



## INTRODUCTION

The Teacher Book for the Senior Level is a practical guide designed for teachers working with children aged 5 to 6, in their final year before primary school. 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 Lesson Structure

Each lesson unit follows a consistent four-part structure:

- Introduction Activity – A warm-up phase (15–20 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 differentiate.
- Other Activities – Complementary tasks such as songs, crafts, movement games, writing practice, or story time.

## Two Learning Areas

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

At the Senior Level, the focus shifts to preparing children for reading and writing: recognising and writing letters of the alphabet, identifying phonetic sounds, formulating descriptions and questions, associating text with images, learning vocabulary through thematic topics, and beginning to read simple words.

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

Activities cover counting and number writing, geometric shapes, spatial awareness, simple problem solving, measurement (weight, length), grouping, sorting, using charts and grids, and exploring the natural world.

## 2nd Part – Thematic Overview

The second part builds on the foundations with increasing complexity, particularly in phonics and problem solving.

### Language and Writing:

Learning theme-based vocabulary, understanding and using possessive pronouns, identifying phonetic sounds and writing the correct letters, associating letters with their sounds, reading, recognising and tracing letters, expressing wishes, describing pictures, learning and singing songs. Themes include: winter, Christmas, snow, dinosaurs, ancient history, carnival, Pancake Day, and the circus.

### Maths:

Matching pairs, adding numbers up to 7 then up to 8, tracing and writing numbers 7 and 8, reviewing geometric shapes, reproducing patterns in a grid, distributing equal amounts.

## Pedagogical Approach

At the Senior Level, children are capable of sustained concentration and more independent work. Activities balance manipulation, writing, reflection, and play. The teacher focuses on preparing the hand for writing and building the prerequisites for primary school entry.

CREF Publishing

# TEACHER BOOK

*My Senior Year*

**with Heather and Sam**

5–6 years old

**2nd part**

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## Page 6

Language and writing

### Objective(s) :

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

15 min | Introduction activity:

**Materials:** Winter clothes, 15 min, Markers

Begin the class by teaching some different winter clothes using flashcards or actual items. Have one boy and one girl bring their outdoor clothes into class. Bring in your own as well. Put all the clothes in a pile. One by one, choose an article of clothing. Ask the children 'Whose \_\_\_\_\_ is this?' The children should answer in full sentences 'It is his/her/your \_\_\_\_\_.'

Book exercise:

Instruction:

Sam and Heather are warmly dressed in their winter clothes. Draw and colour yourself in your winter clothes. Trace the words and draw a line to the clothes each person is wearing.

Comments:

Review the different winter clothes. Have everyone point to the different clothes as you say them. Review the concept of 'his', 'her', 'my' and 'your'. Review the sentence pattern. Point to an article of clothing in the book and have a volunteer say, "It is his/her/my \_\_\_\_\_." Finish by colouring the picture.

## Page 7

### Language and writing

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

- 1-Identify phonetic sounds and write the correct letters.
- 2- Read, recognize and trace letters of the alphabet.
- 3- Learn rhymes.

#### 15 min | Introduction activity:

**Materials:** Letter tiles, 25 min, Coloured pencils

Begin by reviewing short vowel and consonant sounds. Play a quick word building game. Divide the class into two teams and have two volunteers come to the front. Say a three letter word and have the children race to build it using the letter tiles.

Book exercise:

Instruction:

Look at the pictures of the winter clothes. Say the word and fill in the missing vowels. Trace the sentence and write the letter Ww. Fill in the missing W's in the sentence. Write which item of clothing you would like to wear for winter. Say the rhyme.

#### Comments:

Review short vowel sounds and different winter clothes. Write the first example on the board and sound out the letters slowly. Let a volunteer come up and fill in the missing vowel. In the book read each word and fill in the missing letters as a class. Check everyone's work as you go. Review the phonic sound and correct stroke order for upper and lower case 'w'. Have the children trace and write some examples on the board before completing the writing in the book. Finally read the rhyme and let the children tell you what letter is missing before completing it.

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## Page 8

### Language and writing

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

- 1-Learn vocabulary and sentence patterns connected to the theme.
- 2-Associate a letter with its sound.
- 3-Read, recognize and trace letters of the alphabet.

#### 15 min | Introduction activity:

**Materials:** Pictures of words beginning with 'R', Christmas flashcards, 15 min, Coloured pencils, pencils

Begin by talking and reviewing Christmas vocabulary. See if the children can identify what letter the words start with. Review the phonic sound of 'r' and see if the children

can think of any words that begin with 'r'. Play a quick game. Have everyone stand up. Say words or hold up Christmas flashcards. If the words begin with 'r' the children must quickly sit down.

Book exercise:

Instruction:

It is Christmas morning and Father Christmas has delivered lots of presents to Sam and Heather. Can you name the toys they received? Colour the toys that start with the letter Rr.

Trace the sentence and the letter Rr.

Comments:

Review the Christmas vocabulary using flashcards and action and the phonic sound of 'r'. Let the children tell you what they can see on the Christmas picture. Decide as a class if each word begins with 'r'. Colour the toys as a class. Review the correct stroke order for upper and lower case 'r'. have the children trace and write some examples on the board before completing the writing in the book.

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## Page 9

### Language and writing

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

- 1-Identify and write phonetic sounds.
- 2- Learn and sing a song.
- 2-Express wishes.

20 min | Introduction activity:

**Materials:** Two rolled up newspapers,, 25 min, Pencil

Review some Christmas vocabulary and the sound of the letter 'r'. Let the children tell you some words that begin with 'r'. Next, teach the sounds 'tr', 'or', 'pr' and 'wr'. Divide the board into four sections and write one sound in each section. Say a word that begins with one of the sounds and let a volunteer come to the front and point to the correct letters. Play a game of 'Letter Wack!' Give two volunteers a rolled up newspaper each and have them stand in front of the board. Say a word that begins with one of the sounds. The two children should hit the correct section of the board as quickly as possible.

Book exercise:

Instruction:

These are all things we can see at Christmas. Say each word and fill in the starting sound using 'tr', 'wr', 'pr', 'or'.

Sing the song and fill in the missing letters.

### Comments:

Review the sounds 'tr', 'pr', 'or' and 'wr'. Say each of the words in the book and let the children tell you which is the correct sound. Complete each together as a class. Next, sing 'Rudolph the red nosed reindeer.' Read the song to the children and have them decide what letter is missing. Colour Rudolph's nose. Talk about what gift you would like for Christmas. Encourage the children to use their imaginations. If someone wants an elephant that's fine! Draw and colour a picture and let some of the children show the class and talk about what they want.

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### **Page 10**

#### Language and writing

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

- 1- Use vocabulary and sentence patterns connected to the theme to describe a picture.
- 2-Learn and sing a song.

