



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 Card 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.

3rd Part — Thematic Overview

The third part consolidates all skills acquired during the year and actively prepares children for the transition to primary school.

Language and Writing:

Taking part in collective discussions, formulating descriptions and questions, identifying long and short vowel sounds, associating text to images, using charts to complete crossword puzzles, labelling diagrams, reading and writing all letters of the alphabet. Themes include: the four elements, spring, flowers, insects, farm animals, fairy tales, professions, sports, and summer.

Maths:

Understanding ecological practices, making groups and adding up to 6 then up to 19, understanding units of measurement (weight and length), using a ruler, understanding constellations, sorting items by type, knowing prepositions (inside/outside), solving simple problems, distributing equal amounts.

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

3rd part

Page 6

LanguageMarkers

Objective(s) :

- 1 – Take part in collective discussions.
- 2 – Can formulate descriptions and questions.

20 min | Introduction activity:

Materials: Pictures of different kinds of pollution, 20 min

Before class prepare some pictures showing forms of pollution; water pollution, smoke and car exhausts, oil spills, etc. Use the pictures to direct a class discussion. Talk about why each is bad for the environment and let the children decide what effect they would have on plants, animals and people.

Book exercise:

Instruction:

Comments:

Review the different kinds of pollution in the picture. Explain that there are ten differences between the pictures. Find some together as a class then let the children find the rest individually. Review all of the differences together. Finally, look at the pictures below. See if the children can decide what they represent and discuss how we can help the environment by saving water, turning off lights when not in the room, disposing of rubbish properly and recycling.

Language and writing

Objective(s) :

- 1 – Begin to identify long and short vowel sounds.
- 2 – Read, recognize and write letters of the alphabet.

20 min | Introduction activity:

Materials: Poster paper, markers, 20 min, Pencil crayonsPencil

Begin by reviewing the sound of short 'a' and letting the children practice reading some short 'a' words. Next, write some long 'a' words on the board. Show the different spelling by underlining those parts of the words. Sound out the words together. Let the children try to think of as many long 'a' words as they can. Create a class poster to show the different spellings of long 'a' and some examples. Let the children draw pictures and decorate the poster. Display on the wall for reference.

Book exercise:

Instruction:

Read each word on the boxes. Draw lines from the recycle bin to the words with a long 'a' sound and cross the words with a short 'a' sound.

Trace the sentence and write the letter Jj.

Comments:

Review the sounds of long and short 'a' and the spellings of long 'a'. Look at the examples in the book and let volunteers try to read them. Show how to cross out short 'a' words and connect long 'a' words to the recycle bin. Let everyone try to complete the activity on their own then review the answers as a class. Finally review the sound of 'j'. Let the children think of as many 'j' words as they can then show how to write the letters on the board. Trace in the air with your fingers and let everyone write big and small 'j' on the board before completing the activity in the book.

Page 8

LanguageStickersPencil

Objective(s) :

- 1 – Learn vocabulary and sentence patterns connected to the theme.
- 2 – Associate text to an image.
- 3 – Read, recognize and write letters of the alphabet.

25 min | Introduction activity:

Materials: Different sized paper circles, paint, marker, pictures of the planets, 20 min
Using reference books or pictures, introduce the different planets of our solar system. Show that the sun is at the centre then show the order of the planets. Make sure everyone knows which is our planet. Paint the different sized paper circles to create a solar system for the classroom wall together. Let the children trace or write labels to name the different planets. Mount the planets in the correct order on the classroom wall for reference.

Book exercise:

Instruction:

Comments:

Review the names and order of the planets in the solar system. Look at the picture in the book and have everyone point to and name each planet. Show how to apply the stickers using the wall chart you made previously as a guide. Apply each sticker together as a class. Finally review the sound of 's'. Let the children think of as many 's' words as they can then show how to write the letters on the board. Trace in the air with your fingers and let everyone write big and small 's' on the board before completing the activity in the book.

Page 9

Language and writing

Objective(s) :

- 1 – Use a chart to complete a crossword puzzle.
- 2 – Read, recognize and write letters of the alphabet.
- 3 – Begin to identify long and short vowel sounds.

20 min | Introduction activity:

Materials: Poster paper, 20 min, Pencils

Begin by reviewing the sound of short 'i' and letting the children practice reading some short 'i' words. Next, write some long 'i' words on the board. Show the different spelling by underlining those parts of the words. Sound out the words together. Let the children try

to think of as many long 'i' words as they can. Create a class poster to show the different spellings of long 'i' and some examples. Let the children draw pictures and decorate the poster. Display on the wall along with the long 'a' poster.

Book exercise:

Instruction:

Use the letter chart to complete the crossword puzzle. Match the pictures to the words.

What word is missing?

Read the words on the stars. Colour the long 'i' words yellow and the short 'i' words blue.

Comments:

Look at and identify the pictures at the top of the page together. Show how to use the chart to complete the puzzle. Write some examples on the board and let the children complete them before finishing the puzzle in the books. Next, review the sound and spelling of long and short 'i'. Let the children try to read the words before completing the activity together.

Page 10

Language and writing

Objective(s) :

- 1 – Use vocabulary and sentence patterns connected to the theme to describe a picture.
- 2 – Label a diagram.
- 3 – Read, recognize and write letters of the alphabet.

25 min | Introduction activity:

Materials: Paper, string, coloured paper, lollipop sticks, glue, markers, 20 min, Markers, scissors, glue

Begin the class by drawing a large flower on the board. See if the children can name the different parts of the plant. Label the picture as a class. Use different materials to make individual flower pictures, making sure they show all of the necessary parts. Use string to create roots, sticks or lollipop sticks to create the stem, paper or tissue paper for the petals, etc. When the pictures are finished, let the children label the different parts.

