



# **PRE-PRIMARY MATHEMATICS**

**Teaching Guide for Level A**

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# Introduction

The New Syllabus Pre-Primary Mathematics teachers' guide complements the main textbooks to provide additional prompts and activities for the teachers, serving as a guide to better enhance the teaching of new concepts to pupils in a fun and engaging way.

Some common guidelines for the guide are:

## Scheme of work

A proposed scheme of work that provides an approximate for the amount of time to be spent on each activity, is included as an overview plan. The actual amount of time required for pupils to achieve full understanding of the learning objectives of each activity may vary according to the abilities of the pupils and the additional activities that may be implemented.

## Numbers

Numbers are used for various purposes, such as counting and measuring, and can often be seen in the world around us. As such, it is important that pupils are introduced to basic math and number concepts. The early development of number awareness also sets the foundation for the learning of more advanced mathematical concepts.

## Checking pupils' work

Check that the pupils have completed the activity correctly.

## Let's revise

Revision is the process of looking back at learnt concepts and is an essential part of the learning process as it allows pupils to check their understanding of these concepts. It also reinforces the learning of mathematics by enabling pupils to identify gaps in their knowledge and hence keep track of their own learning progress.

**An introduction at the beginning of every unit stresses to teachers the importance of each unit and the concepts to be covered.**

**Pre-assessment activities at the start of each unit serve as a springboard to revise previous concepts and ease pupils into the learning of new concepts.**

**A screenshot for each lesson provides a visual representation and a quick reference for teachers to the specific page.**

**Each unit comprises 8 lessons, introducing new concepts gradually by building on pupils' existing knowledge.**

**Suggested duration helps teachers plan for lessons that may take a longer time.**

**Key learning objectives for each lesson are presented.**

**A checklist of required resources helps teachers prepare materials needed for the lesson.**

**Key terms are highlighted.**

# Introduction

Introductory activity serves to propel pupils into the knowledge of new concepts before the lesson is covered.

This activity may allow for the assessment of the pupils' understanding of a topic as well as their mastery of the learning objectives for the activity.

Additional activities allow pupils to further explore the concepts taught in the lesson.

Activity 4 provides practice for pupils to further consolidate the concepts and includes suggested worksheets that teachers may create to test the pupils' ability to understand the concepts taught.

**Colours**

- Show flashcard with picture of chick and ask pupils for the colour of the chick. Explain that the chick is yellow. Place flashcard on the board and write the word "yellow" above flashcard. Ask pupils to point and identify objects around them that are yellow.
- Repeat this with flashcards of an apple and the sea to teach red and blue.

Revise by pointing to each flashcard and repeating the statements "The chick is yellow.", "The apple is red.", and "The sea is blue." respectively.

Show the different flashcards used in the pre-assessment activity and ask pupils to name the colour of the object in each flashcard.

Ask pupils to think of some other objects that are yellow, red or blue and name them.

**Activity 1.1**

- Ask pupils to take out their coloured pencils or crayons.
- Point to the picture of the chick in Activity 1.1 and ask pupils to read the statement "The chick is yellow."

Ask the pupils to find and hold up a yellow coloured pencil, and to colour the chick. Repeat this for the pictures of the apple and the sea.

**Additional activities**

**1. Show and tell**

Ask pupils to go home and find an object that is yellow, red or blue. Ask them to bring the object to class the next day.

Ask pupils to carry out a show and tell session using the objects that they have brought. Each pupil should present the object they have brought from home and tell the name and the colour of the object.

*Note:* This may be carried out with the show and tell activities from Unit 1.2 and Unit 1.3.

**2. Mastery**

Give pupils colouring worksheets or pages that show pictures of common objects that are yellow, red or blue. The pictures on the flashcards may also be used.

Review the pictures on the worksheets with pupils by asking them to name each object and its colour.

Ask pupils to colour the pictures accordingly.

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**Activity 2**

- Ask pupils to identify the different numbers and objects shown in Activity 5.1. Read the sentences, "Sania enjoys a hearty breakfast. It is the first meal of the day." If necessary, explain the meaning of hearty breakfast. Ask questions to make sure pupils understand the context.
- Read the first line of the instructions, "Serve Sania 2 eggs, 2 sandwiches and 3 sausages." Ask pupils to identify and count each food item.

Read the second line of the instructions, "Colour the food on her plate." Ask pupils to point to Sania's plate and to colour the food.

- Ask pupils to count how many food items are on Sania's plate altogether.
- Read the instruction, "Trace the dotted lines." Ask pupils to practise writing the number 7 by tracing the dotted lines.

**Additional activities**

**Activity 3**

- Explain the importance of eating breakfast and ask pupils what they usually eat for breakfast.
- Pupils should take turns to share their answers with their classmates.

**Activity 4**

- Divide the class into groups of 4 or 5. Give each group a sheet of drawing paper.
- Ask them to draw the number 7 and to colour and decorate it.
- As they do this, ask them to think of their favourite food item and to draw 7 of that item around the number 7.
- Groups should show their drawings to the class and to talk about them. Display the drawings in the classroom so that pupils can familiarise themselves with the number 7.

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Activity 2 out of 4 activities provides a guide to allow pupils to understand and derive the answers in the textbook.

Activity 3 provides pupils the opportunity to discuss opinions and real-life situations related to the lessons, to improve pupils' awareness of the lessons.



# PRE-PRIMARY MATHEMATICS TEACHING GUIDE



## Introduction

Colours play a significant role in our daily lives as we use colours to identify and differentiate objects.

In this unit, pupils are introduced to colours that they commonly encounter. Pupils are also required to recognize common objects and animals, as well as colour them accordingly, which allows them to associate colours to common objects and animals. By the end of the unit, pupils should be able to recognize the names of the various colours, and to match and colour objects or pictures according to given criteria.

## Pre-assessment activity

- Show pupils flashcards with pictures of a chick, a banana, a sun, and a school bus. Show flashcards one at a time and ask pupils to name each object. After this, place the flashcards on the board. Once all the four flashcards are in place, ask pupils how the different objects are similar. Pupils should be able to answer that the objects are the same colour, but pupils may not be able to name the colour, i.e. yellow.
- Repeat the above activity to teach red and blue using flashcards of apple, strawberry, fire engine, and heart for red and sea, blueberry, bluebird, and blue whale for blue.



## Colours

- Show flashcard with picture of chick and ask pupils for the colour of the chick. Explain that the chick is yellow. Place flashcard on the board and write the word 'yellow' above flashcard. Ask pupils to point and identify objects around them that are yellow.
- Repeat this with flashcards of an apple and the sea to teach red and blue.
- Revise by pointing to each flashcard and repeating the statements 'The chick is yellow.', 'The apple is red.', and 'The sea is blue.' respectively.
- Show the different flashcards used in the pre-assessment activity and ask pupils to name the colour of the object in each flashcard.
- Ask pupils to think of some other objects that are yellow, red or blue and name them.

## Activity 1.1

- Ask pupils to take out their coloured pencils or crayons.
- Point to the picture of the chick in Activity 1.1 and ask pupils to read the statement 'The chick is yellow.'
- Ask the pupils to find and hold up a yellow coloured pencil, and to colour the chick.
- Repeat this for the pictures of the apple and the sea.

## Additional activities

### 1. Show and tell

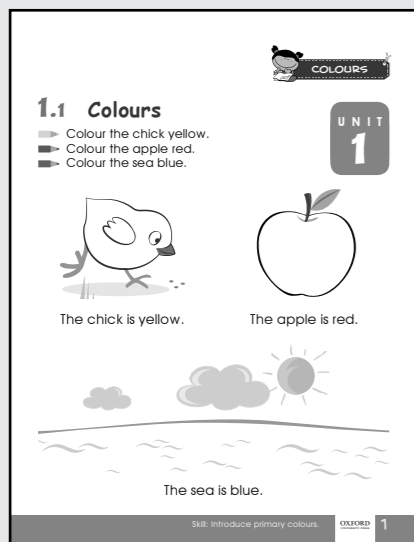
- Ask pupils to go home and find an object that is yellow, red, or blue. Ask them to bring the object to class the next day.
- Ask pupils to carry out a show and tell session using the objects that they have brought. Each pupil should present the object they have brought from home and tell the name and the colour of the object.

Note: This may be carried out with the show and tell activities from Unit 1.2 and Unit 1.3.

### 2. Mastery

- Give pupils colouring worksheets or pages that show pictures of common objects that are yellow, red, or blue. The pictures on the flashcards may also be used.
- Review the pictures on the worksheets with pupils by asking them to name each object and its colour.
- Ask pupils to colour the pictures accordingly.

## 1.1 Colours



### Suggested duration

30 minutes

### Objectives

Introduce primary colours.

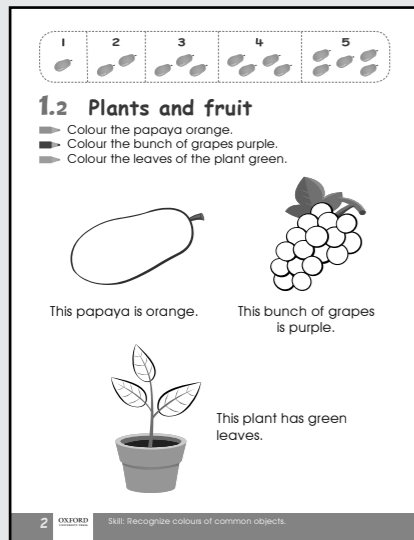
### Required resources

- flashcards (yellow, red, or blue objects)
- Additional:  
Colouring worksheets

### Key terms

chick	yellow
apple	red
sea	blue

## 1.2 Plants and fruit



### Suggested duration

30 minutes

### Objectives

Recognize colours of common objects.

### Required resources

- orange papaya, bunch of purple grapes, green pot plant
- coloured pencils
- Additional:  
colouring worksheets  
watercolours or poster paints

### Key terms

papaya	orange
grapes	purple
leaves	green

### Recognizing colours of common objects

- Bring an orange papaya, a bunch of purple grapes, and a green pot plant to school.
- Show pupils the papaya and ask them to name the fruit. Explain that the papaya is orange. Write the word 'papaya' on the board, then write the word 'orange' under it. Ask pupils to identify and point to objects around them that are orange.
- Repeat this activity with the grapes and pot plant to teach the colours purple and green.
- Revise by pointing to the words on the board and repeating the statements 'The papaya is orange.', 'The grapes are purple.', and 'The plant has green leaves.' respectively. Show the corresponding fruit or object when repeating each statement.
- Ask pupils to think of some other objects that are orange, purple, or green and name them.

### Activity 1.2

- Ask pupils to take out their coloured pencils or crayons.
- Point to the picture of the papaya in Activity 1.2 and ask pupils to read the statement 'This papaya is orange.'
- Ask the pupils to find and hold up an orange coloured pencil, and ask them to colour the papaya.
- Repeat this for the pictures of the bunch of grapes and the plant in Activity 1.2.

### Additional activities

#### 1. Show and tell

- Ask pupils to bring from home objects that are orange, purple, or green.
- Use the pupils' objects for a show and tell session where they name the object and its colour.  
Note: This may be carried out with the show and tell activities from Unit 1.1 and Unit 1.3.

#### 2. Mastery

- Supply pupils with colouring worksheets that show pictures of common objects that are orange, purple, or green.
- Ask them to name each object and its colour, and then colour the pictures accordingly.

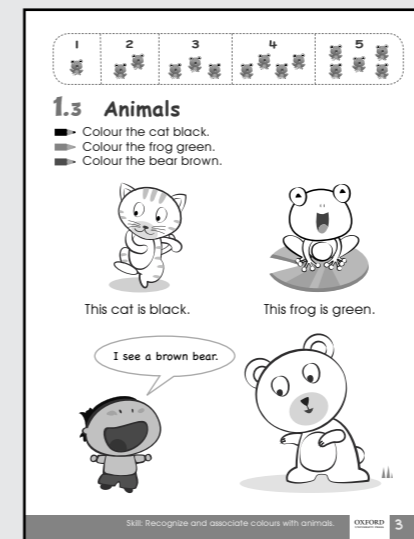
#### 3. Going further

- Use watercolours or poster paints to show pupils how secondary colours such as orange, purple and green can be obtained by mixing red and yellow, red and blue and blue and yellow respectively.

#### 4. Additional resources

- Search on the Internet to find out why an orange is called an orange and explain to pupils how the fruit and the colour came to have the same name.

## 1.3 Animals



### Suggested duration

30 minutes

### Objectives

Recognize and associate colours with animals.

### Required resources

- flashcards (black cat, green frog, brown bear)
- Additional:  
colouring worksheets  
paint and a large poster board

### Key terms

cat	black
frog	green
bear	brown



## Recognizing animals and associated colours

- Show flashcard with picture of a black cat and ask pupils to name the animal. Explain that the cat is black. Place flashcard on the board and write the words 'cat' and 'black' above it. Ask pupils to identify and point to objects around them that are black.
- Repeat this activity with the flashcards of the frog and bear to revise the colour green and teach brown.
- Revise by pointing to the words on the board and repeating the statements 'The cat is black.', 'The frog is green.', and 'The bear is brown.' respectively. Point to the corresponding flashcard on the board when repeating each statement.
- Ask pupils to think of some other objects that are black or brown and name them.
- What other animals can you think of that are black/brown/green?

### Activity 1.3

- Ask pupils to take out their coloured pencils or crayons.
- Point to the picture of the cat in Activity 1.3 and ask pupils to read the statement 'This cat is black.'
- Ask the pupils to find and hold up a black coloured pencil, and ask them to colour the cat.
- Repeat this for the pictures of the frog and the bear in Activity 1.3.

### Additional activities

#### 1. Introductory activity

- Show flashcards with pictures of a black cat, a green frog and a brown bear. Ask pupils to name each animal before asking pupils whether they have seen them before. Ask pupils where each of these animals may be found.

#### 2. Show and tell

- Ask pupils to bring from home an object that is black or brown.
- Use the pupils' objects for a show and tell session where they name the object and its colour.

Note: This may be carried out with the show and tell activities from Unit 1.1 and Unit 1.2.

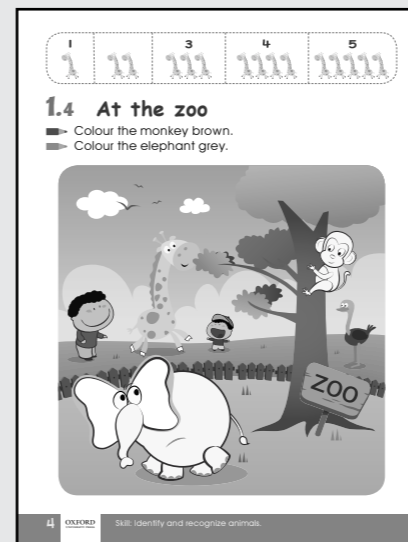
#### 3. Mastery (I)

- Supply pupils with colouring worksheets that show pictures of animals that are usually black, green, or brown.
- Ask them to name each animal and its colour, and then colour the pictures accordingly.

#### 4. Mastery (II)

- Bring paint of different colours to class, as well as a large poster board.
- Allow pupils to take turns to dip their hands into one paint pot at a time and make handprints on the poster board.
- Each time a pupil makes a handprint, ask the rest of the pupils to name the colour used.

## 1.4 At the zoo



### Suggested duration

30 minutes

### Objectives

Identify and recognize animals.

### Required resources

- zoo animal cut-outs (inclusive of monkey and elephant)
- flashcards (inclusive of brown monkey and grey elephant)
- Additional: colouring worksheets

### Key terms

grey

### Identifying and recognizing animals and associated colours

- Divide the class into groups of about 4 to 5 pupils each. Give each group a set of zoo animal cut-outs. Each set should include animals commonly found in the zoo, such as lions, tigers, giraffes, monkeys, elephants, etc. Ensure that the monkey is brown and the elephant is grey.
- Show flashcard with picture of a lion. Ask pupils to look for the same animal in their set of cut-outs and to hold it up in the air. Ask pupils to name the animal. Repeat the name of the animal and ask them to name the colour of the animal.
- Do the same for flashcards with pictures of tiger, giraffe, monkey, and elephant.
- As pupils have yet to learn the colour 'grey', they may not be able to name the colour of the elephant.
- Teach grey as above using the elephant flashcard.
- Revise by asking pupils to hold up the animal cut-outs one at a time and name each animal and its colour.

### Activity 1.4

- Ask pupils to read the instructions aloud or read the instructions with them.
- After the first sentence 'Colour the monkey brown', ask pupils to identify the monkey in the picture by pointing to it. Then, ask pupils to colour the monkey brown.
- Repeat for the picture of the elephant and the colour grey.
- Check that the pupils have completed the activity correctly.

## Additional activities

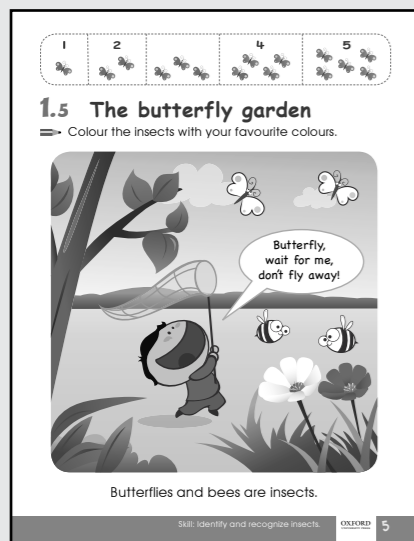
### 1. Introductory activity

- Ask pupils whether they have been to the zoo and to name the animals that they have seen, or to name some animals that can be found in a zoo. Then ask pupils to name their favourite zoo animals and to describe them by colour.
- If pupils do not mention monkeys and elephants, mention these two animals and ask pupils whether they have ever seen them.
- Alternatively, ask pupils whether they keep pets at home. Ask them to show a picture of their pet(s) and to talk about them.

### 2. Mastery

- Supply pupils with colouring worksheets that show pictures of zoo animals that have already been introduced.
- Ask the pupils to name each animal and its associated colour. If they are unsure about the colour of each animal, they can refer to the zoo animal cut-outs they used previously.
- Ask pupils to colour the pictures accordingly.

## 1.5 The butterfly garden



### Suggested duration

30 minutes

### Objectives

Identify and recognize insects.

### Required resources

- flashcards (butterfly, bee)
- Additional:  
chart (two columns – Not Insects and Insects)  
animal cut-outs (inclusive of insects and non-insects)

### Key terms

butterfly  
bee

## Activity 1.5

Ask pupils to look at the picture in Activity 1.5 and to describe what the boy is doing.

- Point to the leaves and ask pupils to name the colour.
- Ask them to point to and name each insect shown in the picture.
- Ask pupils to read the instructions aloud or read the instructions with them. Explain what 'favourite' means and ensure that they understand the meaning of 'favourite colours'.
- Ask pupils to name their favourite colours. If a pupil names a colour that they have yet to learn, ask the pupil to describe it or to use their coloured pencils or crayons to show their classmates.
- Ask them to use their favourite colours to colour the insects.
- Check that the pupils have completed the activity correctly.

## Additional activities

### 1. Introductory activity

- Take pupils on an excursion to a park or garden.
- Ask them to point out the different insects that they see and to identify them by name.
- Ask pupils to describe each insect they have pointed out and to name the colour(s).
- Point out any insects that pupils may have missed, and name them.

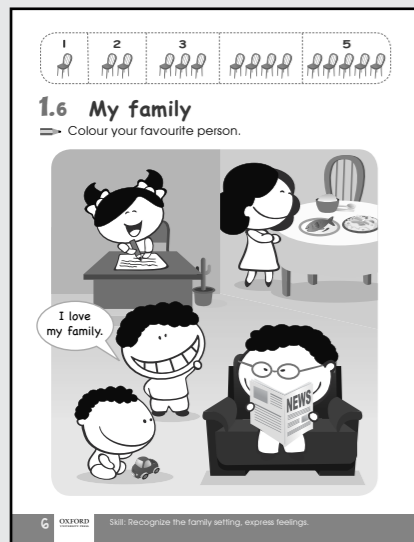
### 2. Mastery

- Create a chart to be displayed in the classroom. The chart should clearly show two columns, 'Insects' and 'Not Insects'.
- Cut out pictures of animals such as bees, butterflies, ladybirds, spiders, birds, kittens, etc. Ensure that there are as many cut-outs as there are pupils in the class.
- Give each pupil a cut-out. Ask them to decide whether the animal shown is an insect or not an insect. Supply glue and ask them to take turns to stick their cut-out under the correct heading on the chart.
- Ask pupils to check whether each cut-out has been categorised correctly.

## Identifying and recognizing insects

- Show flashcard with picture of a butterfly. Ask pupils to name the animal shown and say whether they have seen butterflies before. Ask them to name the colour(s) of butterflies. Explain that a butterfly is an insect.
- Repeat with flashcard of bee.
- Ask pupils to name other animals that are insects.
- Review the characteristics of insects. Go through the flashcards with the pictures of the butterflies and the bees, asking pupils to name each insect.

## 1.6 My family



### Suggested duration

30 minutes

### Objectives

Recognize family setting.  
Express feelings.

### Required resources

- family photograph
- Additional:  
simplified family tree (up to 3 generations)

### Key terms

family  
home

### Recognizing family setting

- Show a photograph of a family. Count how many people there are in the family and name each person in the family, e.g. father, mother, brother, sister, etc.
- Talk about the people in the family.
- Ask pupils to bring a photograph of their family or the people they live with.
- Ask pupils to take turns to show the photograph of their family and to tell their classmates how many people there are in their family. Ask pupils to point to each person in their family and name the family member, e.g. father, mother, brother, sister etc. They should also say one or two sentences to describe each person.
- Ask pupils to name the person they love the most in their family and to explain why.