#### 15 min | Introduction activity:

**Materials:** Board markers, 10 min, Markers

Review the theme vocabulary using flashcards and actions. Play Pictionary. Draw a small part of one of the vocabulary words on the board. Let the children try to guess what it is. When someone guesses correctly they can complete the picture on the board.

Book exercise:

Instruction:

Sam and Heather are having a party to welcome in the New Year. Sing the song and celebrate with them.

Look at the clues below. Find and circle them in the big picture.

### Comments:

Review Christmas vocabulary using flashcards. Talk about what we can see and do at Christmas parties. Look at the small pictures and let the children try to guess what they could be before circling them on the Christmas picture. Finish by singing 'We wish you a merry Christmas'.

## Page 11

### Language and writing

#### Objective(s) :

- 1- Associate a letter and a sound.
- 2- Manipulate and play with letters and words.
- 3-Read, recognize and trace letters of the alphabet.

#### 20 min | Introduction activity:

**Materials:** Pictures of 'n' words, letter cards, 20 min, Pencils

Begin by reviewing the phonic sound of the letter 'n'. Show some pictures of words that begin with the letter 'n' and see if the children can name them. Attach the pictures to the board and write the words underneath. Draw some word boxes underneath. Say one of the words and let a volunteer place the letters in the word boxes in the correct order. Try making it a race with two teams.

Book exercise:

Instruction:

Circle the pictures which start with the letter Nn.

Write the words in the empty spaces. Copy the letters in the numbered boxes to the spaces below with the same number to reveal the hidden message.

Trace the sentence and the letter Nn.

#### Comments:

Review the sound of the letter 'n'. Say the different words at the top of the page and let the children tell you if they begin with 'n'. Circle the 'n' words together. Write an example of the next activity on the board. Show how to copy the words into the word boxes then have everyone complete the activity individually. Show how to copy the numbered letters into the correct boxes. Read the hidden message together. Review the correct stroke order for upper and lower case 'n'. Have the children trace and write some examples on the board before completing the writing in the book.

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## Page 12

### Language and writing

#### Objective(s) :

- 1-Learn the months of the year.
- 2-Describe pictures.
- 3-Recognize letters and words.

#### 25min | Introduction activity:

**Materials:** Poster paper, paint, coloured paper, glue, 20 min, Pencil

Begin the class by reviewing the months and seasons of the year using songs and rhymes. Talk about which months are in the season of winter. See if the children can name any of the special events and holidays we celebrate in winter. Focus on Christmas, New Year and Valentines day and discuss what we can do, see, eat, etc. Divide the class into groups and give them or let them choose a month. They should copy the name of the month onto the paper and draw, paint and glue on things to do with the holiday celebrated then. When everyone is finished, the groups can present their poster to the rest of the class.

Book exercise:

Instruction:

Trace the Months of Winter. What can you see in each picture?

Match the pictures to the words.

Comments:

Review the months of winter and the events we celebrate in them. Create three word webs on the board by writing the names of the months. Have the children look in their books and think of things we can do and see for each of the three months. Write them on the board and connect them to the correct month with a line. Let some volunteers trace the names of the months, then write them in the books. Read words at the bottom of the page one at a time, stressing the beginning sound and let the children try to connect the words to the correct picture.

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## Page 13

### Language and writing

**Objective(s) :**

- 1- Understand basic punctuation.
- 2-Read, recognize and write letters and words.

20 min | Introduction activity:

**Materials:** Word and punctuation cards., 20 min, Pencil

Before class, make some cards with the words and punctuation for the sentences in the book. Review weather vocabulary and write on the board. Talk about how the weather is today and ask the question, "How is the weather?" The children should respond with "It is sunny/ rainy/ etc." Attach the word cards to the board. Next, ask "Is it sunny?" and attach the word cards to make this sentence. Let the children point out the differences between the two sentences. Point out the question mark and explain what it means. Mix up the cards and say a sentence. Let a volunteer make the sentence on the board using the correct punctuation.

Book exercise:

Instruction:

Let's talk about the weather! Read each sentence and rewrite it to make a question. Fill in the crossword using the pictures and the words above.

### Comments:

Review weather vocabulary and simple sentence structure. Read the first sentence then have the children repeat the words after you whilst pointing to each with their fingers. Point out the upper case letter at the start and the full stop at the end. Have everyone trace the words then repeat for the second sentence. Point out the different arrangement of words and the question mark. Complete each sentence together as a class, checking everyone's work before continuing. Finally, write the five weather words on the board. Let the children guess what the words are. Let a volunteer draw a picture of each weather condition above each word. Show how to copy the words into the grid to match the picture. Let the children finish the crossword individually before showing the answers on the board.

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## Page 14

### Language and writing

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

- 1- Understand the differences between carnivores and herbivores.
- 2-Complete sentences.
- 3-Read, recognize and trace letters of the alphabet.

#### 25 min | Introduction activity:

**Materials:** Pictures of dinosaurs, 20 min, Pencils, coloured pencils

Before class, prepare a number of dinosaur flashcards. In class, teach the names of the dinosaurs. Let the children tell you the names of their favourite dinosaurs. Explain that some dinosaurs ate meat and were called 'Carnivores' and some ate plants and were called 'Herbivores'. Let the children try to think of some modern day examples of herbivores and carnivores. Talk about some of the features common to each group i.e. sharp teeth and claws for carnivores and defensive armour and spikes for herbivores. Divide the board into two and write the name of each group at the top. Look at the pictures you have prepared together. Decide as a class whether a dinosaur was a herbivore or a carnivore then have volunteers place them on the correct side.

Book exercise:

Instruction:

Heather and Sam are learning about dinosaurs. Do you know their names? Some dinosaurs ate meat, they were called carnivores. Some ate plants, they were called herbivores. Can you think of any animals that are carnivores or herbivores? Finish writing the sentences and colour the herbivores green and the carnivores red.

Trace the sentence and the letter Dd.

### Comments:

Review the names of some dinosaurs and the differences between carnivores and herbivores. Let the children tell you some dinosaurs that belong to each group. Write 'meat' and 'plants' on the board, stressing the beginning sound. Write the sentence 'Carnivores eat.....' Let a volunteer point to the correct word to complete the sentence. Repeat for herbivores before having the children trace and write the sentences in their books. Look at the dinosaur pictures together and let the children tell you which belong to each group then colour the carnivores red and the herbivores green. Review the phonic sound and correct stroke order for upper and lower case 'd'. Have the children trace and write some examples on the board before completing the writing in the book.

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## Page 15

### Language and writing

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

- 1- Read, recognize and trace words.
- 2- Identify and count syllables.
- 3- Copy words.

