

Maths for Early Learners



Teaching Guide
Pre-Nursery

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Introduction

Learning mathematics is learning an important life skill since so many common daily activities from shopping to paying taxes and planning events, depend on the ability to add, take away, multiply, and divide. It is therefore important that the basics are well taught and well learned.

The lesson plans in this teaching guide presents suggestions and ideas for teachers facing this key task of teaching young children basic mathematical concepts. Counting from 1 to 10, the concept of zero and simple addition and subtraction are included along with simple comparison exercises. Students will learn to write each numeral and to sight read their words forms. A repetitive approach will provide reassurance for students of this age and develop their confidence as they can anticipate what they will be expected to do next.

But, it is also important to make learning fun so there are also ideas for introductory and recapitulation activities and games that will add variety and fun to the lessons while reinforcing the formal teaching and learning.

No times are given for the lessons; judge your students' progress and take as many periods as necessary to ensure that they are confident with the new material before moving on.

I hope that you will find this series of student books and the accompanying Teaching Guides easy and enjoyable to use.

Before you begin it may be helpful to read the sections that follow next.

Sue Gilbert

Resource sheet

Make a copy of this resource sheet for each student in the class. Since it will be used for several different activities, copy it onto card rather than paper, or, if resources permit, laminate the sheets with clear plastic.

Cut up the sheets to make a complete set of 44 cards for each student.

It is useful to write the name or initials of each student on the back of each card in a set (best done before laminating). This is time-consuming initially, but will help to identify stray cards and ensure that sets remain complete.

Keep each set of cards in a strong envelope or held together with a rubber band.

0	zero
1	one
2	two
3	three
4	four

5

five

6

six

7

seven

8


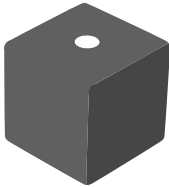
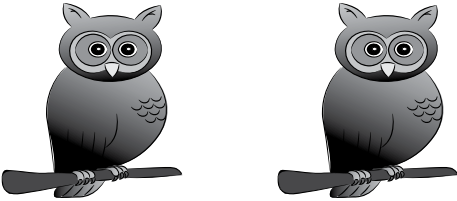
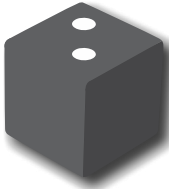
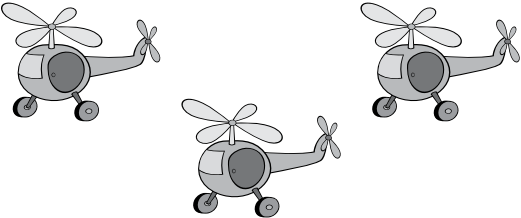
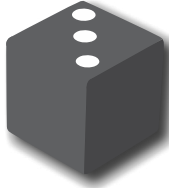

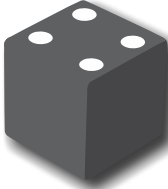
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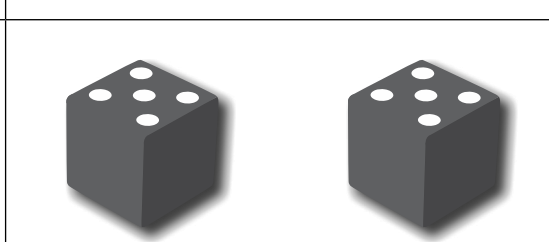
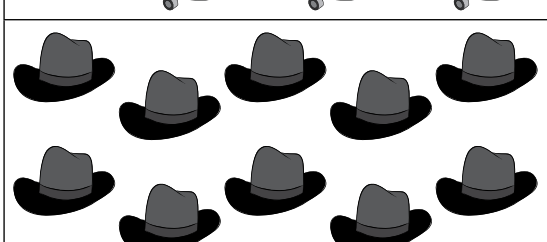
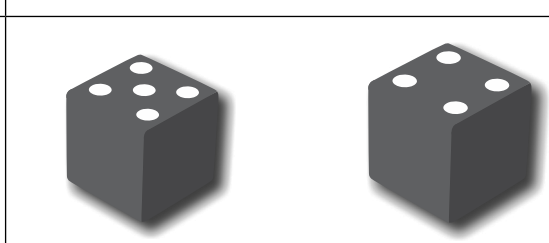
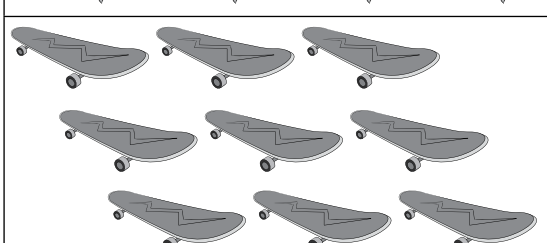
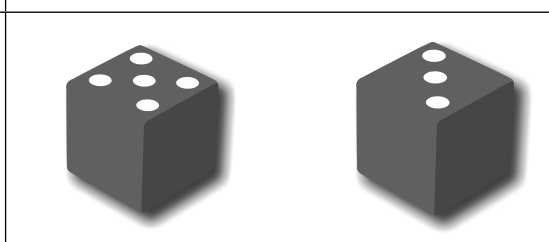
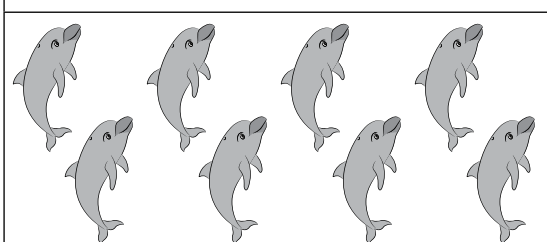
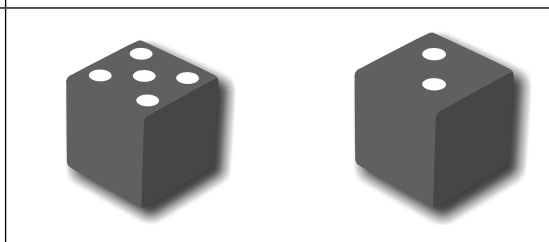
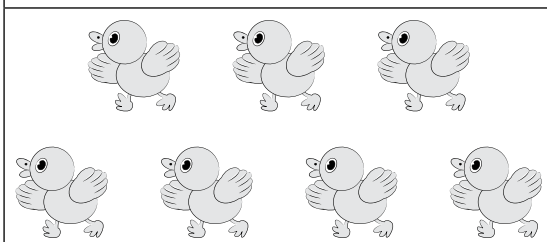
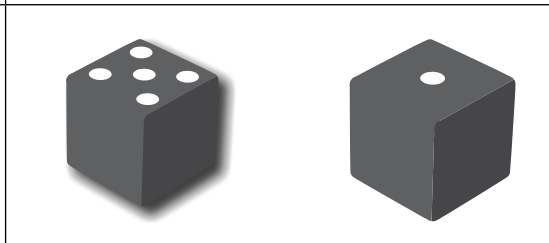
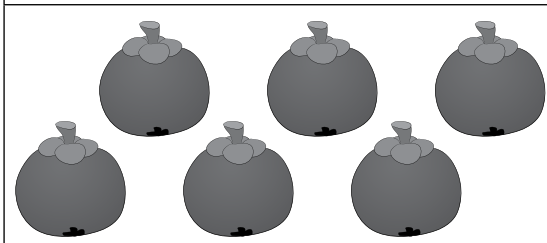
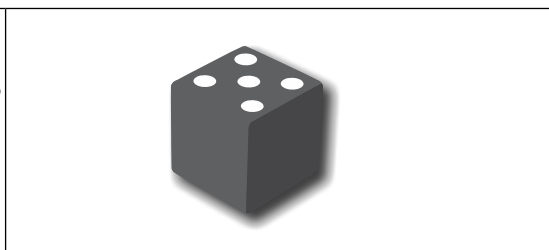
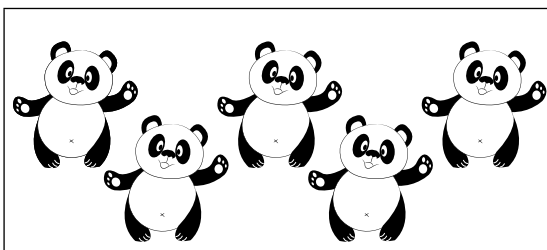
9

nine

10

ten



Some useful tips for teaching

Note: for some of these activities it will be necessary for the teacher to select the required cards from the set before the lesson since the whole set may not be required.

1. Students can trace over the numbers and words with their finger when learning to write the numbers and words.
2. Write a selection of numbers on the board. Point to one of the numbers and ask the students to hold up the matching card. As the students learn more, they can be asked to hold up the corresponding picture / the corresponding dice picture and finally, the corresponding word.
3. Vary the above activity by drawing the dice faces on the board (or displaying a poster of them) or writing the words, and asking the students to hold up the corresponding number or picture.
4. Hold up a number of classroom items e.g. pencils, exercise books, rulers, and ask the students to count them silently and show you the correct number or word.
5. Students can work in pairs to play number snap. Use two sets of cards. Initially use only the numbers, or the words, or the pictures. In time, students can mix the cards and say snap for any match of number / word / picture.
6. Students can work in pairs to compare numbers. Each student has the eleven number cards in a pile, face down. Each student turns over the card on the top of his / her pile. The student whose card shows the largest number, wins. This can also be done with the smaller number as the winning number.
7. The students can play memory matching in pairs. Place the two sets of number cards 1–10 face down on the table in 4 rows of 5 cards. The first student turns over one card and says what it shows, and then does the same with a second card; both cards should be laid flat on the table in their places. If the numbers on the cards are the same, the student keeps the two cards. If they show different numbers, the cards must be turned back and the second student takes a turn. It is very important that the cards are kept in the same places throughout the game (even when gaps are created by matching pairs being removed) since the game relies on remembering the positions of the cards.
8. The game can be varied by using the word or picture cards, or combinations, so that a match could be made between, for example, a word and a picture showing the corresponding number of items.
9. Students can work in pairs to guess a number. The first student selects a number card and has to help the second student to guess the number he has chosen. For example:

Student A selects 4.

Student B guesses 7.

Student A says 'smaller'.

Student B guesses 2.

Student A says 'bigger' ... until the correct number is guessed.

(This activity can be played with the teacher and students initially, with the teacher taking the part of Student A and asking individual students to guess. Students will need to listen carefully to the preceding guesses in order to guess correctly.)

