R	R: Counting up to nine **C: Decomposing nine** E: Observational and manual skills. Short term memory	*Lesson Plan* *41*
Activity **1** *5 min*	**Nine shells** T: Share nine shells with your partner. Explain your sharing …A and B, C and D, etc. *One + eight, two + seven, three + six, four + five, five + four, six + three, seven + two, eight + one, zero + nine, nine + zero.*	***Notes*** Paired work. Monitored. Whole class discussion on BB. Collecting all the possible cases. Show also the cases of 0+9 and 9+0. Agreement, feedback, praising
2 *15 min*	**Six items** *(R, page 39, picture 1)* T: Look at the picture. Let's talk about it. *(Umbrella, scarf, tulip, house, toadstool, pine-tree)* **Finger practice** **Drawing** Draw over the grey lines. What is to the right of the umbrella? *Scarf* What is below the umbrella? *House* What is above the pine-tree? *Tulip* What is to the right of the mushroom? *Pine-tree* What is to the left of the scarf? *Umbrella* What is between the house and the pine-tree? *Toadstool* What is beside the scarf? *Umbrella and pine-tree* Look at the picture more carefully …then cover it up. Draw in the upper box the item that is above the house. *(Umbrella)* Uncover the picture. What did you draw in the upper box, A? Draw in the middle box the item that is between the umbrella and the tulip. *(Scarf)* Draw in the lower box the item that is to the left of the scarf. *(Umbrella)*	The picture is displayed or projected on the wall / screen. Pupils have copies. E.g. rolling a ribbon/tape or singing a song / saying a verse with finger practice Individual work. Monitored, helped, corrected. Praising. (Show what to draw over) Whole class activity. Check on picture. Agreement, feedback, praising (Ask similar questions) Individual work. Monitored. Agreement, feedback, praising (Let the pupils study the picture before each question.)
3 *20 min*	**Paths** *(R, page 39, picture 2)* T: Look at the picture. In how many ways can we get to the tree from the house? *Three* Draw the routes without touching the sides of the roads. Use different colours for each route. Which route is the longest?	Picture is displayed on wall. Each pupil has a copy. Individual work. Monitored, helped, praising. Show it on the picture.

Lesson Plan 41

4 *30 min*	**Elephant head** *(R, page 40, picture 1)* T: Look at the picture and find your copy. What can you see on the picture? *Elephant head (without its trunk)* Cut out the head first and then cut out the white circle. Now, put your finger through the hole. Your finger is the elephant's trunk and your hand is the elephant's body. Let us make up a story about the elephant.	Picture is displayed on wall. Pupils have their copies. Whole class activity. Individual work. Monitored, helped, corrected, praising (A song or a verse) Whole class activity

<table>
<tr><td>R</td><td>R: Counting up to nine
C: Familiarisation with geometric shapes
E: Dimensions (wider, narrower, longer, shorter)</td><td>Lesson Plan
42</td></tr>
<tr><td>Activity
1

10 min</td><td>Scarves (R, page 40, picture 2)
T: Look at the picture. What can you see on it? Scarves
Count the scarves and shout their number …now! Eight
What colour is the longest scarf? Shout it …now! Brown
What colour is the shortest scarf? Orange
How many scarves are longer than the violet scarf? One
Which scarf is the same length as the yellow scarf? The green and the white scarves.
Which scarf is the same length as the red scarf? The blue and the violet scarves.

What colour is the widest scarf? The green scarf.
What colour is the narrowest scarf? The brown scarf.
How many scarves are narrower than the blue scarf? Two
Which scarf is the same width as the yellow scarf? The violet
Which scarf is the same width as the violet scarf? The yellow

Draw over the grey lines</td><td>Notes
Picture is displayed on wall.
Pupils have copies.
Whole class activity.
Check on picture.
Agreement, feedback, praising

(Ask additional questions)

Individual work. Monitored, helped.</td></tr>
<tr><td>2

20 min</td><td>.
Triangles and quadrangles (R, page 41, picture 1)
T: Look at the picture. What can you see in it? E.g. Shapes, forms
Colour in blue those shapes which are formed from four sticks.
How many shapes did you colour in blue? Six
These are the quadrilaterals or quadrangles.
Do you know the name of this shape? Square

Colour in red the shapes which are formed from three sticks.
How many shapes did you colour in red? Three
Do you know their name? Triangle

How many shapes are there altogether in the picture? Nine
How many triangles are there? Three
How many quadrilaterals are there? Six
How many shapes will there be if we take away two quadrilaterals? Seven
Let us see how many more quadrilaterals there are than triangles.</td><td>Picture is displayed on wall.
Pupils have copies.

