

R	<p>R: Counting up to five C: Orientation, comparison E: More than, less than, equal to, in front of, between, after...</p>	<i>Lesson Plan 11</i>
<p>Activity 1</p> <p style="text-align: center;">10 min</p> <p style="text-align: center;">25 min</p>	<p>Going home (R, page 9, picture 2) T: Look at the picture. Let's talk about it.</p> <p>How many people are there in the picture? What are they doing? <i>They are walking home</i> What is Buster doing? <i>Buster is waiting for them, Etc.</i></p> <p>How many bushes can you see in the picture? <i>Three</i> How many trees are there? <i>One</i> How many blades of grass can you see? <i>Five Etc.</i></p> <p>How many people are walking in front of Mother? <i>Two</i> How many people are walking behind Mother? <i>One</i> How many people are walking in front of Father? <i>Three</i> How many people are walking behind Father? <i>Zero</i> Etc.</p> <p>Finger practice</p> <p>Complete the drawing T: Look at your copy. Where is the fence? Where is the house? Where is the sign? Listen to the information and follow the instructions. Complete the drawing according to the text.</p> <p>The family is going home. ... The sign shows which way they have to go. ... There are three fence-posts between them and the house. ... ! The house has two windows facing the street. ... ! Buster the dog is waiting for the family. ...</p> <p>Draw a hat on the head of the first hiker and a scarf around the neck of any hiker.</p> <p>What do the children have in their hands? <i>Ann has flowers and Ben has a snail.</i></p> <p>Draw over the grey lines on the picture</p>	<p>Whole class activity. The picture is displayed or projected on the wall / screen. General talk first, then T asks questions (one at a time). Agreement, feedback, praising</p> <p>Who are they? <i>Ann and Ben</i> Who is he? <i>Father</i> Who are they? <i>Ann, Ben, Mum</i> Who are they? (Laughing) <i>Nobody</i></p> <p>E.g. rolling a ribbon or a song / verse with finger practice</p> <p>Each pupil has a copy. One sentence at a time.</p> <p>Observe if the pupils do nothing or do what is asked. Individual work. Monitored, helped. Praising. Stop the class and draw the items on the picture (OHP or i-board). Agreement, feedback, praising</p> <p>Whole class activity. Agreement, feedback, praising</p> <p>Individual work. Monitored, helped, corrected. Observe which lines they usually cannot find, then stop the class for clarification.</p>

<p>2</p> <p>30 min</p>	<p>Drawing around the hedgehog (R, page 10, picture 1)</p> <p>T: Look at the picture and find your copy. How many hedgehogs are there in the picture? <i>One</i></p> <p>Draw five strawberries in front of the hedgehog. Draw three toadstools behind the hedgehog. Draw three leaves above the hedgehog. Draw four blades of grass below the hedgehog.</p> <p>What have you drawn more of and how many more: Toadstools or raspberries? <i>I drew two more raspberries than toadstools.</i> Blades of grass or leaves? <i>I drew one more blade of grass than leaf.</i> Toadstools or leaves? <i>I drew as many (the same number of) toadstools as leaves.</i></p>	<p>The picture is displayed or projected on the wall / screen. Pupils have their copies. Individual work. One at a time. Monitored, helped, praising.</p> <p>Display each solution on the screen. Agreement, feedback, praising</p> <p>Whole class. Ask one pupil at a time, choose a volunteer and then ask the whole class to answer in unison. Ask for whole sentence answers. Agreement, feedback, praising <i>Five is two more than three, three is two less than five. Four is one more than three, three is one less than four. (Three is equal to three.)</i></p>
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R	R: Counting up to five. Drawing vertical and horizontal lines C: Congruent (and similar) shapes E: Observational and drawing skills. 'Left' and 'right'	<i>Lesson Plan</i> 12
