

Unit 1

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Unit 1 Circles

Aims

Math concept

Children will:

- identify a circle.
- notice circles in real-world surroundings.
- use English to name a circle.

Fine motor skills

Children will:

- trace and color.

Key language

What shape is it?

It's a circle.

What is it?

It's a bike.

What color is the circle?

It's red.

Trace the circle.

Color the circle.

New words

trace (v.)

circle

finger

crayon

color (v.)

bike

red

1 Introduce the concept

Resources: flashcard: *circle* (either color), objects with a circle shape

- Point to any circle shapes you find in the classroom. Say *What shape is it? It's a circle!*
- Show children the flashcard for *circle*. Ask *What shape is it?* Elicit *Circle*. Say *Yes! It's a circle*. Encourage children to repeat *Circle*.
- Use your finger to draw a circle shape in the air. Encourage children to copy you. Say *Can you make a circle? Look!*
- Ask children to point to more circles they can see.
- Elicit the names of circles in L1. Affirm their answers using English, for example: *Wheel. Yes, a wheel is a circle.*

2 Play Musical circles

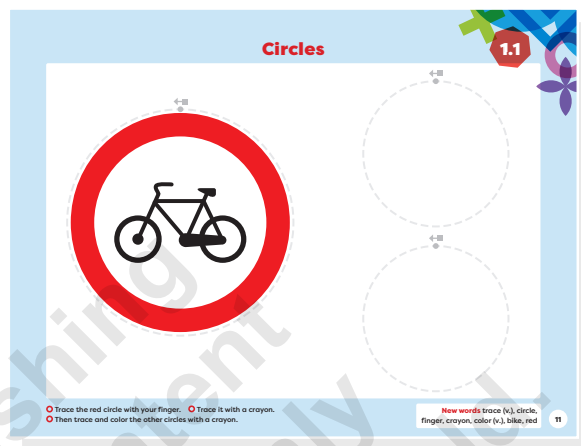
Resources: music to dance to

- Clear some space in the classroom and ask children to form a circle by holding hands. With larger classes make two or more circles. Say *Look! We made a circle/circles!*
- Tell children they are going to play *Musical circles*. Play music and encourage the children to dance around. When the music stops, the children form a circle/circles by holding hands. Repeat a few times.
- You can make this game more competitive by challenging the children to form the circle before the music starts again. Reduce the pause time in the music to increase the challenge of the game.

3 Student's Book

Resources: Student's Book, page 11; crayons

- Point to the circles in the Student's Book. Trace around a circle shape with your finger. Ask children *What shape is it?* Elicit *(It's a) circle*. Trace the shape again and say *Yes, it's a circle*. Encourage children to repeat the name of the shape.
- Point to the bike in the red circle and ask *What is it?* Elicit *(It's a) bike*. Using L1, explain to children that the red circle is a sign. It means "no bikes". Point to the sign and say *No bikes!* Encourage children to repeat the name of the shape: *(It's a) circle*.
- Ask *What color is the circle?* Elicit *(It's) red*.
- Encourage children to use their fingers to trace the red circle shape in their own Student's Book. Say *Use your finger. Trace the red circle.*



- Ask children to complete the worksheet, using their crayons. Say *Now choose a crayon. Trace the big circle.*
- When children have traced the big circle, encourage them to trace the other circles with a crayon. They can then color the circles in. Say *Now trace the other circles. Color the circles.*

Extension: Count the circles with the children. Point to each circle and say *One - two - three. There are three circles!* Encourage the children to count with you.

4 Further practice

Resources: pictures of cut-out circular objects, glue, plain paper

- Provide children with a range of pictures of cut-out circular objects. You could also ask children to bring pictures of circular objects into class such as road signs, wheels, oranges, clocks, balls, plates, etc.
- Show children a number of different pictures and encourage them to name the objects, in English if possible. Encourage them to notice the circular shape. Say *Is it a circle? Yes! It's a circle.*
- Provide individual children, or teams of children, with plain paper, glue, and a range of cut-out pictures. Tell children to choose the circular objects they like and glue them to the plain paper to create a collage of circle shapes.
- Invite children to show their completed collage to the class. Talk about each circular object in the collage, naming it in English and pointing out the circle shape. Count the number of circles in the collage and encourage the children to count with you. Say *How many circles? (Five) circles!*

Tip: To increase the challenge, you could use pictures that show a range of different shapes. Children then choose only circular objects to create their collage.



