

Early learning activities

Mathematics

First Year

Teacher's book

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Foreword

The Cameroon nursery school is in charge of preschool children and plays a major educational and social role. In tandem with the family, it helps the children to develop their verbal, psychomotor, socio-emotional and cognitive potential. Moreover it enables them to start primary school in the best conditions.

These activity books in the series *La maternelle des champions*, taking into account the two national languages in Cameroon, proposes an initiation into mathematics and it accompanies the child in his discovery of the world, thanks to early-learning activities.

The pupils will work on:

- numeration and quantities (studying numbers, counting, comparing, the first operations...),
- logic (sorting, making patterns...),
- space (on, under, beside, between...), and time (ordering events...),
- shapes and measurement (geometrical shapes, lengths, masses, capacities...).

They will also become aware of:

- moral education and civics (the rules of class life, respect...),
- road safety (going places safely),
- science and technology (personal hygiene, the senses, animals and plants, tools, materials...),
- environmental education and sustainable development (talking about the weather, the importance of the air, what to do with the rubbish...).

The approach takes into account the current pedagogical methods: pedagogy based on projects, developing skills and competences. The teacher will use the lessons in the activity book at the appropriate time: most of these will start with activities in which the pupils will observe and manipulate things. In other cases, the book will be used first.

The approach follows different steps: first the teacher introduces the new situation. The pupils are asked to think about it and analyze it. They are encouraged to give their ideas, several pupils expressing their points of view. At this moment the new notion is explained and summed up. Then the pupils put into practice the notion, consolidating early learned concepts. Finally integration activities allow them to apply the learned concepts and to solve a complex problem. According to the results of the pupils, the teacher will give further explanations and other exercises if necessary.

The activity book follows the ministry's instructions: it is divided into six sequences. Double pages, at regular intervals, will enable to prepare for assessment. This deals with checking if each pupil can apply in another context what he or she has learned, using his or her knowledge and procedural knowledge. What the pupils can do will be enhanced, those who have difficulties will be helped.

Thanks to the teacher's imagination and to the various activities performed in class, these activity books *La maternelle des champions* will help to ensure the pupils and the teacher have a rich, enjoyable and productive school year.

Sequence 1

1. I can, I can't

Page 4

Objective

- Respecting the rules of class life.

Collective activities

The pupils will not learn the rules of school life during a single lesson. As it is the beginning of the school year, the teacher will help them to get good habits in their new classroom with their new friends: Why and how must we get into a line in the playground? Where must we go when we get into the classroom? How to tidy school things? How to take care of the materials? What must I do when I want to speak? etc. The teacher will try to find concrete situations to make the pupils understand the importance of these rules and why we must respect them. The pupils will not obey just because they fear the adult. Encourage good behaviour and tell the children when they do something wrong and what the possible consequences are.

Book activities

1 and 2. The pupils will leaf through their workbooks if it is the first time they use it. They will have a look at the pictures. Tell them they will be allowed to write on the activity book. They will have to take care of it throughout the school year.

Ask the pupils to look at the page for a few minutes. They will have to tell you where the scene takes place and what the children are doing. Ask them to spot the children who have a good behaviour. Then they will have to explain why some pupils have a bad behaviour. They will have to circle them. Then they will explain why we have to respect rules.

3. In this exercise the pupils will have to make a list of the school rules. They will mention what is forbidden but also what is allowed: I can talk if I raise my hand, I can play here if the teacher agrees, etc. As the children cannot read, the list of the rules will be made of drawings: a child raises his hand because he wants to speak, a box to show where to tidy things, etc. You will add more drawings throughout the school year.

Sequence 1

2. On, under, above, below

Page 5

Objectives

- Identifying, placing or drawing an object in relation to something (on, under, above, below).
- Understanding and using the appropriate vocabulary.

Collective activities

The first mathematics lesson will allow the pupils to get to know the activity book they will use throughout the school year. Spend a little time looking at it with the children so that they get used to it. Tell them to take care of it so that it stays in good condition. They will try not to turn down the corner of the pages, etc.

The pupils will handle the school things, for example. The teacher will try to think of a concrete situation. This is the best way to learn vocabulary. For example: where to take or put away the school things? Show objects, place them in different places: on the desk, under the table, etc. Say the corresponding sentence each time. Ask the pupils questions. The answer will correspond to what they can see. One pupil will repeat the sentence and the whole class too. Then the pupils will place objects in the classroom and they will ask their friends to situate them: *Where is the book? What is on the shelf?* etc.

Book activities

Ask the pupils to look at the whole page for a few minutes. Then they will describe what they can see. Give vocabulary if necessary. Show the pupils they should start looking on the left of the first line first (young children do not know we read from left to right and from the top of the page to the bottom of the page). Ask them to point to the first picture, then at the second one and so on. Give the vocabulary: *next to the ...there is a...* Then, ask *What do all these drawings represent?* Mention the leaf on some pictures (there is a question about this leaf later) and the rabbit's carrot.

Then tell the pupils what they have to do. Show “circle” on the blackboard and how to draw a snake (do a very simple drawing). Walk in the classroom to help and encourage the pupils.

Sequence 1

3. I am clean

Page 6

Objective

-Respecting the basic personal hygiene rules.

Collective activities

Take advantage of different situations to speak about personal hygiene: some pupils are coming back from the playground, their hands are very dirty. The pupils will also have to understand how important it is to wash their hands before eating. You can also talk about what we do at home: we brush our teeth, we have showers, etc. To go further you can read a story. Use the activity book if you do not have such a story and if the pupils are getting tired discussing without something to look at.

Book activities

Ask the pupils to have a look at the page. Then they will watch and point to each picture : most of the pupils do not know that we read from left to right. They will describe each scene and they will tell you if the children have a good or a bad behaviour. Ask them to justify their choices. Conclude by saying that personal hygiene is very important for yourself and for the others: you will avoid illnesses and you will be in good health. Thus you will respect yourself and the others.

Sequence 1

4. Numbers to 3

Page 7

Objectives

- Knowing the counting rhyme (the series of numbers) up to 3.
- Counting and making collections including up to 3 elements and associating a quantity to a number.
- Sensing quantities as a whole (from 1 to 5 elements), without counting.
- Writing the numbers 4 and 5.

Collective activities

The pupils will count and recite the counting rhyme as often as possible : number of children in a work-group, pencils in a box, etc.

They will quickly be able to go further than 1-2-3 but they will associate the quantities and numbers, they will compare quantities later. On the wall of the classroom, hang a numerical strip with the numbers the pupils know. They will add more numbers throughout the school year. In this lesson the pupils will count things and they will make collections.

The teacher can also use a counting rhyme:

One flower, two flowers, three flowers,

Put them on your heart!

Before starting the counting rhyme, draw flowers on the blackboard and show them to the class (a drawing with 1 flower, then a drawing with 2 flowers and finally a drawing with 3 flowers). The pupils will count the flowers in each collection. Prepare small pieces of paper with the numbers you are studying and ask the pupils to associate them to each drawing.

Book activities

The pupils will look at the page for a few minutes, then they will describe it. They will recognize the numbers 1-2-3 they have just studied. Ask them to name the pictures. Give the vocabulary if necessary : a butterfly, a pineapple. As far as the activity with the hands is concerned, ask the pupils to show the number of fingers they can see on the drawings.

