



INTRODUCTION

The Teacher Book for the Middle Level is a practical guide designed for teachers working with children aged 4 to 5. It accompanies the student workbook page by page, providing complete lesson plans for every activity.

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

Activity Card Structure

Each card follows a consistent four-part structure:

- Introduction Activity – A warm-up phase (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.
- Other Activities – Complementary tasks such as songs, crafts, movement games, or story time to extend learning.

Two Learning Areas

Language and Writing (24 cards per part)

Activities focus on developing oral language through thematic vocabulary, learning to describe pictures, recognising and tracing letters (uppercase and lowercase), reproducing graphic patterns (curved lines, spirals, loops), and building early reading skills through word recognition and letter-sound association.

Discovering the World / Maths (24 cards per part)

Activities cover counting and number recognition, geometric shapes, spatial awareness (prepositions, left/right), comparing and grouping objects, sequencing events, understanding ordinals, and exploring the world through observation and simple experiments.

3rd Part – Thematic Overview

The third part consolidates all skills acquired during the year and prepares children for the next level.

Language and Writing:

Learning vocabulary, formulating descriptions, copying words in uppercase, recognising and tracing letters Uu and Vv, tracing spirals and paths, constructing images from descriptions. Themes include: the four elements, spring, flowers, insects, farm animals, fairy tales, professions, sports, and summer.

Maths:

Understanding the four elements, distributing items up to 7, sequencing events, understanding the water cycle, counting and making collections up to 8, tracing and writing number 8, connecting dots to form shapes, drawing shapes independently, understanding the origin of plants according to climate.

Pedagogical Approach

At the Middle Level, children are gaining independence but play remains the key learning tool. Activities balance hands-on manipulation, workbook tasks, and group interaction. Teachers are encouraged to adapt timing and content to the pace of their group.

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Language and writing

Objective(s) :

- 1-Learn vocabulary and sentence patterns connected to the theme.
- 2- Formulate a description.

20 min | Introduction activity:

Materials: Pictures of things related to the four elements, glue, scissors, 20 min, Coloured pencils

Begin by talking about and introducing the four elements. Look at some pictures of landscapes and try to identify which element relate to what feature. Divide a large sheet into 4 sections, one for each of the elements. Make collages of pictures that are linked to each element. E.g. water is lakes and streams, fire is candles and barbecues, earth is mountains and soil, wind is tornadoes and windmills.

Book exercise:

Instruction:

Heather and Sam have gone camping in the countryside. They can see lots of examples of the 4 elements all around them. Look at the picture and colour water blue, earth brown, fire red and air gray.

Comments:

Review again how the four elements relate to landscapes and the world around us. Look at the pictures and have volunteers point out some examples of each element. Show which colours represents water and as a class, colour all of the water on the pictures. Repeat for the other colours.

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Language and writing

Objective(s) :

- 1- Copy words in uppercase letters.
- 2- Recognize and trace the letter Uu.

15 min | Introduction activity:

Materials: Four element flash cards, magnetic letters, 20 min, Pencils, markers

Show the children the 4 elements flashcards and review some things that relate to each. Put the name of each element on the board using magnetic letters. Mix up the letter and see if the children can put them back in the correct order. Do this with capitals and lower case letters.

Book exercise:

Instruction:

Use the word box to find and write the name of each element under the correct picture.

Trace the letter Uu.

Raindrops are made from water. Colour all the raindrops where you can see Uu.

Comments:

Review the names and spellings for each element on the board. Let volunteers read out the letters for each. Show the children how to write the letters in the word boxes. Quickly review the stroke order of each letter as you demonstrate. Write each word together as class. Next, review the stroke order for upper and lower case 'u'. Have everyone trace the letters in the air and on the board before writing the letters in the book. Finally, have everyone point to the upper and lower case 'u's before colouring.

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Language and writing

Objective(s) :

- 1 -Learn vocabulary and sentence patterns connected to the theme
- 2- Trace a path

15 min | Introduction activity:

Materials: Video clips, books, space flashcards, 15 min, Markers

Begin by introducing the concept of space using pictures, stories and video clips. Show the children a flashcard of a rocket. Pretend you are on a rocket together and blast off into outer space. Place the flashcards around the classroom and as you 'space walk' around point out the flashcards and say what you can see. Come back to earth. Repeat but let volunteers pilot the rocket this time

Book exercise:

Instruction:

Let's go on an adventure to outer space in our rocket. Look at all the things we can see. Use your colours to draw a red line to the planet, a blue line to the astronaut, an orange line to the satellite, a yellow line to the stars and a green line to the meteorite.

Comments:

Review the different space vocabulary using actions and flashcards. Look at the book page together and let the children tell you the different names. Have everyone point to each as you say the names. Have everyone take a red marker and draw a line to the planet. Repeat for the other colours.

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Language and writing

Objective(s) :

- 1- Trace spirals.
- 2- Recognize and trace the letter Vv.

15 min | Introduction activity:

Materials: Magnets, card, rocket picture, paint, markers, 20 min, Coloured pencils, pencils.

Before class, draw a giant spiral on a large sheet of card and glue a paper rocket onto a small magnet. Show the children the giant spiral you have drawn on the paper and get them to trace it with their fingers. Put the paper on the edge of two tables so you are able to put your hand underneath it. Place the rocket at the end of the spiral with the magnet on the paper. Take another magnet and place it under the paper. Navigate the rocket round the spiral using the magnets. Let the children try. Finish by decorating the spiral together using paper stars, paint and markers.

Book exercise:

Instruction:

The rocket is returning back to Earth. Help them to get home by tracing the path with your markers.

Trace the letter Vv.

Colour all the stars where you can see the letter Vv.

Comments:

Have the children tell you what they can see on the page then let everyone trace the spiral with their fingers. When everyone is ready trace with coloured pencils. Next, review the stroke order for upper and lower case 'v'. Have everyone trace the letters in the air and on the board before writing the letters in the book. Finally, have everyone point to the upper and lower case 'v's in the stars before colouring.