Book exercise:

Instruction:

Label the parts of the plant. Colour the picture and talk about what role each part has in a plant's life.

Trace the sentence and write the letter Ff.

Comments:

Review the different parts of the plant and discuss their functions. Show the children how to cut out and glue the labels from page 57. Let them use the pictures they created from the introductory activity as a guide. Next, review the sound of 'f'. Let the children think of as many 'f' words as they can then show how to write the letters on the board. Trace in the air with your fingers and let everyone write big and small 'f' on the board before completing the activity in the book.

Page 11

Language and writing

Objective(s) :

- 1 – Complete sentences.
- 2 – Read simple sentences.
- 3 – Begin to identify long and short vowel sounds.

30 min | Introduction activity:

Materials: Videos of seeds growing, poster paper, 20 min, Pencil

Before class, download or find some videos of speeded up seed growth from the internet. Watch them together and review the different parts of the plant as they appear. Talk about what the plants need to grow. Next review the sound of short 'e' and let the children practice reading some short 'e' words. Write some long 'e' words on the board. Show the different spelling by underlining those parts of the words. Sound out the words together. Let the children try to think of as many long 'e' words as they can. Create a class poster to show the different spellings of long 'e' and some examples. Let the children draw pictures and decorate the poster. Display on the wall along with the long 'a' and 'i' posters.

Book exercise:

Instruction:

Use the words and pictures to complete the story about how a plant grows. Read the story to a classmate.

Read the words below and draw a line to the leaf that has the same spelling and sound.

Comments:

Review the parts of a plant and what a plant needs to grow. Look at the pictures and words in the book and read them together. Read the sentences and let the children decide what words would best suit each space. Fill them in together as you read. Next, review the sound and spelling of long and short 'e'. Let the children try to read the words before completing the activity together.

Page 12

LanguageMarkers

Objective(s) :

- 1 – Use pictures to formulate answers and ideas.
- 2 – Takes part in a collective discussion.

20 min | Introduction activity:

Materials: Poster paper, pictures of different insects, spiders, crustaceans, etc, 15 min
Before class, print out a number of pictures of different animals; insects, crustaceans, spiders, etc. Begin by talking about insects. Draw an ant on the board. Show that an ant has six legs, three body parts and two antennae. Divide a piece of poster paper in half, writing 'Insects' on one half and 'Not insects' on the other. Distribute the pictures around the class. Let the children try to decide if their picture is an insect or something else. Let the children attach their picture to the correct side of the poster. Discuss why each picture goes where it should. Count the number of body sections, legs, etc.

Book exercise:

Instruction:

Comments:

Review the body structure of insects and the names of some different kinds. As a class, decide which of the animals pictured are insects and which are not and why. Colour all of the insects and cross the non-insects. Trace the word at the top of the page when everyone is finished.

Page 13

Language and writing

Objective(s) :

- 1 – Label a diagram.
- 2 – Begin to identify long and short vowel sounds.

25 min | Introduction activity:

Materials: Dice, 20 min, PencilPencil crayons

Begin by playing a quick game to review the body structure of insects. On the board, assign each part a number, head – 1, thorax – 2, abdomen – 3, leg – 4, antenna – 5, your choice – 6. Divide the class into two teams. Let each child roll the die and draw the part they get. Each team needs to get six legs, two antennae and all of the body parts. If that

part is already present, the other team gets to go. The first to complete their insect is the winner. Finally, review the sound of short 'o' and let the children practice reading some short 'o' words. Write some long 'o' words on the board. Show the different spelling by underlining those parts of the words. Sound out the words together. Let the children try to think of as many long 'o' words as they can. Create a class poster to show the different spellings of long 'o' and some examples. Let the children draw pictures and decorate the poster. Display on the wall along with the long 'a', 'i' and 'e' posters.

Book exercise:

Instruction:

Label the different parts of an insect.

Read the words on the caterpillar. Colour all the long 'o' words you can see.

Comments:

Review insect body structure together. Draw an example of the exercise on the board and label together as a class. Let everyone complete their own picture individually. Check everyone's work before continuing. Next, review the sound and spelling of long and short 'o'. Let the children try to read the words before completing the activity together.

Page 14

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.

15 min | Introduction activity:

Materials: Paper, paint, markers, pencils, 15 min, PencilMarkersLanguage

To start the class, review the different seasons and what months they fall in. Next, brainstorm some things you can see in Spring. Draw and label them on the board. Let the children draw, paint and label a Spring picture.

Book exercise:

Instruction:

What can you see in each picture? Trace the months of Spring.

Match the words to the pictures.

Comments:

Review the months of Spring together. Trace the words at the top of the page and discuss what you can see in each picture. Next, read the words at the bottom of the page together. Show the children how to attach the stickers to the correct space. Review together as a class.

Page 15

Language and writing

Objective(s) :

- 1 – Link letters to their sounds.
- 2 – Begin to identify long and short vowel sounds.

15 min | Introduction activity:

Materials: Poster paper, markers, 20 min, PencilPencil crayons

Begin by reviewing the sound of short 'u' and let the children practice reading some short 'u' words. Write some long 'u' words on the board. Show the different spelling by underlining those parts of the words. Sound out the words together. Let the children try to think of as many long 'u' words as they can. Create a class poster to show the different spellings of long 'u' and some examples. Let the children draw pictures and decorate the poster. Display on the wall along with the long 'a', 'i', 'e' and 'o' posters.

Book exercise:

Instruction:

Say what you can see, unscramble the letters and then write the words two times.

Read the words on the raindrops. Colour the long 'o' words blue and the short 'o' words red.