Kinaesthetic learning

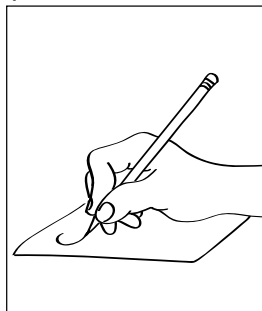
Kinaesthetic learning is learning by doing. This means that the brain not only remembers information that has been learned, it also remembers a physical action associated with the information, and this reinforces the learning and the recall of the information.

Some simple kinaesthetic learning techniques which can be applied to learning to write the numbers and words 0–10 / zero–ten are suggested below:

1. Write the number / word as large as possible on the border or on a large sheet of card.
2. Ask the students to trace the number / word in the air. It is important that this is done using the whole arm, moving from the shoulder.
3. Supply each student with a 10×10 cm square of sandpaper and ask them to trace the target number / word on the surface of the sandpaper.
4. Supply each student with a 10×10 cm square of velvet and ask them to trace the target number / word on the surface of the velvet.
5. Ask the students to use their right forefinger (if right-handed) to write the number / word in the palm of their left hand (adapt instruction for left-handed students).
6. If finger paints are available, students can write the target number / word using finger paint on old sheets of newspaper.

Learning to write

Bad writing habits are difficult to overcome, so please ensure that the students are sitting correctly when they write, that their exercise book or paper is straight in front of them and that they are using the correct pencil grip.



At this stage it is easier for them to use thicker pencils. If possible, supply them with triangular (prism) shaped pencils which are easier to hold and rubber pencil grips are also very useful in ensuring that the pencil is held correctly.

Developing the fine motor control skills needed for writing is linked to the development of the gross motor skills, so before students attempt to write with pencils, give them sheets of old newspaper and wax crayons to practise writing large numbers and words. You can also supply each student with a mini-whiteboard made by inserting a sheet of plain white A4 paper into a plastic envelope. Each student will also require a board marker and an eraser made from a small piece of sponge, some tissues or kitchen roll. The student can practise writing the numbers / words on the plastic surface and then erase them.

Making mistakes

We all make mistakes, but there are some children who are unduly worried about doing so. To help them overcome this fear, make some mistakes of your own. For

example, write a number the wrong way around, misspell one of the number words or mismatch a picture and number. The students will enjoy pointing out your error and you will be able to ask them to help you correct it. Seeing teacher make a mistake and correct it easily will be reassuring for less confident students.

Using songs and rhymes

There are many English rhymes and songs that involve counting and numbers and the children will enjoy singing the songs or repeating the rhymes. Use them at the beginning or end of a lesson.

Many of these are available on tapes and cds, and with excellent animation on dvds and You Tube clips. They include:

One finger, one thumb, keep moving
1, 2, 3, 4, 5, Once I caught a fish alive
The animals went in two by two
One man went to mow a meadow
Five little speckled frogs
Five fat sausages
Ten green bottles hanging on the wall
Two little dickie birds sitting on a wall
One, two, buckle my shoe
Baa, baa black sheep
Hickory dickory dock, the mouse ran up the clock
Three little kittens had lost their mittens
Five currant buns in a baker's shop

Note on Materials

Practical work is of great importance in making classroom maths relevant to the world outside. Although most activities suggested in this book require only basic classroom materials, there are a few that call for a wider range of materials. The teacher should therefore begin a collection of items that can be used for practical classroom activities.

Items such as plastic bottle tops, buttons, large beads, clean yoghurt pots, plastic bottles of different shapes and sizes, clean, empty packets from toothpaste, soap, tissues, cereal and other food items boxes, and cardboard tubes from kitchen and toilet rolls (these can be sterilized by placing them in a microwave oven for a minute or two), will all be useful for introductory and recapitulation activities. Begin the collection well in advance of a lesson. A list of specific materials is given at the start of each lesson plan so that these can be prepared in advance. Ask the students to contribute to the collection so that gradually a useful and sizeable collection will be readily available.

Please ensure that all visual aids are large enough and clear enough to be seen by the students sitting furthest away from the teacher. When small items are used, make it clear to the students that they should not be placed in the mouth, nose, ears, etc. and always collect all the materials at the end of the lesson.

Unit 1 Primary colours

Lesson 1

Pages 4–5

Teaching objectives

- to familiarize students with the primary colours red, blue and yellow

Learning outcomes

Students should be able to:

- group objects according to their colour.
- use the terms red, blue, and yellow correctly to identify colours.

Materials required

A selection of items that are blue, red or yellow, if possible with one identical item in each colour e.g. a red, yellow, and blue balloon or ball; student sets of blue, red and yellow coloured pencils or crayons; sheets of white paper; a large sheet of paper to make a poster, with three columns and the headings red, blue, and yellow

Introduction

Begin by showing the students the red objects that you have brought into the lesson. Ask them to name the colour of the objects and if necessary, teach the name of the colour red. Ask the students if they can see any other red objects in the room.

Show the students the matching red and blue items and ask the students to tell you how they are the same and how they are different e.g. both are balls, both are round, they are the same size, but they are different colours.

If necessary, teach the name of the colour blue and show the students the blue items you have brought into the lesson. Can they see any other blue items in the room? Hold up an object and ask individual students to tell you what colour it is, red or blue?

Teach the colour yellow in the same way, comparing identical objects before showing the collection of yellow objects.

Note: At this stage it is not necessary for the students to learn the term primary colours.

Student activity

Ask the students to open their books at page 4.

Ask them to look at the three bands of colour and to point to the colour that you name.

Next look at the three objects at the top right of the page (hand, flower and dolphin), and draw a rough sketch of them on the board. Teach the names of the objects and check learning by asking the students to point to the objects in their books as you

name them. Ask the students questions about the colours of the objects, e.g. 'What colour is the hand?' or 'Is the dolphin red?' Explain the task to the students and demonstrate by circling the hand on your rough sketch before they draw the circles in their own books.

Repeat this process for the other two groups of objects.

Recapitulation

Make a poster to show the students' favourite colours. Display the poster you have prepared and ask each student in turn to tell you which of the three colours is their favourite. Put a cross in the correct column each time. When the poster is complete, display it in the classroom and talk about their preferences, e.g. Which is the favourite / least favourite colour?

Give each student a red, yellow, and blue pencil or crayon. Explain that you are going to say a colour and they should hold up the pencil of the correct colour. This activity will enable you to spot any student who is experiencing difficulty with learning the names. Finally give each student a sheet of paper and ask them to draw a pattern or picture using the three colours. These can be used to make a primary colours display in the classroom.

Unit 2 Pre-writing activities

Lesson 2

Pages 6–7

Teaching objectives

- to help the students develop fine motor control skills
- to show students how to hold a pencil correctly
- to show students how to sit correctly in order to write
- to help students follow verbal and printed instructions

Learning outcomes

Students should be able to:

- demonstrate the correct sitting position for writing.
- demonstrate and maintain a correct pencil grip.
- follow verbal and printed instructions.
- trace given patterns with a degree of accuracy.

Materials required

Any of the materials suggested in the Kinaesthetic learning and Learning to write sections given in the useful tips section; a large pencil or crayon for each student

Introduction

Draw one or two vertical lines on the board and elicit that the lines go from one side of the board to the other. Ask a volunteer to come to the board and draw a different line and compare it with yours. You may want to repeat this several times with different students.

Student activity

Ask the students to open their books at pages 6–7 and look at the different lines. Talk about what they look like and how they are similar or different; you may want to introduce the terms curved and zig-zag. Also talk about the colours of the backgrounds (yellow, red, and blue).

Draw a large copy of the vertical line on the board. (Alternatively, copy the lines onto a large sheet of paper before the lesson, and display these on the board in turn). Ask the students to trace your line in the air, using their whole arm and moving it from the shoulder. Demonstrate this and also select students who do this well to show the action to the class. Repeat the air tracing several times and then use any of the other techniques (sandpaper / velvet / finger paints / mini-whiteboards) for copying the line. Finally, ask the students to draw the line on the palm of their hand.

Before asking the students to trace the line in the book, make sure that each student has a thick pencil or crayon, and that they all know how to sit straight at the desk, how to place their book straight in front of them, and how to hold a pencil correctly. Again, this can be done by asking students who do this well to demonstrate to the

other students. Ask the students to trace the first line carefully, starting at the red dot and ending at the blue star.

Stress that there is no need to hurry, a slower approach will produce neat, accurate results. Repeat all steps of this activity for each of the other lines on the page.

Recapitulation

Ask the students to draw big lines in the air according to your instructions, for example, side to side, up and down, zig-zag, etc.

Lesson 3

Pages 8–9

Materials required

Any of the materials suggested in the Kinaesthetic learning and Learning to write sections; a large pencil or crayon for each student; a red, yellow, or blue item (plastic bottle tops, Lego pieces, balloons, etc.) for each member of the class so that one-third has red, one-third blue, and one-third yellow;

This lesson can be taught in the same way as lesson 2.

Recapitulation

Play a colour game: divide the students into three equal teams, the red team, the blue team, and the yellow team. Give each team a bag or box. Place all the red, yellow, and blue items in a box at the front of the class. Explain that when you ask them to start, the first member of each team should come to the box and take one item of his / her team's colour back to the team base and place it in the bag or box. The members of the team must take turns to bring back an item, and the team that finishes first wins the game.

Unit 3 Counting 1 to 5

Lesson 4 one (1)

Pages 10–11

Teaching objectives

- to explain the concept of one
- to demonstrate and practise how to write the number 1
- to explain that one is the word form of the number 1
- to teach the colour green

Learning outcomes

Students should be able to:

- use the term 1 to count single items.
- write the number 1 by following verbal instructions and by tracing.
- recognize that the word one means the same as the number 1.
- identify green items and use the term green correctly.

Materials required

Any of the materials suggested in the Kinaesthetic learning and Learning to write sections; a large pencil or crayon for each student; a selection of individual items, e.g. a picture, a scarf; a green coloured pencil or crayon for each student; tape / cd / dvd / You Tube clip of Hickory Dickory Dock and / or One finger, one thumb, keep moving

Introduction

Show the students one of the items you have brought to the class, e.g. a picture. Explain what it is and ask the students if they can see another picture like it in the room. When they are unable to do so, explain that there is no other picture because there is only one picture. Do the same with the other items you have brought, making it clear that there is only one of each. One means something that stands alone. Draw a large number 1 on the board and explain that this is the sign that means one. Ask the students to trace the number in the air, using their whole arm and moving it from the shoulder. Demonstrate this and also select students who do this well to show the action to the class.