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Language and writing

Objective(s) :

- 1- Learn vocabulary and sentence patterns connected to the theme
- 2- Construct an image.

20 min | Introduction activity:

Materials: Large sheet of paper, paints, glue, 20 min, Scissors, glue

Draw a big picture of a flower and all its parts on a large piece of paper. Show it to the children and point out the different parts. Get the children to help you colour the

picture. Show the children the different labels and see if they can put them on the right part of the flower. Glue the labels and display the picture in the classroom.

Book exercise:

Instruction:

Springtime is coming and all the plants are starting to grow again. A plant is made up of many different parts. Cut out the pieces and put them together to make a beautiful flower.

Comments:

Review the names of the different parts of a plant. Show the children the picture to cut out at the back of the book. Demonstrate how to cut out the pieces neatly before beginning. Have the children arrange the parts correctly before gluing onto the page.

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Language and writing

Objective(s) :

- 1- Trace an outline.
- 2- Trace words.
- 3- Recognize and trace the letter Ww.

25 min | Introduction activity:

Materials: Seeds, soil, poster paper, paint, 20 min, Pencils, coloured pencils

Review the different parts of the plant using flashcards and actions. Next explain that plants need different things so they can grow, sunlight, water and soil. Let each child plant a seed and water it. Place the plants on the windowsill for light. Let the children make a poster, either individually or as a group to show the things a plant needs. Help the children to label their poster.

Book exercise:

Instruction:

Trace the outlines and words to discover the three most important things a plant needs to grow.

Trace the letter Ww.

Draw a line to match the watering cans.

Comments:

Begin by letting the children tell you what a plant needs to grow healthily. Write these on the board and draw a picture similar to the book. Review the stroke order of the letters as you write. Let some volunteers trace the letters and pictures on the board before having everyone complete the tracing in the book. Finally, review the stroke

order for upper and lower case 'w'. Have everyone trace the letters in the air and on the board before writing the letters in the book. Have everyone point to the upper and lower case 'w's in the watering cans before colouring.

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Language and writing

Objective(s) :

- 1-Learn vocabulary and sentence patterns connected to the theme.
- 2- Copy words in uppercase letters.

20 min | Introduction activity:

Materials: Pictures of different creepy crawlies, 20 min, Markers, coloured pencils
Begin by asking your students what they can see in their garden or in the park. Talk about the different creepycrawlies we can see and teach them some names using pictures and actions. Show the children what makes insects different to other creatures which is 6 legs, 3 body segments, wings and antenna. Let the children separate the pictures into insects and non insects. Use the pictures to make a chart.

Book exercise:

Instruction:

Sam and Heather are exploring in the garden. They have found lots of different insects. Connect the two halves to complete the picture and copy the insects name into the empty word boxes.

Comments:

Look at the pictures together and let the children tell you the names of the insects. As a class, trace with your fingers and then with a marker to link the two halves of each. Next, demonstrate on the board how to copy the name of each insect into the boxes below. Copy each word together as a class, checking everyone's work before continuing.

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Language and writing

Objective(s) :

- 1- Trace and reproduce a pattern.
- 2- Recognize and trace the letter Xx.

20 min | Introduction activity:

Materials: Pictures of butterflies, paint, paper, 20 min, Pencils, markers

Start by showing the children some different pictures of butterflies and have them tell you the colours they can see. Look at the patterns on the butterflies and point out that the pattern is the same on each wing. Take a piece of white paper and fold it in half. On one half of the paper, squirt blobs of different coloured paint. Refold the paper and press down. When you open the paper you will have a beautiful symmetrical butterfly! Wait till it dries and then you can attach a body and head.

Book exercise:

Instruction:

Finish the beautiful butterfly picture below. Trace the pattern on the left wing and draw the same pattern on the right wing.

Trace the letter Xx.

The ants go marching one by one, hurrah, hurrah. Circle the ants carrying the letter Xx.

Comments:

Look at the pictures of butterflies you made earlier and talk about how each wing is the same. Draw a large butterfly on the board and make a similar pattern to the book on one side. Show how to reproduce the pattern on the opposite wing. Let everyone try individually and applaud all efforts! Finally, review the stroke order for upper and lower case 'x'. Have everyone trace the letters in the air and on the board before writing in the book. Have everyone point to the upper and lower case 'x's on the ants before circling.

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Language and writing

Objective(s) :

- 1- Learn vocabulary and sentence patterns connected to the theme.
- 2- Understand and use plurals.

20 min | Introduction activity:

Materials: Singular and plural spring flashcards, 15 min, Markers

Begin by reviewing the vocabulary for previous seasons then talk about Spring. Using flashcards and actions teach the vocabulary. Show the difference between plural and singular. Draw a picture on the board. Have the children race to say what it is and hold up either one or all of their fingers depending if the picture is plural or singular. Finally, divide the board into a singular and plural side. Hide the flashcards around the classroom and let the children find and sort them on the board.

Book exercise:

Instruction:

The flowers are blooming and the insects are buzzing. Spring is here! Look at the spring picture above and put a cross on all the items that do not belong. Can you remember what seasons they belong to?

Comments:

Use the pictures to review singular and plural vocabulary. Show the children that there is an 's' on the end of the words for more than one. Explain that some of the things in the Spring picture do not belong. Look at the picture together and let the children tell you what is wrong and why. Cross all of the things that are incorrect.

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Language and writing

Objective(s) :

- 1 – Copy words in uppercase.
- 2- Make plurals.
- 3 – Recognize and trace letter Yy.

15 min | Introduction activity:

Materials: none, 20 min, Pencils, coloured pencils

Review the target vocabulary, stressing singular and plural. Show that we add an 's' if there is more than one of something. Play 'hangman' with the spring time vocabulary. Think of a word and draw a dash for each of it's letters. The students need to guess what letters could be in the word. The winner is whoever guesses the word. Make sure all of the words and pictures are on the board to guide the children.