Individual colouring.
Monitored, helped, corrected.
Check on picture.
Agreement, feedback, praising
Point to the first square. Tell them its name if needed.
Repeat with the second square, the rectangle, the two kites and the trapezium.
Individually

Tell them if needed.

Whole class activity
Check their knowledge.

Show the pairing method: Join each triangle to a quadrangle and count the remainder (three) shapes.</td></tr>
</table>

Lesson Plan 42

3 *30 min*	**Colour the shapes** *(R, page 41, picture 2)* T: Look at the picture. What can you see in it? E.g. *Shapes. Triangles, quadrilaterals and circles.* Colour the triangles in red. How many triangles did you find? *Three* Colour the quadrilaterals in blue. How many quadrilaterals did you find? *Seven* Colour the circles in yellow. How many circles did you find? *Three* On which side of the picture are there more triangles? *Equal (three)* On which side of the picture are there more quadrilaterals? *On the right side. (Seven is one more than six)* On which side are there more circles? *Equal (three)*	Picture is displayed on wall. Pupils have copies. Whole class activity. Show them on the poster. Individual work. Monitored, helped. Check on picture. Agreement, feedback, praising Whole class activity. Discussion with pairing method. Agreement, feedback, praising

R	R: Counting up to nine **C: Mental operations up to nine** E: Odd and even numbers. Cooperation, game rules	*Lesson Plan* *43*
Activity **1** *10 min*	**Mental operation** a) Ann and Ben were playing with a ball. Carmen has joined them. How many children are playing now? Shout it …now! *Three* Explain it A. *Two children and one child makes three children* Let us show this. Come D, E to the front. Come F. b) Six apples were on the plate. Both Liz and John ate an apple. How many apples remained on the plate? Shout it …now! *Four* Explain it, B. *Two apples taken away from six apples makes four apples.* Let us model it. c) Mary found a chestnut. How many other chestnuts should she collect to have nine chestnuts in total? *Eight* Explain it C. E.g. *One chestnut and eight chestnuts make nine chestnuts. / Nine is eight more than one. / One from nine makes eight.* d) Mickey Monkey ate three bananas first, then two bananas and then one banana. How many bananas has Mickey eaten? Model it with counters. Shout it …now! *Six* Explain it D. *Three and two and one makes six altogether.*	***Notes*** Whole class activity. Whole class activity. Explaining, reasoning Agreement, feedback, praising (Volunteers or chosen) Similar procedure With real apples (or other items) Individually
2	**Game 7 (Elephants)** *(R, page 42, picture 1)* T: Look at the poster and find the dice and the counters on your desk. This is a game for two players. First, pupil A, come and help me show the game to the class. Rules: Take one dice and two coloured counters (or buttons). Put a counter on the coloured square above your elephant. Your goal is to reach the other square of the same colour on the opposite side of the board. Throw the dice. If the number thrown is one, three or five, you may move that many places to the right or to the left. If the number thrown is two, four or six, you may move that many places up or down. Always say aloud the number of spaces and the direction.	The picture is displayed or projected on the wall / screen. T demonstrates the game. Then games in pairs. Monitored, helped, praising. Be their judge where needed.

30 min	You are not allowed to move into a space which is occupied by the other player. If you cannot move in any direction you lose that turn. The first player to reach their coloured square on the opposite side is the winner. Now play the game with your partner.	