Repeat the air tracing several times and then use any of the other techniques mentioned above (sandpaper / velvet / finger paints / mini-whiteboards) for copying the number, and finally ask the students to draw the number on the palm of their hand.

Write the word one on the board and explain that is how the numeral 1 is written as a word.

Student activity

Ask the students to open their books at page 10 and to tell you what they can see

(a bag). Elicit that there is only one bag and that the number and word for one are shown on the page.

Ask the students to look at page 11 and if necessary, teach them that the colour of the bag is green. Ask them to identify other green objects in the room. Ask them to 'read' the number and word at the bottom of page 10. Before asking the students to trace the large number 1, make sure that each student has a thick pencil or crayon, and that they all know how to sit straight at the desk, how to place their book straight in front of them, and how to hold a pencil correctly. Again, this can be done by asking students who do this well to demonstrate to the other students. Ask the students to trace all the numbers carefully, starting at the top of each number.

Check their work as they finish and praise neat, careful work. Students should then colour the bag on page 10 green.

Recapitulation

Use the tape / cd / dvd / You Tube clip to teach the song Hickory Dickory Dock and / or One finger, One thumb, keep moving.

Lesson 5 two (2) Pages 12–13

Teaching objectives

- to explain the concept of two
- to demonstrate and practise how to write the number 2
- to explain that two is the word form of the number 2
- to teach the colour brown

Learning outcomes

Students should be able to:

- count two items.
- write the number 2 by following verbal instructions and by tracing.
- recognize that the word two means the same as the number 2.
- identify brown items and use the term brown correctly.

Materials required

Any of the materials suggested in the Kinaesthetic learning and Learning to write sections; a large pencil or crayon for each student; a selection of paired items, e.g. a pair of rubber gloves, a pair of socks, a pair of trainers, a pair of earrings, etc.; flashcards of the numbers and words 1, 2, one and two; brown, yellow and orange crayons or coloured pencils for each student; tape / cd / dvd / You Tube clip of Head, shoulders, knees and toes

Introduction

Show the students one of the pairs of items you have brought to the class, e.g. the gloves.

Elicit from the students that it is not one single item, and count the gloves, one, two. Explain that we use the number two for one thing and another thing together. Do the same with the other pairs of items you have brought, making it clear that there are two of each. Ask a student to stand and count one; ask a second student to stand and ask the students to count one, two.

Show the students your pairs of objects again and ask them if they can see any other pairs of objects in the classroom, e.g. their shoes and socks.

Turn their attention to their own bodies and ask them to count their arms, legs, hands, feet, shoulders, elbows, knees, eyes, ears, etc. Discuss the fact that they have only one head, face, nose, and mouth but they have two eyes, ears, and lips.

Draw a large number 2 on the board and explain that this is the sign that means two. Ask the students to trace the number in the air, using their whole arm and moving it from the shoulder. Demonstrate this and also select students who do this well to show the action to the class.

Repeat the air tracing several times and then use any of the other techniques (sandpaper / velvet / finger paints / mini-whiteboards) for copying the number, and finally ask the students to draw the number on the palm of their hand.

Write the word two on the board and explain that is how the numeral 2 is written as a word.

Student activity

Ask the students to open their books at page 12 and to tell you what they can see (a large owl and a smaller owl). Ask the students to count the owls. If necessary, teach the colour brown and ask them to identify other brown objects in the room. Talk a little about owls and explain that they are birds that sleep in the day and hunt at night; they are said to be wise birds. Ask them to 'read' the number and word at the bottom of the page.

Ask the students to look at page 13 and before asking the students to trace the large number 2, check their pencil grip and posture. Again, this can be done by asking students who do this well to demonstrate to the other students. Ask the students to trace all the numbers carefully, starting at the top of each number.

Check their work as they finish and praise neat, careful work. Make sure all the students have the correct coloured pencils or crayons to colour the small owl on page 12.

Recapitulation

Play a game to check learning of number words. Explain to the students that you are going to hold up one number and one number word flashcard; if the cards match, the students should put up their hands; if they do not match, they should fold their arms. Teach the students the song Head, shoulders, knees, and toes, with the actions.

Teaching objectives

- to explain the concept of three
- to demonstrate and practise how to write the number 3
- to explain that three is the word form of the number 3
- to teach the colour pink

Learning outcomes

Students should be able to:

- count up to three items.
- write the number 3 by following verbal instructions and by tracing.
- recognize that the word three means the same as the number 3.
- identify pink items and use the term pink correctly.

Materials required

Any of the materials suggested in the Kinaesthetic learning and Learning to write sections; a large pencil or crayon for each student; a selection of groups of three items, e.g. three exercise books, three mugs, etc.; if possible, three teddy bears; flashcards of the numbers and words 1–3; crayons or coloured pencils for each student; the story of Goldilocks and the Three Bears

Introduction

At the start of the lesson, make sure the students have sets of blue, yellow, red, green crayons or pencils.

Show the students one of the sets of three items you have brought to the class, e.g. the mugs. Elicit from the students that it is not one single item, and count two of them; then add the third item and say the number three. Explain that we use three when we have two items and one more. Do the same with the other sets of items you have brought, making it clear that there are three of each and asking the students to count with you.

Ask the students to count and hold up three pencils, and three fingers. Draw a large number 3 on the board and explain that this is the sign that means three. Ask the students to trace the number in the air, using their whole arm and moving it from the shoulder. Demonstrate this and also select students who do this well to show the action to the class.

Repeat the air tracing several times and then use any of the other techniques (sandpaper / velvet / finger paints / mini-whiteboards) for copying the number, and finally ask the students to draw the number on the palm of their hand.

Write the word three on the board and explain that is how the number 3 is written as a word.

Student activity

Ask the students to open their books at page 14 and to tell you what they can see (helicopters). Ask them to count the helicopters with you and establish that there are three of them. Talk about the colours of the helicopters to revise red, yellow, blue and green. E.g. What colour are the wheels? Rotors? Doors? If necessary, teach the colour pink and ask them to identify other pink objects in the room. Talk a little about helicopters and ask the students to 'read' the number and word at the bottom of the page.

Ask the students to look at page 15 and before asking the students to trace the large number 3, ask them to check their pencil grip and posture. Ask the students to trace all the numbers carefully, starting at the top of each number.

Check their work as they finish and praise neat, careful work. Students should then colour the large helicopter on page 14.

Recapitulation

Practise counting by asking the students to stand in a circle and count 1, 2, 3, 1, 2, 3. Repeat this several times. Then ask the students to form small circles of three students each. Repeat this activity a few times, starting from a different point in the circle each time so that different students are left out each time if the number of students is not divisible by 3. Count how many students are in the extra group (1 or 2).

In your own words, in English or first language, tell the students the story of Goldilocks and the Three Bears using the teddy bears as visual aids.

Lesson 7 four (4) Pages 16–17

Teaching objectives

- to explain the concept of four
- to demonstrate and practise how to write the number 4
- to explain that four is the word form of the number 4

Learning outcomes

Students should be able to:

- count up to four items.
- write the number 4 by following verbal instructions and by tracing.
- recognize that the word four means the same as the number 4.

Materials required

Any of the materials suggested in the Kinaesthetic learning and Learning to write sections; a large pencil or crayon for each student; a selection of groups of four items, e.g. four books, four toy cars, etc.; word and picture flashcards 1–4; student number cards 1–4; crayons or coloured pencils for each student

Introduction

Show the students one of the sets of four items you have brought to the class, e.g. the books. Elicit from the students that it is not one single item, count three of them and then add the fourth item and say the number four. Explain that we use four when we have three items and one more. Do the same with the other sets of items you have brought, making it clear that there are four of each and asking the students to count the items with you.

Ask the students to count as they clap four times, nod their heads four times, stand up and sit down four times, etc. Ask them to hold up four fingers. Draw a large number 4 on the board and explain that this is the sign that means four.

Ask the students to trace the number in the air, using their whole arm and moving it from the shoulder. Demonstrate this and also select students who do this well to show the action to the class. Repeat the air tracing several times and then use any of the other techniques (sandpaper / velvet / finger paints / mini-whiteboards) for copying the number, and finally ask the students to draw the number on the palm of their hand.

Write the word four on the board and explain that is how the number 4 is written as a word.

Student activity

Ask the students to open their books at page 16 and to tell you what they can see; it may be necessary to teach the word tent and explain that it is a type of tent used by North American Indians. Ask them to count the tents with you and establish that there are four of them. Ask the students to 'read' the number and word at the bottom of the page.

Ask the students to look at page 17 and, before they trace the large number 4, check their pencil grip and posture. Ask the students to trace all the numbers carefully, starting at the top of each number.

Check their work as they finish and praise neat, careful work. Students should then colour the large tent on page 16.

Recapitulation

Practise counting from 1–4 around the class, starting from a different student each time.

To check counting and numeral and number word matching, give each student a set of student number cards 1–4. Explain that you are going to hold either a picture or a word flashcard. The students must decide which number it represents and hold up the correct number card.

Teaching objectives

- to explain the concept of five
- to demonstrate and practise how to write the number 5
- to explain that five is the word form of the number 5
- to teach the colours black, white, and grey

Learning outcomes

Students should be able to:

- count up to five items.
- write the number 5 by following verbal instructions and by tracing.
- recognize that the word five means the same as the number 5.
- identify grey items and use the terms black, white, and grey correctly.

Materials required

Any of the materials suggested in the Kinaesthetic learning and Learning to write sections; a large pencil or crayon for each student; a selection of groups of five items, e.g. five boxes of tissues, five paper cups, etc.; crayons or coloured pencils for each student; tape / cd / dvd / You Tube clip of Five currant buns in a baker's shop; five cut-out drawings of a large currant bun; glue stick or other adhesive material

Introduction

Show the students, one by one, four items, e.g. paper cups, counting as you show them. Show them the fifth cup and say five. Explain that one more than four is five. Do the same with the other sets of items you have brought, asking the students to count with you.

Ask the students to stand up in turn, counting 1, 2, 3, 4, 5 as they do. As soon as they reach five, the group of students should sit down and the counting will begin once again with the next student.

Draw a large number 5 on the board and explain that this is the sign that means five. Ask the students to trace the number in the air, using their whole arm and moving it from the shoulder. Demonstrate this and also select students who do this well to show the action to the class.