Book exercise:

Instruction:

Trace the letter Yy.

Look at the pictures and colour the items that are yellow.

Comments:

Review Springtime vocabulary and singular and plural spellings. Look at each of the pictures at the top of the page. Let the children tell you what they are and whether there is one or more. Show how to copy the correct word using the previous page for guidance. Stress that more than one needs an 's'. Let the children try to complete the activity individually. Next, review the stroke order for upper and lower case 'y'. Have everyone trace the letters in the air and on the board before writing in the book. Review the sound of 'y' and see if the children can think of a colour that begins with 'y'. Point to the pictures that should be yellow together before colouring.

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Language and writing

Objective(s) :

- 1 – Copy words in uppercase.
- 2- Make plurals.
- 3 – Recognize and trace the letter Yy.
- 1- Learn vocabulary and sentence patterns connected to the theme.
- 2 – Place stickers in a limited space.

15 min | Introduction activity:

Materials: Farm animal flashcards, 15 min, Stickers

Introduce the children to different animals we can see on a farm by singing 'Old McDonald'. Show the children different pictures for the farm animals and their homes. Get them to match the animals with its home and say the sentence 'A ---- lives in a -----'. Assign each student a farm animal and make different places in the classroom their homes. The children dance to music and when the music stops the children have to move to their homes. Each group then has to say the target sentence. Repeat with different animals.

Book exercise:

Instruction:

On the farm, each animal has its own special place to stay. Use the stickers to help each animal to find its home.

Comments:

Review the names of the different animals using flashcards and actions. Look at the picture in the book together. Have the children tell you where the different animals live. When everyone is ready, apply the stickers one at a time.

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Language and writing

Objective(s) :

- 1- Copy words in uppercase letters.
- 2- Recognize and trace the letter Zz.

20 min | Introduction activity:

Materials: Paper, coloured pencils, glue,, 20 min, Pencils

Start by letting the children tell you what their favourite animals are. Attach the farm flashcards to the board. Talk about how to spell the name of their favourite. Have everyone draw or colour a picture of their favourite animal then hand out some paper

letters to each student. Have the children glue the letters onto their pictures in the correct order to spell the name of their animal.

Book exercise:

Instruction:

Use the word box to write the correct name of each animal on its body.

Trace the letter Zz.

The farm dog is sleeping. Trace the Zz you can see.

Comments:

Review the names of the different farm animals together. Show the children how to write the names in the different animals, reviewing the stroke order for the letters as you do. Have everyone point to the correct spelling before they write. Finally, review the stroke order for upper and lower case 'z'. Have everyone trace the letters in the air and on the board before writing in the book.

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Language and writing

Objective(s) :

- 1- Learn vocabulary and sentence patterns connected to the theme
- 2- Understand and respect a limited space

20 min | Introduction activity:

Materials: Fairy Tales e.g. Jack and the Beanstalk, Little Red Riding Hood, Hansel and Gretel, Snow White, Cinderella, 20 min, Scissors, glue

Show the children the different books you have brought to class and ask them if they know any of the stories. Introduce the theme vocabulary and see if they can think of any stories that have these characters. Read a selection of fairy tales to the children and make sure to point out the different characters you have discussed.

Book exercise:

Instruction:

Here are some different characters we can find in fairy tales. Can you think of any stories that have these different characters in? Cut them out and stick them anywhere you want on the board. Let's play BINGO!

Comments:

Start by showing the children the bingo cards at the back of the book. Have the children tell you the names of the different characters and which stories they appear in. Cut out the cards together. Explain the rules of 'bingo' if the children are unfamiliar then play a few games.

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Language and writing

Objective(s) :

- 1- Copy words in uppercase letters to complete a simple crossword.
- 2- Recognize and trace vowels.
- 3- Recognizes the sounds of short vowels.

15 min | Introduction activity:

Materials: none, 20 min, Pencils

Introduce the concepts of crosswords to the class using a simple name activity. Ask a volunteer to spell their name then write his or her name on the board. Ask the class if any one has a name that uses one of the same letters. Write their name coming of from the previous name. Repeat until you have used up all of the names in the class or run out of space.

Book exercise:

Instruction:

Use the pictures and words above to complete the crossword.

Trace the letters. Draw a line from the picture to the letter that it begins with.

Comments:

Review how crosswords work with the class. Look at the pictures together and ask the children to name the characters. Draw a large copy of the grid on the board. Read out the letters together and show how to write the word into the correct spaces. Let the children try to complete the puzzle individually. Check everyone's work by letting volunteers finish the puzzle on the board. Next, practice tracing upper and lower case a, e, i, o and u both in the air and on the board. Check the stroke order as the children work.

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Language and writing

Objective(s) :

- 1- Show an understanding of the elements of stories such as main characters and sequence of events.
- 2- Retell a story.

20 min | Introduction activity:

Materials: Card, paint, glue, string, 15 min, Stickers, language

Begin by reading the story 'The Three Little Pigs' to the children. Ask the children questions throughout about the characters and storyline. Divide the class into groups

and let each child make a mask for the characters. Let the children retell and role-play the story.

Book exercise:

Instruction:

The Three Little Pigs is Sam's favourite story, but it is all mixed up. Help him to cut out the pictures and put them in the correct order. Retell the story in your own words.

Comments:

Look at the beginning and end pictures together and let the children identify the story. Show the children where to cut out the pictures to complete the story. Have everyone cut out the pictures and arrange them in the place they think is correct. Check everyone's work before they glue in the pictures. Let some volunteers retell the story in their own words.

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Language and writing

Objective(s) :

- 1-Copy words in uppercase letters
- 2- Recognize and trace vowels.
- 3- Recognizes the sounds of short vowels.
- 4 – Uses phonetic knowledge to read simple words.

