



## INTRODUCTION

The Teacher Book for Junior Level is a practical guide designed for teachers and educators working with children aged 3 to 4. It accompanies the student workbook page by page, providing complete lesson plans for each activity.

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

### Activity lesson Structure

Each lesson unit follows a consistent four-part structure:

- Introduction Activity – A warm-up phase (10–20 min) to introduce or revise the topic through conversation, games, songs, or hands-on exploration.
- Workbook Activity – The core task (10–15 min) where children complete the corresponding page in their workbook, guided by the teacher’s instructions.
- Comments – Pedagogical tips and guidance: what questions to ask, what to observe, how to support different learners.
- Extra Activity – Complementary tasks such as songs, crafts, movement games, or story time to extend learning.

## Two Learning Areas

### Language and Writing (24 cards per term)

Activities focus on developing oral language skills, building vocabulary through thematic topics, practising fine motor control, and introducing early graphism and pre-writing skills.

### Discovering the World / Maths (24 cards per term)

Activities cover early mathematical concepts: counting, number recognition, shape identification, spatial awareness, comparison, and pattern recognition.

## Term 1 – Thematic Overview

### Language and Writing:

Tracing paths, horizontal and vertical lines, squares, and simple shapes. Vocabulary: introducing oneself, the body, the family, the home, school, autumn, and food.

### Discovering the World:

Numbers up to 2, “one” and “many”, basic colours and shapes, first/last, and the passage of time.

## Pedagogical Approach

All activities are designed with 3–4-year-olds in mind: learning is playful, multisensory, and guided by the teacher at all times. Flashcards, stickers, songs, and games are used extensively.

Teachers are encouraged to adapt the material to the needs and pace of their group.

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# TEACHER BOOK

## Junior Level

Ages 3–4

### 1st part

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#### Page 6

#### Language and writing

#### Objective(s) :

- Follow and trace a path.

#### 15 min | Introduction activity:

**Materials:** Big sheets of paper, paints, characters flashcards, 10 min, paints, language  
Begin by introducing the characters. Who is a boy, who is a girl, what are their names, etc. Show the big sheet of paper and the different coloured paints. Now is a good time to start introducing colours. Demonstrate how to draw wavy lines on the paper by using your finger and paint. As a class, cover as much of the paper with the wavy patterns as possible.

Book exercise:

Instruction:

Sam and Heather are really excited for their first day of school. Help them find their way there by tracing the path with finger paints. Turn to page 57 to find out which country they are from.

#### Comments:

Review the names of the characters. Practice drawing wavy lines in the air with your fingers, then on the table. Demonstrate on the book how to trace the line with your finger then practice a few times as a class. Show how to use your finger to draw a line with paint. Let everyone have a go.

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## Page 7

### Language and writing

#### Objective(s) :

- Trace horizontal lines.

#### 15 min | Introduction activity:

**Materials:** board markers, pencil crayons, paper with a dotted line.

To introduce tracing, begin by drawing some dotted lines on the board. Show how to slowly trace them starting at the dot. Practice drawing the lines in the air with your fingers, then in the air holding a pencil crayon. Show how to hold the crayon correctly, helping those who need it. Let some volunteers come up and trace a line on the board. When everyone is ready, show how to trace the lines on the paper. Use different colours to trace the same lines to make a straight rainbow.

Book exercise:

Instruction:

Help the children and monkey get where they need to be by tracing the lines with your markers.

#### Comments:

Ask the children to identify the characters. Who is a girl? Who is a boy? What about the monkey? Trace the line first with fingers. Try different body parts: elbows, noses, thumbs, etc. When the children are ready ask them to trace the lines slowly with a marker. Stop after each line to check everyone is doing it correctly.

## Page 8

### Language and writing

#### Objective(s) :

- Trace horizontal lines.

#### Time 15 min | Introduction activity:

**Materials:** Colour flash cards,

Introduce some basic colours using flash cards. Assign each colour an action according to the picture on the flash cards. Red – pretend to eat an apple, yellow – make a sun over your head, pink – make a pig nose with your finger, blue – ripple your arm like the ocean, purple – open your hands like a flower, green – pretend to be a monster. Sing the 'Rainbow song' using the actions as you sing.

Book exercise:

Instruction:

At school we learn how to write. Use different coloured pencil crayons to trace the lines.

Comments:

**Materials:** Time

Ask the children to identify the colours of the pencils on the page. Ask them to find them in the coloured pencils they have and hold them up when they are ready. Ask the children to point to where they should start on the line with their fingers. Trace each line as a class making sure each child has the correct colour every time.

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## Page 9

Language and writing

**Objective(s) :**

- Paint horizontal lines.

Time 20 min | Introduction activity:

**Materials:** Paint, Large piece of paper, paint brushes, sponges,

Review the different colours using flash cards and the actions from the previous lesson. Draw an outline of a tiger, zebra, candy or other striped object. Demonstrate how to paint a single stripe onto the picture, As a class paint the picture with stripes making sure each child is careful and has a turn. For this activity you can use paint brushes, sponges, fingers, rollers, etc.

Book exercise:

Instruction:

Painting is always fun! Use your paints to trace lines from the brushes to the buckets. Be careful and make sure you stay inside the lines.

Comments:

**Materials:** Time

Review where to start tracing a line. Practice on the page first using fingers. Next practice using a dry paint brush. Ask the children to identify the first colour to be used. Demonstrate how to paint the line on the book. As a class, paint the first line. When everyone has finished, show how to wash and clean your brush before taking the next colour. Repeat for the remaining lines.

## Page 10

### Language and writing

#### Objective(s) :

- Trace horizontal and vertical lines.

#### Time 15 min | Introduction activity:

**Materials:** floor tile, newspaper,

Make a giant house shape on the floor using floor tiles, newspaper or anything handy. Talk about who lives in a house. Who is mum? Who is dad? Assign each action. Have the children walk around the house in the direction you want them to trace the final activity. When you say 'mum' they have to get into the house and do the action. Repeat with dad.

Book exercise:

Instruction:

Mummy and Daddy are at home. Trace the lines of the house and then finish mummy's dress to make her look beautiful.