Repeat the air tracing several times and then use any of the other techniques (sandpaper / velvet / finger paints / mini-whiteboards) for copying the number, and finally ask the students to draw the number on the palm of their hand.

Write the word five on the board and explain that is how the number 5 is written as a word.

Student activity

Ask the students to open their books at page 18 and to tell you what they can see (pandas). Ask them to count them with you and establish that there are five of them. Talk about the colours of the pandas and if necessary teach the colours black and white, and grey for the background. Ask students to identify other objects in the room that are black, white or grey. Talk a little about pandas and their habitat and ask the students to 'read' the number and word at the bottom of the page.

Ask the students to look at page 19 and before asking the students to trace the large number 5, ask them to check their pencil grip and posture. Ask the students to trace all the numbers carefully, starting at the top of each number.

Check their work as they finish and praise neat, careful work. Students should then colour the large panda on page 18.

Recapitulation

Teach the students the song Five currant buns in a baker's shop. Fix the five cut-outs of buns on the board and ask one student to be the baker and five students to be the customers; act out the song as the students sing it, letting the students take turns at acting it out.

Lesson 9 Writing the numbers

Pages 20–21

Teaching objectives

- to practise writing the numbers 1–5

Learning outcomes

Students should be able to:

- demonstrate correct pencil grip and posture.
- write the numbers 1–5 with increasing accuracy.

Materials required

A soft ball; mini-whiteboards, markers and erasers; tape / cd / dvd / You Tube clip of Five little speckled Frogs

Introduction

Play a ball game to practise counting from 1 to 5. Ask the students to stand in a circle. Hold the ball and say 1; throw it to a student who should say 2, before throwing it to another student who should say 3, etc. If any student drops the ball or says the wrong number, s/he should sit down for a minute before rejoining the game.

Student activity

Ask the students to open their books at pages 20–21.

Explain that they are going to practise writing the numbers 1–5, first by tracing and then by writing in the empty boxes. Make sure, before they start, that they are all sitting straight and holding their books and pencils correctly.

Explain that it is better to work slowly and produce neat, careful work rather than rush and make mistakes. Monitor their progress as they complete the task and praise all good work and effort.

Recapitulation

Give each student a mini-whiteboard, marker and eraser. Explain that you are going to say a number or hold up a number of items (e.g. pencils or fingers) and they should write the number and hold up their work for you to see. Finish by singing Five little speckled frogs.

Teaching objectives

- to help students count a set of up to five items
- to help students match a set of items to the corresponding number

Learning outcomes

Students should be able to:

- count accurately up to five items.
- match a set of items to the corresponding number by drawing a line.

Materials required

A set of pictures of 1 to 5 items or shapes e.g. 3 green balloons, 4 blue circles, 2 cars, etc.; flashcards of numbers 1–5; Blutak, a masking tape, or other adhesive material; paper and paints or coloured pencils or crayons

Introduction

Divide the board into two columns. Display the drawings you have prepared on one side of the board and the number flashcards on the other side (as on page 22). Ask the students to look at the first drawing and count the objects with the students. Ask a volunteer to come to the board and point to the correct number and then to draw a line between the picture and the number. Repeat this for the other pictures and numbers.

Student activity

Ask the students to open their books at page 22. Look at each group of objects in turn and talk about the objects and the colours. Explain that the task is the same as the one they have just done on the board and do the first example together before asking the students to complete the work individually. Provide help as required. After a set amount of time, check their answers as a class.

Recapitulation

Give each student a sheet of paper and paints or coloured pencils or crayons and ask them to draw a group of 1–5 objects and write the correct number. These drawings can be used to make a classroom display of numbers 1–5.

Teaching objectives

- to revise the three primary colours

Learning outcomes

Students should be able to:

- identify the three primary colours by name.
- accurately select a red, yellow or blue item.

Materials required

A selection of red, blue, or yellow items; tape / cd / dvd / You Tube clip of Head, shoulders, knees and toes;

Introduction

Use one item of each colour to revise the three primary colours, then show the students the items in turn and ask them to name the colour. This can be a whole class activity or you can ask individual students.

Student activity

Ask the students to look at page 23. Explain the task and work through the first question together. Give the students a set amount of time to complete the tasks before checking their answers together.

Recapitulation

Sing Heads, shoulders, knees and toes.

Unit 4 Shapes

Lesson 12 Shapes

Pages 24–25

Teaching objectives

- introduce the shapes square, circle, rectangle, triangle and ovoid
- help students identify basic shapes in everyday items

Learning outcomes

Students should be able to:

- identify by name a square, circle, rectangle, triangle and ovoid.
- identify basic shapes in everyday items.

Materials required

Objects in which the basic shapes can be identified, e.g. food packages, dvd box and disc, etc; the flashcards of the basic shapes; Blutak, a masking tape, or similar adhesive material

Introduction

Display the flashcards of the basic shapes on the board one at a time, and introduce them to the students. Teach the students the name of the shape and ask them to repeat it several times. Point out the main features of the shape and how shapes are similar and different; e.g. the square and rectangle both have four sides, but those of the square are all of equal length; the circle and ovoid are both enclosed by a curved line, but an ovoid is 'squashed' in one direction, etc.

When you have introduced all the shapes, ask student volunteers to come to the board and point to the shape that you name.

Student activity

Ask the students to open their books at page 24 and look at the shapes at the top of the page. Ask them to tell you the colour of the shape you name and also to point to the shape that you name.

Ask them to complete the shapes on the lower part of the page by tracing over the lines, and then to colour them. Give them a set amount of time to complete the task and as they do so, monitor their progress and comment on good work.

After the set time, show the students the items you have brought into the class and help them to identify the shapes in the objects, e.g. the circle at the top of a paper cup, the square dvd box, the rectangle of a box of tissues. When they are able to do this confidently, help them to complete the task on page 25.

Recapitulation

To check learning, play a game. Explain that you are going to hold up one of the shape flashcards and say the name of a shape. If you say the correct name for the shape, the students should raise their hands; if you say the wrong name, they should cross their hands on their chests. Repeat this several times and ask student volunteers to take turns to show and name shapes. Ask students to bring from home any item that has one of the shapes they have learned about

Lesson 13 Shapes

Pages 26–27

Materials required

Flashcards of the basic shapes; red, yellow, and blue items; a drawing of a yellow square, a blue circle, a red triangle; red, yellow and blue paints, crayons or coloured pencils; sheets of paper

Introduction

Begin by using the flashcards to revise the names of the shapes and talk about the characteristics of each shape, e.g. a triangle has three sides, etc. Then use the coloured objects to revise the primary colours. Ask the students who have brought objects from home to show what they have brought and talk about the shape it contains.

Student activity

Ask the students to open their books at pages 26–27. Point to some of the shapes and ask the students to name them, or say the name of a shape and ask the students to point to that shape on the page. Display your drawings on the board and ask the students to tell you the colour and shape of each of them. Explain the task and leave your shapes on the board as a reminder to the students. Give the students a set amount of time to complete it. Remind them to colour carefully.

Recapitulation

Give each student paper and coloured pencils or crayons and ask them to draw a pattern of squares, circles, and triangles. These can be used to make a Shapes classroom display.

Unit 5 Secondary colours

Lesson 14 Secondary colours

Pages 28–29

Teaching objectives

- to familiarize students with the secondary colours purple, orange and green

Learning outcomes

Students should be able to:

- group objects according to their colour.
- use the terms purple, orange and green correctly to identify colours.

Materials required

A selection of items that are purple, orange or green, if possible with one identical item in each colour e.g. a purple, orange and green balloon or ball; students sets of red, blue and yellow paint and paint brushes; sheets of old newspaper; a large sheet of paper to make a poster with six columns and headings red, blue, yellow, purple, orange, and green

This lesson can be taught in the same way as lesson 1.

You may wish to explain that these colours are called secondary colours because they can be made by mixing the primary colours together. For example, red and yellow together will produce orange.

Recapitulation

Complete the poster of favourite colours, using all six colours.

Give each student, a sheet of newspaper and the red, yellow, and blue paint and encourage them to experiment by mixing two colours at a time to make the secondary colours. To help them, put a poster on the board showing the colour mixes as blocks of colours (red + blue = purple; red + yellow = orange; yellow + blue = green). If it is not possible to provide paints for all the students, demonstrate the colour mixing to them.

Teaching objectives

- to explain the concept of six
- to demonstrate and practise how to write the number 6
- to explain that six is the word form of the number 6

Learning outcomes

Students should be able to:

- count up to six items.
- write the number 6 by following verbal instructions and by tracing.
- recognize that the word six means the same as the number 6.

Materials required

any of the materials suggested in the Kinaesthetic learning and Learning to write sections; a large pencil or crayon for each student; a selection of sets of five plus one items, e.g. a bundle of five pencils and an extra pencil, etc.

Introduction

Show the students one of the sets of five items you have prepared, e.g. the bundle of pencils. Count the five pencils with the students and then add the extra pencil and say six. Explain that six means one more than five. Do the same with the other sets of items you have brought, making it clear that each time that five and one more makes six, and asking the students to count with you. Ask the students to hold up the fingers of one hand and count them. Ask them to hold up one finger from the other hand and count them to make six.

Draw a large number 6 on the board and explain that this is the sign that means six. Ask the students to trace the number in the air, using their whole arm and moving it from the shoulder. Demonstrate this and also select students who do this well to show the action to the class. Repeat the air tracing several times and then use any of the other techniques (sandpaper / velvet / finger paints / mini-whiteboards) for copying the number, and finally ask the students to draw the number on the palm of their hand.

Write the word six on the board and explain that is how the number 6 is written as a word.

Student activity

Ask the students to open their books at page 30 and to tell you what they can see. Explain that the vegetable is called aubergine in English but they will know it as brinjal. Ask them to count them with you and establish that there are six of them. Talk about the colour and ask them to remind you which two primary colours they would mix to make purple.

Ask the students to look at page 31 and before asking the students to trace the large number 6, ask them to check their pencil grip and posture. Ask the students to trace all the numbers carefully, starting at the top of each number.

Check their work as they finish and praise neat, careful work. Students should then colour the large aubergine on page 30.

Recapitulation

Practise counting by asking the students to stand in a circle and count round from 1–6. Repeat this several times, starting at a different student each time. Then ask the students to form small circles of six students each. Repeat this activity a few times, starting from a different point in the circle each time so that different students are left out each time if the number of students is not divisible by 3. Count how many students are in the extra group (1–5).