R	R: Counting and operations up to nine **C: Counting up to ten** E: Observation. Orientation in space	*Lesson Plan* *44*
Activity **1**	**In the Meadow** *(R, page 44, picture 2)* T: Look at this picture. Let us talk about it. *(Apple tree, apples, flowers, birds, bees, squirrels, butterflies, mice, hedgehog)* Ben has learned to count even further. Which number can he count up to if he shows all his fingers? Let us count our fingers with him …now! *One, two, three, four, five, six, seven, eight, nine, ten.* Draw five sticks in blue. Draw as many red sticks as will make ten altogether. What are there ten of on the picture? *Apples, flowers, birds, insects and four-legged animals* What are there nine of in the picture? *Red flowers* What are there eight of in the picture? *Flying birds* What are there seven of in the picture? *Seven flowers to the left from the tree, seven animals in the grass* What are there six of in the picture? *Mice and butterflies* What are there five of in the picture? *Five apples on the tree, five apples on the ground* What are there four of in the picture? *Bees* What are there three of in the picture? *Squirrels* What are there two of in the picture? *Birds on the tree* What are there one of in the picture? *Hedgehog, yellow flower* How many birds are in the picture? *Ten* How many birds are in the tree? *Two* How many birds are above the tree? *Eight* How many four-legged animals are there? *Ten* How many of them are in the tree? *Three* How many are on the ground? *Seven* How many apples are there altogether? *Ten* How many of them are on the tree? *Five* How many are under the tree? *Five* How many apples will there be if the hedgehog eats one apple? *Nine* How many insects are there? *Ten* How many honey-bees are there? *Four* How many butterflies are there? *Six* How many flowers are there? *Ten*	***Notes*** POSTER 21 Poster is displayed on wall. Pupils have copies of the picture. Whole class activity. In chorus. Emphasise that ten is five and five. Individual work. Monitored, helped, corrected. Whole class activity. Check: a pupil counts them on the poster. T demonstrates. Agreement, feedback, praising Whole class activity. Ask for answers in whole sentences. Apply various feedback methods. Praising

      20 min	How many of them are red? *Nine* How many of them are yellow? *One* How many flowers are to the right of the tree? *Three* How many flowers are to the left of the tree? *Seven* Where is the hedgehog in the picture? *The hedgehog is on the ground. / in the grass. / to the right of the tree.*	
2 *30 min*	**Dots in boxes** *(R, page 43, picture 1)* T: Look at the picture. What can you see in it? Draw as many dots in the box as there are butterflies in the picture. …How many dots did you draw? *Six* How many should you draw to make ten altogether? *Four* Draw as many dots in the box as there are honey-bees in the picture. …How many dots did you draw? *Four* How many bees must you draw to make ten altogether? *Six* Draw as many dots in the box as there are flowers in the picture. …How many dots did you draw? *Ten* How many must you draw to make ten altogether? *Zero* Draw as many dots in the box as there are mice in the picture. …How many dots did you draw? *Six* How many should you draw to make ten altogether? *Four* Draw as many dots in the box as there are birds in the picture. …How many dots did you draw? *Ten* How many should you draw to make ten altogether? *Zero* Draw as many dots in the box as there are squirrels in the picture. …How many dots did you draw? *Three* How many should you draw to make ten altogether? *Seven* Draw as many dots in the box as there are apples in the picture. …How many dots did you draw? *Ten* How many should you draw to make ten altogether? *Zero* Draw as many dots in the box as there are hedgehogs in the picture. …How many dots did you draw? *One* How many should you draw to make ten altogether? *Nine* Draw as many dots in the box as there are snails in the picture. …How many dots did you draw? *Zero* How many should you draw to make ten altogether? *Ten* What are there most of? *Flowers, birds and apples* What are the least of? *Snails (zero)*	Picture is displayed. Pupils have own copies. Individual work. Monitored, helped, corrected. Whole class discussion and check on picture. Agreement, feedback, praising Laughing Laughing Laughing Laughing Whole class activity Agreement, feedback, praising

R	R: Counting up to ten **C: Decomposition of ten** E: Preparation for writing	*Lesson Plan* *45*
Activity **1**	**Books** *(R, page 43, picture 2)* T: Let's look at this picture. Talk about it. Draw over the grey lines. How many books are on the table in the picture? *Ten* How many of them are red? Shout it …now! *Three* How many of them are blue? Shout it …now! *Seven* How many books are in the row closer to you? Clap it …now! *(Six)* How many books are in the row further away from you? Shout it …now! *(Four)* How many big books are on the table? Knock it …now! *(Eight)* How many small books are there? *Two* The children may buy 10 books altogether. How many more can they choose if they have already bought three? *Seven* How many books will Ann and Ben each have if they buy the same number of books? *Five* How many books will be left on the table if we take away one book? *Nine* How many books will be left on the table if we take away two books? *Eight* How many books will be left on the table if we take away three books? *Seven* How many books will be left on the table if we take away four books? *Six* How many books will be left on the table if we take away five books? *Five* How many books will be left on the table if we take away six books? *Four* How many books will be left on the table if we take away seven books? *Three* How many books will be left on the table if we take away eight books? *Two* How many books will be left on the table if we take away nine books? *One* How many books will be left on the table if we take away ten books? *None (Zero)* To which side of the book-stall is the family standing? *On the right hand side.*	***Notes*** Picture is displayed on wall. Pupils have their copies. Individual work. Help each pupil with pencil holding and one movement downwards Whole class activity. Count altogether if needed. Check it on picture. Agreement, feedback, praising Similar procedure. Allow counting with fingers