### Activity 1.6

- Point to the people in the family shown in Activity 1.6. Ask pupils to name each person in the family.
- Ask pupils to read aloud the instructions or read them together. Alternatively, read out the instructions for pupils and ask them what they mean.
- Explain the meaning of 'your favourite person'.
- Ask pupils to point to the person whom they love the most. Ask them to use any colour they like to colour the person in the picture.
- Ask pupils to explain their choice of colour to colour their favourite person.

### Additional activities

#### 1. Introductory activity

- Ask pupils to name the people they may find in a family setting.

- Introduce the terms for each member in a family setting such as father, mother, brother, sister, grandmother, grandfather, etc. Explain the definition of each term for a family member, e.g. "My grandfather is my father's father. I also call my mother's father my grandfather."

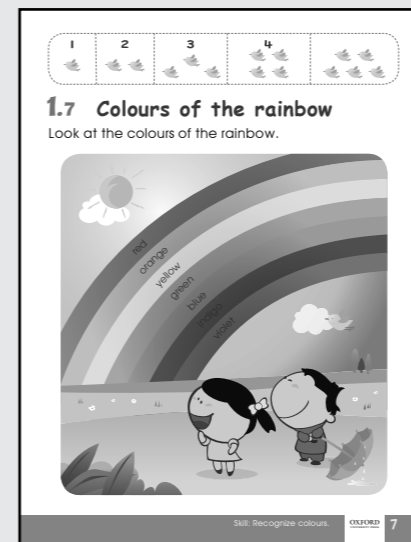
#### 2. Mastery

- Show a photograph of a family.
- Point to each person in the family and ask pupils to name the family member.

#### 3. Going further

- Show pupils an example of a simplified family tree (up to 3 generations) and explain how a family tree is drawn.
- Ask pupils to use the example shown to draw their own family tree.

## 1.7 Colours of the rainbow



### Suggested duration

30 minutes

### Objectives

Recognize the colours of a rainbow.

### Required resources

- flashcards – colour only and colour words only (red, orange, yellow, green, blue, indigo, violet)
- Additional:  
colouring worksheets

### Key terms

rainbow  
indigo  
violet

### Matching colour to its name

- Show flashcards with the colours red, orange, yellow, green, and blue only, without the colour words. Ask pupils to name each colour.
- Divide the class into groups of about 3 to 4 pupils each. Give each group one set of colour flashcards (red, orange, yellow, green and blue only), and one set of flashcards with the corresponding colour words. Ask pupils to match each colour to the corresponding colour word. Check that each group has completed the matching correctly.
- Next show them the flashcard of the colour indigo. Tell them that the colour shown is indigo. Place the flashcard on the board and write the word 'indigo' above it.
- Repeat this to teach the colour violet.

- Ensure that pupils are able to differentiate between all the colours. Then, ask pupils to point to and identify objects that are indigo or violet.

### Activity 1.7

- Show the picture in Activity 1.7 and ask pupils to describe the picture and the objects in it.
- Ask pupils to read the instructions or read them together. Then, with the pupils, read aloud the names of each colour in the rainbow and ask them to point to each colour.
- Ask pupils to colour the rainbow according to the colour word shown in each arc.

### Additional activities

#### 1. Introductory questions

- Ask pupils whether they know what a rainbow is and whether they have ever seen a rainbow.
- Ask pupils whether they have counted the number of colours that they have seen in a rainbow or whether they know how many colours there are in a rainbow.

#### 2. Mastery

- Supply pupils with colouring worksheets that show picture(s) of objects or animals. Ensure that there are many parts in the picture and that each part is labelled with a colour of the rainbow.
- Review the colour words and the corresponding colours using the flashcards.
- Ask pupils to colour the picture(s) according to the labels.

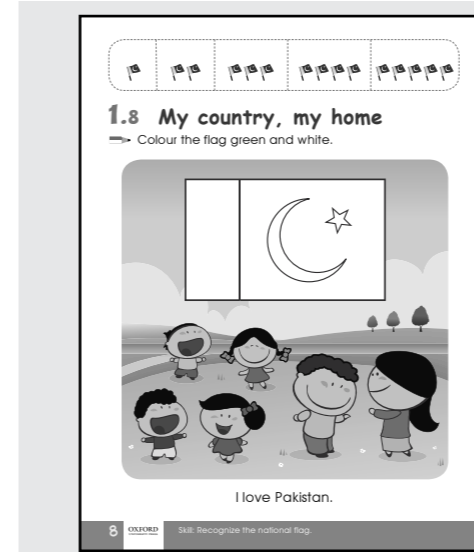
#### 3. Going further

- Ask pupils to look out for rainbows and to describe the weather conditions when they see the rainbow.
- Teach pupils how to remember the colours of the rainbow, and how a rainbow is formed.

#### 4. Additional resources

- Search on the Internet for poems involving colours and read them aloud to pupils.
- Ask pupils to name some of the colours they recognize from the poem.

## 1.8 My country, my home



#### Suggested duration

30 minutes

#### Objectives

Recognize the national flag.

#### Required resources

- Pakistan flag (hand-held or otherwise) or a flashcard
- Additional: globe or atlas

#### Key terms

Pakistan flag

### Introducing the national flag

- Bring along a Pakistan flag or a flashcard of the Pakistan flag. Show it to the pupils and ask them whether the flag looks familiar. If pupils answer yes, ask them the name of the country whose flag it is.
- Ask pupils where they can see the Pakistan flag.
- Explain that the flag is a symbol of their country and ask them why it is important for the country to have a symbol.
- Ask pupils to name the objects they see on the flag, before naming the colours on the flag.
- Ask pupils whether they know the significance behind each object and each colour on the flag. Alternatively, explain how the design of the Pakistan flag was conceived.

### Activity 1.8

- Point to the Pakistan flag shown in Activity 1.8.
- Ask pupils what they see in the picture. They should be able to say that the Pakistan flag is shown.
- Point to the region that should be green and ask pupils what colour it should be. Once pupils have given the correct answer, i.e. green, ask them to colour that region.
- Repeat this for the white region of the flag.
- Ask pupils to read aloud the statement in Activity 1.8 or read it together. Repeat it a few times until they are able to read it confidently.



## Additional activities

### 1. Mastery

- Show the flags of a few countries in addition to the Pakistan flag and ask pupils to pick out the Pakistan flag. This can be done in small groups as well, where pupils test each other and help each other to pick out the correct flag.

### 2. Going further

- Show pupils a globe and explain that the globe is a model of how the Earth looks. Alternatively, use an atlas.
- Using the globe or the atlas, ask pupils to point out where they live, i.e. Pakistan.
- Ask pupils to look at the countries around Pakistan and to read out their names. Alternatively, ask them whether they know any other countries and ask them to point to them on the globe or in the atlas.

## Introduction

It is essential to know shapes since this allows pupils to develop their spatial sense, which will have further applications in mathematics, and in other disciplines.

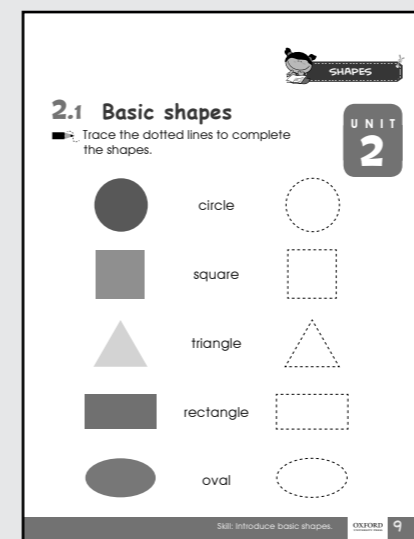
In this unit, pupils are introduced to some regular shapes. Pupils are required to recognize plane figures and shapes in objects commonly found in their surroundings. By the end of the unit, pupils should be able to name various shapes, and identify shapes of common objects.

### Pre-assessment activity

- Make cardboard cut-outs of circles, squares, triangles, rectangles and ovals of different sizes and colours.
- Show pupils a circle cut-out and an oval cut-out of the same size and colour. Ask them to say whether the shapes shown are the same and ask them how they reached their answer. Pupils should be able to tell that the shapes are different, but may not be able to name each shape or say how they differ.
- Repeat this activity using cut-outs of a square and a rectangle.
- Split the class into groups of 3 or 4. Give each group a set of cut-outs of the various shapes in different sizes and colours. Ask them to sort the shapes into five different groups according to shape. This activity can also be carried out in the form of a game for competing groups. Ensure that pupils have sorted the shapes correctly. An extension activity may be carried out where pupils sort the shapes according to size or colour to assess their ability to differentiate between shapes, sizes and colours.



## 2.1 Basic shapes



### Suggested duration

30 minutes

### Objectives

Introduce basic shapes.  
Recognize basic shapes.

### Required resources

- large shape cut-outs
- Additional:
  - small shape cut-outs
  - flashcards – names of shapes
  - playing cards – shapes and names of shapes

### Key terms

circle                      square                      triangle  
rectangle                      oval

## Introducing basic shapes

- Make a set of cut-outs of the various shapes (circle, square, triangle, rectangle and oval) that are large enough for pupils to see clearly.
- Show the circle cut-out and ask pupils to name the shape. On the board, write 'circle' letter-by-letter and ask pupils to read out each letter as it is written. Show the circle cut-out again and repeat the name.
- Repeat using cut-outs for square, triangle, rectangle, and oval.
- Revise by showing each cut-out in the same sequence (circle, square, triangle, rectangle and oval) and asking pupils to name each shape. After which, show the cut-outs in a different sequence and ask pupils to name each shape.

### Activity 2.1

- Ask pupils to look at Activity 2.1.
- Go through the shapes in the left column once by reading out the name of each shape and ask pupils to repeat after you.
- Point to the shape of the circle in dotted lines in the right column and ask pupils to trace the shape. Then ask them to read out the name of the shape together.
- Repeat for each shape shown in Activity 2.1.

## Additional activities

### 1. Introductory activity

- Look for some books on shapes and read them to pupils.
- Ask them whether they know any of the shapes that have been mentioned in the book.

### 2. Mastery (I)

- Give each pupil one set of 5 cut-outs (each set should have one circle, one square, one triangle, one rectangle and one oval).
- Show flashcard with the name of a shape. Ask pupils to read aloud the name of the shape together, then find the correct shape from their set of cut-outs and to hold it up. Check each pupil's answer.
- Repeat a few times in order to ensure that pupils are able to recognize basic shapes and their respective names.

### 3. Mastery (II)

- Split the class into pairs. Give each pair either two sets of cards with basic shapes, or one set of cards with basic shapes and another set of cards with the names of basic shapes.
- Ask pupils to mix up the two sets of cards and to put each card face down on the table.
- They should take turns to flip over two cards each turn. If the cards match, the pupil keeps the cards. If the cards do not match, the pupil should flip the cards over again.
- Pupils continue until all the cards have been matched. The pupil with the most cards wins.

## 2.2 At the cake shop



### Suggested duration

30 minutes

### Objectives

Recognize triangular objects.

### Required resources

- triangular objects
- Additional:  
colouring worksheets

### Key terms

triangle-shaped  
triangular  
pastries  
sandwiches

## Recognizing triangular objects

- Show pupils some objects or pictures of objects that are triangular in shape, such as a triangle (musical instrument), a triangular slice of cake, chocolate in the shape of a triangle, etc. Ask pupils to name each object.
- Ask pupils what the objects have in common and to name the shape they see in each object.
- Revise the concept of triangles. Ask pupils to trace the shape of a triangle in the air and to say 'triangle'. Repeat this a few times so that pupils are able to remember the shape of a triangle.
- Ask pupils to identify objects around them that are triangular. Then, ask pupils to name some other objects that are triangular.

### Activity 2.2

- Read the instruction 'Circle the triangle-shaped objects.' with the pupils.
- Ask pupils to look at the picture in Activity 2.2. Point to the pastries and sandwiches shown in the picture and explain the meanings of pastries and sandwiches.
- Read the instruction again.
- Ask pupils to identify the triangle-shaped pastries and sandwiches, and then circle each one.

## Additional activities

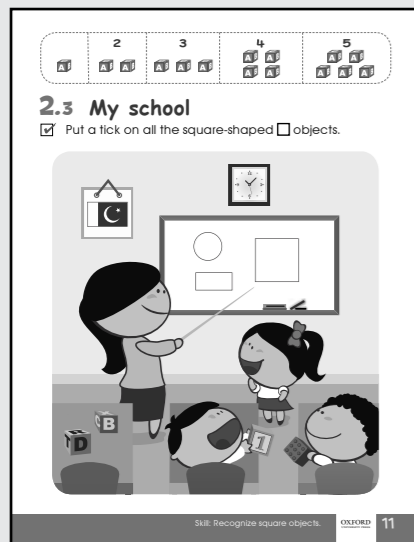
### 1. Introductory activity

- Look for some books that provide an introduction to triangles and triangular objects.
- Read them to pupils and get them to point out some objects that are triangular.

## 2. Mastery

- Supply pupils with colouring worksheets showing objects of different shapes.
- Ask the pupils to name each object shown.
- Ask pupils to identify the objects that are triangular, and colour them.

## 2.3 My school



### Suggested duration

30 minutes

### Objectives

Recognize square and circular objects.

### Required resources

- square-shaped objects
- circular objects
- Additional:  
colouring worksheets

### Key terms

square-shaped  
circle-shaped  
circular

## Recognizing square and circular objects

- Follow the lesson plan for 2.2 to teach square, using objects, or pictures of objects that are square, e.g. cushion, box, napkin.
- Repeat the above steps to teach circle using objects or pictures of objects that are circular, e.g. Frisbee, plate, clock.

### Activity 2.3

- Ask pupils to identify and describe the place shown in the picture in Activity 2.3.
- Read the instruction 'Put a tick on all the square-shaped objects.' with the pupils.
- Demonstrate 'putting a tick' by putting a tick on a square-shaped object.
- Read the instruction again.
- Ask pupils to identify the square objects, and put a tick on each one.

## Additional activities

### 1. Introductory activity

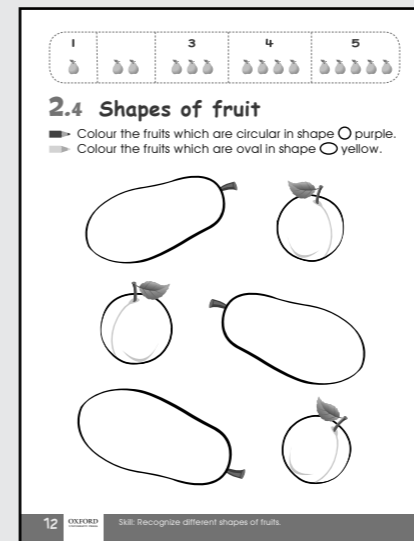
- Look for some books that provide an introduction to squares and circles, as well as square-shaped and circular objects.

- Read them to pupils and ask them to point out some objects that are square or circular.

## 2. Mastery

- As for previous lesson, but using sheets showing square and circular objects.

## 2.4 Shapes of fruit



### Suggested duration

30 minutes

### Objectives

Recognize different shapes of fruits.

### Required resources

- fruits of regular shapes of various sizes
- Additional:  
colouring worksheets

### Key terms

oval-shaped  
orange  
papaya

## Recognizing different shapes of fruits

- Bring to class fruits of various shapes and sizes, such as apples, oranges, kiwifruits, plums, peaches, papayas, etc. Make sure the fruits are of a regular shape, i.e. circular or oval-shaped.
- Show pupils the fruits. Ask them to name each fruit.
- Get pupils to feel each fruit and study them. Then, ask them to identify the shape of each fruit.
- Since pupils have already been asked to identify circular objects, ask pupils to point to and identify objects around them that are oval in shape.
- Ask pupils to name some other fruits that are circular or oval in shape.

### Activity 2.4

- Ask pupils to identify the two different fruits shown in Activity 2.4.
- Read the instruction 'Colour the fruits which are circular in shape purple.' with the pupils.
- Revise the colour purple. Ask pupils to point to the fruits that are circular in shape and to identify them before colouring them purple.
- Repeat above steps for oval and yellow.

## Additional Activities

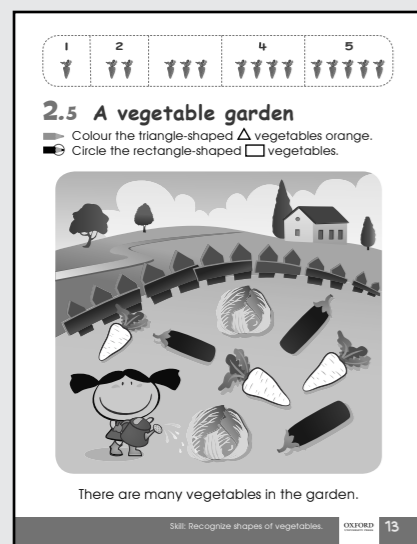
### 1. Introductory Activity

- Look for some books that provide an introduction to ovals and oval-shaped objects.
- Read them to pupils and get them to point out some objects that are oval-shaped.
- Also, look for some books that will allow pupils to explore the different kinds of fruits that they may see around them.
- Read them to pupils and get them to name other fruits not mentioned in the books.

### 2. Mastery

- Supply pupils with colouring worksheets that show fruits of different shapes.
- Review the pictures on the worksheets with pupils by asking them to name each fruit.
- Ask them to trace the outline of each fruit and name its shape.

## 2.5 A vegetable garden



### Suggested duration

30 minutes

### Objectives

Recognize shapes of vegetables.

### Required resources

- vegetables of regular shapes of various sizes
- Additional:  
large paper cut-outs (circle, square, triangle, rectangle, oval)

### Key terms

rectangular-shaped vegetable

### Recognizing shapes of vegetables

- Bring to class vegetables of various shapes and sizes, such as carrots, eggplants, heads of lettuce or cabbage and other vegetables that are of a regular shape, i.e. triangular, rectangular, or circular.
- Proceed as for the previous lesson 2.4 using vegetables to teach triangular and rectangular shapes.

### Activity 2.5

- Follow instructions for lesson 2.4.

## Additional activities

### 1. Introductory activity

- As for lesson 2.4. but for triangles and rectangles, and vegetables.

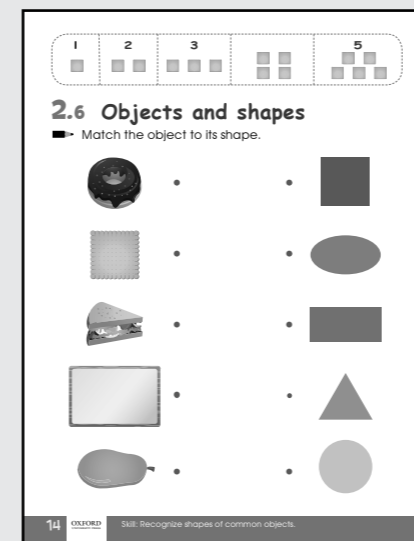
### 2. Mastery

- Supply pupils with colouring worksheets that have vegetables with different shapes.
- Follow instructions for lesson 2.4.

### 3. Musical Shapes

- Make cut-outs of the various shapes, i.e. circle, square, triangle, rectangle, and oval, using large pieces of paper.
- Clear a space in the centre of the classroom and tape the cut-outs to the floor.
- Play some music and ask pupils to dance around the shapes.
- Stop the music and say 'Now we stand on the \_\_\_\_\_', where a shape is named. Pupils have to identify the shape and stand on it.
- To make the game more challenging, give pupils a time limit to stand on the shape. Any pupil not on the shape when the time limit is up will be eliminated and the game continues until there is only one pupil remaining.

## 2.6 Objects and shapes



### Suggested duration

30 minutes

### Objectives

Recognize shapes of common objects.

### Required resources

- flashcards showing common objects that have a regular shape
- Additional:  
small objects of regular shape  
opaque bag

### Recognizing shapes of common objects

- Show flashcards or photographs of common objects that pupils may find at home or around them that have a regular shape, i.e. objects that are circular, oval, triangular, square shape or rectangular.
- While showing each flashcard, ask pupils to name the object shown on the flashcard, and identify its shape.

- Alternatively, show each flashcard and ask pupils to name the object shown on the flashcard
- Then, put the flashcard on the board and call a pupil up to trace the shape of the object with their finger. The other pupils watch them trace the shape and say whether they are right or wrong.
- Repeat this for all the objects shown on the flashcards.

### Activity 2.6

- Ask pupils to point to the doughnut on the left-hand side of the picture in Activity 2.6.
- Then, ask pupils to use the same finger to trace the outline of the doughnut and name the shape of the doughnut.
- Next ask them to look for the corresponding shape on the right-hand side of the page. Ask pupils to use their pencil and ruler to draw a straight line connecting the dot next to the doughnut and the dot next to the corresponding shape. Explain that this is known as matching.
- Repeat the steps above for each object shown on the left of the page.

