



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.

TEACHER BOOK

Junior Level

Ages 3–4

2nd part

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Language and writing

Objective(s) :

- Colour within the lines.

15 min | Introduction activity:

Materials: Scarves, hats and gloves, flashcards of winter clothes, 10 min, Coloured pencils

Begin by talking about winter and what we can see. Ask what the weather is like in winter and talk about what we need to wear. Teach the winter clothes flashcards using actions and real examples. Play a game to practice the names of clothes and how to get dressed to go outside. Take all of the children's scarves, hats and gloves or mittens (check you know who is who or that they have names in). Put the clothes in a big pile in the middle of the room. Show that you have to go to the pile and quickly put on your own clothes before coming back and sitting down. The winner is the first to sit down.

Book exercise:

Instruction:

Brrr! Winter is here and the weather is getting colder. Sam wants to play outside with Monkey., but he is missing some of his winter clothes. Help Sam to finish getting dressed by colouring the items he needs.

Comments:

Teach or review winter clothes and why we need to wear them. Talk about each item of clothing on the page and whether it is suitable for winter weather. Point to each item of clothing together as a class. Demonstrate good and bad examples of colouring before proceeding.

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Language and writing

Objective(s) :

- 1- Trace squares and rectangles.
- 2- Understand and respect a limited space.

20 min | Introduction activity:

Materials: White paper, scissors, Time 20 min, paint, cotton buds, markers

Review different weather using actions. Talk about how the weather is in winter. Teach the rhyme "Snow, snow falling down. Cold and white on the ground" while sinking slowly to the ground. Demonstrate how to make a snowflake. Fold a circle of paper in half and then half again. Cut small shapes from the sides and edges. Unfold and enjoy!

Demonstrate the correct use of scissors before starting. When you are finished stick the snow flakes onto the window.

Book exercise:

Instruction:

Monkey is outside waiting for Sam and it has started to snow. Use a cotton bud and white paint to make snowflakes. Trace the doors and windows of Sam's house.

Comments:

Draw a big example of the house on the board. Review the different shapes present. Show how to trace the shapes carefully. Have some volunteers come up and trace different parts of the house. Next, have everybody trace the house in the book using their finger before using a marker. When everyone is finished demonstrate how to dab white paint onto the picture using a cotton bud.

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Language and writing

Objective(s) :

- Trace and continue patterns.

Time 15 min | Introduction activity:

Materials: Christmas flashcards, large sheet of paper, sponges, string and toilet roll tube, paints, Time 20 min, Coloured pencil, markers

Begin by talking about Christmas and teaching some vocabulary. Use actions and flash cards. Before class, draw a large Christmas decoration on the paper. Divide into three parts, the same as the book. Show that we are going to finish the decoration together as a class. Use the sponges to dab paint onto the top section The string is dipped in paint and laid onto the middle section to create lines. Dip the ends of the toilet roll

tubes into paint to create circles on the bottom section. Make sure everyone has a go at each part.

Book exercise:

Instruction:

Sam and Heather are making decorations for their Christmas tree. Help them trace the lines and finish the patterns. Colour the decorations to make it look festive.

Comments:

Review the Christmas vocabulary using flashcards. Ask the children to identify the picture in the book. Draw an example on the board and show how to draw each pattern. Have volunteers come up and draw parts of each section. Draw some obvious mistakes and ask if it is correct. Hopefully, the students will point out your errors! When everyone is ready, complete each section together as a class using markers. When all the sections are finished, colour with pencil crayons.

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Language and writing

Objective(s) :

- 1- Draw circles.
- 2- Understand and respect a limited space.

20 min | Introduction activity:

Materials: A large picture of a Christmas tree (see other activities on the theme), coloured circles, bluetack, blindfold such as a scarf, 20 min, markers, stickers

Review Christmas vocabulary using actions and flashcards. Show the children the large Christmas tree. Try and get the children to tell you what it is. Show that the tree is not finished and needs to be decorated. Show the coloured circles and explain that they are Christmas decorations for the tree. Play 'pin the decoration on the tree'. Stick a tree picture to the wall at child height. One blindfolded, a student must try to attach a decoration to the tree using the bluetack.

Book exercise:

Instruction:

The children are decorating their Christmas tree. Let's join in. Use the star stickers and then draw some coloured baubles of your own.

Comments:

Materials: 5 ;in

Review Christmas vocabulary using actions and flashcards. Talk about what we can see and do at Christmas. Look at the book page and ask the children what Heather and

Sam are doing. Point out that they need help to finish. Demonstrate how to apply the stickers to decorate the tree. Show good and bad examples of placing the stickers. When everyone is ready, proceed. Next, show how to draw and colour a circle on the board. Ask volunteers to draw on the board before completing the activity in your books.

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Language and writing

Objective(s) :

- 1- Learn about Christmas traditions.
- 2- Understand and respect a limited space.

15 min | Introduction activity:

Materials: 5 different coloured trays or boxes, assorted coloured toys or items that match the trays., 15 min, Stickers

Review the colours using flashcards and any previous songs or chants (the rainbow song, etc). Show the coloured trays or boxes. Ask the children to name the colours of each. Show that each box contains a number of tops that match the colour of their boxes. Ask again what colour each toy is. Explain that you are going to hide the toys around the classroom while the children aren't watching. The children must then find the toys and bring them back to the correct coloured box. Let the children search either individually or at the same time as a class. Ask the children to name the colour each time they find a toy.

Book exercise:

Instruction:

It's Christmas Eve and Father Christmas is delivering presents to Sam and Heather. Help him by sticking the presents in the same coloured boxes.

Comments:

Review Christmas vocabulary and talk again about what happens over Christmas. Look at the page and talk about who and what the children can see. Review the colours and explain that Father Christmas needs help to sort his presents. Show the stickers and ask the children to name the colours again. As a class point to the stickers that match each box. When everyone is ready, place the matching stickers in each box together. Checking everyone's work before proceeding to the next sticker.

