

Unit

1

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Unit 1 Circles

Aims

Math concept

Children will:

- identify circles.
- identify circular objects in the real world.
- use English to name circles.

Fine motor skills

Children will:

- trace, draw, and color circles.
- draw in or around circles.
- color.

Key language

What is it?

It's a (circle).

Trace the circle with your finger.

Is it a circle?

Color the (circles) (blue).

Trace and complete the circles.

Trace the sequence.

New words

trace (v.)

color (v.)

finger

circle

square

blue

1 Introduce the concept

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

- Show children the flashcards for *circle*. Ask *What is it?* Say *It's a circle*. Encourage children to repeat *It's a circle*.
- Use your finger to make a circle shape in the air. Say *A circle*. Encourage children to copy you. Make big circles and small circles.
- Ask children if they can see any objects in the classroom that are circles. Encourage them to point to and name the objects. If they don't know a word in English, name the object yourself, e.g., *A clock. Yes, a clock is a circle*.

2 Play Simon Says

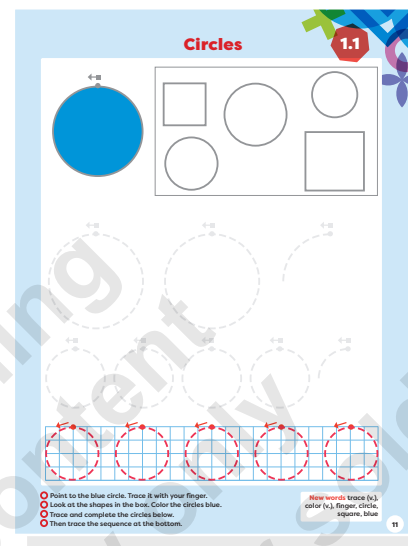
Resources: paper circles

- Hand out one paper circle to each child.
- Say *Simon Says...* followed by a command, e.g., *Sit on/jump on/walk around your circle*, or *Put your circle on your head/shoulder/foot*. Use gestures to show the meaning of each action as you say the command. If you say "Simon Says", children follow your command. If you don't say "Simon Says", they shouldn't move.
- Each time you give a command, praise one or two children who responded correctly. Say *Good job, (Sonia)!*

3 Student's Book

Resources: Student's Book, page 11; crayons, including blue

- Point to the blue circle in the Student's Book. Ask children *What is it?* Elicit *It's a circle*.
- Trace the circle with your finger. Encourage children to do the same. Say *Trace the circle with your finger*.
- Point to the box with squares and circles in it. Point to each shape in turn, asking *Is it a circle?* Elicit *Yes* or *No*. When you point to a square, say *No. It's a square*. Encourage children to repeat *It's a square*.
- Hold up a blue crayon and say *Color the circles blue*.
- When children have finished coloring the circles blue, point to the next part of the activity. Trace one of the circles below with your finger and say *Trace and complete the circles*. Children trace and complete the circles.
- Point to the sequence at the bottom of the page and say *Trace the sequence*. With your finger, trace one or more of the circles.



Extension: Ask the children to count the red circles at the bottom of the page. Encourage them to say *There are five circles!*

4 Further practice

Resources: plain paper, crayons

- Before class, draw a circle on a sheet of plain paper for each child.
- Draw a circle on the board. Say *Look. It's a circle*. Draw rays around the circle to turn it into a sun. Say *Look, now it's the sun*. Draw another circle and turn it into a different circular object (e.g., a smiley face, a plate of food, a ball). Ask children for more ideas of circular objects you could draw.
- Hand out the plain paper. Children turn their circle into something else by drawing in it or around it. They color in their drawings using the crayons.
- Invite children to present their circular drawings and name the objects. Help them by giving the English word where necessary.

Unit 1 big – medium – small

Aims

Math concept

Children will:

- identify sizes (big, medium, and small).
- compare big, medium, and small things.
- use English to say if something is big, medium, or small.

Fine motor skills

Children will:

- trace objects and color.
- make big, medium, and small posters.

Key language

What is it?

It's a (cat).

Is it (big/medium/small)?

It's (big/medium/small).

What color are the pencils?

Trace the big flowerpot and color it blue.

New words

big
medium
small
flower
flowerpot
pencil
yellow
red

1 Introduce the concept

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

- Show the flashcard for *big – medium – small*. Point to the big cat and say *It's a cat. It's big*. Do a gesture with your arms to reinforce the meaning of big. Encourage children to copy you and repeat *It's big*.
- Do the same for with the medium and small cats, using gestures to reinforce the meaning.
- Show the three objects: one big, one medium, and one small. Point to the smallest object and ask *Is it big?* Say *No, it's small*.
- Point to the other objects in turn and ask *Is it (big/medium/small)?* Elicit *Yes* or *No, it's (big/medium/small)*.
- Next, invite volunteers to come to the front of the class. Say *Point to the (big/medium/small) (ball)*.
- Ask children to think of and say things that are big, medium, or small. Accept suggestions in L1 and translate into English.

2 Play Feely bag

Resources: cloth bag; six of the same type of object, but different sizes (e.g., two small blocks, two medium-sized blocks, and two big blocks)

- Ask a volunteer to put three of the objects (one big, one medium, and one small) in order from small to big on the floor or on a table.
- Place the remaining three objects in the bag.
- Invite a volunteer to place both hands in the bag. Say *Show me the (big) (block)*. Point to the big block on the floor for reference. The volunteer finds the object and takes it out of the bag. Check that it is the size you named.
- Play a few rounds with different children.

3 Student's Book

Resources: Student's Book, page 12; flashcards: *red, blue, yellow*; red, blue, and yellow crayons

- Point to the picture of three pencils in the Student's Book. Ask *What color are the pencils?* Elicit *Blue, yellow and red*. Show the color flashcards if necessary. Children point to the picture and repeat the colors.
- Point to the big flower. Say *Look. It's a flower*. Ask *Is it big, medium, or small?* Elicit *It's big*. Repeat with the other two flowers.
- Repeat with the flowerpots. Say *It's a flowerpot*. Ask *Is it big, medium, or small?* Elicit *It's big*. Repeat with the other two flowerpots.



- Say *Trace the big flowerpot and color it blue. Then color the flower blue*. Use gestures if needed to clarify the meaning of your instructions.
- Do the same for the other flowerpots. Children color the medium flowerpot yellow and the small flowerpot red.

Extension: Count the flowers with the children: *One, two, three*.

4 Further practice

Resources: cardboard, magazines or print-outs, scissors, glue

- Divide the class into small groups. Each group will work together to make a poster.
- Before class, prepare a sheet of cardboard for each group. Divide each sheet into three sections by drawing two lines. Write **BIG** in big letters in the first section, **MEDIUM** in medium-sized letters in the second section, and **SMALL** in small letters in the third section.
- Hand out magazines and have children search for objects. They cut out pictures and glue each one onto one of the sections on their poster, according to whether the object in the picture is big, medium, or small. Note: As the words big, medium, and small have only relative meaning, children may disagree on whether an object is big, medium, or small. Accept these differences, and make sure they understand that there is no right or wrong answer!
- Invite children to present their posters. Point to some items on the posters, asking *Is it big, medium, or small?*



Go to the Richmond Learning Platform for more practice.