#### Comments:

**Materials:** Time

Draw an example of the activity on the board. Demonstrate how you want the children to trace the house and dress. Practice in the air with your fingers, noses, etc. Trace on the book with your fingers, then as a class trace the house with markers, checking each student has done it carefully and correctly before tracing the dress.

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## Page 11

### Language and writing

#### Objective(s) :

- Trace vertical lines to connect two objects.

#### Time 15 min | Introduction activity:

**Materials:** family member flashcards, picture of your own family, pictures of children's family,, Time 15 min, pencil crayons

Before the class, ask parents to bring in a family picture. Begin by teaching the different family members in the book. Use flashcards and actions for each family member. Use the sentence pattern 'This is my \_\_\_\_\_.'. Play simple charades using the actions you have taught. Start by saying the name of a family member, with the children repeating the action. Then do the action with the children saying the name. After the game ask

the children to present their family pictures to the rest of the class, demonstrating how with your own picture.

Book exercise:

Instruction:

This is Heather's family. She has a grandma and grandpa, mummy and daddy and a baby brother. Trace the lines to connect the family members.

Comments:

**Materials:** Time

Review the different family members in the book using the actions and sentence patterns from before. Review how to trace lines and which side to start. Practice on the board and in the air. Then as a class trace with your fingers on the book. Stress which family member to start at. When everyone is comfortable, trace the lines one at a time. Keep asking the names of the family members and checking everyone is doing the activity correctly.

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## Page 12

Language and writing

**Objective(s) :**

- Trace squares.
- Colour within the lines.

Time 20 min | Introduction activity:

**Materials:** large sheet of paper, small squares of coloured paper, stickers, paint, pictures of the children.

Draw an outline of a house on a large sheet of paper. Decorate the picture as a class if you have time. Explain to the children that you are all going to live in the big house together and be neighbours. Give each child a piece of square coloured paper. Trace the shape of the square with your fingers. Show them how to decorate the border using stickers or paint. Be sure to decorate them in the same direction as the book. When they are finished stick a picture of the child in their window frame and attach them to the house picture.

Book exercise:

Instruction:

Heather, Sam and Monkey are neighbours. Trace the windows and colour the empty spaces you can see.

Comments:

**Materials:** Time

Draw a square on the board. Demonstrate how to draw the shape in the air. Get everyone to draw the shape with their fingers, noses, feet, etc. Make sure the children are drawing in the correct direction and repeating the name of the shape. Have volunteers trace the shape on the board, then everyone trace the shapes in their books with their fingers. When you are ready, trace the shapes one by one as a class. Pause to check everyone is doing it correctly after every shape.

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**🏠 Page 13**

## Language and writing

**Objective(s) :**

- Trace vertical lines.

Time 20 min | Introduction activity:

**Materials:** paint, large toy cars, large sheet of paper,

Start by showing how to roll the cars down the sheet of paper. Let all of the children try. Show the paint and review the different colours. Dip the car into the paint and show how it leaves a track on the paper as you roll it in a vertical path towards yourself. Let everyone decorate the paper, ensuring they are rolling the cars in vertical lines, starting at the top.

Book exercise:

Instruction:

Everyone is getting ready for bed. Trace a line to the things they will need.

Comments:

**Materials:** Time

Ask the children to name the characters and ask what they want. Talk about why they want the different objects. Draw an example line on the board. Show where to start and how to draw the lines carefully. Draw the lines in the air, then draw on the book with your fingers. As a class trace from Heather to the teddy bear. Check everyone is doing the exercise correctly then repeat with Sam and the monkey.

## Page 14

### Language and writing

#### Objective(s) :

- Trace curved lines.

#### 20 min | Introduction activity:

**Materials:** oak leaves, acorns, picture of a squirrel, markers, traceable copies of pictures of acorns.

Show the children some real acorns and oak leaves if possible or bring in some pictures. Show them a picture of a squirrel. Explain and demonstrate how squirrels collect acorns in the autumn. Show the children the acorn picture and demonstrate how to trace and colour the shape. When everyone has finished, make sure everyone's name is on the back of each acorn. Play a game. Place the acorns randomly on the ground and everyone has to be a squirrel looking for their own acorn. The first to find their own and sit down is the winner!

Book exercise:

Instruction:

It is Autumn time and the squirrels are gathering food for winter. Help the squirrel to find the acorn by tracing the lines and colouring.

#### Comments:

**Materials:** markers, oak leaves, glue

Demonstrate how to trace the acorn shape again. Show to start at the top and trace down to the point. Draw an example on the board and ask for volunteers to trace the shape. Practice in the air and on your books with your fingers. Trace each line one at a time, checking everyone is being careful and drawing in the correct direction.

When you have finished tracing the acorn, decorate the page by drawing grass, clouds, a sun, and gluing some oak leaves around the tree.

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## Page 15

### Language and writing

#### Objective(s) :

- Trace horizontal and diagonal lines.

#### 15 min | Introduction activity:

**Materials:** Pictures/examples of vegetables, potatoes, paint, large sheets of paper.

Show the pictures of the different vegetables and ask the children to name any they recognize. Demonstrate how to make potato prints. Dip the cut halves of potato in paint and stamp them on the paper. Show that you want the children to start on the outside, stamping a line to the centre. You may wish to draw some pencil guide lines onto the paper beforehand to help the children.

Book exercise:

Instruction:

It is a chilly Autumn day and the children want to make some warm vegetable soup. Trace a line from the vegetables to the pot.

Comments:

**Materials:** • 5 cups vegetable stock • 3 sliced carrots • 3 chopped celery stalks • 2 small potatoes, peeled and diced • 2 diced zucchini • 1 cup chopped cauliflower • 3 small tomatoes (Roma tomatoes work well), you can also use a small can • 1/2 cup frozen peas • 1/2 cup corn (canned or frozen is fine) • 1/2 cup macaroni noodles

Review the names of the vegetables on the page. Review how to draw a straight line on the board, stressing that we start at the dot. Draw an example of the activity on the board. Ask for volunteers to trace the lines on the board. In the book, ask everyone to place their fingers on the picture of the potatoes, trace the line with your fingers. Repeat with each vegetable before repeating with pencil.