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Language and writing

Objective(s) :

- Understand and respect a limited space.

15 min | Introduction activity:

Materials: Construction blocks or different sized toys, different sized boxes, 15 min, Stickers

Show the children the different boxes. Try as a class to sort them into ascending size order. Show the children the different sized toys or blocks built to different sizes and show that they will each fit snugly in one of the boxes. Ask volunteers to come up and try to match an item to its box. When everyone is ready, give everyone an item and line them up on the other side of the class. The children must hurry to the boxes, find the correct one and place their object inside before returning to the start.

Book exercise:

Instruction:

Presents come in different shapes and sizes. Look at the stickers and try to match the correct presents to their box. What would you like for Christmas?

Comments:

Review some Christmas vocabulary before looking at the book page. Ask the children what they can see. Talk about what they would like to receive as a present. Show the stickers and demonstrate that they will only fit inside a certain present. As a class point from the stickers to the correct presents before beginning. Apply each sticker one at a time, checking everyone's work before continuing.

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Language and writing

Objective(s) :

- 1- Learn about winter.
- 2- Trace and draw curved lines.

15 min | Introduction activity:

Materials: chairs, flash cards, 20 min, Markers, language

Talk about the weather we can see in winter. Use flash cards and actions. Focus on the wind. Use a wavy arm gesture as an action. Ask the children what the sound of the wind is. Draw some wavy lines on the board and explain that you are going to move like the wind. Place a line of evenly spaced chairs across the classroom. Show that like the

wind, you are going to move in a wavy pattern between the chairs. Have the children follow you in a line before allowing volunteers to lead. Make wind noises as you walk.

Book exercise:

Instruction:

The winter wind is blowing and the fire is warm inside. Trace the lines of the wind and smoke. Draw a path in the snow for Sam to leave the house.

Comments:

Review the weather we can see in winter. Look at the book page and ask how the weather is. Draw some wavy lines on the board. As a class, draw some wavy lines in the air with your fingers. Let volunteers come up and trace the wavy lines on the board. Next, trace the lines in the book with your fingers before using markers. Show that Sam needs a path from his door between the snowflakes. Draw an example on the board and show how to draw a wavy path without hitting the snow flakes. Have volunteers try on the board before tracing a path with your fingers, then markers.

Page 13

Language and writing

Objective(s) :

- 1- Follow a path.
- 2- Trace curves and loops.

10 min | Introduction activity:

Materials: chalk, 10 min, Coloured pencils

Use the chalk to draw a large looping path on the floor. Demonstrate how to walk slowly on the path without falling. Let volunteers try to walk the path without stepping off. Finally have the children follow you on the path in a line.

Book exercise:

Instruction:

In winter it is great fun to go ice skating with our friends. Show Sam how to skate to Heather by tracing the lines on the ice.

Comments:

Talk about winter activities. Use flashcards and actions to demonstrate. Let everyone pretend to ski, sled and ice-skate around the room. When everyone is settled again, draw an example of the book activity on the board. Show how to trace the loops and curves on a path. Let volunteers try. In the book, trace the path together with your fingers before using a coloured pencil.

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Language and writing

Objective(s) :

- Trace circles and zigzags.

20 min | Introduction activity:

Materials: Copies of a dinosaur picture, coloured triangles and circles, markers, 20 min, Coloured pencils

Begin by reviewing some shapes. Ask the children to name circles and triangles. Show the dinosaur picture and demonstrate how to glue the triangles to its back to make spikes and the circles to its body to make spots. Show how to colour the picture using markers. Trace the different shapes on the dinosaur with your fingers.

Book exercise:

Instruction:

ROAR! A long time ago dinosaurs lived on Earth. Do you know the names of any? Sam has drawn his favourite dinosaur. Let's help him finish it. Trace and colour the spots and zigzag spikes.

Comments:

Review some dinosaur vocabulary and look at the page together. Ask the children to name the shapes they can see. Draw a zigzag line on the board and show how to trace it. Trace in the air before letting volunteers try on the board. Repeat with the circles. Trace in the book with your fingers before completing the activity.

Page 15

Language and writing

Objective(s) :

- Complete a simple maze.

15 min | Introduction activity:

Materials: Cut out dinosaur footprints, 15 min, Pencils

Show the children the dinosaur foot prints. Try to get them to tell you what they think would make them. If you want you can have the children colour or paint them or simply cut them from coloured cards. Attach the footprints to the floor using tape or blutack. Create a simple maze from one side of the room to the other. Let the children try one at a time to walk on the path.

Book exercise:

Instruction:

Oh no! The mummy dinosaur has lost her baby. Draw a path through the maze to help her find him.

Comments:

Draw an example of the book page on the board or make a large photocopy. Ask the children which is the mummy dinosaur and which is the baby. Show that you need to connect the two. Ask for volunteers to draw a line with their finger on the board before repeating with everyone in the book. Show that you can erase the pencil line if you make a mistake.

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Language and writing

Objective(s) :

- 1- Trace zigzags.
- 2- Understand and respect a limited space.

20 min | Introduction activity:

Materials: large woolly mammoth cut out, brown paint, strips of brown crepe paper., 20 min, Coloured pencils, glue, brown wool

Teach some vocabulary relating to prehistoric man using actions and flashcards. Show the cut out of the woolly mammoth. Ask what colour they think it should be. As a class, paint the mammoth brown. While the paint is still wet, attach strips of brown crepe paper to make it hairy!

Book exercise:

Instruction:

Sam and Heather have gone on a field trip to the history museum. They are at the caveman exhibition. Trace the mountains and clothes to finish the picture. Glue brown wool onto the mammoth to make him hairy.

Comments:

Review the prehistoric vocabulary and talk about what you can see on the page. Have everyone point to each item of vocabulary in the book as they say it. Trace the mountains and the clothes with your fingers before using coloured pencils. Demonstrate how to glue the pieces of brown wool onto the mammoth by applying glue to the page and not to the wool!