20 min | Introduction activity:

Materials: Book, Paper, glue, paper letters, 20 min, Pencils

Begin by reviewing the story of the 'Three little pigs'. As you read, make some intentional mistakes and let the children try to spot them. Next, give each child a piece of paper with three house outlines. Review the story 'The Three Little Pigs' and talk about what each house was made of. Give the children the materials to decorate each house accordingly. Prepare enough paper letters for each child. Let the children find and stick the letters to spell out what each house is made of.

Book exercise:

Instruction:

The three little pigs all built different houses but what were they made from? Finish writing the words to find out and then connect each house to the correct pig.

Trace the letters.

Say each word and write the missing letter.

Comments:

Quickly review the story by asking questions about the characters and events. Look at the pictures in the book and let the children tell you what each house is made from. Show the children how to copy the letters to the spaces required. Let the children complete the activity individually. Next, review all of the short vowel sounds using actions and chants. Say each word and stress the vowel sound. Have the children tell you which letter is missing then complete the activity together.

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Language and writing

Objective(s) :

- 1- Learn vocabulary and sentence patterns connected to the theme
- 2- Trace a path.

25 min | Introduction activity:

Materials: Card, markers, scissors, hat templates, workplace pictures, 15 min, Markers
Teach the children the theme vocabulary using actions, role-play and flashcards. Use the sentence pattern A (profession) works in a (place). Prepare some simple templates of different hats for the children to colour and cut out for each profession. Stick the pictures of the different work places around the classroom. When you say the sentence pattern, anyone with this hat should go and stand by the correct picture. Have the children change hats when everyone has had a go.

Book exercise:

Instruction:

What do you want to be when you grow up? Help each person to get to work by following the correct path.

Comments:

Review the different professions and workplaces using the Sam sentence pattern as before. Look at the pictures together. Discuss which person needs to go to which workplace. Have the children trace the correct path with their fingers before using a marker.

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Language and writing

Objective(s) :

- 1- Copy words in uppercase letters.
- 2- Complete a simple word search.
- 3- Recognize and trace letters of the alphabet.

20 min | Introduction activity:

Materials: Profession flashcards, Paper with writing lines at the bottom, pencils, markers or coloured pencils, 20 min, Coloured pencils, pencils

Quickly review the names of some professions using flashcards and actions. Discuss with the children what they would like to be when they grow up. Write the different ideas on the board in uppercase letters. Have the children draw and colour a picture of their chosen profession and copy the name at the bottom. Let the children present their pictures to the rest of the class.

Book exercise:

Instruction:

Find each person's profession in the word search. Colour the letters and then write them on the grid.

Trace and say the letters.

Say the name of each workplace and fill in the missing letter.

Comments:

Introduce or review the concept of word searches on the board using simple three letter words. Let volunteers come up and circle the examples. Let the children attempt the exercise individually. Next, review the sounds of r, p, h and s. Practice tracing in the air and on the board before writing in the book. See if the children can think of any words that begin with the letters before completing the exercise together.

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Language, markers

Objective(s) :

- Learn vocabulary and sentence patterns connected to the theme.

15 min | Introduction activity:

Materials: Balls for different sports, balloon, 15min

Begin by teaching the theme vocabulary using flashcards and actions. Show the children the different balls you have brought to class. Let the children try to guess which sport each is associated with. If you have space in class, let the children practice

the actions that are needed to play each sport, i.e. kick the ball for football, throw the ball for basketball, etc. If space is limited, use a balloon for the sports actions.

Book exercise:

Instruction:

Comments:

Review the names of the different sports and what actions are needed to play them. Have everyone trace with their fingers to connect the different pictures before using markers.

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Language and writing

Objective(s) :

- 1- Copy words in uppercase.
- 2- Read simple sentences.
- 3- Recognize, trace and match uppercase and lowercase letters.

15 min | Introduction activity:

Materials: Soft foam ball, 20 min, Pencils, markers

Review the sports and actions using role-play and guessing games. Write the names of each action on the board. Draw a word box for one of the actions in the middle of the board. Throw the ball to different individuals. If they can catch the ball, they can guess one of the letters to fill in the empty word box. When the box is complete, say and spell the word together, then repeat with a new word.

Book exercise:

Instruction:

Use the word box to finish the sentences below. What sport is each one talking about?

Trace and say the letters.

Trace then match the uppercase and lowercase letters on each ball.

Comments:

Review the actions linked to different sports. Look at the pictures of the balls together and let the children tell you which sports they are used for. Spell the words at the top of the page together and decide what action applies to each ball. Let the children fill in the boxes individually. Next review the sounds of b, d, m and n. Trace in the air and on the board before completing the exercise in the book. Draw and let the children complete an example of the exercise to link upper and lower case letters on the board. Then let the children complete the exercise.

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Language, markers

Objective(s) :

- 1- Learn vocabulary and sentence patterns connected to the theme.
- 2- Understand and use expressions of quantity.

15 min | Introduction activity:

Materials: Copies of the vocabulary cards, 15 min

Review the seasons we have already learned – Autumn, Winter and Spring. Ask the children if they know what season it is now. Introduce the idea of summer. Look at the picture in the book and ask questions about what they are wearing, how the weather is. Introduce the different food and drink from the language page and let the children tell you what they like to eat / don't like to eat. Divide the class into smaller groups and deal out the vocabulary cards you made. Show the children how to play Go Fish using the sentence 'I want some' First child to match all of their cards is the winner.

Book exercise:

Instruction:

Comments:

Look at the picture together and talk about what Sam and his friends have taken on their picnic. Have the children link each portion of food to its whole before using a marker.

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Language and writing

Objective(s) :

- 1- Copy words in uppercase letters.
- 2- Recognize and trace letters of the alphabet.