Comments:

Review some Spring time vocabulary. Let the children identify the pictures at the top of the page. Talk about what their beginning sounds are. Show that the letters are jumbled up and need to be written in the correct order. Work out the correct order as a class and then write each word in the book before moving on to the next word. Finally, review the sound and spelling of long and short 'u'. Let the children try to read the words before completing the activity together.

Objective(s) :

- 1 – Learn vocabulary and sentence patterns connected to the theme.
- 2 – Justify a choice.
- 3 – Use a picture to formulate answers and ideas.

15 min | Introduction activity:

Materials: Book and short videos about farms, 15 min

Begin the class by looking at books and videos about farms together. Have a fun quiz. Draw a number of circles with points on the board and cover them with circles, each with a letter on. Ask the children questions about the topic. If they answer correctly they can choose a letter and receive those points for their team. Replace some of the points with funny forfeits if you need to keep energy up in the classroom.

Book exercise:

Instruction:

Comments:

Review the theme vocabulary together. Ask a few example questions. Read the questions together. Let everyone decide on the answer then circle the correct letter.

Objective(s) :

- Identify long and short vowel sounds.

15 min | Introduction activity:

Materials: none, 20 min, pencil

Review the spelling of long 'a', 'e', 'i', 'o', and 'u'. Draw a chart on the board with five columns. Assign each column one of the long vowel sounds then write as many long vowel words on the board as you can think of. The children should read one of the words then write it in the correct column. Make it a game by giving points, stickers or other rewards.

Book exercise:

Instruction:

Let's review long vowel sounds. Practice reading the words in each box.

Say the farm words and fill in the missing letters.

Comments:

Review the spelling and reading of long 'a','e', 'i', 'o', and 'u' words. Read the words at the top of the page together. Say a word and have the children race to put their finger on it then choose individuals to try and read words on their own. Say the words at the bottom of the page and let the children tell you which long vowel sound they are. Let the children complete the exercise individually.

Page 18

Language Pencil

Objective(s) :

- 1 – Use a picture to tell / retell a story.
- 2 – Shows an understanding of elements in stories such as characters and plot.
- 3 – Discover tales and stories from different eras and parts of the world.
- 4 – Can answer questions about who, what, where.
- 5 – Read, recognize and write letters of the alphabet.

20 min | Introduction activity:

Materials: Copy of 'The wizard of Oz' book., 20 min

Begin by reading the children 'The wizard of Oz'. Review the characters when you are finished. Play games. Describe a character without using their name. The children have to guess who you are talking about. Let volunteers try.

Book exercise:

Instruction:

Comments:

Review the story and characters from 'The wizard of Oz'. Look at the book page together and let the children tell you what and who they can see. Let volunteers try to recap the story and then talk about what will happen next. Trace the path with your fingers then colour the castle. Finally review the sound of 'o'. Let the children think of as many 'o' words as they can then show how to write the letters on the board. Trace in the air with your fingers and let everyone write big and small 'o' on the board before completing the activity in the book.

Page 19

Language and writing

Objective(s) :

- 1 – Can identify themes in a story.
- 2 – Recognize and read high frequency words in simple sentences.
- 3 – Trace a path.

25 min | Introduction activity:

Materials: Markers, paints, glue, coloured paper, etc, 20 min, PencilMarkers

Review the characters in 'The wizard of Oz'. Talk about what each one looks like and what part they play in the story. Let the children draw, paint or otherwise create a picture of their favourite. Help everyone to write a sentence or two about their character.

Book exercise:

Instruction:

Trace and read the sentences. Place the character stickers in the correct place.

Help the lion, tin man and scarecrow to find their way to the Emerald Castle. Be careful, one route leads them to the Wicked Witch!

Comments:

Read then trace the sentences together. Show how to apply the character sticker that each sentence relates to. Let volunteers read the sentence for their favourite. Next, trace the lines with your fingers then, when the correct one is found, with a pencil.

Page 20

Language and writing

Objective(s) :

- 1 – Use pictures to tell / retell a story.
- 2 – Shows an understanding of elements in stories such as characters and plot.
- 3 – Discover tales and stories from different eras and parts of the world.
- 4 – Associate text to an image.

20 min | Introduction activity:

Materials: Copy of 'Jack and the beanstalk', word and picture cards, 20 min, Pencil MarkersLanguage

Before class, prepare some cards for words from 'Jack and the beanstalk'. Read the story, showing the word and picture cards as they come up in the story. Distribute the cards to the children. Read the story again. This time the children should hold up their card when you say the word as you read. Swap cards and repeat.

Book exercise:

Instruction:

Write the words under the correct picture, then colour. Use the pictures to tell the story of Jack and the Beanstalk.

Comments:

Read the cards together then let individuals try. Say a word and have everyone point to the correct picture. Write the word together then repeat for the remaining. Colour the pictures and discuss how each relates to the story.

Page 21

Language and writing

Objective(s) :

- Read high frequency words.

20 min | Introduction activity:

Materials: High frequency word cards, blank bingo boards, 20 min, PencilPencil crayon
Before class, prepare some blank nine square bingo boards. Review high frequency words using the cards. Attach each to the board then let the children each choose nine to write onto their bingo boards. Let volunteers tell you their choice. Place the cards in a bag and play bingo. Let the children tell you what each cards is as you take it from the bag.

Book exercise:

Instruction:

Read the words going up the beanstalk. Colour he, and , the –red, can, like, what – green, a, she, is – blue an, I , see, it – yellow. Use the words to make your own sentence below.

Comments:

Review high frequency words again. Let the children try to make simple sentences containing one or more of the words. Look at the book page together. Read the words and then colour according to the instructions. Have everyone point to the correct words before colouring. When everyone is finished, review some example sentences using the words on the board then let everyone try to write their own. Help as needed.

Page 22

Language and writing

Objective(s) :

- 1 – Learn vocabulary and sentences patterns connected to the theme.
- 2 – Express wishes.
- 3 – Complete sentences.