Page 17

Language and writing

Objective(s) :

- 1- Trace zigzags.
- 2- Understand and respect a limited space.

20 min | Introduction activity:

Materials: White t-shirts, fabric paint., 20 min, paints

before class either buy or have parents bring in a cheap white adult sized t-shirt. Use scissors to cut off the arms and to make a zigzag pattern on the hem. In class, review the theme vocabulary and talk about what clothes cavemen wore. Show some example pictures of cavemen wearing spotted skins. Demonstrate how to use the paint to make spots on the t-shirts. When the paint is dry, have a caveman fashion parade!

Book exercise:

Instruction:

Cavemen made their clothes from animal skins. Use a cotton bud to decorate each fur with spots. Can you think of any animals that have spots?

Comments:

Review the theme vocabulary by looking at the page. Talk again about cavemen clothing and what animals were present. Show some photos of cave paintings and see if you can guess what they are as a class. Demonstrate how to use the cotton buds to apply the paint in dots using a dabbing motion. Practice without paint before decorating the clothes as a class.

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Language and writing

Objective(s) :

- 1- Trace vertical, horizontal and diagonal lines.
- 2- Colour within the lines.

15 min | Introduction activity:

Materials: Square building blocks, sugar cubes, icing sugar, 20 min, Pencil, coloured pencil

Show the children a picture of the pyramids at Giza. Explain that it is a pyramid and is in Egypt. Use the square building blocks to make a pyramid on the floor. Let everyone try. Show that everyone will make their own min-pyramid using the sugar cubes. Show how to make a square four cubes long on each side. Cover the top with icing sugar mixed

with water and add 3 cubes on each side and so on. Let the icing sugar harden and the pyramid will be solid.

Book exercise:

Instruction:

Look! Who can you see riding the camel? The children are on holiday in Egypt. Trace the lines on the pyramid and colour the camel and its riders. Find the sticker of Egypt's flag and stick it on the page.

Comments:

Look at the picture in the book. Review the pyramid vocabulary and ask everyone to paint it. Draw an example on the board and show that you need to trace it. Trace the lines in the book with fingers first before using a pencil. Colour the picture, showing good and bad examples to the class. Finally, show how to apply the Egyptian flag sticker to the page.

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Language and writing

Objective(s) :

- Trace a spiral.

20 min | Introduction activity:

Materials: sand, trays, 20 min, pencil

Begin the class by practicing drawing circles on the board. Let individuals try. Next, draw a spiral and teach the name. Have the children draw spirals in the air with their fingers, elbows, toes, etc. Let volunteers attempt to draw one on the board. Place the sand in the trays and demonstrate how to use your finger to draw a spiral. Let the children experiment with using other things such as pencils, mini rakes or anything else you have to hand.

Book exercise:

Instruction:

The next stop on Sam and Heather's trip is Rome. They are visiting an Ancient Roman stadium to watch a chariot race. Trace the path starting from the gladiator.

Comments:

Review the word spiral and how to draw one. Practice in the air with fingers or holding pencils. Demonstrate on the board and allow volunteers to come up and try. Show good and bad examples of spirals. Trace the spiral in the book first with fingers then with pencils

Page 20

Language and writing

Objective(s) :

- 1- Learn about characters in medieval myths.
- 2- Follow a path.

15 min | Introduction activity:

Materials: hoop, medieval vocabulary flashcards,, 15 min, pencil

Begin by introducing the medieval flashcards. Teach vocabulary using actions. Place the hoops on the ground and explain that they are all castles and the children are princes and princesses. Next, tell the children that you are a dragon. When you play music they must leave their castles but when the music stops they must very quickly get back to their castles before you can catch them.

Book exercise:

Instruction:

The middle ages were a time of kings and queens, princes and princesses, knights and castles. Help the princess to find her way home to her castles. Be careful, there is only one way and the other will take her to the dragon!

Comments:

Review the theme vocabulary using flashcards and actions. Look at the pictures in the book. Practice the vocabulary as you point to each picture together. Trace each line with your fingers as a class and talk about where everyone thinks the princess wants to go. When everyone understands she wants to go to the castle, trace the correct line together.

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Language and writing

Objective(s) :

- 1- Trace squares, circles and triangles.
- 2- Understand and respect a limited space.

20 min | Introduction activity:

Materials: 20 min, Card, coloured paper shape, paint or markers, min, Markers, stickers

Review middle ages vocabulary, focusing on the king and queen pictures. Ask what they are wearing. Point to the crowns and teach the word. Explain that you are all going to be kings and queens. Make crowns from long strips of card. Decorate them with coloured paper shapes. Review the different shapes as you attach them. Colour the crown with paint or markers.

Book exercise:

Instruction:

Look at the beautiful crown. Who do you think it belongs to? Trace the shapes in different colours and then use the stickers to make jewels.

Comments:

Look at the picture together as a class. Ask what it is and who would wear one. Point to the different shapes and review the names. Draw a circle, square and triangle on the board. Let volunteers trace the different shapes. Trace the shapes in the book with your fingers before using markers. Apply the stickers one at a time as a class, reviewing the name of each shape.

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Language and writing

Objective(s) :

- Trace curved lines from bottom to top.

20 min | Introduction activity:

Materials: White glue, glitter, black paper, 20 min, Markers

Start by teaching some vocabulary relating to celebrations. If you can, show some short video clips or photos of fireworks. Pretend to be fireworks by crouching down in a ball before jumping up and shouting 'Bang!'. Make firework pictures. Use the glue to draw a line on the black paper from the bottom to the top, then draw a star or explosion. Before the glue dries, shake glitter onto the paper.

Book exercise:

Instruction:

Whizz! Pop! Bang! Fireworks are fun to celebrate. Sam and Heather have gone to see the firework show. Starting from the dots, trace the lines of the fireworks.