20 min	Where is the dog? *The dog is by the left corner of the book-stall. / on the left hand side. / in front of the book-stall.*	
2 *30 min*	**Clowns** *(R, page 44, picture 1)* T: Look at the picture and find your copy. Draw over the grey lines Look at the clowns carefully. Which clown differs from the first clown? How? *The second and third clowns' right hands are in a lower position. The third, fourth and fifth clowns' left hands are visible. The colours of the third clown's trousers are reversed. The second clown's hat points upwards. The third and fourth hats point to the right. The pom-pom of the fifth hat is yellow. The third and fourth balls are in a higher position. The fifth ball is red. The colours of the fourth clown's shoes are reversed.* Counting from the left, which clown has his left hand raised? *The fifth* Counting from the right, which clown's hat points upwards? *The fourth* Which clown differs the most from the first clown? *The third one (in five things).*	Picture is displayed on the wall. Pupils have copies Individual work. Monitored, helped, corrected. Praising. Help pupils with recognizing the left and the right hands of the clowns (opposite).

R	R: Counting up to ten **C: Decomposing of ten** E: Different and congruent shapes	*Lesson Plan* *46*
Activity **1** *5 min*	**Ten shells** T: Share ten shells with your partner. Explain your sharing …A and B, C and D, etc. *One + nine, two + eight, three + seven, four + six, five + five, six + four, seven + three, eight + two, nine + one, zero + ten, ten + zero.*	***Notes*** Paired work. Monitored. Whole class discussion on BB. Collecting all the possible cases. Show also the cases of 0+10 and 10+0. Agreement, feedback, praising
2 *15 min*	**Steam engine** *(R, page 44, picture 2)* T: Look at the picture. Let's talk about it. *(Steam engine, squares, rectangles, triangles, circles, hexagon)* Which shapes did we use to build the steam engine? Colour them in the same colour as they are on the train. How many circles are there altogether in the picture? Show it …now! *(Nine)* How many are in the train? Shout it …now! *Four* How many are not on the train? Shout it …now! *Five* How many quadrilaterals are there altogether in the picture? Show it …now! *(Ten)* How many are in the train? Shout it …now! *Four* How many are not on the train? Shout it …now! *Six* How many triangles are there altogether on the picture? Show it …now! *(Seven)* How many are in the train? Shout it …now! *Three* How many are not on the train? Shout it …now! *Four* How many shapes have been used to build the train? *Ten*	The picture is displayed or projected on the wall / screen. Pupils have copies. Individual work. Monitored, helped, corrected. Check on picture. Agreement, feedback, praising Whole class activity. Let pupils count on hands. Check on picture. Agreement, feedback, praising Clarify 'quadrilaterals' again (The circle ring is one shape.)
3 *25 min*	**Shapes** *(R, page 45, picture 1)* T: Look at the picture. Colour in the shape which is of the same form and size as the first shape of the row. Use the same colour.	Picture is displayed on wall. Each pupil has a copy. Individual work. One row at a time. Monitored, helped. Agreement, feedback, praising (Name the squares, other rectangles, rhombus, etc.)