Unit 1 one – a lot of

Aims

Math concept

Children will:

- understand the concepts of one and a lot of.
- compare quantities.
- use English to express one and a lot of.

Fine motor skills

Children will:

- draw stars.
- paint dots on paper.

Key language

How many (stars)?

One (star).

A lot of (stars).

Draw a lot of (stars).

Tear pieces of paper and paste them on the (blanket).

New words

a lot of
draw (v.)
tear (v.)
paper
star
boy
window
bed
blanket
colors

1 Introduce the concept

Resources: flashcard: *one – a lot of*

- Show the flashcard for *one – a lot of*. Point to the single cookie in the jar on the left and say *It's a cookie*. Act out eating a cookie and show that you are enjoying it. (You can lick your lips and say *Mmm!*) Have children act out eating a cookie, too.
- Point to the cookie again and ask *How many cookies?* Say *One cookie* and hold up one finger. Children repeat *One cookie*.
- Point to the second jar and ask *How many cookies?* Say *A lot of cookies*. Children repeat *A lot of cookies*.
- Point to the first picture again, saying *One cookie*. Then point to the second picture and say *A lot of cookies*. Explain, if necessary, that “a lot of” doesn’t mean a particular number.
- Now point to the pictures without speaking and encourage children to say *One cookie* or *A lot of cookies*.

2 Play One or a lot of?

Resources: pencils

- Hold up one pencil and say *One pencil*. Then hold up several pencils in one hand and say *A lot of pencils*.
- Without the children seeing, hold one pencil in one hand and several pencils in the other hand. Put both hands behind your back. Look toward the hand that is holding one pencil and ask *One pencil? Or a lot of pencils?* Bring that hand in front and show children the pencil. Say *One pencil!* Repeat with the other hand.
- Put your hands behind your back again and swap the quantities in each hand. Invite a volunteer to tap one of your arms and guess if that hand has one pencil or a lot of pencils in it. Reveal how many pencils you are holding in that hand. Ask *How many pencils?* Elicit *One pencil* or *A lot of pencils*.
- Repeat with another volunteer.
- In pairs, children take turns holding pencils behind their backs – one in one hand and several in the other. The other child taps their arm and makes a guess. They then switch.

3 Student's Book

Resources: Student's Book, page 13; pencils, colored paper

- Point to the boy and ask *How many boys?* Say *One boy*. Children repeat. Point to the star and ask *How many stars?* Say *One star*. Children repeat.



- Point to the window and say *Look at the window. Draw a lot of stars*. Use gestures to show the meaning of the instructions.
- Ask *How many stars now?* Elicit *A lot of stars*.
- Then demonstrate the next part of the activity. Tear some small pieces of paper in different colors and act out placing them onto the blanket in the picture. Say *Tear pieces of paper and paste them on the blanket. Use different colors*.

Extension: Ask children what colors they used for the blanket. Encourage them to point to the colors and say the color names in English.

4 Further practice

Resources: cotton swabs, white paint, bowls for paint, black paper cut in fours

- Before class, use a cotton swab dipped in white paint to make one small dot in the middle of each piece of paper.
- Show one of the pieces of paper and ask *What color is it?* Elicit *Black*. Use the color flashcard if necessary. Then point to the white dot and ask *What color is it?* *White. How many (dots)? One*. Say *Make a lot of dots*. Use gestures to show the meaning of your instructions.
- Hand out the pieces of black paper and the materials. Give children enough time to fill their paper with white dots.



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Go to the Richmond Learning Platform for more practice.

Unit 1 Color sequences

Aims

Math concept

Children will:

- identify colors.
- follow and create color sequences.
- use English to say the colors in a color sequence.
- complete color sequences.

Fine motor skills

Children will:

- color.
- build towers in a color sequence.

Key language

What is it?

It's a (crayon).

What colors are the crayons?

(Green).

Color the crayons green, red, orange, and blue.

New words

same
order
crayon
green
orange

1 Introduce the concept

Resources: four color flashcards (any color)

- Hold up each flashcard in turn and ask *What color is it?* Elicit the names of known colors, and teach any that children don't know. Say *It's (green).*
- Stick the four flashcards on the board in a row, e.g., blue, yellow, green, orange. Say the colors as you point to the flashcards, moving from left to right. Repeat, encouraging the children to say the sequence with you, e.g., *Blue, yellow, green, orange.*
- Now point without speaking and elicit the sequence from the children.
- Tell the children they have to remember the sequence. Remove the four flashcards. Then stick the first flashcard back on the board. Say *Blue.*
- Point to children in turn and have each child say the next color in the sequence. e.g., child A says *Yellow*, child B says *Green*, child C says *Orange*. Have the class repeat the whole sequence.
- Repeat this process but stick different flashcards from the sequence on the board to start, e.g., stick the second yellow flashcard and ask children to tell you what color comes before it (blue), and what colors come after it (green and orange).

2 Play Body sequence

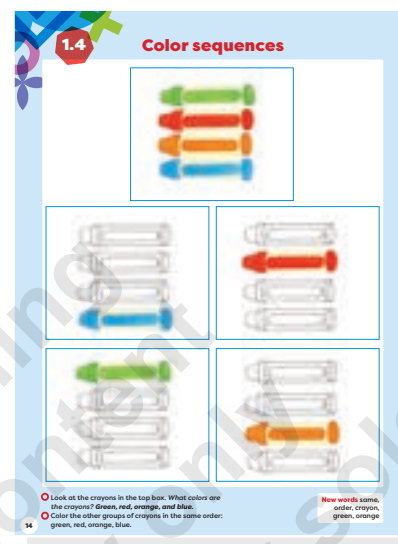
Resources: big colored blocks

- Hand out a colored block to each child as you elicit the names of the colors.
- Say a sequence of four colors, e.g., *Red, yellow, blue, orange*. Children holding blocks in those colors hold the blocks up in the air. Invite four of these children to stand in a line at the front of the class, in the order of your sequence. Say the sequence again to check that they are standing in the correct order.
- Now encourage other children who have the same four colored blocks to form groups and make the sequences themselves.
- Repeat the process with different colors.

3 Student's Book

Resources: Student's Book, page 14; green, red, orange, and blue crayons

- Point to one of the crayons and ask *What is it?* Teach *It's a crayon*. Have children repeat.
- Say *Look at the crayons at the top. What colors are the crayons?* Elicit *Green, red, orange, and blue*. Encourage children to point to the crayons while saying the colors.
- Say *Color the crayons green, red, orange, and blue*. Point to the crayons in one of the boxes as you repeat the sequence.



- Children copy the color sequence in each of the four boxes by coloring the crayons. Encourage them to say the sequence to themselves in English as they color.

Extension: Ask children to count how many crayons are in the box at the top. Ask *How many crayons?*

4 Further practice

Resources: card, crayons, colored bricks or blocks

- Divide the class into small groups. Each group will work together to build a tower.
- Before class, prepare a card for each group. On each card, draw a vertical row of four small squares. Color the squares to make a sequence, e.g., yellow at the top, then orange, then green, then red at the bottom. Create different color sequences on each piece of card.
- Provide each group with a card and colored bricks or blocks. Each group builds a tower following the sequence on their card.
- When children have finished, have each group present their tower and say the sequence, e.g., *Yellow, orange, green, red*.
- Take photographs of the children's towers next to the cards, and upload them to your class blog, or attach them to a newsletter for families to see.