20 min | Introduction activity:

Materials: Coloured pencils, markers, paint, etc, profession flashcards, 20 min, PencilLanguageMarkers

Introduce some different professions using the flashcards. Play a quick game to practice, such as matching pairs or tic-tac-toe. Let the children tell you what they would like to be when they grow up. Draw or paint pictures and write the sentence underneath, "When I grow up, I want to be _____."

Book exercise:

Instruction:

Talk about what each person's profession is. Finish writing the sentence below and colour what you want to be when you grow up.

Comments:

Review some different professions then look at the book page. Say a profession and have everyone race to put their finger on it. Let the children tell you what they think each person does. Let the children tell you what they want to be when they grow up. Complete the sentence together and let volunteers read.

Page 23

Language and writing

Objective(s) :

- 1 – Read and write simple sentences.
- 2 – Associate text to an image.

15 min | Introduction activity:

Materials: Profession flashcards, 20 min, Pencil

Review some different professions. Write the sentence pattern, "A _____ works in a _____." on the board. Talk about where different people work using the pattern. Play a game of charades. Act out a profession. The children have to guess who you are and where you work by using the sentence pattern. Let some volunteers try acting.

Book exercise:

Instruction:

Use the word box to finish writing the sentences about each profession.

Write the name of each place under its picture. Who works in each place?

Comments:

Review professions and the sentence pattern, "A _____ works in a _____." Look at the pictures in the book and let the children tell you who works where. Write an example of the sentence on the board then let everyone try to complete the activity individually.

Page 24

Languagepencil

Objective(s) :

- 1 – Identify and count syllables.
- 2 – Identify and write beginning and ending sounds
- 3 – Read, recognize and write letters of the alphabet.

15 min | Introduction activity:

Materials: none, 25 min

Review starting and ending sounds. Say a letter sound and let the children say a word that begins or ends with that sound. Create a word snake on the board. Begin by writing 'tennis'. Let the children tell you what the beginning and ending sounds are. Have the children tell you a word that begins with 's', the end letter of the first word, for example, 'soup'. They will now be 'tennis up'. Repeat, always using the end letter of the previous word to begin the next. Read the giant, ever growing word from time to time as the children find it hilarious!

Book exercise:

Instruction:

Comments:

Review starting and ending sounds and sport vocabulary. Let the children identify the pictures. Read the name of each sport together and let the children tell you what letter it starts and ends with. Show how to circle the correct one. Next review syllables. Clap the number of syllables for each word and count together. Show how to draw the same number of dots as syllables. Finally review the sound of 'y'. Let the children think of as

many 'y' words as they can then show how to write the letters on the board. Trace in the air with your fingers and let everyone write big and small 'y' on the board before completing the activity in the book.

Page 25

Languagepencil

Objective(s) :

- 1 – Use pictures to formulate answers and ideas.

15 min | Introduction activity:

Materials: Balloons or foam balls, 15 min

Review the names of some different sports. Let the children tell you their favourite sports, then talk about some of the rules for each. Play some simplified classroom versions using balloons or soft foam balls. Talk about what actions you use for each sport.

Book exercise:

Instruction:

Comments:

Look at the pictures and let the children tell you what the sport shown is and what Sam and Heather are doing in each. Review some of the actions needed for each. Let the children try to make sentences using these verbs. Next talk about what we do with each piece of sporting equipment using the appropriate verbs. Write the correct verb underneath each.

Page 26

Language and writing

Objective(s) :

- 1 – Take part in a collective discussion.
- 2 – Learn months of the year.
- 3 – Express wishes.
- 4 – Read and write simple sentences.

15 min | Introduction activity:

Materials: Month and season flashcards, 20 min, PencilMarkersLanguage

Review the months of the year and what season they fall in. Play a game to practice. Put the season flashcards onto the board. Give everyone a month flashcards and let them race to put the months into the correct seasons and in the correct order. See if they can beat their best time!

Book exercise:

Instruction:

What can you see in each picture? Read and write the months of Summer.

Finish writing the sentence and draw a picture to show what you like doing in the summer.

Comments:

Review the months of summer and what we do in the summer season. Trace the words at the top of the page and talk about what you can see in each. Let the children draw and colour a summer picture. Let some volunteers present their picture to the class.

Page 27

Language and writing

Objective(s) :

- 1 – Read and write simple sentences.
- 2 – Recognize high frequency words in simple sentences.
- 3 – Use basic punctuation.
- 4 – Associate text to an image.

20 min | Introduction activity:

Materials: High frequency and punctuation words, 15 min, Pencil

Begin by reviewing some high frequent words. Let the children practice reading the words. Make a simple sentence on the board but leave off the full stop. See if the children can tell you what is missing. Review that a full stop always goes at the end of a sentence. Mix up the order of the sentence on the board and let a volunteer try to correct it. Repeat different sentences before letting others try to make one.

Book exercise:

Instruction:

Read and trace the sentences about Summer. Fill in the missing punctuation and match to the correct picture.

Comments:

Review some high frequency words and the correct use of punctuation. Let volunteers read the sentences in the book and tell you where the full stop should be placed. Trace

the sentences together then decide as a class which sentence is describing which picture. Trace the lines first with fingers then with pencils.

Page 28

Language and writing

Objective(s) :

- 1 – Take part in collective discussions.
- 2 – Use phonetic knowledge to read simple words.
- 3 – Associate text to an image.

15 min | Introduction activity:

Materials: Summer holiday vocabulary flashcards, 15 min, Stickers, language

Review starting sounds for words and the vocabulary for the theme. Play a game of 'I spy'. Use the rhyme 'I spy with my little eye something beginning with __'. Choose the starting letter of one of the vocabulary words. Let the children try to guess which one. Let volunteers try when they are ready.