Activity 1	<p>Copying shapes (R, page 10, picture 2) T: Look at the picture. What can you see?</p> <p>Complete the drawings of the house to make them look like the first house.</p> <p>How many houses can you see on the completed sheet? <i>Three</i> How many windows did you draw on your two houses? <i>Four</i> How many chimneys did you draw on your two houses? <i>Two</i> What are there more of on each house: chimneys or windows? <i>Windows. Two is one more than one.</i></p> <p>What colour is the middle fence-post? <i>Green</i> What colour is the left hand side post? <i>Yellow</i> What colour is the fence-post on the right? <i>Red</i> What colour is the fence-bar? <i>Brown</i></p> <p>Complete the drawings of the fence to make them look like the first fence.</p> <p>What are there more of: houses or fences? <i>Equal</i></p>	<p>Notes</p> <p>Whole class activity first. The picture is displayed or projected on the wall / screen. Pupils talk about their observations. Agreement, praising. Pupils have copies. Individual work. Monitored, helped, praising. Developing ability for visual thinking and coordination of eyes and hand. T stops pupils and displays the drawings. Check on the screen. (Two times two) Agreement, feedback, praising</p> <p>Whole class activity</p> <p>Individual work. Monitored, helped, praising. T displays the drawings. Check on the screen. Agreement, feedback, praising</p>
2	<p>Yellow shapes (R, page 11, picture 1) T: Let's look at the picture.</p> <p>Pupil A, show me horizontal lines on the shape, please. Now pupil B, show me vertical lines on the shape.</p> <p>Draw in green over the horizontal lines on the first shape.</p> <p>How many horizontal lines did you draw over? <i>Four (two)</i></p>	<p>Whole class activity first. The picture is displayed or projected on the wall / screen. Feedback, agreement, praising</p> <p>Pupils have own copies. Individual work. Monitored, helped, praising. Whole class discussion using the screen. (Accept both horizontal sides and intermediate lines.)</p>

20 min	<p>Draw in red over the vertical lines. How many vertical lines did you draw over? <i>Four (two)</i></p> <p>Complete the shapes to make them look like the first shape.</p>	<p>Agreement, feedback, praising Repeat the procedure.</p> <p>Individual work. Monitored, helped, praising. Check on screen.</p>
30 min	<p>3 Hiding pictures (R, page 11, picture 2) T: Now let's look at the next picture. What pictures are hiding behind the lines? <i>Deer, squirrel, rabbit, butterfly</i> Find this sheet on your desk.</p> <p>Draw over the animals.</p>	<p>Whole class discussion first. The picture is displayed / projected on wall. Each pupil has a copy (enlarged). Individual work. Monitor and help their drawing. Praising.</p>

R	<p>R: Counting up to five C: Mental operations in context E: Expressions for numbers and mathematical operations</p>	<p><i>Lesson Plan</i> 13</p>
<p>Activity 1</p> <p style="text-align: right;"><i>10 min</i></p>	<p>Mental operations T: Listen to the story and the question. Think of the answer to the question but don't say it until I ask you.</p> <p>Two little squirrels, Al and Bob were running on the branches of the old oak tree. Suddenly, Al ran down to the ground. ... How many squirrels remained in the tree? Knock this number ... now! (<i>One</i>) Explain it, ... A. (E.g.) <i>One of the two squirrels ran down, so one remained in the tree.</i></p> <p>T: Who agrees / disagrees? Who was right (Who knocked one)?</p> <p>Two rabbits were playing in the clearing, then a rabbit joined them. How many rabbits are there now altogether? Clap this number ... now! (<i>Three</i>) Explain it, ...B. <i>Two rabbits and one rabbit makes three rabbits.</i> Who agrees / disagrees? Who was right (clapped three)?</p> <p>Four turtles were on the bank beside the lake... Three of the turtles went into the water. ... How many turtles remained on the bank? Show this number ...now! (<i>One</i>) Explain your answer, ...C. <i>Three turtles taken away from four turtles makes one turtle.