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Unit 1 Numbers 1 and 2

Aims

Math concept

Children will:

- identify numbers 1 and 2.
- 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 numbers.
- make a one and two poster.

Key language

What is it?

It's a (bird).

How many (dolls)?

What number (is it)?

One/Two.

Color one book.

Trace and write number one.

Finish the sequence.

New words

write
one
two
sign
book
bird

1 Introduce the concept

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

- Show the flashcard for number 1 and elicit **One**. Draw the number in the air. Have children imitate you and repeat **One**.
- Show the flashcard for number 2 and elicit **Two**. Draw the number in the air with your back to the class. Have children imitate you and repeat **Two**.
- Show the flashcards for 1 teddy bear and 2 dolls and ask **What is it?** Say **It's a (teddy bear/doll)**. Ask **How many (teddy bears/dolls)?** Elicit **One/Two**.
- Invite four volunteers up to the front and give each volunteer a flashcard. Have them stand in pairs, matching each number picture flashcard with the correct number picture flashcard. Say **Match the numbers with the pictures**. Explain your instructions in L1 if necessary. Have the rest of the class check that they have done this correctly. Point to the flashcards in turn, saying **One. One teddy bear. Two. Two dolls**.
- Hold up one finger and say **One**. Then hold up two fingers and say **Two**. Have children imitate you as they say the numbers with you. Then say the words without holding up any fingers. Children listen and hold up the correct number of fingers.

2 Play Scavenger hunt

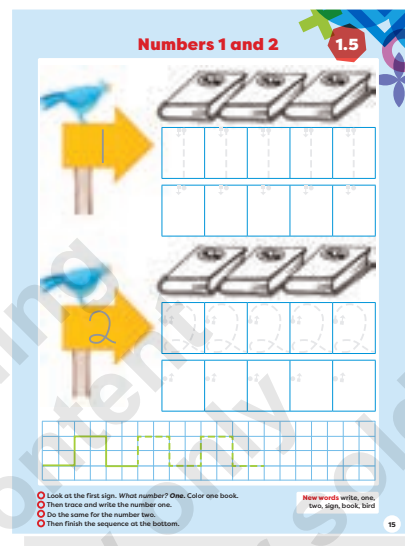
Resources: objects in the classroom

- Have each child walk around the classroom. Tell each child to find two similar small objects, e.g., two crayons, two books, two rulers.
- Gather together and say **Show me one!** Children hold up one of the objects. Then say **Show me two!** Children hold up both of their objects.
- Repeat the commands, gradually speeding up so that children really have to listen and concentrate, e.g., **Show me one! Show me two! Show me two! Show me one!**
- Name the objects and their colors. Ask **What is it?** and **What color is it?** and say or elicit the names and colors.

3 Student's Book

Resources: Student's Book, page 15; crayons

- Point to the bird and ask **What is it?** Say **It's a bird**. Then point to the sign and say **Look. It's a sign. What number is it?** Elicit **One**. Say **Color one book**.
- Demonstrate tracing the first number one and writing number one under it. Say **Trace and write number one**. Children then trace and write all the number ones.
- Do the same for the number two.



- Point to the sequence at the bottom of the page. Say **Show me a green crayon. Finish the sequence**. In order to finish the sequence, children will need to move two squares across, two squares up, two squares across, then two squares down each time. Demonstrate by tracing the sequence with your finger.

Extension: Ask children to count the books in each row.

4 Further practice

Resources: cardboard, magazines or print-outs from the internet, scissors, glue

- Put the children in groups and hand out a sheet of cardboard to each group to make a poster with.
- Hand out materials and have children search for pictures they can find two of, e.g., two boys, two cars, two houses. They cut out the pictures and glue them onto their poster. They write the number two next to each set.
- They also glue on pictures they only found one of, and write the number one next to these.
- Display the posters and invite children to present their work. Point and ask **How many (dogs)?**



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Go to the Richmond Learning Platform for more practice.

Unit 1 inside – outside

Aims

Math concept

Children will:

- understand the meaning of inside and outside.
- identify the spatial location of objects.
- use English to say where something is.
- complete a chart.

Fine motor skills

Children will:

- draw Xs and color.
- make a pencil case.

Key language

What is it?

It's a (pencil).

Is the (pencil) inside or outside?

Look at the chart.

In the chart, mark an X for (inside).

Inside.

Outside.

New words

inside
outside
pencil case
marker
scissors
ruler
eraser
chart

1 Introduce the concept

Resources: flashcard: *inside – outside*

- Show the flashcard for *inside – outside*. Point to the first pencil case and ask *What is it?* Say *It's a pencil case*. Children repeat *It's a pencil case*. Now, point to the pencil in the first pencil case and ask *What is it?* Elicit *It's a pencil*. Say *The pencil is inside the pencil case*. *Where is the (pencil)?* Encourage children to repeat *Inside the pencil case*. Do the same for *outside*.
- Point to each picture again and have children repeat *Inside* and *Outside*.
- Point quickly and have children say the words as fast as they can.

2 Play Inside, outside

- Sit on the floor and say *Make a circle*. Use gestures to show that you want the children to come and sit, forming a circle with you.
- Hold your hands up in the air. Have children imitate you. Then say *Inside!* and put your hands on the ground inside the circle. Children imitate you and repeat *Inside!*
- Repeat, this time saying *Outside!* and putting your hands on the ground outside the circle.
- Repeat several times. Then make the activity into a game. Continue to say *Inside!* or *Outside!* and put your hands inside or outside the circle, but sometimes do the wrong action (e.g., say *Outside!* but put your hands inside the circle). Children must listen to what you say, not follow what you do.

3 Student's Book

Resources: Student's Book, page 16; crayons

- Point to the first picture and say *Is the pencil inside or outside the pencil case?* Elicit *Inside*. Ask the same for the next picture. Elicit *Outside*.
- Point to the big pencil case. Say *Are the pencils inside or outside?* Elicit *Inside*.
- Point to the chart. Say *Look at the chart*. Point to the pencils and say *Pencils*. Point to the symbol for "inside" and say *Inside*. Point to the symbol for "outside" and say *Outside*. Say *In the chart, mark an X for inside*. Point to the box under the pencils.
- Point to the other school objects inside and outside the big pencil case and teach their names: *Markers, Scissors, Ruler, Eraser*.
- Now repeat the process with these objects. Say *Is the (eraser/ruler) inside or outside?* and *Are the (markers/scissors) inside or outside?* Children mark an X in the appropriate box under each picture in the chart.



- Finally, say *Now color the marker, scissors, ruler, and eraser*.

Extension: Ask children to count the number of school objects in the big pencil case.

4 Further practice

Resources: cardboard, glue, scissors, crayons, school objects

- Show the cardboard and explain that you are going to make a simple "pencil case" to use in a game. Demonstrate how to do this. Fold the four edges of the cardboard upward. Then cut a diagonal slit in each corner of the cardboard. Now fold the four edges up and stick the corners together (so that it is like a tray). Alternatively, they could simply fold the cardboard and imagine that it is a pencil case with a lid.
- Hand out the materials and give children a time limit to complete their pencil cases. Walk around and provide help.
- Next, give commands for children to place school objects inside or outside their pencil cases, e.g., *Put your (ruler) (inside) your pencil case*.
- Give different commands for the children to put various objects inside or next to their pencil case. Then ask individual children *Where's your (marker)?* They answer *Inside* or *Outside*.