Book exercise:

Instruction:

Sam, Heather and Monkey have gone on a camping holiday. Talk about what you will do on your summer holiday. Read the word stickers and use them to label the picture.

Comments:

Review the summer holiday theme vocabulary. Look at the picture together and talk about what you can see. Let individuals try to read the stickers then have everyone point to where each should go. Apply the stickers one at a time as a group.

Language and writing

Objective(s) :

- 1 – Read and write simple sentences.
- 2 – Read high frequency words.
- 3 – Use basic punctuation.

25 min | Introduction activity:

Materials: Paint, markers, pencils, coloured pencils., 25 min, Pencils

Hold up a picture of a blue ball. Let the children tell you what the colour is. Write, 'It is blue.' on the board. Ask the children if the ball is pink. When everyone has said no write, 'It is not pink.' Practice with some different objects around the classroom. Let the children try making sentences. Finally let everyone draw a picture of something linked to summer holidays using only one colour. When they are finished, the children should write two sentences about their picture using the pattern from before.

Book exercise:

Instruction:

Use the words and pictures to make sentences about the summer items.

Comments:

Review summer holiday theme vocabulary, high frequency words and basic punctuation. Look at the picture in the book and let volunteers read the colour words. Use the positive and negative sentence structure from before to show if the colour word matches with the colour of the picture. Write some examples then go through each as a class before writing. Let some volunteers read their sentences when everyone has finished.

Objective(s) :

- 1-Understand ecological practices.
- 2-Makes groups and adds up to 6.

min 15 | Introduction activity:

Materials: Plasticine, 20 min, PencilMarkercounting

Begin the class by reviewing some things that are bad for the environment and talking about ways to stop or reduce them. Talk about recycling and see if the children can explain in their own words. Demonstrate the concept simply by making six small

plasticine balls, all the same size. Show that we can use these to make one big, new, ball. Let the children try for themselves.

Book exercise:

Instruction:

Look at the picture and circle the things that are bad for the environment. Explain why. If we recycle 6 small bottles we can make 1 big bottle. Calculate how many big bottles we can make and tick the correct number box.

Comments:

Materials: Time

Look at the picture together and let the children point out the things that are bad for the environment. Let them explain why. Circle them as you talk. Next, review the concept of recycling. Show that six old plastic bottles can be used to make one big new bottle. Show how to count and circle six bottles. Let the children circle all of the groups of six then count how many large bottles can be made together.

Page 33

Objective(s) :

- 1- Understand units of measurement – weight.
- 2- Makes groups up to 19.

20 min | Introduction activity:

Materials: weighing scales, small plastic blocks, 20 min, Count Pencil Coloured pencils
Review counting and numbers up to nineteen. Next, show everyone the scales and see if anyone can explain what they are used for. Experiment with weighing some different objects around the classroom. Let the children guess which they think will be heaviest. Next, count out some blocks together as a class, a group of fifteen and a group of seventeen. Let the class guess again which will be heaviest. Repeat with groups of eighteen and nineteen.

Book exercise:

Instruction:

Heather and Sam went to clean the litter from the forest with their grandfather. They want to know who has picked up the most. Count and write how many kilos of litter each person collected. Circle the heaviest.

Read the number and colour the same amount of squares.

Comments:

Materials: Time

Begin by reviewing adding numbers to ten. Show how to add the numbers on the page by demonstrating on the board. Let volunteers try some examples. Add Heather's weights together then let everyone try the others individually. Let the children tell you who has the heaviest. Finally, review counting to nineteen. Count the blocks for the number seventeen together. Demonstrate how to colour the block to match the numbers. Let everyone complete the exercise individually.

Page 34

Objective(s) :

- 1-Use a ruler.
- 2-Understand constellations.

20 min | Introduction activity:

Materials: Squared paper, pencils, rulers, 20 min, Rulers, pencils

Before class, prepare a sheet of squared paper with a picture of an astronaut in the top left and a rocket in the bottom right. Make a copy for each student. In class, review the directions up, down, left and right. (Don't forget that when you are facing the children, your left hand is on their right side!) Play a quick game of 'teacher says'. (The same as Simon says). Show the children the squared paper you prepared before class. Explain that you need to draw a safety line to connect the astronaut with the rocket using the ruler and pencil. Starting at the astronaut, give instructions to connect the pictures. For example, "Left two squares, down three squares". Make sure everyone is using their ruler and is keeping to the lines.

Book exercise:

Instruction:

Draw lines with your ruler to connect the stars and complete the space pictures. What can you see?

Comments:

Materials: Time

Show the children some pictures of constellations without the lines. See if the children can guess what they are. Show them the constellations with the lines and pictures. Review how to use a ruler. Draw some dots on the board and show how to connect them using pencils and a ruler. Let everyone complete the pictures individually then talk about what you can see.

Objective(s) :

- 1-Sort items by type.
- 2- Know common prepositions: inside / outside.

15 min | Introduction activity:

Materials: Bean bags, hoops, 15 min, Coloured pencils

Begin by teaching or reviewing the concept of inside and outside. Demonstrate with a box and some toys. Play a game to practice. Place the hoops on the floor and give all of the children a bean bag. Explain that the bean bags are asteroids and the hoops are moons. The aim is to get your asteroid inside the moon. Count down from five and have everyone throw together. Count how many are inside the moons and how many are outside.

Book exercise:

Instruction:

Heather and Monkey have gone on a trip to space!

Colour the aliens inside the flying saucers blue, and those outside yellow. Colour everyone else red.

Comments:

Materials: Time

Look at the picture together. Have everyone point out who is inside the spaceships and who is outside, count how many there are of each. Explain that we need to colour all of the aliens inside the spaceships blue and those outside yellow. Everyone else is to be coloured red.