</i> Who agrees / disagrees? Who was right (showed one)?</p> <p>Sue had three shells, then found two additional shells on the beach. How many shells does she have now? Knock this number ...now! (<i>Five</i>) Explain your answer, ...D. <i>Three shells and two shells make five shells.</i></p>	<p style="text-align: center;">Notes</p> <p>Maybe the strongest ability development for operations. Whole class activity.</p> <p>Pupils should say whole sentences. (One taken away from two, the result is one.) Feedback, agreement, praising Feedback, praising.</p> <p>Repeat the procedure.</p> <p>Help with the explanation, reasoning. Let them show it with fingers.</p> <p>Showing with fingers allowed.</p> <p>Finger counting allowed.</p>
2	<p>Game 2 (Hedgehogs) (R, page 12, picture 1) T: Look at the poster and find the items on your desk. There are twelve cards: Three blank cards (zero), four cards with one dot each, three cards with two dots and two cards with three dots. Show me the blank cards...now, ...etc. There are counters (or buttons, coins, dried peas), five red, five blue and five yellow for maximum three players. This game is for two or three players. There are five circles in</p>	<p>Whole class activity. The picture is displayed or projected on the wall / screen. Pupils have the pieces for the game, made by T. (Or Ps may prepare the cards)</p>

<p>30 min</p>	<p>front of each of the three hedgehogs.</p> <p>Rule: Shuffle the cards and lay them face down in a pile on the table. Choose your hedgehog. Take turns to pick one card from the top of the pile and put the same number of counters in front of your hedgehog as there are dots on the card. You may finish only if the card shows exactly as many dots as there are spaces left. The winner is the player who is first to fill all his/her spaces. If you run out of cards, re-shuffle those already used and start taking cards from the new pile.</p> <p>Come on pupil A, let's play a game. ...</p> <p>Now play a game with your partner.</p> <p>This time let's play a similar game, but start with all your five counters placed on the circles. Again you take turns to pick one card from the top of the pile but you take away as many counters as there are dots on the card. You may finish only if the number of counters left is the same as the number of dots shown on the card. The winner is the player who is first to remove all his/her counters.</p>	<p>T demonstrates this game.</p> <p>Game in pairs. Monitored, helped, praising. T to be their judge where needed.</p> <p>Similar procedure.</p>
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R	R: Counting up to five. C: Observational and manual skills E: Preparation for writing. First, second, left, right	<i>Lesson Plan</i> 14
<p>Activity 1</p> <p style="text-align: right;">5 min</p> <p style="text-align: right;">10 min</p>	<p>Houses and pine-trees (R, page 12, picture 2) T: Look at this picture.</p> <p>T: How many houses are in the picture? Knock the number ...now! (<i>Three</i>) How many pine-trees are there? Clap the number ...now! (<i>Two</i>) Which are there more of? Shout it ...now! <i>Houses</i> How many more? Shout the number ...now! (<i>One</i>)</p> <p>What is the colour of the house on the left, ...A? A: Its wall is pink and its roof is grey. T: How many vertical lines are on each house? Show the number...now! (<i>Five</i>) How many horizontal lines are on each house? Show the number ...now! (<i>Four</i>) Which are there fewer of? Show it with your hand...now! -- --(<i>Horizontal</i>) How many fewer? Shout the number ...now! (<i>One</i>) Etc.</p> <p>Draw over each horizontal line in blue. Draw over each vertical line in brown. Draw over the \wedge lines of the roofs in red. (Show on screen) Draw over the \wedge lines of the pine-trees in green.</p> <p>How many \wedge lines have you drawn on each pine-tree? Knock the number ...now! (<i>Five</i>)</p>	<p style="text-align: center;">Notes</p> <p>Picture is displayed on wall. Pupils have copies of the picture. Whole class activity. Then a pupil counts them on the picture. T demonstrates it. Agreement, feedback, praising</p> <p>In chorus. Agreement, feedback, praising</p> <p>Check on poster.</p> <p>Check on poster.</p> <p>Individual work. One instruction at a time. Monitored, helped. Praising. Display and check on poster.</p> <p>Whole class discussion. Agreement, feedback, (self-) correction, praising.</p>
