

# **Early learning activities**

# **Mathematics**

Second 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. Let's respect the rules of class life

#### Page 4

#### Objective

- Respecting the rules of class life.

#### Collective activities

The rules of class life are closely linked to the rules of the school and the group rules. The pupils will have to understand why it is necessary to respect these rules. So you will start with concrete examples and the children will tell you these rules little by little. When something happens in the playground, for example, you will take advantage of this event to ask the pupils what they can do or cannot do there. Explain why it is important to get into a line and be quiet before working. Talk about the importance of listening to your friends or your teacher and raising your hand before speaking. Tidying the classroom and respecting the materials are also important, etc. So respecting the rules of class life deals with every day work. This lesson will emphasize the importance of establishing these rules.

#### Book activities

**1, 2 and 3.** The pupils may use the activity book for the first time, so they will leaf through it with you. Tell them how important it is to take care of it.

Ask them to look at the picture and to tell you where the children are. Then ask them to describe each drawing. Give vocabulary if necessary. The pupils will describe the children's behaviour and tell you if it is good or bad. They will cross out what must not be done. As a conclusion you will say that we must respect rules. The pupils will tell you the possible consequences if rules are not respected. They will recapitulate the rules you have talked about.

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## Sequence 1

### 2. On, under, in, between, beside...

#### Page 5

#### Objective

- Spotting or placing an object in relation to something (on, under, in, between, beside...).

#### Collective activities

This first mathematics lesson will give the pupils the opportunity to discover the activity book. They will leaf through it with you. Tell them they will have to take care of it.

Try to create concrete activities linked to the activities of the class. Ask the pupils to put school things on / under a shelf, in a box; ask a child to sit beside a friend or between two friends, etc. Ask the pupils to make sentences like: *The pencil is on the shelf / in a box*, etc. Give the spatial vocabulary when necessary.

#### Book activities

**1.** The pupils will look at the page for a few minutes. Then ask them to describe what they have seen. Draw their attention on the details they may not have seen. Give the vocabulary and help the pupils to spot the elements they mention. Use the blackboard to explain "circle".

**2.** Now the pupils have to place objects. Tell them what they have to do, read each instruction. When you correct the exercise, ask the pupils where they have drawn the different elements.

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## Sequence 1

### 3. My school things

#### Page 6

#### Objectives

- Naming the school things.
- Respecting the school things.

### **Collective activities**

It is the beginning of the year, so this lesson will give you the opportunity to introduce the school things. The pupils will name them and tell you where they must be put away. Ask them why we must tidy a place. They will also tell you why it is important to take care of the materials.

### **Book activities**

1. The pupils know the vocabulary as they have already named the objects. Revise the words if necessary. Give the instruction and show what "circle" means on the blackboard.

2. Ask the pupils to describe each child. They will tell you what is wrong: the shirt, the pencil, the piece of paper, the position. Then they will colour the drawing.

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### **Sequence 1**

#### **4. Numbers to 4**

##### **Page 7**

### **Objectives**

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

### **Collective activities**

Use what you have in the classroom to count with the pupils and make collections (they can also count children). For example, show capsules (1 then 2, 3, 4 and after that change the order) and ask the pupils how many they can see (you can also draw circles on the blackboard). Then ask the children to take 1, 2, 3 then 4 capsules (after you will change the order). Write the numbers on the blackboard. Prepare pieces of paper and the pupils will match them with the collections. Hang a numerical strip in the classroom. The pupils will see more numbers on it (they will use these numbers to count pupils, pencils in a box, etc.).

### **Book activities**

1. Ask the pupils to name the different elements. Then the pupils will have to read the numbers. Tell them what they have to do. The children can also use the slate to write the numbers (revision of first year nursery school).

2. Ask the pupils to spot the dots which indicate the starting point and the arrows. Give one or two examples on the blackboard. The children can use the slate before doing the exercise.

3. Ask the pupils to name the elements they will have to draw, and then they will read each number. Draw a snail, a flower... on the blackboard to help the pupils.

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### **Sequence 1**

#### **5. Clean hands!**

##### **Page 8**

### **Objective**

- Respecting basic personal hygiene rules: washing your hands.

### **Collective activities / Book activities**

If possible, start the lesson with a concrete example: children who have dirty hands after the break or after painting, for example. Here the collective activity is presented in the activity book. Follow what is suggested: the pupils work in pairs. They will have a look at their friend's hands. Then ask: *Who has clean hands? Who has dirty hands?* Then work on the second question of the activity book. Be careful, the pupils have to colour what corresponds to their own hands, not their friends'.

Then talk about personal hygiene with the class: *Is it a problem to have dirty hands? Why?* Then give further explanation if necessary: it is important to have clean hands to be presentable; you cannot work with dirty hands or your activity book will be dirty; you can fall ill if you touch food with dirty hands. Ask the pupils to talk about their habits. Then you will make a list of the good habits: you must wash your hands before eating, after going to the toilet and when they are dirty.

You can show the pupils how to wash your hands: you need a basin, soap and a towel. Then the pupils will be able to number the drawings in the activity book.

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## Sequence 1

### 6. Patterns

#### Page 9

#### Objective

- Making patterns.

#### Collective activities

Clap rhythm patterns with the children:

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

You can do the same patterns with capsules, stones...

#### Book activities

1. Ask the pupils to look at the shapes on each line and name them (revision of geometrical vocabulary). Tell them the lines are incomplete. They will have to tell you how to finish them: the pupils must identify and describe the different patterns.

2. This exercise looks different but the pupils will have to do the same thing: watch the shapes, name them, identify and describe each pattern.

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## Sequence 1

### 7. Perfectly clean!

#### Page 10

#### Objective

- Respecting basic personal hygiene rules and wearing clean clothes.

#### Collective activities

Revise the previous lesson "Clean hands!". Now it deals with the importance of washing the whole body every day. Use concrete example if possible (children who are dirty after the break and who will have to wash at home). Ask the pupils questions about their habits as far as personal hygiene is concerned: *When do you wash? Why do you have to wash?* The children will speak and you will not condemn bad habits. Through your explanations and their friends', the pupils' behaviour will improve as they will have understood the possible consequences of bad habits.

Wearing clean clothes is important too: you wear clean clothes when you are clean. Ask the pupils to talk about their habits again. They will try to explain why we must wash our clothes and wear clean clothes.

#### Book activities

1. The pupils have a look at the pictures for a few minutes. They will easily understand that they represent a story. Ask them to describe each drawing and then to put them in the right order. Show number 1 which indicates the first episode and ask the pupils to number the other drawings. Ask them to speak about the child who is coming back home dirty and who washes.