1. The pupils will have a look at the exercise for a few minutes. They will tell you what they can see. Give vocabulary if necessary. The pupils will try to find what they have to do. There is an example which will help them: they have to draw lines. Draw a line on the blackboard to make sure everybody has understood.
2. First the pupils will trace without anything (a pen, a piece of chalk, etc). Then when they use a pen, make sure they hold it properly. They must not develop bad habits.
3. Ask the pupils what they have to draw. Ask them to spot the numbers. Then they will try to find what they have to do : they have to draw a certain number of marbles.

Sequence 1

5. Toilet things

Page 8

Objective

- Knowing toilet things and how to use them.

Collective activities

Bring the different objects for the lesson: soap, a towel, a wash cloth, shampoo, toothpaste. Revise the lesson 3. Ask the pupils why we have to respect personal hygiene every day and how we do it. Mention the different objects you have brought as you go along. Work on the activity book at the appropriate time, for example when you do not have the materials or when you think the pupils need to change activity.

Book activities

1. Here it deals with vocabulary. The pupils have to identify and name the objects. Then they will tell you when and how you use them.
2. The pupils will talk again here: they will tell you when and how you brush your teeth. Give explanation: bits of food stay on the teeth after meals and little "germs" eat them and spoil your teeth. They may have friends or people in their families who have suffered from toothache or who have lost teeth. Ask what the consequences are if you lose teeth.

Sequence 1

6. Identifying shapes (1)

Page 9

Objective

- Identifying basic geometrical shapes : the square, the rectangle, the triangle, the circle.

Collective activities

The pupils will handle geometrical shapes made of cardboard or paper. Ask them to put them in different positions (the square on one side or on its "corner" , for example), to superpose them, etc. Then they will gather the identical shapes (the size does not matter). Ask the children to name the shapes and to give their characteristics. You will give the basic vocabulary they need. Accept these kinds of sentence: *The square has four "same" sides* (they have the same length); *The rectangle has two "big" sides and two "small" sides*, etc. The pupils will try to find similar shapes in the classroom: the door is a rectangle, the sides of a die are squares, etc.

Book activities

1. Ask the pupils to look at the series of shapes. Explain what "the odd one" means on the blackboard: draw a circle among three squares, cross out the circle. Tell them what they have to do. The children will have to repeat the instruction or explain it differently to make sure everybody understands it.

2. The pupils will work on the slate or on pieces of paper before doing the exercise in the activity book. They will work without a ruler. They will try to respect the characteristics of the shapes: number of sides for the square and the triangle; a curved line, really “round” for the circle.

Sequence 1

7. Clothes

Page 10

Objectives

- Naming clothes.
- Taking care of clothes and wearing clean clothes.

Collective activities

You can start the lesson by looking at a pupil who has dirty clothes after the break. Do not stigmatize a child who would have dirty clothes in the morning; at his age he is not responsible for that. Ask the pupils what is dirty and what is clean. Then they will have to tell you why we wear clothes, why we must wear clean clothes and what kind of clothes we wear according to different occasions.

Book activities

1. Ask the pupils to name the clothes. Mention the boy and the girl and tell them what they have to do. Show the starting points and the arrival points. Use the blackboard to explain the pupils what they have to do.

2. First tell the pupils that the four drawings are the episodes of a story. Ask them to watch them and tell the story. Then show the first arrow and explain what has to be done. As a conclusion, you will say that you must wear clean clothes to respect yourself and the others.

Sequence 1

8. Before, after (1)

Page 11

Objective

- Understanding and using the words “before” and “after”.

Collective activities

The words “before” and “after” both have to do with space and time. In a sentence like: The well is *before* the house, it has to do with space. In: We danced round in a circle in the playground *before* going back to the classroom, it refers to time. It is the same thing with “after”: The well is *after* the house / We went back to the classroom *after* the break. Make sure the pupils make the difference. The teacher will regularly ask the pupils when the activities take place in the day, he will mention the days of the week: *Today is Tuesday. Yesterday, it was Monday, tomorrow it will be...* Give the appropriate vocabulary when necessary: *Before the break, we drew. Now we are going to sing. After that, we will... Before the break, we have to...*

Book activities

1. Ask the pupils to have a look at the page, then they will tell you what they have seen. Tell them there are groups of two drawings. They will describe each drawing. The episodes are not always in the chronological order. Give the instruction. The children have a look at the first story, show them number 1 in a box. Ask them what it means (ordinal value of the number: 1 shows it is the first drawing). Explain they have to number the second drawing. Show them how to write number 2; they may have forgotten. Ask them to justify their answers when you correct the exercise, thus they will use the vocabulary of the lesson.

Sequence 2

1. At home I tidy my things

Page 12

Objective

- Tidying your things at home.

Collective activities

The teacher does not have to tell the pupils what they have to do at home. However he can help the pupils to think of what to do in class and compare with what they do at home. If they have good habits in class, it will help them to tidy things away at home and vice versa. Ask them where you put things away in the classroom and why you have to tidy the classroom. Ask them what they do at home. Then they will tell you why it is good to tidy the classroom and the house: they are nice and comfortable, you find things easily and they are in good condition, etc.

Book activities

1. Ask the pupils to look at the page and identify the place. Then they will describe the drawing. Ask what is wrong and what the consequences could be. Then tell them what they have to do.
2. Sing the song to the pupils and then teach them the song. You will sing it again later in the school year to remind the pupils of the contents of the lesson. Ask the pupils what they do at home. You will regularly check the pupils' habits as far as tidying is concerned.

Sequence 2

2. In front of, behind

Page 13

Objective

- Spotting or placing an object in front of or behind something.

Collective activities

The pupils will always spot an object in relation to something: they will spot something in front of or behind them in relation to their bodies, in relation to where they are positioned. Some objects, like the human body, face a certain direction; a car goes in the direction it is facing.

If the teacher asks a pupil to put a small ball behind a tree, the child will have in mind his or her position. If he or she goes to the opposite place, this time the small ball will be in front of the tree. The teacher will place the pupils so that there is no confusion: all the children will be on the same side of what they are watching.

Ask a pupil (A) to come in front of the class. Ask another pupil (B) to go behind his or her friend (the teacher will find the most appropriate situation to do this kind of activity: making work-groups, lining up, etc). Give the new vocabulary: *B is behind A*. Then ask a third pupil (C) to come in front of the first one: *C is in front of A*. You can do it again with more pupils.

The pupils can handle what is in the class: ask them to put an object in front of or behind another one (a pencil in front of or behind a pencil case, for example). They will use the spatial vocabulary when they describe what they do.

Book activities

1. The pupils have a look at the activity. They will give the name of the objects they can see. Tell them one object is always in front of/behind another one. They will have to make sentences like: *The bike is in front of the table. The table is behind the bike*. Then give the instruction.
2. The pupils must give the name of the object they can see on the table. Give the name of the objects they will have to draw and situate them in relation to the plate. Draw them quickly on the blackboard; it may help some of them.

Sequence 2

3. Let's be careful at home!

Page 14

Objective

- Being careful at home and respecting basic rules.

Collective activities

The teacher can tell the pupils how to be careful at home even though he does not intervene there. If the pupils have good habits at school, it will help them to have good habits at home too: do not stand on chairs, play carefully, do not touch electric wires, etc. The teacher can show the pupils the picture of the activity and draw parallels with what they must do in the classroom. The children can also speak about what they do at home.

Book activities

There are many things to say about the picture, so take the necessary time to study it with the class. Ask the pupils to point to the element which is described to make sure everybody is looking at the same thing. The pupils will tell if the children's behaviour is dangerous or not. They will have to justify their answers. Finally the pupils will recapitulate the main points. Here it deals with the dangers of falling, fire and heat, electricity. You will talk about dangerous objects in the next lesson.

