

# Unit

# 1

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# Unit 1 same – different

## Aims

### Math concept

Children will:

- compare objects.
- identify things that are the same and different.
- use English to say if something is the same or different.

### Fine motor skills

Children will:

- draw circles and cross out.
- paste paper.

## Key language

What is it?

It's a butterfly.

What color is it?

It's blue/purple/  
pink/yellow/  
orange.

This is a (purple)  
butterfly.

Butterflies have  
wings.

Are they all the  
same or different?

They're the same/  
different.

## New words

circle (v.)

cross out (v.)

same

different

butterfly

wing

## 1 Introduce the concept

**Resources:** flashcards: *same – different*, *purple*, *blue*; a bag with objects that are the same and different

- Show the flashcard for *same – different*. Point to the first butterfly. Say *What is it? It's a butterfly*. Ask *What color is it?* Elicit *(It's) purple*. Use the color flashcards if necessary.
- Ask the same for the second butterfly.
- Say *This is a purple butterfly, and this is a purple butterfly. They're the same.*
- Point to the last two butterflies. Ask the same questions. Say *This is a purple butterfly, and this is a blue butterfly. They're different.*
- Say *This is a purple butterfly, and this is a purple butterfly. They're the same. Let's draw a circle around them.* Then say *This is a purple butterfly, and this is a blue butterfly. They're different. Let's cross them out.* Show the actions with your finger.
- Invite a volunteer to the front of the class to take one object out of the bag. Instruct them to try to find another that is the same through touch. They reveal the second object and say *They're the same/different.*

## 2 Play Same and different statues!

**Resources:** music to dance to

- Play music while everyone dances. Pause the music and say *Statues! Same!* Create a statue position while children imitate you. Do something obvious: stretching your arms, crouching, or sticking out tongues.
- Play the music again. When you pause it, say *Statues! Different!* and children create a statue different from yours.
- Invite volunteers to create the statue positions and give the commands.

## 3 Student's Book

**Resources:** Student's Book, page 11; crayons

- Point to a butterfly. Ask *What is it?* Elicit *(It's a) butterfly*. Act out being a butterfly, flapping your wings, and say *Yes! It's a butterfly*. Encourage the children to do the action and repeat *(It's a) butterfly*.
- Point to all the butterflies and ask *Are they all the same or different?* Say *They're different*. Encourage the children to repeat *(They're) different*.
- Point to one of the butterfly's wings and say *Butterflies have wings. What color is it?* Elicit *It's (yellow and pink)*. Use the color flashcards if necessary.
- Point to two butterflies. Ask *Are they the same or different?* Elicit *They're the same/different*. Repeat with different butterflies.



- Draw a circle and an X on the board and say *Circle the butterflies that are the same. Cross out the butterflies that are different.*

**Extension:** Point to two butterflies and say *Same!* or *Different!* Children reply *Yes!* if correct or *No!* if incorrect. Invite volunteers to take the lead, saying *Same!* or *Different!*

## 4 Further practice

**Resources:** small cut-outs of circles, squares, and triangles in a variety of colors; scissors, glue, plain paper

- Show children the shapes. Name them and elicit their colors.
- Children choose to create a piece of art either using the same shape (e.g., all circles) or different shapes (e.g., circles, squares, and triangles). To create a picture in which everything is the same, they will use several matching shapes of the same color. To create a picture in which everything is different, they will use several different shapes (of different colors if they wish).
- Demonstrate by gluing shapes onto a piece of paper. Create a picture in which the shapes and colors are the same. Say *They're (blue squares). They're the same!* Then create a picture in which the shapes and colors are different. Say *A (blue square), a (yellow triangle), and a (red circle). They're different!*
- Place a range of shapes on the tables, a piece of plain paper per child, and glue. Invite children to make a picture with shapes and colors that are the same or a picture with shapes and colors that are different.
- Invite children to show their art to the class. Ask *Are the shapes and colors the same or different?* Elicit *They're the same/different!*



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# Unit 1 Circles

## Aims

### Math concept

Children will:

- understand what a circle is.
- identify real-world circles.
- use English to name circles.

### Fine motor skills

Children will:

- trace and color.
- trace around real objects.

## Key language

What is it?

It's a (bird).

What shape is it?

It's a circle.

Trace the big circle.

Color the big circle.

Trace the other circles and color them.

Are they the same or different?

They're different.

## New words

color (v.)

trace (v.)

crayon

bird

circle

## 1 Introduce the concept

**Resources:** flashcard: *circle* (either color); objects in the classroom that are circles

- Show the flashcard for *circle*. Ask *What is it?* Say *It's a circle*. Children repeat *(It's a) circle*.
- Use your finger to draw a circle in the air. Children copy you. Ask them to make a circle, using their nose, their elbow, their foot, etc.
- Ask children to point to circles they can see in the classroom. If they don't know the words in English, name the objects yourself, e.g., *Clock*.

## 2 Play Stand on a shape

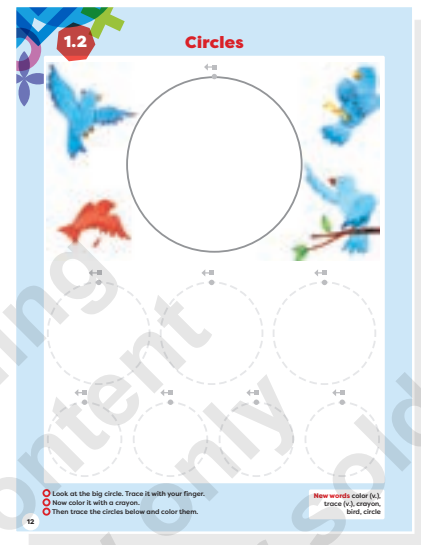
**Resources:** flashcard: *big - small*; chalk or masking tape, music

- Draw a big circle and a small circle on the floor, using chalk or masking tape.
- Stand on the outline of the big circle and ask *What is it?* Say *It's a big circle*. Bring your arms out to model the word *big*. Stand on the small circle and say *It's a small circle*. Model the word *small*. Use the flashcard for *big - small* if necessary.
- Play some music and encourage the children to dance. Pause the music and give a command: *Stand in the (big/small) circle!* The children run to stand in the circle you called out before you start the music again. Repeat a few times.
- Invite volunteers to give the commands. They might want to just say *Big circle!* or *Small circle!*

## 3 Student's Book

**Resources:** Student's Book, page 12; crayons

- Point to one of the birds. Ask *What is it?* Act out being a bird flapping your wings and say *It's a bird*. Encourage children to do the action and repeat *(It's a) bird*.
- Count the birds with the children: *One, two, three, four*.
- Trace the big circle with your finger. Ask *What shape is it?* Say *It's a circle*. Encourage the children to say *(It's a) circle*.
- Children use their fingers to trace the big circle in their books and then color it in. Say *Use your finger. Trace the big circle*.
- Then hold up a crayon and ask *What is it?* Say *It's a crayon*. Encourage children to repeat *(It's a) crayon*. Then say *Now color the big circle with a crayon*.
- Point to all the circles on the page. Ask *Are they the same or different?* Elicit *They're different*. Say *Yes!* and point out that they are different sizes.
- Say *Now trace the other circles and color them*.