Vegetarian soup : This is an easy to make soup for kids because it does not require cooking any meat, plus your children can experiment with different vegetables. Most of these vegetables are easy to clean and cut, meaning that almost any age can pitch in to help. If the children are cutting the vegetables, remind them that the smaller the vegetables are, the faster they will cook.

Directions: Pour vegetable stock into a large pot and then add the celery, carrots, potatoes, zucchini, cauliflower, and tomatoes. Bring to a boil and then reduce heat.

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## 📌 Page 16

### Language and writing

#### **Objective(s) :**

- Colour within the lines.
- Give each child a piece of paper, a red, brown and orange wax crayon and three leaves. Place the leaves under the paper and rub across with the wax crayons to show the imprints of the leaves beneath.

10 min | Introduction activity:

**Materials:** Season flashcards, wax crayons, paper, fallen leaves.

Start by talking about the seasons. Show flash cards of the seasons and ask what the children can see. Ask what season the children think it is now. Talk about the colours we can see in autumn, specifically red, brown and orange.

Book exercise:

Instruction:

Red, orange, green and brown, all the leaves are falling down! Finish colouring these autumn leaves.

Comments:

**Materials:** 20 min, coloured paper, glue.

Make a copy of the page and ask the children to name the colours of each leaf. Demonstrate how to colour carefully, staying inside the lines. Colour one of the leaves very badly and ask which one looks best. Ask everyone to take a brown marker and as a class colour the first leaf. Check each student as they are colouring that they are being careful. Repeat with the remaining leaves.

Leaf crown.

Cut straps of paper and ask the children to glue the leaves onto them and then staple the ends of the straps together to make crowns. You can staple the leaves onto the straps by yourself instead of using the glue. The children can decorate the leaves beforehand by painting, or sprinkling glitter etc.

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## Page 17

Language and writing

**Objective(s) :**

- Trace/ draw a horizontal line to connect two objects.

Time 20 min | Introduction activity:

**Materials:** tray, sand,

Fill a tray with sand and demonstrate how to draw straight lines across with your finger. Start by having the children trace your lines before letting them draw their own. Experiment by drawing with different objects.

Book exercise:

Instruction:

The leaves have fallen from the trees. Draw a line from the leaf to the tree it came from.

Comments:

**Materials:** colour paper, large sheet of paper, glue.

Review drawing horizontal lines. Practice on the board making sure to start at the left and go to the right. As class practice in the air and on the page with fingers before beginning the exercise. Check each student as they are doing the exercises.

Collective art: autumn forest

Paint several trees with the children on a big sheet of paper. Separately draw leaves and colour them with pencils or paint them. Cut the leaves and let the children glue them onto the trees and the ground under them.

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## Page 18

### Language and writing

#### **Objective(s) :**

- Understand and respect a limited space.

Time 15 min | Introduction activity:

**Materials:** body part flashcards.

Begin by teaching the parts of the body using the flashcards and by pointing to yourself. Have the children point to their own body parts as you say them. Play a game of "Teacher says". When you say "Teacher says touch your \_\_\_\_\_", the children must quickly touch the part you have named. When you just say "Touch your \_\_\_\_\_" they must remain still.

Book exercise:

Instruction:

Hands are for clapping, waving and holding. Use paint to make a beautiful handprint picture.

Comments:

**Materials:** Time

Hold out your hands. Ask what they are. Ask everyone to hold up their hands. Play a quick 'Follow the teacher' game. Say "Put your hands on your head, put your hands on the floor, etc." When you have their full attention, show the trays of paint. Review the different colours. Demonstrate how to dip your hands into the paint on the tray and press onto the large sheet of paper. One at a time let the children come up and dip their hands in the paint and press to the page of their book.

## Page 19

### Language and writing

#### Objective(s) :

- 1. Understand and respect a limited space.
- 2. Use stickers to finish a picture.

#### Time 20 min | Introduction activity:

**Materials:** Large sheets of paper, wax crayons, body part flashcard, cut outs of hands, feet and face.

Begin by reviewing the parts of the body using flashcards. Next lay a large sheet of paper on the floor. Have a volunteer lie on the paper and get the other children to draw around them with the wax crayons. Repeat as many times as you want. Decorate the silhouettes then let the children attach cut outs of the feet, hands and head.

Book exercise:

Instruction:

Stick the missing parts of the body on the boy to finish the picture. Who can you see?

#### Comments:

**Materials:** Time

Review the parts of the body. Look at the picture in the book. Ask what is missing. Show the stickers and have the children name the parts. Have the children point on the picture where each sticker should go. As a group take the head sticker and attach to the picture. Repeat with the other stickers, checking everyone's work as you go.

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## Page 20

### Language and writing

#### Objective(s) :

- Trace circles.

#### | Introduction activity:

**Materials:** Flash cards for the five senses, popcorn kernels, pan or microwave, butter.

Review the body parts that are involved in the five senses. Try to get the children to tell you what they are used for. Teach the five senses using flashcards and actions.

Popcorn is great for teaching the five senses. Begin by letting the children touch and smell the raw kernels. Put the kernels in a pan, cover and heat. Ask the children what they can hear and smell. Remove the lid and allow some to pop out of the pan! Ask everyone to describe what they can see. When the popcorn has cooled, ask the

children what the popcorn feels and tastes like. Use the sentence pattern 'I can see/hear/taste/smell/feel the popcorn.

Book exercise:

Instruction:

We can see, touch, smell, hear and taste with our five senses. Talk about the pictures and use your markers to trace the circles.

Comments:

**Materials:** Time

Review the five senses. Try to have the children give examples of things we can see, taste, feel, smell and hear. Look at the pictures on the page and ask what sense they would be most associated with. Draw a circle on the board. Have the children practice drawing circles in the air with their fingers. Let volunteers trace the circle on the board. Have everyone trace the circles on the page with their fingers. Trace the circles one at a time with a pencil. Stop and check everyone's work before moving on to the next one.