<p>2</p>	<p>Tulips (R, page 13, picture 1) T: Look at the picture. How many red tulips are in the first (second) row? <i>Two (two)</i> How many yellow tulips are in the first (second) row? <i>2 (2)</i> How many red tulips are on the right (brown) part? <i>One</i> How many yellow tulips are on the right? <i>Three</i> How many red tulips are on the left (green) part? <i>Three</i> How many yellow tulips are on the left? <i>One</i></p> <p>Where are there more red tulips – on the right hand side or on the left hand side? <i>On the left</i></p> <p>Where are there more red tulips – in the first row or in the second row? <i>Equal number</i></p>	<p>Picture is displayed. Pupils have own copies. Whole class discussion. Check on picture. Feedback, agreement, praising</p> <p>In chorus. Discuss in detail.</p>

20 min	<p>Draw in the missing stalks of the tulips. Draw over in green the √ lines on the leaves. (Show on screen)</p> <p>Ask questions about the picture. Let's answer them. ...</p>	<p>Individual work. Monitored, helped. Praising.</p> <p>Agreement, feedback, praising.</p>
30 min	<p>3 Snails and flowers (R, page 13, picture 2)</p> <p>T: Look at the picture. Let's lead the snails to the flowers. I am drawing their paths without touching the sides of the road Now do it yourself on your sheet. Make sure that your line does not touch the sides of the road.</p> <p>Which way is the shorter? Shout ...now! <i>Equal</i></p>	<p>Picture is displayed. Whole class first (T shows how to do it), then individual work. Monitored, helped. Praising.</p> <p>Whole class. Feedback, agreement, praising</p>

<p>R</p>	<p>R: Counting up to five C: Preparation for writing and operations E: Dividing up, adding and subtracting numbers in context</p>	<p><i>Lesson Plan</i> 15</p>
<p>Activity 1</p> <p>15 min</p>	<p>Birthday Party (<i>Picture missing from printed Book R</i>) T: Let's look at this picture. Let's talk about it.</p> <p>Whose birthday is today? Let's congratulate him/her. Or: Let's play that it is Ann's birthday in the poster family. A, B, C, D and E come here and turn toward the class. Let's count them. (All together) (To A, B, C, D and E:) Stand in this order in line (T places them: Ann, then Buster, Ben, Mum and Dad who face towards Ann). Introduce yourselves. A: I am Ann. B: I am Buster, the dog (Woof-woof!) C: I am Ben. D: I am Mum. E: I am Dad.</p> <p>After the 'celebration', ask questions such as: T: How many people are in front of Mother? <i>Two</i> How many people are behind Mum? <i>One</i> How many people are in front of Father? <i>Three</i> How many people are behind Dad? <i>Zero</i></p> <p>Who is between Ann and Mum? <i>Ben and Buster</i> Who is between Buster and Ben? <i>Nobody</i> Who is between Ben and Mum? <i>Nobody</i> Who is between Ann and Dad? <i>Buster, Ben and Mum</i> Who is between Buster and Dad? <i>Ben and Mum</i></p> <p>Who is in front of Ann? <i>Buster, Ben, Mum and Dad</i> Who is in front of Dad? <i>Mum, Ben, Buster and Ann</i> Who is behind Buster? <i>Ben, Mum and Dad</i> Who is above Ben? <i>Nobody</i> Who is under Ann? <i>Nobody</i></p> <p>Let's turn to the picture again. How many people are in the room? <i>Three</i> How many children and how many adults are there? <i>Two children and one adult</i> How many plates are on the table? <i>Five</i> Which are there more of: plates or glasses? <i>Equal</i> How many people do you think have not yet arrived? <i>Two(?)