Sequence 2**4. Numbers to 5****Page 15****Objectives**

- Knowing the counting rhyme (the series of numbers) up to 5.
- Counting and making collections including up to 5 elements and associating a quantity to a number.
- Sensing quantities as a whole (from 1 to 5 elements), without counting.
- Writing the numbers 4 and 5.

Collective activities

Ask the pupils to count and make collections as often as possible. Explain 5 by adding 1 to 4. Play games with fingers and dice: ask the children to show the number of fingers they can hear or they can see on the blackboard, and vice versa, they will find the number of fingers you show; ask how many dots they can see on the side of a die, etc. They will play dice because it will help them memorize small quantities without counting.

Here is a counting rhyme you can use:

1 finger, 2 fingers, 3 fingers, 4 fingers, 5 fingers,
I am holding out my hand to you!
1 finger, 2 fingers, 3 fingers, 4 fingers, 5 fingers,
I am closing my fist!

The pupils will have to imitate the following gestures: at the beginning of the counting rhyme, they close their hand and make a fist. They open 1 finger, 2 fingers and so on. In the second part of the counting rhyme, they close each finger one by one and return to a fist.

Book activities

1. Ask the pupils to have a look at the exercise and to tell you what they have seen and understood. Tell them to look at the first example: they will try to tell you what they have to do. The exercise concerns the fingers and the dots on the dice.
2. They will have a look at the points and the arrows which indicates which way you must go. Tell them they have to lift the finger to write the second part of 4.
3. Ask the pupils to read each number and they will tell you what drawing must be done.

Sequence 2

5. Dangerous objects

Page 16

Objective

- Identifying dangerous objects and understanding why not to use them.

Collective activities

Revise what you did in the previous lessons: how to be careful at home. If possible you can show the pupils dangerous objects in the classroom: a sharp and/or pointed knife, a pair of pointed scissors, matches, a lighter, a piece of glass, detergent products, medicine, etc. The pupils will identify them, name them and watch them. They will explain why they are dangerous. Then they will tell when you use them and who can use them. Finally make them classify the objects according to their danger: food poisoning, burn (heat, flame, and electricity), injury, etc.

Book activities

1. If the pupils have already seen the objects, this exercise will be easy for them. Ask them to name the objects and then they will tell you why they could be dangerous. Tell them what they have to do.
2. You have already talked about this with the pupils. So they know that only adults are supposed to use some objects.

Sequence 2

6. Identifying shapes (2)

Page 17

Objectives

- Identifying basic geometrical shapes: the square, the rectangle, the triangle, the circle.
- Sorting out according to two criteria: shape and colour.

Collective activities

You will revise the geometrical shapes and the name of the colours with the pupils. They will have to sort out things taking these two criterions into account simultaneously.

Use the objects of the class: pencils, felt-pens, copybooks, books, for example. Then make it a little more difficult: sorting out pencils according to their colours, books according to series, etc. If you have the materials, do the same activities with geometrical shapes. The pupils will sort out according to colour and shape.

Book activities

The pupils have a look at the page. They will give the name of each shape. They may not talk about the colour first (they might talk about the different sizes of the triangles). Then ask the questions.

Sequence 2

7. The weather

Page 18

Objective

- Talking about the weather.

Collective activities

You can talk about the weather every day with the pupils. Ask them to talk about the sky, the wind, the rain, the temperature. You can use small pieces of cardboard. All these elements can be symbolized by a simple drawing: rain or a closed umbrella; a vertical or horizontal ribbon for the wind; a face with sweat on it or not to symbolize hot or cool weather.

Book activities

1. Ask the pupils to look at the first drawing and describe it. Then they will watch and describe the second drawing. Ask the first question. The pupils will have to spot the rain drops to answer the question. As far as the wind is concerned, it is more difficult. Stand in profile and blow. Draw an arrow on the blackboard to show the direction of the wind. Make an about-turn, blow again and draw another arrow in the other direction. On the picture the pupils will have to spot the clothes, the stems, etc. : they indicate the direction of the wind.

2. Ask the pupils to describe the sky in each picture. Draw a sun on the blackboard and tell them what they have to do.

Sequence 2

8. As many as

Page 19

Objective

- Comparing collections and using the expression "as many as".

Collective activities

To compare or make collections of the same cardinal, the pupils will have several possibilities (they are all presented in the activity book):

- They will associate two elements. Three boys will come in front of the class. Then one girl will come in front of each boy. Conclusion: *There are as many girls as boys / There are as many boys as girls.*

- They will count. Ask four girls to come and the pupils count them. Ask how many boys you need to have the same number. Give the same conclusion as before.

Book activities

1. Ask the pupils to have a look at the animals and give their names. Give the vocabulary if necessary. Tell them these animals lay eggs. Tell them what they have to do. It will probably be easier for the pupils to draw one egg next to each animal. When you correct the exercise, you can also ask the children to count the animals: *How many lizards/tortoises/hens are there? How many eggs must you draw next to the lizards?/next to the tortoises?/next to the hens?*

2. The pupils will look at the exercise closely: the hands, the fingers, the rings. Then give the instruction.

Sequence 2

9. The dry season, the rainy season

Page 20

Objective

- Knowing what the dry season and what the rainy season are.

Collective activities

As it was said before the pupils will talk about the weather every day. Thus they will be able to give a few characteristics about the two seasons in Cameroon (it depends on where they live too). Ask them to talk about nature too, that will help them for the exercise in their activity books.

Book activities

Ask the pupils to look at the two drawings and describe them. They will have to find the main differences: the clouds or the sun, high or short grass, the vegetation, the colours. Tell them what they have to do. Ask them what colour they will use in each drawing.

Sequence 2

10. Before, after (2)

Page 21

Objective

- Understanding and using the words “before” and “after”.

Collective activities

Today there are no collective activities. It is important to help the pupils with the notion of time: ask them what they did before an activity, tell them or ask them what they will do after, write the date with them, talk about what they did during the school day and ask them the chronological order of things, etc.

Book activities

1. Language will be very important here as the pupils have to describe all the situations: they have to tell what is happening in each drawing and give explanations. They will use the words “before” and “after” naturally. Show them number “1” on each drawing. Then show them number “2” on the drawing which is on the right of the page. Tell them this drawing is the end of the story. Then explain they have to find the first drawing among the two possibilities. They will have to describe them.

2. Proceed as before. Show them it is the night (day and night following each other will also help them as far as the structure of time is concerned; moreover it is important here to understand the story: it is the night and the child is going to bed after dinner).

Integration activities 1

Pages 22-23

Objectives

- Evaluating learned notions of the sequence: the notion of space, geometrical shapes, counting and comparing quantities, the weather, personal hygiene, being careful at home, the weather.

Description

- The pupils look at the picture for a few minutes. First they will talk about it without your help, and then you will guide them.
- The teacher reads the first instruction, some pupils repeat it and the teacher asks a few questions to make sure everybody has understood (proceed as before for the following instructions).
- The pupils work on their own.
- A few pupils explain what they have done and justify their answers.
- According to the results of the pupils, suggest new activities so that they revise what is not understood.

Sequence 3**1. Will it float or sink?**

Page 24

Objective

- Trying to find if an object floats or sinks.