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 numbers.
- glue bird pictures.

Key language

How many (markers)?

Write the number (one) under the (green marker).

One./Two.

Color the pictures.

Trace/Write the numbers.

New words

pen

1 Introduce the concept

Resources: flashcards: *number 1, number 2, 1 dot, 2 dots*; two pencils per child

- Show the flashcard for *1 dot* and ask *How many dots?* Elicit *One*. Show the flashcard for *number 1* and elicit the number. Write a number 1 on the board. Invite a volunteer to come up and write it, too.
- Do the same using the flashcards for *2 dots* and *number 2*.
- Show one pencil and say *One*. Then show two pencils and say *Two*. Hand out two pencils to each child and encourage them to do the same. Say *One* and *Two*, alternating or repeating for children to show the same number of pencils, e.g., *One, two, one, one, two*. Invite a volunteer to take the lead and say the number words.

2 Play Domino collection

Resources: box of dominoes

- Sit in a circle with the children and set out a box of dominoes. Turn the domino pieces face down so that you cannot see the dots. Mix them up.
- Children take turns turning over a domino piece and setting it in front of them.
- When all the domino pieces have been turned over, have children count how many of their pieces have two dots on one or both ends. The child with the most pieces with two dots is the winner.

3 Student's Book

Resources: Student's Book, page 17; crayons

- Point to the green marker in the Student's Book and elicit or teach its name.
- Point to the uncolored school objects and ask *How many markers?* Elicit *One*. Point to the space under the green marker and say *Write the number one under the green marker*.
- Do the same for the other school objects. Make sure children are aware that the objects are not identical.
- Say *Color the pictures*.
- Hold up your book and trace the numbers 1 and 2 with your finger. Say *Trace the numbers one and two*. Children then trace the numbers. Make sure they correctly follow the direction of the arrows.
- Finally, point to the remaining boxes and say *Write the numbers one and two*. Make sure children start the numbers in the correct places, follow the direction of the arrows, and alternate the numbers 1 and 2.



Extension: Talk about the colors children used to color the school objects. Point and say *It's (an eraser). What color is it?*

4 Further practice

Resources: plain paper, cut-out bird pictures, glue, crayons

- Before class, find or draw pictures of birds and cut around them. You will need three bird cut-outs for each child. You will also need a piece of plain paper for each child, with a line drawn down the middle to divide it into two halves.
- Show one of the bird pictures and ask *What is it?* Say *It's a bird*.
- Demonstrate the activity. Write number one on the left side of a piece of plain paper and number two on the right side.
- Glue one bird under the number one. Ask *How many birds?* Elicit *One*.
- Glue two birds under the number two. Ask *How many birds?* Elicit *Two*.
- Hand out the materials to the children. Say *Write number one and number two. Now, glue the birds here and here*. Point to the two sections of the paper as you say this.
- Invite children to present their work. Encourage them to point to the birds and say *One bird* or *Two birds*.



Go to the Richmond Learning Platform for more practice.

Unit 1 Characteristics

Aims

Math concept

Children will:

- identify things with particular characteristics.
- sort things into categories.
- use English to name similarities.

Fine motor skills

Children will:

- color based on characteristics.
- make paper plate faces.

Key language

(Long/short/black/brown/blond/red) hair.

A (boy/girl).

Point to the (girls/boys/children with red hair).

Color their clothes red.

New words

children
girl
hair
blond
brown
black
long
short
clothes

1 Introduce the concept

Resources: board markers (red, yellow, brown, black)

- Draw six faces on the board: three with long hair and three with short hair. Draw the hair as outline shapes only, so you can later color the hair.
- Point to each face in turn and say *Long hair* or *Short hair*. Gesture with your hands, using your hair as an example.
- Now color the hair so that there is a mixture of black, brown, blond (yellow), and red hair. Point and say *(Black/Brown/Blond/Red) hair*. Encourage children to repeat the phrases. Explain in L1 that we use these words to talk about hair color.
- Invite volunteers to come to the board one at a time. Say *Point to the faces with (long/short) (black/brown/blond/red) hair*.

2 Play Sorting blocks

Resources: three books in three sizes (small, medium, big), wooden or plastic blocks, three hula hoops

- Before class, gather 20–30 wooden or plastic blocks in three colors and three sizes (big, medium, and small).
- Put the blocks on the floor or on a table.
- Place three hoops on three different tables. Inside each hoop place an object, e.g., a big book, a medium book, and a small book. Say *Look. A big book, a medium book, and a small book*.
- Now show three blocks – one big, one medium, and one small. Point to the big one and ask *Is it big, medium, or small?* Elicit *It's big*. Repeat with the other two blocks.
- Children sort the blocks into the hoops according to their size. Say *Put the (big/medium/small) blocks here*.
- When all the blocks have been sorted, count the blocks in each hoop together. Say *(Seven) (big) blocks*, etc.
- Then collect the blocks again and ask children to sort them according to color instead of size. Show a block and ask *What color is it?* and elicit *It's (blue)*. When all the blocks have been sorted, count how many are in each hoop. Say *(Five) (blue) blocks*, etc.

3 Student's Book

Resources: Student's Book, page 18; red, yellow, brown, and black crayons

- Point to the children and say *Look. Children*. Children repeat *Children*. Point to individual children in the pictures and say *A boy* and *A girl*. Children repeat *A boy* and *A girl*.



- Say *Point to the girls* and then *Point to the boys*.
- Say *Point to the children with red hair*. Do the same for blond, brown, and black hair.
- Say *Look at the children with red hair. Color their clothes red*. Hold up a red crayon and use gestures to show the meaning of the instructions.
- Repeat with the other children in the picture, coloring their clothes yellow, brown, and black.
- Encourage children to name other characteristics, e.g., short hair, long hair, braids, ponytail(s), curly hair, straight hair, pants, shorts, skirt, dress, sneakers. Translate their answers into English where appropriate.

Extension: Ask children to count how many children have red/brown/black/blond hair.

4 Further practice

Resources: paper plates, yarn (red, yellow, brown, black), markers (red, pink, black, blue, brown, green), glue, scissors

- Children use the paper plates to make faces. It can be their own face or an imaginary child's face. They draw eyes, a nose, a mouth, and ears on their plate. They finish the faces by adding hair formed out of pieces of yarn, making the hair as long or short as they want. Provide all the children with all the colors of yarn so that they can choose. Help them cut and glue the hair as needed.
- When they have all finished, call out *Red hair!* and children hold up their face if they gave it red hair. Do the same for other colors of hair, length of hair, and eye color.



Richmond Learning Platform

Go to the Richmond Learning Platform for more practice.

Unit 1 Big, medium, and small circles

Aims

Math concept

Children will:

- understand what a circle is.
- identify circles of different sizes.
- use English to name circles.

Fine motor skills

Children will:

- trace and color circles.

Key language

What is it?

It's a (big/medium/small) circle.

Make a (big) circle with your (foot).

Trace the (big) circles and color them (red).

