



## 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 Term 3.

## 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 3 – Thematic Overview

**Language and Writing:** Tracing spirals, loops, circles, ovals, and patterns. Matching and identifying letters. Vocabulary: the four elements, outer space, spring, flowers, insects, the garden, the farm, classic stories (Goldilocks and the Three Bears, Jack and the Beanstalk, The Three Little Pigs), transport, professions, sports, and summer holidays. Writing one's name in block capitals.

**Discovering the World:** Numbers up to 5, counting backwards from 5 to 1, number sequencing, comparing quantities (more/less), comparing sizes (small/medium/large), completing patterns, understanding plant life cycles, recognising seasons, sorting and classifying objects, concepts of above/below and first/last, and associating numbers with dice faces.

## 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

---

### Page 6

#### Language and writing

#### Objective(s) :

- Match uppercase letters.

#### 15 min | Introduction activity:

**Materials:** Letter cards with magnets, 20 min, Sticker

review the four elements and let the children tell you some of the things associated with them. Write each word on the board with a picture to represent it. Go through each letter together as a class. Let volunteers take letter cards and put them under matching letters in the words. Repeat until everyone has participated then review the letters.

Book exercise:

Instruction:

Use the stickers to match the letters. Can you say what each element is?

#### Comments:

Look at the pictures in the book and let the children tell you which element is which. Go through each letter in the first word and show how to apply the stickers underneath. Complete each word together before moving on to the next. When everyone is finished, review the letters a final time.

---

## Page 7

### Language and writing

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

- Trace spirals.

#### 25 min | Introduction activity:

**Materials:** Lollipop sticks, drawing pins, paper, markers or coloured pencils, 20 min, markers

Before class, prepare some sheets with traceable spirals to make pin wheels. Quickly review the four elements using flashcards and actions. Show an example of a pin wheel you have made earlier. Blow on it and show how it revolves, letting the children try if you wish. With your finger trace a spiral in the air, then have everyone copy you whilst blowing to make wind. Draw a spiral on the board and let the children trace it. Show how to trace a spiral in different colours on the sheets you prepared earlier. Show how to cut in four places and then help the children to bend and pin the corners into the middle. Blow your pin wheels and trace spirals in the air.

Book exercise:

Instruction:

The wind makes the windmills turn round and round. Trace the spirals to show the path they take.

#### Comments:

Quickly review the four elements and look at the picture in the book. Let the children tell you what will make the windmill turn. Trace spirals in the air with your fingers then on the board. Finally trace the spirals in the book using coloured markers.

---

## Page 8

### Language and writing

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

- 1-Trace outlines.
- 2-Colour within the lines.

#### 20 min | Introduction activity:

**Materials:** Coloured paper with simple shapes, scissors, string, straws, tape, markers, 20 min, MarkersLanguagePencil crayons

Before class, prepare a sheet with a large triangle, two smaller triangles and a circle. In class, talk about what we can see in space, using flashcards and actions. Look at the coloured sheets and let the children try to name the shapes and think what they could be in space. Show how to trace the shapes with markers and cut them out. Use the

shapes to make a space mobile. The large triangle will be a rocket, glue the two triangles on top of each other to make a star and the circle will be the moon. Tape string to the different shapes and tape the string to a straw. Hang the mobiles in the classroom.

Book exercise:

Instruction:

Whoosh! Monkey has gone to outer space in his rocket. Trace the different things we can see in space and say what each one is. Colour the pictures.

Comments:

Look at the shapes in the book and talk about what you can see. Let the children try to name the shapes. Trace the shapes with your fingers before using a marker. Colour the shapes with pencil crayons.

---

## Page 9

### Language and writing

**Objective(s) :**

- 1 – Draw within a limited space.
- 2 – Draw a face.

20 min | Introduction activity:

**Materials:** Cut out eyes, noses, mouths etc., glue, alien head outline, 15 min, PencilMarkers

Before class, cut out a number of different eyes, noses, mouths and ears either from magazines or from pictures printed from the internet. In class, begin by talking about what we look like. Have everyone point to the different parts of their faces and discuss how many there are of each. Use two eyes, a nose, a mouth and two ears to make a person's face on the board. Mix them up and let the children rearrange them. Next, show the children the alien head outline and explain that aliens do not look like us, they could have three eyes, four noses etc. Use the features to make alien faces by gluing them onto the outline.

Book exercise:

Instruction:

The astronaut is exploring in space. Draw his face inside the helmet.

Comments:

Begin by drawing an example of the astronaut's helmet on the board. Draw an alien face with too many or too few of each feature. Ask the children if it is correct. Next, draw

a human face and ask again. Let the children draw a face inside the helmet using pencils. When they have finished, colour with markers.

---

## Page 10

### Language and writing

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

- 1 - Trace a path.
- 2 - Colour within the lines.

#### 15 min | Introduction activity:

**Materials:** Board markers, 15 min, Markers

Begin by drawing a simple path on the board. Show how to trace a line through the path without touching the sides. Make some obvious mistakes and let the children correct you. Let volunteers attempt to trace the path with their fingers or using a marker. Make a game by timing, extending or making the path more difficult.

Book exercise:

Instruction:

Help Monkey to water all his flowers by tracing a path through the garden. Colour each flower you pass.

#### Comments:

Look at the picture in the book together and talk about what you can see. Have everyone trace the path with their fingers a few times before using a marker. Have the children tell you which colours they want to use to complete the pictures.

---

## Page 11

### Language and writing

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

- 1 – Describe a picture.
- 2 – Trace and draw vertical lines.
- 3 – Identify colours.