**Extension:** Count the circles with the children: *One, two, three, four, five, six, seven, eight*.

## 4 Further practice

**Resources:** circular objects (e.g., frisbee, big coin, big button, cookie, yo-yo, plate, toy donut, toy pizza, toy wheel, hula hoop, clock, medal, sticky tape), objects of other shapes, aluminum foil, pencils, crayons, cardboard

- Before class, tightly wrap the objects (some circular, others not circular) in aluminum foil.
- Display the wrapped objects on a table. Pick up each one and ask *Is this a circle?* Elicit *Yes* or *No*.
- Pick up each circular object and ask *What is it?* Encourage the children to guess what the objects are. Allow L1 and translate into English. Then reveal each one and affirm the object's name.
- Explain that children will choose and trace some of the circular shapes and color them in to create posters. Demonstrate by placing a circular object on a piece of paper, tracing around it, and adding the details, e.g., trace around a toy pizza and then add tomato, cheese, and pepperoni.
- Hand out a piece of cardboard to each child and let them choose circular objects to trace and color in.
- Invite children to present their posters. Ask them how many circles they have on their posters, including things like pepperoni or holes in their donuts.
- Display their posters in the classroom.

**Tip:** Ensure you monitor children handling small parts or avoid small objects if you don't think they are suitable for your class.



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## Aims

### Math concept

Children will:

- understand the concepts of more and less.
- count to compare quantities.
- use English to express more and less.

### Fine motor skills

Children will:

- cross out, draw, and color.
- crumple up and glue paper.

## Key language

This bowl has more/less pasta.

Which hand has more/less modeling clay?

What is it?

It's a (jar).

Which jar has (more/less) (candy)?

Point to the blue/red lid.

Cross out the jar with more candy.

Count the candy in the jar with the blue lid.

Draw more candy in the jar with the red lid.

## New words

draw (v.)  
more  
less  
candy  
jar  
lid  
red



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# Unit 1 more – less

## 1 Introduce the concept

**Resources:** flashcard: *more – less*; two jars, dry pasta shapes (or any small items that won't be a choking hazard)

- Show the flashcard for *more – less*. Children look at the pasta in each dish. Point to the bowls and the pasta as you say *This bowl has more pasta. This bowl has less pasta.* Emphasize the words “more” and “less”. Encourage the children to repeat *More* and *Less* as you point.
- Put ten pieces of pasta in one jar, and one piece of pasta in another jar. Say *Look at the jars.* Encourage the children to repeat *Jar.* For each jar, ask *Which jar has more/less pasta?* Invite a volunteer to point and help them say *More/Less.*

## 2 Play One, two, three: more or less?

**Resources:** modeling clay

- Put a ball of modeling clay into each of your hands. Put a different amount of modeling clay in each hand. Hide both your hands behind your back. Count *One, two, three* and bring both your hands forward. Open both hands to reveal the modeling clay. Say *Look at the modeling clay.*
- Ask *Which hand has more modeling clay?* Invite a volunteer to touch the hand with more modeling clay in it and say *More.* Encourage everyone to repeat *More.* Repeat the question for the hand with less modeling clay. Then play again.
- Children then take some modeling clay and do the same activity in pairs. Monitor and help. Allow them to play a few rounds.

## 3 Student's Book

**Resources:** Student's Book, page 13; crayons

- Point to the candy in the first jar. Say *Look at the jar. What is in the jar? It's candy.* Encourage children to repeat *(It's) candy.* Ask if they like candy.
- Count the candy in the first two jars with the children. For each jar, ask *Which jar has more/less candy?* Children point and say *More/Less.*
- Say *Cross out the jar with more candy.* Draw an X on the board to remind them how to do it. Repeat for the next row.
- Refer to the lids of the jars on the last row. Say *This is a lid.* Encourage children to repeat *Lid.*
- Say *Point to the blue lid. Point to the red lid.* Children point to each lid in turn.
- Say *Count the candy in the jar with the blue lid.* Children count the three pieces of candy.



Next say *Draw more candy in the jar with the red lid.* Children draw more than three items of candy into the jar with the red lid.

- Say *Now color the other lids. Use blue for the jars with less candy. Use red for the jars with more candy.* Children color the other lids: blue for less and red for more. Monitor the children as they work.

**Tip:** Ensure the children understand that they are only comparing jars across the same row.

**Extension:** Count the jars with the children. Ask them to point to any circles. Elicit the colors of the candy.

## 4 Further practice

**Resources:** tubes from paper towels, green cardboard, red and green crepe paper, glue

- Before class, cut a slit in either side of the tube and cut the green cardboard into the shape of the crown of a tree. Slot the crown of the tree into the slits in the tube. Prepare tree crowns and tubes for each child. Keep the tree crowns and the tubes separate.
- Show the class your tree and ask *What is it?* Elicit *It's a tree.*
- Remove the crown of the tree from the tube. Tear some red or green crepe paper and crumple it up to make a ball. Place it on the crown of the tree. Say *This is fruit!* If necessary, use L1 to explain the meaning of fruit. Ask *What color is it?* Elicit *Red/Green.*
- Hand out the materials and explain to the children that they will make trees and glue some fruit onto them.
- Invite children to present their trees. Ask them how many pieces of fruit they've glued and what colors they are. Select any two and ask *Which tree has more fruit? Which tree has less fruit?* Invite a volunteer to point and say *More/Less.*

# Unit 1 Number 1

## Aims

### Math concept

Children will:

- identify the written numeral for number 1.
- practice writing number 1.
- use English to count single objects.

### Fine motor skills

Children will:

- trace, color, and write.
- finger paint.

## Key language

What is it?

It's a (ball).

How many (balls)?

One.

What color is it?

It's yellow/red.

It's a sequence.

What's next?

Point to the number one. Color it with a crayon.

Trace the number one.

Finish the color sequence.

## New words

sequence

one

ball

dog

yellow

## 1 Introduce the concept

**Resources:** flashcards: number 1, 1 teddy bear

- Show the flashcard for 1 teddy bear and ask *What is it?* Say *It's a teddy bear.* Ask *How many teddy bears?* Elicit *One.*
- Show the flashcard for number 1 and have children repeat *One.* Trace the number with your finger and say *Number one.*
- Draw a number 1 in the air. Children copy you. Make sure they are writing it in the right direction (i.e., top to bottom).
- Write a mix of numbers on the board in any order, repeating the number 1 many times. Invite volunteers to come to the board and circle only the number 1s they can find.
- Start a pattern on the board, using 1s and circles. Write number 1 and draw a circle next to it, then write a number 1 and a circle with dotted lines, and finally draw two boxes at the end of the sequence. Point to the first number 1 and ask *What number is it?* Elicit *One.* Point to the circle and ask *What shape is it?* Elicit *(A) circle.* Point to the number 1 in dotted line, repeat the question, and elicit *One.* Point to the circle in dotted line, repeat the question, and elicit *Circle.* Point to the boxes and say *It's a sequence. What's next?* Elicit what comes next: *One* and then *Circle.* Ask a volunteer to complete the sequence on the board.