20 min | Introduction activity:

Materials: Food magazines or pictures from the internet, glue, scissors, paper plates, 20 min, Pencils, coloured pencils

Review summer activities and talk about picnics. Discuss the different food and drinks could take. Sing 'Teddy Bears Picnic' and include actions. Give each child half a paper plate and let them colour it using crayons or markers. Next give them a handle made from coloured paper and have them glue it to the flat part of the plate. Now the children each have their baskets, let them cut out different food and drinks from magazines and glue them to the basket. Finish by letting volunteers talk about what they will take on their picnics.

Book exercise:

Instruction:

Write and draw three different foods or drinks you would like to take on a picnic.

Trace and say the letters.

Match the summer items to the letter it begins with.

Comments:

Look at the picture in the book together and let the children tell you what is happening. Discuss with the children what food you would like to take on a picnic. Explain, draw and write an example on the board before letting the children write and draw in their books.

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Language, pencils, stickers

Objective(s) :

- 1- Learn vocabulary and sentence patterns connected to the theme
- 2- Read simple sentences.

20 min | Introduction activity:

Materials: Postcards or pictures of different destinations, paper, pencils, paints, 15 min
Introduce the different destinations by showing the children pictures, postcards and flashcards of the theme vocabulary. Let the children talk about places they have been and what they did there. Talk about where you would like to go. Have the children copy the sentence 'I will go to the _____.' and then write their chosen place. Let the children draw and paint their holiday destination above the sentence. Let everyone present their pictures to the rest of the class.

Book exercise:

Instruction:

Comments:

Begin by writing all of the destinations on the board and reviewing them with the class. Let volunteers attach the flashcards with magnets next to the correct words. In the book, have everyone point to the correct word before they attach the stickers. When everyone is finished, talk about where you will go on holiday and let the children complete the sentence.

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Language and writing

Objective(s) :

- 1- Copy words in uppercase letters.
- 2- Read and write simple sentences.
- 3- Recognize and write letters of the alphabet.

15 min | Introduction activity:

Materials: Word and picture cards for the theme vocabulary, 15 min, Pencils, markers
Review the theme vocabulary using actions and flashcards. Prepare some cards, some with the vocabulary word and some with the picture. Let the children play matching pairs either as a class or in small groups. Review the spelling of each vocabulary word together to finish.

Book exercise:

Instruction:

Use the pictures and word box to finish the sentences about places we can go in the summer holidays. Colour each picture.

Comments:

Review the spelling for each vocabulary word on the board. Say some of the words and let the children race to point to the correct word at the top of their book pages. Complete each sentence together. Check everyone is writing neatly and spelling the words correctly. Let everyone finish by colouring the pictures with their markers.

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Objective(s) :

- 1-Understand the four elements.
- 2-Distribute items up to 7.

15 min | Introduction activity:

Materials: Four elements flashcards, dice, 20 min, Markers

Begin by reviewing the four elements and counting and numbers up to seven. Divide the class into two or more teams. Assign each of the elements a number on the die and a total up to seven with the other two die numbers being wild. Each team has to take turns to roll the dice and try to get seven of each element. The team cannot get over seven. First team to get all of the elements is the winner.

Book exercise:

Instruction:

Connect the objects to the element they are associated with.

Use different colours to give 1 watering can, 4 fans, 6 shovels and 7 matches to each child.

Comments:

Materials: Time

Review how to count and distribute groups up to seven. Look at the pictures in the book together and let the children tell you which element they think they belong to. Show how to link the pictures to the children then do each part of the exercise together as a class. Count how many of each picture Sam and Heather have when everyone is finished.

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Objective(s) :

- 1-Sequence events.
- 2 – Begin to understand the water cycle.
- 3-Make groups of 6.

20 min | Introduction activity:

Materials: Poster paper, markers, paints, computer, 20 min, Stickers, coloured pencils

Begin the class by showing some simple YouTube videos demonstrating the water cycle. Draw a big diagram on the board. Use actions and role-playing with the class to show the different stages. Finish by making and labelling a big poster of the water cycle together.

Book exercise:

Instruction:

Use the stickers to show the correct sequence of the water cycle.

Circle the rain drops into groups of 6.

Comments:

Materials: Time

Review the water cycle together using the actions from the previous activity. Decide together which stage is next and apply the stickers. Review by letting volunteers try to explain what each stage means. Next, quickly review counting and making groups up to six. Show on the board how to circle the rain drops. Let the children finish the activity individually.

Objective(s) :

- 1- Count and make collections up to 8.
- 2- Trace and write number 8.
- 3- Understand and use a chart.

15 min | Introduction activity:

Materials: Paper, glue, string, glitter, 20 min, Pencils, maths, coloured pencils

Review the vocabulary associated with space using flashcards and actions. Make and decorate origami stars together. Some good simple directions can be found on www.origami-instructions.com. Attach string and hang the stars around the class.

Book exercise:

Instruction:

Count, trace and write number 8.

Colour eight rockets.

Use the chart to draw the correct number of space items in each box.

Comments:

Materials: Time

Begin by showing how to draw a star on the board. Put the five points and slowly connect them in the same order as in the book. Have everyone draw a star in the air with their fingers then let individual try on the board. When everyone is ready, as a class trace the lines to make a star in the book. Next, quickly review counting up to seven. Count the number of stars and planets together. Let the children circle the correct number individually.

Objective(s) :

- 1-Connect dots to form shapes.
- 2- Draw shapes independently.
- 3-Count and recognize groups and numbers up to 7.

20 min | Introduction activity:

Materials: Coloured paper, glue, star stickers, black card, 20 min, Pencils, coloured pencils

Review all of the space vocabulary using flashcards and actions. Teach counting and numbers up to eight using fingers, dice, clapping and any other quick activities. Next, using shapes cut from coloured paper, make rocket pictures by gluing onto black card. Have the children stick eight star stickers around their rocket.

Book exercise:

Instruction:

Let's learn how to draw a star. Trace each line in the sequence and then draw eight stars by yourself.

Count how many stars and planets you can see and colour the correct number.