2. Ask the pupils to look at the pictures. They will see that it is the end of the story. They will describe the drawings, number them and tell you why the mother is washing the clothes and why you must wear clean clothes.

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**Sequence 1**  
**8. Chronological order**  
**Page 11**

**Objectives**

- Working on the notion of time.
- Putting the episodes of a story in chronological order.

**Collective activities**

The teacher will work on the notion of time regularly: he will mention the date every day (the pupils can help with stickers), he will ask them to place the activities of the day in chronological order: *We sang before the break. After we will... Yesterday, you... Tomorrow you...*

You can work on chronological order when you read a story: ask the pupils to order events for example.

**Book activities**

**1 and 2.** You can use the same method with each series. Ask the pupils to watch the pictures. Tell them it is a story. They will have to find the first episode: there is number 1 in the first situation. Then they will have to find the next episode. One pupil will make a suggestion. You will also ask the children to describe each picture giving many details, to work on the vocabulary. Use the same method throughout the exercise.

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**Sequence 2**  
**1. Let's play and work all together!**  
**Page 12**

**Objective**

- Being able to take part in collective activities.

**Collective activities**

Here it deals with living all together. Ask the pupils to remember the rules of class life. Try to use a concrete example to introduce the lesson: a child who does not want to take part in an activity, a child who sulks or laughs at the others, etc. Try to explain why it is bad. Ask the pupils what the possible consequences are: what would happen if everybody behaved this way? A collective activity means everybody must take part in it. The pupils will have to give you examples of situations in which several people are involved, in which you must help one another, cooperate: work-groups, dancing round in a circle, collective games (see activity book), collective work, collective tasks (distributing materials, tidying...), etc. As a conclusion you will ask the pupils to repeat the rules of group life (they will repeat the rules of class life and maybe add more rules to the list).

**Book activities**

**1.** Ask the pupils to describe the picture. Ask them what is wrong and what the possible consequences are. The pupils will have to circle the children or the groups of children who have a bad behaviour.

**2.** This is another kind of collective activity. Proceed as before: the pupils look at the picture and describe it, comment and colour it.

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**Sequence 2****2. On the left, on the right (1)****Page 13****Objective**

- Identifying your left and your right, the left and right of somebody from behind or almost in profile.

**Collective activities**

Ask the pupils to take a pen as if they wanted to write. Stand in front of the class and show your left hand (it will show the right for the children as they are facing you). Ask the pupils who have a pen on this side to raise their hands. Tell them it is the right hand and they are right-handed. The others will raise their hands now. Tell them it is their left hands and they are left-handed.

Do more exercises: ask the pupils to lift their left hand/ their right hand, then to touch their left knee, to lift their right foot, etc.

Draw a vertical line on the blackboard. Draw a geometrical shape on one side and ask the pupils if it is on the right or on the left of the line. The pupils can do the exercise on the slate. They can also place objects on the left or on the right of their tables, their slates, etc.

**Book activities**

1. The children on the picture are represented from behind. They have the same position as the pupils who are watching them.

2. Here we can see two children almost in profile. So the exercise is a little more difficult.

3 and 4. They have already done this kind of exercise (collective activities).

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**Sequence 2****3. I respect adults and my elders****Page 14****Objective**

- Respecting adults and elders.

**Collective activities**

First describe or show a situation in which an adult is not respected. Ask the pupils why the child is not respecting the adult. Ask them to give more examples: a child interrupting somebody, a child disobeying or being insolent, etc. Try to make the pupils understand why children must respect adults (and elders), in the same way that adults respect children (when an adult scolds a child, it does not mean he does not respect him). Talk about the rules of class and school life. Tell them that everything is not written in there (bad or good behaviour): you must not smile when somebody scolds you, you must not lie, you must greet people in the morning, etc. Everybody should try to adopt the best attitude.

**Book activities**

1. Ask the pupils to identify the place. Then they will name the different characters: children, an older sister who is taking her sister to school, teachers (a woman and a man). The pupils will tell you who the children must obey and why they must respect them. Then give the instruction.

2. In this exercise the pupils will evoke personal things. They will all draw the teacher, the headmaster of the school and then they will try to find the people they have to obey outside school.

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**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.
- Sensing small quantities as a whole without counting.
- Writing number 5.

**Collective activities**

Use what you have in the classroom to make the children count and make collections: capsules, short sticks, stones, school things (pencils, felt pens...). First revise 1, 2, 3 and 4. Then add 1 to 4 to explain 5. The pupils know the number if they recite the counting rhyme regularly. Write 5 on the blackboard. Show 5 fingers: it is a whole hand. Do exercises regularly: ask the pupils to count fingers or to show a number of fingers.

**Book activities**

1. The pupils will have a look at the pictures and they will tell you what they can see. Ask them to read the series of numbers. Tell them what they have to do.
2. Write 5 on the blackboard to give an example. Show the pupils the starting point and the arrows. They can use the slate before doing the exercise.
3. Give an example on the blackboard before doing the exercise.

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**Sequence 2**

**5. Liquids**

**Page 16**

**Objective**

- Identifying and giving the characteristics of liquids.

Matter can exist in three forms: solid, liquid or gas. You will not mention gas in nursery school. You will talk about the basic characteristics of liquids: they flow; they take the shape of their containers. Bring materials in the classroom: containers, liquids (water, juice, milk...), sand, soil and solids (stones, school things). You will either work with the whole class or in groups. Show the pupils what you have brought and ask them what could fill a saucepan, a bottle. They will not mention solids which are too big. Give precisions: you must try to find something which will fill the container "without leaving space" (you cannot completely fill a saucepan with pencils, for example). Now spend some time talking about the sand and liquids: *Why is the sand different from the liquids?* The pupils will use ordinary vocabulary: *Water flows and makes something wet, not the sand*, for example. As a conclusion the pupils will recapitulate the different characteristics they have observed.

**Book activities**

1. Ask the pupils to look at the objects and name them. Then ask them to identify the liquids. They will justify their answers to give the characteristics they have studied.
2. If possible, before doing this exercise, show the pupils this kind of container and how to "use" it.

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**Sequence 2**

**6. Classifying**

**Page 17**

**Objective**

- Classifying according to a criterion.

### **Collective activities**

Use school things to do this kind of activity. Choose elements which have a common criterion: pencils, felt pens, rubbers, etc. Ask the pupils how they can classify them. Use a symbolization on the blackboard. These symbols can be used on the boxes to classify things in the classroom.