Collective activities

You will have to do experiment in the classroom. You need a basin and water, objects which float or sink (a stick of wood or a pencil, a small plastic ball, a pair of scissors, a key, an empty bottle of water, etc.). Show the objects to the pupils and ask them to name them. Then they will try to guess whether they float or sink. These two words will be explained thanks to the experiment: an object which floats stays at the surface of the water; an object which sinks goes to the bottom of the water.

Book activities

This exercise will be easy if you did experiment before working on the activity book. Ask the pupils to look at the two basins. Then they will see that there is an object which floats and one which sinks. Now ask which objects float and tell them what they have to do. Show what “draw a line” means on the blackboard if necessary.

Sequence 3**2. Inside, outside****Page 25****Objectives**

- Spotting an object inside or outside something.
- Putting an object inside or outside something.
- Using the words "in", "inside", "out", "outside".

Collective activities

There are several possibilities:

- Ask the pupils to dance round in a circle; others will be outside the circle. They will sing a song; the children who are outside the circle can come in and go out of the circle when they want. When the teacher decides, he will crouch, stop the song and the pupils who are dancing will do the same thing. Those who are in the circle are trapped and eliminated. They must sit down somewhere, not far from the circle. You can play the game twice or three times again. Ask the pupils to make sentences like: *When we sing, we can go into the circle. / When we stop singing, the children who are inside/in the circle are eliminated./Those who are outside can play again.*
- In the classroom, put one or several boxes on a table. Put a few objects in the box and others outside the box. Ask the pupils to say where the objects are: *The pencil is in the box/The felt pen is outside the box.* Ask some children to come and put objects in the box/outside the box. Ask the class to make the correct sentences.

Book activities

1. Ask the pupils to have a look at the drawing and to tell you what it represents. Then give the instruction.
2. Show the nest. Ask where it is so that the pupils use the vocabulary they have learned: the nest in on the branch. Give the instruction. Draw a bird roughly on the blackboard to help them.
3. The net is a closed line. The pupils will work on this notion later. However they may see that the fish cannot get out of the net: some are inside the net, others are outside.

Sequence 3**3. Air****Page 26****Objectives**

- Naming objects which work with the air.
- Talking about the importance of the air.

Collective activities

As you cannot see the air, you will show the pupils how it can be visible on what is around us: the leaves of the branches which move when there is wind, for example. You can give many concrete examples in the classroom: blowing up a balloon, using a bicycle pump, watching a plane in the sky, a fan, etc. Talk about the importance of the air for human beings, for example: tell the pupils they breathe all the time even if they do not realize it. Ask them to stop breathing, they will see that it is impossible to do it for a long time. You can also talk about animals' breathing. It is more difficult to talk about plants, this will be studied later.

Book activities

Ask the pupils to look at the page for a few minutes. Then they will describe it and they will tell you what works with the air. You will not give further explanations as they would be too difficult for nursery school children.

Sequence 3**4. Numbers to seven**

Objectives

- Knowing the counting rhyme (the series of numbers) up to 7.
- Counting and making collections including up to 7 elements and associating a quantity to a number.
- Writing the numbers 6 and 7.

Collective activities

You will do the usual activities of counting and making collections with the pupils. Try to find the best occasion in relation to what you are doing.

Start with 5 elements to do revisions first. Then add 1 element to a collection of 5. If the pupils recite the counting rhyme regularly, it will not be difficult for them to find the next number. Do the same thing to introduce 7 (add 1 to a collection of 6). Write the numbers 6 and 7 on the blackboard. Ask the pupils to make collections with the school things. They will also have to show from 1 to 7 fingers, to make groups of pupils from 1 to 7 pupils.

Book activities

1. Ask the pupils to spot the different elements and read the numbers. Then they will have to point to numbers at random. Ask them to look at the umbrellas and the drawings on them. Then tell them what they have to do. Ask pupils to repeat the instruction.

2. The pupils have already done this kind of exercise.

3. The drawings of the geometrical shapes will allow the children to revise. A few basic characteristics can be given again: the triangle has 3 sides, the square has 4 sides, for example.

Sequence 3

5. What you can eat, what you can't

Page 28

Objective

- Respecting the basic rules when eating.

Collective activity

If possible try to use concrete examples: a child who is about to eat something with dirty hands, for example. As usual when you talk about rules with the pupils, they will have to understand them. They will also have to understand what the consequences would be if these rules are not respected. Thus they will be responsible for their actions.

Book activities

1 and 2. Ask the pupils to look at the page and at each drawing. Then they will tell you what is good and what is bad. Finally make a list of all the rules the drawings represent: do not pick up food on the ground, do not eat rotting food; keep food in an appropriate place and out of reach of the animals (rats, flies...); wash your hands before eating.

Sequence 3

6. Longer, shorter

Page 29

Objective

- Comparing lengths.

Collective activities

You can use the school things: compare the lengths of pencils, pieces of paper, for example. Ask the pupils how they did that. They could say, for example: *I took the shortest/the smallest/the longest/the biggest*. Ask them

how they tidied the medium-sized pencils: some children may have put them side by side, others may have superposed them.

You can draw lines on the blackboard and ask the pupils to compare them. The children can also draw longer or shorter lines on the blackboard.

Book activities

1. Ask the pupils to have a look at the drawings in each box, then they will tell you what they represent. Tell them what they have to do. When you correct the exercise, the children will say, for example: *The pencil is longer than the felt pen. The felt pen is longer than the pencil.*

2 and 3. Now the children are going to draw. Ask them to name the drawings: a snake, a ladder. It is easier for them to draw a snake than a ladder. On the blackboard, show them how to do it: draw the uprights first and then the rungs. They will not compare the number of uprights but their heights.

Sequence 3

7. Cooking and kitchen utensils

Page 30

Objective

- Naming the cooking utensils.

Collective activities

Bring kitchen utensils in the classroom: cutlery, a glass, a saucepan, a plate, a bowl, etc. The pupils will mainly work on vocabulary. Ask them to name the objects, they will also tell you when and how to use them. Revise hygiene rules from the previous lesson (Sequence 3, lesson 5) and add new rules if necessary: you must use clean utensils, wash them, you must not drink from someone else's glass, etc. You will mention these rules regularly throughout the school year and you can speak about what they do at home too. The pupils will understand that what they learn in class must be respected in other places too.

Book activities

1. Ask the pupils to name the objects. The pupils will easily identify objects you use to cook or eat. You will ask them to talk about other objects: you use a sponge to do the washing-up, a dish towel to dry the utensils, etc.

2. Ask the pupils to name the objects. Here it deals with drawing. The pupils can also colour the drawings.

Sequence 3

8. More than, less than

Page 31

Objective

- Comparing the number of elements in a collection and using the expressions "less than", "more than".

Collective activities

Ask the pupils to make collections with the school things, then ask them to compare the number of elements in these collections. After that, ask them to make bigger or smaller collections. They can work with what you have in the classroom. You can also tell 7 pupils (for example) to come in front of the others. One child will give out a pencil to each pupil (prepare these pencils before). Then show them: *there are as many pencils as there are children* (they will revise "as many/much as" they studied previously). Then do the same activity with 7 more children (so that many pupils take part in the activity). Ask one child to give out 5 pencils. The pupils will observe that all the children did not get a pencil. They will have to make sentences like: *There are less pencils/There are more children/There are less pupils than pencils/There are more pupils than pencils*. Do the activity with new pupils and ask to distribute more pencils than the number of children involved. The children will have to describe the situation with sentences like: *There are more pencils/There are less children/There are more pencils than children/There are less pencils than children*.

