



## 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.

## 1st Part – Thematic Overview

The first part focuses on settling in, getting to know one another, and discovering the immediate environment.

### Language and Writing:

Learning vocabulary and sentence patterns, answering simple questions, drawing faces, tracing curved and horizontal lines, recognising and tracing letters Aa and Bb, describing pictures, colouring within the lines. Themes include: introducing oneself, the body, the family, the home, school, autumn, food, the senses, the city, transport, and geography.

### Maths:

Recognising geometric shapes, comparing objects by size (big/small), counting and recognising numbers up to 3, tracing numbers 1–3, understanding prepositions (in/out), and grouping items by type.

## 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.

CREF Publishing

# TEACHER BOOK

*My Middle Year*

**with Heather and Sam**

4–5 years old

**1st part**

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## Page 6

Language and writing

### Objective(s) :

- 1 – Learn vocabulary and sentence patterns connected to the theme.
- 2 – Answer simple questions.
- 3 – Draw a face.

20 min | Introduction activity:

**Materials:** Ball, 20 min, Markers

Language:

Draw a picture of you on the board. Introduce yourself and write your name – My name is .... Get the children to try and introduce themselves. Throw a ball back and forth to help make it more fun.

Draw a birthday cake on the board and show 4/5 candles. Ask – How old are you? Practice counting to 4/5 using fingers and counting the candles.

Draw a boy and a girl and go round the class asking the children – Are you a boy or a girl? I am a .....

Talk about basic colours – sing the rainbow song to help the children remember. Ask them which colour they like – emphasize favourite by exaggerating how much you like it.

Book exercise:

Instruction:

It is the first day of school and everyone is getting to know each other. Read about Sam and Heather, then complete the sentences and picture to tell everyone all about you!

Comments:

**Materials:** Markers, card, glitter, glue, etc.

Open the book and talk about the picture. Introduce the characters of the story.

This is Heather. Ask questions about Heather – Is she a girl or a boy? How old is she?

What is her favourite colour?

This is Sam. Ask questions about Sam – Is he a girl or a boy? How old is he? What is his favourite colour?

Help the children to write their name in the space. Colour the candles on the cake for how old you are. Colour the space for their favourite colour. Circle the picture of the boy / girl. Get the children to draw their face in the blank circle.

Prepare some name tags before class with the children's names on them. See if the children can find their name tag by themselves. Let them decorate and colour the names. Put them somewhere in the classroom they can see to help them remember each other's names.

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## Page 7

### Language and writing

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

- 1- Trace curved lines.
- 2- Recognize and trace the letter Aa.

#### 15 min | Introduction activity:

**Materials:** None, 20 min, Coloured pencils, pencils, markers

Begin the class by teaching some basic feelings. Use the sentence pattern, "How do you feel? I feel \_\_\_\_\_". Use flashcards and actions. Practice the vocabulary by playing charades. Do an action or expression and have the children guess how you feel. Let volunteers come up and have a go!

Book exercise:

Instruction:

Finish drawing Heather and Sam to find out how they feel today. Draw how you feel and circle the correct word.

Trace the letter Aa.

Find and circle the letter A and colour the pictures.

#### Comments:

Practice drawing circles in the air with fingers. Give everyone pencil crayons and check for correct grip. Practice drawing in the air with our pencils. Draw some circles on the board and let the children try tracing them. Draw an example of the activity on the board and demonstrate what they have to do. Do each face as a group. Check to make sure they are working carefully before moving onto the next one. Ask the children if they feel happy or sad today. Demonstrate on the board what they should draw if they are happy or sad. Let the children finish their faces. Next, teach the letter A. Write Aa on the board and use the chant, "A, A, a, a, a (a is the phonic sound). This is an \_\_\_\_\_." To

teach the vocabulary. Demonstrate how to write capital A on the board. Trace in the air with fingers and on the board. Repeat for small · a ·. Write in the book.

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## Page 8

### Language and writing

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

- 1 - Learn vocabulary and sentence patterns connected to the theme.
- 2 - Describe a picture.
- 3 - Associate text with an image.

#### 15 min | Introduction activity:

**Materials:** Flashcards for school materials, glue, scissors, chair, book, crayon, pencil, 20 min, Stickers

Begin by introducing the materials we will be using in class. Teach using flashcards and actions. Play a game of hide and seek. Have the children stand against one wall and turn their backs or close their eyes. Hide one of the items somewhere in the room. Let the children try to find it. Whoever finds it must say the vocabulary word and do the associated action.

Book exercise:

Instruction:

Sam and Heather are in the classroom. Talk about the different things you can see. Find each of the classroom items in the picture and place the correct sticker over the words above.

#### Comments:

Review the classroom vocabulary using flashcards. Look at the picture in the book together. Repeat the vocabulary and have the children try to find each one in the picture. Point at each picture together. Show the children the stickers and demonstrate how to attach them carefully. Point to the first sticker together. Put each sticker onto its corresponding picture together and say the vocabulary word.

## Page 9

### Language and writing

#### Objective(s) :

- 1- Trace horizontal lines from left and right.
- 2 - Recognize and trace the letter Bb.
- 3 - Colour within the lines

#### 15 min | Introduction activity:

**Materials:** Tray, towel, glue, scissors, pencil, etc., 20 min, Markers, pencils

Review the classroom vocabulary we studied last time using flashcards and actions. Place all the items on the tray. Cover the tray with a towel and take one item away. Uncover and let the children guess what is missing.

Book exercise:

Instruction:

Use your markers to trace the lines then colour the crayon, scissors and pencil.

Trace the letter Bb.

Colour the pictures that begin with Bb.

#### Comments:

Practice holding markers and make sure all the children know how to hold it correctly.

First, practice writing a straight line with your finger in the air. Use different body parts to draw straight lines e.g. tongue, foot, bum etc.

Show the activity on the board. Demonstrate how to draw the line. Show how not to do it (Is this good? No. Let's do it like this). Let the children practice on the board. Do each line as a group before moving onto the next, checking everyone has done it correctly. When the children have finished drawing the lines, let them colour the pictures.

Next, teach the letter b. Use the chant "B, B, b, b, b. (b is the phonic sound) This is a \_\_\_\_\_." to teach the vocabulary. Demonstrate how to write the letters on the board. Trace in the air and on the board then let them trace in the book.

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## Page 10

### Language and writing

#### Objective(s) :

- 1- Learn vocabulary and sentence patterns connected to the theme.
- 2- Review colours.

#### 20 min | Introduction activity:

**Materials:** Family member flashcards, pictures of the children's families, card, glue, markers etc., 15 min, Coloured pencils

Bring in a picture of your own family. Use the sentence pattern, "This is my \_\_\_\_\_." Ask each student ahead of class to bring in a photograph of their families. Students can use coloured cards and decorations to make a frame for their pictures. Hang all of the pictures on the wall in the class. Any student without a picture can draw one instead. Ask students to talk about their pictures ('This is my mummy', etc.).

Book exercise:

Instruction:

This is Heather's family. Can you name the different people?

Use your pencil crayons to colour:

Grandpa red; Grandma purple; Father blue; Mother pink; Sister orange; Brother blue.

Comments:

Introduce each family member on your prepared flashcards. Use an appropriate action to reinforce the words (finger glasses for grandpa, finger hair bun for grandma, etc). Review the colours we will use. Point at each family member together and review the vocabulary. Now follow the instructions and colour each picture in the book one at a time, as a group.