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## Page 21

Language and writing

**Objective(s) :**

- Trace squares.

Time10 min | Introduction activity:

**Materials:** Music for 'Heads, shoulders, knees and toes.

Review body parts using flash cards and actions. Teach the song 'Heads, shoulders, knees and toes' with actions. See how fast you can sing it!

Book exercise:

Instruction:

Heads, shoulders, knees and toes. Trace the squares around the different body parts and sing the song.

Comments:

**Materials:** Time

Review the body parts shown on the page. Demonstrate how to draw squares on the board. Have the children practice drawing squares in the air with their fingers. Let volunteers trace the square on the board. Have everyone trace the squares on the page with their fingers. Trace the squares one at a time with a marker. Stop to check everyone's work before moving on to the next one.

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## Page 22

### Language and writing

#### Objective(s) :

- Trace curved and diagonal lines.

#### Introduction activity:

**Materials:** Picture of different houses around the world and separate pictures of their residents

Begin the class by showing some pictures of different houses around the world. Talk about where the children live and compare them to the houses in the pictures. Show the separate pictures of the people who live in the houses. See if the children can link the different people to their houses.

Book exercise:

Instruction:

People around the world live in different houses. What kind of house do you live in? Finish drawing the igloo and the tepee.

#### Comments:

**Materials:** Time

Demonstrate how to draw a curved line on the board. Start on the left. Have the children use their arms to make a curved shape over their heads. Practice drawing curves in the air and on the tables. Have the children trace the curves in the book with their fingers. Finally let the children trace the curves with a pencil. Repeat for the inverted 'v'.

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## Page 23

### Language and writing

#### Objective(s) :

- Trace an outline.

#### Time 15 min | Introduction activity:

**Materials:** paper, markers,

On a large sheet of paper draw some crenulated lines. Demonstrate how to draw between the lines you have drawn without touching the sides. Have a race to see who can draw between the lines from left to right without touching the sides fastest.

Book exercise:

Instruction:

This is a picture of a Scottish castle. Who do you think lives here? Use your finger, then a pencil crayon to trace the outline.

### Comments:

#### **Materials:** Time

Begin by talking about who might live in the castle and where the children think the castle is. See if anyone has been to Scotland or knows where it is. Draw an example of the crenels on the board. Demonstrate how to trace the shape. Practice tracing the crenel shape in the air and on your books using fingers. Ask for volunteers to trace the shape on the board before tracing the shape in your books.

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## Page 24

### Language and writing

#### **Objective(s) :**

- Trace triangles.

Time 15 min | Introduction activity:

**Materials:** flashcards for different landscapes,

Teach the different landscapes using flashcards and actions. Practice as a group and test individuals. Play a short game by placing the flashcards facedown on the floor or on a table. Mix them up so no-one knows which card is which. Say the name of a landscape and ask a volunteer to come up and try and guess which card is the correct one. If the card is wrong, have the entire class repeat the name of that landscape. If correct, the child can sit down with the card. Review at the end by having the winners stand up and say the name of their flash card.

Book exercise:

Instruction:

Have you ever climbed a mountain? Trace the triangle mountains and stick on the tree stickers.

### Comments:

Quickly review the landscapes you have covered. Next, talk about some shapes that you can see in the landscape pictures. Use the flashcards and practice the names of shapes. Who can see a circle (the sun)? Who can see a triangle (the mountain)? Draw a triangle on the board. Practice tracing a triangle in the air, on the board and in your books using fingers before tracing the mountains. Check everyone's work after the first mountain then trace the second. Show how to apply the tree stickers carefully onto the mountains.

## Page 25

### Language and writing

#### Objective(s) :

- Trace zigzag lines lines.

#### Introduction activity:

**Materials:** wax crayons, paper, black tempera paint,

Give each child a piece of paper and some wax crayons. Demonstrate how to use the crayons to fill the entire piece of paper with colour. When they are finished, have the children paint the entire piece of paper with black paint. Set the paper aside to dry. When the paint is dry use various objects to scratch diagonal lines across the paper to reveal the colours beneath.

Book exercise:

Instruction:

Oh no! The ice broke and the monkey is floating away! Help the children rescue him!

#### Comments:

**Materials:** Time

Demonstrate how to draw diagonal lines on the board. Have the children come up one by one to trace the lines. Trace the lines in the book with your fingers before allowing the children to select a coloured pencil. Use this opportunity to quickly review colours. Let the children trace the first line. Check everyone's work then trace the final line. Ask the children how they think the monkey will be saved.

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## Page 26

### Language and writing

#### Objective(s) :

- Trace and draw horizontal and zigzag lines.

#### Time 15 min | Introduction activity:

**Materials:** Domestic animal flashcards,

Start by teaching the names of domestic animals using flashcards and actions. Ask some simple questions. Who has an animal at home? What colour is it? Play a game of Pictionary on the board. Slowly draw an animal on the board. The first to guess the animal correctly is the winner.

Book exercise:

Instruction:

Animals that live with people are called pets. Trace and finish drawing the lines from the pet to its home.

Comments:

**Materials:** Time

Review the names of the animals in the book using the actions and flashcards from before. Talk about where each animal lives. Review drawing straight and zigzag lines and where to start. Draw some examples on the board and let the children trace them. Practice drawing the different lines in the air with your fingers and on your books. Trace each line, one at a time as a class. Check everyone's work before doing the next one.

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## Page 27

Language and writing

**Objective(s) :**

- Trace vertical lines.

Time 15 min | Introduction activity:

**Materials:** Two sets of wild animal flashcards,,

Begin by teaching the animals using flashcards and actions. Play a game of matching pairs to review the vocabulary. Place the two sets of flashcards face down on the floor or on a table. The children turn over two cards, saying the name and doing the action for each animal. If they find a matching pair they can take the cards.

Book exercise:

Instruction:

Many animals live in the wild. This is a zebra. Trace the stripes on its coat. Can you name any other wild animals?