Comments:

Materials: Time

Review counting, numbers and writing up to eight on the board. Have everyone trace the number eight in the air with their fingers and on the board with a marker. When everyone is ready, trace the number eight in the book. Count eight rockets together and colour them. Finally, let the children tell you what the different space pictures are. Show on the board how to complete the chart then let the children finish on their own.

Page 36

Objective(s) :

- 1-Associate similar pictures.
- 2-Understand the origin of plants according to a climate.

15 min | Introduction activity:

Materials: Different fruit and vegetables, 15 min, Markers

Bring into class some different fruits, nuts and vegetables. Try to get them with leaves, roots, etc, still attached. Let the children try and identify each, then talk about which parts we can and cannot eat. Show an orange, ask if we can eat all of it. Do the same with nuts, bananas, carrots, etc. See if the children can name what part of the plant they come from. Finish by letting the children try some of the different fruits and vegetables.

Book exercise:

Instruction:

Look at these plants. Sometimes we can eat the leaves, the roots, the fruit or even the flower. Circle what is edible and cross what is not.

Comments:

Materials: Time

Review again using pictures what parts of some different plants we can eat. Let the children try to think of examples of edible roots, stems and leaves. Look at the pictures and have the children tell you which we can eat and which we cannot. Circle and cross the correct pictures together then discuss which part of the edible ones can be eaten.

☒ Page 37

Objective(s) :

- 1-Understand a plant life cycle.
- 2- Sequence events.

20 min | Introduction activity:

Materials: Computer, seeds, cups, soil, markers, 15 min, Markers

Begin the class by watching some short videos of speeded up seed growth. Try role-playing being a seed and growing into a plant. Talk about what seeds need to grow and why. Let the children plant some seeds and water them to watch and chart over the next few days. Plant some extra and put them in a cupboard and some the window sill. Explain that some seeds will get no water, some no light and some neither. Use the seed growth to create a graph together over the week.

Book exercise:

Instruction:

Connect each picture in order to show the life cycle of wheat, potatoes, corn and coffee.

Comments:

Materials: Time

Review the stages of seed growth and what seeds need to grow. Look at the different seeds together and see if the children can name what they are. Have the children trace each path with their fingers before completing individually with a marker. Review by talking about what each seed can give us in the end.

Objective(s) :

- 1-Understand the concept of longer and shorter.
- 2-Make groups of 7.

15 min | Introduction activity:

Materials: Coloured circles, glue, markers, 20 min, Coloured pencils, maths

Begin by discussing the concept of longer and shorter using actions. Draw a caterpillar on the board then have the children hunt around the class for things that are longer than it. Repeat for things that are shorter. Next use coloured circles to make two caterpillars, one longer, one shorter, by gluing the edges together in a line. Use eight circles for the longer and five for the shorter. Have the children count out the correct amount of circles for each caterpillar.

Book exercise:

Instruction:

Heather and Sam are measuring different insects and bugs. Finish the table by drawing a longer caterpillar and worm in the boxes above and shorter ones in the boxes below.

Circle and colour 7 butterflies blue and 7 butterflies red.

Comments:

Materials: Time

Review the concepts of longer and shorter using actions and examples. Let the children draw some examples on the board before completing the activity in the books. Finally, quickly review counting up to seven. Count out seven butterflies together and colour them blue. Let the children count the remaining butterflies and colour them individually.

Objective(s) :

- 1-Count and recognize groups and numbers up to 8.
- 2- Trace and write numbers up to 8.

15 min | Introduction activity:

Materials: Markers, 15 min, Pencils, maths, markers

Review counting and numbers up to eight. Using the caterpillars you made in the last activity, number the body segments up to eight on one and five on the other.

Book exercise:

Instruction:

Trace and write in the missing numbers on the caterpillar.

Draw eight dots on the ladybug.

Comments:

Materials: Time

Begin by quickly reviewing counting and number up to eight. Have the children come up one by one to write the next number in the sequence one to eight and to draw the correct number of dots next to the numbers. Complete the activity in the book together.

● Page 40

Objective(s) :

- 1-Count and recognize groups and numbers up to 9.
- 2- Trace and write number 9.
- 3- Complete a pattern.

20 min | Introduction activity:

Materials: Paper, pencils, coloured pencils, coloured paper, glue, 20 min, Pencils, coloured pencils, maths

Before class, cut out enough small leaf shapes from green paper for everyone to have nine each. First, teach the children counting and numbers up to nine using dice, fingers, flashcards, etc. Next, let the children describe what happens in Spring. Have the children draw around their hands and arms on a piece of paper or cards. Explain that this will be the trunk and branches of a tree. Have the children count out and glue on nine leaves. Have the children number the leaves and colour the tree.

Book exercise:

Instruction:

Count, trace and write number 9.

The leaves are starting to bloom! Colour in 9 leaves and then draw 9 leaves on each of the other branches.

Circle the picture that comes next in each pattern.

Comments:

Materials: Time

Review, counting, numbers and writing up to nine. Practice tracing the number nine in the air and on the board before completing the book. Count the number of leaves on the branch in the book together. Have everyone draw nine leaves on each of the remaining branches then colour.

▲ Page 41

Objective(s) :

- 1-Understand the concept of more, fewer, and same.
- 2-Count and make collections up to 9.

15 min | Introduction activity:

Materials: Dice, 15 min, Coloured pencils, maths

Begin by explaining the concept of more, fewer and the same. Play a game to practice. Divide the class into two groups. Have one child from each group roll a dice at the same time. Have the children tell you who has more or fewer or if the numbers are the same. Award points if you wish. Repeat with smaller groups or pairs.

Book exercise:

Instruction:

Draw fewer flowers, more suns, and the same amount of butterflies in the empty boxes. Draw nine petals on the flower.