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Unit 1 big – small

Aims

Math concept

Children will:

- identify sizes using big and small.
- compare big and small things.
- use English to say if something is big or small.

Fine motor skills

Children will:

- color.

Key language

It's a (dog/cat).

It's (big/small).

Is it (big/small)?

What's this?

Point to the (dog).

Color the (dog).

New words

big
small
cat
dog

1 Introduce the concept

Resources: flashcard: *big – small*; objects that are big and small (preferably big and small versions of the same object, e.g., a big ruler and a small ruler)

- Show the flashcard for *big – small*. Point to the big cat. Say *It's a cat. It's big. It's a big cat.* Point to the small cat. Say *It's small. It's a small cat.* Point to each cat on the flashcard in turn and ask *Is it big? Is it small?* Elicit the correct responses.
- Show a big object and a small object alongside each other. Gesture to the small object. Say *Is it big? Is it small? It's small.*
- Gesture to the big object. Say *Is it big? Is it small? It's big.*
- Repeat with other objects that are big and small. Start to elicit the words *Big* and *Small* from the children.
- Ask children to say the names of things and animals that are big and small. Accept suggestions in L1 and affirm them in English.

2 Play Big and small

- Tell the children to make themselves very small. You can model this yourself by crouching in a small ball.
- Now tell the children to make themselves as big as possible. You can model this by jumping up and spreading your arms and legs out in a star shape.
- Play the *Big and small* game. With children standing normally, say *Big* or *Small*. The children make themselves big or small. You can make the game competitive by playing *Simon says...* with the actions.

3 Student's Book

Resources: Student's Book, page 12; crayons

- Point to the dog in the Student's Book. Ask children *What's this?* Elicit *Dog*. Say *Yes! It's a dog. Point to the big dog.* Encourage children to point to the dog and repeat *It's a dog.*
- Point to the cat in the Student's Book. Ask children *What's this?* Elicit *Cat*. Say *Yes! It's a cat.* Encourage children to point to the cat and repeat *It's a cat.*
- Point to the dog and ask *Is it big? Is it small?* As you ask the questions, spread your hands out to the sides to demonstrate big, and bring your hands back together again to demonstrate small. Elicit *Big*. Say *Yes! It's big.* Encourage children to repeat *It's big.*
- Point to the cat and ask *Is it big? Is it small?* As you ask the questions, spread your hands out to the sides to demonstrate big, and bring your hands back together again to



demonstrate small. Elicit *Small*. Say *Yes! It's small.* Encourage children to repeat *It's small.*

- Ask children to use their crayons to complete the page. Say *Now choose a crayon. Color the big dog. Color the small cat.* Children may wish to use different colors. Encourage creativity.

Extension: Point to the dog/cat and either say *Big dog/cat!* or *Small dog/cat!* Children call out *Yes!* when you are correct, and *No!* when you are incorrect. Increase the challenge by alternating between the animals and the sizes, and speeding up.

4 Further practice

Resources: cut-out pictures of animals, glue, large pieces of paper to make a poster, marker pen

- Divide the class into small groups. Each group will work together to make a poster.
- Before class, divide each piece of poster paper into two vertical sections with a marker. Write the heading *big* on one section of each piece of paper and *small* on the other.
- Show children a number of different pictures and encourage them to name the animals, in English if possible. Affirm their answers, e.g., *Yes, it's a (cat).* Ask children *Is it (big/small)?* Encourage them to say *It's big* or *It's small.*
- Provide each group with the piece of paper with the headings *big* and *small* written on them, glue, and a range of pictures. Children glue big animals on one side of the poster and small animals on the other side.
- Make a classroom display with the children's posters.