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## Page 11

### Language and writing

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

- 1- Trace horizontal and vertical lines.
- 2- Recognize and trace the letter Cc.

15 min | Introduction activity:

**Materials:** Flashcards,, 20 min, Markers

Review the family members and actions.

Place all flash cards behind a book or sheet of paper. Slowly raise a flashcard until someone can guess who is pictured. Repeat or ask for volunteers to come to the front and try.

Book exercise:

Instruction:

Connect the lines to finish Heather's family tree. Talk about how each person is connected.

Trace the letter Cc.

Sam's family has a cat. Trace all the letters CC you can see in the picture.

### Comments:

Draw some straight lines on the white board, both horizontal and vertical. Get the students to practice drawing lines in the air with their fingers. Next practice with held (capped) markers. Make sure everyone has the correct writing grip. Ask for volunteers to come and trace your lines on the board. Finally, do the exercise in the book. Do one line at a time and ensure everyone is being careful. Stress who you are drawing lines between ('Now lets draw a line from Grandma to Grandpa!') Next teach the letter Cc. Use the chant 'C, C, c ,c ,c (c is the phonic sound). This is a \_\_\_\_\_'. Demonstrate how to write c on the board. Practice tracing in the air with pencils and on the board. When everyone is ready, trace the letters in the book.

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## Page 12

### Language and writing

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

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

#### 20 min | Introduction activity:

**Materials:** House flashcards, 15 min, Stickers

Begin by teaching the different rooms in the house. Draw a large simple house on the white board. Attach the flashcards for each room in the appropriate place, repeating the vocabulary word.

Using things in the class room, together with the students, create different rooms e.g. make a fake T.V from a cardboard box; make a bed from coats, etc. Roles play as a group what happens in each room (cooking in the kitchen, sleeping in the bedroom, washing in the bathroom etc.).

Book exercise:

Instruction:

This is Sam's house. Put the stickers in the correct place and talk about what you can see and do in each room.

### Comments:

Review the names of each room in the house. Talk about what you can see in each room and what happens there. Look at the stickers and talk as a group about where each item should be in the house. One at a time put the stickers in the correct rooms. (doll in the girls bedroom, robot in the boys bedroom, rubber duck in the bathroom, television in the living room and bread in the kitchen)

## Page 13

## Language and writing

### Objective(s) :

- 1 – Trace triangles and squares.
- 2 – Recognize and trace the letter Dd.

### 15 min | Introduction activity:

**Materials:** Flashcards, 20 min, Markers, pencil

Review the different rooms of the house. Play Pictionary with the children. You can either draw different objects on the board that you can find in the house and ask – Where do you find.....? Or use the flashcards you prepared. Let the children take turns at drawing things we find in the house.

Book exercise:

Instruction:

Finish the house by tracing the triangles red and squares blue.

Find and circle the letter Dd's on the door.

### Comments:

Practice drawing horizontal, vertical and diagonal lines. First practice in the air, then practice holding the markers. Draw the house on the board using different colours. Red for the triangle, blue for the squares. Ask the children what shapes they can see, how many shapes and what colours. Demonstrate on the board what the children have to do. Let them practice drawing on the board. Everyone takes a red marker and draws the triangle. Next, take a blue marker and draw the big square, then the small squares one by one. When everyone has finished, let them colour the house with pencil crayons. Demonstrate good and bad examples of colouring on the board. Next teach the letter Dd. Use the chant 'D, D, d ,d ,d (d is the phonic sound). This is a \_\_\_\_\_'. Demonstrate how to write d on the board. Practice tracing in the air with pencils and on the board. When everyone is ready, trace the letters in the book. As a class point to the letter 'd's on the door. Demonstrate how to circle them.

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## Page 14

## Language and writing

### Objective(s) :

- 1- Learn vocabulary and sentence patterns connected to the theme.
- 2- Color within the lines.

### 20 min | Introduction activity:

**Materials:** Children's clothes, 20 min, Coloured pencils

Introduce the idea of seasons. There are 4 seasons in the year. Look at the season flashcards you prepared and ask the children what they can see. Tell the children that it is now Autumn. Talk about what the weather is like (cloudy, cool, rainy) and what clothes we need to wear (jackets, trousers, hats). Collect together the children's jackets / hats before class and place them in a pile. Put the children into two teams. Show them they have to jump to the pile of clothes, find their jacket / hat and jump back. When they get back the next person jumps etc. The first team to have their jackets / hats on and sit down is the winner.

Book exercise:

Instruction:

Sam and Heather are splashing in the puddles on a rainy Autumn day. Colour the leaves to finish the picture and talk about what you can see.

Comments:

Look at the picture in the book together. Ask what the children can see. How is the weather? What are Heather and Sam wearing? Look at the trees. What colour are the leaves? (red, yellow, brown, orange) Show the children the leaves you brought or the different coloured paper. What colours can they see? Let the children choose autumn colours from their pencil crayons. Colour the blank leaves in autumn colours.

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## Page 15

### Language and writing

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

- 1 – Trace diagonal lines.
- 2 – Recognize and trace the letter Ee.

20 min | Introduction activity:

**Materials:** Paint, leaves, markers, 20 min, Markers, coloured pencils, pencils.

Make autumn leaf prints by dipping the leaves in paint and pressing them onto paper. Use different leaves and colours to make an autumn leaf mural. The children can do it individually or you can do it together on a large piece of paper. Use a darker coloured marker to trace the veins on the leaves. Display the art in the classroom.

Book exercise:

Instruction:

Use your markers to trace the veins on the leaves and colour them using autumn colours.

Trace the letter Ee.

Colour the letter E and e brown to find the hidden picture.

### Comments:

Look at the autumn leaves you brought in. Show the children the veins. Let the children trace along the veins with their fingers. Draw the activity on the board. Demonstrate how to trace the first leaf. Trace the lines carefully and slowly. Let them practice on the board. Before starting the activity check that everyone is holding their marker correctly. Draw the lines in the first leaf together. Check to make sure everyone is doing it correctly and then proceed to the second leaf. When they have finished tracing let the children colour their leaves in autumn colours. Next, teach the letter Ee. Use the chant 'E, E, e,e,e (e is the phonic sound). This is a \_ \_ \_ \_ \_'. Demonstrate how to write Ee on the board. Practice tracing in the air with pencils and on the board. When everyone is ready, trace the letters in the book. Point to the 'e's in the picture together then colour with Autumn colours/

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### Page 16

#### Language and writing

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

- 1- Learn vocabulary and sentence patterns connected to the theme.
- 2- Match an image to its shadow.

#### 20 min | Introduction activity:

**Materials:** Clip of harvester, copy of story 'The ant and the grasshopper', 20 min, Markers

Review what we learned about autumn from the last lesson. Talk about the different things that happen in Autumn. Introduce the idea of harvest. Show the children a clip of a combine harvester at work or pictures of the harvest. Introduce the idea that in Autumn we collect food for winter. Read 'The ant and the grasshopper'. Talk about what the ants are collecting and why.

Book exercise:

Instruction:

It's harvest time! Look at the picture and talk about the different foods we can eat in Autumn. Draw lines from the pictures to their shadows underneath.