## 2 Play Number search

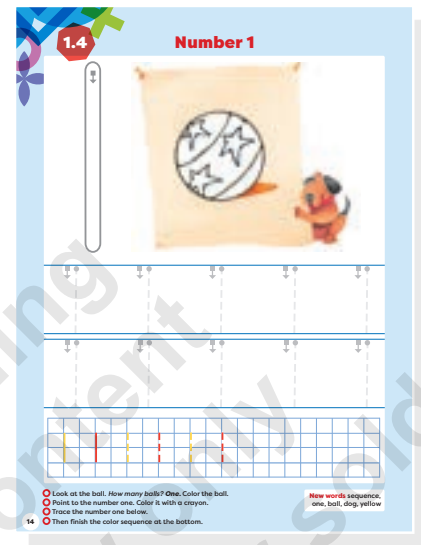
**Resources:** cards with number 1 written on half of them and pictures of animals on the others

- Set out the cards with animals and numbers written on them face down on a table.
- Children take turns to come to the front of the class to turn a card face up. Encourage children to cheer for every number 1 that is revealed. Children keep the cards that they turn.
- When all the cards have been turned over, the child with the most number 1s is the winner.

## 3 Student's Book

**Resources:** Student's Book, page 14; crayons (including yellow and red)

- Point to the ball and ask *What is it?* Say *It's a ball.* Children repeat *(It's a) ball.* Ask children if they like playing with balls. Point to the dog and say *I think the dog likes this ball!*
- Ask *How many balls?* and elicit *One.*
- Say *Color the ball.*
- Next, say *Point to the number one.* Children point to the big number 1 next to the ball. Say *Color it with a crayon.* Encourage the children to follow the direction of the arrow.



- Point to the number 1 below and say *Trace the number one with your finger.* Children trace the number with their fingers. Encourage them to follow the direction of the arrow. Then say *Now, trace the number one with a crayon.*
- Refer to the color sequence at the bottom of the page. For each color, ask *What color is it?* Elicit *Yellow/Red.* Use the color flashcards if necessary. Say *It's a sequence. Yellow, red. What's next?* Elicit each of the colors that follow. Say *Finish the color sequence with a yellow and a red crayon.*

**Extension:** Ask children what colors they used to color in the ball.

## 4 Further practice

**Resources:** plain paper, different-colored paints, containers for paint

- Point to your index finger and say *What is it? It's a finger.*
- Show the paint and ask *What is it? It's paint.* Ask *What color is it?* and elicit the correct answer.
- Demonstrate the activity. Put your finger in the paint and make a fingerprint on a piece of paper. Then add more fingerprints to make a giant number 1. Make sure the children understand they can only use their index finger.
- Set out the paint on each table (one color per table) and hand out the plain paper, one per child. Children use their finger to paint a large number 1, working from top to bottom.
- Invite children to present their giant number ones. Ask them what color they used.



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## Aims

### Math concept

Children will:

- identify matching items.
- match simple puzzle halves.
- use English to express matching pairs.

### Fine motor skills

Children will:

- draw lines and color.
- glue paper.

## Key language

What is it?

It's a (chick).

What color is it?

It's (blue).

Do they match?

## New words

match (v.)

shape

egg

chick

blue

green

# Unit 1 Matching

## 1 Introduce the concept

**Resources:** flashcard: *matching*; cardboard puzzle pieces

- Before class, prepare simple cardboard puzzles for a matching activity. Make simple drawings (e.g., a tree, a face, an apple, a sun, a heart, a triangle) and cut in two.

- Show the flashcard for *matching*. Ask the children to look at the matching shapes. Then draw the first half of each shape on the left of the board and the second half of each shape in random order on the right of the board. Invite students to come up and match the halves. When they have finished, show them the flashcard again so they can check their answers.

- Set out your puzzle pieces. Mix them up and invite volunteers to match the pieces. Say *Match the pieces*. Hold up the two matching pieces for the whole class and ask *Do they match?* Elicit *Yes!* Name the objects in English *It's a (sun)*.

## 2 Play Match!

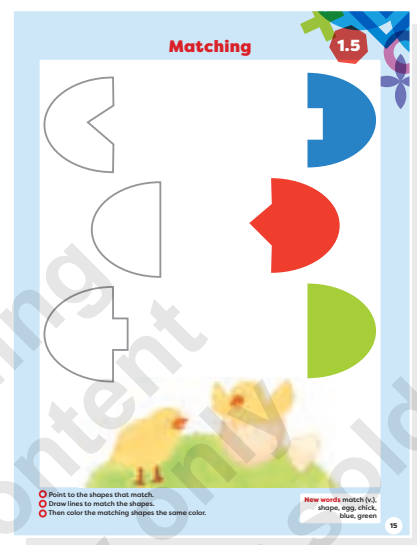
**Resources:** all shape flashcards, a big box, items that match (e.g., two puzzle pieces, two red plastic blocks, two parts of a newspaper) and items that are cut into halves (e.g., a cardboard tube, a blue piece of paper, a shoe box, a paper folder, a business card), music

- Put all the items and the flashcards in a big box. Show children a big box and tell them that, inside it, there are things that match. Invite children to take one item or flashcard out of the box.
- Play some music and have them walk around exchanging items with others. Then pause the music and tell children to find their matching partner.
- Choose a pair of children and have them hold their items up high. Ask *Do they match?* Children shout *Yes!* if they do and *No!* if they don't.
- Play the music again for children to play again.

## 3 Student's Book

**Resources:** Student's Book, page 15; blue, green, and red crayons

- Point to the chick and ask *What is it?* Say *It's a chick*. Children repeat *(It's a) chick*. Point to the egg and ask *What is it?* Say *It's an egg*. Children repeat *(It's an) egg*.
- Say *Point to the shapes that match*. Help children identify the shapes that match. Then say *Use your finger. Match the shapes*. Children trace a line with their fingers between the shapes that match.



- Say *Now draw lines to match the shapes*. Monitor and check as children use their crayons to draw lines between the shapes that match.
- Point to the blue shape and ask *What color is it?* Elicit *Blue*. Use the color flashcards if necessary. Ask *Which shape matches?* Encourage children to tell you the matching shape. Say *Now color it the same color*. Point to the two matching shapes and say *Blue and blue*. Children color the matching shapes blue.
- Repeat for the other shapes so that all the matching shapes have matching colors.