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.
- Use your finger to draw a circle shape in the air. Children copy you. Ask them to draw a circle shape using their nose, their elbow, their foot, etc. Say *Make a circle with your (nose)*.
- Next, ask children to do the same but this time introduce different sizes. Gesture a big circle, and say *Make a big circle with your (foot)*. Repeat for medium-sized and small circles.
- Have children stand in a circle. Say *Let's make a big circle*. Have the children hold hands and spread out as much as possible to make a big circle. Then say *Let's make a medium circle*. Gesture to show that the children should stand closer together. Finally, say *Let's make a small circle*. See how small a circle you can make together without leaving anyone out of the circle.

2 Play Stand in a circle

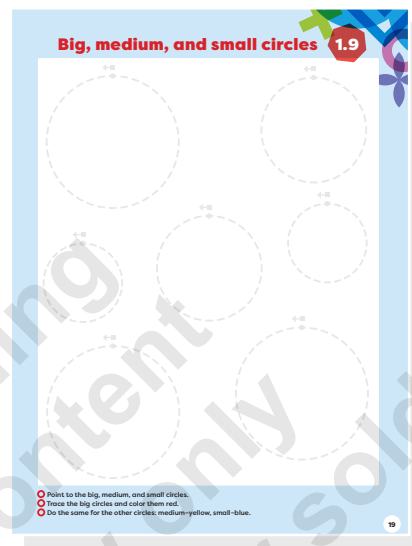
Resources: chalk or masking tape, music

- Make a big circle, a medium-sized 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 show the word big. Do the same for each circle.
- Play some music as the children dance. Pause the music and give a command: *Stand in the (big/medium/small) circle!* The children run to stand in the appropriate circle. If they can't all fit inside the circle, they should stand next to it.
- Start and stop the music again and give different commands.
- Invite volunteers to give the commands. They might want to just say *(Big) circle!*

3 Student's Book

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

- Say *Point to the big, medium, and small circles*.
- Show a red crayon and act out tracing and coloring one of the big circles. Say *Trace the big circles and color them red*.
- Do the same for the other circles. Say *Trace the medium circles and color them yellow*. Then say *Trace the small circles and color them blue*.



Extension: Count the circles together. Say *There are seven circles!* and children repeat.

4 Further practice

Resources: plain paper; big, medium, and small circle-shaped objects to use as templates (e.g., cups, magnets, plates); crayons or markers

- Hand out the paper, crayons, and the big, medium, and small circle-shaped objects.
- Children trace around the objects to make circles. Encourage them to create a piece of art full of circles of different sizes. They color their circles, and use a different color where circles overlap.
- Invite children to present their works of art, talking about their colors and sizes. Point to some of the circles and ask *Is it big, medium, or small?*
- Display the artwork in the classroom.



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:

- write numbers and color.
- draw circles and pictures.

Key language

How many dots?

Match the numbers to the dots.

What is it?

It's a (T-shirt).

How many (T-shirts)?

One/Two.

Write number (one) under the (T-shirt).

Color the pictures.

What's next?

Draw a (green) (circle).

New words

sequence

T-shirt

shoes

glue stick

cat

1 Introduce the concept

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

- Show the flashcard for 2 dots and ask *How many dots?* Point to the dots and elicit *One, two*. Show the flashcard for 1 dot and ask *How many dots?* Point to the dot and elicit *One*.
- Show the flashcards for number 1 and number 2 and have children repeat *One* and *Two*. Have them draw the numbers in the air with their nose, knee, foot, etc.
- Invite a volunteer up to the front of the class and say *Match the numbers to the dots*. They match the number flashcards to the dot flashcards. Explain your instructions in L1 if necessary. Have the rest of the class check that they have done this correctly. Point to the flashcards in turn, saying *One. One dot. Two. Two dots*.

2 Play Number groups

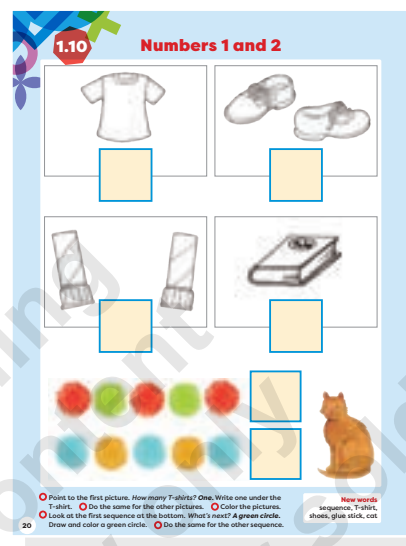
Resources: music

- Play some lively music while children walk around or dance.
- When you pause the music call out either *One!* (children freeze as individuals) or *Two!* (children find a partner and stand together). Note: If you have an odd number of children in your class, join in the game yourself so that there is an even number of people.
- If children enjoy this game, you can try a variation where children stand on one or two feet when the music stops. When you say *Two!*, they stand still, with both feet on the floor. But when you say *One!*, they must balance on one foot. Encourage them to try to continue balancing on one foot until the music starts again.

3 Student's Book

Resources: Student's Book, page 20; crayons, including green and yellow

- Point to the first picture and ask *What is it?* Say *It's a T-shirt*. Children repeat *It's a T-shirt*. Ask *How many T-shirts?* Elicit *One*. Say *Write number one under the T-shirt*.
- Do the same for the other pictures, teaching the words *shoes* and *glue stick* in the same way.
- Say *Color the pictures*.
- Point to the circles at the bottom. Say *Look! A red circle, a green circle, a red circle, a green circle, a red circle... What's next?* Elicit *A green circle*. Say *Draw a green circle*.
- Now do the same for the other sequence.



Extension: Ask children to count how many red circles there are. Say *Three red circles!* Ask them what colors they used for the objects.

4 Further practice

Resources: plain paper, crayons

- Before class, take a piece of paper for each child and draw two circles on each one.
- Point to the first circle and ask *What is it?* Elicit *A circle*. Make a simple sketch of one object inside the first circle, 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 circle. Ask *How many (trees)?* Elicit *Two*.
- Hand out the paper and crayons.
- Point to each circle in turn and say *Draw one picture here. Draw two pictures here*.
- Invite children to present their work. Ask them what they drew and the colors they used. For each circle, ask the class *How many (trees)?*



Richmond Learning Platform

Go to the Richmond Learning Platform for more practice.

Unit 1 a lot of – a few

Aims

Math concept

Children will:

- understand the concepts of a lot of and a few.
- compare quantities.
- use English to express a lot of and a few.

Fine motor skills

Children will:

- color.
- tear and glue small pieces of paper.
- draw pictures.

Key language

How many (plates)?

A lot of/a few (plates).

Color the chef with (a lot of plates) (red).

Tear pieces of paper and paste them.

New words

a few
chef
plate
tablecloth

1 Introduce the concept

Resources: flashcard: *a lot of – a few*

- Show the flashcard for *a lot of – a few*. Point to the cookies in the first jar, look happy, and say **Look! Cookies!** Children repeat **Cookies**. Ask **How many cookies?** Say **A lot of cookies**. Children repeat **A lot of cookies**.
- Point to the cookies in the second jar, make a sad face, and say **Look, cookies**. Children repeat **Cookies**. Ask **How many cookies?** Say **A few cookies**. Children repeat **A few cookies**.
- Point to the jars again, alternating, and saying **A lot of cookies** and **A few cookies** as you gesture with your hands (and face).
- Next, point without speaking and elicit **A lot of cookies** and **A few cookies**.