#### 20 min | Introduction activity:

**Materials:** Paint, large paper cut-out flowers, 15 min, Markerslanguage

Before class, prepare a large white paper flower with seven petals for each student. In class, review the names of the colours using flashcards, actions, songs, etc. Show the

children the paper flowers and ask what they can see. Explain that you are going to make rainbow flowers. As a class, paint each petal a different colour. Make sure you demonstrate how to wash your brush before you change colours. Review at the end by having everyone point to the petals on their flowers as they say the colour.

Book exercise:

Instruction:

Look at Sam and Heather. What are they doing in their greenhouse?

Help them to plant the flowers by drawing the stems the same colour as the petals.

Comments:

Review the theme vocabulary using flashcards and actions. Look at the picture in the book and point to each vocabulary word as you say it. Talk about what Heather and Sam are doing. Finally review the different colours using markers. Have everyone hold up the correct marker as you say the colour. Practice drawing vertical lines using your fingers in the air and markers on the board. Show how to connect the flowers to the pots on the board then complete each one together, one colour at a time.

---

## Page 12

### Language and writing

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

- 1 – Draw circles.
- 2 – Draw within a limited space.

#### 20 min | Introduction activity:

**Materials:** Paper plates, red paper, black circles, googly eyes, black pipe cleaners or strips of black card, glue scissors, 15 min, Markers

Before class, prepare a number of small black circles and slightly larger ones cut in half. In class, begin by reviewing the theme vocabulary using flashcards and actions. Let everyone tell you which is their favourite insect. Show a picture of a ladybird and talk about what shape and colour it is. Explain that everyone is going to make their own ladybird. Show how to draw around the paper plate onto red paper then carefully cut out. Help anyone who needs it. Glue six black pipe cleaners or strips of black card onto the plate then sandwich with the red circle. Attach half a circle at one end for the head and glue on a pair of googly eyes. Finally have everyone count out five black circles and glue them onto the back.

Book exercise:

Instruction:

The ladybird is crawling in the garden. Draw 5 dots on her back to finish the picture.

### Comments:

Review the theme vocabulary and count up to five. Look at the picture in the book and let the children tell you what they can see. Count up to five together and draw five circles on the board. Let the children trace circles in the air and on the board before drawing them in the book. Have everyone count the spots when they have finished.

---

### **Page 13**

#### Language and writing

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

- Trace loops.

#### 20 min | Introduction activity:

**Materials:** White paper, paint, glue, scissors, 10 min, Pencil crayons

Use flashcards to review the names of some insects, focusing on bees. Ask the children what noise a bee makes and what colour it is. Explain that a bee has flown everywhere looking for flowers to make honey. In the first part of the class, paint A5 pieces of paper with alternate black and yellow stripes until it is completely covered. After break or when it is dry, cut the rectangle into an oval shape. If the children are able to do this, great! Otherwise, quickly help them. Attach small paper wings using glue and draw some eyes. Show how to move the bee in loops in the air. Play a quick game. When music is playing the children fly their bees, when it stops they crouch down on a pretend flower.

Book exercise:

Instruction:

Bzzzzzzz! The busy bumblebees are buzzing around the hive. Trace the path that they have left behind them.

### Comments:

Review the names of the insects you have studied then let the children name the insects they can see in the book. Practice tracing loops in the air with your fingers, then on the board before completing the activity in the book with coloured pencils.

---

## Page 14

### Language and writing

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

- 1 – Colour within the lines.
- 2 – Identify colours.
- 3 – Remember a song.

#### 20 min | Introduction activity:

**Materials:** Small squares in the colours of the rainbow, large sheet of paper, 15 min, Coloured pencils/language

Before class, prepare a rainbow outline using a large piece of strong paper. Also, cut coloured paper into small pieces and keep separated by colour. In class, talk about what you can see in spring. Look at a picture of a rainbow and review the colours by singing the 'Rainbow song'. Show how to glue the coloured squares onto the correct stripe. As you fill in the picture together, keep reviewing the names of the colours.

Book exercise:

Instruction:

It is a rainy spring day and Sam and Heather can see a rainbow. Colour the rainbow the correct colours to reach the pot of gold.

Sing the song when you have finished.

#### Comments:

Review the theme vocabulary and what you can see in spring. Review the colours of the rainbow using coloured pencils. Sing the song slowly and have everyone try to hold up each pencil in turn. Demonstrate how to neatly colour in the rainbow. Colour each stripe of the rainbow as a class before moving on to the next colour. Finish by singing the rainbow song one more time.

---

## Page 15

### Language and writing

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

- 1 – Trace and draw ovals.
- 2 – Understand and respect a limited space.

#### 20 min | Introduction activity:

**Materials:** Egg shapes templates, paint, sponges,, 15 min, Markerssticker

Before class, make some simple egg stencils. In class, talk about what we can see in spring time using flashcards or other visual aides. Show the children the stencils and ask what shape it is. Ask what comes out of an egg. Use the stencils to make egg

pictures. Put a piece of white paper behind the stencils using a small piece of blue tack to keep it in place and a lot of newspaper to prevent too much mess! Dip a tooth brush in paint and then run your finger along the bristle to flick the paint onto the paper. If this is too difficult for the children (or messy!) use sponges dipped in paint to fill in the egg shape.

Book exercise:

Instruction:

Spring is here and all the baby animals are starting to appear. Sam has spotted some eggs with his binoculars. Trace their shape and place the mother bird sticker on the picture.

Draw 5 eggs.

Comments:

Review what happens in spring with the children. Look at the picture in the book together and let the children tell you what they can see. Count how many eggs are on the page and trace the shape with your fingers. Practice drawing eggs in the air with your fingers and on the board with a marker. Then let the children draw five eggs at the bottom of the book. Show how to place the bird sticker onto the eggs in the nest.