After that you can work on the slate: ask the pupils to draw 4 crosses, for example, then more or less circles. Do the same exercise with different shapes and quantities.

Book activities

1. The pupils have to draw lines from one element to another one.
2. In this exercise it is more difficult because of the way the elements are placed. The pupils will have to count (others will sense the quantity as a whole).

Sequence 3

9. Night and day

Page 32

Objective

- Recognizing night from day.

Collective activities

The word "day" has several meanings. One day is 24 hours. It is also the laps of time from sunrise to sunset. Finally it is opposed to the night, night meaning that it is dark and day that there is light. The teacher will try to give simple explanations here.

Ask the pupils to talk about what they do at night and during the day. Help them to sense the cyclic aspect of night and day.

Book activities

1. Ask the pupils to look at the exercise. They will have to describe each drawing. Mention the drawings of the sun and the moon. Tell them what they have to do. They will have to justify their answers: the blue sky and the light, it is dark at night, etc. The moon represents the night even if we can sometimes see it during the day.
2. Ask the pupils to describe the drawings. Then they will have to justify their answers again: you can see the moon or the sun, the mosquitoes near the street lamp, etc.

Sequence 3

10. Ordering events

Page 33

Objectives

- Ordering events in a chronological order.
- Using the words "before", "after".

Collective activities

It is difficult to do something before the lesson but every day you have to work on the notion of time, you must write the date for example. The children can help you, you have to prepare stickers with the days of the week, numbers (at least the first numbers of the month at the beginning of the year). Try to use the appropriate vocabulary when it is possible: *What did we do before...? What are we going to do after...? Yesterday, we... Tomorrow, we will...etc.*

Book activities

The pupils have a look at the page for a few minutes. They will tell you what they have seen. Tell them there are two different stories. They will see that it is difficult to understand them as the different episodes are not in the chronological order. Some of them may choose the right episode first as they do not know we are supposed to read from left to right. This way, they will be able to follow the story. Ask the children to look at the first story. They will describe each drawing. Tell them they have to number the episodes of the story. They have to spot the first box. Write the series of numbers : 2, 3, 4 on the blackboard. This will help the pupils to write on their activity book. When they have finished the exercise, ask them to justify their answers. Thus they will use spatial vocabulary. Do the same thing with the second story.

Sequence 4

1. Plants around us

Page 34

Objective

- Knowing the plants around us.

Collective activities

This is the first lesson among a series of lessons in which the pupils will grow plants in the classroom or in the playground. First you will watch what is around the pupils: plants in the playground or near the school. Naming all of them may be difficult. You can give them a few names. Make categories: trees, grass, small shrub... Give vocabulary when you describe something: the trunk, the stem, the leaf, the flower, for example.

Book activities

1. Ask the pupils to look at the picture and describe it: animals (a bird, a hen, a dog, a goat), plants (grass, flowers, trees) and things men built (a fence, a post, a sign, a house). Then tell them what they have to do first. Explain what a trunk is again. Show a trunk in the playground if possible. Thanks to the second question the pupils will see that you can eat some plants. Ask them the name of animals which eat plants. Then ask them what plants human beings eat.

2. The pupils will use the previous picture or what is around them to do the drawings.

Sequence 4

2. Beside, between

Page 35

Objectives

- Spotting an object beside one thing or between two things.

- Placing an object beside one thing or between things.

Collective activities

The position of the pupils in the classroom does not matter this time. Ask a pupil to stand beside another one, then between two friends; do the same activity with two other children. Ask the pupils to make sentences for each situation. Do the same exercise with objects: each pupil places a piece of chalk between two pencils, beside the slate, etc. Ask them to make sentences for each situation.

Book activities

1. The pupils have a look at the page. They will have to talk about the children and the trees. Ask them to situate each child in relation to the tree or the trees (revision of: next to, in front of, between). Then tell the pupils what they have to do and they will do the exercise.

2 Ask the children to describe what they see. Give the vocabulary when necessary. They will have to mention the car, the bicycles, the electrical post, the birds, the clouds in the sky. Tell them what they have to do as they go along. Draw on the blackboard to help the pupils if necessary. When you correct the exercise, the children will use the vocabulary of the lesson.

Sequence 4

3. From the seed to the plant

Page 36

Objective

- Understanding how plants grow.

Collective activities

The teacher will grow plants in the classroom or in the playground with the pupils. It is the best way for them to understand how these grow. So this lesson is closely linked to the next lesson. The documents of the book will help the pupils to prepare this activity.

Book activities

Ask the pupils to look at the whole page and to describe what they can see. They will easily see that the drawings are not in the right order. This is what they will have to do and they will describe each drawing with precision: the seed, the stem, the roots, the flowers, the leaves, etc. The plant grows from a seed. Then there will be more seeds and more plants.

Sequence 4

4. Numbers to 8

Page 37

Objectives

- Knowing the counting rhyme (the series of numbers) to 8.
- Counting collections including up to 8 elements and associating a quantity to a number.
- Making collections including up to 8 elements.
- Writing number 8.

Collective activities

Ask the pupils to count and make collections of what you have in the classroom: capsules, short sticks, stones. Start with revision : numbers to 7. The teacher will make collections and ask the pupils to count them. He will also ask the children to make collections. They will write the corresponding numbers on the blackboard. You will add 1 to a collection of 7 to explain number 8. This will be easy for the pupils who know the counting rhyme further than the numbers of the lesson. Write 8 on the blackboard. Use your fingers to show 8 fingers and ask the pupils to count them; ask the children to show 8 fingers (revise smaller numbers too).

Book activities

1. Ask the pupils to read the numbers from left to right (revision). The children will identify the objects. Give the vocabulary if necessary. Then they will count the elements. Tell them what they have to do.
2. The pupils will have to count in this exercise too but it is quite different. So make sure they understand what they have to do. First they will give you the name of the animals. Then show them each number and tell them they have to colour the corresponding number of animals (they do not have to give the total number of animals).
3. Now the pupils have to make collections.

Sequence 4

5. Plants in the classroom

Page 38

Objective

- Growing plants in the classroom.

Collective activities

In relation to the previous lesson (sequence 4, lesson 3), the pupils will grow plants. It deals with a concrete situation. The children will share the different tasks: some of them will prepare the soil, others will sow the seeds, and others will water the plants regularly. Ask the pupils to tell what they do and to describe how the plants grow. They can also do drawings, they will use the activity book to have models (this lesson and the previous one). When it is possible, show the roots of a plant. Give a simple explanation about the roots.

Book activities

1 and 2. Work on the activity book at the appropriate time: before growing the plants in the classroom or after (it will help the pupils to describe how the plants grow).

Ask the pupils to look at the drawings. Then they will tell you what the children are doing. They may see that the drawings are not in the right order. Ask them to number them. They will describe each picture. The vocabulary will be revised: the soil, the seed, the pot, the watering can, the stem, the leaves, the roots, etc.

Sequence 4

6. Patterns

Page 39

Objective

- Making a pattern.

Collective activities

You can do two kinds of activities before working in the activity book: the pupils will have to make alternation following your instructions. For example ask them to make a line of one boy/one girl ; two boys/two girls ; one boy/two girls, etc. The children can also use what you have in the classroom to make such patterns: alternate one capsule and a short stick, two capsules and a short stick, etc.

Book activities

1. Ask the pupils to describe what they can see: bracelets with only a few pearls on them. They will have to describe each of them: the shape of the pearls (you will teach them the word "oval"), the colours. Tell them they have to do two different things: draw a circle or an oval, then colour them, use the right colour.