### Comments:

What food do we collect in Autumn? Apples / pumpkins/ mushrooms etc. Talk about how squirrels collect acorns. Why do we need scarecrows? Give each vocabulary word an action e.g. scarecrow – hold out your arms, squirrel – pretend to be eating a nut, apple – take a bite of the apple etc. Look at the theme page around the edge of the picture there are shadow pictures of the vocabulary words. Show the children an example. This is an apple. Put your finger on the apple in the picture. In the next shadow

picture ask – What is this? See who can guess. Can they find the item in the picture?  
Draw a line from the shadow picture to the picture it matches on the main theme page.

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## Page 17

### Language and writing

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

- 1 – Trace zigzag lines.
- 2 – Recognize and trace the letter Ff.

#### 20 min | Introduction activity:

**Materials:** Acorn pictures, 20 min, Markers, pencils

Prepare acorn pictures before class and hide them around the classroom. Remind the children of what squirrels do in autumn – collect acorns for winter. Have the children pretend to be squirrels and hunt around for the acorns for winter. You can also make a zigzag obstacle course using chairs. Split the class into two teams. The children have to go in and out of the chairs and collect an acorn, go back and then the next child goes.

Book exercise:

Instruction:

Help the squirrels to find the acorns.

Trace the letter Ff.

Circle the leaves where you can see Ff.

#### Comments:

Begin by reviewing the Autumn vocabulary. Have the children identify the squirrels and the acorns. Draw some zig zag lines on the board. Trace some zig zags in the air together. Let volunteers come up and trace the lines on the board. Have everyone trace the lines in their books with their fingers. When everyone is ready, let them trace the lines in their books. Next, teach the letter Ff. Use the chant 'F, F, f,f,f (f is the phonic sound). This is a \_\_\_\_\_'. Demonstrate how to write Ff on the board. Practice tracing in the air with pencils and on the board. When everyone is ready, trace the letters in the book. Have everyone point to the leaves with 'f' before circling.

## Page 18

### Language and writing

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

- Learn vocabulary and sentence patterns connected to the theme.

#### 15 min | Introduction activity:

**Materials:** body part flashcards, 15 min, Pencils

Teach the parts of the body using flash cards and actions. Play 'Teacher Says' (same as 'Simon says'). Use the sentence "Teacher says touch your \_\_\_\_\_". Students have to touch the correct part of their body. If you only say "Touch your \_\_\_\_\_" (no 'Teacher says'....) Then students should not move.

Book exercise:

Instruction:

Can you name the different parts of the body? Draw a line from each part to the correct place on Sam and Heather.

#### Comments:

Review parts of the body using flashcards, actions and the pictures in the book. Show how to draw lines to link the body parts to the corresponding part of Heather and Sam. Have everyone trace the lines with their fingers first. Draw one line at a time and check that each student is doing it correctly.

Play 'who can make a person?' by dividing the class into two teams. Put the flash cards on the board and assign each a number – 1 is head, 2 is leg, 3 is arm, 4 is foot, 5 is hand and 6 is jump ten times. Draw two torsos on the board and let students roll the dice. Draw the corresponding body part onto that team's torso. See which team can finish first.

## Page 19

### Language and writing

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

- 1- Trace an outline.
- 2- Reproduce a picture.
- 3- Recognize and trace letters Aa –Ff.
- 4- Associate letters and sounds.

#### 20 min | Introduction activity:

**Materials:** large sheet of paper, pencils, paints,, 20 min, Markers, pencil crayons

Review parts of the body using flashcards and actions. Ask one or more of the children to lie on the paper. Let the other students carefully trace around their entire body. Decorate and label the shape as a class.

Book exercise:

Instruction:

Trace around the hand print, and then draw around your own in the frame. Colour and decorate both pictures.

Trace the letters Aa – Ff. Listen to your teacher and draw a line from the body part to the letter it begins with.

Comments:

Review parts of the body. Show your hands and wave them. Get everyone to do the same. Count how many fingers you have. Compare sizes – who has the biggest/smallest hands?

Look at the shape in the book. Have the children tell you what it is. Show how to trace the shape on the board. Get the students to trace the shape in their books. Next, draw round your hand on the board. Show how to do it slowly then ask for volunteers to draw round your or their hands. Ask students to put their hand in the picture frames. Get them to first trace round their hands using a finger then using a marker. Colour the shape with markers or pencil crayons. Next, review how to trace Aa to Ff. Let volunteers come up and trace the letters on the board then trace them in the book. Review phonic sounds then say the body part words one at a time. Let everyone decide together what letter each should start with. Fill in the letter one at a time.

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## Page 20

### Language and writing

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

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

25 min+ | Introduction activity:

**Materials:** taste test – sugar, salt, lemon, vinegar    smell test – perfume, orange, garlic, cheese    touch test – various textured things    sound test – musical instruments, 15 min, stickers

Review the five senses using flashcards and actions then do one or more of the following tests: Taste test – bring in things for sweet, salty, bitter, sour. Let the children try the different tastes. Do they taste good or bad?

Smell test – Bring in things that smell good – flowers, oranges etc. and things that smell bad – garbage, cheese etc. Get the children to separate them into good smells and bad smells.

Feel- bring in different objects that feel soft/hard, smooth/rough, bumpy. Put the objects in a bag and let the students feel the item. Can they guess what it is? How does it feel? It feels....

Sound – Get different musical instruments. Listen to the sound each one makes and tell them the name. Hide the instrument so the children cannot see. Use your ears to hear the sounds – what instrument is it?

See – Play I spy. Change to I see with my eye something that is \_\_\_\_ (colour or shape). Let the children guess what you can see. Let them take a turn at being the seer.

Book exercise:

Instruction:

Which part of your body do you use to smell, see, taste, touch and hear? Put each sense sticker in the correct square.

Comments:

Review the 5 senses and their associated body parts. Ask students to point to their body parts that are related to each sense.

Draw a large empty face on the board. Ask what is missing. Ask individual students to come up and attach parts to the face. Next let volunteers attach sense flashcards to the correct parts of the picture. In the book, look at the picture together. Look at the stickers and have everyone point to the correct place for each one before continuing.

## Page 21

Language and writing

**Objective(s) :**

- 1- Trace straight, curved, wavy and zigzag lines.
- 2- Recognize and trace the letter Gg

25 min | Introduction activity:

**Materials:** magazines, glue, scissors, 15 min, markers, pencil crayons, pencil

Review the 5 senses and the body part associated with the sense. Say a sense and the students have to touch the part of the body we use. Make it a race. Whoever is fastest can say the next body part. Next, make a face using pictures from a magazine. The children can make a funny face, happy face or scary face. Find pictures that relate to the theme and stick it around the face. Decorate with wavy, zig zag and curved lines.

Book exercise:

Instruction:

Trace the lines and make sentences about the pictures.

Trace the letter Gg.

Fill in the missing letters and colour the pictures.

### Comments:

Review the five senses and the body parts that are related to them. Draw a straight line on the board. Let volunteer some up and trace the line. Repeat with curved, wavy and zig zag lines. Let the children trace the line in the book. Next teach the letter Gg. Use the chant 'G, G, g,g,g (g is the phonic sound). This is a \_\_\_\_\_'. Demonstrate how to write Gg on the board. Practice tracing in the air with pencils and on the board. When everyone is ready, trace the letters in the book. Review the G vocabulary words and let the children write in the missing letters.

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## Page 22

### Language and writing

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

- Learn vocabulary and sentence patterns connected to the theme.