### Additional activities

#### 1. Introductory activity

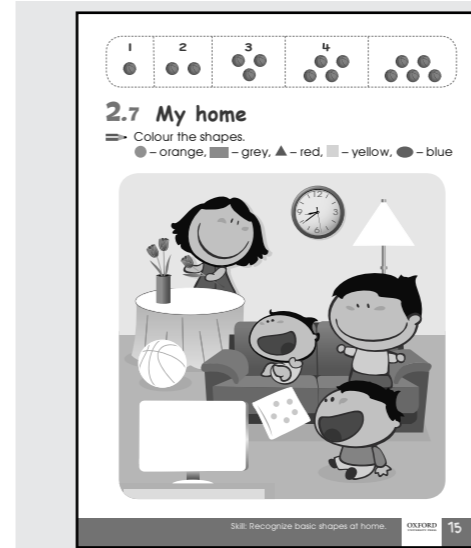
- Revise the various shapes, i.e. circle, triangle, square, rectangle and oval with pupils by tracing the shapes and asking pupils to call out the name of each shape, and vice versa.
- Ask pupils to look around the classroom and to point to and name some objects that they can see.
- Then, ask pupils to identify the shape of each object.

#### 2. Mastery

- Put small objects, such as a ball, a triangle (musical instrument), a puzzle cube, a rectangular box and an oval-shaped stone in a bag, so that pupils are not able to see the objects in the bag.
- Ask pupils in turn to put their hand into the bag and to pick an object..
- The pupil should name the shape of the object without looking at it, then, they pull it out and check if their guess was correct.

Note: This activity may be carried out in small groups where pupils help each other to check if their guesses are correct.

## 2.7 My home



### Suggested duration

30 minutes

### Objectives

Recognize basic shapes at home.

### Required resources

- picture(s) composed of different shapes
- small shape cut-outs
- Additional:  
worksheets showing familiar objects

### Recognizing basic shapes at home

- Revise the concept of shapes in objects with pupils. This may be done through the use of flashcards or by asking pupils to identify the shapes of objects that can be found around them.
- Ask pupils to bring from home objects that have the shape of a circle, a rectangle, a square, a triangle, or an oval.
- Use the objects for a show and tell session. Each pupil should show and name the object he/she has brought; the other pupils should identify the shape of the object.

### Activity 2.7

- Ask the pupils to look at the picture in Activity 2.7 and describe and name the place and people shown.
- Ask them to read the instruction 'Colour the shapes', or read with them.
- Point to an object in the picture that is to be coloured and ask pupils to name it. Next, ask the pupils to name the shape of the object before colouring it according to the given key.
- Repeat for the 4 objects that are to be coloured.
- Check that the pupils have completed the activity correctly.

### Additional Activities

#### 1. Mastery

- Supply pupils with worksheets that show pictures of objects commonly found at home or around pupils.
- Ask them to name each object, trace its outline, and name the shape.



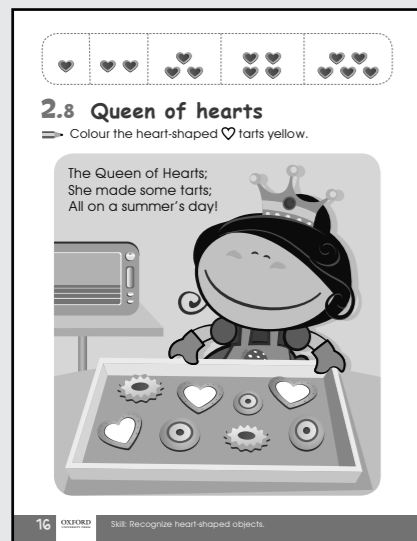
## 2. Shape walk

- Take the pupils for a walk around the school or nearby park.
- Ask them to note the shapes of objects they see during the walk.
- When they are back in the classroom, discuss the objects they have seen and their shapes.
- Ask pupils to think about which shape they saw the most of and which shape they saw the fewest of, and to discuss their observations with their classmates.

## 3. Going further

- Show pupils a picture that is composed of various shapes and ask them to identify the shapes.
- Give each pupil a set of cut-outs and a sheet of paper. Ask them to make their own picture by sticking the shapes onto the paper.

# 2.8 Queen of hearts



### Suggested duration

30 minutes

### Objectives

Recognize heart-shaped objects.

### Required resources

- heart-shaped cut-out
- heart-shaped objects
- Additional: colouring worksheets

### Key terms

heart-shaped  
tarts

## Recognizing heart-shaped objects

- Make a large heart-shaped cut-out.
- Hold out the cut-out and ask pupils to name the shape. On the board, write 'heart-shaped' letter-by-letter and ask pupils to read out each letter as it is written. Show the cut-out again and repeat that the shape is a heart.
- Show pupils some objects or pictures of objects that are heart-shaped, such as a heart-shaped cushion, a heart-shaped leaf, a heart-shaped mirror etc. Ask them to name the objects.
- Ask them to identify and name the shape that is common to all the objects.
- Ask pupils to trace the shape of a heart in the air and to say 'heart-shaped'. Repeat this a few times so that pupils are able to remember the shape of a heart.

- Ask them to identify objects around them that are heart-shaped. Then, ask them to name some other objects that are heart-shaped.

## Activity 2.8

- Read out the rhyme shown in Activity 2.8 and ask pupils to read with you if they can. Repeat the rhyme a few times until pupils are familiar with it.
- Explain any unfamiliar words such as queen, tarts, and summer day.
- Ask pupils to read with you the instruction 'Colour the heart-shaped tarts yellow.'
- Ask pupils to point out the tarts and identify those that are heart-shaped. Then, ask them to colour according to the instruction.

## Additional activities

### 1. Introductory activity

- Look for some books that provide an introduction to heart shapes and heart-shaped objects.
- Read them to pupils and get them to point out some objects that are heart-shaped.

### 2. Mastery

- Supply pupils with colouring worksheets that have various objects of different shapes.
- Ask them to name each object.
- Ask them to point out the objects that are heart-shaped and colour them.

### 3. Going further

- Ask pupils to point out the position of their heart.
- Explain the difference between the heart shape they have learnt and the shape of the human heart.

## Introduction

Numbers are used for various purposes, such as counting and measuring, and are commonly seen in the world around us. It is therefore important that pupils are introduced to basic maths and number concepts. The early development of number awareness also sets the foundation for the learning of more advanced mathematical concepts.

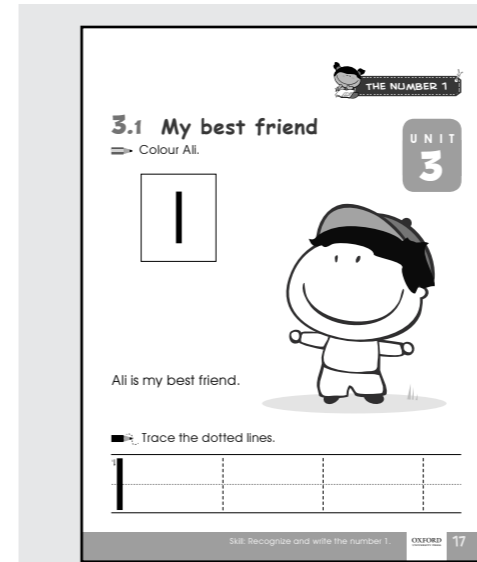
In this unit, pupils are introduced to the number 1. By the end of the unit, pupils should be able to recognize the number 1, and understand the quantity of 1 through counting various objects.

### Pre-assessment activity

- Hold out two hands and ask pupils what you are holding out. They should be able to tell that you are holding out your hands, but may not be able to tell that you are holding out two hands.
- Ask pupils to hold out both hands. With your hands still held out, wiggle your fingers and ask the pupils to do the same. Ask them which parts of the body they are wiggling. (fingers)
- Now, hold out one index finger. Ask pupils how many fingers you are holding out. Elicit that you are holding out one finger.
- Ask pupils to hold up the index finger of one hand. Say 'One finger,' and ask pupils to repeat this after you.
- Point to yourself and say 'Teacher'. Ask pupils whether there are any more teachers in the classroom. Pupils should be able to answer 'no' or 'There are no more teachers.' After which, point to yourself and say 'One teacher' and ask pupils to repeat this.
- Ask pupils to point to other objects in the classroom of which there is only 1. Ask them to say the number and the name of the object they have pointed to. For example, they should be able to say 'one board' or 'one clock'.



## 3.1 My best friend



### Suggested duration

30 minutes

### Objectives

Recognize the number 1.  
Write the number 1.

### Required resources

- flashcards, each showing 1 person
- flashcard – number 1
- Additional:  
colouring worksheets

### Key terms

best friend

### Introducing the number 1

- Show pupils flashcards, each showing 1 person. Ask them to say how many people are shown on each flashcard.
- Hold up a flashcard with the number 1. Ensure that the number 1 shown is similar to the number 1 shown in the book to avoid confusion. Ask pupils what number is shown on the flashcard.
- Place the flashcard on the board and write '1' above it. Say 'one' and ask pupils to repeat after you.
- Ask pupils to point to other objects in the classroom of which there is only 1. Ask them to say the number and name the object they point to.

### Activity 3.1

- Ask pupils to look at Activity 3.1.
- Read with them the instruction, 'Colour Ali.' Ask pupils to colour Ali.
- Ask pupils to read the statement, 'Alli is my best friend.'
- Explain the meaning of the term 'best friend' and ask them to count Ali. Say 'One best friend' and ask pupils to repeat after you.
- Read the instruction, 'Trace the dotted lines.' Then, ask pupils to practise writing the number 1 by tracing the dotted lines.

### Additional activities

#### 1. Introductory activity

- Ask pupils to think about their friends and the friend they like the most.
- Ask pupils whether they know the meaning of the term 'best friend'. Explain the meaning of the term 'best friend'.

- Ask pupils to think of their best friend. Get each pupil in turn to describe their best friend in a few sentences.

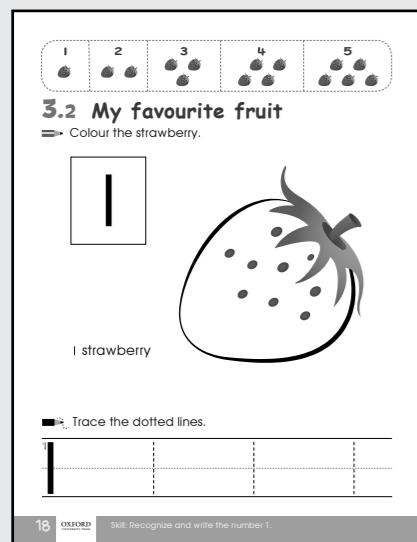
## 2. Mastery

- Give pupils colouring worksheets that show different fruits.
- Ask pupils to choose 1 fruit and colour it.
- Revise writing the number 1 by asking them to trace the number in the air with their finger.

## 3. Going further

- Show pupils a strip of paper and ask them what number it looks like.
- Divide the class into groups of 4 or 5. Give each group a strip of paper and ask them to decorate the number 1.
- Display the strips of paper on the bulletin board so that pupils can familiarize themselves with the number 1.

## 3.2 My favourite fruit



### Suggested duration

30 minutes

### Objectives

Recognize the number 1.  
Write the number 1.

### Required resources

- flashcards, each showing 1 fruit
- flashcard – number 1
- Additional:  
colouring worksheets
- strips of paper

### Key terms

Strawberry

## Recognizing and writing number 1

- Follow lesson plan for 3.1 using fruit flashcards instead of people flashcards.

## Activity 3.2

- Ask pupils to look at Activity 3.2.
- Follow instructions for Activity 3.1.

## Additional activities

### 1. Introductory activity

- Ask pupils to think about different fruits and the fruit that they like the most.
- Revise the meaning of the term 'favourite'.
- Tell pupils to think of their favourite fruit. Ask each pupil in turn to name their favourite fruit.

### 2. Mastery

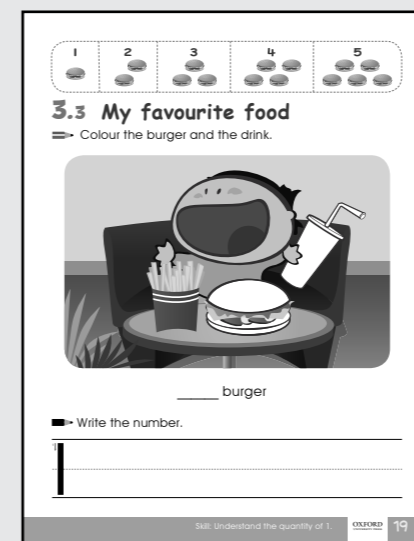
- Give pupils colouring worksheets that show different numbers from 0 to 9. Ensure that the numbers 1 in the worksheet are similar to the number 1 shown in Activity 3.2.
- Ask pupils to colour only the numbers 1.
- Revise writing the number 1 by asking them to trace the number in the air with their finger.

### 3. Going further

- Cut up strips of paper as shown on the right.
- Divide the class up into groups of 4 or 5 and give each group the shapes obtained from cutting up one strip of paper. Each group should have 3 triangles, 1 rectangle and 1 square.
- Show pupils a strip of paper and elicit that it looks like the number 1.
- Ask pupils to name the shapes they have been given and use the shapes to form the number 1.

Note: To make the activity more challenging, ask the groups to compete against each other to see which group is able to form the number 1 the fastest.

## 3.3 My favourite food



### Suggested duration

30 minutes

### Objectives

Understand the quantity of 1.

### Required resources

- flashcards, each showing 1 food item
- Additional:  
drawing paper (enough for all pupils in the class)

### Key terms

burger  
drink



## Understanding quantity of 1

- Follow lesson plan for 3.1 using food item flashcards instead of people flashcards.

### Activity 3.3

- Ask pupils to identify the objects in the picture in Activity 3.3.
- Read together the instruction 'Colour the burger and the drink.'
- Ask pupils to point to the burger and the drink. Ensure they are pointing to the correct objects before asking them to colour.
- Ask pupils to point to the burger again and ask them how many burgers there are in the picture. They should be able to say that there is 1 burger, after which, ask pupils to fill in the blank with 1 to show that there is 1 burger.
- Read the instructions 'Write the number.' or read along with them. Then, ask pupils to practise writing the number 1, this time without dotted lines to guide them.

### Additional activities

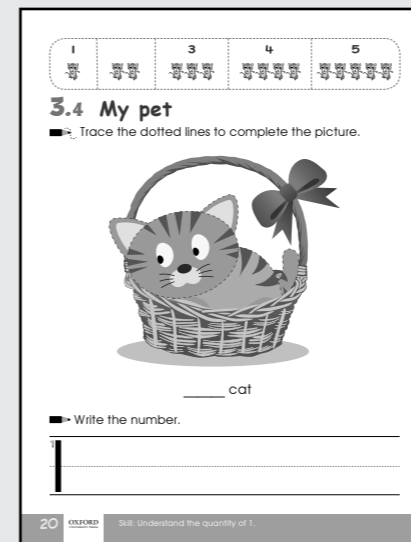
#### 1. Introductory activity

- Tell pupils about your favourite food. Alternatively, describe your favourite food and ask them to guess the food.
- Ask each pupil in turn to talk about their favourite food.

#### 2. Mastery

- Supply each pupil with a sheet of drawing paper. Ask them to think of some foods that they like and to draw them on the paper that they have been given. Each pupil should draw 3 to 5 items.
- Ask pupils to colour the food items that they have drawn.
- Then, ask pupils to pick their favourite food from those that they have drawn and to circle it. Pupils should circle 1 food item only so they have to choose the one that they like the most.
- Ask pupils to show their pictures to the class and to talk about the food that they have circled.

## 3.4 My pet



### Suggested duration

30 minutes

### Objectives

Understand the quantity of 1.

### Required resources

- photos or pictures of common house pets/picture book showing common house pets
- Additional:
  - drawing paper (enough for all pupils in the class)
- felt board and felt animals

### Key terms

pet  
cat

## Understanding quantity of 1

- Bring photos or pictures of common house pets such as cats, rabbits, hamsters, birds, etc. Ensure that only 1 pet is shown in each photo or picture. Alternatively, use picture books that focus on pets and show 1 animal on each page.
- Show the photos (or picture book) to pupils. Ask pupils to identify the pets shown and to say how many animals there are in each photo or picture, e.g. '1 rabbit.'
- Place the photos or pictures on the board and write below it a descriptive phrase, e.g. 1 rabbit. Ask pupils to read aloud the phrases written on the board.
- Revise what has been written by pointing to each photo or picture and asking pupils to read aloud the phrase written below it.

### Activity 3.4

- Ask pupils to look at the picture in Activity 3.4.
- Read together the instructions, 'Trace the dotted lines to complete the picture.'
- Ask pupils to trace the dotted lines in the picture. Then, ask them to identify the animal in the picture in Activity 3.4.
- Ask pupils to point to the cat and ask them how many cats there are in the picture. They should say that there is 1 cat, after which, ask pupils to fill in the blank with 1 to show that there is 1 cat.
- Ask pupils to read aloud the instructions, 'Write the number.' Then, ask pupils to practise writing the number 1.

## Additional activities

### 1. Introductory activity

- Explain the meaning of pets. Then, ask them to name some common pets.
- Ask pupils whether they have pets. Ask those who do to take turns to talk about their pets. Ask those who do not, to talk about the pet(s) that they would like.

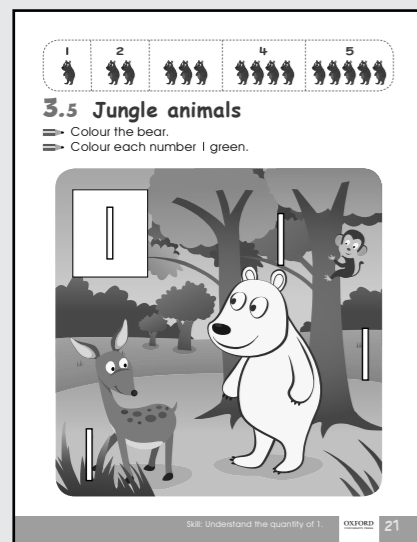
### 2. Mastery

- Ask pupils to think of a sentence or a short story involving 1 animal. For example, 'There is 1 kitten in the basket.'
- Give each pupil a sheet of drawing paper and ask them to draw a picture to illustrate their sentence or short story.
- Ask pupils to take turns to show their picture and tell their story to the class.

### 3. Story Telling

- Make a felt board and some felt animals. Make sure to make only 1 of each animal. Show the pupils each animal, then ask them to name the animal and say how many, e.g. hold out 1 cat and pupils say '1 cat'. Stick the animal on the felt board.
- Repeat for all the animals. If possible, make up a story connecting all the animals and in the story, repeat the fact that there is 1 of each animal.
- Then, ask pupils to say how many of each animal they can see on the felt board.

## 3.5 Jungle animals



### Suggested duration

30 minutes

### Objectives

Understand the quantity of 1 in animals.

### Required resources

- flashcards, each showing 1 jungle animal
- jungle animal cut-outs
- Additional:
  - pictures of jungles and forests
  - colouring worksheets showing common pets and animals

### Key terms

jungle animals

## Understanding quantity of 1 in animals

- Divide the class into groups of 4 or 5. Give each group a set of jungle animal cut-outs. Each set should include animals commonly found in the jungle, such as lions, tigers, monkeys, bears, etc. Show pupils flashcards, each showing 1 jungle animal. Ask pupils to look for the same animal in their set of cut-outs and hold it up in the air. Ask pupils to name the animal and to say how many animals are shown on each flashcard.
- Hold up a flashcard with a picture showing different animals. Ensure that there is only 1 of each type of animal. Ask pupils to identify the animals shown in the picture.
- Then, ask pupils how many of each type of animal there are in the picture.
- Repeat for all the animals shown in the pictures on the flashcard.

### Activity 3.5

- Ask pupils to identify the different jungle animals in the picture in Activity 3.5.
- Read together the instructions, 'Colour the bear.'
- Ask pupils how many bears there are in the picture before asking them to point to the bear. Ensure they are pointing to the correct animal before asking them to colour.
- Read together the instructions, 'Colour each number 1 green.' Then ask pupils to look closely at the picture again and ask them whether they can see the number 1 in different parts of the picture.
- Revise the colour green, and ask pupils to look for their green coloured pencil or crayon and hold it up in the air before asking them to look for the numbers 1 in the picture and to colour them green.

## Additional activities

### 1. Introductory activity

- Show pupils some pictures of jungles and ask pupils what they see in the pictures. They should be able to tell that there are many trees and plants in a jungle.
- Describe jungles and ask them whether they have been into a jungle. If there are pupils who have been into a jungle, ask them to share their experiences with the class.
- Ask pupils to think of and name some animals that live in the jungle.

### 2. Mastery

- Supply pupils with a colouring worksheet that shows different common pets and animals; there should be several of each animal except for one animal of which there is only 1, e.g. 5 cats, 4 mice, 6 rabbits and 1 parrot. Ask pupils to identify the various animals.
- Then ask pupils to look for and colour the animal of which there is only 1.

### 3. Going further

- Show pupils some pictures of a jungle and a forest and ask them whether they are able to tell the difference between the two regions.
- Describe the differences between jungles and forests. Then ask them to name the animals that live in each region.

## 3.6 At the playground

**3.6 At the playground**  
Circle the boy on the swing.  
Colour the girl on the slide.

There is \_\_\_ girl on the slide.  
There is \_\_\_ boy on the swing.

### Suggested duration

30 minutes

### Objectives

Understand the quantity of 1.

### Required resources

- Additional:  
drawing paper (enough for all pupils in the class)

### Key terms

playground  
swing  
slide

### Understanding quantity of 1 in everyday life

- Take pupils to the school playground or one in a nearby park. Ask pupils to name the different playground equipment that they see if possible. If pupils cannot do this, teach them the names by pointing and ask them to repeat the names after you.
- Choose one boy to sit on the slide and ask the rest of the pupils to make a full sentence about the number of children on the slide. They should be able to state 'There is 1 boy on the slide.'
- Repeat this activity with one girl on a swing.
- Ask pupils to point to other objects they can see around them, of which there is only 1. Ask them to say the number and the object that they point out.