</i></p> <p>How many candles are there? <i>Five</i> How many are lit? How many are not lit? <i>Four / One</i></p>	<p>Notes</p> <p><u>POSTER 14</u> Whole class activity.</p> <p>If applicable.</p> <p>Ps play roles of the family: Mum, Dad, Ann, Ben and Buster (e.g. they wear pictures on labels or face masks) – choose appropriate heights and sexes.</p> <p>One question at a time. One answer, then agreement by class, feedback to and by T, praising by T.</p> <p>(Laughing) (Laughing)</p> <p>(Laughing)</p> <p>Whole class. In chorus, then check on poster, agreement, praising.</p> <p>Check Ps and correct where needed. Praising</p>

25 min	<p>How many plates are there to the right of the bottle? <i>Two</i> How many glasses are there to the right of the bottle? <i>Zero</i> How many plates are there to the left of the bottle? <i>Three</i> How many glasses are there to the left of the bottle? <i>Five</i></p> <p>Play with the class: T: Raise your left hand above your head, ...now! Raise your right leg, ...now! Show me your right hand. ... Show me more than four fingers, ...now! (<i>Five</i>) Show me less than two fingers, ...now! (<i>One or zero</i>)</p> <p>Show me as many fingers as I am jumping, ...now! (Etc.)</p> <p>Put your right hand on your left shoulder. Touch your left elbow with your right hand. Touch your right elbow with your right hand ...</p>	<p>Discuss 1 or 0. Agreement, feedback, praising. E.g. It equals three</p> <p>... Laughing</p>
30 min	<p>2 Placing, drawing items T: Find the sheet, the colour pencils and the nuts (or coins / pebbles / puppets) on your desk. Listen to my instructions carefully and follow them.</p> <p>Put your hands on the desk. Let me see. Put your right hand under the desk. Put a nut to the left hand side of the sheet.</p> <p>Put two (one, three, etc.) nuts above (below) the first (second, etc.) line on the sheet.</p> <p>Put a nut, a nut again, a pebble, then a nut, a nut again and a pebble in this order on the second line. How many nuts and how many pebbles are there? <i>Four and two.</i> How would you continue the pattern? <i>Nut, nut, pebble, etc.</i></p> <p>Draw five blue dots on the first line. Draw four green dots on the second line. Draw three red dots on the third line. Draw two plums on the fourth line. Draw an apple on the fifth line.</p>	<p>Whole class activity. Monitor, correct where needed. Praising</p> <p>Individual work. Monitored, helped. Praising. There are five parallel lines on the sheet</p> <p>Monitored, helped.</p> <p>Individual work. Observe and correct Ps. Help their finger and hand fine motor movement. Praising. Demonstration by T after each task. Who was correct? Self-checking. Feedback, praising.</p>

<p>4</p> <p>30 min</p>	<p>Faces (<i>R, page 14, picture 2</i>)</p> <p>T: What is there only one of on our faces? <i>Nose, mouth (forehead, chin)</i></p> <p>What are there two of on our faces? <i>Eyes, ears, eye-brows, cheeks</i></p> <p>What is missing from each of these faces?</p> <p>Draw what is missing on each face.</p> <p>What did you draw on the second face of the first row? <i>Two eyes and two eye-brows</i></p> <p>What did you draw on the third face of the first row? <i>Two ears</i></p> <p>What did you draw on the second face of the second row? <i>A nose.</i></p> <p>What did you draw on the third face of the second row? <i>Hair, an eye-brow and a mouth.</i></p>	<p>Whole class activity.</p> <p>One face at a time.</p> <p>Agreement, feedback, praising</p> <p>Individual work. Monitored, helped.</p> <p>Agreement, feedback, praising</p>
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R	<p>R: Counting up to five C: Preparation for writing. Decomposing numbers E: Mental operations. Parts of body</p>	<i>Lesson Plan 17</i>