### **Book activities**

1. Ask the pupils to look at the first picture. Then they will name the objects. Tell them they are in the same box because they go together, except for one. Ask the pupils to name it and to justify their answers. They will make a sentence like: *The toothbrush is not a tool like the shovel, the hammer and the screwdriver.*

Use the same method with the second series of images.

2. Ask the pupils to name the objects and to look at the boxes. They will describe the symbol on each box. Then show the beginning of the line to tell them what they have to do. Some balls do not correspond to any boxes.

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### **Sequence 2**

#### **7. Our flag**

##### **Page 18**

#### **Objectives**

- Recognizing and colouring the Cameroonian flag.

#### **Collective activities**

Ask the pupils to look at the Cameroonian flag in the playground. Ask them where else they can see it. Explain that it is one of the symbol of the country. Then they will have to describe it. Give simple explanations about the colours and the star: yellow represents the sun and the savannah in the north of the country, green represents the tropical forest in the south of the country, red represents blood shed during the decolonization war, the star symbolizes the unity of the country.

#### **Book activities**

1. Ask the pupils to look at the exercise and to describe what they can see. Then they will identify the Cameroonian flag. The other flags shows that each country has its own flag.

2. The pupils will look at the Cameroonian flag above to colour this one. Then they will look at the picture on the right and they will explain what the people must do and why.

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### **Sequence 2**

#### **8. Comparing lengths**

##### **Page 19**

#### **Objective**

- Comparing lengths.

#### **Collective activities**

First the pupils will have to compare things. They will superpose things or estimate the differences by watching things. They will use the metric system later.

Ask two children to come in front of the others, one will be smaller than the other one. The children will have to tell you who is the smallest and who is the tallest. They will have to make sentences. Now ask three children to come in front of their friends. They will line up in order of height.

You can also do exercises on the slate: the pupils will have to draw a line, then they will have to draw a shorter one (and after a longer one).

#### **Book activities**

1. Ask the pupils to name the objects. Tell them what they have to do. Comparing the lengths of the first objects will not be difficult, the other ones are in oblique, so it is a little more difficult.

2. The lengths of the snakes are quite different, so the children will not have difficulties in numbering them. Tell them what they have to do and ask them to spot number 1. Write 2, 3, 4 and 5 on the blackboard as they need them to do the exercise.

3. Ask the pupils to name the objects. Tell them what they have to do first, they will do the first drawing. Then ask them to do the second drawing.

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**Sequence 2**

**9. Making a New Year greetings card**

**Page 20**

**Objective**

- Making a New Year greetings card.

**Collective activities**

If possible, show Near Year greeting cards, birthday cards... to the pupils. They will describe them and they will tell you to whom and when they are sent. Spend more time on New Year greeting cards.

**Book activities**

Ask the pupils to look at the page. Read the message on the card. Then explain that the three pictures represent the stages of the making of the card. Ask the pupils to describe and number them. The pupils will have to justify their answers: the message, the drawing...

Then the pupils will make a card. You can use what is suggested in the activity book or make something different.

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**Sequence 2**

**10. Shapes**

**Page 21**

**Objective**

- Knowing basic geometrical shapes: the square, the triangle, the triangle, the circle ("round").

**Collective activities**

The children will handle shapes you can make with cardboard or pieces of paper. The children must take them, compare them, superpose them, put them in different positions (a square or a triangle on their corners are sometimes more difficult to recognize for young children). Draw a shape on the blackboard. Ask the pupils to look at the shapes they are handling; they will have to find the same. They will also have to tell you why they are identical. This will allow the children to use the appropriate vocabulary: the "side", for example. In nursery school the vocabulary does not always have to be very precise. Make sure the pupils know the name of the different shapes before working on the activity book.

**Book activities**

The pupils will have a look at the page for a few minutes. Ask them what they have seen: shapes (they will have to name them), boxes. The beginning of the line will help the pupils to understand what they have to do. Give further explanation if necessary.

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**Integration activities 1**

**Pages 22-23**

### **Objective**

- Evaluating the learned notions of the sequence : personal hygiene, the Cameroonian flag, school things, geometrical shapes, patterns, counting, comparing lengths, the notion of space.

### **Sequence of activities**

- 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.

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### **Sequence 3**

#### **1. What do animals eat?**

**Page 24**

### **Objective**

- Understanding that different animals eat different food.

### **Collective activities**

Ask questions about what the pupils can see in the surroundings, especially if the school is in the countryside. If it is not the case, the pupils will tell you what they know about what animals eat. Then work on the activity book.

### **Book activities**

Ask the pupils to look at the page. Mention the big drawing in the middle and the other drawings above and below. Ask the children to name the animals. Show the plants too. Give the instruction: the animals in the smaller drawings will find food in the bigger drawing. Help the pupils when they cannot give the answer or when they do not agree. When the exercise is finished, you will explain that some animals eat plants, others eat animals, some eat both. Ask or give the pupils more examples: the lion, the sheep, etc.

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### **Sequence 3**

#### **2. On the right, on the left (2)**

**Page 25**

### **Objective**

- Identifying your left and your right, the left and right of somebody from behind or almost in profile.

### **Collective activities**

Revise your left and your right: ask the pupils to take a pen as if they wanted to write, they will have to tell if they are right-handed or left-handed. Then ask a left-handed child to come in front of the others. Ask him to raise his left hand and to turn in profile. Do the same thing with a right-handed pupil. This exercise will show the pupils that your left and your right do not change even if you change position. Then ask the children to stand in front of their friends.

### **Book activities**

**1.** The pupils can play the scene in the classroom (the children can hold green and red pieces of paper if you do not have a scarf). It is the best way for the children to understand that the right hand of a child is always the same, even if you change position (second picture).

**2.** On the picture we can see children from behind or almost in profile. One child is facing "us". It is the most difficult situation. The pupils can turn to have the same position.

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**Sequence 3****3. Animals grow up****Page 26****Objective**

- Understanding that animals grow up.

**Collective activities**

If the school is in the countryside, if there are animals in the surroundings, the pupils will talk about what they can see. Animals grow up: ask the pupils to explain what it means (avoid animals which are metamorphosed like the butterfly, the mosquito or the frog). Give simple explanations.

**Book activities**

Ask the pupils to look at the pictures. Then they will name the animals. Tell them you can see the same several times. We can see each animal grow. The pupils will have to find the correct order. Ask them to justify their answers: the order of weight, the tusks of the elephants grow, the monkey has little hair when it is young, the zebra's stripes change.

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**Sequence 3****4. Numbers to 7****Page 27****Objectives**

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

**Collective activities**

Today the children are going to work on numbers to 7 but they know more numbers thanks to the counting rhyme they recite regularly. Ask the pupils to count as often as possible: children, school things, sheets of papers that will be distributed, etc.