**Extension:** Point to any two half shapes and ask *Do they match?* Children reply *Yes!* or *No!*

## 4 Further practice

**Resources:** plain paper, magazine cut-outs or print-outs cut in half (e.g., a house, a ball, a banana), glue

- Demonstrate the activity. Take half a cut-out and show it to the children. Ask *What is it?* Name it. Then say *Let's match*. Look through the other cut-outs and find the matching half. Ask *Do they match?* and elicit *Yes!* Then glue them together on plain paper.
- Hand out plain paper and a mix of matching half cut-outs for each table. Children find the matching pieces and glue them onto the plain paper. Children may work individually or in pairs.
- Invite children to present their matching items.



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# Unit 1 Number 2

## Aims

### Math concept

Children will:

- identify the written numeral for number 2.
- practice writing number 2.
- use English to count two objects.

### Fine motor skills

Children will:

- trace, color, and write.
- make models.

## Key language

What is it?

It's a (box).

How many (boxes)?

One. Two.

What color is it?

Red.

Point to the number two.

Color it with a crayon.

Trace the number two.

Choose a red crayon.

Finish the sequence.

## New words

two  
box  
cat

## 1 Introduce the concept

**Resources:** flashcards: *number 2*, 2 dolls; string or yarn

- Show the flashcard for 2 dolls and point to one of the dolls. Ask *What is it?* Elicit or say *It's a doll*. Encourage children to repeat (*It's a*) doll. Ask *How many dolls?* Count with the children: *One, two*.
- Show the flashcard for number 2. Ask *What number is it?* Say *Two* and have children repeat. Trace the number with your finger and say *Number two*.
- With your back to the class, draw the number 2 in the air. Encourage children to copy you. Make sure they are writing it in the right direction.
- Hand out a piece of string or yarn to each child and have them make the number two with it on their desk.

## 2 Play Jump on the number

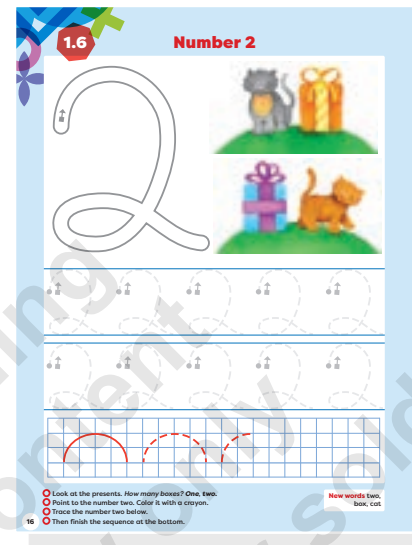
**Resources:** chalk or masking tape

- Have children stand up and say *Jump on one foot!* Children should jump on one foot once. Call out *Stop!* and then say *Jump on two feet!* Children should jump on two feet twice. Call out *Stop!* and repeat a few times, speeding up.
- Make a big number 2 on the floor, using chalk or masking tape. Children stand in a line. Everyone chants *Two, two, two, two!* as they jump with two feet from the top to the bottom of the number, trying to stay on the line.

## 3 Student's Book

**Resources:** Student's Book, page 16; red crayons

- Point to one of the boxes and ask *What is it?* Say *It's a box*. Encourage children to repeat (*It's a*) box. Ask *How many boxes?* and encourage children to count: *One, two*.
- Point to one of the cats and ask *What is it?* Say *It's a cat*. Children repeat (*It's a*) cat. Ask *How many cats?* Elicit *Two*.
- Ask children to use their crayons to complete the activity. Say *Point to the number two*. *Color it with a crayon*. Encourage children to follow the direction of the arrow.
- Point to the number two below and say *Trace the number two with your finger*. Again, encourage children to follow the direction of the arrow.
- Then say *Now trace the number two with a crayon*.



- Refer to the sequence at the bottom of the page. Ask *What color is it?* Use the color flashcards if necessary. Elicit *Red*. Then say *Look at the line*. In L1, point out the features of the curved lines (curved, two squares tall, four squares wide).
- Say *Choose a red crayon. Finish the sequence*.

**Extension:** Ask children what color they used to color in the big number 2. Ask children to say in L1 how many number 2s they can see on the page (twelve).

## 4 Further practice

**Resources:** modeling clay, cardboard

- Show the modeling clay and ask *What is it?* Elicit *It's modeling clay*. Ask *What color is it?* Elicit the correct response.
- Demonstrate the activity. Roll some modeling clay into a snake shape and make a number 2. Place it on a piece of cardboard. Then make two objects out of modeling clay, e.g., two balls, two bananas, two ice cream cones, two hearts. Say what they are and place them on the same piece of cardboard. Count: *One, two*.
- Set out some modeling clay on each table and a piece of cardboard for each child.
- When the children have finished making their numbers and shapes, display them on a table and invite children to present their work. Ask them to say what they made, what colors they used, and also ask them to count.



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# Unit 1 Numbers 1 and 2

## Aims

### Math concept

Children will:

- count one and two objects.
- practice writing numbers 1 and 2.
- use English to count up to two objects.

### Fine motor skills

Children will:

- color and trace.
- glue paper.

## Key language

What is it?

It's a (raccoon).

How many (balls)?

One/Two.

What color is it?

It's (yellow).

How many flowers?

Two.

The bird is standing on number one.

The raccoon is holding number two.

Color one ball/two balls.

Trace the numbers with your finger/a crayon.

## New words

raccoon



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## 1 Introduce the concept

**Resources:** flashcards: number 1, number 2, 1 teddy bear, 2 dolls

- Show the flashcards for 1 teddy bear and 2 dolls. Ask *What is it?* Elicit or say *It's a teddy bear/doll*. Ask *How many teddy bears/dolls?* Elicit *One/Two*.
- Show the flashcards for number 1 and number 2 and say the numbers. Have children repeat *One/Two*.
- Invite a volunteer to the front of the class to match a number picture flashcard with a number flashcard. Say *Match the number and the picture*. Ask the class *Do they match?* Elicit *Yes!* or *No!* Repeat with other volunteers.

## 2 Play Scavenger hunt

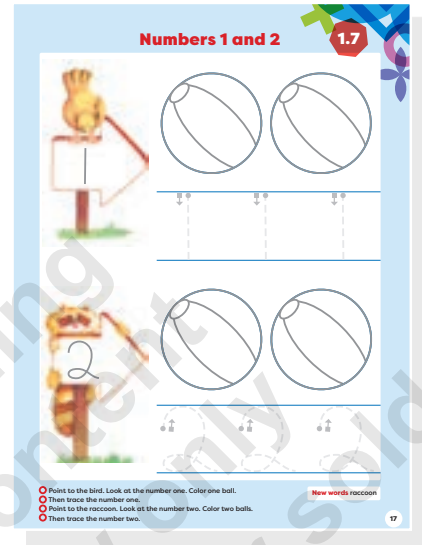
**Resources:** classroom objects

- Have children walk around and find objects that there are one of or two of.
- Gather together. Say *Show me one!* Children who have chosen one object hold it up. Then say *Show me two!* Children who have two of the same object hold them up.
- Repeat the commands, speeding up and repeating a command in a sequence so children have to listen carefully, e.g., *Show me one! Show me two! Show me two! Show me one!*
- Help the children name the objects they have gathered and their colors.