<p>Activity 1</p> <p style="text-align: right; margin-top: 20px;"><i>20 min</i></p>	<p>Gardening (R, page 15, picture 1) T: Let's look at the picture. Name the members of the family. <i>Daddy, Mummy, Ann and Ben. Their animals are Buster the dog and two cats.</i> Talk about the picture. ... What is there one (two, three, four, five) of on the picture? <i>One father, mother, girl, boy, dog, spade, rake, hoe, tulip, can, (hole).</i> <i>Two children, cats, parents. Three trees, animals.</i> <i>Four people, tools. Five flowers.</i></p> <p>What tools are the family using? <i>Spade, rake, hoe and can.</i> How many people are in the picture? <i>Four</i> How many people will there be if Mother goes into the house? <i>Three</i> How many people will still be working in the garden if the two children then go away to play? <i>One (Father)</i> How many animals are in the picture? <i>Three</i> How many cats are there? <i>Two</i> How many animals will be there if the dog chases away the cats? <i>Zero animals (or only one, the dog).</i> How many trees are in the picture? <i>Three</i> How many trees have already been planted? <i>One</i> How many trees have not yet been planted? <i>Two</i></p> <p>Colour the flowers in red and yellow so that there are more red than yellow flowers. How many flowers did you colour in red and in yellow, ...A? A: I coloured three (four) flowers in red and two (one) flowers in yellow. T: Who did the same? Let's reason (explain) why you coloured these flowers.</p> <p>Draw over in colour the < , ^ , > , v lines of the fence and the gate.</p>	<p style="text-align: center;">Notes</p> <p>The picture is displayed. Pupils have copies. Whole class activity</p> <p>One question at a time. Ask for whole sentence answers. Agreement, feedback, praising</p> <p>Discuss the beauty of our environment and the importance of protecting it.</p> <p>Reasoning</p> <p>Individual work. Monitored, helped. Discussion. Ask several pupils. Display the results. (Accept and praise 5+0, too.) Feedback. Reasoning. Agreement, feedback, praising</p> <p>Individual work. Monitored, helped (pencil holding, one movement for each item, hands and body position). Praising.</p>

<p>2</p> <p>30 min</p>	<p>Girls (<i>R, page 15, picture 2</i>)</p> <p>T: Now let's look at the next picture.</p> <p>Which part of your body do you have one of? <i>Head, trunk</i></p> <p>Which part of your body do you have two of? <i>Arms, legs</i></p> <p>Bow your head, ...now!</p> <p>Clap your hands, ...now!</p> <p>Touch your legs, ...now!</p> <p>Touch your trunk, ...now!</p> <p>Draw in the missing parts of each body.</p> <p>What did you draw on the second picture? <i>Two arms</i></p> <p>What did you draw on the third picture? <i>Hair and two legs</i></p> <p>What did you draw on the fourth picture? <i>A head and a leg</i></p>	<p>Whole class activity.</p> <p>The picture is displayed on the wall / screen. Pupils have copies.</p> <p>Agreement, feedback, praising</p> <p>Check.</p> <p>Individual work. Monitored, helped.</p> <p>Display.</p> <p>Agreement, feedback, praising</p>
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R	<p>R: Counting up to five C: Orientation in space. Preparation for writing E: Developing expressions for mathematical operations</p>	<i>Lesson Plan 18</i>
<p>Activity 1</p> <p><i>5 min</i></p> <p><i>15 min</i></p>	<p>Bedtime Story (<i>Picture missing from printed Book R</i>) T: Look at this picture. Let's talk about it. (Freely at first.) When could this be happening? What might the children have been doing before this?</p> <p>Questions about the everyday life of the children (e.g.): How many dolls (cars, teddy bears, balls, books, etc.) do you have at home? How many adults are there in your family? List its members. List the main parts of your body. Touch your right ear with your left hand ... now! Put your right hand on your left knee ... now! Hit your left hip with your left hand ... now! Touch your left knee with your right hand and your right knee with your left hand ... now! ... Change hands ... now!