#### 15 min | Introduction activity:

**Materials:** Large map or globe, pictures of famous landmark., 20 min, Scissors, glue  
Begin by showing the children a picture of the world using an atlas or a globe. See if they can find the city or country that they live in. Introduce the countries – England, France and Russia. Ask what cities are in these countries – London, Paris and Moscow. What can we see in these cities? Show the children pictures of things we can see. Let them try and guess which city each landmark is in. If you have a large map, let the children stick the pictures next to the appropriate city / country.

Book exercise:

Instruction:

Cut out the pictures of Big Ben, the Eiffel tower and St Basil's Cathedral on page 57. Find out which city they are in and glue them in the correct boxes.

### Comments:

Review the landmarks and cities we have learned. Open the book and show the children the picture. Say a city and see if the children can put their fingers on it. Play finger twister – one book between two students, for example -. The first person put their finger on Paris. The second person put their finger on Moscow. Then, the first person put their fingers on Paris and London; the second person put their fingers on Moscow and London etc.

Show the children the pictures of Big Ben, the Eiffel tower and St Basil's in the book. Explain that they need to cut the picture out. Show them how to use the scissors and tell them to go slowly. Before cutting make sure the children are holding their scissors correctly. Once the children have cut out the pictures, get them to place them in the

correct places on the page. Check everyone has it right before giving them the glue to stick them in the book.

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## Page 23

### Language and writing

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

- 1- Trace circles, diagonal and vertical lines.
- 2- Recognize and trace the letter Hh.

#### 10 min | Introduction activity:

**Materials:** Pictures of landmarks, 20 min, Coloured pencils, markers

Review the cities and countries from the last class and the landmarks we can see there. Instruction: Take the pictures of Big Ben, Eiffel Tower, St's Basil's and hide them behind a book or object so the children cannot see them. Reveal a little bit of the picture at a time and see if they can guess what it is.

Book exercise:

Trace the circle on Big Ben's face, the pattern on the dome of St Basil's Cathedral and the outline of the Eiffel tower.

Colour all the upper case H to discover the hidden picture.

Trace the letter Hh.

#### Comments:

Draw an example of the workbook page on the board. Ask the children to name the landmarks you have drawn and the cities where we can see them. Point to Big Ben's face and ask what shape they can see. Draw circles together in the air with fingers, nose, etc. and see if they can see circle shapes around the classroom. Demonstrate the exercise on the board. Make sure everyone understands to trace slowly and carefully. Let them practice on the board and then do the first activity together. Check for accuracy. If there are any problems, erase and let them try again. Next look at the Eiffel Tower. Let the children trace the diagonal lines of the sides with their fingers. Again demonstrate on the board and let the children practice. Do the activity together. Finally, look at the crossing lines on St Basil's dome. Repeat the process above. Next, teach the letter Hh. Use the chant 'H, H, h,h,h (h is the phonic sound). This is a hat'. Demonstrate how to write Hh on the board. Practice tracing in the air with pencils and on the board. When everyone is ready, trace the letters in the book. Finally, look at the exercise. Have the children point to the Capital H letters. Demonstrate how to colour only these. Ask the children to identify the image that is revealed.

## Language and writing

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

- 1- Learn vocabulary and sentence patterns connected to the theme.
- 2- Follow instructions.
- 3 – Colour within the lines.

### 20 min | Introduction activity:

**Materials:** landscape flashcards, 20 min, markers

Show the children an atlas and a globe and talk about the different colours you can see. Show them the blue and tell them this is water. Some of the water is called the sea. Show them the sea flashcard. Ask questions about the sea – What can you see in the sea?

Show them the yellow and tell them it is the desert. Show them the desert flashcard. Ask questions about the desert – what lives in the desert? Is it hot or cold?

Show the Arctic and Antarctic and explain this is the polar region. Show them the polar flashcard. Ask questions about the polar region – what lives there? Is it hot or cold?

Show them the mountains. and show them flashcards. Ask questions about the mountains. Are they tall or short? What can you see there?

Place the flashcards on the board with magnets. Give each flashcard an action e.g.

Sea – wavy arms

Mountains – arms together to make a peak

Polar – shiver like you are cold

Desert – fan yourself like you are hot.

Turn the flashcards over so they can not see the picture anymore. Ask who can remember where the selected landscape is. Let a volunteer come and turn a card to find it. Get everyone to repeat the word and action.

Book exercise:

Instruction:

Sam and Heather are exploring different landscapes. Finish the pictures by colouring the sea blue, the mountains green and the desert yellow.

### Comments:

Review the landscape flashcards we studied. Ask what colours they can see on each flashcard. Open the book and talk about the pictures. Ask what Heather and Sam are doing in each picture. Look at the parts where there are no colours. What colour is the sea? Let everyone find their blue markers. Show an example of good and bad colouring. Have everyone colour the sea blue. Do the same for each landscape. Colour the mountain green and the desert yellow. Leave the Polar region white and explain that snow and ice are white.

**Objective(s) :**

- 1- Trace an outline and vertical lines.
- 2- Color within the lines.
- 3 – Recognize and trace the letter li.

20 min | Introduction activity:

**Materials:** Copy of 'The Bear went over the Mountain' and 'There's a Hole in the Middle of the Sea', 20 min, Markers, pencil crayons, pencil

Review the landscapes we learned last time. Sing 'The Bear went over the Mountain' and 'There's a Hole in the Middle of the Sea' to help review. Show the children the desert flashcard. Ask about different things we can see in the desert. Show some pictures – cactus, camel, lizard, oasis etc. Focus on the cactus. Talk about its colour, how it feels, what is inside. Play musical cacti. When the music stops they have to freeze in a cactus shape.

Book exercise:

Instruction:

Cacti grow in the desert. Trace the outline of the first cactus light green and the inside of the second dark green.

Circle the pictures that begin with the letter li.

Trace the letter li.

Comments:

Draw two cacti on the board (the same as in the book). Talk about inside and outside. Use a box to show the inside and outside. Ask the children to touch the outside / inside. Look at the first picture. Explain that we need to trace the outside of the cactus. Demonstrate on the board. Let the children trace with their fingers. Use a marker to trace. Look at the second picture. Explain that we need to trace the inside of the cactus. Repeat the process as above. When the children have finished tracing let them colour the cacti green with pencil crayons. Next teach the letter li. Use the chant 'l, l, i, i, i (i is the phonic sound). This is an igloo'. Demonstrate how to write li on the board. Practice tracing in the air with pencils and on the board. When everyone is ready, trace the letters in the book. Draw an example of the exercise on the board. Say all of the words together. Have the children point to the pictures that begin with it before they draw a line.

## Page 26

### Language and writing

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

- 1- Learn vocabulary and sentence patterns connected to the theme.
- 2- Associate text with an image.

#### 15 min | Introduction activity:

**Materials:** animal flashcards, 15 min, Stickers

Begin the class by reviewing the landscapes you studied in the previous class. Ask the children if they can think of any animals that might live there. Show the children the animal pictures and teach the names using actions. Play a simple game. All children close their eyes and you change two animals. Ask the children what is wrong? See if they can move the animals back to their correct habitats.

Book exercise:

Instruction:

Place the stickers on the landscapes to show where the different animals live.

#### Comments:

Review the names of the animals and the landscapes they live in. Look at the stickers together. Say the name of one of the animals and have the children point to it. Use the sentence pattern 'An (animal) lives in the (landscape)'. When everyone is ready attach each sticker together. When you have finished, review the animals and landscapes one more time.

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## Page 27

### Language and writing

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

- 1- Trace wavy lines.
- 2 – Recognize and trace the letter Jj.