#### 15 min | Introduction activity:

**Materials:** Dinosaur flashcards, 20 min, Pencil

Review the names of some of the dinosaurs using flashcards and a quick game. Use paper to cover a large amount of flashcards with just part of the picture showing. Let the children try to guess which dinosaur it is. Talk about syllables. Show that words are made up of sounds which are called syllables. Write your name on the board and stress the syllables. Clap once for each syllable and write the total next to it. Repeat for the children's names and have them clap with you and tell you how many syllables there are. Next try some dinosaur names. Keep clapping the syllables along with the children.

Book exercise:

Instruction:

Trace and say each word. Count the syllables and circle the correct number.

Heather and Sam have found some dinosaur fossils. Help them to find out which dinosaur they belong to. Write the correct name under each fossil.

### Comments:

Review dinosaur vocabulary and the concept of syllables. Clap and count the number of syllables for each word together before tracing and circling the number. Next, explain that we know about dinosaurs from fossils. They are the skeleton of dinosaurs from long

ago, allowing us to guess what they looked like. Point to each dinosaur and its fossil as a class. Then, show how to copy the dinosaur's name under its fossil.

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## Page 16

### Language and writing

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

- 1-Learn vocabulary and sentence patterns connected to the theme.
- 2-Justify a choice.

#### 30 min | Introduction activity:

**Materials:** Poster paper, paint, coloured pencils, pencils, glue, coloured paper, 20 min, markers

Introduce the theme vocabulary using flashcards, books, videos and other resources.

Talk about where prehistoric man lived, what they ate and what tools they used.

Contrast this with modern times for emphasis. In small groups or individually. Have the children prepare a poster showing life in prehistoric times.

Book exercise:

Instruction:

Heather and Sam have gone back in time. Look at the tools, animals, food and homes.

Cross the items that don't belong.

#### Comments:

Begin by reviewing the theme vocabulary. Use the posters from the previous activity and let the children tell you about prehistoric life. Look at the pictures in the book and talk about what does and doesn't belong and why. Decide on each as a class and cross the pictures that are wrong.

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## Page 17

### Language and writing

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

- 1- Put letters in alphabetical order.
- 2-Read, recognize and trace letters of the alphabet.

#### 20 min | Introduction activity:

**Materials:** paper, pencils or markers, 25 min, Pencils

Start by writing the alphabet onto small pieces of paper together. Share out the letters evenly then let the children place on the floor in alphabetical order. Time how long it takes then repeat and try to beat the time. Give the children enough pieces of paper to write their names, one letter on each. Demonstrate how to rearrange the letters into alphabetical order. Let them try to rearrange their own names, then swap with a friend and try again.

Book exercise:

Instruction:

Look at the picture and read the word. Rearrange the words so they are in alphabetical order e.g. CAVE – ACEV.

Wow! Heather and Sam have discovered a prehistoric animal. Connect the letters from a to z to help them find out what it is!

Trace the sentence and the letter Mm.

Comments:

Review how to organize letters into alphabetical order. Demonstrate the first example on the board then let the children try the rest on their own. Review the phonic sound and correct stroke order for upper and lower case 'M'. Have the children trace and write some examples on the board before completing the writing in the book.

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## Page 18

### Language and writing

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

- 1-Associate text with an image.
- 2-Trace words.
- 3- Retell learned information.

#### 25 min | Introduction activity:

**Materials:** books, internet, pictures, cartoons, etc., 15 min, Scissors, glue, pencils

Introduce and talk about the three eras using as many different resources and mediums as possible. YouTube, Wikipedia and other sites have a lot of short videos to show how people lived, dressed, travelled etc. Prepare some pictures and let the children practice sorting them on the board.

Book exercise:

Instruction:

Let's learn about the ancient civilizations of Egypt, Rome and Greece. First, trace the words and then listen to the information written underneath. Place the correct picture with each description.

Text rewrite:

Over 5000 years ago, the Egyptians began writing using hieroglyphics. They built the pyramids and the Sphinx. The Egyptians were the first to mummify their dead.

The ancient Roman people loved the theatre. If you travel to Italy you can see the Coliseum. People watched chariot races and gladiators compete there.

The ancient Greeks were excellent scholars, scientists, and artists. The first Olympic games were held in the city of Olympia. The ancient Greeks are famous for their sculptures and architecture.

### Comments:

Review the vocabulary for each era and have the children tell you what could be seen in each. Let the children trace the words and read the short description for each. Look at the pictures on page 57 and let the children tell you what they can see and what era they belong to. Cut them out and glue in the appropriate space.

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## Page 19

### Language and writing

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

- 1-Understand questions words.
- 2-Find missing letters in words.
- 3-Read, recognize and trace letters of the alphabet.

#### 20 min | Introduction activity:

**Materials:** Pictures, scissors, glue, markers, 20 min, Pencil

Start by talking about how we use the different question words, 'Who', 'Where' and 'What'. Show that 'Who' is used to ask about people, 'Where' is used to ask about places and location and 'What' is used to ask about things. Prepare some pictures or use old magazines and make a 'What, where and who' poster. Divide a large piece of paper into three and write one of the question words in each. Let the children cut out pictures of things that apply to each question word and glue onto the paper. Display on the wall of the classroom.

Book exercise:

Instruction:

Is it a person, a place or a thing? Draw a line from each picture to correct the question word.

Trace the sentence and the letter Zz.

### Comments:

Review how we use the question words then discuss which word you would use for each picture. Let the children practice asking you and each other questions using the

pictures. The pictures can relate to more than one of the question words. When everyone is ready, draw lines from the pictures to the question words. Make sure the children can justify their choices when asked. Review the phonic sound and correct stroke order for upper and lower case 'Z'. Have the children trace and write some examples on the board before completing the writing in the book.

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## Page 20

### Language and writing

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

- 1-Learn vocabulary and sentence patterns connected to the theme.
- 2- Refine colouring skills.

#### 20 min | Introduction activity:

**Materials:** Theme vocabulary flashcards, 15 min, Coloured pencils

Introduce the different people we could see in the Middle Ages. Use the flashcards and assign each an action. Play a quick game of charades to practice. Let the one who guesses correctly be the next to act out a clue. Or, try to teach the children 'The farmer in the dell' by substituting characters from the middle ages. For example, The kings in the castle, the kings in the castle, hi ho the derry of the kings in the castle. The king takes a queen...etc.

Book exercise:

Instruction:

Sam and Heather are exploring life in the Middle Ages. Here is a picture of a castle. Can you name the different people you can see?

Colour the king red, the queen blue, the princess purple, the prince green, the knight orange, the jester yellow and the peasants pink.