---

## Page 16

Language and writing

**Objective(s) :**

- Complete a maze.

15 min | Introduction activity:

**Materials:** Wooden train track, toy pig or other farmyard animal, farm or picture of farm, 15 min, Pencil

Begin the class by drawing a pig on the board and a farm. Explain that the pig needs to get to the farm but we need to make a path. Draw a simple wavy path on the board. Let volunteers try. Place the toy pig on the floor on one side and the farm house or picture on the other. Using the wooden train tracks that clip together, let the children try to make a path between the two. Work in pairs, small groups or as a class.

Book exercise:

Instruction:

Sam and Heather are on the farm and they need some help getting the animals back into the barn. Trace the path to show the animals the correct way.

Comments:

Review the names of some farmyard animals using flashcards and actions. Look at the pictures in the book and let the children tell you what they can see. Explain that the animals need to go home but cannot find their way. Practice tracing a path with your fingers before using pencils.

---

## Page 17

Language Pencil crayons

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

- 1 – Learn about the farm.
- 2 – Colour within the lines.

10 min | Introduction activity:

**Materials:** Music for Old MacDonald, animal pictures, 15 min

Review the names of some farmyard animals using flashcards, actions and sounds. Play a quick game of charades by doing action or noises and letting the children guess which animal you are. Teach the children the song Old MacDonald using actions.

Book exercise:

Instruction:

Comments:

Review the theme vocabulary using flashcards and actions. Sing Old MacDonald again. Look at the pictures in the book and have the children name the different animals. Talk about what colours the different animals are. Demonstrate how to colour the pictures carefully.

---

## Page 18

Language and writing

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

- 1 – Colour in a limited space.
- 2 – Connect pictures.
- 3 – Use a picture to tell a story.

15 min | Introduction activity:

**Materials:** Copy of 'Goldilocks and the three bears', 15 min, Markers Language Stickers

Begin the class by introducing the characters using flashcards and actions. Read the story and relate the story to the flashcards. Stress the size of the bears and their

possessions using actions. Have everyone join in with the actions as you read. When you have finished, try some simple role-play with volunteers.

Book exercise:

Instruction:

Help Daddy bear, Mummy bear and baby bear to find their beds and colour them in.

Comments:

Review the characters from the story with flashcards and actions. Make sure everyone joins in with the actions as you say them. Have volunteers point out who is a mummy bear, who is a baby bear, etc. Look at the stickers together, letting the children tell you who is who. Point to the correct bed for each picture before applying.

---

## Page 19

Language and writing

**Objective(s) :**

- 1 - Complete a maze.
- 2 - Use a picture to tell a story.

15 min | Introduction activity:

**Materials:** Copy of 'Goldilocks and the three bears', photocopies of the story book, 15 min, PencilsLanguage

Review the story and characters from the book. Read the book again and ask the children what will happen next or how they think the characters are feeling. Using copies of some of the pages, as a class try to lay them on the floor in sequence. Let volunteers try on their own. Finish by role-playing the story together.

Book exercise:

Instruction:

Goldilocks wants to find her way back home. Do you remember what happened? Help her to find her way through the forest.

Comments:

Look at the book page together and let the class tell you the central characters and the general story line for Goldilocks and the three bears. As a class, trace a path through the maze with your fingers before using a pencil.

---

## Page 20

### Language and writing

#### Objective(s) :

- 1 – Describe a picture.
- 2 – Begin to identify letters.
- 3 – Use a picture to tell a story.

#### 20 min | Introduction activity:

**Materials:** Paper, glue, paints or markers, pencils, stickers glitter etc., copy of Jack and the Beanstalk, 15 min

Introduce the story of Jack and the Beanstalk by reading a simple copy to the class. Encourage everyone to join in with the giant's chant, or other actions such as climbing the beanstalk. Finally, make a class of beanstalk. Depending on the level of the class you could make an alphabet beanstalk or class member beanstalk. For each you need to prepare a number of leaf outlines. If you are making a class member beanstalk, let each child decorate a leaf and write or trace their name. Glue a picture of each child to their leaf and attach to the wall with a strip of brown paper connecting them. If you are making an ABC beanstalk, draw a letter outline on each leaf and let the children trace and decorate them. Attach to the wall in the same way.

Book exercise:

Instruction:

#### Comments:

Review the story of Jack and the Beanstalk and its central characters. Write the alphabet on the board then let volunteers come and circle certain letters as you say them. Next, look at the book page. Point to the letter 'a' together. Show how to circle the letters then complete the activity together.

---

## Page 21

### Language and writing

#### Objective(s) :

- 1 – Trace and reproduce an outline.
- 2 – Draw within a limited space.
- 3 – Connect pictures.

#### 20 min | Introduction activity:

**Materials:** Copy of 'The three little pigs', straws, lollipop sticks, brown paper, glue, large sheets of brown paper, 20 min, PencilMarkersLanguage?

Begin the class by reading 'The three little pigs'. Use flashcards or actions to introduce the characters and the materials the pigs used. Create three house pictures together as a class. Draw three houses on large sheets of paper. Let the children trace the outlines of the houses with markers or coloured pencils. Use different materials to make the pig's houses. Glue drinking straws to make the first pig's house, lollipop sticks to make the second and small squares of brown paper to make the third. Display on the walls of your class.

Book exercise:

Instruction:

The first little pig built his house from straw, the second little pig built his house from sticks and the third little pig built his house from bricks. Use the information to finish tracing, drawing and colouring the houses above. Connect each pig to its house.

Go to page 57, and you will find a surprise!