#### 20 min | Introduction activity:

**Materials:** Bowl or deep tray, blue food colouring, fan, 20 min, Markers, coloured pencils, pencils

Review landscapes and the animals that live in them. Talk about your favourite animals. Show a picture of a whale and talk about where a whale lives. Demonstrate for the children how waves occur in the sea. Get a bowl of water (add blue food colouring). Use a fan to blow air across it and waves should appear. Draw some waves on the board and get the children to practice drawing with their finger or chalk.

Book exercise:

Instruction:

Trace the lines and colour the whale to finish the picture.

Trace the letter Jj.

Find and colour the letter Jj.

### Comments:

**Materials:** 25 min, paper bags, elastic bands, googly eyes, glue, paint

Review animals and landscapes. Look at the book and have the children identify the animals and where it lives. Draw a line of waves on the board. Trace the waves in the air with your fingers, then let volunteers trace them on the board. Trace the waves in the book with your fingers before using a pencil. Next, teach the letter Jj. Use the chant 'J, J, j, j, j (j is the phonic sound). This is a jellyfish'. Demonstrate how to write Jj on the board. Practice tracing in the air with pencils and on the board. When everyone is ready, trace the letters in the book. Look at the pictures of the jellyfish together. have the children put their fingers on the letter js before colouring them.

Make paper bag whales. Stuff a paper bag with newspaper and close the end using an elastic band. Paint it blue and leave to dry. Once dry, attach fins to the side, googly eyes and make a water-spout coming out of the top. Explain to the students that whales blow water out of their blow holes – show a picture or video.

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## Page 28

### Language and writing

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

- 1- Learn vocabulary and sentence patterns connected to the theme.
- 2- Color within the lines.

#### 15 min | Introduction activity:

**Materials:** Flashcards for flags and national dress., 20 min, coloured pencils

Make flashcards for each country's flags and traditional dress. Show the children the flags and see if they can guess what country it is for. Then show the children the pictures of the traditional dress- go through the names (sari, kimono, kilt, and sombrero). Can they match the country and the dress? Place all the flashcards face down and make sure the pictures are not seen through! Mix them up and play matching pairs – match the flag with the traditional dress.

Book exercise:

Instruction:

Sam and Heather are at a costume party. Everyone has come dressed in traditional clothing from around the world. Colour the flags and talk about which country each person is from.

### Comments:

Review again the different national dress and flags using flashcards. Use a map or globe to locate the countries. Review the colours on each flag. Point to each flag on the page and have the children name the country. Make a copy of the page before class and use it to demonstrate how to colour the flags correctly. Colour each flag together, making sure everyone has coloured it correctly before moving on to the next.

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## Page 29

### Language and writing

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

- 1- Trace and continue a pattern.
- 2- Recognize and trace the letter Kk.

#### 20 min | Introduction activity:

**Materials:** Pictures of traditional Scottish dress,, 20 min, markers, coloured pencils, pencils

Show the children a picture of the Scottish flag from last time and see if they can remember which country it was for. talk about Scotland and show them different pictures of traditional Scottish dress. Take two different coloured pieces of construction paper and cut them into strips. Demonstrate how to weave the strips together to make a tartan pattern. let the children try. Have the children trace the different lines with their fingers.

#### Book exercise:

Instruction:

Finish Sam's kilt by tracing then continuing the pattern. Colour it to match his hat. Say each item of clothing. Tick the ones that begin with Kk and cross the ones that don't.

Trace the letter Kk.

#### Comments:

Review the countries you have studied and their traditional dress. Look at the picture in the book and have the children tell you what Sam is wearing and where he is from. Draw an example of the tartan pattern on the board. Demonstrate how to extend it. Let volunteers come up and trace it. Trace the pattern in the air with your fingers. When everyone is ready, trace the pattern in the book. Next teach the letter Kk. Use the chant 'K, K, k, k, k (k is the phonic sound). This is a kilt'. Demonstrate how to write Kk on the board. Practice tracing in the air with pencils and on the board. When everyone is ready, trace the letters in the book. Review the names of the different traditional

dresses. Have the children identify which have a 'k' sound. Check the correct pieces together.

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## Page 32

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

- 1- Recognize geometric shapes.
- 2- Compare objects (size – big/small).

Time 20 min | Introduction activity:

**Materials:** big and small circles and triangles, large and small box, Time 20 min, markers

Begin the class by introducing the concept of big and small. Teach the words using actions. Look around the room and have the pupils find objects that are big and small. Before class, prepare a number of large and small circles and triangles. Review the names of the shapes if you need to. Hand out the shapes to the pupils once they understand the concept of big/small. Put two boxes in front of the class, one big and one small. Have one pupil come up at a time and put the big shapes in the big box and the small shapes in the small box.

Book exercise:

Instruction:

Heather and Sam are learning about shapes. Use the picture to colour the big and small shapes the correct colour.

Colour the big Sam blue and the small Heather red. Are you small or big?

Comments:

**Materials:** Time

Review the concept of big and small. Look at the exercise in the book. Have the children point to the big circle and identify the shape, repeat for the small triangle. Have everyone take a blue marker and colour the big circles together. Repeat for the small triangles with a red marker. Next, look at the pictures of Sam and Heather at the bottom of the page. have everyone point to the big Sam and colour it together, repeat for the small Heather.

**Objective(s) :**

- 1- Count and recognize groups and numbers up to 3.
- 2 – Trace numbers 1 – 3.
- Let's count to three!
- Trace numbers 1 – 3.

Time min | Introduction activity:

**Materials:** Number flashcards, dice face flashcards, Time 15 min

Introduce or review counting up to 3. Use your fingers as you count. Use magnets to attach number flashcards to the board and count again. Show the children the dice face flashcards and count the spots on each card. Decide together which number they should be placed with. Play a quick game. Clap one, two or three times and have a volunteer come up and point to and say the correct number.

Book exercise:

Instruction:

Comments:

**Materials:** Time

Review counting up to three using fingers, numbers and the relevant dice faces. Point to a number, dice face or the fingers in the book and have the children say the number. Review or introduce the words boy and girl using actions. Let the children tell you if they are a boy or girl. Count the number of each in the class together. In the book, have everyone point to the correct picture then circle.

**Objective(s) :**

- Compare objects (size – big/small).

Time 20 min | Introduction activity:

**Materials:** Old magazines and Supermarket leaflets, glue, large sheet of paper., Time 15 min, Markers

Review the concept of 'big' and 'small'. Talk about things that are big and small. Take a large sheet of paper and divide it into two. On the top of one side write 'Big' in big letters. On the other side, write 'small' in small letters. Using the magazines and leaflets, cut out pictures of things of different sizes and glue them on the relevant side.

Book exercise:

Instruction:

It is teatime and Monkey is enjoying his favourite food – bananas. Colour the big apples red and the small cookies brown. Which is your favourite?

Comments:

**Materials:** Time

Review the concept of 'big' and 'small'. Look at the pictures in the book and let the children tell you which apple is big and which is small. Repeat for the cookies. Have everyone point to the big apples then colour them. Next, have everyone point to the small cookies, then colour them. Finish by reviewing big and small.

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 **Page 35**

**Objective(s) :**

- Know common prepositions: in/out.

Time 15 min | Introduction activity:

**Materials:** box, ball or soft toy, Time 15 min, Crayons, paint brushes

Begin by teaching the concept of 'in' and 'out'. Use actions to emphasize the concept. Demonstrate using a box and a ball. Have the children put the ball either in or out of the box. Play a game to practice. Let the children try to throw the ball into the box. If it goes in, the student must say, "The ball is in the box." If they miss, they should say, "The ball is out of the box."