#### Comments:

Review the Middle Ages vocabulary using flashcards and actions. Look at the picture in the book together. Let the children tell you who everyone is. Have everyone point to the king together then colour him red, repeat for the other people.

## Page 21

### Language and writing

#### Objective(s) :

- 1-Read, recognize and trace letters of the alphabet.
- 2- Copy words to complete a crossword.

#### 15 min | Introduction activity:

**Materials:** Letter cards, 25 min, Pencil, markers

Review the different vocabulary and then write the names of each character on the board. Stress the sounds of the starting and ending letters. Divide the class into pairs or small teams. Scatter the letter cards onto the floor. Say one of the words and let one of the teams try to build the word on the board. Award point of stickers in the team successfully builds the word.

Book exercise:

Instruction:

Trace the sentences and the letters Kk and Qq.

Look at the jumbled letters. Find and trace K red, k blue, Q orange and q green.

Complete the crossword.

#### Comments:

Review the phonic sound and correct stroke order for upper and lower case 'K' and 'Q'. Have the children trace and write some examples on the board before completing the writing in the book. Show how to trace the upper and lower case letters of different colours. Next, review the different characters and how to write their names. Review how to complete a crossword then let the children try to fill it in on their own.

## Page 22

### Language and writing

#### Objective(s) :

- 1-Learn vocabulary and sentence patterns connected to the theme.
- 2- Understand clues and solve riddles.

#### 25 min | Introduction activity:

**Materials:** Paper, pencils, paints, markers etc., 15 min, Scissors, glue

Talk about inventors and inventions. Ask the children what life would be like without cars or aeroplanes. Explain that someone invented them to make travelling from one place to another easier and faster. Let the children try to think of an invention they could make to do something easier or faster. Give some examples such as cleaning the

classroom or going into outer space. Let the children draw their inventions then colour or paint them.

Book exercise:

Instruction:

Listen to the clues Heather, Sam and Monkey give and try to work out which invention they are talking about. Cut out the pictures on page 57 and glue them in the correct spaces.

Comments:

Review some different important inventions. Look at the pictures at the back of the book together. Let the children tell you what each one is and what we use it for. Read out the clues and have the children decide which invention it applies to. Cut out the pictures and glue into the appropriate space.

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## Page 23

Language and writing

**Objective(s) :**

- 1-Identify and count syllables.
- 2-Develop fine motor skills.
- 3-Read, recognize and trace letters of the alphabet.

15 min | Introduction activity:

**Materials:** None, 25 min, Pencils, markers

Review the concept of syllables. Practice clapping and counting the syllables of the different kinds of inventions. Play a short game to practice. Clap or say a number. Have the children try to think of a word that has the same number of syllables. Use the words from the book or the children's names in the class.

Book exercise:

Instruction:

Say each word and count the syllables. Divide the words into syllables and write them in the boxes below.

Follow the lines to connect the old version of each object to the modern version.

Trace the sentence and the letter Xx.

Comments:

Review the concept of syllables. Clap and count the syllables for each word. Show how to divide the word into its component syllables on the board. The dots below each box show how many letters should be written. Complete the exercise together, checking everyone's work after each word. Review the phonic sound and correct stroke order for

upper and lower case 'X'. Have the children trace and write some examples on the board before completing the writing in the book.

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## Page 24

### Language and writing

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

- 1- Use vocabulary and sentence patterns connected to the theme to describe a picture.
- 2-Read, recognize and trace letters of the alphabet.

15 min | Introduction activity:

**Materials:** Theme flashcards, 20 min, Pencil

Introduce the theme vocabulary using flashcards and actions. Use any simple flashcards game to practice then look at the picture in the book. Play a game of 'Finger Twister'. Say one of the vocabulary words, have everyone find it and put their finger on it. Say another word, have everyone find it and put their next finger on that, keeping the first finger in place! Continue until everyone's fingers cannot reach the next picture.

Book exercise:

Instruction:

Heather and Sam have gone to watch the parade. There is so much for them to see. Can you find all the things on their list? Put a tick in the box once you have found each item.

Trace the sentence and the letter Pp.

#### Comments:

Review the theme vocabulary then race to see who can find and point to each item on the picture as you read it out. Show how to check the box once they have found it. Review the phonic sound and correct stroke order for upper and lower case 'P'. Have the children trace and write some examples on the board before completing the writing in the book.

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## Page 25

### Language and writing

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

- 1- Use phonetic knowledge to read and write words.
- 2-Understand and use clues.

### 15 min | Introduction activity:

**Materials:** Theme flashcards, 20 min, Pencil

Review the theme vocabulary then play a simple game to practice the sentence pattern. The first player says, "I went to a parade and I saw a \_\_\_\_\_." The next player repeats the sentence and adds their own item, "I went to a parade and I saw a \_\_\_\_\_ and a \_\_\_\_\_." The next player has to remember what the others have said before adding their own.

Book exercise:

Instruction:

Use the words to complete the sentence about what you saw at the parade.

Can you name the instruments you can see in a parade? Write a letter in each box to match the instrument to its close up picture.

### Comments:

Review the vocabulary and sentence pattern. Show how to complete the sentence with the words from the boxes on the board. Let volunteers write the words in the correct space before completing the book. Next, name the instruments and talk about how they sound. Let the children do impressions and try to guess the instrument. Match the pictures to the close-ups together and write in the letter.



## Page 26

### Language and writing

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

- 1-Learn vocabulary and sentence patterns connected to the theme.
- 2 -Identify phonetic sounds and write the correct letters.
- 3-Read, recognize and trace letters of the alphabet.

### 20 min | Introduction activity:

**Materials:** Theme flashcards, pencils, paints,, 15 min, Pencil

Teach the vocabulary using flashcards and action. Practice by playing charades or other quick flashcards games. Let the children choose their favourite circus performer then draw and colour it. When finished, they should write the name of their performer underneath.

Book exercise:

Instruction:

Sam and Heather are at the circus and they can see lots of different performers. Can you name them all? Use the word box to fill in the missing letters to reveal who each person is.

### Comments:

Review the names of the different circus performers. Review which letters are vowels and write them on the board. Write the names of the performers on the board and let volunteers come up and circle the vowels in each word. Next, look in the book and have the children tell you which letters are missing from each word before filling them in together as a class.

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## Page 27

### Language and writing

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

- 1-Link letters of the alphabet to their sounds.
- 2-Associate words in upper and lower case.

#### 15 min | Introduction activity:

**Materials:** None, 20 min, Pencils, coloured pencils

Write a letter on the board and let the children tell you the sound. Next, have a volunteer tell you a word that begins with that letter or sound. Write the word on the board. Ask the children to tell you what the end letter of that word is. Have the children tell you the sound again. Let another child tell you a word that begins with that sound. Continue and create a 'word snake' on the board. For example 'DINOSAURABBITURTLELEPHANTABLE'. Every few words, read back what is written with hilarious results!