Comments:

Review the characters of 'The three little pigs' and the materials they used to make their houses with flashcards and the pictures you have made. Demonstrate how to draw a house on the board. Let everyone have a chance to trace a house before attempting the exercise in the book. Make sure everyone traces the house with their fingers before using a pencil. Show how to draw a line from each pig to one of the houses. Finally colour the houses with markers.

---

## Page 22

Language and writing

**Objective(s) :**

- Trace circles in both directions

20 min | Introduction activity:

**Materials:** Paint, model cars, 15 min, Markers

Begin the class by singing 'The wheels on the bus'. Have everyone follow with the actions as you sing. Make big circular actions with your arms for the wheels. Finally, make a big picture using toy cars. Put paint on a tray and roll the car wheels in it. Roll the cars on a large sheet of pictures in loops and circles.

Book exercise:

Instruction:

Vroom vroom. Trace the wheels of the different vehicles and say who drives each one.

Comments:

Show flashcards for doctor, fire fighter, police officer and taxi driver. See if the children can link the pictures to the vehicles in the book. On the board, show the children how to draw a circle then trace circles in the air with your fingers. Let everyone try to trace the circle on the board. Use your fingers to trace the circles in the book before using a marker.

---

## Page 23

### Language and writing

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

- Draw a person.

#### 15 min | Introduction activity:

**Materials:** Fireman pictures, markers, 20 min, PencilMarkers

Before class print some easy to colour fire fighter pictures. Review some different professions using flashcards and actions. Show the children the picture of the fire fighter and let them tell you who it is. Colour the pictures with markers. When everyone is finished, cut the pictures into quarters. Let the children try to reassemble the pictures then glue onto another sheet.

Book exercise:

Instruction:

There's a fire! Help the fire fighter to put it out by drawing the rest of his body so he can hold his hose.

#### Comments:

Quickly review the professions you have studied. Look at the picture of the fire fighter. Draw an example of the book activity on the board. Show how to complete the picture. Make some deliberate mistakes as you draw and let the children correct you. Let the children complete the pictures in the book in pencil. The aim of the activity is to draw a figure that has a correct number of arms, legs etc. Colour the finished picture with markers.

## Page 24

### Language and writing

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

- Trace patterns.

#### 15 min | Introduction activity:

**Materials:** Ball outlines, scissors, pencils, markers, 15 min, Pencil

Before class, fold a sheet of paper in half and draw half of a baseball at the fold. Copy the sheets so each student has one. In class, review some different sports and the equipment you will use for each. Show how to fold the picture of a baseball in half. Cut around the outline so that when opened, it will make a complete circle. Demonstrate how to draw a similar pattern on the other half.

Book exercise:

Instruction:

Monkey is playing baseball. He needs to hit the ball. Finish drawing the second and third balls to look the same as the first.

Comments:

Look at the book page and let the children tell you what sport Monkey is playing. On the board, demonstrate how to complete the two remaining unfinished balls. Let everyone draw part of the ball on the board before attempting the exercise. Complete each ball together before moving on to the next.

---

## Page 25

### Language and writing

**Objective(s) :**

- 1-Trace and draw various lines.
- 2- Take part in group discussions on the theme.

20 min | Introduction activity:

**Materials:** Cards for sports equipment, music for 'Take me out to the ball game', 15 min, MarkersLanguage

Before class, prepare some cards using the equipment and balls from the book activity. Review the different sports and the equipment needed to play them at the start of class. Decide as a class which ball is linked to which piece of equipment. Play a game to practice. Give each child a card. Play the song 'Take me out to the ball game' and have everyone dance around the classroom. When you pause the music, everyone has to try and find the person with the card that complements their own. Everyone swaps cards then repeat. You can also use the cards to play matching pairs.

Book exercise:

Instruction:

Trace the lines to connect the different sports equipment. What do you like to play?

Comments:

Review which ball is linked to which piece of sports equipment. Demonstrate how to continue each pattern on the board. Draw the patterns in the air with fingers and let the

children continue on the board. Complete each line together in the book before moving on to the next.

---

## Page 26

### Language and writing

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

- 1 – Trace and draw circles.
- 2 – Reproduce a picture.
- 3 – Colour within the lines.

#### 15 min | Introduction activity:

**Materials:** Fruit, paint, paper, 15 min, PencilPencil crayons

Show the children the different fruits and let them try to identify them. Talk about what colour and shape they are. Cut the fruit into halves or other sections. Dip the cut sections in paint and stamp onto paper to create patterns. Talk about what shape the prints you make are.

Book exercise:

Instruction:

Yummy! Summer is here and the fruit is ready to eat. Trace and finish drawing the cherries. Colour them to make them look delicious.

#### Comments:

Review the name of some different summer fruit and let the children tell you what the picture in the book is. Ask the children what shape and colour the fruit is. Practice drawing circles in the air and on the board before completing the activity in the book.

---

## Page 27

### Language and writing

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

- 1 – Trace vertical and horizontal lines.
- 2 – Trace outlines.

#### 15 min | Introduction activity:

**Materials:** Balloon, pictures of holiday destinations and activities, 15 min, Markers

Look at some pictures of places we can go on holiday and things we can do there. Look at the book page and see if the children can identify the game. Explain that in volleyball,

we cannot let the ball touch the ground. Play a simplified game of volleyball with a balloon. Clear a space and have the children sit on the floor with room around each. The children cannot move from where they are sitting but can lean and stretch to hit the balloon. help to direct the balloon so everyone gets to play.

Book exercise:

Instruction:

Heather and Sam have gone for a day at the beach. They want to play volleyball. Help them by tracing and colouring the net and balls.