Comments:

**Materials:** Time

Begin by asking the children what animals they can see on the page. What colour is it? Draw some examples of the vertical stripes on the board. Draw the lines from top to bottom. Practice on the board and in the air before doing the work in the book. Check for neatness as the children are doing the activity.

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## Page 28

### Language and writing

#### **Objective(s) :**

- Trace triangles.

Time 20 min | Introduction activity:

**Materials:** Large sheets of paper, paint, pictures of different cultural costumes from around the world.

Start the class by talking about what everyone is wearing today. Talk about the shapes and colours that can be seen, e.g. circular sombreros, triangular rice hats, orange saris, red kimonos, etc. Make rice hats together. Cut the large sheets of paper into shapes, roughly three quarters of a circle. Let the children paint them, either yellow or just using their imaginations. When they are dry, glue or tape the two straight sides together into a cone shape. attach string and wear!

Book exercise:

Instruction:

People wear different clothes around the world. These people are Chinese. Trace their triangle rice hats.

Comments:

**Materials:** Time

review the shape you are tracing. Draw examples on the board and let the children trace it. Trace in the air and on the book with fingers before completing the activity. Check everyone's work before completing the next triangle.

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## Page 29

### Language and writing

#### **Objective(s) :**

- Trace different shapes.

Time 15 min | Introduction activity:

**Materials:** Shape flashcards, cut outs of circles, triangles and squares, tape.,  
Review the names of the different shapes. As a class, look around the room for examples of the different shapes. Who can see a circle/ square/ triangle? Play a game of Shape and Seek. Show the children the cut outs of the shapes. These are best because they are all done with the same coloured paper. This lets the children focus on the shapes rather than the colours. As the children sit at the front of the class facing the wall, tape the shapes around the room, enough for one of each shape per child. Say the name of a shape. Everyone has to go and stand next to one of the shapes, one shape per child. Continue for each shape.

Book exercise:

Instruction:

Let's take a trip to a Mexican house. What can you see? Trace the triangles, squares and circle to reveal 1 sombrero, 2 nachos and 3 banderas.

Comments:

**Materials:** Time

Review the names of the shapes on the picture. As you say the name of each shape has the children point to it. Draw examples on the board and let the children practice tracing them. Practice in the air and on the books with fingers before tracing the shapes.

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 **Page 32**

**Objective(s) :**

- 1. Count and recognize groups and numbers up to 1.
- 2. Associate dots on a die to its written numeral.

Time 20 min | Introduction activity:

**Materials:** Large sheet of paper, paints, sponges, stickers, etc

Introduce the number one by writing it on the board. Use the chant "One clap, one stamp, one jump, one!" Make sure to clap, stamp or jump one time after each and hold up one finger at the end. Encourage everyone to join in. Next, draw a large number one on the sheet of paper and as a class decorate it with paint using sponges, fingers or anything else you want.

Book exercise:

Instruction:

Let's make some new friends. Say each character's name and colour the number 1.

Comments:

**Materials:** Time

Review the names of the characters in the book. Ask how many girls are on the page. Repeat for Sam and the monkey. Have the children point to each character then to the number next to it and say "One girl/ boy/ monkey". Colour the number one.

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 **Page 33****Objective(s) :**

- Begin to understand the concept of time.

    | Introduction activity:**Materials:** flashcards for the school day.

Begin the class by showing some flashcards for different parts of the day. These could include; arrival at school, lesson time, tea time, park time, lunch time and home time. As a class, role-play a short school day. Pretend to arrive at school, eat lunch and say goodbye at the end. Ends the class by showing on the cards the sequence you have just role-played.

Book exercise:

Instruction:

The children love to go to school. They play, go to the park and have a snack. When it is over, they go home. Colour the numbers and talk about your day.

Comments:**Materials:** Time

Review the sequence of flash cards for a school day. Try to get volunteers to put the flash cards in the correct order. If the class is not ready for this, sequence them together as class. Demonstrate how to colour the numbers. Show good and bad examples of colouring. get everyone to agree which is better. Colour each number together, stopping to check everyone's work before continuing to the next.

**Objective(s) :**

- Count and recognize groups and numbers up to 1.

15 min | Introduction activity:

**Materials:** Small number one flash cards (enough for one each in the class), , markers

Review the number one using the chant from the previous class. Show the children the small number one flashcards. Explain that you are going to hide the numbers. Have them turn to face the wall while you place the numbers around the classroom. Let the children go and look for the cards. When they have found one, they should go and sit down with it. Help anyone who is having trouble finding a card. When everyone is finished, let each child bring you his or her card and say the number.

Book exercise:

Instruction:

Find and colour the number 1 in the picture.

Comments:

**Materials:** Time

Review the number one. Draw a number one on the board and ask for volunteers to name it. Look at the page and explain that the number one is hidden in the picture. Ask the children to find it with their fingers. Demonstrate how to colour the numbers carefully. Complete each number one at a time as a class, checking everyone's work before doing the next.

**Objective(s) :**

- 1-Count and recognize groups and numbers up to 2.
- 2- Trace numbers 1 and 2.

Time 15 min | Introduction activity:

**Materials:** 1 and 2 flashcards, blocks or other similar object., .

Teach the number two and review number one using the same chant from previous classes. "One clap, one stamp, one jump, one! Two claps, two stamps, two jumps, two!" make sure everyone is holding up the correct number of fingers at the end. Teach the number again using the flash cards. Give each child two blocks or similar. When you

say one or two and point to the correct flash card, they should hold up one or two blocks. Repeat by only pointing to the number.

Book exercise:

Instruction:

Heather has a new book and school for school. Trace the numbers and colour the pictures.

Comments:

**Materials:** Time

Review the numbers and draw them on the board. Draw one book and two shoes just like the book. Ask how many they can see of each object. Show how to trace each number, starting at the top. Trace with your fingers in the air. If you are facing the children be sure to reverse/mirror your tracing so they see it and can follow it correctly! Trace the numbers in your books with fingers before using pencil crayons.

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## Page 36

**Objective(s) :**

- Count and recognize groups and numbers up to 2.