Book exercise:

Instruction:

Say what you can see at the circus and read the letter underneath. Circle the letters if they are at the start of the word and draw a square around them if they are at the end. Trace the sentence and the letter Vv.

### Comments:

Review the circus vocabulary and focus on the beginning and ending sounds of each word. Let the children try to tell you what letter they think each could be. Review the sounds of the letters in the book then decide as a class if they are at the beginning, ending or both. Complete the activity together. Review the phonic sound and correct stroke order for upper and lower case 'V'. Have the children trace and write some examples on the board before completing the writing in the book.

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## Page 28

### Language and writing

#### Objective(s) :

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

#### 15 min | Introduction activity:

**Materials:** None, 15 min, Pencil

Introduce the children to the idea of a code using a simple example. Review then write the alphabet at the top of the board then write a number from 1 to 26 over the letters. Write your name on the board using the numbers only. Decipher it as a class. Play a quick game. Write a child's name using the number code. Everyone must try to work out who's name is one the board. That person should quickly stand up.

Book exercise:

Instruction:

The 4 elements are all around us. Cut out the pictures. Glue them next to the element that they are linked to.

#### Comments:

Review the theme vocabulary using flashcards. Look at the code and complete it together. Let volunteers tell you what the missing letters are before writing them onto the board. Read the finished text to the class.

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## Page 29

### Language and writing

#### Objective(s) :

- 1- Use a code to complete words.
- 2- Copy words from upper-case to lower-case.
- 3-Read, recognize, write and trace letters of the alphabet.

#### 20 min | Introduction activity:

**Materials:** Pictures related to each element, 20 min, Stickers, Pencils

Review the four elements and talk about how different things are related to them. Prepare some pictures of different objects, landscapes, weather, etc. Divide the board into four and write one of the elements in each quarter. Hand out the pictures and let individuals place their picture with the element they think they are most related to. Let everyone try to justify their choice. For example, a hair-dryer could be with 'Air' because it blows out air or with 'Fire' because it is hot.

Book exercise:

Instruction:

Using the code, help Sam to fill in the missing letters then read the text.

Trace the symbols of the 4 elements. Rewrite the word underneath in lower-case letters.

Trace the sentence and the letter Ee.

Comments:

Review the four elements. Look at the stickers and decide as a class which element they should be linked to and why. Complete each element together before moving on.

Review the phonic sound and correct stroke order for upper and lower case 'E'. Have the children trace and write some examples on the board before completing the writing in the book.

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 **Page 32**

**Objective(s) :**

- 1- Able to match pairs.
- 2- Add numbers up to 7.
- 3 - Trace and write number 7.

15 min | Introduction activity:

**Materials:** Gloves, 20 min, Coloured pencils

Begin the class by talking about what we wear in winter. Count how many items of clothing the children have to put on to go outside. Have the children bring their gloves to class. Show how the two gloves that make a pair are the same. Put the gloves in a big pile in the centre of the room. Let two volunteers race to collect the most pairs. Count the total pairs at the end.

Book exercise:

Instruction:

Match the mittens that are the same. How many pairs of mittens are there?

Colour the number 7. Draw dots to make the two dice add up to 7.

Sort all the winter items into pairs.

Comments:

**Materials:** Time

Review the concept of identical pairs. Have everyone point to the pairs that match on the page before drawing lines to link them. Count the number of pairs together. Review counting up to seven. Show the stroke order for the number seven on the board then colour the number seven in the book. Show how the spots on two dice can make a total of seven. Count the number of spots on the dice shown and let the children tell you how

many they need to draw. Finally, let the children pair up the winter items individually before reviewing as a class.

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## Page 33

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

- 1-Associate identical pictures.
- 2-Trace and write number 7.

25 min | Introduction activity:

**Materials:** Black card, paper circles, 15 min, Pencils, stickers

Review the concept of dominoes using a small set. Use the card to make a giant class set together. Put the small dominoes in a bag and let the children reach in and choose one or two at random. They should then glue paper circles onto the card to copy their dominoes. play a game of giant dominoes on the floor of the classroom.

Book exercise:

Instruction:

Let's play winter dominoes! Cut out the pieces from the back of the book. Play with a friend and then glue them onto the page.

Trace the number 7.

Comments:

**Materials:** Time

Review how to play dominoes by matching pictures before letting the children play together. Have them play on one book at a time, taking turns to select a sticker. Next, review the number sequence up to seven and the stroke order for the number seven. Practice on the board and in the air with fingers before tracing in the book.

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**Objective(s) :**

- 1-Review geometric shapes.
- 2- Add numbers up to 8.

20 min | Introduction activity:**Materials:** Paper shapes, glue, 15 min, Markers

Before class, prepare a number of paper shapes from coloured paper. Review the names of some basic geometric shapes. Show how the shapes can be combined to make pictures. Let the children use the shapes to make Christmas pictures. When they have finished, have the children count how many of each shape they used.

Book exercise:

Instruction:

It's Christmas time! Trace the square presents blue and the circle decorations red. Colour the number 8. Finish drawing dots to make the two dice add up to 8.

Comments:**Materials:** Time

Review the names of the shapes on the picture. Let the children trace the shapes on the board and in the air with their fingers then complete the activity in the book. Review counting up to eight Show the stroke order for the number eight on the board then colour the number in the book. Show how the spots on two dice can make a total of eight. Count the number of spots on the dice shown and let the children tell you how many they need to draw.

**Objective(s) :**

- 1-Reproduce a pattern in a grid.
- 2-Trace and write number 8.

15 min | Introduction activity:**Materials:** Pictures, bag, 20 min, Pencils

Before class, prepare eighteen small pictures either cut from a magazine or from the internet. Make some of them good like toys and sweets and some bad such as spiders. Review counting and number sequence up to nine. Practice sharing and distributing equal amounts by playing `Lucky Dip`. Place all of the pictures in a bag. Divide the class into two teams. Let one person from each team choose a picture without looking. The

good and bad pictures are just to make the choosing process more fun. When all of the pictures are chosen, count how many each team has.

Book exercise:

Instruction:

Sam has finished decorating his Christmas tree. Use the stickers to decorate yours the same.

Trace the number 8.

Comments:

**Materials:** Time

Talk about what the children would like for Christmas. Do girls like different things to boys? This may or may not be the case in your class. Look at the pictures in the book and decide together who would like each present. Show how to draw a line to connect the present to the appropriate person. Count how many presents each person has, holding up the correct number of fingers. Review counting up to nine. Show the stroke order for the number nine on the board then colour the number in the book. Show how the spots on two dice can make a total of nine. Count the number of spots on the dice shown and let the children tell you how many they need to draw.