Comments:

Review the theme vocabulary then draw some fireworks on the board similar to the ones in the book. Show how to trace the lines from the bottom. Trace the lines in the air with your fingers before letting volunteers trace the lines on the board. Use your fingers to draw the lines in the book before letting the children use markers.

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Language and writing

Objective(s) :

- 1- Trace crosses and diagonal lines.
- 2- Learn about musical instruments.

15 min | Introduction activity:

Materials: Selection of tambourines, maracas, etc, Song, 'The music man', 20 min, Pencil, markers.

Take a large box and place the instruments inside. Cover the box with a sheet or cloth. Reach in and take out one instrument at a time, shaking it as you do. Have the children repeat the name of the instrument to get it. When everyone has an instrument, march and play them to the song 'The music man'.

Book exercise:

Instruction:

The parade is going through the town and everyone has come to watch! Let's finish tracing and decorating the flags. Can you name the different musical instruments in the picture?

Comments:

Teach the names of the instruments using flashcards and actions. Draw some examples of diagonal lines and crosses on the board. Let volunteers trace them before tracing the lines in the book with your fingers. When everyone is ready, trace the flags with a pencil and colour.

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Language and writing

Objective(s) :

- Trace patterns.

20 min | Introduction activity:

Materials: Card, glue, coloured shapes, stickers, glitter, 20 min, markers, coloured pencils

Begin by teaching some vocabulary relating to parties using flashcards and actions. Talk about birthdays and what we can see and do there. Make party hats from cones of paper and let the children decorate them using coloured paper, paint or anything you want. When they are dry, have a pretend party with music and games.

Book exercise:

Instruction:

It's Sam's birthday today! He is getting ready for his party. He has his party hat but needs your help to decorate it. Trace the different patterns and then colour.

Comments:

Review the theme vocabulary. Talk about what Sam is wearing in the book and why. Draw some examples of the patterns on the board and let volunteers trace them. Have everybody trace a zigzag pattern in the air and on the books with their fingers. When the class is ready, trace the patterns and colour.

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Language and writing

Objective(s) :

- Trace and complete patterns.

20 min | Introduction activity:

Materials: Pictures of party food, cookies or cup cakes, icing sugar, food colouring, icing bags or plastic sandwich bags, 20 min, Markers, coloured pencils

Begin by reviewing party vocabulary. Talk about what we eat at parties. Show some pictures of party food, especially an iced and decorated birthday cake. Make some coloured icing and put in the icing bags or in strong sandwich bags with the corner cut off. Show how to decorate the cookies or cupcakes with circles and wavy lines. Let everyone decorate their own cookie or cupcake.

Book exercise:

Instruction:

Yummy! This is Sam's birthday cake. Finish drawing the candles and count them to see how old Sam is. Decorate the cake by tracing the lines and finishing the patterns. Colour the cake.

Comments:

Review the party vocabulary and ask the children what they can see on the page. Count the number of candles together. Demonstrate good and bad examples of tracing then show how to complete the pattern. Have everybody trace the patterns with their fingers before using the markers. Colour the cake with the pencils.

Page 26

Language and writing

Objective(s) :

- Paint within the lines.

15 min | Introduction activity:

Materials: Red and white strips of paper, sheets of paper, glue, 20 min, Paint, stickers

Start by teaching some circus vocabulary. Show a flashcard or picture of a big top. Talk about the colours you can see. What do you think is inside? Before the class, fold each sheet of paper in half and cut out a big top shape from one half. Prepare one for each child. In class show how to glue alternate red and white strips on to the opposite side to the cut-out. Fold the half with the big top down and glue it - it will create the image of a coloured tent.

Book exercise:

Instruction:

The circus has come to town and the big top is already up. What do you think you can see inside? Paint the tent red and white and stick the flag on the top.

Comments:

Review the circus vocabulary and ask the children what they can see on the page. See if the children can remember what colours the tent should be. Show how to paint alternate red and white stripes onto the big-top. Demonstrate good and bad examples of painting. When everyone has finished show how to attach the sticker to the top of the tent.

Page 27

Language and writing

Objective(s) :

- 1- Trace curved lines and circles.
- 2- Colour within the lines.

20 min | Introduction activity:

Materials: Paper plates, coloured shapes and circles, glue, orange wool, 20 min, markers, coloured pencils

Review the previous circus vocabulary. Look at the clown picture and ask the children if he is happy or sad. What colour is his face, hair, etc. Before class, cut some coloured paper into shapes for a clown's mouth, eyes and cheeks. Show how to build and stick together a clown's face on the paper plate. Glue some orange wool on the hairs.

Book exercise:

Instruction:

Sam and Heather have met a clown at the circus. Do you like clowns? Trace and colour the clown's face so he is ready for show time!

Comments:

Review the circus vocabulary then talk about the clown. What colour should his hair and hat be? Demonstrate how to trace the lines and circles. Have everyone trace the picture with their fingers before using markers. Colour the picture when you are finished.

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Language and writing

Objective(s) :

- 1- Learn about the circus.
- 2- Refine colouring skills.

15 min | Introduction activity:

Materials: Coloured balls, hoops, face paints, 15 min, Coloured pencils,

Review the theme vocabulary and talk about who we can see at the circus. Ask everyone who their favourite performer is. As a class, role-play different performers; jugglers throw balls to each other, magicians wave wands, clowns have red noses and are silly, etc. Play a game of circus charades.

Book exercise:

Instruction:

Let's meet the different performers from the circus. What is each person doing? Look at the outlines above and work out who needs each item. Colour them to match the pictures.

Comments:

Review the names of the circus performers and talk about what they do. If the children could be one of them, which would they choose? Look at the pictures at the top of the page and as a class, point to who needs each object. Demonstrate how to colour the different objects to match the ones in the pictures below.

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Language and writing

Objective(s) :

- 1- Trace diagonal lines.
- 2- Trace lines from one dot to another.