Objective(s) :

- 1- Solve simple problems.
- 2 – Distribute an equal amount.
- 3 – Understand units of measurement – length.
- 4 – Understand the concept of the shortest / the longest.

20 min | Introduction activity:

Materials: Rulers, 20 min, Coloured pencilsRulerpencils

Begin by introducing or reviewing the concept of longest and shortest. As a class practice measuring with rulers. Have everyone measure their hands, pencils, hair, etc.

Make a big chart on the board to show which is the longest in the class and which is the shortest.

Book exercise:

Instruction:

To take care of plants a gardener needs a watering can and a rake. Match the items by colour to see how many people can work with Sam.

Measure the handles of each shovel with your ruler and write how long they are in the boxes. Which one is the shortest? Which one is the longest?

Comments:

Materials: Time

Look at the exercise together and explain the objective. Show that each gardener needs both a rake and a watering can that are the same colour. Have everyone point to a matching pair. Match the rakes and watering cans using the same colour of pencil. Next, review how to use a ruler then demonstrate how to measure just the handles of the shovels. Let everyone try the activity by themselves then talk about which is the longest and shortest as a class.

📄 Page 37

Objective(s) :

- 1 – Know about different plants and their uses.
- 2 – Can count and write numbers up to 15.

15 min | Introduction activity:

Materials: fruit, edible leaves, seeds and roots, 20 min, Scissors gluePencil counting

Bring in to class some different kinds of edible leaves, fruit, seeds and roots such as cabbage, lettuce, carrots, etc. Talk about where each comes from on a plant. As a class, group the different types. Finally have a taste test for each and decide which is the most delicious.

Book exercise:

Instruction:

Cut out the pictures on page 57. Use them to complete the table to show what part of each plant you can eat.

Count and write how many flowers you can see.

Comments:

Materials: Time

Review the different parts of a plant and their uses. Let the children name some different edible fruit, leaves, seeds and roots. Look at the pictures on page 57 together. Have the children point to those that are fruit, leaves, etc. Show how to cut out and group the pictures before gluing into the book. Next, review counting and numbers up to fifteen. Count how many flowers are in each box together, then let the children write the numbers individually. Write the correct numbers on the board and have everyone check their own work.

Page 38

Objective(s) :

- 1-Write numbers up to 16.
- 2-Review odd and even numbers.
- 3- Know common prepositions inside / outside.

15 min | Introduction activity:

Materials: Two sets of number cards up to sixteen, 20 min, Markers

Teach or review counting and numbers up to sixteen and odd and even numbers.

Remind the children that all numbers that end with 1, 3, 5, 7 and 9 are odd. Those that end with 2, 4, 6, 8 and 0 are even. Divide the class into two teams. Distribute one set of numbers around each team. Have a race to place the numbers in the correct order on the classroom floor. Team members must come up one at a time to place the next number in the sequence. The first to finish is the winner!

Book exercise:

Instruction:

Fill in the missing odd and even numbers on the centipedes using the correct colours. Colour the bugs inside the green circle green and the ones in the red circle red. Colour the bugs that are inside both circles yellow.

Comments:

Materials: Time

Review counting and numbers up to sixteen and odd and even numbers. Look at the centipedes together. Decide as a class for the first centipede which numbers are missing. Use the stickers to fill in the sequence. Have the children complete the second centipede alone. Next, look at creepy crawlies at the bottom of the page. Count and point to those that are inside the green circle and those that are inside the red circle. Repeat for those that are in both circles. Colour those in both circles first then finish by colouring the others.

Objective(s) :

- Count and make groups up to 17.

15 min | Introduction activity:

Materials: Twenty paper spiders, dice, 15min, Pencilcounting

Review counting up to sixteen and continue up to twenty as a class. Play a game to review the concept of adding and subtracting from groups. Divide the class into two teams. Attach ten paper spiders to each side of the board, one set for each team. Each team takes it in turn to roll the dice and take that amount of spiders from the others set and adds it to their own. The aim is to collect all of the spiders. Keep counting how many spiders each team has.

Book exercise:

Instruction:

Match the amount of bugs to the number by drawing more or crossing out.

Comments:

Materials: Time

Review counting up to seventeen. Write the number sequence at the top of the board. Look at the numbers then count how many there are of each creepy crawly. Decide as a class how many more you need to draw to match the number. Complete a couple of examples together before letting the children finish the exercise individually.

 Page 40**Objective(s) :**

- Identify differences.

15 min | Introduction activity:

Materials: Six different spring pictures or objects, cloth, tray, 15 min, Markers

Review some different things that we can see in spring. Talk about the differences between the seasons. Play a game to practice identifying differences. Place the six different objects on the tray. Let everyone have a good look before covering them with the cloth. Take one away without anyone seeing. Remove the cloth and see who can be the first to identify the missing object.

Book exercise:

Instruction:

Find and circle 10 differences.

Comments:

Materials: Time

Look at the pictures together and talk about some of the things we can see in spring. Show the children that there are some differences between the pictures. Demonstrate how to find and circle the differences. Let the children try to complete the activity on their own. (The differences are: Sam's hat, the cat's tail, the bench leg, the bench plank, the worm in the bird's beak, the sun ray, the flower, the branch on the tree, the hole in the tree and the umbrella.)

▲ Page 41

Objective(s) :

- Add up to 13.

20 min | Introduction activity:

Materials: Paper birds, clothes pegs, string, 20 min, Pencilscounting

Before class, prepare thirteen paper birds and tape each to a clothes peg. In class, make a line between two sides of the classroom. Review counting up to thirteen. Draw a number line on the board and write a simple addition sum such as $4+4=$. Attach the same amount of birds to the line as the first number. Count them together. Let a volunteer attach the same amount of birds as the second number. Count the total together, complete the sum and show on the number line. Repeat with as many examples as needed. Letting the children complete the sums on the board and use the number line.