## 3 Student's Book

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

- Point to the bird and ask *What is it?* Elicit or say *It's a bird*. Say *The bird is standing on number...* Show one finger and elicit *One*.
- Bring children's attention to the balls in the first row. Ask *How many balls?* and encourage children to count: *One, two*. Make sure the children understand they are counting the balls in the first row only.
- Say *The bird is standing on number one, so color one ball*. The children color one ball in the first row.
- Point to the number 1s below the balls and say *Trace the number ones with your finger*. Encourage the children to follow the direction of the arrow as they trace with their fingers. Say *Now show me a crayon. Trace the numbers with a crayon*.
- Repeat with the second row of balls. Point to the raccoon and ask *What is it?* Teach *It's a raccoon*. Encourage children to repeat *(It's a) raccoon*. Say *The raccoon is holding number...* Show two fingers and elicit *Two*.



- Bring children's attention to the balls in the second row. Ask *How many balls?* and encourage children to count: *One, two*.
- Point to the number 2 on the sign and say *The raccoon is holding number two, so color two balls*. The children color two balls in the second row.
- Point to the number 2s below the balls and, as before, ask the children to trace them with their fingers and then with a crayon.

**Extension:** Ask children what colors they used to color the balls.

## 4 Further practice

**Resources:** plain paper, paper flower cut-outs, glue, crayons

- Before class, prepare some paper flower cut-outs. Each child needs one piece of paper and three flowers.
- Show a flower cut-out and ask *What is it?* Say or elicit *It's a flower*. Ask *What color is it?*
- Demonstrate the activity. Write number 1 on the left of the plain paper and 2 on the right. Glue one flower under number 1. Point to number 2 and ask *How many flowers?* Elicit *Two* and glue two flowers under number 2.
- Hand out the materials. Place a mix of paper flowers in the middle of each table.
- Say *Write number one and number two*. Walk around and help as needed.
- Say *Now paste on the flowers*. Walk around and help as needed.
- Invite children to present their work. Ask them what colors their flowers are and count, e.g., *One blue flower*.

**Tip:** If free-hand writing is difficult for your class, write the numbers on each piece of paper before class, and elicit them during class.

# Unit 1 big – small

## Aims

### Math concept

Children will:

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

### Fine motor skills

Children will:

- draw diagonal lines and color.
- glue paper.

## Key language

What is it?

It's a (cat).

Is it big or small?

It's big/small.

How many wheels?

Where is the other (big) wheel?

Point to the (big) wheel.

Color the (big) wheel.

Match the (big) bike to the (big) wheel.

## New words

big  
small  
bike  
wheel

## 1 Introduce the concept

**Resources:** flashcard: *big – medium – small*; the same object in two sizes – big and small (e.g., balls, plastic blocks, books, school bags)

- Point to the big cat on the *big – medium – small* flashcard and ask *What is it?* Elicit or say *It's a cat*. Say *It's a big cat* and make a gesture for big with your arms. Encourage children to imitate and repeat *Big*. Point to the small cat and ask *Is this a big cat?* Say *No, it's a small cat* and make a gesture for small with your hands. Encourage children to imitate and repeat *Small*.
- Show a big object and a small object. Point to one of them and ask *Is it big? Is it small?* using gestures as before. Elicit *It's big/small*.
- Ask children to think of and say things that are big and small. Accept suggestions in L1 and translate into English.

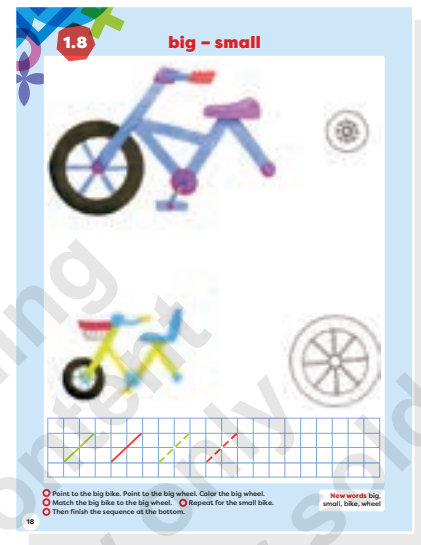
## 2 Play Make yourself big or small

- Have everyone stand up. Say *Big!* and encourage everyone to stand in a star shape with arms and legs spread wide. Then say *Small!* and encourage everyone to crouch and form a little ball.
- Give commands and children follow: *Big/Small!* Make it more challenging by speeding up and by repeating the same commands in a row, e.g., say *Small! Big! Small! Small!*
- Invite volunteers to take turns saying the commands.

## 3 Student's Book

**Resources:** Student's Book, page 18; crayons (including green and red)

- Point to the big bike and ask *What is it?* Say *It's a bike*. Encourage children to repeat *(It's a) bike*.
- Ask *Is it big or small?* Elicit *It's big*.
- Point to the wheel on the big bike and ask *How many wheels?* Elicit *One*. Say *Oh no! The bike has one wheel!*
- Ask *Where is the other wheel?* Encourage children to point to the single big wheel at the bottom of the page.
- Repeat the process for the small bike.
- Say *Point to the big wheel. Show me a crayon. Color the big wheel*. Children color the big wheel.
- Then say *Now match the big bike to the big wheel*. Children draw a line to match the big bike to the big wheel.
- Repeat the process for the small bike. Say *Where is the other small wheel? Point to the small wheel. Color the small wheel. Match the small bike to the small wheel*.



- Refer to the sequence at the bottom. Point to the first two lines and elicit the colors. Use the color flashcards if necessary. Using L1, point out the features of each line (diagonal, two squares tall, two squares wide).
- Say *Show me a green and a red crayon. Finish the sequence*.

**Extension:** Point to the bikes in turn and say *Big/Small bike*. Children call out *Yes!* when you are correct and *No!* when you are incorrect.

## 4 Further practice

**Resources:** plain pieces of big paper, plain pieces of small paper, big and small paper circles, glue

- Show a small paper circle and big paper circle. Point to each one and ask *What is it?* Elicit *(It's a) circle*. For each, ask *Is it big or small?*
- Demonstrate the activity. Pretend to think and say *Big!* Take a big piece of paper and glue lots of big circles onto it. Show your collage of big circles.
- Then take a small piece of paper. Pretend to think and say *Small!* Glue lots of small circles onto it. Show your collage of small circles. Point to your pieces of art and, for each, ask *Is it big or small?*
- Hand out big pieces of paper and big circles to some children, and small pieces of paper and small circles to others. As you hand them out, ask each child *Big or small?* Invite children to present their work. Ask *Is it big or small?*



Go to the Richmond Learning Platform for more practice.

# Unit 1 Numbers 1 and 2

## Aims

### Math concept

Children will:

- count one and two objects.
- practice writing numbers 1 and 2.
- use English to count up to two objects.

### Fine motor skills

Children will:

- color, trace, and write.
- draw simple pictures.