20 min | Introduction activity:

Materials: Wool, paper, lollipop sticks, pictures of trapeze artists, 15 min, Pencils

Review the theme vocabulary and if possible, watch a short video from the internet (YouTube, etc) of a trapeze artist performing. Make trapeze artist pictures. Glue two lengths of wool onto paper at one end and onto a lollipop stick at the other. Colour a cut out of a trapeze artist and stick it to the lollipop stick. Draw in the supports for the top of the trapeze.

Book exercise:

Instruction:

See how the trapeze artists swing through the air! Draw in the lines so they don't fall down.

Comments:

Review the vocabulary for the trapeze artists and talk about the pictures. What colours are they? What do they think is missing? Demonstrate how to draw and trace the lines of the trapeze. Have everyone trace them with their fingers before using their pencils. Next show how to draw a line from the dots to the top of the trapeze and vice versa. Trace the lines again with fingers before using pencils.

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Objective(s) :

- 1- Understand the concept of 'How many'.
- 2- Count and recognize groups and numbers up to 3.

15 min | Introduction activity:

Materials: hats and scarves, 20 min, Pencil.

Begin by talking about winter clothing. Talk about what we wear and how many. How many hats, scarves, mittens, boots etc. Review counting up to 3. Play 'hats and Scarves'. Put a pile of hats and scarves at the end of the class. Make two teams. Say a number and either hats or scarves. A member of each team must run the pile and put on the correct number of either item of clothing and run back to their team.

Book exercise:

Instruction:

What can we see in winter? Count the items in each box and draw a line to the correct number.

Comments:

Materials: Time

Review counting up to three and the numbers 1, 2 and 3. Draw up to three winter items on the board and ask volunteers to count then draw a line to the correct number. Count the items on the page together and point to the correct number before drawing a line with a pencil.

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Objective(s) :

- Count and recognize groups and numbers up to 3.

15 min | Introduction activity:

Materials: Pictures of hats, mittens and boots, 15 min, Coloured pencils

Review winter clothing and counting and writing up to 3. Show the children the pictures of the hats, mittens and boots. Count how many there are of each as a class. Have the children turn their backs or cover their eyes. Hide the pictures around the classroom then let the children try to find them. The children must tell you how many of each they have found.

Book exercise:

Instruction:

The children need to wrap up warm to play outside. Count how many hats, mittens and boots there are in the picture. Colour the correct number.

Comments:

Materials: Time

Review the names of the clothing on the page and count how many there are of each as a class. Count some of the other items as well. Review the numbers 1, 2 and 3. Draw an example of the activity on the board and let a volunteer come and colour the correct number. Point to the correct number together before colouring.

Objective(s) :

- 1- Count and recognize groups and numbers up to 3.
- 2- trace number 1, 2 and 3.

15 min | Introduction activity:

Materials: Long string, clothes pegs, cut outs of mittens with numbers 1, 2 and 3 on., 20 min, Pencil

Review the numbers 1, 2 and 3. Show the children the cut-outs of the mittens. Give each child a set of pictures and let them practice sorting them into number order. Colour and decorate the mittens if you want. Next, hang a long string like a washing line across the class. Let the children come up and peg their mittens in the correct order to the line.

Book exercise:

Instruction:

How many mittens, presents and stockings can you see? Draw a line from the pictures to the correct numbers.

Comments:

Materials: Time

Review the Christmas vocabulary and counting and writing up to 3. Count the number of each item on the page and have volunteers point to the matching number. When everyone is ready, draw a line with a pencil. Next, write the numbers 1, 2 and 3 on the board and practice writing them in the air with your fingers, noses, feet, etc. Then let individuals trace them on the board. Finally let everyone trace the numbers in the book, checking everyone's work after the first set.

Objective(s) :

- 1- Understand the concept of 'on top'.
- 2- Trace numbers 1, 2 and 3.

15 min | Introduction activity:

Materials: Green paper cut into triangles, glue,, 15 min, Markers, stickers

Before class, cut some green paper into triangles. Review some Christmas vocabulary and explain that you are going to make Christmas trees. Show the triangles and review the shape and colour. Count how many there are. Explain that each triangle must go on top of the one below. Use the action of putting one hand on top of the other, let the children put their hands on top of yours and build a tower! Demonstrate on the board. Let volunteers come up and build their own tree. When everyone is ready, glue the triangles onto paper and decorate.

Book exercise:

Instruction:

Heather needs help decorating the trees in the park for Christmas. Stick a star on top of each tree and trace the numbers in different colours.

Comments:

Materials: Time

Review counting and writing numbers up to 3. Write the numbers on the board and let volunteers practice tracing them. Trace the numbers in the book, first with your fingers then with different coloured markers. Show the children the stickers and explain that they need to go on top of the tree. Have everyone point to the correct place on the page before attaching the stickers.

Objective(s) :

- Compare objects by size – big/ small.

15 min | Introduction activity:

Materials: Large sheet of paper, big and small pieces of blue and red coloured paper, glue, 20 min, Scissors, glue

Before class, draw a picture of a large and small present on a sheet of paper. In class, review some Christmas vocabulary. Ask the children what they can see on the paper. Teach or review the words 'big' and 'small' using actions. Show the children the big

pieces of blue coloured paper and the small pieces of red coloured paper. Demonstrate that you must glue the big pieces onto the big presents and the small pieces to the small present. Finish the picture together as a class.

Book exercise:

Instruction:

Cut out the presents and glue them into the correct boxes. Big on the left and small on the right.

Comments:

Materials: Time

Review the words 'big' and 'small'. Show the children the pictures of presents. As a class point to the presents that are big. Repeat for the small presents. Demonstrate how to cut along the dotted lines. Let Everyone cut out their presents and sort them. Check everyone has the big presents together before demonstrating where to glue the presents.

✉ Page 37

Objective(s) :

- 1- Recognize colours and shapes.
- 2- Understand a code.