Comments:

Materials: Time

Review the concepts of more, fewer and the same. Practice some examples on the board before beginning the exercise. Count the amount of each picture and let the children tell you some numbers that are fewer, etc. Finish by drawing nine petals on the flower.

■ Page 42

Objective(s) :

- Use a code to follow a route.

20 min | Introduction activity:

Materials: Farm flashcards(two sets), 15 min, Pencils, stickers

Review the different farm vocabulary using actions and flashcards. Arrange the class into a simple maze, placing flashcards at certain points around the maze. Use the second set to describe a route on the board. Let volunteers try to get to the correct point of the maze. Repeat until everyone has had a go.

Book exercise:

Instruction:

Sam, Heather and Monkey are visiting the farm. Use the codes to help them find their way around. Once you have followed the route, place the correct sticker to show what animal it led you to.

Comments:

Materials: Time

Review farm vocabulary by letting the children name what they can see on the page. Solve the first clue together before applying the sticker. Let the children try to solve the remaining codes alone.

 **Page 43**

Objective(s) :

- 1-Count and recognize groups and numbers up to 10.
- 2- Trace and write number 10.
- 3- Make collections up to 10.
- 4 -Understand the concept of more, less, and the same.

15 min | Introduction activity:

Materials: Rice, or pasta clear plastic jars, 20 min, Pencils

Review the concept of more, less and the same. Using the plastic jars, let the children demonstrate the concepts by filling the jars to different or the same levels with rice or pasta.

Book exercise:

Instruction:

Count, trace and write number 10.

Draw less milk, more wool, and the same amount of grain.

Draw 10 bales of hay.

Comments:

Materials: Time

Begin by teaching counting, numbers and writing up to ten using dice and fingers. Practice tracing in the air and on the board before completing the book. Demonstrate how to draw enough hay bales to add up to ten then have everyone complete the activity individually. Finally review the concept of more, less and the same. Draw some examples of the activity on the board and let the children complete them then complete the book activity together.

Page 44

Objective(s) :

- Compare items according to characteristics.

20 min | Introduction activity:

Materials: Blocks, Lego, plastic cups, boxes, etc, 15 min, Markers

Talk about the concept of strong and weak. Have the children tell you some things or characters that they think are strong or weak. To demonstrate the concept, use as many different materials as you can to build towers. See whether you can knock them over by blowing, by throwing rolled up paper, bean bags, etc. Decide which towers are strong or weak together.

Book exercise:

Instruction:

The brick house was strong and the straw and stick houses were weak. In each row colour the strong characters red and the weak characters yellow.

Comments:

Materials: Time

Review the concept of strong or weak. Let the children complete the activity individually then have some volunteers explain their choices.

Page 45

Objective(s) :

- Add up dots of dice up to 10.

20 min | Introduction activity:

Materials: Dice, 15 min, Pencil, maths

Review how to add two numbers together. Show how to roll two dice and add them together by counting the spots. Put the children in small groups. Let them take turns in rolling the dice and seeing who can get a total of five. Let the children keep score if they wish.

Book exercise:

Instruction:

The story book characters are playing a dice game. Fill in the empty boxes and see who got the highest number.

Comments:

Materials: Time

Review adding two numbers to make five. Write some examples on the board and let everyone try to complete at least one problem. Complete the first few sums in the book together then let the children try to complete the remainder individually.

 **Page 46**

Objective(s) :

- Know numerical order 1-10

15 min | Introduction activity:

Materials: Number cards, 15 min, Pencils, coloured pencils

Begin by reviewing counting and numbers up to ten. Give everyone a number card and attach it to their chest with a paper clip. Have them stand against the wall. Mark a start and end place at either end of the class room. The aim is for the children to make a line across the class in number order holding hands with the children on either side. When the line is made, count along with each child saying their own number. Swap numbers and make it harder by moving obstacles such as tables in the way of the line.

Book exercise:

Instruction:

Help the wolf get to the strongest house by colouring a path in the trees from 1-10.
Connect the dots from 1-10 to reveal the hidden picture.

Comments:

Materials: Time

Review number order up to ten. Let the children recap the story of the three little pigs and discuss which house was the strongest. Have everyone trace from the wolf to the brick house with their finger before colouring. Trace the picture below again with fingers before letting the children complete it individually.

Objective(s) :

- Make groups of 9.

20 min | Introduction activity:**Materials:** Gingerbread man pictures, 15 min, Coloured pencils

Begin by reviewing counting and making groups up to nine. Let the children practice grouping different objects around the classroom, such as pencils, markers, blocks, etc. Show the children the pictures of the gingerbread man. Review the story quickly then divide the class into two teams. Have everyone close their eyes and stand at the back of the room. Hide the pictures around the room. The first team to find nine pictures and bring them to the front wins.

Book exercise:

Instruction:

Use different colours to group the gingerbread men by 9.

Comments:**Materials:** Time

Review counting and grouping up to nine. Draw an example of the exercise on the board and let volunteers make groups before allowing the children to complete the exercise individually.

Objective(s) :

- Associates items in relation to professions.

20 min | Introduction activity:**Materials:** Professions cards, 10 min, Pencils

Before class prepare some cards with professions and things associated with them. Use the pictures from the book or use the internet. In class, review the different professions. Let the children match the objects to the correct people. Use the cards to play matching pairs. Any two pictures linked to the same professions make a pair.

Book exercise:

Instruction:

Link the community helpers to the items they need to do their jobs.

Comments:**Materials:** Time

Look at the pictures together and let the children tell you who they can see and how they help us. Have everyone draw a line with their fingers to link the pictures before using a pencil.

Page 49

Objective(s) :

- 1-Review ordinal numbers: 1st-5th.
- 2-Sequence a story.

20 min | Introduction activity:

Materials: dice, paper firemen, 20 min, Pencil, scissors, glue

Review the concept of ordinal numbers. Play a game of 'Hoses and ladders' on the board (same rules as snakes and ladders). Use the paper fire-fighters as counters and keep reviewing who is first, second, etc. Let the children play as pairs or threes to keep the number of counters to five.