Tip: Go around the class as the children work. Point to animals and ask *Is it big? Is it small?*



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Unit 1 one – a lot of

1 Introduce the concept

Resources: flashcard: *one – a lot of*; a set of crayons

- Show the flashcard for *one – a lot of*. Point to the single teddy and say *How many? One. There's one teddy.* Point to the collection of twelve teddy bears and say *How many? A lot! There are a lot of teddy bears.* Point to the flashcard again and encourage the children to say *One* and *A lot.*
- Show the children one crayon in one hand and several crayons in the other. Gesture and ask *How many?* Elicit *One* or *A lot.*
- Point to yourself and ask *How many teachers?* Elicit *(There's) one (teacher).* Then gesture around the class and ask *How many children?* Elicit *(There are) a lot (of children).*

2 Play Musical groups

Resources: music to dance to

- Tell the children to stand in “ones,” i.e., as individually as they can in the space.
- Now tell them to get into groups of a lot of children.
- Tell children they are going to play *Musical groups*. Play music and encourage them to dance around. When the music stops, call *One!* or *A lot!* The children either stand alone or in bigger groups.
- You can make this game more competitive by challenging the children to make the groups before the music starts again. Reduce the pause time in the music to increase the challenge.

3 Student's Book

Resources: Student's Book, page 13; crayons

- Point to the toys in the box in the Student's Book. Ask *What are they?* Elicit *Toys.* Say *Yes! They're toys.* Encourage children to repeat *They're toys.*
- Point to the box with one toy in the Student's Book. Ask *What is it?* Elicit *Toy.* Say *Yes! It's a toy.* Encourage them to repeat *It's a toy.* They may also say *Doll.*
- Point to the box with a lot of toys and ask *How many?* Elicit *A lot.* Say *Yes! There are a lot of toys.* Encourage them to repeat *There are a lot of toys.*
- Point to the box with one toy again and ask *How many?* Elicit *One.* Say *Yes! There's one toy.* Encourage them to repeat *There's one toy.*
- Practice a lot of and one. Point to each box and ask *One toy or a lot of toys?* Elicit *One toy.* for the box with one toy. Elicit *A lot of toys.* for the box with a lot of toys. Say *Point to the box with a lot of toys. Point to the box with only one toy.*



- Ask children to use their crayons to complete the page. Say *Choose a crayon. Cross out the box with a lot of toys.* When they have completed this step, say *Now color the box with only one toy.*

Extension: Practice the concepts one and a lot of further by pointing to and asking about objects and groups of objects around the classroom.

For language extension, point to the toys in the boxes and name them in English: teddy bear, puppy, rabbit, ball, skittle, doll.

4 Further practice

Resources: strips of paper dolls or bears, one for each child, crayons/coloring pencils

- Before class make strips of paper dolls or bears. Use accordion folds to fold a strip of paper, then draw the doll or bear shape on the front, ensuring the outline touches the sides. Cut out the shape through the layers, ensuring the sides stay joined.
- Show the children the dolls/bears folded so they can see just one. Ask *How many?* Elicit *One (doll/bear).*
- Open up the dolls/bears to show the whole row. Ask *How many?* Elicit *A lot of (dolls/bears).*
- Let the children color their paper dolls/bears however they want. Then allow some time for children to play with them.

Aims

Math concept

Children will:

- identify the concept of one and a lot of items.
- compare one object to more objects.
- use English to say if there is one or a lot of items.

Fine motor skills

Children will:

- cross out and color.

Key language

How many (children)?

There's one (teddy/toy).

There are a lot of (toys).

What are they?

They're toys.

What is it?

It's a toy.

Point to the box with (a lot of) toys.

Cross out the box with a lot of toys.

Color the box with only one toy.

New words

cross out (v.)

one

a lot of

toy

box



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Unit 1 same – different

Aims

Math concept

Children will:

- identify the concept of same and different.
- match same patterns.
- identify different patterns.

Fine motor skills

Children will:

- mark a line.

Key language

What is it?

It's a kite.

Point to the kites.

Look at the (dots).

Are they the same or different?

They're the same/different.

This kite also has (dots).

New words

match (v.)

same

different

kite

dot

stripe

star

1 Introduce the concept

Resources: flashcard: *same – different*; a set of classroom objects that are the same, a set of classroom objects that are different

- Show the flashcard for *same – different*.
Point to the pair of matching mittens and ask *Same or different?* Say *They're the same* and encourage children to repeat *Same*.
Point to the pair of mismatched mittens and ask *Same or different?* Say *They're different* and encourage children to repeat *Different*.
- Show the children two classroom objects that are the same, e.g., two identical crayons. Ask *Same or different?* Elicit *Same*.
- Repeat with two classroom objects that are different.