2 Play A lot of or a few?

Resources: pencils or crayons

- Hold a few (three or four) pencils in one hand and a lot of (a big handful of) pencils in the other. Hold up each hand in turn and say **A few pencils** and **A lot of pencils**.
- Demonstrate the activity. Pick up either a lot of pencils or a few pencils in one hand and hide that hand behind your back, without children seeing how many you have picked up. Ask **A lot of pencils or a few pencils?** Have a them guess the answer.
- Children take out their pencils or crayons and play the same game in pairs. They take turns picking up either a lot of pencils or a few pencils and hiding them behind their back. Their partner must guess either **A lot of pencils** or **A few pencils**. Then they see if they were right.
- Repeat several times.

3 Student's Book

Resources: Student's Book, page 21; red and brown crayons, glue, colored paper

- Point to the chef and say **Look. A chef**. Children repeat **A chef**.
- Point to the chef who is holding a lot of plates. Point to the plates and say **A lot of plates**. Children repeat **A lot of plates**.
- Point to the chef who is holding a few plates. Point to the plates and say **A few plates**. Children repeat **A few plates**.
- Say **Point to a lot of plates. Point to a few plates**. Children point to each set of plates in turn.
- Next, say **Color the chef with a lot of plates red. Color the chef with a few plates brown**.



- Then demonstrate the next part of the activity. Tear some small pieces of paper in different colors and act out pasting them onto the tablecloth in the picture. Hand out the materials. Say **Tear pieces of paper and paste them on the tablecloth. Use different colors**.

Extension: Ask what colors the children used for the tablecloth.

4 Further practice

Resources: plain paper, crayons

- Before class, take pieces of plain paper, and draw a line down the center of each piece. Prepare enough for children to work in pairs.
- Put children in pairs. Give them some time to discuss a simple image that they would like to draw that they both feel confident drawing, e.g., a flower, a star, a heart. Allow L1. Ask what the image will be, translate into English, and have them repeat the word.
- In pairs, children work together to draw a few (hearts) on one side of the line and a lot of (hearts) on the other side.
- Invite pairs to present their drawings. Point to each side of the paper and ask the class **How many (hearts)?** Elicit **A lot of (hearts)/A few (hearts)**.

Unit 1 Patterns

Aims

Math concept

Children will:

- understand what a pattern is.
- create patterns.
- use English to describe patterns.

Fine motor skills

Children will:

- draw patterns.

Key language

What is it?

It's a (kite).

What color is it?

(Blue).

What shape is it?

It's a (circle).

(Red) (stripes).

Decorate the (first) (backpack).

New words

backpack

stripe

1 Introduce the concept

Resources: flashcard: *patterns*; board markers (various colors)

- Show the flashcard for *patterns*. Point to a kite and ask *What is it?* Say *It's a kite*. Children repeat *It's a kite*. Ask children in L1 what is different about the three kites. (They are decorated with different colors and patterns.)
- Point to each kite in turn and describe the patterns. Say *Spots. Stripes. Stars*.
- Point to each kite again and talk about the colors and the patterns. Say *Orange/green/yellow spots. Purple/orange/blue stripes. Purple stars*.
- Draw a kite on the board and fill it in with a different pattern, e.g., circles. Describe the pattern, e.g., *Red circles*.
- Draw more kites and invite volunteers to fill in the kites on the board with different patterns, e.g., triangles, hearts, wavy lines. Describe their patterns as they draw, e.g., *Elena is drawing green hearts*.

2 Play Find the pattern

Resources: two sets of pattern cards

- Before class, create two sets of cards with patterns drawn on them, e.g., two cards with green circles, two cards with blue wavy lines, two cards with yellow triangles, etc. You will need at least one card per child.
- Set out the two sets of cards on the floor, all mixed up, facing up.
- Invite two children to find a pair of cards. Say *(Maria) and (Tom), find the (green circles)!* The children each find and pick up a card with that pattern on it and hold it up to show the class.
- Play as many times as you wish, inviting different volunteers to pick up different pairs of cards.
- You can also use the cards to play a memory game with a small group. Turn all the cards face down. Players take turns to turn two cards face up and describe the pattern(s). If the cards match, they keep the pair and take another turn. If they don't match, they put the cards back in the same place, face down, and the next player takes a turn.

3 Student's Book

Resources: Student's Book, page 22; red and blue crayons

- Point to one of the backpacks and ask *What is it?* Say *It's a backpack*. Children repeat *It's a backpack*.



- Say *Look at the boy*. Point to the blue on the sign and say *What color is it?* Elicit *Blue*. Point to the circle and ask *What shape is it?* Elicit *(It's a) circle*. Say *Decorate the first backpack with blue circles*.
- Say *Look at the girl*. Point to the red on the sign and say *What color is it?* Elicit *Red*. Point to the red line and say *It's a red stripe*. Say *Decorate the second backpack with red stripes*. Demonstrate drawing stripes as you say this.

Extension: Ask children if they can find more red stripes on the page (the girl's socks).

4 Further practice

Resources: paper T-shirt cut-outs; crayons, paints, or markers

- Before class, draw and cut out a large paper T-shirt shape for each child. Decorate one T-shirt with a pattern to show the class.
- Hand out a paper T-shirt to each child and other materials. Children to decide on a pattern to decorate their T-shirts with. Encourage them to think about a pattern rather than general decorations. Show your decorated T-shirt as a model and describe the characteristics of your pattern. Draw further examples of different patterns on the board. Ask questions to guide their thinking.
- When they have finished, invite children to present their T-shirts and describe the patterns, e.g., *Green spots* or *Yellow stripes*.
- Have children categorize the T-shirts according to different characteristics. Ask them to stand in groups with other children whose patterns contain the same color(s) and feature(s). Say *(Green) patterns here* or *(Stripes/Spots/Stars) here*.



Richmond Learning Platform

Go to the Richmond Learning Platform for more practice.

Unit 1 Numbers 3 and 4

Aims

Math concept

Children will:

- identify numbers 3 and 4.
- count three and four objects.
- practice writing numbers 3 and 4.
- use English to count three and four objects.

Fine motor skills

Children will:

- color.
- trace and write numbers.
- draw a monster.

Key language

Match the numbers with the pictures.

What is it?

It's a (pencil).

What number is it?

Three./Four.

Trace and write the number (three/four).

Finish the sequence.

New words

three
four
house
purple

1 Introduce the concept

Resources: flashcards: number 3, number 4, 3 cats, 4 boats; seven pencils

- Show the flashcards for number 3 and number 4 and have children repeat **Three** or **Four**. Have them draw the numbers in the air.
- Show the flashcards for 3 cats and 4 boats. Point to one of the cats and say **It's a cat**. Point to one of the boats and say **It's a boat**.
- Ask **How many cats?** Count with the children: **One, two, three**. Ask **How many boats?** Count with the children: **One, two, three, four**.
- Invite a volunteer to the front of the class and say **Match the numbers with the pictures**. Have them match the number flashcards and the number picture flashcards. Have the rest of the class check that they have done this correctly. Point to the flashcards in turn, saying **Three. Three cats. Four. Four boats**.
- Show three pencils and say **Three**. Then show four pencils and say **Four**. Hand out pencils to the children and encourage them to do the same. Say **Three** and **Four**, alternating or repeating for children to show the same number of pencils, e.g., **Three, four, three, three, four**. Invite a volunteer to take the lead and say the number words.