Time 15 min | Introduction activity:

**Materials:** Hula-hoops (one each),

Review the numbers one and two using the chant and flashcards. Place the hoops on the floor and show how to stand inside it. Ask how many people are in this hoop. Bring one more student in with you and repeat your question. Play a game. Put on some music and allow everyone to walk or once around the hoops. Stop the music and say a number, one or two. Everyone must stand in a hoop either alone or with another. If you have an odd number of students join in to make up the numbers!

Book exercise:

Instruction:

Use the number stickers to show how many people are in each room of the house.

Comments:

**Materials:** Time

Review the numbers one and two. Review the names of different family members. As a class, count how many people are in each room. Say a number and have the children point to where there is the correct number of people. Demonstrate how to apply the stickers. Do each one at a time, checking everyone's work as you go.

## ✉ Page 37

### Objective(s) :

- Understand the concept of first and last.

Time 20 min | Introduction activity:

**Materials:** drum or tambourine.

Demonstrate the concept of first and last by lining the children up. Stand at the front and say "I am first!". Stand at the back and say "I am last!". Next have the children do it, changing the position in the line each time by sending the first child to the back. Play a game by having the children stand in line with their legs apart. The child at the front has to say the line "First, First, I am first" and the child at the back says "Last, last, I am last". When you bang the drum or tambourine the child at the front has to crawl to the back under the legs of the others in the line. Repeat until everyone has had a go.

Book exercise:

Instruction:

How many people are in Heather's family? Colour the first and last person in the line.

Comments:

**Materials:** Time

Review the concepts of first and last. Ask the children to point to the person on the page who is first in line. When everyone is confident of the correct answer, colour the monkey. Repeat for the last person.

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## 🛒 Page 38

### Objective(s) :

- 1-Count and recognize groups and numbers up to 2.
- 2-Trace number 2.
- 3-Recognize colours and shapes.

Time 15 min | Introduction activity:

**Materials:** Shape flashcards,

Teach or review the names of the shapes on the page: circle, square and triangle. Include a rectangle if you think the class is ready. Play a short game to review. Put the shape card in a bag or behind a book. Slowly reveal the card, the first person to guess gets a point, high five or similar.

Book exercise:

Instruction:

Look at the picture and count the shapes you can see. How many circles, squares and triangles? Trace the number 2.

Comments:

**Materials:** Time

Review the names of the shapes. Review counting up to two using flashcards and the chant from previous classes. Count the number of different shapes on the page. Ask for volunteers to point to specific shapes. Demonstrate how to write the number 2. Trace in the air with your fingers and on the board. trace in the book with fingers before completing with markers.

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 **Page 39**

**Objective(s) :**

- 1- Recognize colours and shapes.
- 2- Understand and respect a limited space.

Introduction activity:

**Materials:** Colour flash cards, coloured pencils or markers.

Review colours using the rainbow song sung on page 8 and the flashcards. Give each student a red, green, blue, yellow and orange pencil or marker. Say a colour and the first to hold up the correct marker or pencil is the winner.

Book exercise:

Instruction:

Match the stickers to the windows and door with the same colour.

Comments:

**Materials:** Time

Look at the picture and try to elicit what it is. Point to the doors and windows and ask for volunteers to name the colours. Show the stickers and go through each in turn as a class, pointing to the sticker then to the corresponding window or door. Apply the stickers one at a time as a class remembering to ask the names of the colours as you go. Check each student's work before continuing to the next sticker.

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**Objective(s) :**

- 1-Count and recognize groups and numbers up to 2.
- 2-Associate dots on a die to its written numeral.

Time 15 min | Introduction activity:

**Materials:** large foam dice or square box.

Create a dice with only one or two dot faces using a square cardboard box or foam dice. Simple tape papers with the dots on to the sides. Draw examples on the board and count them as a class. Play a game. Line the children up against one wall.

Demonstrate how to throw the dice and count the dots on the side that faces up. Take the same number of steps as is shown on the die. The first to reach the opposite wall is the winner.

Book exercise:

Instruction:

Trace the numbers and count the apples. Put the correct number of stickers in the box.

Comments:

**Materials:** Time

Review the relationship between the number of dots on a die and the numbers one and two. Review how to trace the numbers, practicing first with fingers. Show the apple stickers and count them as a class. Trace the number one and apply the sticker. Check everyone's work before continuing.

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**Objective(s) :**

- Count and recognize groups and numbers up to 2.

| Introduction activity:

**Materials:** Autumn flash cards, cards with one or two autumn vocabulary words, number flash cards for children.

Review the autumn vocabulary using the flash cards. Show the cards with one or two autumn vocabulary pictures on. Count them as a class. Play a game. Give each student a card with the number one on it and a card with the number two on it. When you hold up a flash card with either one or two vocabulary words on. The children must quickly hold up the correct number.

Book exercise:

Instruction:

Count the leaves on the trees and colour the correct number.

Comments:

**Materials:** Time.

Review the numbers one and two. Draw the number on the board and draw one or two vocabulary words over them. Have volunteers come up and point to the correct number. As a class, count the number of leaves on each tree. Point to the correct number in the book. Demonstrate how to colour the number and do the first tree together. Check everyone's work before continuing.

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## Page 42

**Objective(s) :**

- 1-Count and recognize groups and numbers up to 1.
- 2-Associate dots on a die to its written numeral.

Time 15 min | Introduction activity:

**Materials:** 2 apples, 2 pears, 2 nuts, cloth bag.

Review autumn vocabulary and stress that a lot of fruit is ready to eat in autumn. Show the children the apple, pears and nuts. Count how many of each there are as a class. Write the number on the board and draw the corresponding dice face under each along with an empty dice face. Count the dots and show how they link to the numbers. With your back turned to the children, place one or two of the fruit in the bag. Ask for volunteers to come up and put their hand in the bag. The child must say how many fruits there are and what kind. They must then draw the correct amount of dots on the empty dice face on the board.

Book exercise:

Instruction:

Count the autumn fruit and vegetables you can see. Draw the same number of dots on the dice.

