

Book exercise:

Instruction:

Trace the lines from 1–10 to finish Sam’s shirt. When you have finished, decorate it.

Sam is teaching Monkey how to get dressed. Write the number above each piece of clothing to show what order he should put them on.

Comments:

Materials: Time

Review the number sequence up to ten. Have the children trace the dot to dot with their fingers before completing with markers. Let the children draw a picture on his shirt. Look at Monkey and talk about clothing. Let the children tell you what they put on first. Trace a line with your fingers to show the sequence you get dressed in. Complete with pencils when everyone is ready.

Objective(s) :

- 1 – Identify differences.
- 2 – Count and recognize groups and numbers up to 6.

15 min | Introduction activity:

Materials: Flashcards for different shops and buildings, 20 min, Pencils, markers

Teach the children some different buildings and shops seen in a town using the flashcards. Talk about what we do in each one. For example, in a restaurant we eat. In a shop we buy things. Put the flashcards on the board and have the children cover their

eyes. Take one flashcard away and let the children try to guess which. Gradually increase the number of flashcards on the board to make the game harder.

Book exercise:

Instruction:

Look at the two pictures of the city and circle as many differences as you can find. Colour the same number of circles as differences.

Comments:

Materials: Time

Review what we can see in a city then look at the two pictures in the book. Explain that the two pictures are different. Let the children try to find the differences individually then look at them together as a class. There should be four differences; the traffic lights, the crossing stripe, the slide and the stop sign. Count how many you can see together then colour the correct number of circles. Next, look at the numbers at the bottom of the page. Call out a number and have the children point to it. Show how to circle the number five red and the number six purple. Let them complete the exercise individually.

Page 49

Objective(s) :

- Understand and use co-ordinates.

25 mins | Introduction activity:

Materials: Colouring pictures of famous monuments, coloured pencils, glue, Time 20 mins, stickers

Before class print some colouring pages of famous monuments from the internet. There are a lot of sites that offer free downloadable colouring pages for many topics. Draw a grid of four lines down and four across before photocopying for the children. In class, review the different cities you have looked at around the world then show the pictures. Let the children try to guess where the pictures are from and where the cities are on the map. Hand out the pictures then let the children colour them with markers or coloured pencils. Then show how to cut along the grid the lines. The children must then reassemble the pictures and glue it onto another sheet.

Book exercise:

Instruction:

Use the stickers and the co-ordinates to finish the pictures to find out where Heather is going on holiday.

Comments:

Materials: Time

Draw an example of a grid on the board with letters on the side and number at the top. Show how to read a coordinate. Write a coordinate on the board and let a volunteer try to draw a circle in the correct square. Look at the pictures in the book and let the children guess what the pictures are and where they are from. As a class, point to each coordinate on the pictures before letting the children apply the stickers.

 Page 50

Objective(s) :

- 1 – Know common prepositions: above, under, next to.
- 2 – Make groups up to 5.

Time 25mins | Introduction activity:

Materials: Dice, board magnet., Time 15mins, Markers

Introduce some different landscape types using flashcards, photos, and videos from the internet. On the board draw four simple landscapes; desert, ocean, river and jungle. Talk about what we can see in each landscape, what plants grow there and what animals live there. Above the pictures draw a circle and divide it into a number of segments. In each segment draw either a bird, cloud, fish or palm tree similar to the book exercise. Discuss where each belongs. Place a magnet on one of the segments and roll the dice. Count around the circle the same number as the dice then draw the symbol it lands on in the correct landscape. Cross out the symbol on the circle when you are finished. Let the children roll the dice then draw the symbol in the correct picture. Count how many there are in each picture when finished.

Book exercise:

Instruction:

Draw five birds above the cliffs of Etretat. (France) Draw two clouds above the Grand Canyon. (USA) Draw three fish under the waterfall in the Amazon. (Brazil) Draw one palm tree next to the other in the dunes of the Sahara. (North Africa)

Comments:

Materials: Time

Review the different landscapes in the book and count up to five. Look at the symbols at the top of the page and explain where each belongs. Have the children hold up the correct number of fingers before drawing the symbols onto the pictures. Complete each picture one at a time as a class.

Objective(s) :

- Use a code to follow a route.

Time 20 mins | Introduction activity:

Materials: paper, board magnets, Time 25 mins, pencils

Draw a large 5 x 5 grid on the board. Demonstrate how to follow a path using arrows. Draw a sequence of arrows and let volunteers come up to draw the path with each child drawing one step of the sequence. Next, write a number from one to ten in each square then cover with a piece of paper and a magnet. Divide the class into two teams. Write a short sequence of arrows on the board and let someone follow the path from a set starting point. If they reach the correct square they can remove the paper and they get that number of points for their team.

Book exercise:

Instruction:

Heather is collecting flowers in a field, using the arrows to trace her path.

Sam is walking in the forest, writing his route in the empty boxes.

Monkey is trying to cross the river, draw stones to help him cross and then write the route you took in the empty boxes.