Comments:

Review some summer activities using flashcards and actions. Play a quick game of charades. Look at the page and let the children identify the activity. Trace the lines together with your fingers before using a marker. Let the children colour the volleyballs to finish.

---

## Page 28

### Language and writing

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

- 1 – Write the name in block capitals.
- 2 – Match words.
- 3 – Take part in group discussions.

#### 15 min | Introduction activity:

**Materials:** Pictures of holiday destinations, Letter cards, 15 min, MarkersPencil Language  
Begin by talking about holidays and different destinations using the pictures from previous classes. Write 'HOLIDAY' in block capital letters on the board. Let the children try to identify the letters in the word. Take the letter cards and let volunteers come and take a letter to put under the same one on the board. Next, take the letter cards and hide them around the class. When the children find a letter card they should bring it to the board, say the letter and place it in the correct place under the word.

Book exercise:

Instruction:

School has finished. Sam, Heather and Monkey are jetting off on their summer holidays. Where do you think they are going?

Write your name in the space given.

Find and circle the word 'HOLIDAY'.

Comments:

Start by reviewing different holiday destinations. Let the children tell you where they would like to go. Review how to write the children's names. Let everyone practice on the board before writing in the book. Write 'HOLIDAY' on the board and have everyone point to the words on the page before circling.

---

## Page 29

### Language and writing

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

- Paint within the lines.

#### 25 min | Introduction activity:

**Materials:** Ice cream or fruit, lemons, sugar, sparkling water, 15 min, Paint

For the final lesson, have an ice cream and lemonade party! Begin by talking about what we like to eat and drink in the summer and why. Next, make lemonade together. Give each student some lemon quarters and show them how to squeeze the juice into a cup. Add sugar and top up with sparkling water. Give everyone some ice cream (or fruit) and have fun!

Book exercise:

Instruction:

It is so hot outside. What is refreshing on a summer's day? Paint the ice cream and lemonade. What will you eat and drink on your summer holidays?

#### Comments:

Review some different food and drinks we have in summer. Talk about your favourite flavours of ice cream. Finally, paint the ice cream and lemonade in the book.

---

## Page 32

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

- 1 – Associate the 4 elements with everyday objects.
- 2 – Trace a path.

#### 20 min | Introduction activity:

**Materials:** Magazine or internet pictures, Glue, coloured pencils, 15 min, Markers

Before class, prepare some pictures either from magazines or the internet of things related to the four elements. In class, review the four elements and try to sort the pictures as class. Prepare a large collage together by dividing a large sheet into four. Stick a central picture to represent each element in the centre of each section. Let the

children glue the appropriate pictures into the correct section. When it is finished, show how to draw a line with a coloured pencil to connect each picture to its element, finding a path around the other pictures.

Book exercise:

Instruction:

Find a path through the maze to connect the items to the element they are associated with.

Comments:

**Materials:** 15 min

Review the different elements by looking at the book page together. Show how to trace a path on the board and let everyone try. Trace paths with your fingers to link pictures that represent the same element. When everyone is ready use different coloured markers to draw paths and link the images.

---

## Page 33

Math, coloured pencils

**Objective(s) :**

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

15 min | Introduction activity:

**Materials:** Pictures of the four elements, 15 min

Before class, prepare four images to represent each element. Review counting and numbers up to four. In class, let the children tell you which element each of the pictures represents. Count how many there are of each then have everyone close or cover their eyes. Hide a random amount of each picture around the room. Let everyone try to find them. When they have one they should sit down. Use magnets to categorize the pictures on the board and count the totals for each.

Book exercise:

Instruction:

Comments:

**Materials:** Time

Review counting and numbers up to four. Practice tracing the number four in the air and on the board. Count the number of elements together and write the number four in the book. Demonstrate on the board how to complete the next activity. Let volunteers tell you what number is next to the pictures and show how to colour the correct

amount. Repeat for the pictures in the book. Have everyone point to the correct number of pictures before colouring.

---

## Page 34

Maths, markers

### Objective(s) :

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

20 min | Introduction activity:

**Materials:** Paper, markers, number stickers or paper, 20 min

Review counting and numbers up to five using fingers. Make a freaky five legged alien! Draw around your hand on some paper using markers. Turn the picture upside down so the fingers become legs. Either glue on or draw eyes, mouth, etc. Finally colour or paint the alien. Give each student a sticker or piece of paper with the numbers 1 to 5 on. When the picture is finished, stick these numbers under the legs of your aliens in sequence.

Book exercise:

Instruction:

Comments:

**Materials:** Time

Review counting, numbers, counting on fingers and dice faces up to five. Write the numbers on the board and let the children practice tracing them. Demonstrate how to complete the activity in the book. Count the fingers and the number of spots on the dice face together. Read the number and put one finger on each of the space pictures you need to colour. Complete each number together before moving on to the next.

---

## Page 35

### Objective(s) :

- 1 – Count backwards from 5-1.
- 2 – Know numerical order up to 5.

10 min | Introduction activity:

**Materials:** none, 15 min, Coloured pencils

Show how to count down from five to one using your fingers and by pointing to numbers on the board. Explain that everyone in the class is going to be a rocket, ready to blast off into space. Have everyone crouch down on the floor and count down slowly from five together. When you reach one, jump into the air. Repeat for as many times as you can.

Book exercise:

Instruction:

Countdown from 5 to help Sam blast off into space. Connect the numbers to finish the rocket picture.

Comments:

**Materials:** Time

Begin by letting the children tell you what they can see in the picture. Review counting down from five to one. Point to each number at the side of the page as you count.

Demonstrate on the board how to draw a line to connect the numbers. Have everyone trace the line with their fingers before using a coloured pencil.

---

## Page 36

**Objective(s) :**

- 1 – Complete a pattern.
- 2 – Understand a plant's life cycle.