Book exercise:

Instruction:

Draw a line from the fire-fighters to the ordinal to show their place in line.

Place the stickers in the correct order

Comments:

Materials: Time

Review ordinal number and have the children point to the correct fire-fighters together before using a pencil. Next, show the children where to cut out the pictures. When everyone is ready, let the children talk about what they think happened. Give everyone some time to sort the pictures into the order they think is correct on their desks. Discuss the correct order then let the children glue the pictures one at a time. Keep using ordinal numbers to stress which picture to glue next.

Page 50

Objective(s) :

- 1-Learn number 11.
- 2-Make sets up to eleven.

15 min | Introduction activity:**Materials:** Ball, 20 min, Pencils, coloured pencils

Teach counting and numbers up to eleven using clapping games, dice and any other method you choose. Practice counting by having the children make a large circle in the middle of the class. Have the pass or throw the ball around the circle, counting up to eleven as they do. If a child drops the ball or says the wrong number they must sit down until the next game. Make the game harder by speeding up to the passes and widening the gaps between the children.

Book exercise:

Instruction:

Trace and write the number 11.

Draw 11 tennis balls, racquets, golf clubs and flags.

Comments:**Materials:** Time

Review counting and writing numbers up to eleven on the board. Have the children practice tracing the number eleven in the air and on the board before writing in the book. Draw an example of the second activity on the board. Let the children come up one by one and draw an object until there is a total of eleven. Count together then let the children complete the activity individually.

 **Page 51****Objective(s) :**

- 1-Use a chart.
- 2- Review number sequencing.

15 min | Introduction activity:**Materials:** None, 15 min, Coloured pencils

Teach how to use a grid to make coordinates by playing tic-tac-toe. Draw a grid on the board and colour red, blue and green above the columns. At the side draw a circle, square and triangle. Divide the class into two teams. The children must choose their position by saying a coordinate (blue circle, etc). Let the children play in pairs if you have time.

Book exercise:

Instruction:

Use the chart to colour the balls.

Comments:

Materials: Time

Review how to use a grid by drawing a copy of the grid on the board. Let the children do some examples then colour the grid individually.

Page 52

Objective(s) :

- 1-Trace numbers.
- 2-Begin to recognize odd and even numbers.

20 min | Introduction activity:

Materials: Paper. Pencils, markers, 15 min, Pencils, stickers

Before class, prepare some a watermelon picture with five black stripes and five green strips. Make enough copies for one each. Begin by reviewing counting and numbers up to ten. Write a number line on the board. Explain that the numbers 1, 3, 5, 7 and nine are known as odd numbers and 2, 4, 6, 8 and 10 are known as even numbers. Shade all of the odd numbers a different colour. Hand out the water melon picture and show how to write the even numbers next to the green stripes and the odd numbers next to the black stripes. You can glue the appropriate number of watermelon seeds next to each number if you wish. Use the watermelon pictures as a reference for the book activity.

Book exercise:

Instruction:

Trace the numbers.

Count the seeds in the watermelon, say whether there is an odd number or an even number and stick them under the correct number.

Comments:

Materials: Time

Review counting and numbers up to ten on the board. Let the children trace the numbers in the air and on the board before tracing in their books. Count the seeds on the stickers then let the children attach them individually. Finally review odd and even numbers using the watermelon pictures from before as a guide.

Page 53

Objective(s) :

- 1-Compare wet and dry.
- 2-Explain a choice.

20 min | Introduction activity:**Materials:** Chalk, paper, 15 min, Coloured pencils

Using paper tissue, cloths, flannels and anything else, explain and show the children the difference between wet and dry. Discuss the properties of each state. Show how chalk reacts differently when it is wet to when it is dry. Let the children draw a summer picture using a combination of wet and dry chalk.

Book exercise:

Instruction:

Heather, Sam and Monkey are at the beach. Colour things that are wet blue and dry orange.

Comments:**Materials:** Time

Review and talk about what things in the picture are wet and what are dry. Show how to colour the wet things blue and the dry things orange.

 **Page 54****Objective(s) :**

- 1- Associate an item with its shape.
- 2- Learn number 12.
- 3- Review number writing up to 12.

20 min | Introduction activity:**Materials:** Card, magnets, tape, rulers, string, 20 min, Pencils, stickers

Begin by having the children draw and cut out fish shapes from card. Make enough extra so they make a total of twelve. Make sure that each is different from the others. Draw around the templates on the board then have the children tape magnets to their fish. Tie some string to a ruler and another magnet to the end. The children must take turns to catch a fish with the rod and then match it to the correct outline on the board. Count the total amount of fish together.

Book exercise:

Instruction:

The children went to the beach and saw many animals. Can you stick them where they belong?

Trace number 12, then fill in.

Comments:

Materials: Time

Review counting and writing numbers up to twelve using dice, flashcards and simple games. Trace the number twelve in the air and on the board before writing in the books. Look at the stickers and have the children point to match them before completing the activity. Count the total together.

Page 55

Objective(s) :

- Add up to twelve.

20 min | Introduction activity:

Materials: Squares of paper, markers, dice, 15 min, Dice

Give each child two squares of paper. Talk about some things we can see on our summer holidays. Let everyone draw and colour two pictures. Collect them in and number them. Use them to make a giant board game on the floor of the class. Review counting and adding dice up to twelve. Play the game together.

Book exercise:

Instruction:

Play with a friend! You need 2 dice and 2 pieces. Each player's piece is moved according to throws of the dice. Scattered throughout the board are a number of spaces on which a sun is depicted; landing on a sun allows you to move again by the same distance. There is also a penalty space, the storm at number 28, which forces you to move backwards.

Comments:

Materials: Time

Review counting and numbers up to twelve. Look at the pictures and talk about what you can see. Explain the rules of the game and either play in pairs or small groups.