Book exercise:

Instruction:

Use the number lines to help you complete the sums.

Comments:

Materials: Time

Review counting, numbers, addition and using a number line. Look at the first completed example together, count the birds of each colour and the total amount. Trace the jumps on the number line together. Complete the next example together before letting the children try individually.

Objective(s) :

- 1 – Use geometric shapes to create images.
- 2 – Understand the properties of geometric shapes.

20 min | Introduction activity:

Materials: Different coloured shapes, glue, white paper, 15 min, Scissors and glue

Review the names and colours of some different shapes. Talk about what we can see on a farm. Look at books or other pictures together. Let the children use the shapes to make a farm picture. Supply extra coloured paper the children can cut more shapes from if needed. Let the children talk about and explain their pictures, saying what they have made and what shapes they used to make them.

Book exercise:

Instruction:

Monkey made a new friend on the farm! Cut out the shapes and glue them onto the page to recreate the picture.

Comments:

Materials: Time

Look at the picture of the pig together. Let the children tell you what shapes have been used to make it. Cut out the shapes from the back of the book together and let each child try to make the pig on their tables before gluing the shapes into their books.

Objective(s) :

- 1- Understand ordinal numbers.
- 2 – Know common prepositions – first/last.
- 3 – Count and write numbers up to 16.

15 min | Introduction activity:

Materials: Cards with ordinal numbers, music, 20 min, Markerpencil

Introduce ordinal numbers using cards and actions. Give each child a card with an ordinal number on. Have them line up in order from first to tenth (or however many students are in the class). Play some music such as 'Old Macdonald' or 'The farmer in the dell'. Have everyone dance around the room. When the music stops, everyone lines up in the correct order. Have everyone say their number then swap and repeat.

Book exercise:

Instruction:

Circle the first item in each row green.

Use a red marker to circle:

the second sheep, the 3rd cow, the last chicken, the fourth pig and the 5th tractor

Fill in the missing numbers.

Comments:

Materials: Time

Review ordinal number and things we can see on the farm. Have everyone point to the first thing in each line. Explain that it depends on which way they are facing. Circle all of the first objects or people green. Repeat for the other numbers and colours. Next, quickly review counting and numbers up to sixteen by writing the number one on the board and having volunteers come up and write the next number. Have the children trace and complete the number sequence individually.

Page 44

Objective(s) :

- Complete an image using symmetry.

20 min | Introduction activity:

Materials: Pictures of different shapes and objects(both symmetrical and not), hand mirrors, 20 min, pencil, mirrors

Introduce the idea of symmetry using a hand mirror and different shapes. Place the mirror in the centre of the picture. Show that the shape looks the same with the reflection as without. Let the children experiment for themselves with the different pictures before categorizing as a class which are symmetrical and which are not.

Book exercise:

Instruction:

Use a mirror to help you finish the drawings. What characters can you see?

Comments:

Materials: Time

Review the story of the wizard of Oz. Let the children tell you the names of the e characters show here. Show how to use the mirror to draw the missing side of the picture. Let the children complete the activity on their own, colouring if they wish.

Objective(s) :

- Use directions to follow a path.

15 min | Introduction activity:

Materials: none, 15 min, Stickers

Review the concept of left, right, up and down. Create a simple maze on the board or on the floor of the classroom. Let the children direct each other around the maze using commands. You can try blindfolding the person being directed if you have the space to create a floor maze.

Book exercise:

Instruction:

Dorothy wants to go to the emerald castle. Use the arrows to help her find the way. When you meet someone, place the correct character sticker in the empty box.

Comments:

Materials: Time

Review how to follow directions to move around a maze. Have everyone trace around the maze with their fingers together before placing the stickers.

Objective(s) :

- 1 – Identify a pattern.
- 2 – Sort by size (biggest / smallest).
- 3 – Understand the concept of left and right.

20 min | Introduction activity:

Materials: Card, paints, scissors, glue, 20 min, stickers

Review the concept of biggest and smallest by having everyone line up in height order. Let the children tell you who is the biggest and smallest. Ask who the biggest character was in the story Jack and the beanstalk. Ask who they thought the smallest character was. As a class make a beanstalk to measure height and stick it to the wall. Put everyone's pictures on the beanstalk to show their height.

Book exercise:

Instruction:

Match the leaf patterns and place the leaves on the beanstalk from biggest to smallest. How many leaves are on the left side and how many are on the right?

Comments:

Materials: Time

Review the story of Jack and the beanstalk. Also review the concept of left and right, biggest and smallest. Complete the first beanstalk together. Have the children point to the matching pattern then attach the leaves one at a time from biggest to smallest. Let the children complete the remaining beanstalks on their own.

Page 47

Objective(s) :

- Understand subtraction.

15 min | Introduction activity:

Materials: Large paper or card coins, 15 min, Counting pencil

Before class prepare ten large paper or cardboard coins. Introduce the concept of subtraction using the coins. Draw a number line on the board. Count the coins together. Let one student come up and take a coin. Let the children tell you how many are left. Have a volunteer show it on the number line and write the sum. Play a game to practice. One child is the giant and sits in the middle of a circle made by everyone else. At the giant's feet are a pile of coins. The giant closes his or her eyes while one of the others steals a coin. The giant has to try and guess who it was. Have the student draw the sum on the board and show the subtraction on the number line.

Book exercise:

Instruction:

Jack took some of the Giant's gold coins. Use the number line to count how many coins are left each time.

Comments:

Materials: Time

Review subtractions using sums and number lines. Go through each sum together before letting the children complete them in their books.

Objective(s) :

- Understand co-ordinates.