2 Play Find your pair

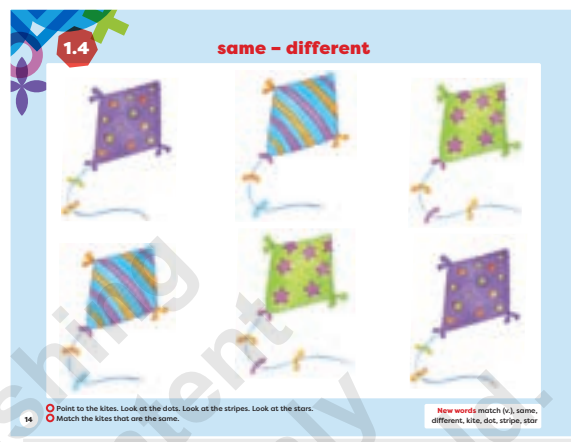
Resources: make pairs of cards with color circles in matching pairs

- Hand out one card to each child.
- Tell the children to move around the room until they find the child with the matching card.
- When all the children are paired up, check their cards and ask them to say *Same* (if they are matched correctly).
- Then tell them to find someone with a different card. Children all switch pairs and say *Different*.

3 Student's Book

Resources: Student's Book, page 14; crayons

- Point to a kite in the Student's Book. Ask children *What is it?* Say *It's a kite. Point to the kite*. Encourage children to repeat *It's a kite*.
- Point to a kite with dots and say *Look at the dots*. Point to a kite with stripes and say *Look at the stripes*. Point to a kite with stars and say *Look at the stars*. Encourage the children to repeat *Dots, Stripes, and Stars*.
- Point to top left kite on the page and then to the one next to it. Ask children *Are they the same or different?* Elicit *Different*. Say *Yes! They're different. This kite has dots. This kite has stripes*. Encourage children to repeat *They're different*. Repeat with another kite that is different.
- Now point to the top left kite again and the kite that's the same (bottom right). Ask *Are they the same or different?* Elicit *(The) same*. Say *Yes! They're the same. This kite has dots. This kite also has dots*. Encourage children to repeat *They're the same*.
- Model drawing a line between the top left and bottom right kite with a crayon. Children complete the activity, drawing lines to match the kites that are the same.



Extension: Encourage the children to describe why the kites are the same or different using dots, stripes, and stars. They point to kites that are the same and say why they are the same, e.g., *Dots, dots*. Then they point to kites that are different and say why they are different, e.g., *Stripes, stars*.

4 Further practice

Resources: paper, paints in different colors, shallow trays, paintbrushes, paper towels, scissors

- Tell children to make two handprints on the paper. They paint one of their hands with paint and then print it on the paper twice, using the same color for both prints. Ensure that children use different colors from each other, so that there is a mix across the class.
- When all their handprints are dry, cut the handprint sheets in half.
- With large classes, play in groups so there are no more than five or six pairs to match.
- Spread all their handprints face down on a table. Children play a matching game by turning over two pieces of paper to find a matching pair that are both the same color. If they match, they say *Same* and keep the handprints. If they are different, they say *Different* and turn them over again.

Tip: Save the handprint cards so you can play matching games again in class.



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Aims

Math concept

Children will:

- identify number 1.
- count to 1.
- understand one-to-one correspondence.

Fine motor skills

Children will:

- paint and follow the arrow.

Key language

What is it?

It's a teddy bear.

How many teddy bears?

Let's count.

What number is it?

Use your finger.

Trace the 1s.

Paint the number 1 with your finger.

New words

paint (v.)

arrow

teddy bear

Unit 1 Number 1

1 Introduce the concept

Resources: flashcards: *number 1*, *1 teddy bear*; classroom objects

- Pick up any single classroom object. Say *How many? One!*
- Show children the flashcard for *1 teddy bear*. Ask *How many?* Elicit *One*. Say *Yes! One. One teddy bear*. Encourage children to repeat *One (teddy bear)*.
- Show the flashcard for *number 1*. Say *Look - one*. Use your finger to draw a 1 in the air. Encourage children to copy you. Say *Can you make a one? Look!*
- Ask children to hold up one finger. Then encourage them to clap once.

2 Play Statues

Resources: music to dance to

- Clear some space in the classroom.
- Tell children they are going to play *Statues*. Play music and encourage the children to dance around. Whenever you clap once, they have to freeze. If you clap more than once, they continue dancing.