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## Page 36

**Objective(s) :**

- 1-Distribute an equal amount.
- 2- Add numbers up to 9.

25 min | Introduction activity:

**Materials:** Pictures, pencils, coloured pencils, 15 min, Pencils, stickers

Before class, print some simple Christmas pictures from the internet. Use a black marker to draw a 5x5 grid before photocopying. Prepare some empty grids as well. In class, talk about some of the things we can see at Christmas. Show the children the pictures. Demonstrate how to copy the picture into the empty grid by drawing one square at a time. Let everyone try, then let everyone present their pictures to the class.

Book exercise:

Instruction:

Divide the presents equally between Sam and Heather. How many do they each have? Colour the number 9. Draw dots to make the two dice add up to 9.

Comments:

**Materials:** Time

Talk about what you can see on the page. Draw an example on the board and let the children practice recreating a pattern using magnets before completing the exercise in the book. Next, review the number sequence and the stroke order up to eight. Practice on the board and in the air with fingers before tracing in the book.

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## ☒ Page 37

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

- 1- Solve problems.
- 2-Review geometric shapes.
- 3- Continue a pattern.

### 20 min | Introduction activity:

**Materials:** Green card triangles, scissor, string, glitter, stickers, paint, etc, 20 min, Coloured pencils, pencils

Look at some Christmas pictures or flashcards. Talk about what shapes you can see. Circle decorations, triangles for Santa hats and Christmas trees, etc. Make Christmas tree decorations using three descending sized triangles. Glue one on top of the other then add some string. Let the children decorate it in any way they choose.

Book exercise:

Instruction:

Colour the shapes that are needed to make the Christmas tree pattern.

How many trees can you make?

Trace and continue the pattern.

### Comments:

**Materials:** Time

Look at the page and let the children tell you what shapes they can see. Talk about which shapes and how many you need to make a Christmas tree. Colour the shapes the appropriate colours then count how many there are of each. Let the children work out how many trees they can make. Next, draw an example pattern on the board and let the children tell you what should be next. Trace and continue the pattern in the book.

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**Objective(s) :**

- 1- Understand and use a code.
- 2- Add up to 9.
- 3- Trace and write number 9.

20 min | Introduction activity:

**Materials:** White plasticine, 20 min, Coloured pencils, pencils

Quickly review counting and numbers up to nine. Show how to roll white plasticine into balls and make a snowman. Start with just three balls and have the children copy you. Make different sized snowmen and let the children try to match it. Next, see who can make the tallest snowman using the most balls. Keep counting the number of balls used.

Book exercise:

Instruction:

Match and colour the snowmen with the same number of buttons.

Trace the number 9.

Comments:

**Materials:** Time

Look at the snowmen at the top of the page. Let the children tell you the colours then count the number of buttons on each together. Have the children put one finger on the first snowman and see if the children can find the one with the matching number of buttons. Colour that snowman the same colour. Let the children try to find the other snowmen individually, helping anyone who needs it. Next, review the number sequence up to nine and the stroke order for the number nine. Practice on the board and in the air with fingers before tracing in the book.

**Objective(s) :**

- Understand the concept of temperature.

20 min | Introduction activity:

**Materials:** Thermometer, ice, hot and cold water., 20 min, Coloured pencils, stickers

Start by talking about things that are hot or cold. Show the children the thermometer and explain that it shows how cold something is by the line going up or down. Let the children touch the ice and the hot (not too hot!) and cold water. Let the children try to

predict which way the line will go, up or down, before you place the thermometer in the different temperatures. Explain that ice either forms or melts above or below zero.

Book exercise:

Instruction:

Stick the numbers in the correct place on the thermometer.

Draw a snowflake to show the numbers below 0 and a raindrop for numbers above.

Comments:

**Materials:** Time

Review how a thermometer works and what temperature ice forms or melts. Practice counting up to and back from eight. Apply the stickers together, red first then blue. Explain that the blue numbers are below zero and the red numbers are above. See if the children can tell you if water will be ice or not at different temperatures. Look at each temperature in the book and decide together if it is ice or water before applying the stickers.

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## ● Page 40

**Objective(s) :**

- 1- Understand the concept of left and right.
- 2- Review geometric shapes.

25 min | Introduction activity:

**Materials:** Paper, pencils, markers, dice, 20 min, Coloured pencils, markers

Teach or review the concept of left and right. Think about sticking a large L and R on the appropriate class room wall. Play a quick game of 'look left!' Say "look left/right/up/down" and everyone tries to be the first to comply. Next, review shapes and teach ovals. Give each child a piece of paper with an oval in the centre. Assign each number on the dice part of a dinosaur on the board .i.e. one = tail, two = head, etc. Let the children roll the dice then draw the appropriate body part using the oval as the torso. The first to complete their dinosaur is the winner.

Book exercise:

Instruction:

Colour the dinosaurs that are facing left green and the ones that are facing right brown.

Trace all the ovals you can see in the picture.

Comments:

**Materials:** Time

Review the concept of left and right. Look at the dinosaurs together and have everyone point to those facing left, then right. Colour the dinosaurs and the ovals.

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## ▲ Page 41

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

- Associate details with a picture.

20 min | Introduction activity:

**Materials:** Dinosaur pictures, 20 min, Pencil

Before class, print some pictures of different dinosaurs. Review the names in class and talk about the different features each possesses. Mount the pictures on card then cut them into around ten pieces. Let the children practice reassembling the pictures.

Book exercise:

Instruction:

Study the dinosaurs and draw a line to the body parts that belong to them.

Match the fossils to the dinosaurs.

Comments:

**Materials:** Time

Review the name of the dinosaurs on the page. Let the children point to the part of the dinosaur that is featured in the close-up before linking it with a pencil. Have them try to explain why they think each part belongs to each dinosaur. Repeat for the fossils.

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## ■ Page 42

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

- 1- Add up to 10.
- 2- Trace and write number 10.

20 min | Introduction activity:

**Materials:** Dice, 20 min, Pencil, stickers

Review counting and number sequence up to ten. Show how different dice faces can add up to ten by counting the dots together. Play a quick game. Divide the class into two teams. Draw ten fish or spears for each team. Let someone from the first team roll a dice. Erase that number of objects from the other teams total and add it to the first

team's. Count the totals then let the other team try. The team that wins is the first to take all of the other teams objects.

Book exercise:

Instruction:

Count how many spears, flints, hams and fish the prehistoric hunters brought back to their tribe. Draw the same number of dots using the two dice and place the number stickers in the correct box.

Trace the number 10.