2. Then the pupils will have to identify the shape (a triangle) before colouring it. Ask them to describe each situation. They will have to make sentences like: *There is a red triangle, a white triangle./There are two blue triangles, two white triangles,* etc. They will understand easily what they are supposed to do.

Sequence 4

7. Politeness

Page 40

Objective

- Being polite in any circumstances.

Collective activities

Use concrete situations: a child who is not polite, greetings in the morning or when the children leave school, "thank you" that you repeat several times in the day, etc. Ask the pupils to find the basic vocabulary you use when you are polite: thank you, good morning, good bye, good night, please, etc. You can ask the pupils to play a scene: a child is in a shop, he wants to buy something. He will say good morning/afternoon/evening, he will ask politely what he wants, "say thank you" and "good bye" before leaving. Try to make the pupils understand why you must be polite. It does not only deal with words but with behaviour too: you should smile, look at somebody, be nice when you speak, etc.

Book activities

The pupils have a look at the scene. They will tell you what they understand and then they will imagine the dialogue (there are several possibilities). Finally they will play the scene. They will have to tell how many pupils will play. Do the activity several times with different pupils. Start with children who raise their hands to take part in the activity.

You will have to repeat the rules regularly throughout the school year. Mention that the adults must be polite too. Some may be a bad example!

Sequence 4

8. Totals to 5

Objective

- Making up a collection of 5 elements

Collective activities

This notion of making up a collection to 5 is important regarding to numeration and operations with small numbers. Later the pupils will learn “total to 10”, which will be very important regarding to calculation. The teacher can use what is in the classroom: ask the pupils to put 2 capsules on the table, then they will have to find how many capsules you must add to make 5. (The teacher will try to think of what is necessary in the classroom to create such a situation: work groups, for example). Do exercises with the slate too. Use the fingers, it is quite easy for the pupils as there are five fingers in a hand.

Book activities

1. This exercise is the same thing as what they have just done. First ask them to identify the objects. Then they will read each number, they will have to tell that it is always the same one. Ask them how many objects there are in each box and tell them what they have to do. As usual, ask them to repeat or explain the instruction differently to make sure everybody has understood.

2. The dots are placed like on a die. The pupils must play many games with this kind of materials (each player throws the die, the bigger number wins a counter, etc.) If you do not have dice, draw the dots from 1 to 6 on pieces of cardboard. The pupils put them upside down on the table and they can choose one of them. Use the example so that the children understand what they have to do. Tell them to have a look at the die with nothing on it, it represents 0, and it must be associated to 5.

Sequence 4

9. I sleep well

Page 42

Objective

- Sleeping enough to be healthy.

Collective activities

Young children do not always feel like going to bed. They would prefer playing and they do not understand why the adults go to bed later. They do not realize how important it is to sleep enough. This lesson will help them to understand this.

Before the lesson the pupils will ask their parents what time they go to bed when they go to school the following day. Even if they cannot read the time, they will see that most of them go to bed at about the same time. Tell them that adults or older children go to bed later but a baby sleeps more. The pupils will note that you sleep more or less according to your age.

Then ask the pupils what happens when you do not sleep enough. Several children will answer the question. As a conclusion you will say that it is important to sleep enough to feel well the next day.

Book activities

1. Ask the pupils to point at the first picture and to describe it. Then they will give you their opinion about what the children are doing. Then ask them to look at the two pictures to imagine what will happen next. They will have to choose the right picture and justify their answer.

2. Here again the pupils will understand what the consequences can be if you do not sleep enough: you cannot get up in the morning, you are tired or in a bad mood, you may fall ill more easily, etc.

Sequence 4

10. Following an itinerary (1)

Page 43

Objective

- Following and understanding an itinerary.

Collective activities

The teacher will have a look at the two lessons on itineraries, thus he will know what the pupils are supposed to do. During the gymnastic lessons, ask the children to follow an itinerary: symbolize a line or a "start", follow a rope or a string, turn right or left, avoid an obstacle (tree, chair, ball...) somewhere, go over an obstacle (stool, chair) and so on.

Book activities

The teacher will have to help the pupils here because the grid is quite difficult to read. Make sure the children understand what they have to do. First they will have a look at the page for a few minutes. Ask one or two pupils to describe what they have seen. The others will help them if necessary. Then ask the names of the animals which are represented more often than the others: the caterpillar and the snail. Then they will spot them, and the leaf too. Ask them to spot the first caterpillar and the beginning of the line. Tell them what they have to do: they have to join all the caterpillars up to the leaf. Do the same thing with the snail and the flower.

Integration activities 2

Pages 44-45

Objectives

- Evaluating learned notions of the sequence: the notion of space, numeration, adding, geometrical shapes, comparing lengths, food hygiene, the importance of sleeping enough, will an object sink or float?

Description

- The pupils look at the picture for a few minutes. First they will talk about it without your help, and then you will guide them.
- The teacher reads the first instruction, some pupils repeat it and the teacher asks a few questions to make sure everybody has understood (proceed as before for the following instructions).
- The pupils work on their own.
- A few pupils explain what they have done and justify their answers.
- According to the results of the pupils, suggest new activities so that they revise what is not understood.

Sequence 5**1. Where do animals live?**

Page 46

Objective

- Knowing where animals live.

Collective activities

You can start the lesson in the playground: watch animals and the place where they live (birds, insects, animals in a field if the school is in the countryside, a river or the sea and you will talk about fishes which live there, etc.).

Book activities

Ask the pupils to look at the page. Mention the big picture in the middle and the small ones around. Ask the children to name the animals. Then ask them to find where these live in the big drawing. Tell them what they have to do. Ask some pupils to repeat the instruction and ask a few questions to make sure everybody understands. The pupils will have to justify their answers. Why does the sheep have to be in a pen? And the hen in the henhouse? Are there several possibilities for the butterfly? The fish? The ant? etc.

As a conclusion tell them that some animals live on the earth (and sometimes underground), others in the air or in the water. The animals who live in the air also move on the earth and sometimes in the water (this will prepare the next lesson).

Sequence 5**2. On the left, on the right (1)****Page 47****Objectives**

- Identifying your right and your left, and the right and left of somebody from behind.

Collective activities

In the process of learning to identify right and left, the pupils will have to work first on their own bodies (ask them to show their right hand, their left hand, their right knee, their left knee, to lift their left leg, etc.); then they will spot right and left on somebody from behind (ask a few pupils to come in front of the others and to show their backs; ask them to raise one hand, the others will tell if it is the right hand or the left hand). The first lesson will stop after these two activities. Then the pupils will learn to spot left and right on somebody in profile and somebody facing you. They will also learn to place an object in relation to something (place a ball on the right of the door, draw a circle on the left of the paper, etc.).

Book activities

1. Ask the children to have a look at the picture and describe it. You can see almost all the children from behind. Tell them what they have to do. They will raise their left hand before doing the exercise.

2. Use the blackboard to show the pupils what they have to do. The exercise is more difficult for the left-handed pupils because they will have to hold their pen with their right hand.

3. Start the exercise with revisions: ask the pupils to raise their right hand, then their left hand. Do the same activity with different orders. It is easier for the pupils when it deals with the hand they use to write. Statistically most of them will be right-handed.

Sequence 5**3. How do animals move?****Page 48****Objective**

- Learning how animals move.