</p> <p>Let's return to the picture. How many people are in the room? Clap the number ...now! <i>Three</i> How many adults are there? Knock the number ...now! <i>One</i> How many children are there? Show the number ...now! <i>Two</i> If Ben has fallen asleep, then how many people in the room are still awake? Knock the number ...now! <i>Two</i> If Father were to come in, how many people would there be in the room? Show the number ...now! <i>Four</i> How many dolls are in the room? <i>Five</i> How many dolls are on the bottom shelf? <i>Three</i> How many dolls are on the top shelf? <i>Two</i></p> <p>Where is the ball? <i>The ball is on the middle shelf, between the car and the boat.</i> What is on the left of the ball? <i>The car.</i> What is on the right of the ball? <i>The boat.</i> What is above the ball? <i>The clown puppet.</i> What is below the ball? <i>A doll.</i> What is above the shelf? <i>The clock.</i></p> <p>How many types of vehicle are there? <i>Three types.</i> Which type of vehicle is used on water? <i>Sailing boat.</i> What other vehicles can you see there? <i>A car and a steam engine.</i> How many slippers are there? <i>Six</i> How many pairs of slippers are there? <i>Three pairs.</i></p>	<p style="text-align: center;">Notes</p> <p>POSTER 4 Poster is displayed on wall. Pupils have copies of the picture, coloured sticks, blank sheets and colour pencils on their tables. Whole class activity. T asks pupils, one at a time. Agreement, feedback, praising</p> <p>Feedback, praising.</p> <p>Whole class activity. Agreement, feedback, praising</p> <p>Extra praising.</p>

25 min	Draw over the < , > , ^ , v patterns on the rugs.	Individual work, monitored, helped. Correction of holding the pencil. Praising.
30 min	<p>2 Joining up items (R, page 16, picture 1) T: Look at the picture. What can you see on it? <i>Two pairs of slippers, two towels and two tooth-brush mugs.</i> T: If you agree, turn your thumb up.</p> <p>Join up the mugs with the towels of the same pattern and the towels with the slippers of the same pattern.</p>	<p>Whole class activity. The picture is displayed or projected on the wall / screen. Pupils have their copies. Feedback on agreement, praising.</p> <p>Individual work. Monitored, helped. Praising.</p>

R	<p>R: Counting up to five C: Observational and manual skills E: Comparisons. Cold and warmth</p>	<i>Lesson Plan 19</i>
<p>Activity 1</p> <p><i>10 min</i></p> <p><i>20 min</i></p>	<p>Toys (R, page 16, picture 2) T: Look at this picture of toys. What can you see on it? <i>Five balls, five toy houses and five clown puppets.</i> Do all the balls look exactly like the other balls? <i>No. The patterns differ.</i></p> <p>Join up the toy which looks like the first one in the row.</p> <p>Which ball did you join up to the first ball? <i>The fifth ball.</i> Explain why. <i>Both of them have white circles on them.</i></p> <p>Which house did you join up to the first house? <i>The third house.</i> Explain why. <i>Both of them have half circled gates.</i></p> <p>Which puppet did you join up to the first puppet? <i>The fourth puppet.</i> Explain why. <i>The second puppet is not smiling, the third one has no collar and the fifth one has no pom-pom on its hat. The fourth one has all the correct items.</i></p> <p>Look at the picture carefully. Which toy could I be thinking of? Mark it on your sheet. This (the third ball) is to the left of it. Which ball did you mark? <i>The fourth ball (with triangles on it).</i></p> <p>This (the fifth house) is to the right of it. Which house did you mark? <i>The fourth house (with trapezoid gate).</i></p> <p>This (the fifth house) is above it. What did you mark? <i>The fifth clown.</i></p> <p>This (the second house) is below it. What did you mark? <i>The second ball.</i></p> <p>Draw in red over the roof lines of the toy houses.</p>	<p>Notes</p> <p>Picture is displayed on wall. Pupils have copies of the picture. Whole class activity. Pupils count them on the picture. Agreement, feedback, praising. Individual work. One task at a time. Monitored, helped. Whole class discussion: Check and reasoning on the picture. Agreement, feedback, praising</p> <p>Individual trial first. One question at a time.</p> <p>Agreement, feedback, praising</p> <p>Individual work. Observe, help their finger and hand fine motor movement. Praising.</p>