They will also have to make collections.

Revise the numbers up to 5. Explain 6 by adding 1 to 5 and 7 by adding 1 to 6. Write 6 and 7 on the blackboard. Then use the fingers to do exercises. Some pupils will easily show 6 on their fingers: a whole hand and one more finger (7 like 5 fingers and 2 more fingers). They will not have to count.

**Book activities**

1. Name the animals and read the numbers. Tell the pupils what they have to do, show the boxes where they have to write the numbers.
2. Show the pupils how to proceed on the blackboard. They will practise on the slate first. Ask the pupils to spot the starting point and the arrows.
3. As it was said previously it is very important to use the fingers to learn counting.
4. Ask the pupils to name the elements they will have to draw. Then ask them to count the lollipops and the sweets they can see. When you correct the exercise, ask how many drawings they did in each box.

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**Sequence 3****5. Beware of dangerous animals!****Page 28**

**Objective**

- Avoiding dangerous animals or the dangers they represent.

**Collective activities**

You could start the lesson by asking the pupils if something happened to them in the school or outside the school (a sting or a bite, for example). Ask them to describe what happened, the causes and the consequences of the incident. Tell them that some animals may be dangerous. Ask them to name some of them and to describe the dangers they represent. They will try to explain how we can avoid these dangers.

**Book activities**

1. Ask the pupils to describe the scene. They will have to name the animals. Then they will identify the dangerous animals and they will tell what kind of danger they represent: bite, sting, transmission of illness. Then they will try to see how dangerous it can be: if a bee stings you it is not really serious in most cases; if a snake bites you, you can die; mosquitoes and other insects can transmit very serious illnesses, like malaria.

2. After this exercise, add what you are told to do in your region to avoid malaria: wearing long sleeves and trousers at nightfall, for example.

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**Sequence 3****6. Colouring according to a colour code**

Page 29

**Objective**

- Following a code.

**Collective activities**

It is difficult to do something before working on the activity book, so the teacher can use it at once.

**Book activities**

1. Ask the pupils what the drawing represents. They will have to spot the different "boxes" and the numbers. Ask them to name the colours. Then they will spot the number next to each colour. Ask them what it means. Some pupils will probably find the answer. Give further explanation if necessary. Ask questions to make sure everybody has understood: *What colour must you use for number 1? What number does the colour yellow correspond to?* etc.

2. This is the same kind of activity but you will spend some time on the code as it is different. Tell the pupils some colours correspond to two numbers (ask the children to name them). Ask questions to make sure everybody has understood.

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**Sequence 3****7. The different parts of a plant**

Page 30

**Objective**

- Naming the different parts of a plant.

**Collective activities**

This lesson goes with the next one: growing plants in the classroom or in the playground so that the pupils will be able to watch them grow (you just need seeds, cotton and/or earth to do this in the classroom).

If possible, bring a plant in the classroom. Ask the pupils to describe it. They will name the different parts. Use the document of the workbook to give precisions.

### **Book activities**

1. Ask the pupils to look at the plant and to name the different parts. Give simple precision about some of them: the roots allow the plant to nourish itself (if the pupils grow plants, they will have to water them); the stem supports the plant and the leaves; the fruit can be seen after the flower (there are flowering plants which have no fruit and the seeds can be bare; sometimes the words *seeds* and *fruit* are mixed).

2. Revise what has been said about fruit (do not give a precise definition). Ask the pupils to name fruit they eat regularly. Give the instruction. When you correct the exercise, the children will revise the new vocabulary: the carrot is a root; the trunk is the name given to the bare part of the stem of the tree.

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### **Sequence 3**

#### **8. More than, less than, as much as**

**Page 31**

#### **Objectives**

- Comparing quantities.
- Using the expressions "less than", "more than", "as much as".

#### **Collective activities**

Use what you have in the classroom. The pupils can work in groups. Ask them to make a collection of 5 capsules, for example. Then ask them to make a collection of 3 stones. Finally they will compare the two collections and make sentences like: *There are more capsules than stones/There are less stones than capsules*. Do the same exercise with different quantities. Ask the pupils to make identical collections so that they will use the expression: *There are as many... as...* Then ask them to make a collection of 5 capsules, for example. Then they will make another collection with *more/as many as/less* capsules. Do the same exercise with different quantities.

#### **Book activities**

1. Ask the pupils to describe the scene: the children, the marbles, the trees and the birds. Ask them to count the marbles in each bag and tell them what they have to do (colouring). Use the same method with the birds. When you correct the exercise, the children will make sentences and they will use the vocabulary they have just learned.

2. Now the pupils have to choose the quantities.

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### **Sequence 3**

#### **9. Growing plants**

**Page 32**

#### **Objective**

- Growing plants.

#### **Collective activities / Book activities**

1. As it was said before this lesson goes with the previous one. You will work on the activity book at the appropriate time. You will grow plants in the playground if it is possible or in the classroom. It is a concrete activity which is motivating for the pupils. The pupils will watch the plants grow. One day you will uproot one to show the roots.

In the activity book, the pupils will describe each drawing and they will number them. Show number 1 which indicates the first episode.

2. The pupils will recognize the tools easily thanks to what has been done in the classroom or in the playground.

---

**Sequence 3**

**10. Sequencing**

**Page 33**

**Objective**

- Ordering the episodes of a story.

**Collective activities**

Every day you will work on the notion of time: when you ask the pupils to situate an activity in the day, when you talk about what you will do, when you work on the date, etc. This will help them for the exercises in the activity book.

**Book activities**

Tell the pupils the different drawings represent a story. Then they will have a look at the page for a few minutes. Ask them what it is about. Draw their attention on number 1 which represents the beginning of the story. Ask them to describe this drawing (they will have to mention the colour of the child's clothes, it will help them to find the end of the story). Then ask them to find the next episode and so on. Ask the pupils to justify their answers.

The order is: 1. The child is getting up. 2. He is having breakfast. He is wearing red and yellow clothes. 3. He is walking to school. 4. He gets wet, his clothes are dirty. 5. He is taking his clothes off and he is putting on brown trousers and a green shirt. 6. He is late for school.

---

**Sequence 4**

**1. What shall we do with the rubbish?**

**Page 34**

**Objective**

- Throwing the rubbish in the right place.

**Collective activities**

The theme of the lesson is closely linked to every day life. Give concrete examples to the pupils: a piece of paper in the classroom, rubbish in the playground, refuse in the street, etc. Ask the pupils to explain the possible consequences of rubbish anywhere: the place is not nice, it may be polluted, you can catch illness, etc. In the classroom, organize the collect of rubbish: some children will pick up pieces of paper on the floor after an activity, others will clean the classroom. Tell them it is a good solution to clean but it is better not to make a place dirty. The pupils will develop good habits throughout the school year. You will remind them of different rules when necessary.