## Key language

What is it?

It's a (house).

How many (dots)?

One/Two.

Match the number to the dots.

Color the squares with one picture blue.

Color the square with two pictures yellow.

Trace and write the numbers.

## New words

picture  
house  
car

## 1 Introduce the concept

**Resources:** flashcards: *number 1, number 2, 1 dot, 2 dots*

- Show the flashcard for *2 dots*. Point to the dots and ask *How many dots?* Elicit *One, two*. Show the flashcard for *1 dot* and ask *How many dots?* Elicit *One*.
- Show the flashcards for *number 1* and *number 2*, and have children say the numbers: *One/Two*.
- Ask them to make the numbers in the air with their nose, knee, foot, etc. and repeat *One/Two*.
- Invite a volunteer to the front of the class to match a dots flashcard and a number flashcard. Say *Match the number to the dots*. Ask the rest of the class *Do they match?* Children say *Yes* or *No*.
- Show one finger and say *One*. Then show two fingers and say *Two*. Have children imitate you as they say the numbers with you. Then only say the numbers and have children show you their fingers. Next, only show fingers and children say the numbers.

## 2 Play Number groups

**Resources:** music

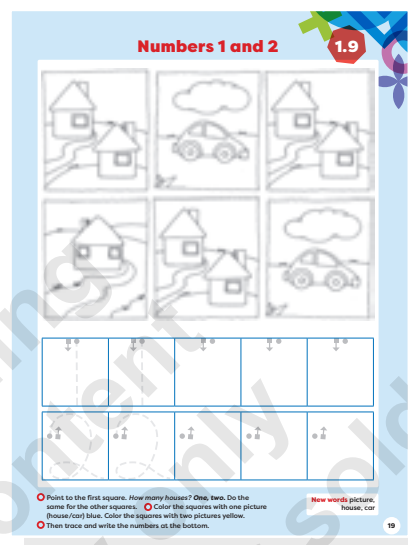
- Play some music while children walk around or dance.
- When you pause the music, call out either *One!* or *Two!* When you call out *One!* children freeze as individuals. When you call out *Two!* children find a partner, hold hands, and freeze together.
- Repeat several times.
- Invite volunteers to give the commands: *One!* or *Two!*

**Tip:** If you have an odd number of children, join in yourself to create an even number.

## 3 Student's Book

**Resources:** Student's Book, page 19; blue and yellow crayons

- Point to the first square and ask *How many houses?* Elicit *One, two*. Do the same for the other squares, asking *How many houses/cars?*
- Say *Point to the squares with one picture* (e.g., the second square). Then say *Point to the squares with two pictures* (e.g., the first square). Make sure children understand you are referring to the houses and cars when you say "picture".
- Ask children to use their crayons to complete the activity. *Show me a blue crayon. Color the squares with one picture blue*. Reinforce the instructions by holding up one finger and repeating *Blue*.



- Then say *Show me a yellow crayon. Color the squares with two pictures yellow*. Reinforce the instruction by holding up two fingers and repeating *Yellow*.
- Bring children's attention to the numbers at the bottom. Ask *What number is it?* Elicit *One/Two*. Say *Trace the numbers with your finger. Now, trace and write the numbers*. Make sure the children are following the direction of the arrows.

**Extension:** Point to two different squares at a time and ask *Are they the same or different?* Elicit *They're the same/different*.

## 4 Further practice

**Resources:** plain paper, crayons

- Before class, draw two squares on each piece of plain paper. Each child needs one piece of paper.
- Demonstrate the activity. Show one of the pieces of paper and make a simple sketch of a single object inside the first square, e.g., a face, a tree, a table, a flower. Ask *How many (flowers)?* Elicit *One*.
- Then make a simple sketch of an object repeated twice inside the second square. Ask *How many (faces)?* Elicit *Two*.
- Hand out one piece of paper to each child.
- Say *Draw one picture in one square. Draw two pictures in the other square*. Children draw one object in the first square and two objects in the other square.
- Invite children to present their work. Ask them what they drew and the colors they used. Ask the class about the number of objects they can see, for example, *How many (trees)?*



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# Unit 1 Numbers 1 and 2

## Aims

### Math concept

Children will:

- count one and two objects.
- practice writing numbers 1 and 2.
- use English to count up to two objects.

### Fine motor skills

Children will:

- trace and write numbers.

## Key language

What is it?

It's a (hat).

How many (teddy bears)?

One/Two.

Write the number (two).

What number is it?

Trace and write the numbers.

## New words

umbrella  
sweater  
coat  
pants  
hat  
shirt

## 1 Introduce the concept

**Resources:** flashcards: 1 teddy bear, 2 dolls

- Show the flashcard for 1 teddy bear and ask *How many teddy bears?* Elicit *One*. Invite a volunteer to write number 1 on the board.
- Show the flashcard for 2 dolls and ask *How many dolls?* Elicit *Two*. Invite a volunteer to write number 2 on the board next to number 1.
- Use those numbers to start a pattern using 1s and 2s. Write another number 1 and 2 with dotted lines next to the ones the children wrote, and then draw two boxes at the end of the sequence. Point to the first number 1 and say *One*. Point to number 2 and say *Two*. Point to the dotted numbers and elicit *One/Two*. Point to the boxes and elicit what comes next. Ask a volunteer to complete the sequence on the board by writing number 1 and number 2.

## 2 Play Number hopscotch

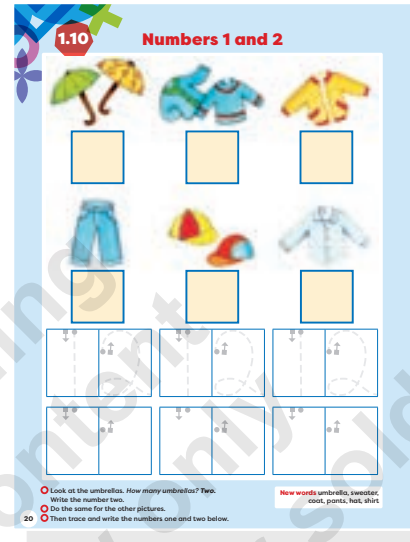
**Resources:** chalk or masking tape

- Have children stand up and say *Jump on one foot!* Children should jump on one foot once. Say *Stop! Jump on two feet!* Children should jump on two feet two times. Say *Stop!* Repeat a few times, speeding up.
- Use chalk or masking tape to write the numbers 1 and 2 on the floor in a vertical line, alternating, i.e., 1-2-1-2-1-2.
- Children stand in a line. Child A jumps on number 1 on one foot, and number 2 on two feet, as he/she says the numbers. Child B starts jumping on number 1 in the same way when Child A is jumping on the next number 1 and joins in, saying the numbers. Continue in the same way with the other children. When they get to the end of the line, they sit down in their places.