Collective activities

Try to watch what is around the pupils to introduce the lesson, as you did before. If it is not possible or when you have finished this, work on the activity book.

Book activities

1 and 2. Ask the pupils to identify and name the animals on the picture. The pupils will tell how each animal moves. You will also ask where these animals live. Tell the children that animals have different ways of moving: for example some birds fly but they can also walk on the earth and swim. Then the pupils will have to tell you what they use to move: the legs, the paws, the feet, the wings, the fins. Mention that some animals have two feet (birds) or four legs (the hippopotamus), six (bees) or eight (spiders). There are no spiders on the drawing but the pupils may know them. Others do not have legs: worms, snakes (they crawl). This is the second question.

As a conclusion you will say that animals move according to where they live. That is why they have wings, legs, fins, etc.

Sequence 5**4. Numbers to 9****Page 49****Objectives**

- Knowing the counting rhyme (the series of numbers) up to 9.
- Counting collections including up to 9 elements and associating a quantity to a number.
- Making collections including up to 9 elements.
- Writing number 9.

Collective activities

Proceed as before to count and make collections. First the children will have to revise: count 5 objects, for example, then 3, 8, 7...; ask the pupils to make collections of different numbers of objects, less than 9. To explain 9, add 1 to 8: *I drew 8 circles. I draw one more circle. Now there are... circles.* As usual use your fingers and ask the pupils to count them, then they will have to show from 1 to 9 fingers.

Here is a counting rhyme to 9:

1 and 2, I laid 2 eggs,
Said the blue hen.
1, 2, and 3, I laid 3, answered the goose.
5, 6 and 7, I laid 7,
Said the hen.
8 and 9, what a beautiful egg!

Book activities

1. Lots of groups of 5 appear in the exercise: the fingers, the dots on the die. Let the pupils count as they wish. Some may not have to count. Later maybe you will help them to make sentences like: *I can see 5 fingers/dots and then one more finger/dot, there are 6.*

2. Ask the children to describe the picture: sport T-shirts are drying on a line. The pupils will have to read the numbers, from left to right. Then ask them to show the numbers at random.

3. Ask the pupils to name the shapes. Then they will spot and read the number in each box. Tell them what they have to do. Ask a pupil to explain the instruction again.

Sequence 5

5. Smooth, rough, hard, soft

Page 50

Objective

- Identifying smooth, rough, hard and soft surfaces.

Collective activities

Bring things the pupils will watch and touch: objects with a smooth surface (a ruler, the cover of a book...), objects with a rough surface (a sponge, a file, a stone), something hard or soft (the previous objects or a cushion, cotton, a piece of wood...). If possible, work in small groups so that all the pupils can handle the objects. Give the vocabulary. Ask the pupils to classify the objects: name those which have a smooth surface, then a rough one and so on. Some of them may have two characteristics.

Book activities

1. Ask the pupils to name the objects. Then tell them what they have to do. Give an example on the blackboard to make sure the pupils understand they have to circle objects and cross out others.

2. The pupils will name the objects. Then tell them what they have to do.

Sequence 5

6. Double entry tables

Page 51

Objective

- Understanding a double entry table.

Collective activities

You can work on double entry tables with the list of the pupils, for example. You can make groups of the pupils who are present and the pupils who are absent. You can make groups of pupils who have done something. You can also make tables to sort, the entries could be the geometrical shapes and their colours, for example. In each situation, the pupils will have to identify the different elements of the table. This is described below.

Book activities

The pupils will look at the page for a few minutes, then you will have to help them. First they will tell you what they have seen. They will probably mention the shapes first. Some pupils may say that some shapes are dotted. They will have to draw on the dots. Finally ask the pupils to name the shapes in the first column; they will point to them when they are mentioned. Talk about the decorations and ask the pupils to describe them: horizontal/vertical/oblique in one way/oblique in the other way (draw them on the blackboard, the pupils will point to them). Then explain how you can find the decoration corresponding to each drawing: you must follow the column with your finger up to the right box.

Sequence 5

7. Modern appliances

Page 52

Objective

- Identifying and naming modern appliances : mobile phones, televisions, computers, cameras, digital cameras, etc.

Collective activities

If possible, bring materials: a mobile phone, a camera... Show photos (advertisements, for example) of the biggest objects. You can show a television or a computer if there is one in the school. Ask the pupils to identify the objects. They will tell you if they have already seen them, when, where and why. Talk about the different possibilities these modern appliances offer: you can give or receive phone calls on your mobile, you can take a photo, you can connect to the internet... You can write a text on your computer, watch photos or a film, connect to the internet... Ask the advantages of modern appliances. Mention that they all work with electricity: you must plug them in or use a battery (some pupils may know you have to recharge them regularly).

Book activities

Ask the pupils to look at the exercise. They will name the appliances they can see on the left of the page. Then they will have to draw a line to the corresponding picture on the right of the page.

Sequence 5

8. Sharing

Page 53

Objective

- Sharing in equal parts.

Collective activities

There are several possibilities here: ask two children to come in front of the others, they will have to divide a quantity into two equal parts (capsules, for example). You will explain how they managed to do that (you can give out an object successively to each child, for example). Do the same activity with copybooks, children divided into two equal groups, etc. The children can also work in pairs or in groups: with what you have in the classroom, ask them to make equal parts. Sometimes there may be elements left.

Book activities

1. Ask the pupils to describe what they can see: two children and mangoes. Tell them what they have to do. There is the beginning of a line: you can draw a line from a mango to a child, then another mango to another child and so on. It is the easiest way to do the exercise.

2. This is the same kind of exercise but it is a little more difficult as you have to do three equal parts this time. The pupils will not find it difficult if they use the same methods as before. The exercise is finished when the pupils have joined all the pencils to the children. Ask the pupils to explain what they have done when you correct the exercise.

Sequence 6

1. On the way to school

Page 54

Objective

- Being careful in the street.

Collective activities

If possible, take the pupils outside the school to watch the traffic (if not, use the document in the activity book). They will have to tell you what the pedestrians have to do (you will give the appropriate vocabulary: space, position of objects, orientation...). Explain that there is a place for vehicles (they have to be on the right of the street) and one for the pedestrians (you have to be careful there, you must not play or jostle somebody). It is dangerous for pedestrians to stand on the road but sometimes you have to cross the street. So you have to be careful: you must respect the traffic lights, use pedestrian crossings, look both ways before crossing the street, you must not run. Young children will cross with an adult or with someone older. Mention the signs in the streets.

In class, ask some pupils to describe their itineraries to school. They will try to talk about the dangerous places and what they must do to be cautious. Then, as a conclusion, ask some pupils to remind the class of the basic rules and they will imagine the possible consequences if these rules are not respected.

Book activities

Ask the pupils to look at the picture. They will have to tell you what is dangerous and who is not being careful. The pupils will explain what these people should have done to be careful. Give the instruction: tell them who they have to colour and who they have to circle. You should also suggest the children to look at this page with their parents. Safety road will be taught by the family too.

Sequence 6

On the left, on the right (2)

Page 55

Objective

- Spotting right and left in relation to something.

Collective activities

Revise your left and your right. Ask the pupils to take a pencil, as if they wanted to write. Then ask the right-handed children to raise their right hand, do the same thing with the left-handed children. Play *Simon Says*: when the teacher says *Simon says: Lift your right hand/your left foot/touch your left knee*, etc., the pupils have to obey the teacher. When he just says: *Lift your right hand*, they must not obey. The pupils who obey the order are eliminated. Then ask the children to spot and place an object in relation to something: draw a circle on the left of the blackboard; put a pencil on the right of the table, etc. Be careful, all the pupils who are watching the activity should be facing the same direction.