2 Play Feather dusters

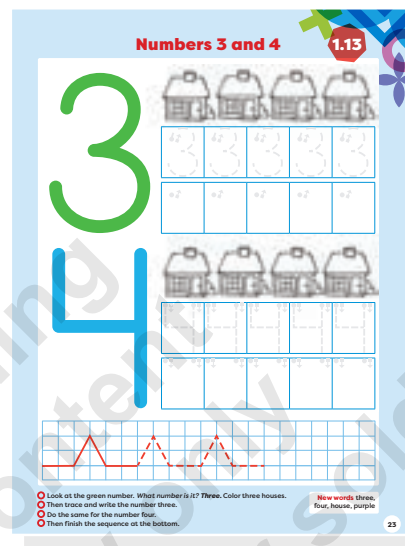
Resources: flashcards: number 3, number 4; two feather dusters

- Place the flashcards for number 3 and number 4 on the wall or board (or write big numbers on the board).
- Children stand in two teams. Give a feather duster to the first child on each team. (If you don't have feather dusters, the child can tap the board with their hand).
- Call out **Three!** or **Four!** The two first children on each team run to the number flashcards and tap the corresponding number with the feather duster.
- The one who taps the number first is the winner of that round. Take note of points if you feel this is appropriate.
- Play until everyone has had a turn.

3 Student's Book

Resources: Student's Book, page 23; crayons

- Point to the number three and ask **What number is it?** Say **Three** and hold up three fingers. Point to the houses and say **Color three houses**.
- Next, say **Trace and write the number three**. Make sure children start the numbers in the correct places and follow the direction of the arrows.



- Do the same for the number four.
- Point to the sequence at the bottom of the page and say **Finish the sequence**. With your finger, trace the whole sequence, continuing onto the part that they will draw. Walk around and make sure children understand the pattern.

Extension: Ask children to find and point to the numbers 3 and 4 in other places on the page (in the title, the lesson number, and the page number).

4 Further practice

Resources: plain paper, crayons

- Before class, draw a simple outline of a monster's head and body on a piece of paper. You will need one for each child. Do not draw any arms or legs.
- Demonstrate. Hold a piece of paper and show the monster's body outline. Explain in L1 that this is a monster's head and body, and that children will draw the rest of the monster. Tell the children they will draw three or four of each body part.
- Ask individual children to suggest body parts you can draw, and how many (three or four). Translate their answers into English where necessary. Add the suggested body parts to your picture, saying **Three (eyes)** or **Four (legs)**.
- Hand out the pieces of paper and give time for children to complete their monsters.
- Invite children to present their pictures, counting how many of each body part they have given to their monsters. If they know the names of the body parts, encourage them to say both the number and the body part, e.g., **Four ears**. Alternatively, they can simply point at the body parts and say the number, e.g., **Four**.



Richmond Learning Platform

Go to the Richmond Learning Platform for more practice.

Unit 1 Squares

Aims

Math concept

Children will:

- identify squares.
- identify square-shaped objects in the real world.
- use English to name squares.

Fine motor skills

Children will:

- trace, draw, and color squares.
- trace objects.

Key language

What is it?

It's a (square).

Is it a square?

Yes./No.

Trace the square with your finger.

Color the squares red.

Draw two squares.

Finish the sequence.

1 Introduce the concept

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

- Show the flashcard for *square*. Point at the square and ask *What is it?* Say *It's a square*. Children repeat *It's a square*.
- Use your finger to draw a square shape in the air. Children imitate you.
- Ask children to try to find squares 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*.
- Note: Children may show you rectangles that aren't squares. Explain in L1 that all the sides of a square are the same length. Use a piece of string to check that all the sides of an object are the same length and ask *Is it a square?* Elicit *Yes* or *No*.

2 Play Jump on the shape

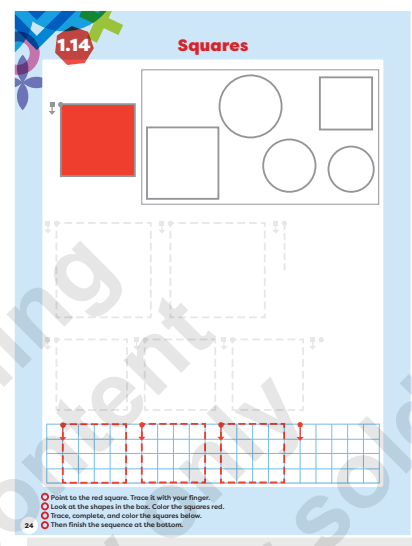
Resources: chalk or masking tape

- Draw, or make with masking tape, a big square on the floor. Make sure the four sides of the square are approximately the same length. In L1, point out the features of the square: four straight sides of equal length that meet at four corners.
- Have children stand on the outline of the square. Children chant *Square, square, square* as they jump around the square with two feet, trying to stay on the line.

3 Student's Book

Resources: Student's Book, page 24; crayons, including red

- Point to the red square at the top and ask *What is it?* Elicit *(It's a) square*.
- Trace the square with your finger and encourage children to imitate you. Say *Trace the square with your finger*.
- Point to the shapes in the box. Point to each one in turn, asking *Is it a square?* Elicit *Yes* or *No*. Say *Color the squares red*.
- Next, point to the grey dashed squares underneath. Say *Trace the and color squares* and act out doing so.
- Say *Draw two squares* and indicate where they should do so. Act out drawing two squares with your finger. Say *Color the squares*.
- Finally, point to the sequence at the bottom and say *Finish the sequence*. With your finger, trace the whole sequence, continuing onto the part that they will draw.
- Note: Children need to make sure that the square they draw is the same size as the previous three. Help them if necessary to count the four squares in the grid on each side of the square.



Extension: Ask the children to count the number of squares in the sequence.

4 Further practice

Resources: sheets of cardboard, several square-shaped objects, aluminum foil or newspaper, crayons or markers

- Before class, wrap the square-shaped objects in foil or newspaper.
- Hold up each object in turn and trace around the edges with your finger. Ask *Is it a square?* *Yes. It's a square*.
- Ask children to guess what the objects are. Allow L1 and repeat in English. Unwrap each one and confirm the object's name. Say *Yes, it's a (book)!*
- Explain that children will trace around the square shapes to make posters. Demonstrate by placing an object on a sheet of cardboard and tracing around it.
- Put children in groups and give each group a sheet of cardboard and several square-shaped objects.
- Invite groups to present their posters. The rest of the class guesses which object each outline represents by placing the object on the poster to see if it's the correct shape and size.
- Ask *How many squares?* Children count the squares on their posters. Also ask *What is it?* Help them name the objects they used.
- Display their posters in the classroom.



Go to the Richmond Learning Platform for more practice.

Unit 1 Number review: 1 to 4

Aims

Math concept

Children will:

- identify numbers 1, 2, 3, and 4.
- practice writing numbers 3 and 4.
- use English to count from one to four objects.

Fine motor skills

Children will:

- color, trace, and write numbers.
- make patterns with four stripes.

Key language

What is it?

It's a (cup).

How many (cups)?

One./Two./Three./Four.

What number is it?

Color one cup.

Trace/Write the numbers.