Lesson Plan 46

4 *30 min*	**Butterfly** *(R, page 45, picture 2)* T: Look at the picture. Lead the butterfly to the flower. Draw its route without touching the sides of the path.	Picture is displayed on wall. Pupils have their copies. Individual work. Monitored, helped, corrected, praising Check on picture. Agreement, feedback, praising

R	R: Counting up to ten **C: Number patterns** E: One more than, one less than	*Lesson Plan* *47*
Activity **1**	**Animals in Pairs of Pictures** *(R, page 46, picture 1)* T: Look at the picture. What can you see in it? *(Ladybirds on leaves, ducks, butterflies, flowers, swallows, snail, toadstools, bees, roses)* How many ladybirds are in the picture altogether? *Nine* How many ducks are in the picture altogether? *Five* How many butterflies are in the picture altogether? *Three* How many snails are in the picture altogether? *One* How many ladybirds are there on the left-hand side of that picture? Shout it …now! *Four* How many ladybirds are there on the right-hand side of that picture? Shout it …now! *Five* On which side are there more ladybirds? *On the right* How many more? *One more* How many ducks are there on the left-hand side of that picture? Shout it …now! *Two* How many ducks are there on the right-hand side of that picture? Shout it …now! *Three* On which side are there more ducks? *On the right* How many more? *One more* How many butterflies are there on the left-hand side of that picture? Shout it …now! *One* How many butterflies are there on the right-hand side of that picture? Shout it …now! *Two* On which side are there more butterflies? *On the right* How many more? *One more* How many swallows are there on the left-hand side of that picture? Shout it …now! *Five* How many swallows are there on the right-hand side of that picture? Shout it …now! *Six* On which side are there more swallows? *On the right* How many more? *One more* How many snails are there on the left-hand side of that picture? Shout it …now! *Zero* How many snails are there on the right-hand side of that picture? Shout it …now! *One* On which side are there more snails? *On the right* How many more? *One more*	***Notes*** POSTER 6 Poster is displayed on wall. Pupils have copies. Whole class activity. Check on picture. Agreement, feedback, praising (Four and five make nine) (Two and three make five) (One and two make three) Laughing (Eleven swallows, thirteen honey-bees) Laughing

20 min	How many bees are there on the left-hand side of that picture? Shout it …now! *Six* How many bees are there on the right-hand side of that picture? Shout it …now! *Seven* On which side are there more bees? *On the right* How many more? *One more* What is the general rule for the pictures? *There are one more animals on the right-hand side of each picture than on the left-hand side of that picture.* How many animals should there be on the right-hand side of the picture if there are three animals on the left-hand side? *Four* How many animals should there be on the right-hand side of the picture if there are seven animals on the picture altogether? *Four*	Extra praising for correct sentences. (Four is one more than three) (Three is one less than four and these make seven) Extra praising for reasonings
2 *30 min*	. **Watering pipe and tulips** *(R, page 46, picture 2)* T: Look at the picture. Let us talk about it. Draw over the grey lines. How many tulips are in the picture? *Four* There are six more tulips in the garden. How many tulips are in the garden altogether? (Use coins or your fingers) *Ten* How many tulips will be left in the garden if a tulip dies? *Nine*	Picture is displayed on wall. Pupils have copies. Individual colouring. Monitored, helped, corrected. Praising Whole class activity Check on picture. Agreement, feedback, praising

R	R: Counting up to ten **C: Conception of numbers and operations** E: Cooperation, game rules	*Lesson Plan* *48*
Activity **1** *8 min*	**Mental operations** a) Three children were skating. Two other children joined them. How many children are skating now? Shout it …now! *Five* Explain it, A. *Three children and two children make five children.* Let us show this. B, C, D, come to the front. Come E and F. b) Seven apples were on the plate. Ann, Ben and Chloe ate an apple each. How many apples remained on the plate? Shout it …now! *Four* Explain it, B. *Three apples taken away from seven apples make four apples.* Let us model it. c) Sue found two shells. How many other shells should she collect to have ten shells in total? *Eight* Explain it, C. E.g. *Two shells and eight shells make ten shells. / Ten is eight more than two. / Two from ten make eight.* d) Mickey Mouse ate three cherries first, then two cherries and then four cherries. How many cherries has Mickey eaten? Model it with counters. Shout it …now! *Nine* Explain it, D. *Three and two and five make nine altogether.*	***Notes*** Whole class activity. Explaining, reasoning Agreement, feedback, praising (Volunteers or chosen) Similar procedure With real apples (or other items) Individually
2	**Game 8 (Butterflies)** *(R, page 47, picture 1)* T: Look at the poster and find the two dice and the counters on your desk. This is a game for two, three or four players. First, come B, let us show the game to the class. Rules for four: Take two dice and four coloured counters (or buttons). Put the counters on each of the coloured squares. Throw both dice. Find the difference between the two numbers thrown and move your counter that many places. For example, if you throw six and four, you can move two places. If you move to a space occupied by another player's counter, you may 'bump' the counter and that player must start the game all over again.	The picture is displayed or projected on the wall / screen. Pupils have copies. T demonstrates the game. Then two, three or four pupils play the game. Monitored, helped, praising. Be their judge where needed.