Lesson 16 (seven) Pages 32–33

Teaching objectives

- to explain the concept of seven
- to demonstrate and practise how to write the number 7
- to explain that seven is the word form of the number 7

Learning outcomes

Students should be able to:

- count up to seven items.
- write the number 7 by following verbal instructions and by tracing.
- recognize that the word seven means the same as the number 7.

Materials required

Any of the materials suggested in the Kinaesthetic learning and Learning to write sections; a large pencil or crayon for each student; a selection of sets of five plus two items, e.g. a stack of five paper cups and two extra cups, etc.; enough sets of student picture, number and word cards 1–7 for pair work; flashcards of numbers and words 1–7

Introduction

Show the students one of the sets of five items you have prepared, e.g. the stack of paper cups. Count the five cups with the students and then add one more and count six; add the last cup and say seven. Explain that seven means one more than six. Do the same with the other sets of items you have brought, making it clear that each time that six and one more makes seven, and asking the students to count with you. Ask the students to hold up six fingers and count them.

Ask them to hold up one more finger and count again to seven.

Draw a large number 7 on the board and explain that this is the sign that means seven. Ask the students to trace the number in the air, using their whole arm and moving it from the shoulder. Demonstrate this and also select students who do this well to show the action to the class. Repeat the air tracing several times and then use any of the other techniques (sandpaper / velvet / finger paints / mini-whiteboards) for copying the number, and finally ask the students to draw the number on the palm of their hand.

Write the word seven on the board and explain that is how the number 7 is written as a word.

Student activity

Ask the students to open their books at page 32 and to tell you what they can see (chicks). Ask them to count the chicks with you and establish that there are seven of them. Talk about chicks and how they hatch from eggs. Ask the students to 'read' the word and number at the bottom of the page.

Ask the students to look at page 33 and before asking the students to trace the large number 7, ask them to check their pencil grip and posture. Ask the students to trace all the numbers carefully, starting at the top of each number. When they have finished writing, the students should colour the large chick on page 32.

Recapitulation

To revise number words, hold up the word flashcards and ask the students to tell you the number.

Hold up a word and a number card and ask the students to tell you if they match.

Ask the students to work in pairs. Give each pair a set of cards and, if necessary show them how to play Snap; they may say Snap on any matching pair of number / word / picture / dice faces.

Lesson 17 (eight) Pages 34–35

Teaching objectives

- to explain the concept of eight
- to demonstrate and practise how to write the number 8
- to explain that eight is the word form of the number 8

Learning outcomes

Students should be able to:

- count up to eight items.
- write the number 8 by following verbal instructions and by tracing.
- recognize that the word eight means the same as the number 8.

Materials required

Any of the materials suggested in the Kinaesthetic learning and Learning to write sections; a large pencil or crayon for each student; a selection of sets of five plus three items, e.g. a bunch of five plastic flowers and three extra flowers, etc.; flashcards of pictures and words 1–8; mini-whiteboards, markers and erasers

Introduction

Show the students one of the sets of five items you have prepared, e.g. the bunch of plastic flowers and count them with the students. Add two more and count six and seven; add the last flower and say eight. Explain that eight means one more than seven. Do the same with the other sets of items you have brought, making it clear that each time that seven and one more makes eight and asking the students to count with you.

Ask the students to hold up seven fingers and count them. Ask them to hold up one more finger and count again to eight.

Draw a large number 8 on the board and explain that this is the sign that means eight. Ask the students to trace the number in the air, using their whole arm and moving it from the shoulder. Demonstrate this and also select students who do this well to show the action to the class.

Repeat the air tracing several times and then use any of the other techniques (sandpaper / velvet / finger paints / mini-whiteboards) for copying the number, and finally ask the students to draw the number on the palm of their hand.

Write the word eight on the board and explain that is how the number 8 is written as a word.

Student activity

Ask the students to open their books at page 34 and to tell you what they can see (dolphins). Ask them to count the dolphins with you and establish that there are eight of them. Tell the students something about dolphins; you might mention the rare Indus River dolphins. Ask the students to 'read' the number and word at the bottom of the page.

Ask the students to look at page 35 and before asking the students to trace the large number 8, ask them to check their pencil grip and posture. Ask the students to trace all the numbers carefully, starting at the top of each number.

Check their work as they finish and praise neat, careful work. Students should then colour the large dolphin on page 34.

Recapitulation

Give each student a mini-whiteboard, marker and eraser. Hold up one of the picture or word flashcards and ask the students to write down the matching number.

Teaching objectives

- to explain the concept of nine
- to demonstrate and practise how to write the number 9
- to explain that nine is the word form of the number 9

Learning outcomes

Students should be able to:

- count up to nine items. write the number 9 by following verbal instructions and by tracing.
- recognize that the word nine means the same as the number 9.

Materials required

Any of the materials suggested in the Kinaesthetic learning and Learning to write sections; a large pencil or crayon for each student; a selection of sets of nine items, e.g. exercise books, rulers, etc.; a ball

Introduction

Show the students one of the sets of nine items you have prepared. Count with the students the first eight items and when you add the ninth, say nine. Explain that nine means one more than eight. Do the same with the other sets of items you have brought, making it clear that each time that eight and one more makes nine, and asking the students to count with you.

Ask the students to hold up eight fingers and count them. Ask them to hold up one more finger and count again to nine.

Draw a large number 9 on the board and explain that this is the sign that means nine. Ask the students to trace the number in the air, using their whole arm and moving it from the shoulder. Demonstrate this and also select students who do this well to show the action to the class.

Repeat the air tracing several times and then use any of the other techniques (sandpaper / velvet / finger paints / mini-whiteboards) for copying the number, and finally ask the students to draw the number on the palm of their hand.

Write the word nine on the board and explain that is how the number 9 is written as a word.

Student activity

Ask the students to open their books at page 36 and to tell you what they can see (skateboards). Ask if any of them has seen a skateboard and if necessary, explain how they are used by older children. Ask them to count the skateboards with you and

establish that there are nine of them. Talk about the colours to revise pink. Ask the students to 'read' the number and word at the bottom of the page.

Ask the students to look at page 37 and before asking the students to trace the large number 9, ask them to check their pencil grip and posture. Ask the students to trace all the numbers carefully, starting at the top of each number.

Check their work as they finish and praise neat, careful work. Students should then colour the large skateboard on page 36.

Recapitulation

Ask the students to stand in a large circle and play the ball game to count from 1–9.

Lesson 19 (ten) Pages 38–39

Teaching objectives

- to explain the concept of 10
- to demonstrate and practise how to write the number 10
- to explain that ten is the word form of the number 10

Learning outcomes

Students should be able to:

- count up to ten items.
- write the number 10 by following verbal instructions and by tracing.
- recognize that the word ten means the same as the number 10.

Materials required

Any of the materials suggested in the Kinaesthetic learning and Learning to write sections; a large pencil or crayon for each student; a selection of sets of ten items, e.g. ten large wooden beads on a thread, ten building blocks, etc.; flashcards of numbers and words 1–10; a set of ten small items e.g. bottle caps, beads, Lego blocks for each pair of students; tape / cd / dvd / You Tube clip of Ten green bottles

Introduction

Show the students one of the sets of ten items you have prepared, e.g. the beads on the thread. Count them with the students and as you count the last bead, say ten. Explain that ten means one more than nine. Do the same with the other sets of items you have prepared, making it clear that each time that nine and one more makes ten, and asking the students to count with you.

Ask the students to count as they hold up their fingers one at a time. They will realize that they have ten fingers altogether.

Draw a large number 10 on the board and explain that this is the sign that means ten. Explain that, unlike the numbers 1–9, ten is written using two numbers together,

1 and 0 (zero). Explain that it is very important to write the two numbers in the correct order.

Ask the students to trace the number in the air, using their whole arm and moving it from the shoulder. Demonstrate this and also select students who do this well to show the action to the class.

Repeat the air tracing several times and then use any of the other techniques (sandpaper / velvet / finger paints / mini-whiteboards) for copying the number, and finally ask the students to draw the number on the palm of their hand.

Write the word ten on the board and explain that is how the number 10 is written as a word.

Student activity

Ask the students to open their books at page 38 and to tell you what they can see (hats). Ask them to count the hats with you and establish that there are ten of them. Talk about the colours of the hats to revise brown and white. E.g. Talk a little about why we wear hats (to keep us warm, or to protect us from the sunlight) and ask the students to 'read' the number and word at the bottom of the page.

Ask the students to look at page 39 and before asking the students to trace the large number 10, ask them to check their pencil grip and posture. Ask the students to trace all the numbers carefully, starting at the top of each number.

Check their work as they finish and praise neat, careful work. Students should then colour the large hat on page 38.

Recapitulation

Give each pair of students a set of small objects and explain that you are going to say a number, or show a flashcard, and they should make a set of the correct number of objects.

Teach the song Ten green bottles.

Write the numbers 1–10 on the board and rub one number out each time to help the students count backwards.

Lesson 20 Write the numbers Pages 40–41

Teaching objectives

to practise writing the numerals 6–10

Learning outcomes

Students should be able to:

- demonstrate correct pencil grip and posture.
- write the numerals 6–10 with increasing accuracy.

Materials required

A soft ball; mini-whiteboards, markers and erasers; tape / cd / dvd / You Tube clip of There were ten in a bed.

This lesson can be taught in the same way as Lesson 9.

Recapitulation

Teach the song There were ten in a bed.

Write the numbers 1–10 on the board and rub one number out each time to help the students count backwards. When students are confident, ask ten of them to sit on a row of chairs at the front of the classroom and each time they sing 'Roll over! Roll over!', remove one of the chairs and the student sitting on it until only 'the little one' is left.

Lesson 21 Counting and matching numbers

Page 42

Teaching objectives

- to help students count a set of up to ten items
- match a set of items to the corresponding number

Learning outcomes

Students should be able to:

- count accurately up to ten items.
- match a set of items to the corresponding numeral by drawing a line.

Materials required

Picture flashcards of 1 to 10 items; flashcards of numbers 1–10; Blotak, a masking tape, or other adhesive material; paper and paints or coloured pencils or crayons.

This lesson can be taught in the same way as Lesson 10.

Recapitulation

This should be the same as for lesson 10 but the students should draw pictures for sets of 6 to 10 items.

Teaching objectives

- to revise the three secondary colours

Learning outcomes

Students should be able to:

- identify the three secondary colours by name.
- accurately select a purple, orange or green item.