Comments:

**Materials:** Time

Review the number one and two and the dots on a dice face. Draw an example of the activity on the board. Count the number of fruits and draw the correct amount of dots. Repeat for the number two. Do each of the book activities as a class. Check everyone's work before continuing to the next.

**Objective(s) :**

- Know common prepositions: under.

 | Introduction activity:

**Materials:** A ball, a red, orange and brown cup, a leaf or small apple.

Review autumn vocabulary and what happens in autumn. Teach the concept of under using an action and a ball. Place the ball under various objects in the class room and repeat the phrase, "The ball is under the \_\_\_\_\_". Play a game with the cups and the leaf or apple. Begin by reviewing the autumn colours of the cups. Place the leaf or apple under one of the cups and slowly mix the cups up. Ask the children which cup the apple is under. Have the children use the phrase "The apple is under the brown/ red / orange cup". repeat and increase the speed that you mix the cups.

Book exercise:

Instruction:

Use your finger to match the different coloured leaves and then place the mushroom stickers under the tree.

Comments:

**Materials:** Time

Review what happens in autumn and the concept of under. Review the autumn colours and show how the same colours are on the tree and under it. Show how to use your finger to lines to link the same coloured leaves. Do examples on the board before continuing to the book. Check everyone's work as they complete the activity. When everyone is finished, show how to decorate the picture by placing the mushrooms under the tree. Repeat the phrase, "The mushroom is under the tree."

**Objective(s) :**

- Count and recognize groups and numbers up to 2.

 | Introduction activity:

**Materials:** Flash cards for body parts, a selection of eyes, noses, mouths, ears and hands cut from magazines, glue.

Before class, cut out as many eyes, noses, ears, mouths and hands as you can find from magazines. Draw some outlines on paper, enough for one for each student. In class, first teach the body parts using flash cards and by pointing to your own face. Have the children copy you. Stress that you have one mouth, two eyes, etc. Next show the children the cut out body parts. explain that you are going to make your own people. Glue the cut outs in the outline of the person, the funnier the better. As you demonstrate, make some intentional mistakes, like taking three eyes or two noses. Ask the children if this is correct. How many is correct? When you are ready, let the children make their own pictures

Book exercise:

Instruction:

Count and name the different parts of the body. Trace the line to the correct number and colour it.

Comments:

**Materials:** Time

Review the body parts associated with the senses. Review counting to two. Write the number on the board. Point to parts of your face and have volunteers indicate the correct number on the board. Draw an example of the first activity from the book. Count how many eyes as a class. Demonstrate how to trace the line and colour the number 2. Go through each activity and point to the correct number as a class. When you are ready, do the activity, stopping to check everyone's work after each section.

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 **Page 45**

**Objective(s) :**

- Associate number of fingers to its written numeral.

Time 20 min | Introduction activity:

**Materials:** Paper, markers.

Review counting to 2 using the chant from previous lessons. Demonstrate counting to 2 on your fingers. Have the children count along. Place your hand onto some paper with one finger raised and draw around it with a marker. Write a big number 1 in the centre. Repeat but this time with 2 fingers raised and write a number 2. Now have the children make their own, helping as much as is needed. Decorate with stickers, coloured paper or markers.

Book exercise:

Instruction:

Use the number stickers to show how many fingers are held up on each hand.

Comments:

**Materials:** Time

Review counting to 2 on your fingers. Write a big number 1 and 2 on the board. Hold up one or two fingers and have a volunteer tell you the correct number and point to it on the board. Do the same in the books. As a class attach the first sticker then repeat for the second.

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 **Page 46**

**Objective(s) :**

- 1-Group and categorize objects.
- 2-Recognize shapes.

Time 15 min | Introduction activity:

**Materials:** Fruit and vegetable flash cards, old magazines or super market flyers, glue, large sheets of paper.

Teach some fruit and vegetables using actions. On the sheet of paper draw a large square and triangle like the book page. Cut pictures of fruit and vegetables from the magazines and as a class sort them into piles. Glue them onto the correct shape to make a giant class collage.

Book exercise:

Instruction:

Fruit and vegetables are good for us! Place the fruit stickers in the red square and the vegetable stickers in the green triangle.

Comments:

**Materials:** Time

Review the different fruit and vegetables. Review the names of the shapes. As a class attach the stickers one at a time, saying the name of the fruit or vegetable and the name of the shape.

**Objective(s) :**

- 1-Count and recognize groups and numbers up to 2.
- 2-Associate quantity to a numeral.

Introduction activity:

**Materials:** Large number one and two flashcards, pictures of or real food items such as sweets, apples, etc,

Review counting up to two. Tape the large number 1 and 2 at opposite ends of the class. Move any chairs, tables or anything that could be tripped over out of the way. Have the children sit in a line in the middle of the classroom. Hold up one or two objects and count them together. Everyone has to run (or bum shuffle if you are concerned about tripping) to the correct number. When everyone is at the correct number, all return to the middle and repeat.

Book exercise:

Instruction:

Here are some delicious treats. Count how many there are of each and draw a line to the matching number.

Comments:

**Materials:** Time

Review counting up to two. Count the different objects on the page as a class and have the children point to the correct number. Draw some examples on the board and let volunteers draw a line to the number. Do the first exercise in the book then check everyone has done it correctly. Continue, checking everyone after each exercise.

**Objective(s) :**

- Understand the notion of 'the same'.

Introduction activity:

**Materials:** Two sets of pictures of houses around the world.

Teach the concept of the same and different using objects around the class and the picture cards. Play matching pairs. Turn the cards face down on the floor or table. Take turns to turn over two cards. Say 'the same' if they match or 'different' if they don't.

Book exercise:

Instruction:

Heather and Sam are in Africa visiting their friends. Draw a line to match the huts that have the same number of windows.

Comments:

**Materials:** Time

Review the concept of 'the same' and 'different'. Look at the picture of the huts. As a class, count the number of windows on each hut. Have the children point to the two huts with one window. Demonstrate how to draw a circle around the huts.

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## Page 49

**Objective(s) :**

- Count and recognize groups and numbers up to 2.