25 min	The winner is the first player to return to his/her starting (home) position. You can move back to your home position only if you throw the exact number needed. If not, you lose that turn.	
3 *30 min*	**Butterflies** *(R, page 47, picture 2)* T: Look at the poster. You can make a butterfly out of colourful leaves and fabric.	Picture is displayed on wall. Individual or pair work. Monitored, helped, praising.

R	R: Counting up to ten **C: Mathematical operations up to ten** E: Observational and manual skills	*Lesson Plan* *49*
Activity **1** *15 min*	**In the meadow** *(R, page 48, picture 1)* T: Look at this picture. Let us talk about it. *(Croissants, mouse, mugs, milk, spoons, bread)* Listen to the story and questions carefully. There were six croissants on the table. Pixie, the mouse, has eaten three of them. How many are left? Shout it …now! *Three* How many mugs full of milk were on the table? *Nine* How many have been spilled by Pixie? *Seven* How many full mugs of milk are left? Shout it …now! *Two* There were ten spoons on the table. How many spoons are left on the table? Clap it …now! *(Three)* How many have been knocked down by Pixie? *Seven* There were two slices of bread. How many have been eaten by Pixie? *Zero* Let us find circular lines on the picture. Draw over them in red.	***Notes*** Picture is displayed on wall. Pupils have copies of the picture. Whole class activity. Explanation, agreement, feedback, praising. Laughing Individual work. Monitored, helped, corrected.
2 *30 min*	**Ten ladybirds** *(R, page 48, picture 2)* T: Look at the picture. What can you see? Draw over the grey lines. How many ladybirds are in the picture? *Ten* How many of them are in the middle row? *Four* How many are in the side rows altogether? *Six* Draw five dots on the ladybird on the right side of the top row. Draw seven dots on the ladybird second from the left in the bottom row. Draw four dots on the ladybird third from the left in the middle row. How many ladybirds will be left if five of them fly away? *Five*	Picture is displayed. Pupils have own copies. Individual work. Monitored, helped, corrected. Whole class activity Agreement, feedback, praising Individual work. Monitored, helped, corrected. Discussion on picture. Agreement, feedback, praising

R	R: Counting up to ten **C: Drawing the C line. Practising ~, <, >, ^, lines.** E: Drawing mirror images	*Lesson Plan* *50*
Activity **1** *15 min*	**Three times three shapes** *(R, page 49, picture 1)* T: Let's look at this picture. Talk about it. Draw over the grey lines. How many apples are in the picture? *Three* How many snails are in the picture? Shout it …now! *Three* Which are there more of? *There are as many apples as snails.* Colour two apples yellow and the rest red. How many apples did you colour red? *One* Draw some grass in the mouth of the second snail from the left. Colour two snails brown. Colour blue the first flower from the right. Colour one flower red. How many items are there altogether? *Nine*	***Notes*** Picture is displayed on wall. Pupils have their copies. Individual work. Help each pupil with drawing in one confident movement. Whole class activity. Agreement, feedback, praising Individual work. Monitored. Discussion on picture. Whole class.
2 *30 min*	**Mirror images** *(R, page 49, picture 2)* T: Look at the picture and find your copy. Draw over the grey lines Draw the other half of the first picture so that both parts are the same size and shape. Draw the other half of the second picture so that both parts are the same size and shape. What is the total picture? *A red apple* Draw the other half of the third picture so that both parts are the same size and shape. What is the total image? *Ladybird* How many dots are on it? *Seven* Draw the other half of the fourth picture so that both parts are the same size and shape. What is the total image? *Castle* How many windows does the castle have? *Four windows* How many doors does the castle have? *Two* Complete the last picture.	Picture is displayed on the wall. Pupils have copies Individual work. Monitored, helped, praising. Check on picture. Agreement, feedback, praising