15 min | Introduction activity:

**Materials:** None, 15 min, Stickers

Introduce the concept of seed growth using pictures and videos. Create some seed growth sequence cards similar to those in the book exercise. Role-play the growth of a seed together. Begin crouched on the floor then slowly rise to become a seedling before standing up with arms outstretched to become a tree. Next use the cards to show the sequence. Mix it up and let the children rearrange into the correct order.

Book exercise:

Instruction:

Use the stickers to finish each pattern and talk about the life cycle of a plant.

Comments:

**Materials:** Time

Review the sequence of growth from seed to tree. Use eth cards from the previous activity to practice completing broken sequences. Finally complete the activity using the stickers. Have everyone point to the correct sticker before applying it.

---

## ☒ Page 37

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

- 1 – Use a colour code to complete a picture.
- 2 – Trace and write numbers 1-5.

20 min | Introduction activity:

**Materials:** Paper plates, blutack, paper flower petals, 20 min, Markers, pencils

Before class, prepare a number of coloured paper flower petals and some paper plates numbered up to five. Begin the class by reviewing counting and numbers up to five using flashcards, clapping games etc. Draw a large flower on the board with five petals and a large number five in the middle. Count the petals together. Draw a flower with four petals and repeat. Show the children the paper plates. Show that you need to add the correct number of petals to each plate depending on the number in the middle. This can either be done as a class or station activity, one child at a time or divided into smaller groups.

Book exercise:

Instruction:

Heather has grown some beautiful flowers. Use the number code to finish colouring them.

Trace then write the numbers in the boxes.

Comments:

**Materials:** Time

Review counting and number up to five and colours. Write the numbers on the board and attach a piece of coloured paper according to the code in the book. Demonstrate how to use the code to colour the flowers in the book. Colour each flower together, before moving on to the next. Finally, practice tracing the number up to five on the board and in the air. When everyone is ready, complete the book.

---

**Objective(s) :**

- Compare objects (quantity – more).

15 min | Introduction activity:

**Materials:** Pictures of ladybirds with varying numbers of dots, 15 min, Coloured pencils  
Teach or review the names of some insects using flashcards and actions, focusing on ladybirds. Next review numbers and counting up to five. Introduce the concept of more using pictures of ladybirds on the board. Use an appropriate action to show more than play a game to practice. Hand out number cards or pictures of ladybirds with different numbers of dots. Write a number or draw some dots on the board. Everyone who has more dots stands up and pretends to be a ladybird.

Book exercise:

Instruction:

In each picture, colour the ladybird that has more dots.

Comments:

**Materials:** Time

Review the concept of using numbers, dots and the actions from the previous activity. Look at the pictures in the book together and count the number of dots on each as a class. Have everyone point to the ladybird that has more before colouring.

**Objective(s) :**

- Compare objects (quantity – less).

15 min | Introduction activity:

**Materials:** Pictures of bees with varying numbers of stripes, 15 min, Coloured pencils  
Use the game from the previous class but use an action to show less. Repetition of a similar activity will help to encourage understanding of a difficult concept.

Book exercise:

Instruction:

In each picture, colour the bee that has less stripes.

Comments:

**Materials:** Time

Review the concept of less together using actions and flashcards. As for the previous page, Have everyone count the stripes and point to the correct bee before colouring. Finish by reviewing the concept of less and more.

---

## ● Page 40

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

- 1 – Complete a pattern.
- 2 – Make groups up to 5.

15 min | Introduction activity:

**Materials:** Floor tiles with clouds and suns, 15 min, Stickers

Before class, prepare some sun and cloud floor tiles by taping pictures to mats or foam tiles. Begin the class by teaching some vocabulary associated with spring focusing on weather. Use actions, flashcards and songs to reinforce the vocabulary. Next create a path on the floor with the tiles in the same sequence as the book activity. Show how to jump from tile to tile while chanting the sequence. Let the children help you to extend the path in the same sequence.

Book exercise:

Instruction:

Use the stickers to continue the pattern on the rainbow.

Colour 5 butterflies.

Comments:

**Materials:** Time

Review the weather vocabulary associated with spring. Look at the sequence in the book. Cant each word as you point to it with your fingers then let the children tell you what should come next. When everyone is ready, apply the stickers one at a time. Finally, review counting up to five. Have everyone count five butterflies, putting one finger on each. When everyone has five fingers on the page, colour the butterflies together.

---

## ▲ Page 41

Maths, markers

### Objective(s) :

- 1 – Recognize colours and shapes.
- 2 – Count and recognize groups and numbers up to 5.

20 min | Introduction activity:

**Materials:** Coloured paper shapes, glue, 15 min

Review spring vocabulary and the names and colours of some different shapes. Show how to use the shapes to create a simple spring picture. For example, create a sun from a circle, a kite using triangles, clouds using ovals, etc.

Book exercise:

Instruction:

Comments:

**Materials:** Time

Review the spring vocabulary, shapes and colours and counting and numbers up to five. Let the children tell you what they can see in the activity. Count the number of each picture together and have everyone point to the correct number before connecting with a line.

---

## ■ Page 42

Maths, markers

### Objective(s) :

- Count and recognize groups and numbers up to 5.

20 min | Introduction activity:

**Materials:** Number stencils, large sheet of paper, paint, sponges, 15 min

Before class, prepare some large number stencils up to five and draw a large outline of a cow. In class, review the names of farm animals and the numbers up to five. Make a giant number of cows! together. Use black paint on sponges to make the numbers one to five on the cows body. Have everybody count up to five again when the picture is finished.