### Activity 3.6

- Ask pupils to identify the playground equipment in the picture in Activity 3.6.
- Read together the instruction, 'Circle the boy on the swing.'
- Ask pupils to point to the swing. Ensure they are pointing to the correct piece of equipment before asking them to circle the boy on the swing. Then, ask pupils how many children there are on the swing.
- Repeat for the girl on the slide.

### Additional activities

#### 1. Introductory activity

- Ask pupils to think of a playground that they often go to and of their favourite playground equipment that they always play on.
- Ask pupils to take turns to share their experiences in the playground and to talk about their favourite playground equipment.

### 2. Mastery

- Explain that this activity should be completed at home. Ask pupils to choose a room in their house, and to look around and observe the objects in the room.
- Ask them to note objects of which there is only 1 in the room. If there are several objects of which there is only 1, pupils can choose the object that they prefer.
- Then, ask pupils to draw and colour the object on a sheet of paper.
- Ask pupils to take turns to show their picture to the class and to talk about the object that they have drawn and coloured.

## 3.7 My umbrella

**3.7 My umbrella**  
Colour 1 square red, 1 circle yellow, and 1 triangle blue.

It is raining.

### Suggested duration

30 minutes

### Objectives

Understand the quantity of 1 through shapes.

### Required resources

- flashcards (circle, square, rectangle, triangle, oval)
- Additional:  
drawing paper (enough for all pupils in the class)  
shape cut-outs  
colouring worksheet showing picture(s) composed of different shapes/shape worksheets

### Key terms

umbrella raining

### Understanding quantity of 1 through shapes

- Revise the basic shapes, i.e. circle, square, rectangle, triangle and oval. This may be done through the use of flashcards or by asking pupils to name the shapes of objects that can be found around them.
- Using the flashcards that show only 1 shape each, ask pupils to identify the shapes shown and to say how many are shown on each flashcard, e.g. 1 circle.
- Place the flashcards on the board and below each write the shape and the number of shapes shown e.g. 1 circle. Ask pupils to read aloud what you have written.
- Ask pupils to look around the classroom and identify some shapes that they can see in the objects around them. Then, ask them to point to and name objects that have the same shape as 1 shape only, e.g. the clock has the same shape as 1 circle.

### Activity 3.7

- Ask pupils to look at the picture in Activity 3.7 and to read aloud the statement 'It is raining.' Ask pupils to describe the picture and say what the girl is holding. Then, ask pupils to look at the shapes on the umbrella and to name them.
- Read together the instructions, 'Colour 1 square red, 1 circle yellow, and 1 triangle blue.'
- Revise the colours red, yellow and blue. Then ask pupils to colour according to the instructions.

### Additional activities

#### 1. Mastery (I)

- Supply each pupil with a sheet of drawing paper and a set of shape cut-outs which consists of circles, squares, triangles, rectangles and ovals. Ask pupils to look first at the shape cut-outs and to identify each of the shapes.
- Then, ask pupils to use the cut-outs to trace and draw 1 of each shape, i.e. 1 circle, 1 square, 1 triangle, 1 rectangle and 1 oval on the drawing paper.
- Ask pupils to give the name of the shape and number below each.

#### 2. Mastery (II)

- Supply pupils with a colouring worksheet that shows a picture composed of various shapes, such as that shown on the right.
- Ask pupils to identify the shapes used in the picture and to colour the shape, of which there is only 1.
- Alternatively, supply pupils with a worksheet that shows 5 circles, 4 squares, 6 triangles, 1 rectangle and 1 oval in random order, and ask pupils to identify the various shapes. Ask pupils to look for the shapes of which there is only 1 and to colour them.

## 3.8 My school canteen



### Suggested duration

30 minutes

### Objectives

Understand the quantity of 1.

### Required resources

- disposable paper plates, bowls and spoons (enough for each pupil)
- Additional:
  - photos of school canteen
  - colouring worksheets showing common utensils

### Key terms

canteen  
plate  
rice

### Understanding quantity of 1 in everyday life

- Give each pupil a paper plate, bowl, or spoon. Each pupil should have 1 object only.
- Hold up a paper plate and ask pupils who have the same object to hold up their paper plates as well. Explain that what they are holding up is a plate by saying 'plate' and get pupils to repeat after you.
- Repeat this to teach bowl and spoon.
- Ask pupils to take turns to name the object and the number of the object that they have, e.g. 'I have 1 spoon.'
- Ask pupils to talk about the purpose of plates, bowls, and spoons.

### Activity 3.8

- Ask pupils to look at the picture in Activity 3.8 and say what each child is eating.
- Read together the instruction, 'Circle the boy eating from a plate.'
- Ask pupils to point to the boy eating from a plate. Ensure they are pointing to the correct boy before asking them to circle the boy eating from a plate.
- Then, read the statement, 'There is \_\_\_\_\_ boy eating from a plate.' and ask pupils how they should fill in the blank. Guide them by asking how many boys in the picture are eating from a plate.

### Additional activities

#### 1. Introductory Activity

- Show pupils some photos of their school canteen or a school canteen and ask them whether they recognize the place.

- Talk about the place shown in the photos and what can be seen in the photos.
- Then, ask pupils to name some food items that can be found in their canteen or in a canteen and to talk about their favourite food or what they usually eat in the canteen.

## 2. Mastery

- Supply pupils with a worksheet that shows various utensils, of which there are a few of each utensil except for one utensil of which there is only 1, e.g. 5 plates, 4 cups, 6 spoons and 1 bowl. Ask pupils to identify the various utensils.
- Then ask pupils to look for and colour the utensils of which there is only 1.

## 3. Going further

- Revise with pupils the utensils that they have learnt from the activity. Then, ask pupils to name some other common utensils and to talk about their uses.
- Tell pupils about other types of utensils that are commonly used in different countries, and then ask pupils whether they know of any people who use other utensils that are not commonly used in Pakistan.

## Introduction

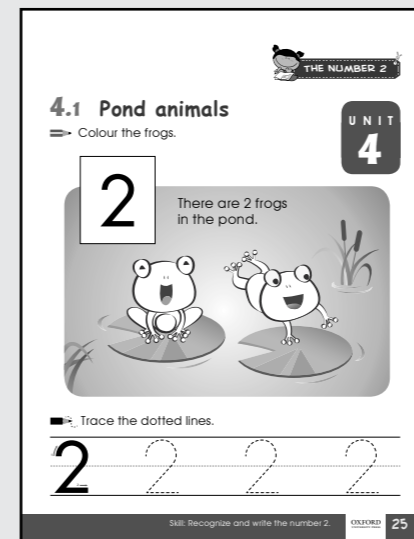
In this unit, pupils are introduced to the number 2. By the end of the unit, pupils should be able to recognize the number 2, as well as understand the quantity of 2 through counting various objects.



## Pre-assessment activity

- Revise the number 1 with pupils using a flashcard showing the number 1. Alternatively, ask pupils to show the number 1 using their fingers.
- Ask pupils what number comes after 1.
- Show 1 apple. Ask pupils to identify the fruit and to say how many, i.e. 1 apple.
- Then, show 2 apples and ask pupils how many apples you are holding now. If necessary, explain that there are 2 apples.
- Holding both apples, show one of them and say 'one apple'. Get pupils to repeat after you.
- Then, hold out both apples and say 'two apples'. Get pupils to repeat after you.
- Point out other people or objects in the classroom of which there are only 2. For example, point to the doors (if there are 2) and say 'doors'. Then, ask pupils how many doors there are. Say 'two doors' and ask pupils to repeat after you.
- Ask pupils to point to other objects in the classroom of which there are only 2. Ask them to say the name and number of the objects that they have pointed to.

## 4.1 Pond animals



### Suggested duration

30 minutes

### Objectives

Recognize the number 2.  
Write the number 2.

### Required resources

- flashcards, each showing 2 pond animals
- flashcard – number 2
- Additional:  
flashcards – numbers 1 and 2  
pictures of ponds, lakes, reservoirs etc.

### Key terms

pond  
frog



## Introducing the number 2

- Show pupils flashcards, each with pictures of 2 pond animals. Ask pupils to name the animals, or teach them the names.
- Ask pupils how many animals are shown on each flashcard. Hold up a flashcard of the number 2. Ensure that the number 2 shown is similar to the number 2 shown in the activity. Ask pupils what number it shows.
- Place flashcard with the number 2 on the board and write '2' above it. Say 'two' and ask pupils to repeat after you.
- On the board, write the number 2 again such that it is big enough for all pupils to see how it is written. Write it slowly and ask pupils to use their index fingers to follow the number as it is written and trace the number 2 in the air.
- Ask pupils to point to other objects in the classroom of which there are only 2. Ask them to say the number and name of the objects they point to.

### Activity 4.1

- Ask pupils to look at Activity 4.1.
- Read together the instruction, 'Colour the frogs.'
- Ask pupils to look at the picture in Activity 4.1 and to point out the frogs. Help pupils to count aloud as they point to each frog, i.e. '1, 2'.
- Ask pupils how many frogs there are in the pond. They should be able to say that there are 2 frogs. Then, read aloud the statement, 'There are 2 frogs in the pond.'
- Repeat the instruction, 'Colour the frogs' and ask pupils to colour the frogs that they have just counted.
- Read together the instruction, 'Trace the dotted lines.' Help the pupils to practise writing the number 2 by tracing the dotted lines.

### Additional Activities

#### 1. Introductory Activity

- Take pupils to a pond in the school ecogarden, or to a nearby pond.
- Ask pupils to walk around the pond and to point out the different creatures that they see and, if possible, to name them.
- Ask pupils to talk about any other animals that live in ponds.

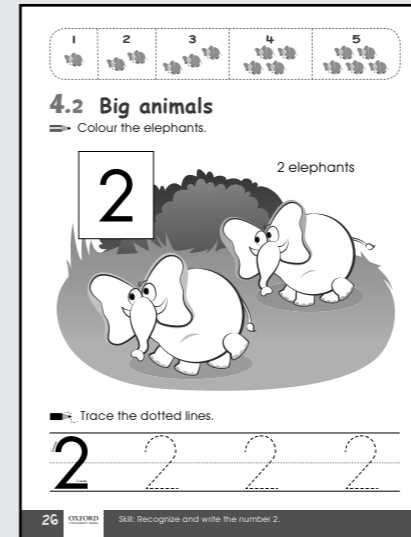
#### 2. Mastery

- Choose two pupils to stand at the front of the class. Give each pupil a flashcard, one of the number 1 and the other of the number 2.
- Ask the two pupils to hold up the flashcards and the rest of the class should say who is holding number 2.
- Revise writing number 2 by asking pupils to trace the number in the air with their index finger.

### 3. Going further

- Show pupils some pictures of ponds, lakes, reservoirs, etc. and talk about the differences between each place.
- Ask pupils to name animals that live in each place and talk about their differences.

## 4.2 Big animals



#### Suggested duration

30 minutes

#### Objectives

Recognize the number 2.  
Write the number 2.

#### Required resources

- flashcards, each showing 2 big animals
- flashcard – number 2
- Additional:  
colouring worksheets

#### Key terms

big

### Recognizing and writing the number 2

- Show pupils flashcards, each with pictures of 2 big animals, such as giraffes, bears, or whales. Ask pupils to identify the animals and say how many there are.
- Hold up a flashcard of the number 2. Ask pupils to draw the number 2 in the air with their index finger.
- Ask pupils to point to other objects outside the classroom of which there are 2. Ask them to say the number and name the objects that they have pointed out.

### Activity 4.2

- Ask pupils to look at Activity 4.2.
- Read together the instruction 'Colour the elephants.'
- Ask pupils to look at the picture and point to the elephants, counting aloud 1,2 as they do. Then ask how many elephants there are. Read aloud the statement '2 elephants'.
- Revise the colour of elephants. Then, repeat the instruction 'Colour the elephants' and ask pupils to colour the elephants.
- Read together the instruction 'Trace the dotted lines' and ask pupils to practise writing the number 2 by tracing the dotted lines.

## Additional activities

### 1. Introductory activity

- Ask pupils what they know about elephants and where they can be seen.
- Discuss some characteristics of elephants, such as their habitat, colour and size.
- Ask pupils to name some other big animals and say whether any of them is bigger than an elephant.

### 2. Mastery

- Supply pupils with colouring worksheets that show the numbers from 0 to 9. Ensure that the 2s in the worksheet are similar to the number 2 shown in Activity 4.2. Ask pupils to colour only the 2s.
- Revise writing the number 2 by asking them to trace the number in the air with their index finger.

### 3. Going further

- Ask pupils whether they know which animal is the biggest in the world.
- Discuss all the possible options.
- If necessary, tell pupils that the biggest animal in the world is the blue whale, which lives in the sea.

## 4.3 Sea animals

1 2 3 4 5

**4.3 Sea animals**

Trace the dotted lines to complete the picture.

I see \_\_\_\_ fish.

Write the number.

2

Skill: Understand quantities of 2. OXFORD 27

### Suggested duration

30 minutes

### Objectives

Understand the quantity of 2.

### Required resources

- flashcards, each showing 2 sea animals
- Additional:
  - pictures of saltwater aquariums
  - colouring worksheets

### Key terms

sea fish

## Understanding the quantity of 2

- Follow lesson plan for 4.2 using sea animal flashcards instead of big animal flashcards.

### Activity 4.3

- Ask pupils to look at the picture in Activity 4.3.

- Read together the instruction 'Trace the dotted lines to complete the picture.' Ask pupils to trace the dotted lines in the picture. Then ask them to identify the animals in the picture in Activity 4.3.
- Ask pupils to count and say how many fish are in the picture. Get pupils to count aloud as they point to each fish. Pupils should be able to say that there are 2 fish. Ask them to write 2 in the blank to show that there are 2 fish. Help pupils to read the statement, 'I see 2 fish.'
- Read aloud the instruction, 'Write the number.' Then ask pupils to practise writing the number 2.

## Additional activities

### 1. Introductory activity

- Show pupils some pictures of saltwater aquariums and ask them what they can see in them.
- Ask if pupils have aquariums at home or have been to an aquarium, and ask them to share their experiences.
- Talk about the sea and ask pupils to name some common sea animals. Explain that many sea animals such as sharks, clownfish, etc. are fish.

### 2. Mastery

- Give pupils colouring worksheets that show 10 familiar animals.
- Help pupils to identify each animal.
- Ask pupils to choose 2 animals and to colour them.
- Revise writing the number 2 by asking them to trace the number in the air with their index finger.

## 4.4 Land animals

1 2 3 4 5

**4.4 Land animals**

Circle the animals that are the same.

There are \_\_\_\_ groups of animals that are the same.

Write the number.

2

Skill: Understand the quantity of 2 through grouping. OXFORD 28

### Suggested duration

30 minutes

### Objectives

Understand quantities of 2 through grouping.

### Required resources

- zoo animal cut-outs
- Additional:
  - colouring worksheets with land animals

### Key terms

land  
same  
groups

## Understanding quantities of 2 through grouping

- Divide the class into groups of 2 or 3. Give each group a set of zoo animal cut-outs (2 each of 3 different animals).
- Ask pupils to identify their animals.
- Then ask if they can see any animals that look the same. If necessary use pairs of cut-outs to demonstrate the meaning of same/not the same. Ask pupils to group the animal cut-outs that are the same.
- Ask pupils to count and say how many animals there are in each group.
- Revise writing the number 2 by asking pupils to draw the number 2 in the air with their index finger.

### Activity 4.4

- Ask pupils to look at the picture in Activity 4.4 and to name the animals shown.
- Read together the instruction 'Circle the animals that are the same.'
- Revise the meaning of 'same'. Ask pupils to name any animals that are the same.
- Ask pupils to circle the animals that are the same. After they have circled the bears and the lions, ask how many bears/lions there are.
- Read the instruction 'Write the number.' Ask pupils to practise writing the number 2.

### Additional activities

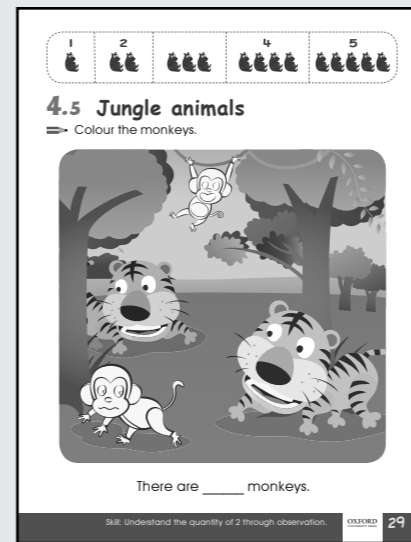
#### 1. Introductory activity

- Recall the previous discussion about ponds and seas, and ask how they are similar.
- Ask pupils the meaning of land and discuss the differences between land and sea.
- Ask pupils to name some land animals.

#### 2. Mastery

- Give out colouring worksheets that show 5 different land animals, with 2 of each type of animal.
- Ask pupils to identify the animals.
- Ask pupils look for the animals that are the same and to colour them with the same colour. Ask pupils to count and say the number of animals that are the same colour.

## 4.5 Jungle animals



### Suggested duration

30 minutes

### Objectives

Understand quantities of 2 through observation.

### Required resources

- jungle animal cut-outs
- Additional:
  - colouring worksheets showing flowerpots with 0, 1, or 2 flowers each
  - felt board and felt jungle animals

### Key terms

observation

## Understanding quantities of 2 through observation

- Follow lesson plan for 4.4. using jungle animal cut-outs instead of land animals.

### Activity 4.5

- Help pupils to identify the different jungle animals in the picture in Activity 4.5.
- Read together the instruction, 'Colour the monkeys.'
- Ask pupils to point to the monkeys, and ask them to colour them.
- Read the statement, 'There are \_\_\_\_\_ monkeys.' and ask pupils what they should write in the blank. Guide them by asking how many monkeys there are in the picture.
- Help pupils to read aloud, 'There are 2 monkeys.'

### Additional Activities

#### 1. Mastery

- Give out colouring worksheets that show flowerpots with 0, 1 or 2 flowers.
- Ask pupils to tell you the number of flowers in each flowerpot.
- Ask pupils to colour only the flowerpots that have 2 flowers.

#### 2. Story Telling

- Make a felt board and some felt jungle animals. Be sure to make 2 of each animal.
- Show the pupils each animal, and ask them to name it and say how many there are. Then stick the animals on the felt board. Repeat for all the animals.
- If possible, make up a story connecting all the animals and repeating the fact that there are 2 of each animal.
- Ask pupils to say how many of each kind of animal they can see on the felt board.



## 4.6 My house



### Suggested duration

30 minutes

### Objectives

Recognize the number 2.

### Required resources

- colouring worksheets showing 10 houses or buildings
- two large sheets of paper
- Additional:  
drawing paper (enough for all pupils in the class)

### Key terms

house  
path

### Recognizing the number 2

- Take pupils for a walk around the school or a nearby park.
- Ask them to look at the objects around them and to notice the numbers 1 and 2 that they may see on such objects.
- When they are back in the classroom, discuss the numbered objects they have seen.
- Ask if they saw more of the number 1 or more of the number 2 and discuss their observations.

### Activity 4.6

- Ask pupils to look at the picture in Activity 4.6 and count the number of houses out loud. Then ask pupils how many houses there are in the picture. Read together the instruction 'Trace the boy's path to his house.'
- Using the illustration, teach the meaning of path and ask them to point out the different paths that the boy can take. Ask how many paths there are.
- Help pupils to read aloud the statement, 'Shayaan lives in house number 2.'
- Ask pupils to look at the houses and to identify the numbers on them. Ask them to point to the house that Shayaan lives in and to trace the path leading from Shayaan to the house.

### Additional activities

#### 1. Introductory activity

- Divide the class into groups of 2 or 3. Give each group a sheet of drawing paper.
- Ask pupils to draw the number 2 and to colour and decorate it.

- Ask groups to show their drawings to the class and talk about how they have decorated it.
- Display their work in class.

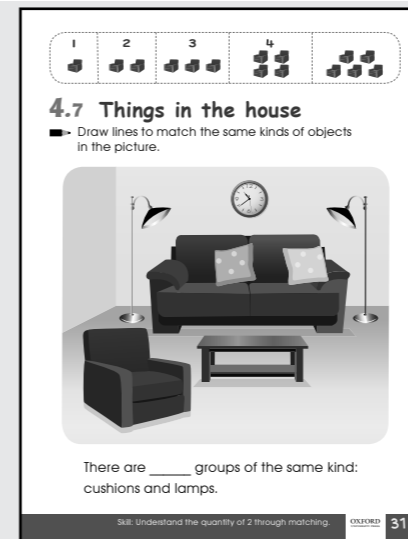
#### 2. Mastery

- Supply pupils with colouring worksheets showing 10 houses or buildings, each with either the number 1 or the number 2.
- Ask pupils to colour the houses or buildings that show the number 2.

#### 3. Fun with Numbers

- Write the number 1 clearly on one large sheet of paper and the number 2 on another. Tape the 2 sheets of paper to the floor. Explain that each time you call out a number, they have to run to the correct sheet and put that number of fingers on it. Note: To make this more fun, it can be carried out in the form of a game where pupils get points.

## 4.7 Things in the house



### Suggested duration

30 minutes

### Objectives

Understand quantities of 2 through matching.