## 3 Student's Book

**Resources:** Student's Book, page 20; crayons

- Point to an umbrella and ask *What is it?* Say *It's an umbrella*. Children repeat *(It's an) umbrella*. Ask *How many umbrellas?* Elicit *Two*.
- Point to the box under the umbrellas and say *Write the number two*.
- Repeat the process for sweater, coat, pants, hat, and shirt.
- Bring children's attention to the numbers at the bottom. Ask *What number is it?* Elicit *One/Two*. Say *Trace the numbers with your finger. Now, show me a crayon. Trace and write the numbers*. Make sure they are following the direction of the arrows.



**Extension:** Point to the different clothes in turn and say *One/Two*. If you are correct, children reply *Yes!* If you are wrong, they reply *No!*

## 4 Further practice

**Resources:** flashcards: number 1, number 2, 1 teddy bear, 2 dolls; music

- Play *Pass the number*. Have the children sit in a circle. Hand out the flashcards for number 1 and number 2, 1 teddy bear, and 2 dolls. Ask *What number is it? How many?* for each flashcard.
- Play the music and tell the children to pass the cards slowly around the circle. Stop the music and call out one of the numbers, e.g., *One*. The children holding the flashcards for number 1 and 1 teddy bear jump up and switch places.
- Play the music and repeat several times with all the flashcards to make sure all the children get a chance to switch places.



Go to the Richmond Learning Platform for more practice.

# Unit 1 Squares

## Aims

### Math concept

Children will:

- understand what a square is.
- identify squares in the real world.
- use English to name squares.

### Fine motor skills

Children will:

- trace and color squares.
- trace around real-world objects.

## Key language

What is it?

It's a robot.

Is it a circle?

It's a square.

Is it big or small?

It's big/small.

What shape is it?

Trace the big square with your finger.

Color the square.

Trace the other squares with your crayons and color them.

## New words

square  
robot

## 1 Introduce the concept

**Resources:** flashcard: *square* (either color); objects in the classroom that are square-shaped

- Show the flashcard for *square*. Ask *What is it?* Say *It's a square*. Encourage children to repeat (*It's a square*).
- Use your finger to draw a square shape in the air. Encourage children to copy you.
- Then ask them to make the numbers in the air with their nose, knee, foot, etc.
- Ask children to point to squares they can see in the classroom. If they don't know the word in English, name the objects yourself, e.g., *Window. Yes, the window is a square.*

## 2 Play Robot

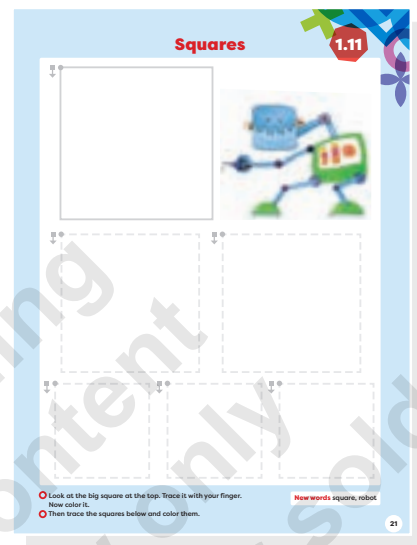
**Resources:** chalk or masking tape

- Make a big square and a small square in two different places on the floor, using chalk or masking tape.
- Draw a quick sketch of a robot on the board. Ask *What is it?* Teach *It's a robot*. Encourage children to repeat *It's a robot*.
- Stand still with your arms like a robot and say *I'm a robot* in a robot voice. Walk like a robot to the big square and say *It's a big square* in a robot voice. Bring your arms out to model the word big. Encourage children to repeat in robot voices. Do the same with the small square.
- To play the game, children walk around the classroom like robots, following instructions to walk toward the big or small square. Tap each child in turn on the shoulder and say in a robot voice *Robot, walk to the big/small square*. When the child gets to the square, they freeze in robot position.
- Invite volunteers to give the commands. They can just say *Robot, big square!* or *Robot, small square!*

## 3 Student's Book

**Resources:** Student's Book, page 21; crayons

- Point to the robot. Ask children *What is it?* In a robot voice, say *It's a robot*.
- Point and say *Look at the robot's face. Is it a circle?* Elicit *No*. Say *No, it's a square*. Encourage children to repeat (*It's a square*).
- Point to the big square at the top and ask *What shape is it?* Elicit *It's a square*. Ask *Is it big or small?* Elicit *It's big*.
- Say *Trace the big square with your finger. Now, show me a crayon. Color the square.*
- Say *Trace the other squares with your crayons and color them.*



**Extension:** Count the squares with the children.

## 4 Further practice

**Resources:** square objects (e.g., sticky notes pad, cracker or cookie, board from a board game, pizza box, box, plate, sugar cube, dice, Rubik's cube, building block, board book), non-square objects, aluminum paper, cardboard

- Before class, wrap the objects in aluminum paper (some square-shaped, others not square-shaped).
- Display the wrapped objects on a table. Pick up each one and ask *Is this a square?* Elicit *Yes* or *No*.
- Ask children to guess what the square-shaped objects are. Allow L1 and translate into English. Reveal each one and affirm the object's name in English.
- Explain that they will use the square-shaped objects to create posters. They will trace the objects and then add the details and color them in. Demonstrate by placing a square-shaped object on a piece of paper, tracing around it, and adding the details, e.g., trace around a building block and then color it in.
- Hand out a piece of cardboard to each child, and let them choose square-shaped objects to trace and color in.
- Invite children to present their posters. Ask them how many squares they have on their posters. Help them name the objects and say what colors they used. For example, *It's a block. It's blue.*

**Tip:** Encourage children to share and take turns with the objects they want to trace. If you don't have enough square-shaped objects, you could add square pieces of cardboard for children to trace around.



Go to the Richmond Learning Platform for more practice.

# Unit 1 one more

## Aims

### Math concept

Children will:

- understand the concept of one more.
- count to compare quantities.
- use English to express one more.

### Fine motor skills

Children will:

- draw and write numbers.
- draw simple objects.

## Key language

What is it?

It's a flower/an apple.

How many (apples)?

One.

Draw one more (apple).

How many (apples) now?

Two.

This is a jar/  
gumball.

These are marbles.

There's one more.

Look at the  
flowerpot.

Color the apples  
and the flowers.

## New words

apple  
plate  
flower  
flowerpot



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## 1 Introduce the concept

**Resources:** flashcard: *one more*; a jar, two marbles (or any small items)

- Show the flashcard for *one more*. Point to a gumball inside one of the jars on the flashcard. Say *This is a gumball*. Encourage the children to repeat *Gumball*.
- Point to the first jar and ask *How many gumballs?* Help children count: *One, two, three, four, five, six*.
- Point to the second jar and ask *How many gumballs?* Help children count: *One, two, three, four, five, six, seven*. Show your finger and say *One more*. Encourage the children to copy you and repeat *One more*.
- Show the jar and the marbles and say *This is a jar, and these are marbles*. Drop one marble inside the jar. Ask *How many marbles?* Elicit *One*. Then drop the other marble in the jar. Ask *How many marbles now?* Elicit *Two*. Conclude *There's one more!*

## 2 Play Find one more

**Resources:** objects in the classroom

- Ask a child to get any object from the classroom, e.g., a book, and place it on a table. Ask *How many books?* Elicit *One*.
- Say to the rest of the class *Find one more book*. Children look around and see if they can find one more book. When they do, they raise their hand. Have the first child to raise their hand place it next to the first book. Ask *How many books now?* Elicit *Two*.
- Ask a different child to get a different object, e.g., a pen, from somewhere in the classroom. Ask *How many pens?* Elicit *One*.
- Say to the rest of the class *Find one more pen* and continue the game.
- Play a few rounds.