Book activities

1. Ask the pupils to describe the picture and spot the tree. Before doing the exercise, ask the children to show their right hand (most of them are right-handed) and their left hand.

2. The pupils will describe the picture and you will give vocabulary if necessary. Here it deals with spotting your right and your left.

Sequence 6

3. Let's live in a nice place!

Page 56

Objective

- Being responsible and making the place we live in nice.

Collective activities

Young children do not know how fragile nature is. So it is too early to talk about pollution, global warming or the depletion of natural resources. However they can understand that we must respect our environment, our surroundings. Evoke concrete situations first: a dirty playground, a dirty street near the school, for example. Ask the pupils to talk about the rules of class life (first lesson). Tell them to explain why a dirty playground is bad. If possible, the pupils will watch dustmen, roadmen, gardeners' work. So you can clean things but it is easier not to make them dirty. Tell the children that if you drop a tissue somewhere, it will take 3 months to disintegrate, a chewing-gum 5 years, a plastic bottle from 100 to 1000 years. As a conclusion the pupils will tell you what you should do: throw rubbish in bins, clean regularly, preserve and make the surroundings beautiful, avoid wasting, etc.

Book activities

1 and 2. Ask the pupils to look at the document and to point to good and bad behaviours. Ask them to explain the consequences in each case. Tell them what they have to circle and what they have to colour. Ask them to justify their answers when you correct the exercise, thus they will repeat the main notions of the lesson.

Sequence 6

4. Numbers to 10

Page 57

Objectives

- Knowing the counting rhyme (the series of numbers) up to 10.
- Counting collections including up to 10 elements and associating a quantity to a number.
- Making collection including up to 10 elements.
- Writing number 10.

Collective activities

Do revision first. For example, write 7 (then 5, 8, 6...) on the blackboard. The pupils will make collections of 7 objects or they will show 7 fingers. Draw collections on the blackboard, the children will have to count them and write the result on the slate. Make grouping like on dominoes (5 and 1 to make 6 ; 5 and 2 to make 7, etc.). Explain 10 by adding 1 to 9. If the pupils are used to the counting rhyme, they know this number. Write the number on the blackboard. Do not explain why there are two figures. Then ask the pupils to show 10 fingers, to count and make collections of 10.

Book activities

1. Ask the pupils to describe what they can see: number 10, drawings (they will name them), and dotted lines. Tell them what they have to do and do the first example with them (10 fingers of the hand).

2. The teacher will read the numbers, from left to right, and the pupils will point to them. Then do the same thing in a different order. The children can also work in pairs: one will show a number, the other one will read it, then they will reverse the roles.

3. 0 is very important here; the pupils will have to follow the arrow.

4. It will be very easy here for the pupils to understand what they have to do.

Sequence 6

5. Lighting appliances

Page 58

Objective

- Identifying light appliances.

Collective activities

Bring materials: a torch and a battery, a lighter, a paraffin lamp. Give a concrete example to start the lesson: you need light early in the morning or at night (possible revisions of the lesson about night and day). Ask the pupils how they get light, at home, in the village or in the neighbourhood. Ask them to name and describe the objects you have brought: each of them has a bulb, a piece of glass or plastic. There is also a source of energy: a battery or a wire which brings the electricity. The pupils may also evoke street lights, the headlights of a car...

Book activities

1. Ask the pupils to look at the objects and name them. Tell them that some of these are light appliances and others are not. Ask the pupils to find the light appliances. All of them need electricity or another source of energy (wood, petrol...). Give the instruction and the pupils do the exercise.

2. If possible show the pupils a battery. Ask them to name objects which need a battery. Show them light appliances you plug in. Then give the instruction and correct the exercise.

Sequence 6

6. Following an itinerary (2)

Page 59

Objective

- Following an itinerary.

Collective activities

Before this lesson, you can ask the pupils to follow an "itinerary" during the gymnastic lesson. Use a symbolization so that is close to what they can see in the activity book: a rope, a string they will have to follow, ask them to go toward an object, to go over or round an obstacle (a ball, a box, a chair...), etc. Prepare and think of a few elements that will not be used (a chair, a tree...). Prepare pieces of paper and draw the different elements on them. Show them to the pupils to help them following the "itinerary": for example, a paper with the string on it, then another one with the tree they will have to reach, and so on. Small groups of children can take part in the activity. You can easily change the itinerary with the pieces of paper you show them.

Book activities

The pupils will have a close look at the page. They will not have to be too quick to start the activity. Ask them to spot the two children at the top of the page. Tell them they are going to school. Mention the arrows and the pictures at the top of the page. Tell them there are elements the children will come across. Ask the pupils to name them. Then mention the two children at the bottom of the page and the elements, which are not in the correct order. Tell the pupils what they have to do: draw each child's itinerary, join the different places they have to go in the correct order.

Sequence 6

7. Light and shadow

Page 60

Objectives

- Understanding what a shadow is.
- Looking at a light beam.

Collective activities

If possible, you will make experiment with the pupils. You can place a light in the classroom and watch the shadows or you can watch shadows in the playground (the shadows of objects or the shadows of the pupils). The children will recognize themselves. Ask them to explain what is happening. They will be able to tell you that their body is an obstacle between the source of the light (the sun or a lamp) and the ground. You can make shadowgraph with them: place your hands and/or your body in a certain position so that they look like an animal, an object, etc.

Book activities

1. The pupils will understand what they have to do thanks to what you did before. Ask them to justify their answers: the general appearance of the animal, the tail, the moustache of the cat, etc.

2. If possible, do this in the classroom. You need a torch and a piece of cardboard or a book to stop the light.

Sequence 6

8. Finding differences

Page 61

Objective

- Paying attention to detail to find differences in two drawings.

Collective activities

Play Kim's game: draw geometrical shapes on the blackboard. The pupils will look at them for a few minutes. Ask three or four children to leave the classroom while you erase a shape. When they come back into the classroom, the pupils must find the missing shape.

You can play again with other pupils as the game is very quick.

Book activities

The pupils have a look at the page. They will probably see that it is the same series of drawings twice. Ask them to describe these drawings. Some may see that there are differences in the pictures. Tell them what they have to do. When you correct the exercise, ask what the differences are and where they are.

Integration activities 3

Pages 62-63

Objectives

- Evaluating learned notions of the sequence: where animals live, how they move, modern appliances, road safety, counting and comparing quantities, sharing, identifying left and right.

Description

- The pupils look at the picture for a few minutes. First they will talk about it without your help, and then you will guide them.

- The teacher reads the first instruction, some pupils repeat it and the teacher asks a few questions to make sure everybody has understood (proceed as before for the following instructions).

- The pupils work on their own.

- A few pupils explain what they have done and justify their answers.

- According to the results of the pupils, suggest new activities so that they revise what is not understood.

Patterns

Page 64

Objectives

- Colouring and following a pattern.

- Making a pattern.

Collective activities

The teacher will ask the pupils to clap hands with them:

x x x x x / xx x xx x / x xx x xx x / xxx x x xx x, etc.

Book activities

1. Ask the pupils to have a look at each drawing and to describe it: number of lines, white and coloured boxes. Then they will do the exercise.
2. Now the pupils will have to make their own patterns. The vertical display may surprise some of them. The teacher can prepare other patterns on pieces of paper. He will cut them and use them to decorate the classroom.