20 min | Introduction activity:

Materials: none, 15min, Stickers

Begin by showing the children how to read coordinates on a grid. Play a game to practice. Draw a large grid on the board with A to F along the top and 1 to 4 down the side. Prepare a sheet of paper with the same grid and do not let the children see it. Mark prizes and forfeits, smiley or sad faces, spiders or candy, anything that you can think of on your secret grid. The children have to say a square on the board using coordinates. You can then look at the grid and draw on the board what the occupies that square.

Book exercise:

Instruction:

Read the co-ordinates and put the stickers in the correct place to find where each person works.

Comments:

Materials: Time

Review how to read coordinates. Let the children tell you who each person is and where they work. Have everyone point to the correct square for each coordinate before applying the sticker.

Objective(s) :

- Understand units of measurement – time.

15 min | Introduction activity:

Materials: Large plastic clock, 15 min, Stickers Or scissors and glue

Teach or review how to read a clock. Practice by playing a game of What's the time Mr Wolf? Make as much space as possible or play at break time outside. Sit at one end of the class or playground. Have the children chant, "What's the time Mr Wolf?" to which you reply, "____ o'clock." and show on the plastic teaching clock. The children then take that number of steps towards you and repeat the chant. When the children are close enough say, "Dinner time!" and try to catch as many as you can. If you don't have much space, only allow shuffling on bums or crawling to prevent falls.

Book exercise:

Instruction:

Match the clock stickers and talk about the vet's daily routine.

Comments:

Materials: Time

Review how to read the time on a clock. Look at the pictures together and talk about the vet's routine. Have everyone point to the correct clock sticker before applying it to the page.

Page 50

Objective(s) :

- Associate similarities.

15 min | Introduction activity:

Materials: Any sets of matching pairs from previous activities, 15min, Coloured pencils
Divide the children into pairs or small groups and give them any sets of matching pairs games that you have from previous activities. Let the children play to practice making pairs.

Book exercise:

Instruction:

Colour the shorts to link the football shirts with the same pattern.

Comments:

Materials: Time

Quickly review how to make pairs. Have the children point to the football shirts that match. Show how to colour the shorts of each pair the same colour. Let the children complete the activity individually.

Page 51

Objective(s) :

- 1 – Review ordinals.
- 2 – Review common prepositions – first/last.

20 min | Introduction activity:

Materials: dice, 15 min, Scissors, glue

Review ordinal numbers and the concept of first and last. Draw a simple board game on the board such as snakes and ladders. Give each student a marker and play. Have the children tell you as you play who is first, second, third, etc.

Book exercise:

Instruction:

Everyone is having a race. Cut out the characters and glue Heather in first place, Sam in second place, Monkey in third place and their friend in last place.

Comments:

Materials: Time

Review again ordinals and first and last. Place the stickers in order together. Have everyone point to the correct sticker and its position in the race. Complete the exercise together.



Page 52

Objective(s) :

- 1-Review geometrical shapes
- 2- Read and use a chart.

20 min | Introduction activity:

Materials: coloured shapes, 20 min, Pencil

Review the names of some geometric shapes and how to read coordinates. Play a game of tic-tac-toe or four in a row using coordinates. Place one coloured set of shapes on the top and the other down the side. Divide the class into two teams and let the children play using coordinates.

Book exercise:

Instruction:

Use the code to find out what Heather is saying.

Comments:

Materials: Time

Review how to read coordinates and the names of the geometric shapes. Let volunteers find out what letter each coordinate represents. Write the letters into the code together and read.

Objective(s) :

- Make a graph.

20 min | Introduction activity:

Materials: Squared paper, pencils, markers,, 20 min, PencilRulerMarkers

Review the concept of making a graph by showing how many boys and girls there are in the class or what coloured hair everyone has. Next, talk about what everyone's favourite fruit. Let everyone do a mini survey in the class. Collect the results and then have everyone try to make a graph to show which is the most popular summer fruit.

Book exercise:

Instruction:

Complete the graph to show how many of each summer fruit there is.

Comments:

Materials: Time

Review the names of some different summer fruit and how to complete a graph. Look at the page together and let the children tell you the names and amounts of each fruit.

Complete the graph together, checking everyone is using their ruler. Finally let the children colour their graphs.

Objective(s) :

- 1 – Read a use a chart.
- 2 – Review geometric shapes.

20 min | Introduction activity:

Materials: Shapes cut from different materials (cloth, card, felt, paper, foil), 15 min, PencilsPencil crayon

Begin by reviewing the different geometric shapes you have studied. Next, talk about what we can see on our summer holidays. Use the different shapes to create summer holiday pictures. Let each child present their picture to class and talk about what shapes they used to make it.

Book exercise:

Instruction:

Use the chart to finish drawing each boat.

Comments:

Materials: Time

Review how to use coordinates and complete a chart. The children should be reasonably familiar with the concept at this stage but make an example on the board and let the children complete it. When everyone is ready, go through the book activity together before letting the children complete it on their own.

Page 55

Objective(s) :

- Review numbers up to 19.

15 min | Introduction activity:

Materials: Number cards, stopwatch, 20 min, Coloured pencils

Start the class by teaching or reviewing numbers and counting up to nineteen. Practice the number order with a simple game. Distribute the number cards evenly around the class. Have the children run up and place the cards onto the floor one at a time in sequence. Time the children and let them try to beat their best time.

Book exercise:

Instruction:

Use the number code to colour the picture. Where is Heather going to go on holiday?

Comments:

Materials: Time

Review counting a number up to nineteen. Look at the picture together and talk about what you can see. Show the children the concept of colouring by numbers on the board. Before the children begin, have them colour the words next to each number the appropriate colour as some may have problems reading the words. Let the children complete the picture individually.