Book exercise:

Instruction:

It is time to clean up. Help Monkey by colouring the crayons that are in the box and the painting paintbrushes that are out of the cup.

Comments:

**Materials:** Time

Review the concept of 'in' and 'out'. Look at the book page together. Draw an example of the first activity on the board. Have a volunteer come up and point to the crayons that are in the box. Look at the book page together. Point again at the crayons that are in the box. Colour them together. Next, have everyone point at the paint brushes that are out of the cup. Colour them together then review.

**Objective(s) :**

- Group items by type.

Time 20 min | Introduction activity:

**Materials:** Flashcards for family members, Time 20 min, Markers

At the start of the class, have everyone say, "I am a boy/ girl." Play a quick game to practice. Line everyone up in the centre of the room. Say, "boys" and point to one side of the room. All of the boys should move quickly to that side of the room. Return everyone to the middle and repeat for the girls. Next show the family flashcards. Teach or review the names of the family members. Have the children tell you who is a boy and who is a girl. Attach the cards to the board using magnets. Let volunteers move all of the boys or girls to one side or the other.

Book exercise:

Instruction:

Use your pencil crayons to draw a red line to all the girls, a blue line to all the boys and a green line to all the objects. How many boys and girls are in your family?

Comments:

**Materials:** Time

Review the names of the family members using flashcards and actions. Review who is a boy and who is a girl. Attach the cards to the board. Demonstrate how to draw a blue line to connect the boys. Mix the cards and repeat for the girls with a red line. Mix again and let the children try. In the books use your fingers to draw a line connecting the boys then repeat for the girls. have everyone take a blue marker and connect the boys. Check everyone's work before continuing to connect the girls with a red marker.

**Objective(s) :**

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

Time 20min | Introduction activity:

**Materials:** Blind fold, family member flashcards, Time 20 min, Markers

Review the family members using actions and flashcards. Have the children tell you who is a boy and who is a girl. Play a game. Explain that someone is going to put one a blind fold. You will then take either three boys and one girl or three girls and one boy. The child in the blindfold must tell you who is the odd one out in each group only by

teaching the others heads while they remain silent and still. Repeat until everyone has played.

Book exercise:

Instruction:

Look at the family members in each row and circle the person who does not belong. Count the people and circle the correct number underneath.

Comments:

**Materials:** Time

Review family members and who is a boy and who is a girl. Put three male family member flashcards on the board and one female. Ask who does not belong. Repeat with three females and one male. Look in the book and let the children name the family members. Next, have them point to who does not belong in each group. Circle the family members who do not belong together. Next review counting and numbers up to three. Count the family members together and point to the correct number then circle.

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## Page 38

**Objective(s) :**

- 1- Recognize geometric shapes.
- 2 - Count and recognize groups and numbers up to 3.

Time 15 min | Introduction activity:

**Materials:** Triangles, circles, squares - 3 of each., Time 20 min, marker

Start the class by reviewing shapes using those that you have prepared before class. Have the children name them and count how many there are of each. Review numbers and dice faces using the shapes. Next, give each child one of the shapes. Call out a number and a shape, for example "three circles". Those with circles must quickly go to the front of the class. If there are too many of the chosen shapes, the last to arrive must sit down.

Book exercise:

Instruction:

Look at the picture and count how many triangles, circles and squares you can see. Circle the correct number and trace numbers 1, 2 and 3.

Comments:

**Materials:** Time

Review shapes, counting and numbers up to three and the related dice faces. Look at the picture in the book and talk about what you can see. Count the number of triangles

you can see. Have everyone point to the triangle with their fingers. Have volunteers come to the front and circle the number one on the board. repeat for each other shapes, completing the book activity as you go. Finally review tracing the numbers on the board and in the air with your fingers. Trace each number in the book with your fingers before using a marker.

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## Page 39

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

- Know common prepositions: inside/outside.

Time 20 min | Introduction activity:

**Materials:** Book - The three little pigs., Time 20 min, Pencils

Talk at the start of class about the concept of 'inside' and 'outside'. Use actions to stress the meaning. Draw a house on the board and a figure at the window, have everyone say "Inside". Erase the figure and draw one next to the house, have everyone say 'Outside'. Next read 'The three little pigs' to the children. Count the number of pigs and houses. Stress who is inside the houses and who is outside.

Book exercise:

Instruction:

Look at the picture and circle the people who are outside the house. Circle how many apples there are inside the basket.

Comments:

**Materials:** Time

Review the concept of 'inside' and 'outside'. Look at the first picture in the book. Have the children point to and name the characters who are inside the house. Ask the children who are outside of the house. Demonstrate how to draw a cross on the characters that are outside. Next count how many apples are inside the basket. Let a volunteer come up and circle the correct number on the board. When everyone is ready, circle the correct number in the book.

**Objective(s) :**

- 1 – Match pairs.
- 2 – Match outlines.
- 3 – Organize by colour.

Time 20 min | Introduction activity:

**Materials:** Autumn leaves, crayons, paper., Time 15 min, Markers

As a class, collect leaves in the park. Collect as many different kinds of leaves as you can. Use the leaves to make leaf rubbings. Put the leaves under a large sheet of paper and rub crayons flat on their sides over the top. Use different colours for different kinds of leaf. make a big class picture or smaller individual ones. Compare the colours and match up the types of leaves on each picture.

Book exercise:

Instruction:

Draw lines to connect the leaves that are the same.

Find the leaves in the picture above and colour them to match.

Comments:

**Materials:** Time

begin the class by reviewing the colours we can see in Autumn. Have the children point to the red leaves first, then the orange then the yellow. Draw an example of the activity on the board. Let volunteers come up and connect leaves that are alike. Have everyone use their fingers to connect the leaves that are the same on the page. When everyone is ready, use markers to connect similar leaves. Ask the children to point to the red leaves and ask which leaf at the bottom of the page is the same. Repeat for the other colours before colouring the leaves.

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**Objective(s) :**

- 1- Identify and complete a pattern.
- 2 – Complete an image using symmetry.

Time 25 min | Introduction activity:

**Materials:** Leaves, coloured pencils, Time 20 min, Markers, pencils

Before class, take some of the leaves you have collected and cut them in half. In class, take a piece of paper and fold it in half. Place the half leaf on the folded edge and draw around it with a pencil. Cut around the outline so that when you unfold the paper you

have a full leaf. Let the children make their own leaves and colour them Autumn colours.

Book exercise:

Instruction:

Circle the picture that comes next in the pattern.

Use a mirror to help you complete the leaf pictures.

Comments:

**Materials:** Time

Review Autumn colours and vocabulary. Use the coloured paper leaves from the previous activity to make patterns. Make a colour pattern on the board and let the children try to follow it with their own leaves. Then look at the patterns in the book. Chant the pattern together "Apple, leaf, apple, leaf." Then ask what is next. When you get the answer try the next pattern. When everyone is ready, circle the answers in the book. Next, demonstrate how to draw the right side of the leaves to make a symmetrical picture. Let everyone try in their book then colour with red, brown, orange and yellow pencil crayons.

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## Page 42

**Objective(s) :**

- 1- Compare objects (quality – good/bad).