### Required resources

- flashcards, each showing 2 common objects
- Additional:  
matching worksheets

### Key terms

cushion  
lamp

### Understanding quantities of 2 through matching

- Show pupils flashcards of either 2 matching objects or 2 different objects. To revise the meaning of 'same', ask pupils to say which objects are the same and which are different.
- Ask pupils to look around the classroom or outside to find sets of 2 objects that are the same. Ask them to name the objects and say how many there are.
- Ask pupils to take turns to do this while the rest of the class check whether their responses are correct.

### Activity 4.7

- Ask pupils to look at the picture in Activity 4.7 and describe what they see.
- Read together the instruction 'Draw lines to match the same kinds of objects in the picture.'

- Revise the meaning of 'the same'. Point to one object in the picture and ask if there is another object that is the same. If there is, ask them to point to it, and then draw a line to match the 2 objects. Repeat for the rest of the objects.
- Read the statement, 'There are \_\_\_\_\_ groups of the same kind: cushions and lamps.' and ask pupils what they should write in the blank. Guide them by asking them how many lines they have drawn to match objects.
- Help pupils to read aloud the statement, 'There are 2 groups of the same kind: cushions and lamps.'







### Additional activities

#### 1. Mastery

- Supply pupils with matching worksheets that show 4 different familiar household objects on the left-hand side of the worksheet and the same 4 objects on the right-hand side of the worksheet but in a different order. A sample is shown below.
- Ask pupils to identify the objects shown on each side of the worksheet and to say whether the objects are the same.
- Help pupils to draw lines to match the objects that are the same.
- Explain that each line shows that the 2 objects are the same and belong to the same group. Ask them to count and say the number of objects in each group.

## 4.8 Things in school

**4.8 Things in school**  
 Count and circle the correct number.

 1 2	 1 2
 1 2	 1 2
 1 2	 1 2

#### Suggested duration

30 minutes

#### Objectives

Count up to 2.

Recognize numbers up to 2.

#### Required resources

- stationery items
- Additional:  
colouring worksheets

### Activity 4.8

- Ask pupils to identify the objects shown in Activity 4.8.
- Read together the instruction, 'Count and circle the correct number.'
- Point to the picture of the sharpeners and ask how many sharpeners there are. Help pupils to count the sharpeners out loud, i.e. '1, 2'. Then, ask pupils to say the number of sharpeners there are and to circle the correct number.
- Repeat for all the objects shown in Activity 4.8.

### Additional activities

#### 1. Mastery

- Give out worksheets showing a 5 by 5 grid, where each square shows either 1 shape, or 2 shapes that look the same. Alternatively, objects can be used instead of shapes. An example is given below.
- Ask pupils to identify the shapes.
- Ask pupils to count the shapes and colour only the squares with 2 shapes.
- After pupils are done counting and colouring, ask pupils what number they see in the grid.

## Introduction

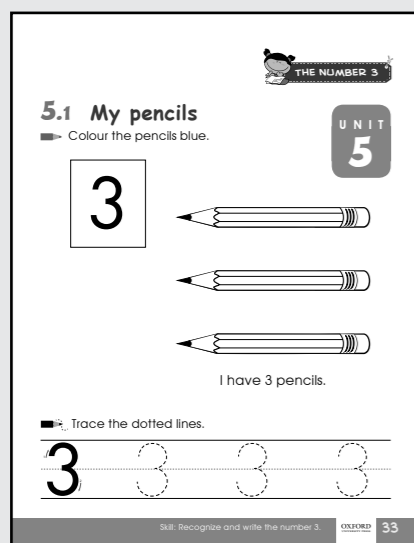
In this unit, pupils are introduced to the number 3. By the end of the unit, pupils should be able to recognize the number 3, as well as understand the quantity of 3 through the counting of various objects.



## Pre-assessment activity

- Revise the numbers 1 and 2 with pupils using flashcards showing the individual numbers. Alternatively, ask pupils to show the quantities 1 and 2 using their fingers.
- Ask what number comes after 2.
- Show 2 oranges. Ask pupils to identify the fruit and to say how many there are.
- Then, show 3 oranges and ask pupils to say how many oranges you are holding now. If necessary, explain that there are 3 oranges.
- Hold out 1 orange and say 'one orange'. Get pupils to repeat after you.
- Repeat this for 2 and 3 oranges.
- Ask pupils to count the 3 oranges and say how many there are.
- Point out other people or objects in the classroom of which there are 3 and ask pupils to count them.
- Ask pupils to point to other sets of 3 objects.

## 5.1 My pencils



### Suggested duration

30 minutes

### Objectives

Recognize the number 3.  
Write the number 3.

### Required resources

- 3 books
- flashcard – number 3
- Additional:  
stationery items
- flashcards – numbers 1, 2, and 3

### Key terms

pencil

## Introduction to the number 3

- Show pupils 3 books. Ask pupils to identify and count the objects. Help them by pointing and counting aloud. Then, ask 'How many books are there? (3)'
- Hold up a flashcard of the number 3. Ask pupils what number is shown on the flashcard.
- Place flashcard on the board and write '3' above it. Ensure that the number 3 is written in the same way as the number 3 shown in the activity. Say 'three' and ask pupils to repeat after you.
- On the board, write the number 3 again so that all pupils can see how it is written. Write slowly and ask pupils to trace it in the air with their index finger.
- Ask pupils to point to other sets of 3 objects in the classroom. Ask them to say how many objects they have pointed out.

## Activity 5.1

- Ask pupils to look at Activity 5.1.
- Read together the instruction, 'Colour the pencils blue.'
- Ask pupils to look at the picture of the pencils. Ask them to point to the pencils one at a time and count aloud as they do.
- Ask how many pencils there are. Pupils should be able to say that there are 3 pencils. Then, read aloud the statement, 'I have 3 pencils.'
- Repeat the instruction, 'Colour the pencils blue.' Revise the colour blue with pupils before they colour the pencils they have counted.
- Read together the instruction, 'Trace the dotted lines.' Ask pupils to practise writing the number 3 by tracing the dotted lines.

## Additional activities

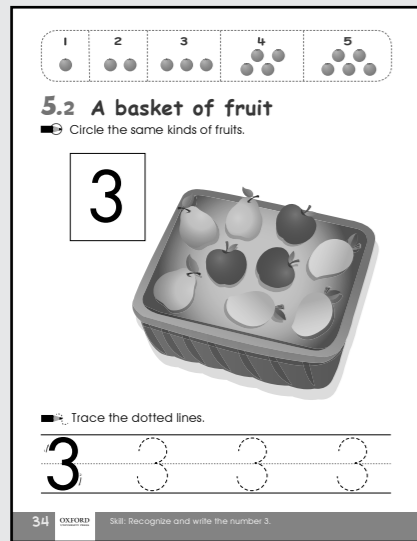
### 1. Introductory activity

- Show pupils different items of stationery and ask them to identify each item.
- Ask pupils to look in their pencil cases to see whether they have something similar to each item. Pupils can take turns to show and identify the items.
- Ask pupils to think of the stationery items they use most and to take turns to tell their classmates about them.

### 2. Mastery

- Choose 3 pupils to stand at the front of the class. Give each pupil a flashcard numbered 1, 2, or 3.
- Ask the 3 pupils to show the flashcards they are holding to the rest of the class. Call out different numbers and ask the rest of the class to say who is holding the number that you have called out. Repeat until pupils are able to recognize the numbers 1, 2, and 3.
- Revise writing the number 3 by asking pupils to trace the number in the air with their index finger.

## 5.2 A basket of fruit



### Suggested duration

30 minutes

### Objectives

Recognize the number 3.  
Write the number 3.

### Required resources

- sets of plastic fruits – 3 different fruits and 3 of each type of fruit
  - flashcard – number 3
  - a basket
- Additional:  
colouring worksheets

### Key terms

basket

### Recognizing and Writing the Number 3

- Divide the class into groups of 2 or 3. Give each group a set of plastic fruits.
- Ask them to identify the fruits.
- Revise the meaning of same using the plastic fruit before asking them to indicate which fruits are the same.
- Ask the pupils to put the fruits into groups of the same types of fruit.
- Ask them to count and say how many fruits there are in each group and how many groups there are.
- Hold up a flashcard with the number 3. Ask pupils to draw the number 3 in the air with their index finger.
- Ask pupils to point to other sets of 3 objects outside the classroom and to say the number and name of the objects they have pointed out.

### Activity 5.2

- Ask pupils to look at the picture in Activity 5.2 and to name the fruits shown.
- Read together the instruction, 'Circle the same kinds of fruits.'
- Revise the meaning of 'same' and ask pupils to point to fruits that are the same.
- Help pupils to circle the same kinds of fruits, and ask how many apples/pears/mangoes there are.
- Read together the instruction, 'Trace the dotted lines.' Ask pupils to practise writing the number 3 by tracing the dotted lines.

### Additional activities

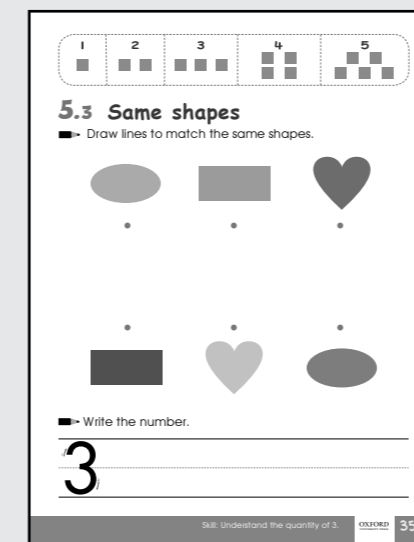
#### 1. Introductory activity

- Show one plastic fruit, e.g. 1 apple and ask pupils to identify it.
- Ask pupils to say the number of fruits shown.
- Put the fruit into the basket and ask pupils to count the number of fruits in the basket.
- Write the number 1 on the board and ask pupils to trace the number in the air with their index finger.
- Repeat for counting two plastic fruits.

#### 2. Mastery

- Give out colouring worksheets that show the numbers from 0 to 9.
- Ask pupils to colour only the 3s.
- Revise writing the number 3 by asking them to trace the number in the air with their index finger.

## 5.3 Same shapes



### Suggested duration

30 minutes

### Objectives

Understand the quantity of 3.

### Required resources

- shape cut-outs
- Additional:  
playing cards – shapes  
colouring worksheets

### Understanding the quantity of 3

- Follow lesson plan for 5.2 using shapes instead of fruits.

### Activity 5.3

- Ask pupils to look at the picture in Activity 5.3 and to name the shapes.
- Read together the instruction, 'Draw lines to match the same shapes.'
- If necessary, revise the meaning of 'same' before asking pupils to indicate which shapes are the same.

- Show pupils how to use their pencil and ruler to draw lines to match the same shapes. After they have matched the shapes, ask pupils to count how many groups there are. Guide them by asking them to count the number of lines they have drawn.
- Read aloud the instruction 'Write the number.' and ask pupils to practise writing the number 3.

## Additional activities

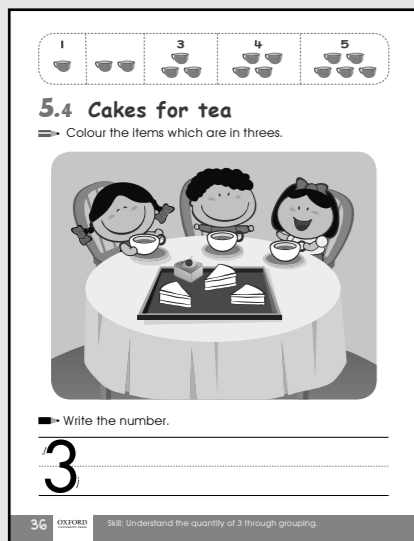
### 1. Introductory activity

- Divide the class into groups of 2 or 3. Give each group a set of playing cards showing the shapes learnt in Unit 2. There should be 2 of each shape in each set. The shapes should be of similar sizes but can be of different colours.
- Ask pupils to identify the shapes.
- Tell pupils to place the cards face down on the table and to shuffle them around. In their groups, pupils take turns to turn over two cards. If the shapes shown match, the pupil keeps the cards. If they do not match, the pupil has to place them face down back in the original position. The pupil who has the most cards at the end of the game wins.

### 2. Mastery

- Give out colouring worksheets that show the 5 basic shapes in random arrangement. Make sure that there are 3 of one shape and fewer than 3 of the other shapes.
- Ask pupils to identify the shapes.
- Ask them to count the number of each shape and to colour the shape of which there are 3.
- Revise writing the number 3 by asking them to trace the number in the air with their index finger.

## 5.4 Cakes for tea



### Suggested duration

30 minutes

### Objectives

Understand quantities of 3 through grouping.

### Required resources

- marbles of 3 different colours
- Additional:  
flashcards – snacks  
colouring worksheets

### Key terms

cake  
Tea

## Understanding quantities of 3 through grouping

- Divide the class into groups of 2 or 3. Give each group a set of marbles of 3 different colours and 3 marbles of each colour.
- Ask pupils to identify the different colours.
- Ask them whether they have marbles of the same colour in their set. Then, ask them to make sets of same-coloured marbles.
- Ask pupils to count the number of marbles in each colour set.
- Revise writing the number 3 by asking pupils to draw the number 3 in the air with their index finger.

### Activity 5.4

- Ask pupils to look at the picture in Activity 5.4 and to describe it.
- Read together the instruction, 'Colour the items which are in threes.'
- Point to one item in the picture and ask if there are other objects of the same kind. If there are, ask the pupils to point to them and count the number of objects of the same kind.
- Ask pupils to identify the objects that are in threes and to choose a colour to colour them.

## Additional activities

### 1. Introductory activity

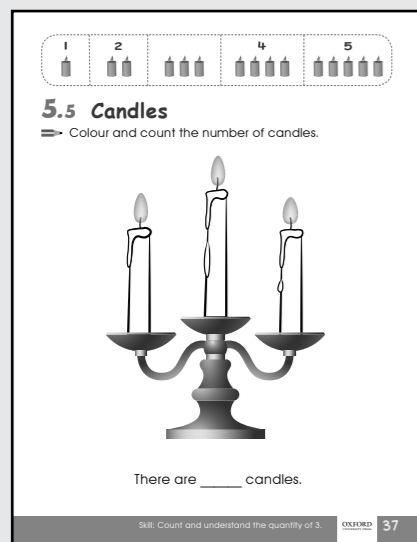
- Talk about tea time and about what people usually drink or eat at this time. Ask pupils whether they have tea every day.
- Show pupils flashcard of different tea-time snacks and help them to identify them.
- Ask them what they usually eat at tea time. Pupils can take turns to talk about their favourite tea time snack.

### 2. Mastery

- Give out colouring worksheets that show 5 different snacks with 3 of each type of snack, arranged in random order.
- Ask pupils to identify the snacks.
- Ask them to look for the snacks that are the same and to colour them in the same colour.
- Ask pupils to count and name the number of snacks that are the same colour.



## 5.5 Candles



### Suggested duration

30 minutes

### Objectives

Count and understand quantities of 3.

### Required resources

- familiar objects such as straws, notepads, etc.
- Additional:
  - plastic fruits
  - colouring worksheets showing boxes of crayons with 1, 2, or 3 crayons each

### Key terms

candle

## Counting and understanding quantities of 3

- Collect about 5 different types of familiar objects such as spoons, straws, plasters, notepads, etc. There should be 1, 2, or 3 of each type of object.
- Display the objects on a table and ask pupils to gather around and identify the objects.
- Ask how many of each object there are on the table.
- Revise writing the number 3 by asking pupils to draw the number 3 in the air with their index finger.

### Activity 5.5

- Ask pupils to look at Activity 5.5 and ask them to identify the object shown.
- Read together the instruction 'Colour and count the number of candles.'
- Ask them to point to the candles before asking them to colour the candles.
- Then, read the statement, 'There are \_\_\_\_\_ candles.' and ask pupils what they should write in the blank. Guide them by asking them how many candles there are in the picture.
- Help pupils to read aloud the statement, 'There are 3 candles.'

## Additional activities

### 1. Fun with counting

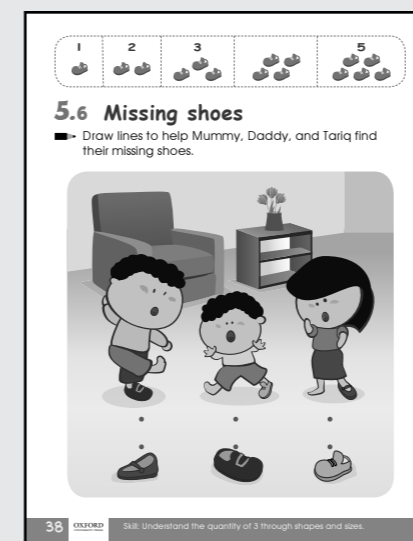
- Collect enough plastic fruits for all the pupils in the class. Make sure that there are at least 5 different types of fruit. Show each type of fruit and ask the pupils to identify them.
- Give each pupil one plastic fruit in a random order. Ask them to look at their fruit, then to go around the class and find others with the same type of fruit.
- Explain that once they make a group of 3, they should link hands and sit down.

- Go around and ask pupils how many pupils and how many fruits there are in their group.
- Put pupils who are not able to make a group of 3 into groups of 1 or 2 depending on the fruit they have. Ask them how many pupils and how fruits there are in the group.
- Remind pupils that this is not a competition, but an activity to revise counting 1, 2, or 3 objects.

### 2. Mastery

- Give out colouring worksheets that show crayon boxes with 1, 2, or 3 crayons.
- Ask pupils to count the number of crayons in each box.
- Ask pupils to colour only the crayon boxes that have 3 crayons.

## 5.6 Missing shoes



### Suggested duration

30 minutes

### Objectives

Understand quantities of 3 through shapes and sizes

### Required resources

- large cut-outs of 3 pairs of shoes – left and right shoes separate
- Additional:
  - matching worksheets

### Key terms

shoes

## Understanding quantities of 3 through shapes and sizes

- Make large cut-outs of 3 pairs of shoes that look different. Right and left shoes of each pair should look alike.
- Show pupils each pair of shoe cut-outs and ask them to count the number of shoes in each pair. Place one shoe cut-out from each pair on the board in random order.
- Hold up one of the remaining shoe cut-outs and ask pupils to identify the matching shoe and place them together on the board.
- Repeat this for the three pairs of cut-outs.
- Ask pupils how many shoes each person wears, and ask them how many people could wear the pairs of shoes on the board.

### Activity 5.6

- Ask pupils to identify Tariq, his father and his mother in the picture in Activity 5.6.

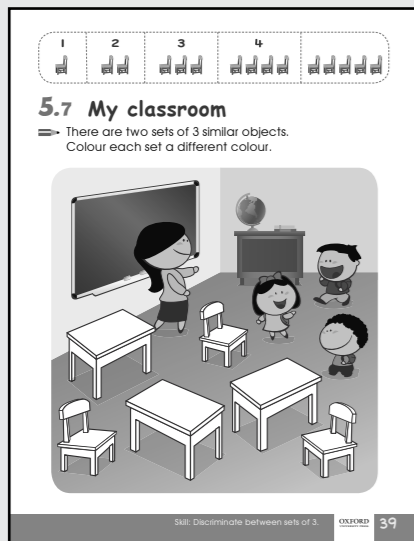
- Read together the instruction 'Draw lines to help Mummy, Daddy, and Tariq find their missing shoes.'
- Help pupils to identify the matching shoes and to use their pencil and ruler to draw lines to match the people to their missing shoes.
- Ask them to count how many people or how many pairs of shoes there are. If they are unsure, guide them by asking them to count the number of lines they have drawn.

### Additional activities

#### 1. Mastery

- Give out matching worksheets that show 3 presents of different shapes and sizes on the left-hand side of the worksheet and the same 3 presents on the right-hand side of the worksheet but in a different order. A sample is shown below.
- Ask pupils to identify the shapes of the objects.
- Ask pupils to draw lines to match the objects of the same shape and size.
- Ask pupils to count the number of lines drawn and ask them how many groups of presents are shown on the worksheet.

## 5.7 My classroom



#### Suggested duration

30 minutes

#### Objectives

Discriminate between quantities of 3.

#### Required resources

- flashcards, each showing 3 common objects that can be found around the classroom
- Additional:  
colouring worksheets  
felt board and felt animals

#### Key terms

classroom

### Activity 5.7

- Ask pupils to describe the picture in Activity 5.7.
- Read together the instruction, 'Colour the 3 same kinds of objects with different colours.'
- If necessary, revise the meaning of the same. Point to one object in the picture and ask whether there are other objects that are the same. If there are, ask them to point them out. Once they have pointed out 3 objects of the same kind, ask them to choose a colour to colour the objects.
- Repeat for the other sets of 3 objects.

### Additional activities

#### 1. Mastery

- Give out colouring worksheets that show at least 3 familiar classroom objects such as cupboards, tables, chairs, etc., arranged in random order. There should be 3 of each object.
- Ask pupils to identify the objects.
- Ask them to count and say how many of each object there are.
- Ask pupils to use the same colour to colour objects that are the same.
- Revise writing the number 3 by asking them to trace the number in the air with their index finger.