3 Student's Book

Resources: Student's Book, page 15; finger paints

- Point to the teddy bear in the Student's Book. Ask *What is it?* Elicit *(It's a) teddy bear*. Say *Point to the teddy bear*. Ask *How many teddy bears?* *Let's count*. Count *One*. Encourage the children to repeat *One*.
- Point to the number 1 and ask *What number is it?* Elicit *One*. Ask children to show you one finger and say *One*.
- Say *Use your finger. Trace the 1s*. Encourage the children to trace the number 1s in their books with their fingers. Make sure they follow the correct direction.
- Provide paints. Show children how to put their fingers in the paint and print fingerprints on the number 1s. Say *Paint the number 1 with your finger*. Ask children to start at the top of the number 1 and work down, following the direction shown by the arrow on the page.
- Children use their fingers to paint the number 1s on the page. Encourage them to say *One* as they work.

Extension: Children show you and, if possible, name in English one of various classroom objects, e.g., *One crayon. One ball*.



4 Further practice

Resources: sheets of paper with a large outline of a number 1, crayons, paints, markers, or stickers

- Hand out a sheet of paper to each child with an outline of a large number 1.
- Ask the children to decorate the number 1 with crayons, paints, markers, or stickers.
- As an optional extra step, children can draw one thing on the paper next to their numbers, e.g., one kite, one star, one ball, etc.
- Walk around and help as needed. You can label the drawing for them and print their names on the sheets as well.

Tip: Keep the number pictures for use in future lessons. You will be able to add to them as new numbers are learned, culminating in a number collection for each child.



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Unit 1 Finding circles

Aims

Math concept

Children will:

- identify a circle.
- notice circles among other shapes.
- use English to name a circle.

Fine motor skills

Children will:

- color.

Key language

What shape is it?

It's a (circle).

Is it a circle?

Color the circles red.

What's this?

New words

shape

boy

1 Introduce the concept

Resources: flashcards: circle, square, triangle (either color for each shape)

- Point to any circle shapes you find in the classroom. Say *What shape is it? It's a circle!*
- Show children the flashcard for circle. Ask *Is it a circle?* Elicit *Yes*. Say *Yes! It's a circle*. Encourage children to repeat *Circle*.
- Show children the flashcard for square. Ask *Is it a circle?* Elicit *No*. Say *No. It isn't a circle*.
- Repeat with the flashcard for triangle.
- Use your finger to draw a circle shape in the air. Encourage children to copy you. Ask *Is it a circle?* Encourage children to say *Yes*.
- Ask children to walk around the classroom to find circle-shaped objects. Ask *Is it a circle?* for each of the objects and elicit the correct answer.

2 Play Musical circles

Resources: music to dance to, multiple cardboard shapes (circles, squares, triangles) large enough to stand on

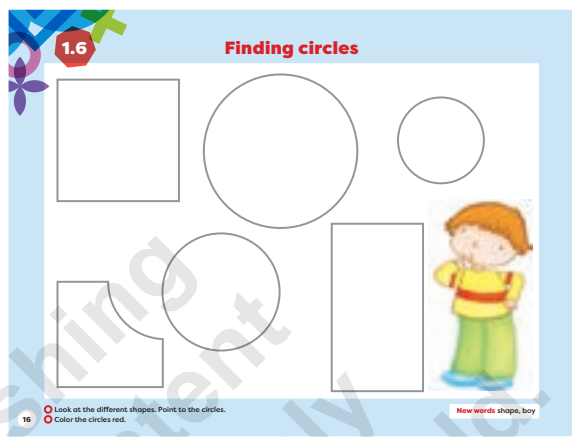
- Make sure you have enough circles for every child. Clear some space in the classroom and place the shapes randomly on the floor.
- Tell the children they are going to play *Musical circles*. When the music stops, they find a circle to stand on. Play the music and the children dance around. When the music stops, the children run to stand on a circle.
- You can make this game more competitive by removing a circle each time. Anyone who can't find a circle is out. Play the game a few times.

Tip: Keep the shapes for later use.