**Book activities**

1. The pupils look at the page. Some people live there, so this activity will complete what you have talked about (the rules at school). Ask the pupils to describe the people's behaviour. Then ask them what is wrong and what is good. They will describe the possible consequences of bad behaviour. As a conclusion you will explain that everybody is responsible for cleanliness. The pupils will remind you of the different rules again.

2. You use these kinds of objects to make a place clean.

---

**Sequence 4**

**2. Itineraries**

**Page 35**

**Objective**

- Following or reproducing an itinerary.

**Collective activities**

You can ask the pupils to follow an itinerary during the gymnastics lesson. You can also do revisions: turn right or left, go under the chair, under the bench, etc.

**Book activities**

Ask the pupils to look at the first situation. They will have to name the animal and spot the flower. Tell them the bee is going to the flower. Ask them to follow the itinerary with their finger. They can describe it: *The bee is going to the right, then down, then to the right twice, then down, then to the right twice, then up*, etc.

Then ask the pupils to look at the second situation. They will spot the same elements: the bee, the flower and the beginning of the itinerary. Then tell them what they have to do. Ask some pupils to repeat the instructions. They have to draw the itinerary they have followed with their fingers.

It is the same exercise with the elephant.

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**Sequence 4****3. Water for all!****Page 36****Objective**

- Talking about the importance of water for living beings.

**Collective activities**

The pupils will have to realize the importance of water for human beings. It is something precious we must not waste. Ask the pupils to tell you what they drank the day before or the day of the lesson. Explain that we need a certain quantity of liquid every day (there is liquid in food too but do not mention this to the pupils). You must drink regularly. Ask the pupils to talk about all the living beings and to mention the plants you grow in the class; you have to water them. Some pupils will talk about animals too.

**Book activities**

1. Ask the pupils to look at the scene and describe it: the water pump, the different characters, the plants, and the animal. Give the instruction. As a conclusion you will say that living beings need water, animals and plants too.

2. Here the pupils can see the three categories of living beings they know: the human beings, the animals and the plants.

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**Sequence 4****4. Numbers to 9****Page 37****Objectives**

- Knowing the counting rhyme (the series of numbers) up to 9.
- Counting and making collections including up to 9 elements.
- Writing the numbers 8 and 9.

**Collective activities**

You will make the children count and make collections as you did before. Try to vary the activities: the pupils can count or make groups of children, capsules, pencils, etc. Introduce 8 by adding 1 to 7, 9 by adding 1 to 8. Write 8 and 9 on the blackboard. The pupils will use the expressions "more than", "less than", "as much as" while they work.

### **Book activities**

1. The pupils will describe what they can see. Then ask them if there is the same number of marbles in each bag. They can count the marbles. They will draw a line from the bag to the corresponding number of marbles.
2. Write the numbers on the blackboard. They will practice on the slate. As usual, on the activity book there are arrows and a starting point.
2. The pupil will look at the exercise: it is obvious that some numbers are missing here.
3. The second part of the exercise is a little more difficult. Some pupils may start counting from 1 to find the right number.

-----  
**Sequence 4**

### **5. Seeing, hearing, smelling, tasting, touching**

**Page 38**

#### **Objective**

- Knowing the world thanks to the five senses.

#### **Collective activities**

You can do funny games with the pupils to talk about the different senses: blindfold a child and ask him to recognize another pupil who speaks (hearing), he can also try to identify a geometrical shape or an object (touching or seeing for the other pupils), he will smell or taste food and try to recognize it (smelling, tasting), etc. (N.B. Games about seeing and hearing are described in the next lesson). In each situation ask to pupils which organ they use to give the answer: the eyes, the ears, the nose, the skin, the tongue. Ask them to make sentences during the game: *I can smell with my nose. I can touch the objects with the skin of my fingers. I can see with my eyes. I can hear with my ears. I can taste with my tongue.*

### **Book activities**

Through these activities you will see what the pupils remember. Revise if necessary.

Ask the pupils to describe each drawing. Ask them to spot the character in the middle and to name the different organs. Then mention the points and the beginning of a dotted line; the pupils will have to draw a line from each drawing to each organ.

-----  
**Sequence 4**

### **6. Symmetry**

**Page 39**

#### **Objective**

- Learning what symmetry is by handling.

#### **Collective activities**

Give the pupils a small piece of paper. Ask them to fold it. Then ask them to draw a curved line from the fold which comes back to the fold again. The children will cut the piece of paper along the line and finally they will unfold it. (It is also possible to cut the paper without drawing the line). Ask the pupils what they can see: there are two pieces of paper that you can superpose around the axis of symmetry. Of course you will not use this kind of vocabulary with the pupils.

### **Book activities**

Ask the pupils to look at the shapes. Explain that there is a mirror in each situation. If you have a mirror in the classroom, use the blackboard to show the pupils that we can see the second half of the heart in the mirror (the shape is symmetrical). The pupils will see that it is different with the hand.

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**Sequence 4****7. Seeing and hearing****Page 40****Objective**

- Knowing the world thanks to seeing and hearing.

**Collective activities**

You can do the same game as in the previous lesson. You can also do Kim's game with the whole class: draw shapes on the blackboard (you can also put objects on a table or on a chair). The pupils look at them for a few minutes. Two or three pupils leave the class. Erase a shape. When the pupils come into the classroom, they will tell you which shape is missing. The pupil who gives the answer is the winner. You can play the game several times as it is very quick. Here it deals with seeing and revising shapes. You can vary: write letters or numbers on the blackboard, for example.

**Book activities**

1. Ask the pupils to look at the first series of shapes. They will have to name them. Give vocabulary if necessary: oval, diamond. Then they will look at the second series of drawings. They will quickly see that they are the same. Give the instruction. Leave them time to look for the missing shape. Some pupils may cross out figures they recognize as they go along.

2. This activity has already been described.

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**Sequence 4****8. Adding****Page 41****Objectives**

- Adding two quantities.  
- Using the signs + and -.

**Collective activities**

Ask four pupils to come in front of the others. Ask the class how many children there are. Write 4 on the blackboard. (if necessary revise numbers). Ask 3 more pupils to come in front of the others. The class will have to count them. Write 3 on the blackboard, not far from 4 and leave a small space. Now ask how many pupils there are now. The children will count. Write the result on the blackboard, on the right of 3. Sum up the situation: *4 pupils came first (show 4). Then we added 3 more pupils (show 3). So we have 4 pupils plus 3 pupils (write the sign + on the blackboard), it equals 7 (write = on the blackboard and show 7).* Ask the pupils to repeat *4 plus 3 equals 7*. Give more examples with other pupils, or with capsules, school things, etc.