Materials required

a selection of purple, orange and green objects; tape / cd / dvd / You Tube clip of Ten green bottles

This lesson can be taught in the same way as lesson 11.

Recapitulation

Sing Ten green bottles

Teaching objectives

- to help students count a set of up to ten items
- to help students match a set of items to the corresponding number

Learning outcomes

Students should be able to:

- count accurately up to ten items.
- match a set of items to the corresponding numeral by colouring.

Materials required

Sets of coloured pencils or crayons; picture, word and dice face flashcards for 6–10 items, Blotak, or a masking tape, or similar adhesive material.

Introduction

Fix one of the picture flashcards on the board (or draw a number of shapes, e.g. 7 circles or 9 triangles) and next to it write three different numbers in boxes (as in the book) one of which is the number of items shown in the picture. Ask the students to count the number of items. Ask a volunteer to come to the board and point to the correct number box and then colour it lightly. Repeat this with another set of objects and numbers.

Student activity

Ask the students to open their books at pages 46–47. Explain that the tasks on page 46 are the same as those they have just done on the board and give them a set amount of time to complete the work before checking their answers as a class. Explain the task on page 47 and count the ducks with the students before asking them to complete the colouring.

Recapitulation

Play a game; divide the students into two or three teams and draw a column on the board for each team. Explain that you are going to hold up a picture, word or dice face flashcard and a member of each team should come to the board and write the correct numeral. Repeat this so that every member of the team has at least one turn.

Teaching objectives

- to explain how to add one to a given number up to 10

Learning outcomes

Students should be able to:

- correctly add one more to a given number up to 10

Materials required

A selection of sets of small items, e.g. pencils, beads, toy cars, etc; red-coloured pencils or crayons

Introduction

Ask a student to come to the front of the class and give him / her one of the items from a set you have prepared, e.g. a toy car. Ask the students to count how many cars s/he is holding (one). Pick up a second car and ask the students to say how many cars you are holding (one). Explain that you are going to give your car to the student so that s/he will have one car, and one more car; ask the students to count how many cars s/he has now (two). Explain that if we add one car and one car, we have two cars.

Repeat the demonstration with another volunteer, and start by giving the student two cars and adding one more to make three.

Repeat this one more time and this time ask the students to predict how many cars the student will have if you add one car to the three s/he is given at first.

Explain that when we count from 1 to 10, we are adding one more as we move from one number to the next.

Student activity

Ask the students to open their books at page 46. Read through the text with them carefully and explain each time that one apple / two apples / three apples and one more, makes two / three / four.

Can they predict what four apples and one more would be?

Ask them to colour the apple red.

Next ask them to look at page 47. Ask them to look at the left hand column of five apples and count them. Ask them to tell you how many apples there would be if you added one more. Listen to their predictions and then ask them to count the apples in the second column to check their answer. Repeat this for up to ten apples and then ask the students to colour the apples carefully. The students count the apples vertically.

Recapitulation

Divide the students into teams and draw a column on the board for each team. Explain that you are going to give them a 'one more' question and a member of the team must come to the board and write the answer, for example, four ducks and one more duck makes ? ducks.

Lesson 25 Zero Pages 48–49

Teaching objectives

- to explain that zero (0) is used to express the idea of nothing
- to demonstrate and practise how to write the symbol 0
- to explain that zero is the word form of the symbol 0

Learning outcomes

Students should be able to:

- explain that zero means nothing.
- write the symbol 0 by following verbal instructions and by tracing.
- recognize that the word zero means the same as the symbol 0.

Materials required

Any of the materials suggested in the Kinaesthetic learning and Learning to write sections; a large pencil or crayon for each student; a biscuit; two inflated balloons; a pin; 5 one rupee coins; tape / cd / dvd / You Tube clip of Ten green bottles

Introduction

Show the students the biscuit and ask them to count how many biscuits you have. Write their answer, 1, on the board. Eat the biscuit and then ask them again how many biscuits you have; they should see that you have no biscuits left. Draw a line through the number 1 and write 0 on the board. Show the students the two balloons and ask them to count the balloons; write 2 on the board, then ask the students to cover their ears and quickly pop the balloons. Ask them how many balloons you have and they should say none. Cross out the number 2 and write 0. Show the students the one rupee coins you have and ask them to count them. Write 5 on the board. Walk around the classroom and give five students one coin each. Ask the students how many rupees you have and they should say none. Cross out the 5 and write 0 on the board.

Explain that when we have nothing, we use the symbol zero, as you have written on the board.

Draw a large 0 the board and ask the students to say zero.

Ask the students to trace the number in the air, using their whole arm and moving it from the shoulder. Demonstrate this and also select students who do this well to show the action to the class. Repeat the air tracing several times and then use any of the other techniques (sandpaper / velvet / finger paints / mini-whiteboards) for copying the number, and finally ask the students to draw the number on the palm of their hand.

Write the word zero on the board and explain that is how 0 is written as a word.

Student activity

Ask the students to open their books at page 48 and read and explain the text. Ask the students to look at page 49 and before asking the students to trace the large 0, ask them to check their pencil grip and posture. Ask the students to trace all the zeros carefully, starting at the top of each number. Check their work as they finish and praise neat, careful work.

Recapitulation

Sing Ten green bottles and elicit at the end of the song that there were no bottles left (0 bottles).

Teaching objectives

- to explain how to take away one from a given number up to 5

Learning outcomes

Students should be able to:

- correctly take one away from a given number up to 5.

Materials required

A selection of sets of five small items, e.g. pencils, beads, books, etc; red coloured pencils or crayons; tape / cd / dvd / You Tube clip of Five little ducks

Introduction

Ask a student to come to the front of the class and give him / her a set of five items you have prepared, e.g. five pencils. Ask the students to count how many pencils s/he is holding (five). Write the number on the board. Take away one of the pencils and ask the students to count how many pencils s/he is now holding (four). Write this number on the board next to the 5. Repeat this process until the student has no pencils left and write 0 on the board at the end on the line of numbers.

Repeat the demonstration with other items and volunteers.

Ask the students to look at the numbers you have written on the board and explain that when we take away one item at a time until nothing is left, we count backwards from 5 to 0.

Student activity

Ask the students to open their books at page 50. Read through the text with them carefully. Next ask them to look at page 51 and work through the questions with them.

Recapitulation

Divide the students into teams and draw a column on the board for each team. Explain that you are going to give them a 'take away one' question and a member of each team must come to the board and write the answer, for example, 'There are four ducks and one duck swims away. How many ducks remain?' If the students are confident enough, use numbers greater than 5.

Sing five little ducks

Unit 10 Solid shapes

Lesson 27 Solid shapes

Pages 52–53

Teaching objectives

- introduce the solid shapes cube, cuboid, cone, and sphere
- help students identify solid shapes in everyday items
- to explain the difference between 2D and 3D shapes

Learning outcomes

Students should be able to:

- identify by name a cube, cuboid, cone and sphere.
- identify solid shapes in everyday items.
- distinguish between 2D and 3D objects.

Note: this lesson may take more than one teaching period.

Materials required

Drawings of the basic shapes square, rectangle, triangle and circle; a selection of solid objects in which the solid shapes can be identified, e.g. for a cone, a large paper cone, an ice cream cone, a light shade, a funnel, a folded filter paper; for cubes and cuboids, food boxes, large dice, wooden building blocks; for a sphere, balls of different sizes; junk modeling materials; glue; paints

Introduction

Use the drawings to revise the names and characteristics of the basic shapes. Ask a student volunteer to come to the front of the class and try to stand the drawing up on a table or desk; it will not be possible. Ask another student to put something inside the drawing; again, it will not be possible. Explain that this is because these drawings are flat, and they have no base and no inside. Tell the students that basic shapes are called flat shapes because they are two-dimensional.

Show the students the large paper cone and ask them to describe the shape. Point out that it has a circle at one end and a point at the other and that the surface is curved. Open the cone and show the students the shape of the paper. Ask a student volunteer to stand the cone on the desk and to put something inside it. Explain that this is possible because the shape is not flat and it has an inside space.

Display the selection of items that you have prepared and talk about what each of them is used for. Ask the students to identify the cone shape in each of the items. Can they suggest other items that are shaped like cones? (You could ask them to look inside the hole of a pencil sharpener.)

Repeat this for the other solid shapes. Explain that although they cannot put anything inside the balls because they are sealed, there is air inside them.

Student activity

When the students have explored the four solid shapes with you, ask them to look at page 52. Identify each of the shapes and then ask the students to complete the task on page 53.

Recapitulation

Ask the students to work in groups. Give each set a selection of junk modeling materials and ask them to make models using solid shapes, and paint them. When they are finished, ask the groups to show their models to the other members of the class and indicate the solid shapes they have used.

Unit 11 Patterns

Lesson 28 and 29 Patterns

Pages 54–57

Teaching objectives

- to explain and demonstrate that a pattern can be created by alternating colours or shapes
- to help students complete a pattern of alternating colours or shapes

Learning outcomes

Students should be able to:

- describe a pattern of repeating shapes.
- complete a pattern of two elements by choosing the next shape or colour.

Materials required

Coloured board pens; a selection of pairs of items that can be used to make patterns, e.g. books and rulers, paper cups and plates, green and red pencils; sheets of paper; coloured pencils or crayons or paints

Introduction

Use the coloured marker pens to draw a simple pattern of eight shapes in alternating colours on the board, e.g. red X, blue X or green circle, red circle. Ask the students to describe what they see as you point to each X. Can they tell you what you should draw next in the line?

Repeat this with other shapes and colours.

Make a pattern with a set of the items you have prepared. e.g. paper cup, paper plate.

Ask the students to describe each item as you point to it.

Ask a student volunteer to add the next item to the line.

Explain that when items two items are arranged in this way, they make a pattern.

Ask a boy to stand at the front of the class and a girl to stand next to him. Use as many students as possible to continue the pattern.

Can the students see any patterns on other items in the classroom e.g. stripes on a bag, etc.?

Student activity

Ask the students to open their books at pages 54–55.

Look at each pattern in turn, ask the students to describe each element of the pattern and predict what should come next.

Ask the students to turn to pages 56–57 and look at the first pattern. Explain the task and ask them to point to the animal that they should circle. Help them understand

why the picture of the lion is circled and then give them a set amount of time to complete the other exercises before checking their answers as a class.