3 Student's Book

Resources: Student's Book, page 16; crayons (including red)

- Say *Look at the different shapes*. Point to the shapes in the Student's Book in turn. Ask children *Is it a circle?* Elicit *Yes* or *No*. Point to the circles and say *It's a circle*. Encourage children to repeat and point to the circles.
- Point to the boy and ask *What's this?* Elicit *(It's a) boy*. Using L1, explain to children that the boy can't find the circles. Ask children to show you a red crayon. Say *Color the circles red*.
- When they have finished, point to each circle. Ask *What color is the circle?* Elicit *It's red*.
- When children have colored the circles red, encourage them to color the other shapes another color.



Extension: Count the circles with the children. Point to each circle and say *One - two - three. There are three circles!* Encourage the children to count with you.

4 Further practice

Resources: several small cardboard cut-out circles, squares, triangles

- Hide the shapes around the classroom, making sure they are not too difficult to find.
- Ask children to go around the classroom looking for the circles. Say *Look for the circles*.
- When children find a shape tell them to look at it. Ask *Is it a circle?* and elicit *Yes* or *No*. Children continue looking until they find all the circles.
- You can play this game with teams of children searching together. The team that finds the most circles gets to hide the shapes and the other teams play again.

Tip: Keep the shapes for later use.

Unit 1 a lot of – a few

Aims

Math concept

Children will:

- identify the concept of a lot of and a few items.
- compare a lot of objects to a few objects.
- use English to say if there are a lot of or a few items.

Fine motor skills

Children will:

- color.

Key language

There is one (teddy bear).

There are a lot of (teddy bears).

There are a few (teddy bears).

What is it?

It's a cookie.

One (cookie), a few (cookies) or a lot of (cookies)?

Color the jar with a few cookies red.

New words

a few
jar
cookie

1 Introduce the concept

Resources: flashcards: *one – a lot of*, *a lot of – a few*; a set of crayons

- Review one and a lot of. Show the flashcard for *one – a lot of*. Point to the teddy bear and say *One or a lot of teddy bears? One! There is one teddy bear.* Point to the collection of twelve teddy bears and say *One or a lot of teddy bears? There are a lot of teddy bears.*
- Show the flashcard for *a lot of – a few*. Point to the side of the flashcard with twelve teddy bears on it. Say *A lot or a few? A lot. There are a lot of teddy bears.* Point to the side of the flashcard with three teddy bears on it. Say *A few or a lot of teddy bears? A few. There are a few teddy bears.*
- Then show the children one crayon, a few crayons, and a lot of crayons. Gesture and ask *One, a few, or a lot of crayons?* Elicit *One crayon, A few crayons, or A lot of crayons.*
- Point to a group of three or four children and ask *How many children?* Elicit *(There are) a few (children).* Then gesture to the whole class. Ask *How many children?* Elicit *(There are) a lot (of children).*

2 Play One, a few, or a lot?

Resources: sets of classroom objects (e.g., blocks, crayons, books), two boxes for each group

- Divide the class into small groups. Distribute a different type of classroom object and two boxes to each group.
- Tell the children to divide their objects into the two boxes, one with a lot of objects and one with a few objects.
- When the children have finished, ask each group *One, a few, or a lot of (blocks)?* Elicit *A few (blocks). / A lot of (blocks).*

3 Student's Book

Resources: Student's Book, page 17; red crayons

- Point to a cookie in the Student's Book. Say *What is it? It's a cookie.* Encourage children to repeat *It's a cookie.*
- Point to the left-hand jar and ask *A few or a lot of cookies?* Elicit *A lot of cookies.* Say *Yes! There are a lot of cookies.* Encourage children to repeat *There are a lot of cookies.*
- Point to the right-hand jar and ask *A few or a lot of cookies?* Elicit *A few.* Say *Yes! There are a few cookies.* Encourage children to repeat *There are a few cookies.*
- Practice a lot of and a few. Point to each jar and ask *A few cookies or a lot of cookies?* Elicit *A few cookies* for the jar with a few cookies. Elicit *A lot of cookies* for the jar with



a lot of cookies. Say *Point to the jar with a lot of cookies. Point to the jar with a few cookies.*

- Ask children to use their crayons to complete the activity. Say *Choose a red crayon. Color the jar with a few cookies red.*

Extension: Practice the concepts a few and a lot of further by pointing to and asking about objects and groups of objects around the classroom.