**Book activities**

Proceed as you did previously. Ask the pupils to count the objects. Then they will write the numbers. Ask the pupils to correct using sentences like: *Four plus two equals six*.

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**Sequence 4****9. Weather report****Page 42****Objectives**

- Looking at the weather.  
- Using symbols.

### **Collective activities**

You can talk about the weather regularly with the pupils. As you can see it in the activity book, the pupils can use symbols to represent the weather: a cloud when the sky is grey; a cloud with raindrops (or just raindrops) when it is rainy; a horizontal ribbon if it is windy, a vertical one if it is not. You can use a thermometer to give the temperature.

So you will talk about the sky, the precipitation, the wind, the temperature. You can record this in a copybook or on a notice board. A different pupil can do it every day. You will also talk about the seasons when you notice changes.

### **Book activities**

1. Ask the pupils to talk about the weather. Ask the pupils to classify their remarks according to the different criteria. Suggest symbols for each criterion (as it was said in "collective activities"). Then tell the children to look at what the activity book suggests. They will fill in the grid. Make sure they understand it. Ask them to write the date.

2. Ask the pupils what they wear when it is rainy. Ask the pupils to name the drawings and give the instruction.

-----  
**Sequence 4**

### **10. Double entry tables**

**Page 43**

#### **Objective**

- Understanding a double entry table.

### **Collective activities**

The teacher will use double entry tables as often as possible: to know who must tidy the school things, who must clean the classroom. You can also use double entry tables for the school materials, to make groups of pupils, for example. It will help the children to do the exercises in the activity book.

### **Book activities**

1. The pupils will look at the table for a few minutes. Ask them what they have seen. They may not answer in a particular order. Ask them to give more details: there are geometrical shapes (the pupils will have to name them in the order of the first line) and decorations (they will describe them in the order of the first column). Ask the children to point to the first circle, tell them that it has the same decoration as the first box in the first column. Now the pupils will have to draw a circle under this one and they will have to describe its decorations. Use the same method to finish the exercise.

2. The pupils will have to spot the containers and the elements they will have to draw.

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**Integration activities 2**

**Pages 44-45**

#### **Objectives**

- Evaluating the learned notions of the sequence: understanding that animals grow up, plants grow, knowing what to do with the rubbish, the senses, identifying left and right, counting, adding, comparing quantities, following a code.

#### **Sequence of activities**

- 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.

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**Sequence 5**

**1. Materials**

**Page 46**

**Objectives**

- Identifying and naming materials: wood, metal, plastic, cloth, paper, etc.

**Collective activities**

Bring a few objects to show materials to the pupils: a shirt made of cotton, a newspaper or sheets of paper, a wooden ruler, a plastic ruler, a metal ruler, coins, etc. Ask the pupils to look at the objects and to tell you what they are made of. Give vocabulary if necessary. Then the pupils will try to explain why some objects are made of wood, others of metal, etc. For some objects there are several possibilities (a plastic ruler or a wooden ruler). The children will see that you cannot use paper to make a key or metal to make a shirt. Finally ask the pupils to name the materials they have talked about. Ask more questions about objects in the classroom. You can use several materials to make an object.

**Book activities**

1. Ask the pupils to name the objects they can see in the drawing. Then give the instructions, one by one. On the blackboard show how to circle something, draw a cross and an arrow.
2. This exercise is about cloth. The pupils will also see that an object can be made of several materials.

-----

**Sequence 5**

**2. Square patterns**

**Page 47**

**Objectives**

- Understanding a square pattern.
- Following an "arrowed path" in a square pattern.

**Collective activities**

You need specific materials for this lesson. So you can start by working on the activity book. You can reproduce the square patterns of the activity books on the blackboard.

**Book activities**

1. Ask the pupils to look and describe what they see: a square pattern and shapes, a virgin square pattern. Ask them to name and situate the shapes. The pupils can use the lines or the columns to situate them: *There is a black circle in the last square of the first line or There is a white circle in the second square of the second column and a square in the last one.* Then tell them what they have to do.
2. The pupils will look at the exercise and describe what they can see: a well, a house, a square pattern and arrows. Ask the pupils what they will have to do. The first arrow will help them here. Give further explanation if necessary. Tell them it is important to cross out the arrows as they go along.

-----

**Sequence 5**

**3. Tools for every trade**

**Page 48**

### **Objectives**

- Identifying and naming common jobs.
- Identifying and naming the tools used in these jobs.

### **Collective activities**

You can start the lesson by looking at the school things: ask the pupils to name the things they use and then what the teacher or the headmaster uses: a computer and a printer, for example. Then talk about other jobs: *What do your parents need when they work?* You can work on the activity book when the pupils do not have anything to say or when they seem to get bored.

### **Book activities**

Tell the pupils that there are tools in the middle of the page and people around. Ask them to name the different jobs. Tell them that all the characters have an empty hand or two empty hands. Ask them what tools they could use. Then the pupils will have to draw a line from a person to a tool. Then they will make sentences like: *The fisherman uses... The carpenter needs... The secretary works with...* (If possible the pupils will vary the vocabulary).

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## **Sequence 5**

### **4. Numbers to 10**

#### **Page 49**

### **Objectives**

- Knowing the counting rhyme (the series of numbers) up to 10.
- Counting and making collections including up to 10 elements.
- Writing number 10.

### **Collective activities**

First revise the numbers: the children will count and make collections. When you have a collection of 9, add 1 to explain 10. The pupils know more numbers thanks to the counting rhyme, so they have already heard 10. Write it on the blackboard. The pupils have already seen this number too, when you write the date for example.

Do exercises with the fingers: ask the pupils to show 5 fingers, then 3, 6, 9, 8, etc. and finally 10. We count by tens because a long time ago human beings used their 10 fingers to count. Thus the pupils will sense that 10 is 5 plus 5. Tens will be learned next year.

### **Book activities**

1. Ask the pupils to look at the exercise. Then they will describe what they see. Tell them what they have to do. The first example with the two hands each showing 5 fingers will not be difficult for them thanks to what you did before.

2. Show them how to proceed on the blackboard. Then the pupils will practise on the slate before working on the activity book.

3. In Class 1 and Class 2 the pupils will learn total to 10 by heart. It is very useful to calculate quickly. In second year nursery school it deals with making up collections.