Comments:

Materials: Time

Review how to follow a path using arrows and a 5 x 5 grid on the board. Have everyone trace the path in their books with their fingers before using a pencil. For the second path with Sam, first draw the path onto the grid on the board. Decide on the next symbol together as a class before the children draw it in their books. For the final grid, show the children how to draw their own path before writing the arrow sequence. Let the children try to complete the final grid alone, helping those that need it.

Objective(s) :

- 1 – Review numbers 1-6.
- 2 – Associate ordinals and numerals.

Time 15mins | Introduction activity:

Materials: Dice, animal flashcards, 20 min, Coloured pencils

Teach or review the different animals using flashcards and actions. Play a quick game of charades. Do an impression of an animal and let the children try to guess which one. Write the numbers one to six on the board and use magnets to attach animal flashcards next to each. Let the children roll the dice. They then have to do an impression of the correct animal from the board. Encourage the children to make their impressions as extravagant as possible!

Book exercise:

Instruction:

Colour the same number as cats as there are dots on the die.

Find the numbers hidden by each animal and write it underneath.

Circle the third dog and the sixth horse in each race.

Comments:

Materials: Time

Review counting, numbers and dice faces up to six. Count the spots on the dice in the book and then count five cats. Let the children colour the cats. Look at the hidden numbers and talk about what animals you can see. Then, let volunteers tell you what numbers are hidden in the pictures. Show how the ordinals 1st, 2nd, 3rd, 4th, 5th and 6th relate to the numbers one to six on the board. Have everyone point to the correct dog and horse before circling with a marker.

Objective(s) :

- 1 – Recognize notions of space: front, back, profile, above, below..
- 2- Understand the concept of the smallest / the biggest.
- 3 – Understand and use sequencing.

Time 15 mins | Introduction activity:

Materials: Matching pair cards for animals, Time 15 mins, pencils

Before class, prepare some cards with the front and back or top and bottom of different animals. Review the different animals using the cards and teach the children the notions of front and back, top and bottom. Use the cards to play matching pairs as a class. Dive the class into two teams. The children must try to find either the front and back of an animal or the top and bottom.

Book exercise:

Instruction:

Connect two animals that you can see from the front, from the back, in profile, from above and from below.

Write numbers in the boxes below to show the order from the smallest animal to the biggest animal.

Comments:

Materials: Time

Review the names of the different animals you can see in the book and the concept of top and bottom, front and back. Let the children tell you if they can see the front, back, top or bottom of an animal. Have the children draw lines with their fingers to link up the animals that are facing the same way before using pencils. Next draw six circles of varying sizes on the board. Have a volunteer come and point to the smallest, have them write a number one under it. Repeat for the next largest with number two and so on. Complete the activity in the book as a class, checking everyone's work after each number.

Page 54

Objective(s) :

- 1 – Create groups up to 6.
- 2- Distribute items equally up to 6.
- 3 – Review common prepositions.

Time 25 mins | Introduction activity:

Materials: Strips of brown paper, coloured shapes, feathers, 20 min, Markers

Before class, cut out a number of shapes, circles, squares, triangles and rectangles from coloured paper. Review the names of the different shapes with the children. Give each child six of each shape. Play a quick game. Say a number and a shape and have the children race to make the correct group on their tables. Make Native American headbands by gluing the shapes onto strips of brown paper and gluing to make a headdress. Use tape to attach a feather.

Book exercise:

Instruction:

Circle the turkeys into groups of 6. Write how many groups there are in the box.

Give Sam, Heather and Monkey 6 feathers each to complete their native American headbands.

Complete the headband by colouring inside the triangles red, outside the squares blue, inside the circles yellow and outside the rectangles green.

Comments:

Materials: Time

Review counting and making groups up to six. Have everyone count six turkeys and draw a circle around them. Repeat until all turkeys are grouped. Count the groups together. Repeat for the feathers. Teach the concept of inside and outside on the board. Have everyone colour all of the triangles red inside. Next colour blue outside all of the squares, then yellow inside all of the circles. Finally, colour green outside of the triangles. Finish colouring all of each shape before moving on to the next.

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Objective(s) :

- 1 – Count and recognize groups and numbers up to 6.
- 2 – Add up to 6.

Time 20 mins | Introduction activity:

Materials: dice, dominoes, Time 20 mins, markers

Review counting, numbers and dice faces up to six. Show how the dice faces relate to domino pieces. Teach the children to play dominoes. Split the class into two teams and let the children take turns

Activity of the book:

Instruction:

Link all the 6's with a red marker to discover how the pilgrims survived in winter.

Count the harvest food and draw the same number of dots on the dominoes.

Comments:

Materials: Time

Review number up to six. Review the story of Thanksgiving and see if anyone can guess what the picture could be. Demonstrate how to colour only the squares with the number six in. Complete the activity. Next, draw an example of the final activity on the board. Count the number of each type of fruit together then let volunteers complete the domino piece. Count the total. Repeat for the activity in the.