4 Further practice

Resources: small craft pom poms, straws, shallow containers or jars

- Show the children the pom poms. Say *Look. These are pom poms.* Encourage the children to repeat *Pom poms.*
- Tell the children they are going to race each other in small groups to get the pom poms into the containers, but they can't use their hands! Demonstrate how to suck on a straw to pick up a pom pom.
- Set a timer for 60 seconds. Say *Ready, set, go!*
- Children try to get as many pom poms in their container as they can. When the timer finishes, say *Stop!*
- Compare the children's containers. Ask *A lot of pom poms or a few pom poms?* Elicit either *A few pom poms* or *A lot of pom poms.*



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Unit 1 inside – outside

Aims

Math concept

Children will:

- learn the concepts of inside and outside.
- differentiate between inside and outside.
- use English to say where children are.

Fine motor skills

Children will:

- color.

Key language

Where is (she)?

Where are we?

He's/She's/

We're/It's/They're
(inside/outside).

Where's the (tree)?

Where are the
(children)?

Point to the
(children).

Color the clothes of
the children outside
the playhouse.

New words

inside
outside
playhouse
children
girl
clothes

1 Introduce the concept

Resources: flashcard: *inside – outside*

- Point out of the window. Say **Outside**. Point inside the classroom. Say **Inside**.
- Show children the flashcard for *inside – outside*. Point to the girl outside the playhouse and ask **Where is she?** Elicit **Outside**. Say **Yes! She's outside**. Encourage children to repeat **Outside**. Point to the girl inside the playhouse and ask **Where is she?** Elicit **Inside**. Say **Yes! She's inside**. Encourage children to repeat **Inside**.
- Point to a tree or a person out of the window. Ask **Where's the (tree)?** Elicit **Outside**. Say **Yes! It's outside**.
- Point to yourself and the children. Ask **Where are we?** Elicit **Inside**. Say **Yes! We're inside**.

2 Play Inside/outside

Resources: a long rope or chalk

- If possible, play this game on the playground or in the school gym.
- Make a large circle on the ground with the rope or chalk. Tell children to stand outside the edge of the circle.
- Explain they are outside the circle. Say **Outside**. Point to the inside of the circle and say **Inside**. Point in and out of the circle and elicit **Outside** and **Inside**.
- To play the game, tell children that they must jump (or stay) inside the circle when you say inside, and they must jump (or stay) on the outside of the circle when you say outside. Start by alternating **Inside, outside, inside, outside, inside, outside**. Then make it more challenging by repeating an instruction more than once, e.g., **Inside, outside, outside**, etc.
- To make the game more interesting, vary the the speed of your instructions.

3 Student's Book

Resources: Student's Book, page 18; crayons

- Point to the playhouse in the Student's Book. Say **What is it? It's a playhouse**. Encourage children to repeat **Playhouse**.
- Point to the girl inside the playhouse in the Student's Book. Ask **Where is the girl?** Elicit **Inside**. Say **Yes! She's inside**. Say **Point to the girl inside the playhouse**.
- Point to the children outside the playhouse and ask **Where are the children?** Elicit **Outside**. Say **Yes! They're outside**. Say **Point to the children outside the playhouse**.
- Encourage children to point to the girl and boy. Ask children to repeat the words **Girl** and **Boy**.



- Tell the children to use their crayons to color the clothes of the children outside the playhouse. Say **Color the clothes of the children outside the playhouse**.
- Fast finishers can color the clothes of the girl inside the playhouse.

Extension: Ask **Do you want to play inside or outside the playhouse?** Tell the children to draw themselves in the picture either inside the playhouse or outside.

4 Further practice

Resources: sound or video clips

- Tell the children to sit in a circle with their eyes closed.
- Say **Listen**. Play different sound or video clips of sounds you normally hear both inside and outside.
- Suggested inside sounds: brushing teeth, eating a meal with knives and forks, going to bed, reading a book, a TV; suggested outside sounds: horses galloping, farm animals, cars, trains, birds singing.
- Ask children to listen and say whether it's an inside sound or an outside sound. Sometimes there may be more than one possible answer.

Tip: Activities where children sit quietly and listen to things around them help to promote mindfulness. If you don't have technology in the classroom to play sound effects, you can ask children to listen to the sounds around them and say whether they are inside or outside.



Go to the Richmond Learning Platform for more practice.