Recapitulation

Give each student paper and coloured pencils, crayons or paints and ask them to draw their own pattern using two colours and any shape or object they choose. When they are finished, ask each student to explain his / her pattern to the rest of the class. The patterns can be used as a classroom display.

Unit 12 Matching and comparison

Teaching objectives

- to explain the meaning of the term *odd one out*
- to help students identify similarities and differences between similar objects

Learning outcomes

Students should be able to:

- use the term *odd one out* correctly.
- identify similarities and differences between similar objects.
- identify an object that is different from other items in a given set.

Materials required

A selection of sets of objects containing one that is similar but different, e.g. 4 red pencils and 1 blue pencil, 3 exercise books and 1 textbook, 4 shoes and 1 trainer, etc.

Introduction

Place one set of items, e.g. the books, on a table or desk so that all the students can see them. Ask the students to tell you what the items are (books). Ask them to identify similarities e.g. Do they all have covers? Pages? Writing inside? Are they used in school? etc. Ask them if they are all the same (no). Elicit that the textbook is different because it is bigger / coloured / cover is different, etc. Explain that one of the books is different and we can say that in that group it is the odd one out. Repeat this with other groups of objects.

Student activity

Ask the students to open their books at page 58 and look at the first group of objects. Identify the objects and talk about how they are similar, e.g. they are all red, they are all vehicles, they all have wheels; ask them to identify the odd one out and talk about how it is different. Ask them to circle it.

Give the students a set amount of time to complete the other three exercises and go over their work carefully at the end, talking in detail about the similarities and differences.

Recapitulation

Ask the students to work in pairs and give them a few minutes to make a set of four objects that includes an odd one out. They can use any suitable classroom items. When their sets are complete they should take turns to show them to the other students and talk about the similarities and differences.

Teaching objectives

- to help students identify similarities and differences between similar objects
- to help students count sets of matching objects

Learning outcomes

Students should be able to:

- identify objects that are the same.
- accurately count sets of matching objects.

Materials required

Sets of five objects, three matching and two different e.g. 3 rulers, a rubber and a pencil sharpener, 3 bananas, an orange and a mango, etc.; tape / cd / dvd / You Tube clip of One Finger, One Thumb, Keep Moving

Introduction

Show the students one of the sets of objects that you have prepared, e.g. the fruit. Elicit by questions that they are all fruit, but they are not all the same. Ask a student volunteer to group together the fruits that are the same and ask the students to count them.

Repeat this with another set of objects.

Draw on the board a set of shapes, numbers or letters containing three that are the same and two that are different, e.g. X O O Z O. Elicit that they are all letters. Ask a volunteer to come and identify the shapes that are the same by drawing a circle around each of them. Ask the students to count how many items match (those that have been circled) and write the number (3) at the side of the pattern. Repeat this activity as many times as necessary until the students are confident with the task.

Student activity

Ask the students to look at page 59. Talk about the objects in each exercise and explain that the task is the same as the one you just demonstrated on the board. Give the students a set amount of time to complete the tasks before checking their work as a class.

Recapitulation

Sing One finger, one thumb, keep moving.

Teaching objectives

- to help students identify connections between objects
- to help students match items that go together

Learning outcomes

Students should be able to:

- identify connections between objects.
- draw lines to match items that go together.

Materials required

Pairs of items that go together e.g. cup and saucer, sock and shoe, hairbrush and ribbon, pencil and rubber, etc. tape / cd / dvd / You Tube clip of The Animals went in two by two

Introduction

Ask the students to stand around a desk or table upon which you have randomly placed the items you have prepared. Point to each item in turn and ask the students to tell you what it is and what it is used for. Ask the students if they can see any items that go together. If necessary help them to identify e.g. the sock and the shoe that are both worn on the foot. Place the items together. Repeat this until all the pairs have been made.

Student activity

Ask the students to open their books at page 60. Talk about each of the items shown and discuss the reason why the line has been drawn between the tree and the leaf. Give the students a set amount of time to draw lines to match the other pairs of objects. When they have completed the work, talk about their reasons for matching the objects.

Recapitulation

Teach the song The Animals went in two by two.

Teaching objectives

- to explain the meanings of the terms *hot* and *cold*
- to help students identify items that are *hot* or *cold*

Learning outcomes

Students should be able to:

- use the terms hot and cold correctly.
- identify items that are *hot* or *cold*.

Materials required

Wall chart of hot / cold objects, some ice cubes in a plastic bowl; some hot water in a plastic bowl; sheets of paper; coloured pencils or crayons

Introduction

Ask the students to stand around a desk or table upon which you have placed the bowls of ice cubes and hot water. Warn them to be careful not to splash themselves with the hot water. Ask the students to take turns to touch the outside of each bowl and introduce the terms hot and cold.

Talk about hot and cold weather, heaters and air conditioners and fans, and food and drinks that are hot and cold.

Student activity

Ask the students to open their books at page 61. Talk about each item of food and drink shown and ask the students to say whether it is hot or cold. Explain the task and give the students a set amount of time to complete it.

Recapitulation

Give each student a sheet of paper and coloured pencils or crayons and ask them to draw their favourite ice cream cone. They can decorate it in any way they wish. Cut the drawings out and use them to make a classroom display.

Lesson 34 Heavy and light

Pages 62–63

Teaching objectives

- to explain the meanings of the terms *light*, *lighter*, *heavy* and *heavier*
- to help students compare objects by weight

Learning outcomes

Students should be able to:

- use the terms *light*, *lighter*, *heavy* and *heavier* correctly.
- correctly compare objects by weight.

Materials required

An empty plastic bucket and a plastic bucket half full of water; a selection of heavy and light objects for comparison e.g. a large book and a sheet of paper, a large bag

of sugar or rice and an empty paper bag, a plastic bottle full of water and an empty plastic bottle, a brick and a small pebble, etc.

Introduction

Ask the students to take turns lifting the empty plastic bucket and the bucket that is half full of water. (It may be better to do this activity outside if possible.) Elicit from them that it is easier to lift the empty bucket than the one that contains water, and introduce the terms light and heavy.

Show them the pairs of items that you have prepared and ask them to decide which item of each pair is heavy and which is light.

Next compare two of the heavy objects, for example the book and the bag of rice. Make it clear by exaggerating your movements when you pick each of them up, that both are heavy, but one is heavier than the other, and compare them using the term heavier than e.g. The bag of rice is heavier than the book.

Repeat this for other objects and ask the children to repeat your sentences using heavier than. Teach lighter than in the same way.

Student activity

Ask the students to open their books at pages 62–63 and talk about the pictures and the animals shown, using the terms heavy and light. Encourage the students to make sentences such as, The elephant is heavier than the bird / lion. The lion is lighter than the elephant. The lion is heavier than the bird. etc.

Explain the task and give the students a set amount of time to complete it. Monitor their work and praise examples of careful, neat colouring.

Recapitulation

Explain that you would like each student to make up a sentence comparing two classroom objects using the terms lighter than or heavier than. Give them a few minutes to look around the classroom and think before asking them to tell the class their comparison.

Lesson 35 Large and small

Pages 64–65

Teaching objectives

- to explain the meanings of the terms *large*, *small*, *larger* and *smaller*
- to help students compare objects by size

Learning outcomes

Students should be able to:

- use the terms *large*, *small*, *larger* and *smaller* correctly.
- compare objects by size.

Materials required

a selection of large and small objects for comparison (as previous lesson); student number cards.

Introduction

This lesson can be taught in the same way as lesson 34, using different items and the terms, large, small, larger than and smaller than.

Recapitulation

Play a game to check understanding. Explain that you are going to say a sentence comparing two items by weight or size. The students must listen very carefully and if your sentence is true they should nod their heads; if it is false, they should shake their heads (or any other signal you choose). Make true and false statements for example, 'The door is larger than a book', 'My desk is lighter than a pencil', etc.

Students could also play card activity number 6, comparing numbers, and / or an activity number 9, guessing numbers.

Lesson 36 Long and short

Pages 66–67

Teaching objectives

- to explain the meanings of the terms *long*, *short*, *longer* and *shorter*
- to help students compare objects by length

Learning outcomes

Students should be able to:

- use the terms *long*, *short*, *longer* than and *shorter* than correctly.
- compare objects by length.

Materials required

A selection of long and short objects for comparison (as previous lesson); 50 cm length of string for each pair of students; student number cards.

Introduction

This lesson can be taught in the same way as lesson 34, using different items and the terms, long, short, longer than and shorter than.

Recapitulation

Give each pair of students a length of string. Show them how to use the string to measure the length of an object, e.g. the top of a desk, the length of a student's arm, to decide whether the object is longer than or shorter than the length of string. Give them a set amount of time to move around the classroom and take measurements before asking them to report back to the class on their findings, using the target phrases, longer than and shorter than.

Unit 13 Review and assess

Before asking the students to complete these pages, make it clear that they are doing these tasks to help you decide where more teaching and learning is needed. No student should feel any sense of fear or failure.

Only complete as many tasks in one teaching period as you judge suitable for the students' levels of confidence.

Revision ideas are provided below to be used before each task or set of tasks.

Lesson 37 Counting to 10

Pages 68–69

Teaching objectives

- to revise and assess counting a set of up to ten items
- to revise and assess matching numbers to sets of up to ten items

Learning outcomes

Students should be able to:

- count accurately a set of up to ten items.
- match the correct number to a set of up to ten items.

Materials required

Number and picture flashcards; mini-whiteboards, markers and erasers.

Introduction

Give each student a mini-whiteboard. Show them a picture flashcard and ask them to count the number of items and write the correct number on the whiteboard and hold it up for you to see.

Use picture and number flashcards as shown on page 69 to prepare students for the counting and choosing a number task.

Student activity

Ask the students to open their books at pages 68–69. Explain each task clearly and answer any questions before asking the students to complete all the work on both pages.

Recapitulation

Sing one or two of the students' favourite number songs.

Teaching objectives

- to revise and assess counting to ten

Learning outcomes

Students should be able to:

- count from 1–10 in the correct sequence.

Materials required

A ball; number flashcards 1–10; Blutak, a masking tape, or similar adhesive material

Introduction

Play the ball game to revise counting in sequence from 1–10.

Fix the numbers 1–10 on the board randomly and ask volunteer students to come and arrange them, one at a time, in the correct sequence. When they are arranged, ask the students to read the numbers with you.

Student activity

Ask the students to open their books at pages 70–71.

Explain each task clearly and answer any questions before asking the students to complete all the work on both pages.