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## **Sequence 5**

### **5. Illnesses**

#### **Page 50**

### **Objectives**

- Identifying illnesses.
- Doing one's possible to avoid illnesses.

### Collective activities

Find a concrete example to start the lesson: a child was absent because he was ill, a child has a cold. Ask the pupils to describe what happens when you have a cold: your nose is flowing, you cough, you have a sore throat, etc. Ask the child who has a cold if he takes medicine. Then ask the pupils if they know how you can catch this kind of illness. A few children will try to answer. Then you can work on the activity book and use the pictures to give explanations.

### Book activities

Ask the pupils to look at the drawings and to describe them. In each case ask what is good and what is bad. The pupils will tell you if they have already done these kinds of things. Thanks to the explanation that is given in each situation, the pupils will understand how they can avoid illnesses. You respect a rule more easily if you understand it. You will repeat the rules regularly throughout the school year when it is necessary: a child who does not cover his mouth and nose when sneezing, children who do not wash their hands before eating, pupils who throw rubbish on the ground (revision of the lesson on this subject : sequence 4, lesson 1), etc.

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## Sequence 5

### 6. Taking away

#### Page 51

#### Objectives

- Learning subtraction.
- Using the sign  $-$ .

#### Collective activities

Subtraction is used in several cases: when we take away or when we want to complete a quantity (I had 5 mangoes. I gave 2 of them. Now I have...); when we calculate a difference or when we compare two quantities of the same nature (I am 6 years old. My brother is 9 years old. What is the difference between us?). This year, the teacher will only use quantities the children can handle or visualize.

In the first exercise the pupils will have to take away. Ask them to put 5 capsules (for example) on the table. Draw the capsules on the blackboard and write 5. Ask the pupils to take 2 capsules. Cross out two capsules on the blackboard and write 2 at the right of 5, leaving a small space. The pupils will have to tell how many capsules there are now: there are 3, write 3 at the right of 5. Now recap: *We had 5 capsules* (show 5 on the blackboard). *We took two of them. We write 5 minus 2* (write the sign  $-$ ). *Now there are 2 capsules* (write the sign  $=$ ). *5 minus 2 equals 3*. Do the same exercise with different numbers. Gradually the pupils will have to find the subtraction corresponding to a situation.

#### Book activities

**1, 2 and 3.** These situations are similar to what the pupils did previously. In each case, ask them to name the elements of the drawings. They will have to tell you how many elements there were at the beginning and how many were crossed out. In the first exercise the first term of the subtraction is given. It is not the case after that, so it is a little more difficult.

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## Sequence 5

### 7. Proper eating

#### Page 52

#### Objective

- Respecting a few basic rules concerning nutrition.

#### Collective activities

In nursery school the pupils are not responsible for what they eat. So bad habits should not be condemned. However it is important to speak to the class about the dangers of bad eating habits.

Ask a few pupils to tell the class what they ate the day before. Do not express an opinion but mention the variety of food. Recapitulate and name the different food groups: fruit and vegetables, meat and fish, milk food, drinks... Ask the pupils when we must eat: *Can we eat all day? When we are hungry? At precise time?* Then work on the activity book: the pupils will explain the consequences of bad habits.

### **Book activities**

1. Ask the pupils to describe each picture. They will have to tell you what is wrong and what the possible consequences are: if you do not have breakfast in the morning, you are tired and hungry very quickly; you can fall ill if you eat with dirty hands; if you eat too much or if you eat rich food, you can get fat ; you get dirty if you do not eat properly.

2. It is quite difficult for a young child to explain what a good meal is, so you will give simple explanation. Ask them to describe the three meals: in the first and the third plates there are foods from each group food. In the second plate there are only sweet things.

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### **Sequence 5**

#### **8. Heavy or light?**

**Page 53**

#### **Objective**

- Comparing masses.

#### **Collective activities**

The pupils will study masses through concrete activities. Use school things: put three objects on the desk or on the table (they will have different masses): a big book, a small book, and a pencil, for example. Ask one pupil to take each object and to designate the heaviest and the lightest. Then he will put them in order by weight. The pupils will make sentences like: *This book is the heaviest. The pencil is the lightest.* Do the same activity with different objects and as many pupils as possible. Two children can do the exercise.

### **Book activities**

This exercise will be easier for the pupils if they have already seen this kind of bascule. If it is not the case, use a ruler: place a pivot under and in the middle of the ruler (you can use a small box, for example). Ask two pupils to place an object at the ends of the ruler: a pencil and a copybook, for example. The class will see that the ruler goes down on the side of the heaviest object. When the pupils change the position of the objects they will see that the ruler goes down on the other side (the object is heavier here).

Ask the pupils to name the objects under each bascule. Tell them what they have to do. Mention the beginning of the line, it will help them to understand what they have to do.

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### **Sequence 6**

#### **1. Let's watch out in the street!**

**Page 54**

#### **Objective**

- Respecting basic road safety rules.

#### **Collective activities**

If possible, look at concrete situations: for example, watch the street from the playground of the school or go outside the school. The pupils can also describe their itineraries to school. Bring out the fact that there are vehicles (ask the pupils to name them: cars, trucks, vans, bicycles, motorbikes...) and pedestrians, and the fact that you must respect rules to be safe. You will mainly talk about the rules the children must respect in the street: where you must walk in the street; you must not play near cars, you must be careful when you cross the street (next lesson), etc.

### **Book activities**

Ask the pupils to look at the picture. They will tell you where the scene takes place. Then they will describe people's behaviour. The pupils will probably notice the little drawings representing faces. Give the instruction. Ask them to explain the possible consequences of bad behaviour: the man on the motorbike is going to fall because of the child who is opening the door on the side of the road; the girl on the bicycle is not prudent (for herself and for the car); the children who are playing ball may frighten the driver. Ask the pupils to repeat the road safety rules they have evoked in this lesson.

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### **Sequence 6**

#### **2. Drawing shapes**

##### **Objectives**

- Drawing shapes in a square pattern.

##### **Collective activities**

It is possible to do exercises before working on the workbook if you have sheets of paper with square patterns: in this case, ask the pupils to draw a square, a square with a diagonal, a rectangle, a cross, etc.

### **Book activities**

The pupils will look at the page for a few minutes. Ask them what they can see: a square pattern, four drawings on the left. Ask them to describe the drawings: a rectangle, a car, another rectangle with diagonals, and a square which looks like an envelope. Show the beginning of the drawings on the right side of the square pattern and explain it will help to reproduce the shapes. Use the blackboard to explain that it will be necessary to count the squares to find the length of a segment (revision of square pattern). Tell the pupils they will have to start by the outline of the shapes.