Comments:

**Materials:** Time

Review counting up to ten using fingers and dice faces. Practice making different dice faces on the board. Say a number and let volunteers come up and try to make it on two dice faces. Draw an example on the board and count the objects together. Let the children tell you how to make the number. Complete each of the exercises in the book together, checking everyone's work before moving on the next activity. Next, review the number sequence up to ten and the stroke order for the number ten. Practice on the board and in the air with fingers before tracing in the book.

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 **Page 43**

**Objective(s) :**

- 1-Distribute an equal amount.
- 2-Continue a pattern.

25 min | Introduction activity:

**Materials:** paper fish, paper clips, magnets, string, sticks or canes, 20 min, Coloured pencils, stickers

Before class or with the children, cut out a number of paper fish in four different colours. Attach a paper clip to the nose of each fish. Tie a magnet to the end of some string and attach it to the sticks to make a fishing rod. In class, divide the class into four teams and assign each a colour. The aim of the game is to try to catch your team's fish. When a child has caught one, they hand the rod to the next person in their team. When all the fish have been caught, count the totals for each team together.

Book exercise:

Instruction:

Share the fish amongst the prehistoric family. Colour the first fish yellow, the second green, the third red and the fourth blue. Follow this pattern until they all have the same amount.

Some fish will be left over. Write the number that is left in the box.

Use the stickers to continue the pattern.

Comments:

**Materials:** Time

Draw an example of the fish colour sequence from the book onto the board. Let the children tell you what colour is next. Let the children colour the fish in the book then count how many there are of each colour together. Write the number for each family member then count the remaining fish. Write the final number in the central box. Look at the pattern below. Let the children tell you what is next before applying the stickers.

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## Page 44

**Objective(s) :**

- 1- Understand the concept of odd and even numbers.
- 2- Trace even numbers.

15 min | Introduction activity:

**Materials:** Number cards, 15 min, Markers

Teach the concept of odd and even. Explain that all numbers that end 1, 3, 5, 7, and 9 are odd. All numbers that end 0, 2, 4, 6, and 8 are even. Practice by writing a number on the board and letting a volunteer tell you if it is odd or even. You can write very big numbers to make it more interesting as it is only the last digit that makes it odd or even. Hand out some number cards around the class. When you shout odd, everyone with an odd number must stand up and vice versa for even.

Book exercise:

Instruction:

Look at the numbers. The red are even and the blue are odd.

Count the horses pulling the Roman chariots. Circle them red when it's an even amount and blue when it's odd.

Trace all the even numbers red.

Comments:

**Materials:** Time

Review the concept of odd and even and the number sequence up to ten. Count the horses for each chariot together and have the children tell you if it is odd or even. Show how to circle the chariots in red for odd and blue for even. Review the stroke order for numbers up to ten then write the odd number in red and the even number in blue.

**Objective(s) :**

- 1-Understand and explain differences.
- 2-Find item which do not belong in a set.

15 min | Introduction activity:

**Materials:** Theme pictures, 15 min, Pencil

Before class, make a simple set of matching pairs from the theme vocabulary. Use either identical objects or things that belong to a group or set. In class, talk about why or how things can be grouped together. Practice grouping things in the class room. For example, try grouping all the things that we can colour with, or all of the things made of paper. Play a quick game of matching pairs to practice.

Book exercise:

Instruction:

Find and circle the person that does not belong in each row. Explain why they are different.

Comments:

**Materials:** Time

Look at the pictures in the book and talk about what eras they are from. See if the children can identify the picture that does not belong. Let the children try to explain why each picture is different before circling it.

**Objective(s) :**

- 1-Count and write up to 15.
- 2- Make groups up to 15.

25 min | Introduction activity:

**Materials:** Plasticine, plastic cups, 20 min, Coloured pencils, stickers

Teach or review numbers up to fifteen. Show how to roll black and red plasticine into balls. Make 10 black balls and 5 red together. Let the children use them to practice making different numbers. Finally, make some towers using plastic cups. If a volunteer

can make a number you write on the board they get to throw one of the balls to knock down the castle!

Book exercise:

Instruction:

In the Middle ages catapults were used to throw rocks at castles to knock down the walls.

Colour 10 rocks in each group black and the rest red. Use the stickers to show how many there are in total.

Comments:

**Materials:** Time

Review counting and number sequence up to fifteen. Look at the pictures and explain what catapults were used for. Count the rocks on the example together. Explain that ten rocks must be black for each catapult and the rest should be red. Count and colour each exercise together before applying the stickers.

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 **Page 47**

**Objective(s) :**

- 1- Put numbers in numerical order up to 15.
- 2- Recognize odd numbers.

15 min | Introduction activity:

**Materials:** Two sets of number cards, 20 min, Markers, stickers

Review the concept of odd and even numbers. Show again that all numbers that end 1, 3, 5, 7, and 9 are odd and those that end 0, 2, 4, 6, and 8 are even. Write the numbers up to fifteen on the board. Let the children tell you which are odd and which are even.

Divide the class into two teams and put the number cards into two mixed up piles. Have the teams race to arrange the cards into the correct order on the classroom floor. The first team to finish is the winner.

Book exercise:

Instruction:

Merlin the wizard needs to tidy up his workshop! Let's help by putting the stickers in the correct order on the shelves.

Draw a square around the shelves where you can see an odd number.

Comments:

**Materials:** Time

Review counting and number sequence up to fifteen Let the children tell you what numbers are missing then apply the stickers together. Review odd and even numbers and decide together what each number is. Draw squares around all the odd numbers.

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## Page 48

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

- Read and use a chart.

20 min | Introduction activity:

**Materials:** Red and green circles and triangles, 20 min, Coloured pencils, pencils  
Introduce the concept of the chart from the book. Draw a similar chart on the board using a square and a triangle in place of the car and telephone. Keep the colours the same. Prepare lots of red and green squares and triangles. Show how a number in the cart relates to amount of certain coloured shapes. Write in some numbers and let volunteers make the correct amount of each shape. Make it a team game and race to be the first with the correct groups.

Book exercise:

Instruction:

Use the chart to colour the correct number of cars and telephones red and green.

Trace the numbers and count backwards from 11-1.

Comments:

**Materials:** Time

Review how to use the chart in the book. Have the children tell you how many of each coloured telephone and car there should be before colouring. Review counting down from eleven to one. Line the children up and have each say one of the numbers in the sequence. See how fast you can count down without making a mistake. Review the stroke order for the numbers before writing them in the book.

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**Objective(s) :**

- 1-Find items which do not belong in a set.
- 2-Review even numbers.