20 min | Introduction activity:

Materials: Large sheet of paper, bluetack, shapes cut from paper, paint, sponges, 20 min, Coloured pencils

Before class, draw a large Christmas tree on a big sheet of paper. Cut out squares, circles, triangles and stars. Attach the shapes to the tree with bluetack. In class, review the names of the different shapes. Colour the tree together using sponges dipped in green paint. Do not colour under the shapes. Once the tree is coloured, allow volunteers to lift off the shapes revealing the outlines. Have the children tell you what shapes they can see on the tree.

Book exercise:

Instruction:

Sam has invited Heather over to decorate his Christmas tree. Colour the shapes on the tree using the code at the bottom of the page.

Comments:

Materials: Time

Review the shapes and colours on the page. Draw a square on the board and colour it blue. Have everyone hold up a blue pencil and point to a square in the book. Colour each shape one at a time, checking everyone's work as you go, before moving on to the next colour.

Page 38

Objective(s) :

- 1- Count and recognize groups and numbers up to 3.
- 2- know ordinals: 1st, 2nd, 3rd.

15 min | Introduction activity:

Materials: Different coloured circles, tape, 15 min, Stickers

Before class cut a number of circles out of coloured paper. Review counting up to 3. Teach or review 1st , 2nd and 3rd. Divide the class into teams of three. Use tape to stick one circle to the first child, 2 to the second and 3 to the third. Play some winter music such as jingle bells. When the music stops, the children must line up by colour, with the child with 1 circle at the front and the child with 3 at the back.

Book exercise:

Instruction:

It's snowing! Stick 1 snowflake on the first tree, 2 on the second and 3 on the third.

Comments:

Materials: Time

Review counting to three and the ordinals 1st, 2nd and 3rd. Draw an example on the board and allow volunteers to magnet 1 snowflake to the first tree, 2 to the second and so on. Have everyone point to the first tree in their books. Ask how many snowflakes are to be stuck on. Complete the first tree, check everyone's work and repeat for the second.

Objective(s) :

- 1- Count and recognize groups and numbers up to 3.
- 2- Make groups up to 3.

20 min | Introduction activity:

Materials: Snow flakes cut from white paper, tray, boxes, 20 min, Coloured pencils

Before class, cut some snow flakes from white paper. Review counting up to three using chants and actions. Play a grouping game. Divide the class into two teams and give the teams three or four boxes. Hide the snowflakes around the room. Demonstrate that the students must find three snowflakes for each box. When each team has finished, count how many snow flakes are in each box together, any with too many or too few are discarded. The team with the most complete boxes wins!

Book exercise:

Instruction:

Heather and Sam are skiing with their friend. How many people can you see? Colour the correct number box. Circle the snowflakes into groups of 3.

Comments:

Materials: Time

Review counting to 3 and the numbers 1, 2 and 3. Point to each number box as a class and ask volunteers to say the number. Count how many skiers are on the page. Check everyone can point to the correct box before colouring. Next draw an example of the snowflake activity on the board. demonstrate how to draw a circle around three flakes. Let volunteers try on the board.

● Page 40**Objective(s) :**

- 1- Recognize numbers up to 3.
- 2- Understand the code.

20 min | Introduction activity:

Materials: Large sheet of paper, paint, 20 min, Coloured pencils

Draw a large, spotted dinosaur on the sheet of paper. Ask the children what they can see. On each spot write a number 1, 2 or 3. On the board write the numbers and assign each a colour. Demonstrate that the numbers link to the colours. Allow the children to come up and paint one spot each according to the code.

Book exercise:

Instruction:

Use the code to colour the picture and see how the dinosaurs lived.

Comments:

Materials: Time

Review the number 1, 2 and 3 and the colours green, yellow and orange. As a class point to the different parts of the picture and have the class tell you the number and what colour it should be. When everyone is ready, colour the areas one number at a time. Show good and bad examples of colouring on the board before you begin.

▲ Page 41

Objective(s) :

- Associate an amount to the number of dots on a dice.

20 min | Introduction activity:

Materials: Paper dinosaurs, 3 red, 3 yellow, 3 blue, etc. blutack, 15 min, Pencil

Review counting up to 3. Write each of the numbers on the board and draw the corresponding dice faces underneath. Give each child (put the children in pairs or groups if you want) a set of three dinosaurs all of the same colour. Tape a square of paper to the wall for each child. Say a colour and a number, e.g. "three red dinosaurs.". The child or group with the red dinosaurs must run up and stick the correct number of dinosaurs in the square.

Book exercise:

Instruction:

Count the dinosaurs in each row and draw the same number of dots on the dice.

Comments:

Materials: Time

Review Counting to three. Draw dice faces for 1, 2 and 3. Have volunteers tell you how many each face is worth. Draw a simple example of the activity on the board. Let volunteers draw the correct number of spots. In the book, count the number of dinosaurs in each row together. Check everyone is drawing the correct number.

■ Page 42

Objective(s) :

- 1- Recognize differences in quantity: the most/ the least.
- 2- know common prepositions: up/ down.
- 3- Understand a pattern.

15 min | Introduction activity:

Materials: Cardboard cut into the shape of clubs, dinosaur footprints or bones, paint, 20 min, Pencil

Before class, cut the cardboard into the required shapes to make enough so each child has one. Take some long pieces of paper and show how to use cardboard to stamp a pattern of one facing up and one facing down. Let volunteers come up and add to your pattern before letting the class try to make their own.

Book exercise:

Instruction:

Count the dots on the clothes. Circle the person with the most dots. Use stickers to continue the pattern.

Comments:

Materials: Time

Draw two cave men on the board. Draw 3 spots on one and 1 spot on the other. Count them as a group. Review 'the most' and 'the least'. Ask someone to come up and point to the one with the most. Repeat for the least. In the books, count the number of spots again. Give everyone points to the caveman with the most spots. Circle it together, repeat for the least. Next, look at the clubs at the bottom. Before class, prepare some clubs to stick on the board. Put the same pattern on the board and let volunteers come up and continue it. When everyone understands, let them use the stickers to finish the pattern in the book.