---

### **Sequence 6**

#### **3. I am able to cross a road safely**

##### **Page 56**

##### **Objective**

- Crossing a street or a road safely.

##### **Collective activities**

This lesson will be interesting for the pupils if it relates to their everyday life. You cannot leave the school to teach the pupils to cross the street but if it is possible you can watch the street from the playground of the school or you can go in front of the school. The pupils will tell you if there are pedestrian crossings and traffic lights. Ask them to remind you of the basic road safety rules (sequence 6 lesson 1). Ask them to explain how they cross the street. Most of them cross the street with an adult or somebody older.

### **Book activities**

Ask the pupils to look at the first drawing. Mention the crossroads and the pedestrian crossings. Then ask them to describe the people's behaviour. Tell them they have to look at the direction the cars are facing. A child is in the middle of the crossroads: ask the pupils to explain why it is dangerous.

Then ask the children to look at the second drawing. The pupils will have to notice that there are no pedestrian crossings. Once again the direction the car is facing is important. This car had to stop because the child did not cross the street safely.

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### **Sequence 6**

#### **4. First, second, third...**

##### **Page 57**

**Objective**

- Knowing the ordinal value of a number.

**Collective activities**

The pupils have been working on the cardinal value of numbers since the beginning of the year. Now they will have to sense the ordinal value of numbers and the notion of rank.

Ask 5 pupils to come in front of the others and to get into a line. The other pupils will tell you the name of the child who is in front of the others. Say that he is the first one. Then ask them to name the second, the third and so on. Ask questions: *Who is the third?/ Who is the fourth?/Who is the first?* etc. Give a piece of paper or a slate to the children, write their corresponding numbers (prepare the pieces of paper and the slates before doing the activity) and ask questions again. The pupils will have to understand that when 4 is given to a pupil, it does not correspond to a number but to a rank. Ask the 5 children to give their slate or piece of paper to 5 different children: this new group of pupils will have to get into a line respecting the order corresponding to their numbers. Do the same exercise several times, it is fast and a lot of pupils will participate.

The pupils can also run in the playground and you will grade them so that they can understand what a rank means.

You can also give numbers to the school things: the first box of pencils, the second, etc.

**Book activities**

1. Ask the pupils to describe the drawings. The pupils will have to recognize the order of the rabbits in relation to the finishing line. It will be easy for them as they did the same kind of activity in the playground.

2. This time the pupils will be able to number the cars because they will spot the front and the back of the cars.

3. The pupils will understand that you add 1 to each number to get the next one. So given the number before and the number after, we can find the number in between.

-----  
**Sequence 6**

**5. Building a house****Objective**

- Describing the stages of the building of a house.

**Collective activities**

In this lesson you will revise tools and materials. The best way to start the lesson would be to watch a building site near the school. The teacher can also ask the pupils to look at the school: ask them to describe it, to name the materials it is made of, to imagine what was done first when it was built, what was the second stage and so on. Ask them to tell who worked to build it: a bricklayer, an electrician, a plumber...

**Book activities**

Ask the pupils to look at the page and to tell you what it is: the building of a house. Ask them to find the first stage of the building of this house and they will write 1. They will describe the drawing and they will tell you the man's job, the name of the tools and the materials he needs. Give vocabulary if necessary. Proceed as before for the other drawings.

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**Sequence 6**

**6. Sharing****Page 59****Objective**

- Dividing into equal quantities.

**Collective activities**

Imagine a situation in which the pupils want to share something: 2 children want to share 8 sweets equally. Give 8 capsules to 2 children and ask them to divide them into 2 equal parts. The pupils will manage on their own. Each child may take a capsule in turn. Others may do two equal parts intuitively. They will explain the different methods. Write  $8 = 4 + 4$  on the blackboard to recap. Explain: *With 8 sweets, we can do 2 equal parts of 4 sweets.* You will find the same kind of activity in the lesson.

### **Book activities**

The pupils will look at the exercise for a few minutes. It is similar to what they did previously: there are series of objects, two children will have to share them equally. Ask the children to name the objects. Then they will count them. Show them where they must do the drawings. The beginning of the exercise is very easy, so it will help them to understand what they have to do. The pupils can cross out the elements as they go along.

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**Sequence 6**

### **7. Next year, I'll be in class 1**

**Page 60**

#### **Objective**

- Preparing class 1.

#### **Collective activities**

If possible, take the pupils to the school and/or to the classroom where they will go next year. It will be reassuring for them to see the different places of the new school (the classrooms, the toilet, the headmaster's office...) and to meet the teachers. Some pupils may be able to talk about the school thanks to older brothers or sisters.

### **Book activities**

**1.** Ask the pupils to describe the school and the different places. Write the names on the blackboard: read them and ask the pupils to repeat them. Then they will have to write them in the right place.

**2.** Ask the pupils if they know the names of the grades in primary school. Write them on the blackboard when they name one. Then ask them to put them in the correct order. Finally they will do the same thing in the activity book.

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**Sequence 6**

### **8. Comparing capacities**

**Page 61**

#### **Objective**

- Comparing capacities.

#### **Collective activities**

The pupils will learn to compare capacities through manipulations and not only with pictures from books. Prepare containers: a glass, a water jug, a yoghurt pot, a saucepan, a small can, etc. You need water too. You will show three containers to the class: two small containers, one slightly bigger than the other, and a big one. Ask the pupils which container can hold the most and which can hold the least. Then ask them to place the containers by order of weight. It will be difficult for the containers which hold about the same quantity. They will have to fill a container to the brim and empty it into the other one. If they cannot put all the water, it means it has a smaller capacity. If they cannot fill the container, it means it has a bigger capacity.

### **Book activities**

**1 and 2.** Ask the pupils to name the containers. Then tell them what they have to do. As the containers are identical, they will do the exercise just by looking at them.

3. Ask the pupils to name the containers. They are identical too here. When you tell them what they have to do, make sure they understand the vocabulary.

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**Integration activities 3**  
**Pages 62-63**

**Objectives**

- Evaluating learned notions of the sequence: road safety, tools, materials and the building of a house, nutrition, counting, ordinal numbers, capacities and masses.

**Sequence of activities**

- 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.

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**Patterns**  
**Page 64**

**Objective**

- Making a pattern.

**Collective activities**

Here the pupils will have to draw shapes of the same size, one next to the other. They can do patterns regularly throughout the school year. Tell them the shapes are regular. They will colour them as they wish or they will follow the teacher's code: a colour corresponding to a shape.

**Book activities**

Ask the pupils to look at the patterns. Ask them what is regular. They will name the geometrical shapes and describe the colours.

Later the pupils will do their own patterns.