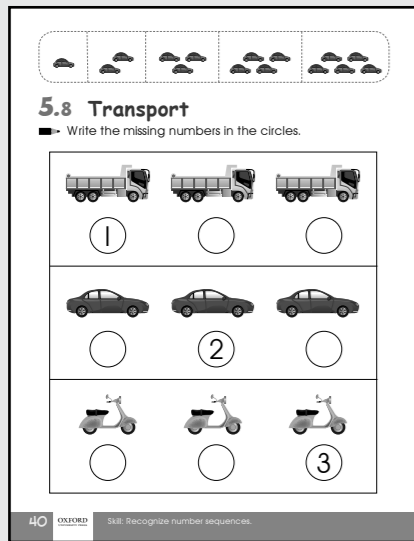
#### 2. Story telling

- Make a felt board and some felt animals. Make sure there are 3 of each animal.
- Show the pupils each kind of animal in turn, and ask them to identify and count them. Fix the animals on the felt board.
- Make up a story that connects all the animals and repeats the fact that there are 3 of each animal.
- Ask pupils to say how many of each kind of animal they can see on the felt board.

### Discriminating between quantities of 3

- Show pupils flashcards, each showing the same 3 common classroom objects. Ask them to point to similar objects that they can see around them.
- Ask how many objects are shown on each flashcard.
- Ask pupils to look around the classroom to find sets of 3 common objects. Ask them to point out them and name them and say how many there are, e.g. three windows.
- Ask pupils to take turns to point out objects and the rest of the class should check whether each pupil's answer is correct.

## 5.8 Transport



### Suggested duration

30 minutes

### Objectives

Recognize number sequences.

### Required resources

- toy vehicles
- Additional:
  - non-toxic clay
  - drawing paper (enough for all pupils in the class)

### Key terms

transport  
truck  
car  
scooter

## Additional activities

### 1. Introductory activity

- Prepare lumps of non-toxic clay and ensure that there are enough for all the pupils in the class.
- Demonstrate how to split the lump of clay into 3 lumps of equal size and how to form the numbers 1, 2, and 3 using the clay.
- Help them to make numbers in the same way and to arrange them in sequence.

### 2. Mastery

- Give each pupil a sheet of drawing paper. Ask pupils to look around them in the classroom, on their way home or at home and take note of objects that come in threes and to draw 3 of the object on the sheet of drawing paper. They should arrange the objects like those in Activity 5.8.
- Ask them to write the numbers 1, 2, and 3 in sequence either above or below each object, as in Activity 5.8.
- Pupils can take turns to show their drawings to the class and to tell their classfellows what they have drawn.

## Recognizing number sequences

- Divide the class into groups of 2 or 3. Give each group a set of toy vehicles with 3 of each of 3 different vehicles.
- Hold up one of the vehicles and ask the students to identify it. Ask them to look at their set of toy vehicles and identify the vehicles that look the same as the one held up. Ask them to point to and count aloud how many of that vehicle they have in their set.
- Repeat for all the different types of toy vehicle in the sets.
- Count 1, 2, 3 with pupils and remind them that the numbers are always in the sequence of 1, then 2, then 3.

## Activity 5.8

- Ask pupils to identify and name the vehicles shown in Activity 5.8.
- Read together the instruction, 'Write the missing numbers in the circles.'
- Point to the first row and ask, 'How many trucks are there?' Pupils should point to the trucks and count out loud.
- Ask pupils to look at the number in the circle under the first truck and to read it aloud. Ask them to suggest which numbers should be written in the circles under the other two trucks. If pupils are unsure, guide them by counting in sequence.
- Repeat for the other vehicles shown in Activity 5.8.



## Introduction

Revision is the process of looking back at learned concepts, and is an essential part of the learning process as it allows pupils to check their understanding of these concepts. It also enhances the learning of mathematics by enabling pupils to identify gaps in their knowledge and thus keep track of their own learning progress.

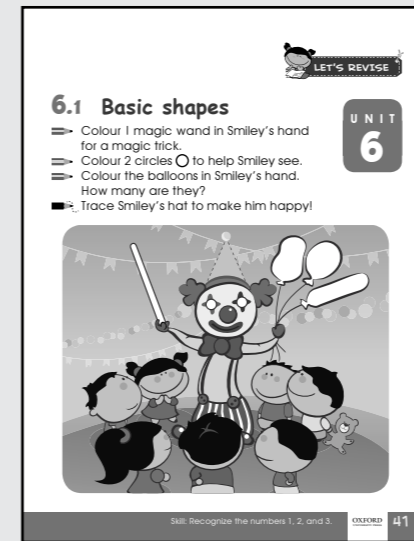
In this unit, pupils are required to look back at the concepts they have learnt in the previous five units. By the end of the unit, pupils should be able to complete activities related to learnt concepts with ease and confidence.

## Pre-assessment activity

- Ask pupils to recall the activities they have carried out in the previous five units and the concepts they have learnt from the activities.
- Explain that they first learned about colours. Ask them to recall the different colours that they have learnt and to name an animal or object of that colour. Then talk about the rainbow and ask pupils to name the colours of the rainbow.
- Explain that they learned about shapes next. Ask them to recall the different shapes that they have learnt and to name an object of that shape if possible. Let pupils take turns to draw the different shapes on the board to ensure that they are familiar with shapes.
- Explain that next they learned about the numbers 1, 2, and 3. Revise the numbers 1, 2, and 3 using flashcards. Alternatively, ask pupils to count each number off using their fingers, then use their fingers to show each number.
- Using objects that can be found in the classroom, hold up one object and ask the pupils to identify it. Ask them to describe the object by talking about the colour, the shape and the number of the object. Repeat for different objects and different quantities so that pupils are confident with colours, shapes and the counting of objects up to 3.



## 6.1 Basic shapes



### Suggested duration

30 minutes

### Objectives

Recognize numbers 1, 2, and 3.

### Required resources

- flashcards, each showing 1, 2, or 3 familiar classroom objects
- Additional:
  - picture of a clown
  - 3 opaque drawstring bags
  - 6 marbles

### Key terms

clown                      magic wand  
balloons                  hat

## Recognizing numbers 1, 2, and 3

- Show pupils flashcards, each showing 1, 2, or 3 familiar classroom objects. The objects shown on each flashcard should be similar. Ask pupils to identify and count the objects.
- Ask them whether they are able to see similar objects around them, and to point out the same number of that object as shown on the flashcard.
- Ask pupils how many objects are shown on each flashcard. For example, the flashcard shows 3 chairs. Ask, 'How many chairs are there?' and pupils should say, 'Three chairs'.
- Ask pupils to trace the number 3 in the air with their index finger to revise writing the number 3.
- Repeat for all the flashcards and the numbers 1, 2, and 3.

## Activity 6.1

- Ask pupils to describe the picture in Activity 6.1.
- Read together the instruction, 'Colour 1 magic wand in Smiley's hand for a magic trick.'
- Ask pupils to count how many magic wands they can see in the picture. Ask them to point to the magic wand in the clown's hand and to colour it.
- Help pupils to read the second line of the instructions, 'Colour 2 circles to help Smiley see.'
- Ask pupils to point to the two circles that will help the clown see. Elicit that the circles are the clown's eyes, and ask them to colour the circles.
- Help pupils to read the third line of the instructions, 'Colour 3 balloons in Smiley's hand. Can we have them?'

- Ask pupils to count the number of balloons they can see. Ask them to point to the three balloons in the clown's hand and to colour them.
- Help pupils to read the fourth line of the instructions, 'Trace Smiley's hat to make him happy!'
- Ask pupils to point to the clown's hat and to trace it. Ask pupils to name the shape of the clown's hat.

## Additional activities

### 1. Introductory activity

- Show pupils pictures of a clown and ask them whether they have ever seen a clown. Ask those who have to take turns to share their experiences or to describe the clown that they saw.
- Talk about some places where clowns may be seen.

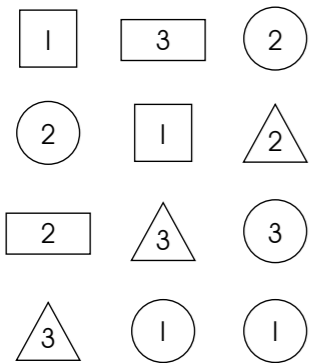
### 2. Counting marbles

- Prepare 3 opaque drawstring bags and 6 marbles. Put 1 marble in one bag, 2 marbles in another bag, and 3 marbles in the last bag.
- Show pupils the bags. Help them to feel the outside of each bag and to guess the number of marbles inside.
- Ask pupils to take turns to put their hand in the bag. They should feel and say how many marbles are in the bag. Take the marbles out of the bag to check whether pupils are correct.

Note: This activity may be carried out with other small objects such as erasers and blocks instead of marbles.

## 6.2 Number shapes

**6.2 Number shapes**  
 ■ Colour the shapes with the number 1 blue.  
 ■ Colour the shapes with the number 2 green.  
 ■ Colour the shapes with the number 3 red.



### Suggested duration

30 minutes

### Objectives

Recognize numbers 1, 2, and 3.

### Required resources

- flashcards – numbers 1, 2, and 3
- Additional:  
3 large sheets of paper

## Recognizing numbers 1, 2, and 3

- Use flashcards to revise the numbers 1, 2, and 3. Ask pupils to trace each number in the air with their finger to revise the written form of each number.
- Choose 3 pupils to stand in front of the class. Give each pupil a flashcard, one of number 1, one of number 2, and one of number 3.
- As the pupils hold up the flashcards, call out a number and ask pupils to identify the pupil holding the flashcard showing that number.
- To make things more difficult, repeat the activity but arrange the pupils holding the flashcards in a different order.
- Ask pupils to look around them and to identify objects that show any of the numbers 1, 2, or 3, or an object that shows all 3 numbers.

### Activity 6.2

- Ask pupils to identify the shapes and the numbers shown in Activity 6.2. Help pupils to read the instruction, 'Colour the number shapes with the number 1 blue.'
- Revise the colour blue using flashcards showing the colour and the colour word, and the number 1 using the flashcard of the number 1.
- Ask pupils to identify the number shapes with the number 1 and to colour them blue.
- Repeat this for the number 2 and green, and the number 3 and red.

## Additional activities

### 1. Introductory activity

- Take pupils on a nature walk around the school or a nearby park.
- Ask them to note any objects that bear the numbers 1, 2, or 3.
- When they are back in the classroom, talk about the objects they saw and the numbers on them.
- Ask pupils to name other objects not seen on their walk, but which they know bear the numbers 1, 2, or 3.



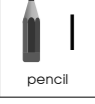
### 2. Fun with numbers

- Write the number 1 on one large sheet of paper, the number 2 on another, and the number 3 on the third. The numbers should be large enough for pupils to see clearly.
- Fix the 3 sheets of paper to the floor. Explain that when you call out a number, the pupils should run and stand on the sheet of paper that shows that number.

Note: To make this more fun, it can be carried out in the form of a game where pupils get points.

## 6.3 Count and draw

6.3 Count and draw  
Draw the correct number of items in each row.

 2 balloons	
 3 party hats	
 1 pencil	

43

### Suggested duration

30 minutes

### Objectives

Recognize and draw the correct quantities.

### Required resources

- drawing paper (enough for all the pupils in the class)
- Additional:
  - 1 book
  - 2 rulers
  - 3 erasers
  - chalk

### Key terms

party hats

### Recognizing and drawing the correct quantities

- Revise shapes using flashcards showing the basic shapes and their names.
- Give each pupil a sheet of drawing paper. Ask pupils to choose one shape and to draw 1 of the shape that they have chosen. Then ask them to write the number 1 and the name of the shape next to the shape they have drawn.
- Repeat this, asking students to draw and label 2 of a different shape, and 3 of a third shape of their choice.

### Activity 6.3

- Talk about the objects and numbers that pupils can see in Activity 6.3.
- Help pupils to read the instruction, 'Draw the correct number of items in each row.'
- Revise counting 1, 2, and 3 objects using flashcards showing different quantities of familiar objects and asking pupils to count and say how many objects are shown on each flashcard.
- Point to the picture and the number in the first row of Activity 6.3 and ask pupils how many balloons they have to draw in that row.
- Repeat for the pictures and the numbers shown in the next two rows.

### Additional activities

#### 1. Introductory activity

- Collect 1 book, 2 rulers and 3 erasers. Show pupils one of each object and ask them to identify the object shown.
- Show pupils 1 book and ask them to count and say the number of the object shown.

- Place the book on the ledge of the board. Write above it the number 1 and draw a picture of a book next to the number. Point to the number and the picture, then say 'one book' and ask pupils to repeat after you.
- Repeat for pupils to count 2 rulers and 3 erasers.

#### 2. Hunting for numbers

















- Divide the class into groups of 4 or 5 and ask each group to choose one representative. Draw a large chalk circle in the middle of the classroom and ask the representatives to stand in it while all the other pupils stand near or against the walls.
- Explain that you are going to call out a number and an object; the representatives must go around the classroom to collect that number of the object and return to the circle.
- Check that each pupil has collected the correct number of the given object.
- Pupils should take turns to be the representative and to cheer their classmates on.

Note: This may be carried out in the form of a game, where the first representative back in the circle wins points for his/her group and the group with the most points at the end wins.

Caution: Make sure not to call out objects such as scissors and pencils as these are sharp and may be dangerous.

## 6.4 Jack and the beanstalk

6.4 Jack and the beanstalk  
Fill in the blanks with the correct numbers.

 1			
 2			
 3			
 4			

44

### Suggested duration

30 minutes

### Objectives

Reinforce the learning of numbers 1, 2, and 3 through a story.

### Required resources

- pictures of different scenes with 3 different objects, and 1, 2, or 3 of each object
- Additional:
  - Jack and the Beanstalk book
  - drawing paper (enough for all the pupils in the class)

### Key terms

beanstalk

### Reinforcing the learning of the numbers 1, 2, and 3 through a story

- Show pupils a picture of a scene with 3 different objects, with 1, 2, or 3 of each object. For example, show a park with 1 lake, 2 swans, and 3 children playing.
- Ask pupils to count how many of each object are shown in the picture.

- Ask pupils to make up a short story based on the picture. They should take turns to tell their story to the class.
- Alternatively, divide the class into groups of 4 or 5. Give each group a picture of a different scene with 3 different objects, with 1, 2, or 3 of each object. Groups should not look at the pictures given to other groups.
- Ask pupil groups to work together to make up a short story based on their picture. Ask a representative from each group to tell the group's story to the rest of the class, while the other pupils try to guess the objects and the number of objects in the picture.
- Show the picture to check whether their guesses were correct.

#### Activity 6.4

- Talk about the sequence of pictures shown in Activity 6.4.
- Read together the instruction, 'Fill in the blanks with the correct numbers.'
- Ask pupils to look at each picture and count the people, animals or objects as indicated, then write the correct numbers in the boxes.
- Ask pupils to make up a story using the pictures and the numbers that they have written. They should take turns to share their stories with their classmates.

#### Additional activities

##### 1. Introductory activity

- Read aloud the story of Jack and the Beanstalk. Alternatively, ask pupils to share what they know about the story.
- Discuss the story and ask pupils whether they notice any of the numbers 1, 2, or 3 in the story and to talk about them.

##### 2. Drawing numbers

- Give each pupil a sheet of drawing paper. Ask them to think of a story that includes the numbers 1, 2, and 3, similar to that shown in Activity 6.4. They may use more than 3 different types of objects or animals in their story, but the number of each should not be more than 3.
- Ask them to illustrate their story and to colour their picture.
- Pupils should take turns to show their drawings to the class and to tell their classmates their story.



# PRE-PRIMARY MATHEMATICS TEACHING GUIDE





## Introduction

In this unit, pupils are required to look back at the concepts they learned in the previous book before they learn new concepts. By the end of the unit, pupils should be able to apply learnt concepts with ease and confidence.

### Pre-assessment activity

- Ask pupils to think about the activities they carried out in the previous term. Encourage pupils to take turns to share what they remember and to talk about the concepts that they learned.
- Show pupils 3 apples. Ask them to identify and describe the fruit.
- Place the 3 apples on the table. Ask pupils to point to each apple and count how many there are altogether. Pupils should be able to count 1, 2, 3, in sequence and say that there are 3 apples altogether.
- Look around the classroom to identify any single item, e.g. 1 board. Ask 'How many boards are there?' Pupils should be able to say that there is 1 board.
- Repeat this activity for sets of 2 and 3 items.
- Ask pupils to point out other sets of 1, 2, or 3 items.



## Recognizing numbers 1, 2, and 3

### Activity 1

- Use the number flashcards to revise the numbers 1, 2, and 3 and ask students to trace each number in the air with their index finger.
- Use the flashcards of 1, 2, or 3 objects to revise counting. Ask pupils to identify the objects and to count how many are shown on each flashcard.
- Show pupils 3 flashcards, one of 1 object, another of 2 objects and the last of 3 objects. Ask pupils to identify the objects, then place the flashcards on the board.
- Show pupils flashcards of the numbers 1, 2, and 3. Ask them to look at the flashcards on the board and to match a number to each set. Alternatively, ask 3 students to match the cards; the rest of the class should check their answers.

### Activity 2

- Look at Activity 1.1 and read together the instruction, 'Match each number to the correct set.'
- Ask pupils to identify the numbers shown on the left-hand side of the page and the objects on the right-hand side of the page.
- Ask pupils to count how many there are of each object.
- Point to the first number, i.e. 2, and ask pupils to point to the corresponding set; ask them to use a ruler and a pencil to draw a line to match the number and the set.
- Encourage the pupils to work independently to complete the rest of the activity.

### Additional activities

#### Activity 3

- Divide the class into groups of 2 or 3. Give each group a set of playing cards showing sets of objects and numbers. Make sure that each set of playing cards comprises of 5 cards showing objects (one showing a set of 1 object, two showing a set with 2 objects each, and two showing a set with 3 objects each) and 5 cards showing corresponding numbers.
- Ask pupils to look at the cards and identify the objects and numbers shown on each card. Then, ask them to shuffle the cards and place them face down on the table.
- Ask them to take turns to turn over two cards at a time. If the two cards show a matching number and set of objects, the pupil keeps the cards. If they do not match, i.e. a non-matching number and set of objects, two sets of objects or two numbers, the cards are returned to their original positions face down on the table. The purpose of the activity is to remember where the different cards are placed and to match as many cards as possible. The pupil with the most cards at the end of the game wins.

## 1.1 In the living room

A worksheet titled '1.1 In the living room' with the instruction 'Match each number to the correct set.' On the left, there are three circles containing the numbers 2, 3, and 1. On the right, there are three sets of objects: a television, two sofas, and three chairs. A 'LET'S RECALL' banner and a 'UNIT 1' graphic are also present.

### Suggested duration

40 minutes

### Objectives

Recognize quantities of 1, 2, and 3.  
Recognize numbers 1, 2, and 3.

### Required resources

- flashcards – numbers 1, 2, and 3
- flashcards, each showing 1, 2, or 3 familiar objects
- Additional:  
playing cards – numbers 1, 2, and 3, and sets of 1, 2, or 3 objects

### Key terms

set



## 1.2 At the zoo

### Suggested duration

40 minutes

### Objectives

Count up to 3.

### Required resources

- flashcards, each showing 1, 2, or 3 animals
- zoo animal cut-outs
- Additional:  
counting worksheets

## Counting up to 3

### Activity 1

- Show pupils flashcards showing 1, 2, or 3 animals. Ask pupils to identify and count the animals.
- Divide the class into groups of 4 or 5. Give each group a set of zoo animal cut-outs comprising 3 giraffes, 3 elephants and 3 lions. Explain that you are going to call out a number and an animal, and they should show the correct number of that animal.
- Ask pupils to take turns to call out numbers and animals for the other groups to show. The caller should check that responses are correct.

### Activity 2

- Ask pupils to describe the picture shown in Activity 1.2.
- Read together the instruction, 'Count the animals. Circle the correct number in the boxes.'
- Ask pupils to name the animals.
- Ask pupils to identify the animal shown in the box under the picture on the bottom left, i.e. the giraffe. Ask them to count the number of giraffes in the picture and then circle the correct number in the box.
- Encourage pupils to complete the rest of the activity independently.

## Additional activities

### Activity 3

- Give out worksheets that show various familiar objects arranged in random order. There should be no more than 3 of each type of object.
- Ask pupils to identify, count, and say how many of each object they have identified.

### Activity 4

- Ask pupils to share their experiences of trips to the zoo. Alternatively, take them on an excursion to a zoo and ask them to take note of the different animals that they see there.
- Explain the term habitat and talk about the different habitats and the animals that are found in them.

## 1.3 At the funfair

### Suggested duration

40 minutes

### Objectives

Write numbers up to 3.

### Required resources

- three balls
- flashcards – numbers 1, 2, and 3
- Additional:  
picture – funfair  
cut-outs – numbers 1, 2, and 3 – enough for each pupil

### Key terms

funfair

## Write numbers up to 3

### Activity 1

- Use the balls to revise counting to 3 in sequence.
- Ask 3 pupils to stand at the front of the class, each holding up one of the number flashcards.
- Ask the other pupils to decide whether the numbers are shown in the correct order. If not, discuss how they should be rearranged so that they are in sequence.
- Ask the pupil holding the number 3 to turn the flashcard over, and ask the pupils to say which number is missing. Repeat this for each of the numbers.

### Activity 2

- Ask pupils to look at Activity 1.3, and talk about the pictures shown in each row. Ask them to notice the numbers and elicit that some numbers are missing.
- Read together the instruction, 'Fill in the missing numbers.'
- Ask pupils to look at the first row and read out the numbers in the order shown. Ask what number comes next and if necessary, explain that they can count in sequence to find it.
- Encourage pupils to complete the rest of the activity independently.