Time 20 min | Introduction activity:

**Materials:** Pictures of good and bad autumn food., Time 15 min, Markers, coloured pencils

Begin by reviewing Autumn vocabulary, especially food. Show some pictures that show good food and bad food such as a fresh, shiny, red apple and a rotten apple or a button mushroom and a toadstool. Let the children tell you which is better. Make sure you have a lot of copies of these good and bad foods. Make two teams and if you have space play a harvesting game as a class or with two individuals. Scatter the good and bad food pictures on the floor and explain that the children must collect as many good food types as they can in one minute. For every bad food type they collect they lose one good food.

Book exercise:

Instruction:

It's time to harvest the food. Help the farmer by colouring the good crop and crossing the bad crop in each row.

Comments:

**Materials:** Time

Review Autumn vocabulary and good and bad food. Have the children tell you what they can see on the book page. Count how many you can see of each type. Let everyone point to the good food. How many of each type is good? How many are bad? Colour the good food and put a cross on the bad.

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

- 1 – Understand and use a simple chart.
- 2 – Know numerical order 1-4.

**Time 20 min | Introduction activity:**

**Materials:** Pictures of good and bad food., Time 20 min, Stickers, pencil

Review different food types that we see in Autumn. Review good and bad food. Place the cards face up on a table or the floor. Let everyone have a good look. Then turn the cards so they are face down. The children must turn one card face up trying to avoid the bad food types.

Book exercise:

Instruction:

Put the correct stickers in the chart to show whether the food can be eaten or not.

Connect the numbers to reveal the pictures.

**Comments:**

**Materials:** Time

Review again the vocabulary and good and bad food types. Use magnets to attach the pictures to the board. Draw a happy face on one side of the board and a sad face on the other. Explain that you want the children to separate the good and bad food. Let volunteers move one or two cards into the correct side. Look at the table together. Ask the children if the toadstool is good or bad. When the class have decided it is bad have them point to the correct column. Repeat for each food type before applying the stickers. Next, review counting and numbers up to four. Draw a quick example of a dot-to-dot. Show how to connect the numbers in sequence. Have everyone draw lines with their fingers in the books before using a pencil.

**Objective(s) :**

- 1- Count and recognize groups up to 4.
- 2 - Trace and write numbers 1-4.
- 3 – Complete an image using a code.

Time 20 min | Introduction activity:

**Materials:** Body part flashcards, number cards, two bags, Time 20 min, Pencils, coloured pencils

Begin by reviewing body part vocabulary and numbers and counting up to four. Point to your nose and have everyone count how many they have, repeating for eyes, ears, feet, hands, etc. Next draw a monster with a strange number of features. Have everyone count again. Play a game. Divide the class into two teams and draw the outline of a monster for each. Explain that each team will make a monster. The monster will need eyes, mouth, ears, hands, a nose, etc. Put the body part flashcards in one bag and the number cards in the other. A volunteer from the first team must take a flashcard from the body part bag and a number from the number bag. You then draw this amount in their monster outline. The winner is the first monster to have at least one of each body part.

Book exercise:

Instruction:

Count the different monster body parts on Sam's costume and trace the correct number.

Use the code box to draw your own monster.

Comments:

**Materials:** Time

Review body parts and counting and numbers up to four. Look at the picture in the book. Count how many eyes the monster has. Have everyone point to the correct number before tracing. Repeat for the hands and feet. Next, draw an example of the second activity on the board. Have everyone tell you how many eyes your monster should have then let a volunteer draw them on. Repeat with the other parts. Finally let everyone draw their own monster in the book.

**Objective(s) :**

- 1 - Identify differences.
- 2 - Count, recognize and trace numbers up to 4.

Time 20 min | Introduction activity:

**Materials:** Flashcards, Time 20 min, Pencils, markers

Review body parts using flashcards. Sing the song 'Head, shoulders, knees, and toes'. Point to each of the corresponding body parts as you sing the song. When the song has finished, have some fun with the pupils. Ask if they can sing the song very fast, very slow, loudly, or quietly and then sing it repeating all the movements yourselves using different speeds or volume.

Book exercise:

Instruction:

Draw in the missing parts of the body to make the two pictures the same.

Count how many fingers each person is holding up and trace the correct number.

Comments:

**Materials:** Time

Review body part vocabulary using flashcards and actions. Draw an example of the activity on the board. Have a volunteer tell you what body part you have not drawn then complete the picture. Look at the pictures of Sam and Heather in the book. Ask the children to tell you what is missing before letting them draw the required part. Next, review counting and numbers up to four. Hold up a random number of fingers. Count them together as a class then have a volunteer trace the correct number on the board. Count the amount of fingers for each hand in the book.

**Objective(s) :**

- Associate the 5 senses with everyday actions.

Time 25 min | Introduction activity:

**Materials:** Lemon, Time 15 min, Stickers

Review the different parts of the body and introduce the five senses. Use different actions for each. Talk together about different things you can see, hear, taste, smell and feel. Show them the lemon you have brought in. Talk first about how it looks, what colour it is, what shape, etc. Next let everybody touch the skin and discuss how it feels. Scratch the skin and let everybody smell the lemon. Is it a good or bad smell? Finally cut the

lemon open and let everyone have a taste of the juice. Play a quick game to talk about the sense of hearing. Have everyone make a circle with one child blindfolded in the middle. Tap one of the children on the back and they must say 'lemon'. The blindfolded child must try and identify the one who spoke using only their hearing.

Book exercise:

Instruction:

Use the stickers to show what senses each person is using in the picture.

Comments:

**Materials:** Time

Review the five senses and the body parts that are associated with them. Say one of the senses and have everyone point to the part of their body that they use. Look at the picture and talk about what everyone is doing. Ask what sense they are using. Show the children the stickers and point together where the stickers will go. Apply each sticker together, checking everyone's work before continuing.

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 **Page 47**

**Objective(s) :**

- 1 – Associate the 5 senses with parts of the body.
- 2 – Express a preference.

Time 20 min | Introduction activity:

**Materials:** Large piece of paper, glue, magazines and supermarket leaflets, Time 15 min, Markers

Review the five senses and the body parts we use. Before class, draw a large picture of a face and hand. Look at it together, say the name of a sense and have a volunteer point to the part that is linked to it. Talk about things that you like to see, hear, taste, smell, and touch. Let the children cut out pictures of things they like from the magazines or draw their own. Glue them next to the correct sense.

Book exercise:

Instruction:

Circle the things that you like and cross the things that you don't like.

Comments:

**Materials:** Time

Review the five senses and things that we like and don't like. Look at the top line of the chart together. Ask the children if they like the smell of an onion, a flower and a slice of pizza. Demonstrate on the board how to circle the things you like and draw an 'x' on the

things you don't. Let everyone complete the first line then repeat for the subsequent lines.

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## Page 48

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

- 1- Recognize numbers up to 4.
- 2 – Review colours.

Time 20 min | Introduction activity:

**Materials:** 4 baskets or boxes, small pieces of paper with 1, 2, 3 and 4 on., Time 20 min, markers

Begin by reviewing counting and numbers up to four. Place four baskets marked with the colours red, orange, blue and brown in the middle of the classroom. Scatter the numbers on the floor. Place all of the students against the wall. Explain that the children must find all of the number 1s and quickly place them in the orange basket. Repeat for other colours and numbers, 2s in red, 3s in blue and 4s in brown. See how fast everyone can complete the challenge.

Book exercise:

Instruction:

Use the colour code to reveal the hidden picture.