15 min | Introduction activity:

**Materials:** Ball, 20 min, Pencils

Teach or review the number sequence up to twenty. Review the concept of odd and even numbers i.e. that odd numbers end 1, 3, 5, 7, and 9 and even numbers end 0, 2, 4, 6, and 8. Play a simple game to practice counting up in two. Make a circle in the classroom and pass a ball. The children have to count up to twenty with each child saying the next number in the sequence as they receive the ball. Next, instead of saying the odd numbers the children must clap. For example, zero, clap, two, clap, four, clap etc.

Book exercise:

Instruction:

Connect the dots to reveal something that uses electricity to work. Circle all the other things that need electricity.

Use the number bar to count up in 2's. Link all the even numbers from 0-20.

Comments:

**Materials:** Time

Review counting, numbers sequences and odd and even numbers up to twenty. Show how to link up the even numbers in the book. Look around the class room and talk about what needs electricity. Show the plugs that connect to the sockets. Next look at the page and discuss what things need electricity to work. Circle them together.

**Objective(s) :**

- Understand the concept and the signs "greater than" and "less than".

20 min | Introduction activity:

**Materials:** Number cards, 25 min, Stickers, pencils

Teach the concept of 'greater than' and less than' signs. An easy way for the children to remember is to show that the sign looks like an open mouth. Explain that the mouth always wants to eat the biggest number. Make a card with the sign on. Write two numbers on the board and let the children practice putting the sign between to show

which is greater. Next, fix the sign to the board and give a two children a number each. Let them try and stand on the correct side of the sign.

Book exercise:

Instruction:

The children are going to the parade and they can see lots of different people in costumes. Everyone has balloons. Use the signs and stickers to give the balloons to the right person.

Circle the highest number.

Comments:

**Materials:** Time

Review the 'greater than' and 'less than' signs and how to use them. Count the number of balloons on the each sticker together. Ask the children which is the biggest number. Have everyone point to the correct place before applying the sticker. Repeat for the next biggest number and so on. For the final activity, draw some examples on the board and let volunteers circle the highest number. In the book, have everyone point to the correct number before circling.

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 **Page 51**

**Objective(s) :**

- 1-Match pairs.
- 2-Trace numbers up to 19.

20 min | Introduction activity:

**Materials:** Coloured paper masks, 20 min, pencils

Before class, prepare a number of simple masks from different coloured paper. Cut each in half and show how match the pairs. Play a simple game. Give each child half a mask. Play some carnival music and dance around the classroom. When the music stops, everyone has to try and find the person with the other half of their mask and sit down. To make the numbers even or odd, you can join in the game.

Book exercise:

Instruction:

Match each half of the carnival masks. Draw a line from each mask to a child. Are there enough masks for everyone?

Trace and say the numbers.

Comments:

**Materials:** Time

Review counting and number sequence up to twenty. Let the children try to match up the halves of the masks, first with their fingers then with a pencil. Count the number of complete masks together and the number of children. Work out together if there are enough for everyone. Finally, review counting and the stroke order for numbers up to 19 before writing them in the book.

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## Page 52

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

- 1-Follow a route.
- 2-Add up to 11.

### 15 min | Introduction activity:

**Materials:** Dice, min, Markers, pencils

Begin by reviewing numbers up to eleven. Draw some dice faces on the board and show how two dice can make eleven. Play a quick game to practice. Make two teams and let the one person in each team roll a dice. Repeat and add the numbers together. The aim is to try and make a total of eleven. If a team goes over then they must begin again from zero.

Book exercise:

Instruction:

Trace each path using the colour at the start. Which path helps the clown to get to the circus?

Circle the dice to add up to 11.

### Comments:

**Materials:** Time

Look at the maze together. Have the children trace the paths with their fingers before using markers. Let the children complete the task individually before checking everyone's work. Review how to make a total of eleven with two dice. Check everyone can point to the correct dice faces before they circle them. Count the spots together.

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**Objective(s) :**

- Read and use a chart.

20 min | Introduction activity:

**Materials:** Paper, board magnets, 15 min, Coloured pencils

Review how to use a chart similar to the one in the book. Draw a simplified example on the board with three faces at the top: happy, sad and angry. At the side put three colours. On each square of the grid secretly write a number of points or a funny forfeit and cover them with a sheet of paper. The children must select a square to uncover using the grid coordinates. For example, red/happy. They can then uncover that square and receive the point underneath.

Book exercise:

Instruction:

Use the chart to correctly colour the hats and bow-ties of each clown.

Comments:

**Materials:** Time

Look at the grid in the book together. Show from the example given how to complete it. Have volunteers tell you what colours need to go into each square before you let the children complete it. Review the completed grid together when everyone is finished.

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**Objective(s) :**

- Understand the concept of left and right.

15 min | Introduction activity:

**Materials:** balloon, cardboard, 15 min, Pencils

Review the four elements and the concept of left and right. Stand at one side of the classroom and blow. Have everyone try to lean away from you. Let some volunteers try. Play a quick game to demonstrate. Blow up a balloon and let two children face each other holding cardboard, one on the left of the class and one on the right. The aim of the game is to use the cardboard to blow the balloon past your opponent. Keep checking which way the balloon is going with the others who are watching.

Book exercise:

Instruction:

Look at the pictures. Draw arrows to show which way the wind is blowing.

Comments:

**Materials:** Time

Review how air movement can affect the direction something is moving. Look at each picture together and let the children tell you if the wind is blowing left or right. Show how to draw an arrow to show the direction. Complete the activity together.

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 **Page 55**

**Objective(s) :**

- Recognize the 4 elements.

30 min | Introduction activity:

**Materials:** Balloon, candle, glass jar, soil, cork, wooden block, Lego piece, stone, etc., 20 min, Markers

Review the four elements and conduct a series of experiments to practice talking about them. First take a candle and light it. Have everyone tell you what element they can see. Put a glass jar over the candle and let someone try to blow the candle out. Take off the jar then replace and show how the candle will go out as if by magic. For the second experiment, inflate a balloon and show how the air will move the balloon when you release it. Attach the balloon to the toy car and show how it can push the car along. Have races! Next you can take some soil and mix with a little water. Let the children touch and play with the soil. Use some plastic cups to make mud castles! Finally, play a game of 'Float or sink!' take various small objects and a large basin of water. Let the children touch and handle the object and try to predict if they will float or sink in water. Let volunteers release them into the basin. Use any other experiment from books or the internet that are appropriate.

Book exercise:

Instruction:

Sam and Heather have gone camping. In nature there are lots of examples of the 4 elements. Cross fire red, earth brown, air grey and water blue.

Comments:

**Materials:** Time

Before class, prepare some large pictures of different objects and landscapes. Use them to focus a discussion about the four elements. Let the children tell you which elements they can see and why. Next show the book picture and again talk about the different elements present. After each is identified, circle it with the correct colour together.