## Additional activities

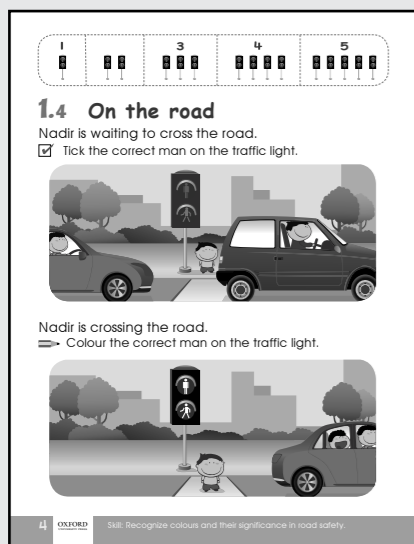
### Activity 3

- Show pupils a picture of a funfair and ask them to describe the picture.
- Ask pupils to take turns to share their experiences of funfairs.
- Talk about the different things that can be done at a funfair, such as eating candyfloss, riding on the big wheel, playing games, etc.

### Activity 4

- Give each pupil a set of cut-outs of the numbers 1, 2, and 3. Ask them to identify the numbers.
- Ask them to put their cut-outs in the order of 1, 2, 3.
- Write 2 numbers on the board, e.g. 1, 2, and ask pupils to hold up the missing number.
- Repeat for different missing numbers.

## 1.4 On the road



### Suggested duration

40 minutes

### Objectives

Recognize colours and the importance of safety.

### Required resources

- flashcards – traffic signals shown at pedestrian crossings

### Key terms

cross  
road  
traffic light  
traffic signal

- Show pupils a flashcard of two traffic lights, one with a green man lit up and the other with a red man lit up. Talk about the difference between the two traffic signals.
- Explain that when crossing the road, they must look at the traffic light and should only cross when the green man is lit up. Remind them to look left and right before crossing the road and to watch out for cars, even when crossing when the green man is lit up.
- Ask pupils what they should do when the red man is lit up, and when the green man light is flashing.

### Activity 2

- Point to the first picture in Activity 1.4 and read the statement, 'Nadir is waiting to cross the road.' Ask pupils to describe the picture.
- Read together the instruction, 'Circle the correct man on the traffic light.'
- Ask pupils to say which man is lit up when people are waiting to cross the road and ask them to circle the correct light.
- Ask them to look at the second picture and read the statement, 'Nadir is crossing the road.' Ask pupils to describe the picture.
- Read together the instruction, 'Colour the correct man on the traffic light.'
- Ask pupils to say which man is lit up when people are crossing the road, and ask them to use the correct colour to colour the correct man.

## Additional activities

### Activity 3

- Ask pupils to say how they get to school every day and ask them to talk about the journey and the traffic that they encounter each time.
- Encourage them to take turns to talk about some traffic rules and regulations that they have heard of or that they practise to ensure their safety.

### Activity 4

- Show pupils pictures of three different traffic signals, one showing the red man lit up, one showing the green man lit up, and one showing the green man blinking.
- For each picture, ask pupils whether they should cross the road when the signal on the picture is shown. Ask them to put up their hands if their answer is yes. Choose some pupils to explain their answers.

### Activity 5

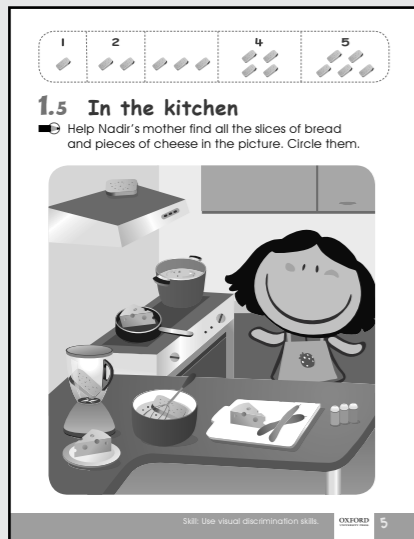
- Show pupils some pictures of traffic lights and signals and explain the use of different colours.
- Ask them to explain the difference in the posture of the red man and the green man.

## Recognizing colours and the importance of safety

### Activity 1

- Take pupils on a walk to a nearby park. Ask them to take note of the different coloured objects that they see during their walk.
- Point out the traffic lights and pedestrian crossings. Ask them to note the difference between the two men shown on the traffic lights, and the colours.
- When they are back in the classroom, discuss the objects and colours they noted during the walk.

## 1.5 In the kitchen



### Suggested duration

40 minutes

### Objectives

Use visual discrimination skills.

### Required resources

- Additional:  
hidden objects colouring worksheets

### Key terms

slice  
bread  
cheese

## Using visual discrimination skills

### Activity 1

- Divide the class into groups of 4 or 5. Explain that you are going to play a game called 'I spy', where you will describe a familiar object and they should identify it.
- Begin your description with 'I spy something which is...' and continue by describing aspects with which pupils are familiar such as colour and shape. Pupils should discuss the answer in their groups and raise their hands if they know the answer. To keep it interesting for pupils, award points to the group that gives the correct answer first.
- Ask pupils to play the game in their groups, taking turns to describe objects. Remind them to start with 'I spy something that is...' and to continue to describe the colour and shape of the object.

### Activity 2

- Ask pupils to describe the picture shown in Activity 1.5.
- Read aloud the instructions, 'Help Nadir's mother find all the slices of bread and cheese in the picture. Circle them.' Explain slowly so they are clear about what they are expected to do.
- Ask pupils to look at the picture and point to the slices of bread, and then ask them to circle each slice.
- Repeat this for the pieces of cheese.

## Additional activities

### Activity 3

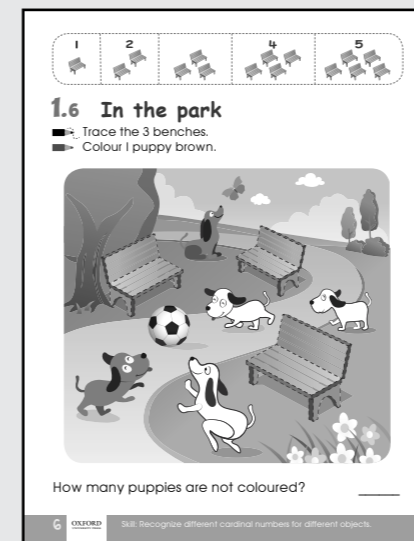
- Ask pupils to name the different rooms in their house, e.g. living room, dining room, bedroom, kitchen etc. Then, ask what objects can be found in each room.

- Ask pupils to take turns to share their experiences with helping around the house or in the kitchen.

### Activity 4

- Give out hidden objects colouring worksheets showing a familiar scene. Ask pupils to describe the picture.
- Explain that you are going to name a colour and an object that is hidden in the picture. They should find the object and colour it accordingly.
- If necessary, give them clues to help them find the objects and any other assistance required to complete the activity.

## 1.6 In the park



### Suggested duration

40 minutes

### Objectives

Recognize different quantities for different objects.

### Required resources

- flashcards, each with 1, 2, or 3 animals or objects
- picture of different scenes with different objects, and 1, 2, or 3 of each object
- Additional:  
drawing paper (enough for all the pupils in the class)

### Key terms

bench  
puppy

## Recognizing different quantities for different objects

### Activity 1

- Show pupils flashcards, each with pictures of 1, 2, or 3 animals or familiar objects
- Ask pupils to identify and count how many animals/object are shown on each flashcard.
- Show pupils a picture of a scene with 1, 2, and 3 different objects. For example, show a road with 1 bicycle, 2 traffic lights, and 3 cars. Ask pupils to count how many of each object is shown.
- Play the game of 'I spy' again. Ask pupils to identify the objects that you describe, and to count them.

### Activity 2

- Ask pupils to describe the objects and animals shown in Activity 1.6.

- Read the instruction, 'Trace the 3 benches.' Ask pupils to count the benches and then trace them.
- Read the instruction, 'Colour 1 puppy brown.'
- Ask pupils to count the puppies that are coloured and those that are not coloured.
- Ask pupils to colour 1 puppy brown, then read aloud the question, 'How many puppies are not coloured?'
- Ask pupils to count and say which number should be written in the blank.
- If pupils require more practice, ask them to count the different objects and animals shown in the picture.

### Additional activities

#### Activity 3

- Take pupils to a nearby park and ask them to note the different objects that they see there.
- When they are back in the classroom, they should take turns to describe and talk about the objects they have seen.

#### Activity 4

- Ask pupils to choose 2 different numbers from 1 to 3.
- Ask them to look around them, either in the classroom or at home, to identify objects of which there are the same quantities as the numbers that they have chosen.
- Give each pupil a sheet of drawing paper and ask them to draw the objects that they have identified, and write the corresponding number next to each set.

## 1.7 In the classroom

**1.7 In the classroom**  
 Tick the correct number.

Circle sets of 3 books.  
 How many sets are there? 1  2  3

Circle sets of 2 desks.  
 How many sets are there? 1  2  3

Circle sets of 3 chairs.  
 How many chairs remain? 1  2  3

Still: Make sets of given numbers. OXFORD UNIVERSITY PRESS 7

#### Suggested duration

40 minutes

#### Objectives

Count in sets.

#### Required resources

- 8 books
- Additional:  
drawing paper (enough for all the pupils in the class)

#### Key terms

set

## Counting in sets

### Activity 1

- Show pupils 6 books and ask them to identify the objects.
- Tell them that you want to put the books into sets of 2 books each. Explain that putting objects into sets is the same as putting them into groups and ask them to demonstrate how the books can be put into sets of 2 books each.
- Ask them to count the number of sets. (3)
- Using the same 6 books, explain that you want to put the books into sets of 3 books each. Ask pupils to show how this may be done.
- Once pupils have formed sets of 3 books each, ask them to count the number of sets. (2)
- Now, show pupils 8 books and say that you want to form sets of 3 books. Show pupils how to put the books into sets of 3 books until no more sets can be formed.
- Ask pupils to count the number of sets, then ask them how many books are not in sets, i.e. how many books are there remaining.

### Activity 2

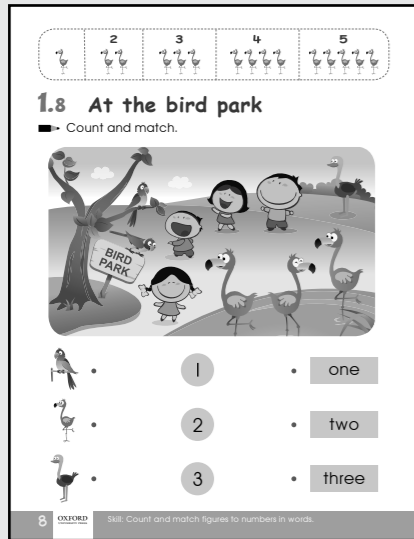
- Ask pupils to identify the objects shown in Activity 1.7.
- Read the instruction, 'Tick the correct number.' Point out the numbers in each row that pupils have to choose from and the boxes in which they should place their ticks.
- Point to the first row and read out the instruction, 'Circle the books in sets of 3.' Ask pupils to circle 3 books at a time to form sets of 3. If pupils require further guidance, point to each book and count in sequence at the same time, then show pupils how to circle the books in sets of 3.
- Read aloud the question 'How many sets are there?' Ask pupils to count the number of sets and to place a tick in the box next to the correct number.
- Encourage pupils to complete the rest of the activity independently.

### Additional activities

#### Activity 3

- Give each pupil a sheet of drawing paper. Ask them to look around them and choose an object that is easy to draw, then to draw and colour 3 of them.
- Ask them to use a pencil to circle the objects that they have drawn in sets of 2.
- Ask pupils to write the number of sets of 2 below their drawing, i.e. '1 set', as well as the number of objects left, e.g. '1 chair left'.
- Pupils should take turns to show their drawings and to talk about what they have drawn.

## 1.8 In the bird park



### Suggested duration

40 minutes

### Objectives

Use visual discrimination skills in counting.

### Required resources

- picture of a scene with different objects, and 1, 2, or 3 of each object
- flashcards – pictures of objects that can be found in the picture of the scene
- Pakistan flag (hand-held or otherwise) or a flashcard
- Additional: matching worksheet

### Key terms

bird park

## Additional activities

### Activity 3

- Show pupils a picture of a bird park and ask them to identify the place and describe the picture.
- Ask pupils to take turns to share their experiences at a bird park.
- Explain the types of animals that are commonly found in a bird park and why there are so many different types of birds. Ask pupils to name some birds that are commonly found around them.

### Activity 4

- Draw a large chalk circle in the middle of the classroom. Place 3 different objects inside it and make sure that there are 1, 2, or 3 of each object.
- Supply pupils with a worksheet that shows 3 columns. The worksheet should show objects, numbers and number words and look similar to the lower half of Activity 1.8.
- Ask pupils to count the number of each object in the circle and match each picture to the correct number and number word.

## Using visual discrimination skills in counting

### Activity 1

- Place on the board a picture of a scene with at least 3 different objects, of which there is 1, 2, or 3 of each object. Ask pupils to look at it carefully and identify the different objects. Show a flashcard of an object that can be found in the picture. Ask pupils to count how many of that object are shown in the picture on the board.
- Place the flashcard on the ledge of the board. Above it, write the appropriate number and the number word. Ask pupils to read aloud the number and the name of the object.
- Repeat for all the different objects in the picture.

### Activity 2

- Ask pupils to describe the picture shown in Activity 1.8 and ask them to count how many different types of bird they can see in the picture.
- Read the instruction, 'Count and match.'
- Ask pupils to look at the lower half of the page and identify the numbers in the left column and the number words in the right column.
- Ask them to look at the centre column. Point to the first bird, i.e. the parrot, and ask pupils to identify similar birds in the picture.
- Ask pupils to count the parrots, then use a ruler and a pencil to match the bird to the corresponding number and number word.
- Encourage pupils to complete the rest of the activity on their own.



## Introduction

In this unit, pupils are introduced to the number 4. By the end of the unit, pupils should be able to recognise the number 4, and understand the quantity of 4 through the counting of various objects.

### Pre-assessment activity

- Revise the numbers 1, 2, and 3 using flashcards showing the individual numbers. Alternatively, ask pupils to show the quantities 1, 2, or 3 using their fingers.
- Ask pupils what number comes after 3.
- Show 3 mangoes. Ask pupils to identify the fruit and say how many there are.
- Show 4 mangoes and ask pupils how many mangoes you are holding now. If necessary, explain that there are 4 mangoes.
- With the 4 mangoes in hand, hold out 1 mango and say 'one mango'. Ask pupils to repeat after you.
- Repeat this with 2, 3, and 4 mangoes.
- Ask pupils to count the 4 mangoes and say how many there are.
- Ask pupils to point to sets of 4 objects in the classroom. Ask them to say the number and name the objects they point to.



## 2.1 Going shopping



### Suggested duration

40 minutes

### Objectives

Recognize the number 4.  
Write the number 4.

### Required resources

- flashcard – cat
- flashcard – number 4
- Additional:
  - colouring worksheets
  - drawing paper (enough for all the pupils in the class)
  - chart (two columns – Animals with 2 legs and Animals with 4 legs)

### Key terms

party  
packet

### Introduction to the number 4

#### Activity 1

- Show pupils a flashcard of a cat with 4 legs. Ask pupils to identify the animal and to count the cat's legs. Help them by pointing and counting aloud. Then, ask 'How many legs does the cat have?' (4)
- Hold up a flashcard of the number 4. Ask pupils what number is shown on the flashcard.
- Place flashcard on the board and write 4 above it. Say 'four' and ask pupils to repeat after you.
- On the board, write the number 4 large enough for all pupils to see how it is written. Write it slowly and ask pupils to use their index fingers to follow as it is written and trace the number 4 in the air.
- Ask pupils to name other animals that have 4 legs.

#### Activity 2

- Ask pupils to describe the picture shown in Activity 2.1.
- Read the sentence, 'Ali's mother buys some sweets for Ali's birthday party.' Ask questions such as 'Who is having a birthday party?' and 'What did Ali's mother buy?' to make sure that pupils understand the context.
- Read the instruction, 'How many packets of sweets did she buy?'
- Ask pupils to count how many packets of sweets they can see in the picture. Count aloud with the students as you point to each packet, i.e. '1, 2, 3, 4'.

- Read the statement 'Ali's mother bought \_\_\_\_\_ packets of sweets.' and ask pupils what they should write in the space. Guide them by asking them how many packets of sweets they counted in the picture.
- Ask pupils to read aloud the statement 'Ali's mother bought 4 packets of sweets.'
- Read the instruction 'Trace the dotted lines.' Ask pupils to practise writing the number 4 by tracing the dotted lines.

### Additional activities

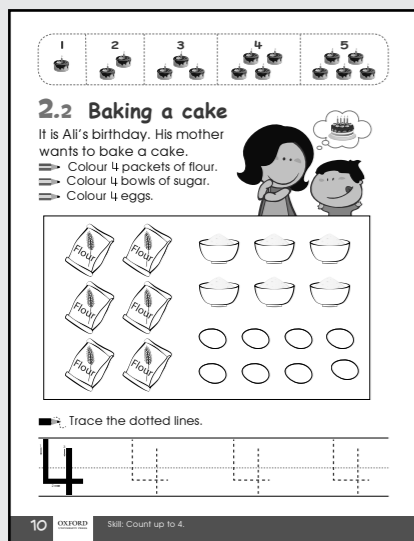
#### Activity 3

- Give out colouring worksheets that show the numbers from 0 to 9. Ensure that the number 4 on the worksheet is similar to the number 4 shown in Activity 2.1.
- Ask pupils to colour the 4's. Revise writing the number 4 by asking them to trace the number in the air with their index finger.

#### Activity 4

- Give each pupil a sheet of drawing paper and ask them to draw an animal that has 2 or 4 legs.
- Place a chart at the front of the classroom that has two columns headed: 'Animals with 2 legs' and 'Animals with 4 legs'.
- Pupils should cut out the animals they have drawn and take turns to show them to the class.
- Supply glue and ask them to take turns to stick their cut-out on the chart under the correct heading.
- Ask pupils to check whether each cut-out has been categorised correctly.

## 2.2 Baking a cake



### Suggested duration

1 hour

### Objectives

Count objects up to 4.

### Required resources

- zoo animal cut-outs
- Additional:  
colouring worksheets

### Key terms

bake  
sugar  
flour

## Counting objects up to 4

### Activity 1

- Show pupils a set of cut-outs of 8 different zoo animals. Ask them to identify each animal. Put the cut-outs on a table and elicit that there are many animals displayed.
- Explain that you are going to choose your 4 favourite animals from the set. Show one animal at a time and count from 1 to 4 as you show them. Elicit that there were more than 4 animals on the table, as 4 animals have been removed from the set and others remain.
- Ask pupils to take turns to choose their 4 favourite animals. They should count aloud as they choose each animal.

### Activity 2

- Ask pupils to identify the different objects shown in Activity 2.2. Pupils should differentiate between the packets of flour, the bowls of sugar and the eggs.
- Read the sentences, 'It is Ali's birthday. His mother wants to bake a cake.' Ask questions such as 'Whose birthday is it?' and 'What does Ali's mother want to make?' to check pupils' understanding of the context.
- Read the instruction, 'Colour 4 packets of flour.' Ask pupils to point to and count 4 packets of flour, then to colour them. Remind pupils that not all the packets of flour should be coloured as more than 4 packets of flour are shown.
- Repeat this for the bowls of sugar and the eggs. Read the instruction, 'Trace the dotted lines.' Ask pupils to practise writing the number 4 by tracing the dotted lines.

### Additional activities

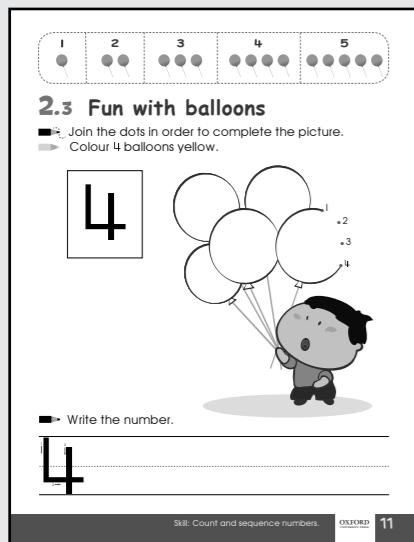
#### Activity 3

- Ask pupils to share their experiences of watching or helping somebody to bake a cake, and to name some ingredients used to bake a cake. Explain that some ingredients, such as flour and sugar, are essential and some ingredients, such as chocolate, are not.

#### Activity 4

- Give out colouring worksheets that show a park. Make sure that the park on each worksheet shows 5 birds, 6 butterflies and 7 flowers.
- Ask them to describe the picture and identify the objects shown. Ask them to colour 4 birds, 4 butterflies and 4 flowers.
- Ask them to count how many of each object they have coloured.

## 2.3 Fun with balloons



### Suggested duration

40 minutes

### Objectives

Count in sequence up to 4.

### Required resources

- flashcards – numbers 1, 2, 3, and 4
- Additional:  
cut-outs – numbers 1, 2, 3, and 4 enough for all pupils

### Key terms

balloon

## Counting in sequence up to 4

### Activity 1

- Revise the sequence of numbers from 1 to 3 by asking what number comes after 1, 2, and 3 respectively. Then ask them to recite the sequence in order, i.e. 1, 2, 3.
- Ask pupils to say the number that comes after 3. And ask them to recite the numbers 1 to 4 in sequence.
- Write the numbers 1, 2, 3, and 4 on the board, leaving space between each number.
- Ask pupils to point to the number 1 on the board and point to the respective numbers as they count from 1 to 4 in sequence, and to trace an imaginary line between the numbers.
- Draw a line to join the numbers in sequence, and ask pupils whether the imaginary line they traced was correct.