Introduction activity:

**Materials:** Various pairs of items, enough bags or boxes for one per child.

In advance, collect pairs of a number of items such as socks, spoons, pencils, hair slides, toy cars or whatever you can think of. Place one of the pairs of each object into paper bags or boxes equal to the number of kids that there are. The children don't all have to have the same items. Hide the other halves of the pairs around the room. Give each child a bag or box and get them to go on a hunt for their matching halves. First to get a complete pair wins and sit down.

Book exercise:

Instruction:

Houses come in lots of different shapes and sizes. Find and circle the two houses with the same number of windows.

Comments:

**Materials:** Time

Review counting to two and groups of two. Count the windows on the houses and try to guess where they are from. As a class, point to the two houses which have two windows. Demonstrate how to circle the houses with a marker before completing the activity together.

**Objective(s) :**

- 1-Count and recognize groups and numbers up to 2.
- 2-Use a code.

Time 20 min | Introduction activity:

**Materials:** Small squares of yellow and orange paper, a large sheet of paper, glue,  
Before class, draw a large tropical fish on a sheet of paper. Draw stripes on the fish and number them one or two. Demonstrate to the class how the areas marked one are to be yellow and the areas marked two will be orange. Demonstrate how to glue the squares of paper to the fish like a mosaic. Complete the picture together as a class, stressing the link between the numbers and the colours all the time.

Book exercise:

Instruction:

Use the colour code above to finish the underwater picture.

Comments:

**Materials:** Time

Review the numbers 1 and 2 and their equivalent dots on a die. Show the relationship between the numbers and the colours. As a class point to the areas that need to be coloured green. Colour these areas then repeat for red.

**Objective(s) :**

- 1-Count and recognize groups and numbers up to 3.
- 2-Know common prepositions in front of and behind.

Time 15 min | Introduction activity:

**Materials:** selection of small toys or other objects.

Begin by reviewing counting to 2 and introduce the number 3. Use the chant from previous classes. Count various objects around the class. Introduce the concept of 'in front' and 'behind' using actions. Play a game to practice. Hold a small object in one hand. Place one hand in front of you and one hand behind. Have the children guess which hand it is in by saying the correct word.

Book exercise:

Instruction:

Camels live in the desert. Count how many you can see. Colour the camel in front of the palm tree brown and the one behind the palm tree yellow.

Comments:

**Materials:** Time

Review counting to three and the concept of 'in front' and 'behind'. Count the camels as a class. Discuss which camel is behind the tree. Have everyone point to the correct camel. Demonstrate how to colour the camel yellow and colour it as a class. When you have finished, repeat for the camel in front of the tree.

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## Page 52

**Objective(s) :**

- Count and recognize groups and numbers up to 3.

Introduction activity:

**Materials:** Animal flashcards, markers

Review the different animals on the book page using actions and flashcards. Review counting to two and the numbers 1 and 2. Talk about the sounds that the different animals make. Woof, meow, tweet and blub for the fish. Play a game to practice counting. Make one or two animal sounds. The children must guess which animal it is and how many there are. 'Woof' is one dog, 'woof, woof' is two dogs etc.

Book exercise:

Instruction:

Count the pets and draw a line to the correct number.

Comments:

**Materials:** Time

Quickly review counting to two and the numbers 1 and 2. Draw some examples of the activity on the board and have volunteers draw lines to the correct numbers. Do the first activity together before allowing the children to continue.

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## Page 53

**Objective(s) :**

- Count and recognize groups and numbers up to 3.

Time 20 min | Introduction activity:

**Materials:** 3 lion, snake and butterfly pictures.

Teach or review the animals using flashcards and actions. Review counting up to 3 using the pictures. Try to elicit the sentence 'There are 1/ 2/ 3 \_\_\_\_\_s'. Have the children cover their eyes or face the wall. Hide different amounts of animals around the room. Let the children find them and bring them back. Count how many of each you have found and let individuals colour the correct number on the board.

Book exercise:

Instruction:

Find the wild animals in the picture. Count how many there are and colour the number.

Comments:

**Materials:** Time

Review counting to three using the chant from previous lessons. Write the numbers on the board. Say one of the numbers and have a volunteer come up and point to the correct number on the board. Count the amount of each animal on the page and have everyone point to the correct number before colouring.

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 **Page 54**

**Objective(s) :**

- 1-Count and recognize groups and numbers up to 2.
- 2-Recognize shapes.

Time 20 min | Introduction activity:

**Materials:** circles, squares, rectangles and triangles cut from coloured paper, glue, outline of a rocket.

Review the names of the different shapes. Talk about what happens at Chinese new year. Show the children the rocket outline and ask what they think it is. Demonstrate how to glue the shapes to the rocket picture to make pictures and patterns. As the children are working, check the names of the shapes with them.

Book exercise:

Instruction:

It's Chinese New Year. Find the shapes in the picture and draw a line to the matching number.

Comments:

**Materials:** Time

Review the names of the shapes and count to two. Draw an example of the activity on the board. Ask for volunteers to come up and draw a line to the correct number. As a class, count the shapes in the picture. Ask everyone to point to the correct number before drawing a line. When you have finished the activity, colour the shapes in the picture.

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 **Page 55**

**Objective(s) :**

- Count and recognize groups and numbers up to 3.

Introduction activity:

**Materials:** Pictures of sombreros, balloon, piñatas etc,

Talk about the different things we can see at a Mexican party. Review counting up to three and the numbers 1, 2 and 3. Play a quick game to practice. Clap one, two or three times. A volunteer has to come and point to and say the correct number. When the children are ready, let them be the one clapping. Vary the speed and volume of your claps to make it interesting.

Book exercise:

Instruction:

It's festival time in Mexico. How many balloons, hats and piñatas can you see? Colour the number underneath.

Comments:

**Materials:** Time

Review counting up to three using chants, fingers and objects. Write the numbers on the board and ask for volunteers to identify them. Look at the picture in the book and talk about what you can see. Count the number of balloons, hats and piñatas together. Draw an example on the board and let volunteers come up and draw a line to the correct number. When you are ready, complete the activity, checking everyone's work as you go.

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