Comments:

**Materials:** Time

Review the numbers up to four and the colours orange, red, blue and brown. Look at the picture and talk about what and where it might be. Demonstrate how to colour all the areas with the number one orange. Have everyone take an orange marker and colour. Repeat for the other colours, one at a time. When everyone has finished, discuss what the picture is. Did anyone guess?

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## Page 49

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

- Reproduce a pattern on a grid.

Time 20 min | Introduction activity:

**Materials:** Coloured tape, Time 15 min, Stickers

Draw a 4x4 grid on the board. Count how many squares are across and down. Make a bigger version of the grid on the classroom floor using the tape. On the board, color a square at random. Let a volunteer find the same square on the floor and stand in it. Repeat until everyone is standing in a square. Repeat with different patterns. Let the children pick a square to colour.

Book exercise:

Instruction:

Copy the same pattern into the blank grid.

Use your stickers to reproduce the city pattern in the empty grid.

Comments:

**Materials:** Time

Look at the grid at the top of the page together. Draw two grids on the board and colour some squares on the first. Demonstrate how to colour the squares in the same pattern. Let volunteers come up and colour the matching square on the empty grid. Next, have everyone point to the squares in the book that need to be coloured to match the other grid. For the second exercise, begin by reviewing the different places in a town. Show the children the stickers. Explain that they must be put in the same place on the empty grid. Have everyone point to where the post office sticker should go. When everyone has found the correct square, attach the stickers. Repeat for the other stickers, checking as you go.

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 **Page 50**

**Objective(s) :**

- Complete a jigsaw puzzle.

Time 15 min | Introduction activity:

**Materials:** Pictures from magazines or the internet of different landscapes, glue., Time 20 min, Scissors, glue

Review the different kinds of landscapes you have studied. Talk about what it is like in each place and where the children think it is. Take the pictures of the different landscapes and cut them into four pieces. Mix the different pictures together and try to reassemble them.

Book exercise:

Instruction:

Cut out the pieces and put them together to find out where Sam, Heather and Monkey are.

### Comments:

#### **Materials:** Time

Talk about the different landscapes you have studied. Count up to four, pointing to each number in the book as you do it. Look at the picture in the back and see if the children can guess where it is. Demonstrate how to cut out the sections before having the children do it. When everyone has their pieces cut out, explain that we need to put the picture back together. Assemble them on the table first before gluing into the book.

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### **Page 51**

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

- 1- Count and recognize groups up to 4.
- 2 – Recognize numbers up to 4.

#### Time 20 min | Introduction activity:

**Materials:** 4 green pencils, 4 red pencils, 4 blue pencils, 4 green markers, 4 red markers, 4 blue markers., Time 20 min, Markers

Review the different colours and count up to four. Make a line of four green pencils. Ask if they are all the same. Add a red pencil. Ask again. Have a volunteer point out which pencil doesn't belong. Repeat with different colours. Next make a line of green pencils and add a green marker. Repeat the activity. Let volunteers point out the object that doesn't belong.

Book exercise:

Instruction:

Colour 4 mountains green and 1 mountain yellow.

Monkey is trying to finish his puzzle but some of the pieces are in the wrong place. Help him by crossing out the number that does not belong in each row.

### Comments:

#### **Materials:** Time

Review counting and numbers up to four. Look at the picture of the mountains. Count how many there are. Show that we need to colour four mountains blue. Take a blue marker and colour the mountains blue together. Ask the children how many are left. Colour the remaining mountain green. Next, look at the jigsaw puzzle together. With your fingers, point along the top line, saying each number as you go. Ask the children which number doesn't belong and show how to cross it out. Repeat for the remaining rows.

### **Page 52**

**Objective(s) :**

- Know common prepositions: above / below.

Time 20 min | Introduction activity:

**Materials:** ball, Time 15 min, Markers

Begin by reviewing the different animals you have studied. Introduce the idea of 'above' and 'below' using actions. Draw a line on the board and attach a picture of an animal above it. Have the children use the sentence "The \_\_\_\_ is above the line." Repeat with an example below the line. Practice the concept with a simple game. Make a line and have everyone stand with their legs apart. Pass a ball down the line alternating between above the head and below the legs. Have the children chant 'above' and 'below' as they pass the ball.

Book exercise:

Instruction:

Monkey is swinging through the jungle. Colour the animals above him purple and below him orange.

Comments:

**Materials:** Time

Review the animal vocabulary and the concept of 'above' and 'below'. Draw a quick jungle scene on the board. Say a sentence, "The \_\_\_\_\_ is above/ below the vine." Have a volunteer attach the correct animal to the board in the correct place. Next look at the book. Together, point to all of the animals that are below the vine. Demonstrate how to colour the animals purple. Repeat with all of the animals that are above the vine. Colour these animals orange.

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 **Page 53**

**Objective(s) :**

- Understand the concept of left and right.

Time 20 min | Introduction activity:

**Materials:** Small toy or block, Time 15 min, Markers

Begin by introducing the concept of left and right. Use actions to reinforce the idea. Have everyone stand up and chant "Left, left, left, stepping left" while moving left. Then chant "Right, right, right, stepping right" while moving right. Then play a guessing game. Put a small toy or block in one of your hands. The children have to guess by saying "left" or "right". If they guess correctly, they can come to the front and have a go.

Book exercise:

Instruction:

Sam, Heather and Monkey are snorkelling in the sea. Colour the sea creatures going left red and those going right yellow.

Comments:

**Materials:** Time

Review the animal vocabulary and the concept of left and right. Look at the book together and let the children name the different sea creatures. Have everyone point to the animals that are facing left. Colour each animal one at a time with a red marker. Repeat for the animals swimming right using a yellow marker.

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 **Page 54**

**Objective(s) :**

- Group items by type.

Time 15 min | Introduction activity:

**Materials:** Traditions flashcards, Time 20 min, Markers

For each of the cultures you are studying, make a set of cards including a traditional house, clothing and food. Use the cards to review the different traditions with the children. Then play a simple game of matching 3s. Turn over three cards at a time and try to find a set.

Book exercise:

Instruction:

Each country has its own unique homes, people, traditions and landmarks. Use your markers to connect all the things from each country together.

Comments:

Review the cultural traditions you have studied. Show how to group together things from the same cultural background. Draw a line from the Eiffel tower to the baguette to the mime. Have the children trace with their fingers to connect like things. Connect two or three cultures as a class then let the children try with another two. Pick cultures and traditions you have focused on in class.

 **Page 55**

**Objective(s) :**

- 1 – Associate items to their country of origin.
- 2 – Find a country on a map.

**Time 20 min | Introduction activity:**

**Materials:** As many pictures of objects and architecture from around the world as you can find, large world map, large blank outlines for the countries you are studying., Time 15 min, Pencil

Begin by reviewing the different countries and traditions you have studied. Let the children show you where they are on the large map. As a class, look at the pictures you have prepared of items, people and buildings from each country. When everyone is satisfied where the pictures are representing, glue them onto the correct country outline to create a set of class posters.

Book exercise:

Instruction:

Sam has lots of different musical instruments from around the world. Draw a line from each instrument to the map to show where it comes from.

**Comments:**

Review the different traditions and countries. Have the children point out the countries on a map. Try to find as many examples of music from the instruments pictured, perhaps using YouTube and prepare some small pictures. Listen to the music and let the children try to guess where each instrument is from. Let them attach the pictures to the map. When you have placed all of the instruments, have the children complete the exercise in their books.

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