 **Page 43****Objective(s) :**

- 1- Count and recognize groups and numbers up to 4.
- 2- Trace numbers 1, 2, 3 and 4.

15 min | Introduction activity:

Materials: Number flashcards, 15min, Pencils, stickers.

Begin by reviewing counting and numbers up three. Teach counting and numbers up to 4 using fingers. Attach the number flashcards to the board. Say a number and let

volunteers come up and point to it on the board. Next, have everyone close their eyes, then remove one number. Let the children tell you what is missing.

Book exercise:

Instruction:

Look at the picture. Count how many clouds, suns and bears there are. Place the stickers above the correct numbers and then trace.

Comments:

Materials: Time

Review counting to four using fingers and number flashcards. Draw a sun, cloud, stone and bear on the board. Count the number of suns, clouds, bears and stones in the book as a class. Have everyone point to the correct number for each. Attach the stickers one at a time, checking everyone's work after each sticker. Finally, as a class, trace each letter with a pencil.

Page 44

Objective(s) :

- Understand "same and different".

15 min | Introduction activity:

Materials: Two sets of theme flashcards, 20 min, Coloured pencils.

Make two sets of theme vocabulary before class. Teach 'the same' and 'different' using these cards. Place the cards face down and play matching pairs. Make sure the children say "The same" or "different" when they turn over the cards.

Book exercise:

Instruction:

Ancient Egyptians drew on papyrus. Draw the same picture on the blank papyrus. Connect the camels that are the same.

Comments:

Materials: Time

Review 'the same' and 'different'. In the book everyone points to the first camel. With the other hand they must point to the camel that is the same. Repeat for the other camels. When everyone is ready, show how to draw a line to link the same camels. Next demonstrate how to copy the picture onto the empty papyrus. When everyone is finished look at and complement each other's pictures.

Objective(s) :

- Observe and understand an image.

15 min | Introduction activity:

Materials: Copies of the vocabulary flashcards, 20 min, Stickers

Before class, copy the flashcards you will be using for the theme. Glue them to cards then cut into very simple four, five or six piece puzzles. Attach the original flashcards to the board. In groups or individually, let the children try to reassemble the images. Swap the puzzles and try again. Have a race!

Book exercise:

Instruction:

Look at the picture of Ancient Greece. What can you see? Try to find the right place to put the stickers.

Comments:

Materials: Time

Look at the picture and review the theme vocabulary. Show the children the stickers and have everyone point to where they think they should go. Attach the stickers one at a time, making sure everyone has found the correct space before continuing.

Objective(s) :

- 1- Recognize numbers 1 to 4.
- 2- Continue a pattern.

20 min | Introduction activity:

Materials: Paper, markers, paints, scissors, string., 20 min, Pencil.

Before class make a simple dot-to-dot of a flag with the numbers 1 to 4 on the corners. Show the children a picture of a castle and point out the flags on the towers. Review counting and numbers up to 4. Show how to trace from 1 to 4 then cut out. Decorate the flags with paint or markers.

Book exercise:

Instruction:

This is a knight's helmet. Connect the numbers 1 to 4 and colour the decoration. Continue the pattern of the flags.

Comments:

Materials: Time

Review counting and numbers up to 4. Draw some examples of simple dot-to-dots on the board. Let everyone try to connect the numbers. Have everyone trace the line from 1 to 4 in the book with their fingers then trace with a pencil. Finally colour the crest. Next draw an example of the flag pattern on the board. Chant "Dot, cross, dot, cross...". Stop and ask the children what comes next. Let volunteers continue the pattern on the board. When everyone is ready, complete the activity in the book.

 **Page 47**

Objective(s) :

- Associate objects.

15 min | Introduction activity:

Materials: Pictures, magnets, large drawing of a knight or castle., 20 min, Pencil, coloured pencils

Before class, prepare some pictures of things associated with the middle ages and things that are not, similar to the book. Put a picture of a knight or castle on the board and as class talk about what he would need using the pictures. Put the pictures in a bag and let volunteers choose one at random. If it is something the knight would need, they can use a magnet to attach the picture to the board.

Book exercise:

Instruction:

Colour the items that belong to the knight and cross the ones that do not belong.

Comments:

Materials: Time

Look at the picture in the book together as a class. Decide as class what the knight would need. Go through each picture together and colour or cross before moving on to the next. Check everyone is being careful and keeping up.

Objective(s) :

- Count and recognize groups and numbers up to 4.

15 min | Introduction activity:

Materials: Large sheets of paper with numbers 1 to 4, small sheets of paper with numbers 1 to 4., 20 min, Pencil.

Before class, put the numbers 1 to 4, fairly large on pieces of paper. That is, one number per paper. Tape one paper in each corner of the classroom. Count up to 4 together and point to each number. Cut a piece of paper into 4 equal pieces. Put the numbers 1 to 4, one on each piece. Fold them up and put these 4 papers in a box or bag. Divide the class into 4 teams and tell each to stand in one of the corners. Pull a piece of paper from the bag and say the number. That team must quickly sit down. Change corners after a few tries.

Book exercise:

Instruction:

Heather and Monkey are getting ready for Sam's 4th birthday party. Circle all the number 4's in the picture. Count the candles and draw the same number of dots on the dice.

Comments:

Materials: Time

Review counting, numbers and dice faces up to four on the board. Look at the picture together. Let the class try to find the number 4s and point to them with their fingers. When everyone is ready, show how to circle the numbers with a pencil. Check everyone is working carefully. Finally count up to 4 together and draw the four dots on the dice face.

Objective(s) :

- Understand same and different.

15 min | Introduction activity:

Materials: Paper balloon shapes., 15 min, Pencil.