## 3 Student's Book

**Resources:** Student's Book, page 22; crayons

- Point to the plate and say *Look at the plate*. Encourage children to repeat *Plate*.
- Point to the apple and ask *What is it?* Say *It's an apple*. Encourage children to repeat *(It's an) apple*.
- Ask *How many apples?* Elicit *One*.
- Say *Draw one more apple*. Encourage children to draw one more apple on the plate. Ask *How many apples now?* Elicit *Two*.
- Say *Write the number two*. Children write the number 2 in the square next to the apples.
- Repeat the process for the flower. First, point to the flowerpot and say *Look at the flowerpot*. Encourage children to repeat *Flowerpot*.



- Point to the flower and ask *What is it?* Say *It's a flower*. Encourage children to repeat *(It's a) flower*.
- Ask *How many flowers?* Elicit *One*.
- Say *Draw one more flower*. Children draw one more flower in the flowerpot. Ask *How many flowers now?* Elicit *Two*.
- Then tell children to write the number 2 in the square next to the flowers.
- Say *Now color the apples and flowers*.

**Extension:** Ask the children what colors they used for the apples and the flowers.

## 4 Further practice

**Resources:** plain paper, crayons

- Demonstrate the activity. Take a piece of paper and draw something simple, e.g., a face, a tree, or a heart on the left-hand side of the piece of paper. Name what you have drawn, e.g., *It's a (face)*. Ask *How many (faces)?* Elicit *One*.
- Invite a volunteer to the front and say *Draw one more (face)*. Encourage them to copy your drawing on the other side of the paper. Ask *How many (faces) now?* Elicit *Two*.
- Hand out a piece of paper to each child. Ask them what they would like to draw. Allow L1 and translate into English.
- When the children have finished their drawings, tell them to find a partner and exchange their drawings. Then say *Now draw one more. Draw on the right side*. Each child copies their partner's drawing on the other side of the paper.
- Children get their drawings back and show them to the class. Help them name the objects. Ask how many there are and what colors they used.

# Unit 1 Characteristics

## Aims

### Math concept

Children will:

- compare objects.
- identify characteristics to tell if things are the same or different.
- use English to say if things are the same or different.

### Fine motor skills

Children will:

- cross out and draw lines.
- glue paper.

## Key language

What is it?

It's a (square).

Which (pictures) are the same?

Which (picture) is different?

The (blue) (square/s).

The (apples) are the same.

The (orange) is different.

What shape is it?

Cross out the (blue square).

Finish the color sequence.

## New words

triangle  
orange

## 1 Introduce the concept

**Resources:** flashcard: *same – different*; three objects that are the same and one that is different

- Show the flashcard for *same – different*. Point to a butterfly and ask *What is it?* Elicit or say *It's a butterfly*.
- Ask *Which butterflies are the same?* Encourage children to reply *The (purple) (butterflies)*.
- Ask *Which butterflies are different?* Elicit *The blue butterfly and the purple butterfly*. Affirm that the butterflies are different because they have different colors.
- Show three objects that are the same and one that is different (in terms of size or color). Ask *Which are the same? Which is different?* Elicit or say *The (apples) are the same. The (orange) is different*. Point out the characteristics of the objects and how they are the same and different.

## 2 Play Which one is different?

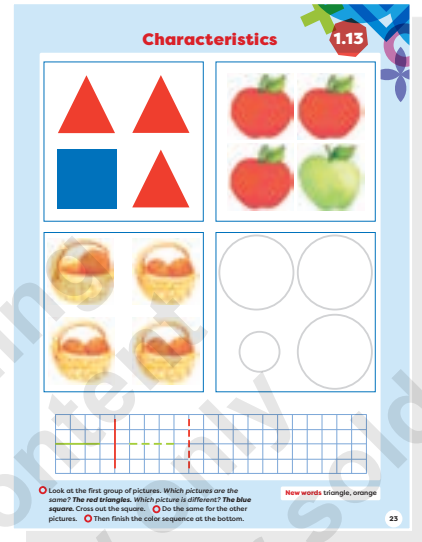
**Resources:** flashcards: *blue circle, yellow circle, red square, orange square, green triangle, pink triangle*; cardboard circles, squares, and triangles

- Point to each shape flashcard and ask *What shape is it?* Elicit the names of the shapes for *Square* and *Circle*. Teach *Triangle*. Children repeat *Triangle*.
- Set out three shape flashcards for the class to see: two that are the same shape and one that is different. Ask *Which shapes are the same? Which shape is different?* Repeat with different shape flashcards.
- Divide the class into pairs and give each pair of children six cut-out shape cards: two circles, two squares, and two triangles. One child chooses two of the same and one different shape to ask the other child about. Then they switch roles.

## 3 Student's Book

**Resources:** Student's Book, page 23; green and red crayons

- Bring children's attention to the first group of pictures. Point to the blue square and ask *What shape is it?* Elicit *(It's a) square*. Say *Yes, it's a blue square*. Repeat for one of the triangles. Then say *Yes, it's a red triangle*.
- Ask *Which pictures are the same?* Elicit *The red triangles*. Ask *Which picture is different?* Elicit *The blue square*.
- Say *Cross out the blue square. It's different*. Children draw an X over the blue square.



- Repeat the process for the other pictures.
- Refer to the sequence at the bottom. Point to the first two lines and elicit the colors. Point out the features of the lines in L1 (green lines are horizontal and three squares long; red lines are vertical and three squares tall). Say *Now finish the color sequence*.

## 4 Further practice

**Resources:** several sets of four identical cut-outs or print-outs, glue, posterboard

- Divide the class into groups. Provide each group with a piece of posterboard and some glue. Place a collection of several sets of four identical cut-outs or print-outs in the middle of each table (e.g. four red apples, four oranges, four yellow suns, four crescent moons, four blue circles, etc.)
- Tell each group to create collections of images that include three items that are the same and one that is different, like they saw in their Student's Books. If time allows, they can create four collections of four items. Encourage them to work together to decide what should be in each collection and then glue each collection on the posterboard.
- Circulate around the class and help by asking questions about the characteristics of the items.
- Come together as a class and have each group present their collections. Ask questions such as *Which pictures are the same? Which picture is different?* Talk about the characteristics of the items and how they are the same and different.



Go to the Richmond Learning Platform for more practice.