New words

cup
bowl
glass

1 Introduce the concept

Resources: flashcards: 1 teddy bear–4 boats; magic boards (laminated plain paper or white cardboard inside plastic envelopes), board markers, paper or felt to wipe the boards

- Show the flashcards for 1 teddy bear, 2 dolls, 3 cats, and 4 boats. Point to one object on each number picture flashcard and ask *What is it?* Say *It's a (teddy bear/doll/cat/boat)*. Ask *How many (cats)?* Elicit *One, Two, Three, or Four*.
- Hand out the magic boards and board markers. Write the four numbers on the board, showing children how you write them. Also display the four number picture flashcards. Children then practice writing the numbers on their magic boards. If they make a mistake, they can wipe off the numbers and rewrite them.
- Monitor the class while they are working and help if necessary.

2 Play Balloons!

Resources: a balloon for each child, a marker, music

- Before class, write one number on each balloon, from 1 to 4.
- Hold up a balloon and ask *What is it?* Say *It's a balloon*. Children repeat (*It's a balloon*). Hold up four balloons and ask *How many balloons?* Count the balloons: *One, two, three, four*, and encourage the children to count with you.
- Hold up a balloon and point to the number that is written on it. Ask *What number is it?* Elicit *One, Two, Three, or Four*.
- Give one balloon to each child. Play some music and have children hit the balloons up into the air. They should try to keep all of the balloons up in the air by hitting them gently.
- When you pause the music, each child grabs a balloon. Say *Number one!* All the children with number one lift their balloons high up in the air. The other children hold their balloons down low.
- Repeat with numbers two, three, and four.

3 Student's Book

Resources: Student's Book, page 25; crayons

- Point to one of the cups and ask *What is it?* Say *It's a cup*. Ask *How many cups?* and encourage children to count: *One, two, three, four*. Do the same with the bowls, glasses, and plates.
- Point to the first sign and ask *What number is it?* Elicit *One*. Say *Color one cup* and hold up one finger.
- Do the same for numbers two, three, and four.



- Point to the dashed numbers at the bottom of the page. Act out tracing with your finger and say *Trace the numbers three and four*. Then point to the last six boxes and say *Now write the numbers here: three, four, three, four, three, four*.
- Monitor the children while they are working and make sure they are following the direction of the arrows.

Extension: Ask children what colors they used to color the cups, bowls, glasses, and plates. Ask *What color are your (cups)?*

4 Further practice

Resources: plain paper, strips of colored paper (two colors), glue

- Demonstrate. Pick up four strips of colored paper, all the same color, counting as you do so: *One, two, three, four*. Encourage children to count with you.
- Choose another four strips of colored paper in a second color, and lay them on a table to make a striped pattern. Say *Four (red) stripes and four (green) stripes*.
- Hand out a piece of plain paper to each child. Set out lots of colored paper strips and glue on each table.
- Children glue colored strips onto their pieces of paper to make a striped pattern with two colors: four stripes of one color and four stripes of another color.
- Invite children to present their patterns and describe them, e.g., *Four (yellow) stripes and four (blue) stripes*.
- Take photographs of the children's work and upload them to your class blog or attach them to a newsletter for families to see.



Go to the Richmond Learning Platform for more practice.

Unit 1 Matching shapes

Aims

Math concept

Children will:

- identify matching shapes.
- write numbers from 1 to 3.
- use English to say if shapes match.

Fine motor skills

Children will:

- write numbers and glue pop-out pictures.
- make modeling clay shapes.

Key language

What is it?

What shape is it?

It's a (green) (triangle).

Which key matches?

One./Two./Three.

Write number (one) on the door.

Glue the shapes here.

Finish the sequence.

New words

key
door
triangle

1 Introduce the concept

Resources: flashcards: circles (blue and yellow), squares (red and orange), triangles (green and pink)

- Show one of the triangle flashcards. Ask *What is it?* Say *It's a (green) triangle.* Children repeat *It's a (green) triangle.*
- Use your finger to draw a triangle in the air. Make a big triangle and then a small triangle. Then continue to alternate, saying *Big, small, big, small.* Encourage children to do this with you.
- Do the same with the other shape flashcards.
- Draw the three shapes on the board. Ask volunteers to come up to the front to point to the matching shape for each flashcard. Say *Yes, it's a (square).*

2 Play Fruit salad

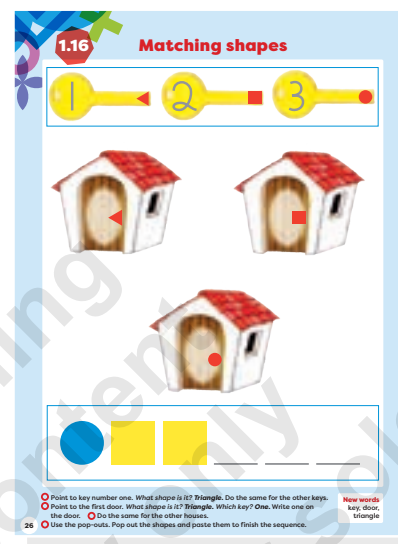
Resources: cards with shapes drawn on them

- Before class, prepare the cards for the game. You will need one card for each child. Draw a colored shape on each card. Make two identical sets of cards so that you have two of each colored shape, e.g., two red squares, two orange circles, two purple triangles, etc. (If there is an odd number of children in your class, make a card for yourself as well.)
- Have children sit on chairs in a circle, if possible (otherwise sit on the floor). Hand out one card to each child. There are two sets of cards, so two children will have each colored shape.
- Call out a color and a shape, e.g., *Blue circles!* The two children with this colored shape hold their cards up high for everyone to see and switch places with each other. Repeat several times.
- You can add an extra step to the game. Explain in L1 that fruit salad is a mixture of different kinds of fruit. When you call out *Fruit salad!* all the children stand up, leave their cards on their chairs, and go and sit on a different chair. Each child now has a new card, and the game continues.

3 Student's Book

Resources: Student's Book, page 26; crayons, pop-outs, glue

- First help the children find the pop-outs at the back of their books. Ask them to pop out the two squares and the circle. Tell them they will use the pop-outs in the activity.
- Point to the first key on page 26 and ask *What is it?* Say *It's a key* and encourage children to repeat *(It's a) key.*



- Point to the shape at the end of the first key. Ask *What shape is it?* Elicit *It's a triangle.* Point to the number on the first key. Ask *What number is it?* Elicit *One.* Do the same for the other keys.
- Point to the first door. Say *Look. It's a door.* Point to the shape on the door and ask *What shape is it?* Elicit *It's a triangle.* Ask *Which key matches? One, two, or three?* Elicit *One.* Say *Write number one on the door.*
- Do the same for the other doors.
- Next, use the pop-outs. Point to the shapes at the bottom of the page and elicit the colors and shapes: *A blue circle, a yellow square, a yellow square.* Explain in L1 that the sequence must continue the same way. Say *Paste the shapes. Finish the sequence.*

4 Further practice

Resources: cardboard pieces, modeling clay in different colors

- Hand out a piece of cardboard and some modeling clay to each child. Children roll a long piece of modeling clay and form a shape: a circle, a square, or a triangle. They place their shape on their piece of cardboard.
- Invite children to present their modeling clay shape and say what color it is, e.g., *A green triangle.* If there is anyone else who has made the same shape in the same color, have them present their shapes together.



Go to the Richmond Learning Platform for more practice.