Before class make a different coloured or patterned balloon for each child and keep an identical one for yourself. In class, review the concept of 'the same' and 'different'. Put the copies of the balloons on the board. Let everyone try to identify their balloon. Next,

stick the copies of the balloons around the class room. Everyone has to find and retrieve their own balloon and sit down.

Book exercise:

Instruction:

Look at the different things at the party. Find and circle the same items in each row.

Comments:

Materials: Time

Review 'the same' and 'different'. Look at the pictures together and point to the pictures that match. Demonstrate how to circle the matching picture. Complete each set together and check everyone's work before moving on to the next.

 **Page 50**

Objective(s) :

- Count and recognize groups and numbers up to 4.

20 min | Introduction activity:

Materials: Pictures of cakes with candles, paint, 20 min, Coloured pencils.

Teach or review the question, "How old are you?". Make sure you have a list of the children's ages. Give each child a picture of a cake with up to 4 candles on. Count how many candles you can see together. Show how to paint the correct number to show you age. Decorate the rest of the cake.

Book exercise:

Instruction:

It's Sam's birthday party! Colour the presents red, the hats blue and the candles yellow. Count the items and draw a line from the picture to the correct number.

Comments:

Materials: Time

Review counting and numbers up to 4. Review the colours red, yellow and blue. Look at the picture and have everyone point with their finger to the presents. Count how many you can see then colour them red. Repeat for the other items. When you have finished colouring, draw one of each item on the board and write the numbers 1 to 4 underneath. Count the items in the pictures and have volunteers link the picture to the number on the board before completing the book.

Objective(s) :

- Recognize differences in quantity: the most/ the least.

20 min | Introduction activity:

Materials: Coloured boxes to look like birthday present, bean bags., 15 min, Pencil
Before class, prepare some boxes to look like presents. In class, teach the concept of 'the most' and 'the least' using actions – push your hands together for 'the least' and apart for 'the most'. Put the boxes on the floor. Let the children try to throw the bean bags into the boxes. When all the bags are thrown, count how many are in each box. Ask the children which has the most and the least.

Book exercise:

Instruction:

Circle the pictures which have: the most balloons, the least candles, the least presents, the most dots on the hat.

Comments:

Materials: Time

Review the concept of 'the most' and 'the least' using actions. Review counting up to four with you fingers. Look at the book and talk about the theme vocabulary. Count the number of items in each the first box. Have the children point to the box with the highest number and then circle with a pencil. Repeat for each set of pictures.

 Page 52**Objective(s) :**

- Count and recognize groups up to 4.

15 min | Introduction activity:

Materials: Hat or bag, four small items such as blocks or balls., 15 min, Stickers
Practice counting up to 4 using your fingers. Show the children the blocks or balls. Count them together. Turn your back and place a random amount into the hat or bag. Let volunteers come up and try to count how many there are just using their hands. If they are correct they can pull them out and show the rest of the class.

Book exercise:

Instruction:

The magician is pulling things out of his hat. Count his fingers and put the correct stickers on the hats.

Comments:

Materials: Time

Review counting and numbers up to 4 using your fingers. Count how many fingers the magician is holding up together. Repeat for the objects in the stickers. Have the children point to the correct picture before applying the sticker.

 **Page 53**

Objective(s) :

- Understand the concept of tallest / shortest.

15 min | Introduction activity:

Materials: None, 20 min, Scissors, glue.

Teach the children the concept of 'the tallest' and 'the shortest'. Line the children up against the board and mark their heights. Ask them who the tallest is and who the shortest is. Have the tallest and shortest child stand at opposite ends of a line and let the others try to organize themselves into height order. Help as needed.

Book exercise:

Instruction:

Cut out the pictures of the clowns. Starting from the left, put them in order from the shortest to the tallest.

Comments:

Materials: Time

Review the concept of 'the tallest' and 'the shortest'. Demonstrate how to cut out the clown pictures carefully. Check everyone is holding their scissors correctly. When the children have cut out the clown pictures, work together to line them up from shortest to tallest. When everyone is ready, let the children glue them into their books.

Objective(s) :

- 1- Begin to understand time sequencing.
- 2- Know ordinals: 1st, 2nd, 3rd.

20 min | Introduction activity:

Materials: Circus music, pretend circus tickets, large sheet, cloth or curtain., 20 min, Coloured pencils

Begin the class by asking who has been to a circus. Talk about what they saw and did there. Role-play a trip to the circus. Hang or pin a sheet or curtain across part of the room for the big top. Say, "1st we need to buy a ticket." holding up 1 finger. Give each of the children a pretend circus ticket. Then "2nd we will watch the show" holding up two fingers. Play the circus music and let everyone pretend to be clowns or acrobats. Finally say, "3rd we have to clap!" while holding up 3 fingers. have everyone give each other a round of applause.

Book exercise:

Instruction:

Colour the pictures in the order they happened: 1st yellow, 2nd green and 3rd blue.

Comments:

Materials: Time

Talk again about going to the circus. Review 1st, 2nd and 3rd. Look at the pictures in the book and talk about what you can see. Decide together on the correct sequence. Have the children point to the first picture, then colour together. Repeat for the remaining pictures.

Objective(s) :

- Understand the concept of plus.

20 min | Introduction activity:

Materials: Large sheets of paper, pencils, coloured pencils or markers, 15 min, Markers

Before class, cut out enough circles so everyone has four and write the numbers 1 to 4 in black marker. In class, review counting and numbers up to 4. Give everyone four circles each and let them practice sorting them into the correct order. Make a juggling picture. Have the children draw around their hands, one on each side of a large piece of paper.

Let them colour the hands then glue the balls in number order between them. Decorate the balls as you want.

Book exercise:

Instruction:

Monkey is learning how to juggle. He needs 4 balls but he only has 1. Draw in the missing balls.

Comments:

Materials: Time

Review counting up to four. Look at the picture and count how many balls are on the page. Explain that Monkey needs 4. Draw four balls on the board and count them. As a class, draw one more ball in the book and count. Repeat until you have four.