Book exercise:

Instruction:

Comments:

**Materials:** Time

Review the names of the different farm animals and counting and numbers up to five. Count the number of each animal together and have everyone point to the correct number. When everyone is ready, join the pictures to the numbers one at a time, checking everyone's work before moving on to the next one.

---

## Page 43

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

- Complete a pattern

15 min | Introduction activity:

**Materials:** Animal cards, 15 min, Coloured pencils

Before class, prepare some cards with different farm animals. Look at them together and let the children tell you their names. Use the cards to practice making and continuing simple patterns. Begin by making them yourself and letting volunteers place the next card. If the children are ready, let them try creating a sequence.

Book exercise:

Instruction:

Complete the pattern by colouring the animal that comes next.

Comments:

**Materials:** Time

Review the names of the different farm animals. Look at the book page and chant the animals in each sequence together. Let the children tell you what animals should come next. Show the children how to colour the appropriate animal.

---

## Page 44

Maths, stickers

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

- 1 - Count and recognize groups and numbers up to 5.
- 2 - Associate an amount to the number of dots on a dice.

15 min | Introduction activity:

**Materials:** Number and dice face cards, 20 min

Before class, prepare some cards with numbers on one set and dice faces on the other, both up to five. In class, review counting, numbers and dice faces up to five. Practice by

playing matching pairs. The aim is to turn over a number and its corresponding dice face.

Book exercise:

Instruction:

Comments:

**Materials:** Time

Begin by reviewing the vocabulary and storyline of Goldilocks and the three bears. Look at the page together and let the children tell you what they can see. Next review counting, numbers and dice faces. Draw the dice face on the board then count the number of each object. Let a volunteer point to the correct dice face on the board. When everyone is ready, apply each sticker together, one at a time.

---

## Page 45

**Objective(s) :**

- Compare objects (size –small/medium/large)

10 min | Introduction activity:

**Materials:** None, 15 min, Coloured pencils

Begin by teaching or reviewing the idea of small, medium and large objects. Use an action to show each one. Read Goldilocks and the three bears one more time and when you say and of the sizes have everyone race to do the appropriate action. Finally, play a game. Have everyone stand up. When you say small, everyone crouches down, medium, everyone stands with their arms at their sides and large, everyone makes themselves as big as possible.

Book exercise:

Instruction:

Use the code to colour all the small things blue, the medium things yellow and the big things red.

Comments:

**Materials:** Time

Review the concept of small, medium and large using the actions from the previous activity. Point to each object on the page and have decided together on its size. Colour all of the small things first, pointing to each as a class before colouring. Repeat for the two remaining sizes.

---

**Objective(s) :**

- 1 – Complete a puzzle.
- 2 – Know numerical order 1-5.

15 min | Introduction activity:

**Materials:** Red and blue number cards, 15 min, Stickers

Review counting and numbers up to five. Write the numbers on the board in sequence. Write part of a sequence and let the children tell you what number comes next. Play a game to practice number sequencing. Give each child a number from one to five in red or blue. Play some music and walk slowly around the room pretending to be giants. When you stop the music, everyone must line up from one to five in two lines, blue and red.

Book exercise:

Instruction:

Put the stickers in the correct order to help Jack climb the beanstalk.

Comments:

**Materials:** Time

Review the story of Jack and the beanstalk and number sequencing up to five. Let the children arrange number cards on the board then look at the book exercise together. Show the children the stickers and point together at each in turn. Apply to the beanstalk one at a time as a class.

**Objective(s) :**

- 1 – Distribute items.
- 2 – Associate objects with their building materials.

20 min | Introduction activity:

**Materials:** Blocks, plastic cups, sugar cubes, etc., 15min, Markers

Review the story of the three little pigs. Talk about the different things they used to build a house. Have the children tell you which was most effective. See if they can tell you why. Conduct some experiments as a class to see what you can build a house from and which is the best material . Use blocks, plastic cups, sugar cubes, plastic straws, etc. See which can stand the most shaking, prodding or wobbling before it falls.

Book exercise:

Instruction:

Help the three little pigs to finish building their houses by drawing a line to the material they need.

Comments:

**Materials:** Time

Quickly review the story of the three little pigs and what materials they used. Look at the book page together and identify as a class the different pigs and their houses.

Demonstrate how to connect the materials to the appropriate house then complete each in turn together before moving on to the next.

---

## Page 48

**Objective(s) :**

- 1 – Follow a pattern.
- 2 – Recognize colours and shapes.

15 min | Introduction activity:

**Materials:** Circle, square and triangle floor tiles, 20 min, Coloured pencils

Before class, prepare some simple shape floor tiles, circle, square and triangle, about five or six of each. Start the class by reviewing the different shapes. Lay the shapes on the floor and show how to jump from a shape to the same shape in a path from one side to another. Continue playing using different shapes and by making the course harder.

Book exercise:

Instruction:

Draw a path through the shapes to show what each person needs for their job. Use the same colour as the first shape for each line.

Comments:

**Materials:** Time

Review the different professions in the book using flashcards and actions. Talk as a class about what each person needs to complete their jobs. Review how to make a path along shapes that are the same. Practice on the board a few times then complete each activity one at a time in the book.

## Page 49

**Objective(s) :**

- 1 – Trace and write numbers 1-5.
- 2 – Compare objects (quantity – more).

**15 min | Introduction activity:****Materials:** Blocks, 15 min, Pencils, markers

Begin the class by reviewing counting and numbers up to five. Give each child five blocks and have them count them. Show the children how to make towers. Play short games to practice. Say a number from one to five. The children have to quickly build a tower with that many blocks. The first to finish and raise their hand is the winner.

Book exercise:

Instruction:

Find and colour the teacher.