<p>2</p> <p>30 min</p>	<p>Cold or warm? (R, page 17, picture 1)</p> <p>T: Look at the picture carefully. What can you see on it? <i>Fire, ice cream, refrigerator, electric cooker, snow-man, hen and eggs, girl in winter clothes, boy in summer clothes.</i></p> <p>Draw in blue over the signs on the left if the picture reminds you of cold.</p> <p>Which signs did you draw over? <i>Ice-cream, refrigerator, snow-man, girl.</i></p> <p>Draw in red over the signs on the right if the picture reminds you of warmth.</p> <p>Which signs did you draw over? <i>Fire, cooker, hen, boy.</i></p>	<p>Whole class discussion, then individual work. Monitored, helped.</p> <p>Agreement, feedback, praising</p>
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R	<p>R: Counting up to five C: Organs of sense. Orientations E: Manual skills</p>	<p><i>Lesson Plan</i> 20</p>
<p>Activity 1</p> <p><i>10 min</i></p> <p><i>15 min</i></p>	<p>Our organs of sense (R, page 17, picture 2) T: Look at the picture carefully. What can you see on it? <i>Violet, TV set, apple, guitar, cheese, eye, nose, mouth and tongue, ear, glass, newspaper, hamburger, pear.</i></p> <p>Join up the objects with the organ with which we can sense them. More than one joining is allowed. Which organs did you join up with the violet? <i>Eye and nose</i> Which organs did you join up with the TV set? <i>Eye and ear</i> Which organs did you join up with the apple? <i>Mouth, eye, nose</i> Which organs did you join up with the guitar? <i>Ear (eye)</i> Which organs did you join up with the cheese? <i>Mouth, nose, eye</i> Which organs did you join up with the glass? <i>Mouth, nose, eye</i> Which organs did you join up with the newspaper? <i>Eye (nose)</i> Which organs did you join up with the hamburger? <i>Mouth, eye (nose)</i> Which organs did you join up with the pear? <i>Mouth, nose, eye</i></p> <p>Which organs do we have two of? <i>Eyes and ears.</i> Point to your eyes ... now! ...ears...now! Which organs do we have one of? <i>Nose and mouth with tongue.</i></p> <p>Let's return to the picture. What is between the apple and the flower? <i>TV set</i> What is under the apple? <i>Guitar</i> What is above the guitar? <i>Apple</i></p> <p>How many pieces of food are there on the picture? <i>Five</i> How many of them are fruit? <i>Two</i> How many pieces of food will be left if Ben eats the apple? <i>Four</i></p> <p>List what you can see on the right-hand side of the picture. List what you can see on the top row.</p>	<p>Notes</p> <p>Picture is displayed on wall. Pupils have copies of the picture. Whole class activity.</p> <p>Individual work. Monitored, helped. Whole class discussion on picture: Agreement, feedback, praising Accept every reasoned connection, but emphasise the most suitable ones.</p> <p>Whole class activity.</p> <p>Listing them. Agreement, feedback, praising</p>

<p>2</p> <p>30 min</p>	<p>Snail (R, page 18, picture 1)</p> <p>T: Look at the picture. How many strips of paper are needed for this snail? <i>Four</i></p> <p>Find the paper strips on your desk.</p> <p>Cut the strips in different sizes as I show you. Stick the ends of these three (T shows) together to make loops. Stick the loops one inside the other to make the shell of the snail.</p> <p>Cut off a little from the end of this strip of paper, as shown, to form the horns and body of the snail.</p> <p>Draw on the eyes and the mouth.</p> <p>Finally, stick the shell onto the body.</p>	<p>Whole class discussion, then individual or pair work.</p> <p>Monitored, helped. Praising</p>
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