Recapitulation

Sing one or two of the students' favourite number songs.

Teaching objectives

- to revise and assess learning of the names of the basic (flat) shapes circle, triangle, square, and rectangle
- to revise and assess learning of the names of the colours red, yellow, blue, and orange

Learning outcomes

Students should be able to:

- correctly identify and name the simple shapes circle, triangle, square, and rectangle.
- correctly identify and name the colours red, yellow, blue and orange.

Materials required

Orange, blue, red, and yellow objects; drawings of a square, rectangle, triangle, and circle

Introduction

Use the objects and drawings to identify and revise the names of the colours and simple shapes.

Student activity

Ask the students to open their books at pages 72.

Explain each task clearly and answer any questions before asking the students to complete the task.

Recapitulation

Sing one or two of the students' favourite number songs or play a number card game.

Lesson 40 Patterns	Page 73
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Teaching objectives

- to revise and assess making simple patterns of two elements

Learning outcomes

Students should be able to:

- correctly select an item to complete a simple pattern of two elements.

Materials required

Coloured board pens or chalks

Introduction

Use coloured pens or chalks to draw simple repeating patterns on the board, discuss each pattern and ask the students to tell you what to draw next to continue the pattern.

Student activity

Ask the students to open their books at pages 73. Explain the task clearly and answer any questions before asking the students to complete the task.

Recapitulation

Sing one or two of the students' favourite number songs or play a number card game.

Lesson 41 Writing numbers	Pages 74–75
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Teaching objectives

- to revise and assess writing numbers 1–10
- to assess students' fine motor control skills, and writing posture

Learning outcomes

Students should be able to:

- trace and write the numbers 1–10 with an acceptable degree of accuracy.
- demonstrate the correct pencil grip and posture for writing.

Materials required

Mini-whiteboards, markers and erasers

Introduction

Use the mini-whiteboards for students to practise writing the numbers 1–10 as you say them.

Student activity

Ask the students to open their books at pages 74–75.

Explain the task clearly and answer any questions before asking the students to complete the task.

Recapitulation

Sing one or two of the students' favourite number songs or play a number card game.

Lyrics for poems

The animals went in two by two

The animals went in two by two, hurrah! hurrah!
The animals went in two by two, hurrah! hurrah!
The animals went in two by two, the elephant and the kangaroo
And they all went into the ark, for to get out of the rain.

The animals went in three by three, hurrah! hurrah!
The animals went in three by three, hurrah! hurrah!
The animals went in three by three, the wasp, the ant and the bumble bee
And they all went into the ark, for to get out of the rain.

The animals went in four by four, hurrah! hurrah!
The animals went in four by four, hurrah! hurrah!
The animals went in four by four, the great hippopotamus stuck in the door
And they all went into the ark, for to get out of the rain.

The animals went in five by five, hurrah! hurrah!
The animals went in five by five, hurrah! hurrah!
The animals went in five by five, they warmed each other to keep alive
And they all went into the ark, for to get out of the rain.

The animals went in six by six, hurrah! hurrah!
The animals went in six by six, hurrah! hurrah!
The animals went in six by six, they turned out the monkey because of his tricks
And they all went into the ark, for to get out of the rain

Five little speckled frogs

Sat on a speckled log
Eating some most delicious grubs
One jumped into the pool
Where it was nice and cool

Then there were four green speckled frogs. The verse is then repeated, but with one fewer frog each time.

Alternatives include using the word bugs instead of grubs, and adding "Yum, yum!" after that line.

One two three four five – once I caught a fish alive

One, two, three, four, five.
Once I caught a fish alive,
Six, seven, eight, nine, ten,
Then I let it go again.
Why did you let it go?
Because it bit my finger so.
Which finger did it bite?
This little finger on the right.

Hickory Dickory Dock,

The mouse ran up the clock.
The clock struck one,
The mouse ran down!
Hickory Dickory Dock!

Hickory Dickory Dock,
The bird looked at the clock,
The clock struck two 2,
Away she flew,
Hickory Dickory Dock

Hickory Dickory Dock,
The dog barked at the clock,
The clock struck three 3,
Fiddle-de-dee,
Hickory Dickory Dock!

Hickory Dickory Dock,
The bear slept by the clock,
The clock struck four 4,
He ran out the door,
Hickory Dickory Dock!

Hickory Dickory Dock,
The bee buzzed round the clock,
The clock struck five 5,
She went to her hive,
Hickory Dickory Dock!

Hickory Dickory Dock,
The hen pecked at the clock,
The clock struck six 6,
Oh, fiddle-sticks,
Hickory Dickory Dock!

Two little dicky birds

Two little dicky birds sitting on a wall,
One named Peter, one named Paul.
Fly away Peter, fly away Paul,
Come back Peter, come back Paul!

One finger, one thumb

One finger, one thumb
keep moving.
One finger, one thumb
keep moving.
We all stay merry and bright.

One finger, one thumb, one arm,
keep moving.
One finger, one thumb, one arm,
keep moving.
We all stay merry and bright.

One finger, one thumb, one arm, one leg,
keep moving.
One finger, one thumb, one arm, one leg,
keep moving.
We all stay merry and bright.

One finger, one thumb, one arm, one leg,
stand up sit down,
keep moving.
One finger, one thumb, one arm, one leg,
stand up sit down,
keep moving.
We all stay merry and bright.

One man went to mow

One man went to mow,
Went to mow a meadow,
One man and his dog,
Went to mow a meadow
Two men went to mow,
Went to mow a meadow,
Two men, one man and his dog,
Went to mow a meadow
Three men went to mow,
Went to mow a meadow,
Three men, two men, one man
and his dog,
Went to mow a meadow
Four men went to mow,
Went to mow a meadow,
Four men, three men, two men,
one man and his dog,
Went to mow a meadow
Went to mow a meadow

Ten green bottles

Ten Green Bottles hanging on the wall,
Ten green bottles hanging on the wall.
If one green bottle should accidentally fall,
There'd be nine green bottles a-hanging on the wall.

Nine green bottles hanging on the wall,
Nine green bottles hanging on the wall.
If one green bottle should accidentally fall,
There'd be eight green bottles a-hanging on the wall.

Eight green bottles hanging on the wall,
Eight green bottles hanging on the wall.
If one green bottle should accidentally fall,
There'd be seven green bottles a-hanging on the wall.

Seven green bottles hanging on the wall,
Seven green bottles hanging on the wall.
If one green bottle should accidentally fall,
There'd be six green bottles a-hanging on the wall.

Six green bottles hanging on the wall,
Six green bottles hanging on the wall.
If one green bottle should accidentally fall,
There'd be five green bottles a-hanging on the wall.

Five green bottles hanging on the wall,
Five green bottles hanging on the wall.
If one green bottle should accidentally fall,
There'd be four green bottles a-hanging on the wall.

Four green bottles hanging on the wall,
Four green bottles hanging on the wall.
If one green bottle should accidentally fall,
There'd be three green bottles a-hanging on the wall.

Three green bottles hanging on the wall,
Three green bottles hanging on the wall.
If one green bottle should accidentally fall,
There'd be two green bottles a-hanging on the wall.

Two green bottles hanging on the wall,
Two green bottles hanging on the wall.
If one green bottle should accidentally fall,
There'd be one green bottle a-hanging on the wall.

One green bottle hanging on the wall,
One green bottle hanging on the wall.
If that green bottle should accidentally fall,
There'd be no green bottles a-hanging on the wall.

Three little kittens they lost their mittens

Three little kittens they lost their mittens,
And they began to cry,
Oh, mother dear, we sadly fear
Our mittens we have lost.
What! lost your mittens, you naughty kittens!
Then you shall have no pie.
Mee-ow, mee-ow, mee-ow.
No, you shall have no pie.

The three little kittens they found their mittens,
And they began to cry,
Oh, mother dear, see here, see here,
Our mittens we have found!
Put on your mittens, you silly kittens,
And you shall have some pie.
Purr-r, purr-r, purr-r,
Oh, let us have some pie.

The three little kittens put on their mittens,
And soon ate up the pie;
Oh, mother dear, we greatly fear
Our mittens we have soiled.
What! soiled your mittens, you naughty kittens!
Then they began to sigh,
Mee-ow, mee-ow, mee-ow.
Then they began to sigh.

The three little kittens they washed their mittens,
And hung them out to dry;
Oh! mother dear, do you not hear,
Our mittens we have washed!
What! washed your mittens, then you're good kittens,
But I smell a rat close by.
Mee-ow, mee-ow, mee-ow.
We smell a rat close by.

Baa baa black sheep

Baa baa black sheep, have you any wool?
Yes sir, yes sir, three bags full!
One for the master, one for the dame,
And one for the little boy who lives down the lane.
One, two, buckle my shoe

Five fat sausages

Five fat sausages sizzling in a pan
one went pop the other went bang.

Four fat sausages sizzling in a pan
one went pop the other went bang.

Three fat sausages sizzling in a pan
one went pop the other went bang.

Two fat sausages sizzling in a pan
one went pop the other went bang.

One fat sausage sizzling in a pan
one went pop the other went bang.

No fat sausages sizzling in a pan.

Five currant buns in a bakers shop

Five currant buns in the baker's shop,
Big and round with a cherry on the top.
Along came..... with a penny one day,
Bought a currant bun and took it away.

Four currant buns in the baker's shop,
Big and round with a cherry on the top.
Along came..... with a penny one day,
Bought a currant bun and took it away.

Three currant buns in the baker's shop,
Big and round with a cherry on the top.
Along came..... with a penny one day,
Bought a currant bun and took it away.

Two currant buns in the baker's shop,
Big and round with a cherry on the top.
Along came..... with a penny one day,
Bought a currant bun and took it away.

One currant bun in the baker's shop,
Big and round with a cherry on the top.
Along came..... with a penny one day,
Bought a currant bun and took it away.

No currant buns in the baker's shop,
Nothing big and round with a cherry on the top.
Along came..... with a penny one day,
"Sorry" said the baker, "no more currant buns today."

One, two,

Buckle my shoe;
Three, four,
Knock at the door;
Five, six,
Pick up sticks;
Seven, eight,
Lay them straight:
Nine, ten,
A big fat hen;
Eleven, twelve,
Dig and delve;
Thirteen, fourteen,
Maids a-courting;
Fifteen, sixteen,
Maids in the kitchen;
Seventeen, eighteen,
Maids a-waiting
Nineteen, twenty,
My plate's empty.