Trace and write numbers 1-5.

Colour the house that needs more bricks to build it.

**Comments:****Materials:** Time

Review counting, numbers and writing from one to five. Practice tracing on the board and in the air before writing the numbers in the book. Finally review the concept of more and less using the same actions from the previous activities. Count the number of bricks in each house and let the children tell you which has more. Colour that house together.

---

** Page 50****Objective(s) :**

- 1 – Solve a problem.
- 2 – Complete a pattern.

**15 min | Introduction activity:****Materials:** Racket pictures, plasticine, feathers, markers, 15 min, Stickers

Before class, prepare a picture of a badminton racket without strings (there is a printable on [www.crayola.com](http://www.crayola.com)). In class, review the names of some sports and the equipment related to them. Show some pictures of badminton rackets and shuttlecocks. Look at the pictures you prepared for the class. Have the children point out what is missing. Practice tracing the missing strings with your fingers then show

how to use a marker. Next, squash some plasticine onto paper. Show the children how to press the ends of feathers into it to create a shuttlecock picture.

Book exercise:

Instruction:

Use the stickers to finish the pictures. What sport is it?

Comments:

**Materials:** Time

Review the names of the shuttlecock and racket as you look at the pictures. Let the children tell you what is wrong with them. Look at the stickers together and have everyone point to the stickers needed to complete the pictures. Apply the stickers one at a time.

---

 **Page 51**

**Objective(s) :**

- 1 - Understand the concept of the tallest / the shortest.
- 2 - Understand the concept of first and last.

20 min | Introduction activity:

**Materials:** Long paper, markers, 15 min, Coloured pencils

Review the concept of tall and short. Talk about animals that are tall and short. Attach some paper to the wall and have everyone stand in front of it one at a time. Mark everyone's heights with their names. Talk about who is the tallest and shortest in the class. You can also use different objects and toys to demonstrate. Next, have everyone walk in line to some music. When you say "First", the child at the front should raise their hands, when you say "Last" the child who is last should raise their hands. Keep changing the position of the children as you walk. Review the position of first and last whenever you line up for tea, toilet, lunch, etc.

Book exercise:

Instruction:

Circle the tallest and the shortest bicycle.

Colour the first and last person.

Comments:

**Materials:** Time

Review the concepts of tallest, shortest, first and last. Have everyone point to the tallest bicycle then show how to circle it. Repeat for the shortest. Next point to the person who is first together, colour then repeat for last.

**Objective(s) :**

- Know the seasons

15 min | Introduction activity:

**Materials:** Summery pictures from magazines, glue, 15 min, Markers

Review what happens in the different seasons. Talk about weather, clothing, events, etc. Show some pictures of summery things from magazines or the internet. Show how to use the pictures to create summer collages. Make one together or make one as a class. Let the children decide how to arrange the pictures.

Book exercise:

Instruction:

Find and colour the summer picture.

Comments:

**Materials:** Time

Review the different seasons using flashcards, songs and pictures. Identify each season on the page together. Then have everyone point to the picture that shows summer. Talk about what you can see on the page before colouring.

**Objective(s) :**

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

15 min | Introduction activity:

**Materials:** Summer pictures, 20 min, Coloured pencils

Before class prepare six picture cards with coloured backs for each of the pictures in the book activity. In class attach one of each card to the board. Have the children tell you what they are. Then, everyone closes their eyes while you hide a random amount of each card around the room. The children then have to try and find them. When a card is found the child has to put it next to the picture on the board, colour side up. When all pictures are found, count the amount of each as a class.

Book exercise:

Instruction:

Find and count the summer items

Comments:

**Materials:** Time

Review counting and writing numbers up to five. Count all of the buckets as a class then count the number of squares that are coloured. Next, count the number of spades. Count and colour the squares together. Have a volunteer write the number on the board. Repeat for the remaining pictures.

---

 **Page 54**

**Objective(s) :**

- 1 – Justify a choice.
- 2 – Sort items according to relevance.

15 min | Introduction activity:

**Materials:** Flashcards, 15 min, Markers

Prepare some flashcards, some with things suitable for the beach and some with things obviously not. Talk about a trip to the beach in class. Read books and look at pictures together. Play a simple game. Deal out the flashcards face down and draw a big suitcase on the board. Explain that this is for things that we will take to the beach. Let the children turn over their cards one at a time. If they have something for the beach they should come and attach it to the suitcase and say why they want to take it. If it is not for the beach they can give it to you.

Book exercise:

Instruction:

Help Monkey to pack his suitcase for a holiday at the beach.

Comments:

**Materials:** Time

Review what things you can take on a beach trip. Look at the book and decide as a class what each thing is and whether it is suitable. Show how to connect the pictures to the suitcase with a marker. Let the children complete the exercise as you check their work.

---

**Objective(s) :**

- Understand the concept of above / below.

25 min | Introduction activity:

**Materials:** Colouring pictures, glue, markers, 15 min, Pencil crayons

Before class, prepare a number of pictures of things that are above or below water. Birds, ships, balloons, submarines, fish octopuses, etc. In class, teach the concept of above and below using actions and simple games. Put a cup on the table and below it. Have everyone close their eyes as you hide a small toy in one of the cups. The children have to guess whether it is above or below the table. Then let the children colour two pictures. Draw a wavy line down the middle of a sheet of paper and let the children glue their pictures above or below it.

Book exercise:

Instruction:

Sam, Heather and Monkey are at the beach. Colour all the things you can see above the water yellow and all the things below the water green.

Comments:

**Materials:** Time

Review the concept of above and below. Have everyone point to and talk about the things in the book that are above the water. Colour these things yellow together. Repeat for everything under the water, colouring them green.