### Activity 2

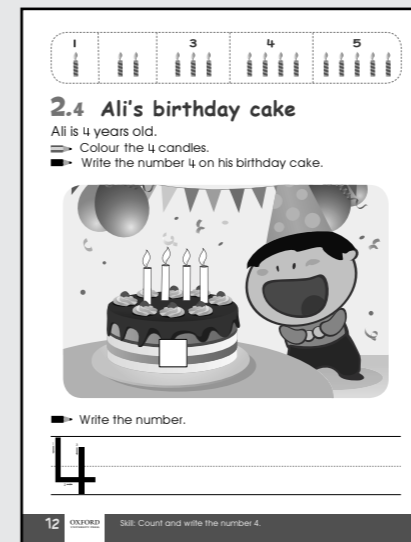
- Ask pupils to describe the picture in Activity 2.3.
- Read the first line of the instructions, 'Join the dots in order to complete the picture.'
- Ask pupils to recite the numbers 1 to 4 in order and help them to join the dots to complete the picture. Talk about the picture they have just completed.
- Ask pupils to read the second line of the instructions, 'Colour 4 balloons yellow.'
- Ask pupils to point to and count 4 balloons, then to colour them yellow.
- Read aloud the instruction, 'Write the number.' Ask pupils to practise writing the number 4.

## Additional activities

### Activity 3

- Give each pupil a set of four cut-outs of the numbers 1, 2, 3, and 4. Ask them to identify the numbers.
- Ask pupils to arrange their cut-outs in the order of 1, 2, 3, 4.
- Place the number flashcards 1, 2, 3, and 4, on the board so that 2 numbers are out of sequence, e.g. 1, 3, 2, 4. Ask pupils to say which numbers are in the wrong places and where they should be placed to make the order correct.

## 2.4 Ali's birthday cake



### Suggested duration

1 hour

### Objectives

Recognize the number 4 as a cardinal and ordinal number.

### Required resources

- felt board, felt birthday cake, and felt candles
- Additional:  
drawing paper (enough for all the pupils in the class)

## Recognizing the number 4 as a cardinal number and ordinal number

### Activity 1

- Make felt cut-outs of a birthday cake and 4 candles. Using the name of a fictional character, e.g. Ali, tell pupils that today is his birthday. Place the felt birthday cake cut-out on the board and say it is Ali's birthday cake.
- Explain that Ali is celebrating his 4<sup>th</sup> birthday, and ask how many candles should be placed on the cake. If necessary, explain that each candle represents 1 year so there should be 4 candles on the cake.
- Place 1 felt candle on the cake and ask whether this is correct. Pupils should indicate that it is not.
- Repeat until all 4 candles have been placed on the cake. Ask the pupils to count the candles and tell you Ali's age.

### Activity 2

- Ask pupils to describe the picture in Activity 2.4.

- Read the statement, 'Ali is 4 years old.' If necessary, explain to pupils the meaning of age and how numbers are used to show ages. Pupils should be able to tell you that Ali is 4 years old.
- Read the first line of the instructions, 'Colour the 4 candles.'
- Ask pupils to point to and count the candles on the cake. They should then colour the 4 candles.
- Read the second line of the instructions, 'Write the number 4 on his birthday cake.' and ask pupils to write 4 anywhere on the cake.
- Read the instruction, 'Write the number.' Ask pupils to practise writing the number 4.

### Additional activities

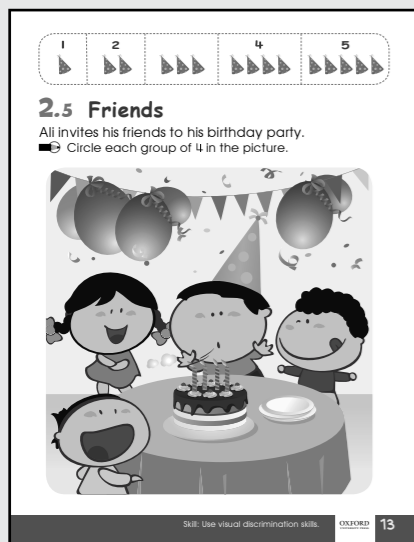
#### Activity 3

- Discuss the meaning of age and how age is measured. Explain that age is counted in years from birth, which is why we use a number followed by 'years old' when talking about a person's age.
- Ask pupils whether they know how old they are and to talk about their age. Help them to understand that because they were all born in the same year, they are all the same age.

#### Activity 4

- Give each pupil a sheet of drawing paper. Ask them to draw and colour 4 friends or classmates.
- Ask them to write the age of each person above the drawing of the person. (4 years old)
- Pupils should take turns to show their drawings to the rest of the class and to talk about the friends or classmates they have drawn.

## 2.5 Friends



### Suggested duration

40 minutes

### Objectives

Use visual discrimination skills.

### Required resources

- cut-outs – number 4
- Additional:  
drawing paper (enough for all the pupils in the class)

## Using visual discrimination skills

### Activity 1

- Place cut-outs of the number 4 around the classroom. Make sure that they blend in with the surroundings, but are not hidden from view.
- Ask pupils to look around, identify the numbers, and point to all the 4s they can see in the classroom. Remove each one as it is identified until there are none left.
- Alternatively, take pupils on a walk around the school or to a nearby park. Ask them to note any objects that show the number 4. When they are back in the classroom, discuss the objects they have seen and what the number 4 on each object indicates.

### Activity 2

- Ask pupils to describe the picture in Activity 2.5. Ask them to count the children shown in the picture.
- Read the statement, 'Ali invites his friends to his birthday party.' Explain the meaning of any unfamiliar terms (e.g. invites), then ask questions such as 'How many friends does Ali invite to his party?' to make sure that pupils understand the context.
- Read the instruction, 'Circle all the number 4 in the picture.' Ask pupils to look at the picture again, to point to all the 4s that they can see, and circle them.
- Ask pupils how many 4s they have circled.

### Additional activities

#### Activity 3

- Talk about birthday parties the pupils have held. Ask them to name some things they would like to have at their birthday party, e.g. a magician, a bouncy castle etc. They should take turns to share their dream birthday party with their classmates.

#### Activity 4

- Give each pupil a sheet of drawing paper. Ask them to look around at home or at school and identify an object that shows the number 4. They should draw and colour the object on the sheet of paper.
- Pupils should take turns to show their drawings to the class and to talk about the object they have drawn.

## 2.6 Presents

### Suggested duration

1 hour

### Objectives

Recognize basic shapes and count remaining objects.

### Required resources

- flashcards – 3-dimensional objects of various basic shapes
- 3-dimensional objects of various basic shapes
- Additional:  
building blocks – 4 cylindrical, 3 cubic, 4 cubical, 2 prism

### Key terms

present  
square-shaped

## Recognizing basic shapes and counting remaining objects

### Activity 1

- Prepare a set of flashcards, each showing a 3-dimensional object of a different shape, e.g. a basketball, a building block in the shape of a cube etc. Each set should have 20 flashcards that show 4 different objects with the basic shapes of sphere, ovoid, cube, cuboid, and prism.
- Revise basic shapes by showing real objects or cut-outs and ask pupils to identify each shape.
- Show the flashcards and ask pupils to name the objects shown and the shape of each object.
- Ask pupils to link each object with a two-dimensional shape. For example, basketball - circle/circular; building block – square/cuboid. Etc. Do this for all flashcards.
- Place all the flashcards on the ledge of the board and ask pupils to count how many objects there are of each shape.

### Activity 2

- Ask pupils to describe the objects in Activity 2.6., and name their shapes.
- Read the statement, 'Ali likes square-shaped presents.' Revise the basic shapes and the concept of square-shaped objects.
- Read the instruction, 'Help Ali cross the presents which are not squares. Ask pupils to identify the presents which are not square-shaped, and to draw a cross over each one.'
- Read the instruction 'Count and circle the correct number of square-shaped presents.' Check that pupils understand the instruction and ask them to count the square-shaped presents.

- Point out the numbers shown below and ask pupils to circle the correct number.

## Additional activities

### Activity 3

- Ask pupils to take turns to share their experiences of friends' birthday parties.
- Talk about what they usually take to a birthday party. (present for the birthday boy/girl.)
- Talk about the different shapes and sizes that presents may be. Elicit that presents can be various shapes and sizes.

### Activity 4

- Show pupils the set of building blocks you have prepared and ask them to identify the shape of each block.
- Put the building blocks on a table and ask pupils to gather round. Tell them that you want to keep only the square-shaped blocks and ask them to point out the blocks that should be removed. Take away the blocks as the pupils point to them.
- Ask pupils to count how many square-shaped blocks remain on the table.
- Pupils should take turns to name a shape of blocks that they want to keep and to remove blocks of other shapes. Each time, ask pupils to count how many blocks remain on the table.

## 2.7 Who ate the most?

### Suggested duration

1 hour

### Objectives

Understand mathematical concepts using charts.

### Required resources

- small plastic or rubber balls – 2 red, 3 blue, 1 green, 4 yellow
- large sheet of paper
- Additional:  
worksheets – incomplete chart

### Key terms

ate  
most

## Understanding mathematical concepts using charts

### Activity 1

- Show pupils the set of balls you have prepared and ask them to identify the different colours.



- Write the names of the 4 different colours on a large sheet of paper.
- Ask a volunteer to go to the front of the classroom. Point to one colour, e.g. red, and ask the volunteer to hold up all the red balls. The rest of the pupils should count how many red balls there are altogether. Draw one circle for each ball next to the corresponding colour to show the number of balls of that colour.
- Repeat for the 4 different colours. Please use Worksheet 1 given on page 258.

### Activity 2

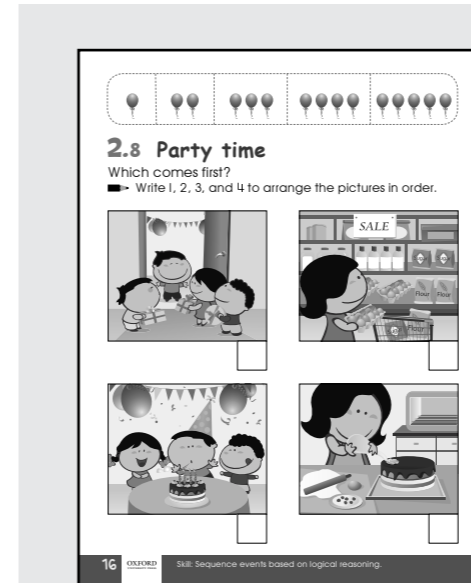
- Ask pupils to identify the children and the objects shown in Activity 2.7. Point to the first row. Ask pupils to identify the child and count the slices of cake shown to the right of the child.
- Repeat for the next 3 rows.
- Read the instruction 'Count and fill in the boxes.' Ask pupils to look at the sentences below the instruction and decide which number should be written in each box. Explain that the slices of cake shown next to each child represent the number of slices that each child ate, and guide pupils to fill in the boxes.
- Ask pupils to look at the statement with the blank. Explain that a name should be written in the space and ask whose name they will write. Guide them by asking them to compare the number of slices of cake each child ate to see who ate the most.

### Additional activities

#### Activity 3

- Give each pupil Worksheet 2 given on page 259 showing an incomplete chart.
- Ask pupils to listen carefully to the statements you are going to read and to draw the correct number of sweets that each child ate. Make sure pupils understand what they are required to do and show them a simple way to draw sweets before you read the statements.
- Read aloud the statements 'Neha ate 4 sweets.', 'Zareen ate 1 sweet.', 'Shayaan ate 3 sweets.' and 'Tariq ate 2 sweets.' one at a time.

## 2.8 Party time!



### Suggested duration

1 hour

### Objectives

Sequence events using logical reasoning.

### Required resources

- flashcards – actions such as walking, jumping, stretching, etc.
- Additional:
  - simple comic strip
  - drawing paper (enough for all the pupils in the class)

### Key terms

first  
order

### Sequencing events using logical reasoning

#### Activity 1

- Prepare a set of 4 flashcards, each showing a child performing an activity, e.g. standing, walking jumping, stretching.
- Show one flashcard. Ask pupils to describe and then copy the action. Repeat for all the flashcards.
- Ask a volunteer to stand at the front of the class. Tell the rest of the pupils to pay attention to the actions of the volunteer and to remember the order of the actions.
- Show the volunteer the flashcards one at a time (the other pupils should not see them) and ask him/her to copy the actions, shown.
- When the volunteer has performed all 4 actions, place the flashcards on the board in a random order and ask pupils the order of actions that the volunteer performed.
- Write the corresponding number above each flashcard, starting with 1 for the first action.

#### Activity 2

- Ask pupils to look at Activity 2.8.
- Read the instruction, 'Which comes first? Write 1, 2, 3, and 4 to arrange the pictures in order.' Explain that the pictures shown are arranged in the wrong order and pupils should write 1, 2, 3, and 4 in the boxes to indicate the correct order.
- Point to each picture in clock-wise order from the top left, and ask pupils to describe what is taking place in each picture.

- Ask which picture should come first. If necessary, guide them by telling them that Ali's mother needs to bake a cake for the party, but before that, she has to buy some things she needs to bake the cake. Ask pupils to point to the correct picture and to write the number 1 in the corresponding box.
- Encourage pupils to complete the activity independently.

### Additional activities

#### Activity 3

- Show pupils a simple comic strip and explain that comic strips make use of pictures shown in sequence to tell stories.
- Ask pupils to describe each picture. Then, read the comic strip and ask them to say what is happening in the story.
- Explain that pictures have to be shown in the correct sequence in order to tell a story. Ask pupils what would happen to the story if the pictures were jumbled up. If possible, cut up the comic strip and arrange the panels in the wrong order to show pupils what happens to the story.

#### Activity 4

- Give each pupil a sheet of drawing paper and ask them to draw their own 4-panel comic strips. Ask pupils to write the correct number on the back of each panel.
- Ask them to cut up the comic strips into 4 separate panels. Working in groups of 4 or 5, they should take turns to show the different panels in random order to the others in the group who should arrange them in the correct order. Then, the pupil should tell the story shown on the comic strip.

### Introduction

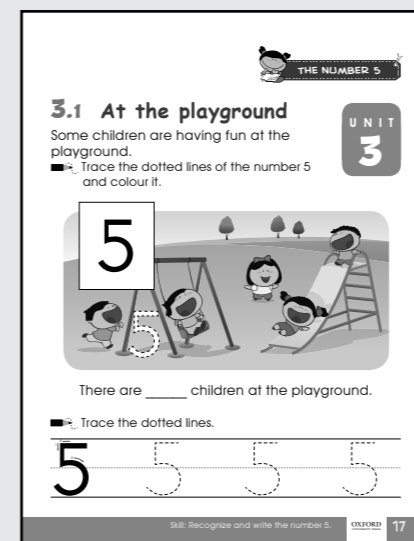
In this unit, pupils are introduced to the number 5. By the end of the unit, pupils should be able to recognise the number 5, as well as understand the quantity of 5 through the counting of various objects.



### Pre-assessment activity

- Revise the numbers 1, 2, 3 and 4 with pupils using flashcards showing the individual numbers. Alternatively, ask pupils to show the quantities 1, 2, 3, and 4 with their fingers.
- Ask pupils what number comes after 4.
- Show 4 rubber balls. Ask pupils to identify the objects and to say how many there are (4).
- Show 5 rubber balls and ask pupils how many rubber balls you are holding now. If necessary, tell them there are 5 rubber balls.
- With the 5 rubber balls in hand, hold out 1 rubber ball and say 'one ball'. Ask pupils to repeat after you.
- Repeat for 2, 3, 4, and 5 rubber balls.
- Ask pupils to count how many rubber balls there are.
- Ask 5 pupils to stand at the front of the classroom. Point to one pupil at a time and count aloud from 1–5. Ask pupils to count with you and say how many pupils there are (5).

## 3.1 At the playground



#### Suggested duration

40 minutes

#### Objectives

Recognize the number 5.  
Write the number 5.

#### Required resources

- flashcards, each showing 5 people or 5 familiar objects
- flashcard – number 5
- Additional:  
drawing paper (enough for all the pupils in the class)

#### Key terms

playground

## Introduction to the number 5

### Activity 1

- Show flashcards, each with pictures of 5 people or 5 familiar objects. Ask pupils to identify the objects.
- Ask how many objects are shown on each flashcard.
- Hold up a flashcard with the number 5. Ask what number is shown.
- Place this flashcard on the board and write '5' above it. Say 'five' and ask pupils to repeat after you.
- Write the number 5 on the board again, large enough for all pupils to see how it is written. Write it slowly and ask pupils to use their index fingers to follow the number as it is written and trace the number 5 in the air.
- Ask pupils to think of some things that commonly come in fives. E.g. fingers and toes.

### Activity 2

- Ask pupils to describe the picture in Activity 3.1.
- Read the sentence, 'Some children are having fun at the playground.' and check that pupils understand the context.
- Read the instruction, 'Trace the dotted lines of number 5 and colour it.'
- Ask pupils to point to the number 5, then trace and colour it.
- Ask pupils to count how many children are playing at the playground.
- Read the statement, 'There are \_\_\_\_\_ children at the playground.' and ask pupils what they should write in the space. Guide them by asking how many children they counted in the picture. (5)
- Once pupils have written the number 5 in the blank, ask them to read aloud the statement.
- Read the instruction, 'Trace the dotted lines.' and ask pupils to practise writing the number 5 by tracing the dotted lines.

### Additional activities

#### Activity 3

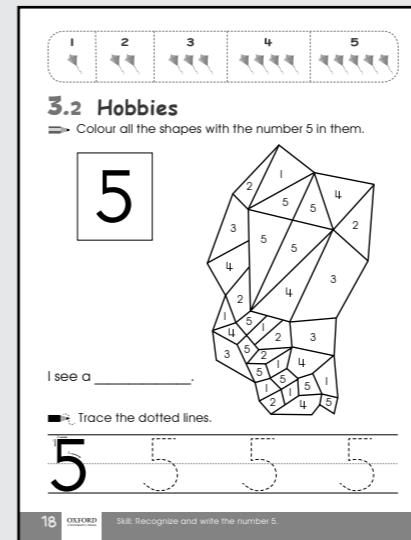
- Divide the class into groups of 4 or 5. Give each group a sheet of drawing paper.
- Ask pupils to draw the number 5, and to colour and decorate it.
- As they do this, ask them to choose an animal and draw 5 of that animal around the number 5.
- Groups should take turns to show their drawings to the class and to describe them. Display the work so that pupils can familiarise themselves with the number 5.

#### Activity 4

- Ask pupils to stand in a circle around the classroom. Ask them to form groups of 5 and then link hands and sit down.
- Go around and ask pupils how many pupils there are in their group.

- If there are pupils that are not able to form a group of 5 (if there are 4 or fewer pupils remaining), ask them to form a group and count how many there are in the group.
- Remind pupils that this is not a competition, but an activity to revise counting of 5.

## 3.2 Hobbies



### Suggested duration

1 hour

### Objectives

Recognize the number 5.  
Write the number 5.

### Required resources

- flashcards – numbers 1, 2, 3, 4, and 5
- playing cards – numbers 1, 2, 3, 4, and 5
- Additional:  
colouring worksheets

### Key terms

hobby  
kite

## Recognizing and writing the number 5

### Activity 1

- Show pupils flashcards of numbers 1, 2, 3, 4, and 5 in sequence. Ask them to read aloud each number as it is shown.
- Mix up the flashcards, and then place them on the board in a random arrangement. Ask pupils to point to the number 5.
- Repeat a few times until pupils are able to recognise the number 5 quickly.
- Ask the pupils to work in pairs. Give each pair a set of 5 playing cards, each showing a number from 1 to 5. Ask pupils to test each other on recognition of the different numbers.
- Revise writing the number 5 by asking pupils to draw the number 5 in the air with their index finger.

### Activity 2

- Ask pupils to describe the figure in Activity 3.2.
- Explain that the figure is made up of various shapes and ask them to identify one shape that they have learned. (triangle)
- Read the instruction, 'Colour all the shapes with the number 5 in them.' Ask them to point to all the shapes that show the number 5, then colour them.

- Ask pupils to identify the object that is formed when they colour all the shapes with the number 5.
- Read the statement, 'I see a \_\_\_\_\_.' and ask pupils what they should write in the space. If necessary, help them to identify the object as a kite. Assist with spelling if necessary.
- Read together the statement, 'I see a kite.'
- Read the instruction, 'Trace the dotted lines.' and ask pupils to practise writing the number 5 by tracing the dotted lines.

### Additional activities

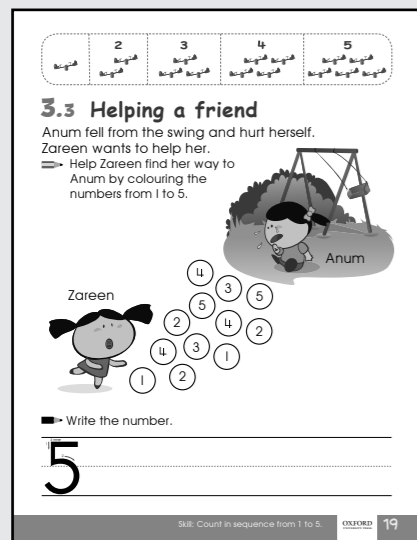
#### Activity 3

- Explain that hobbies are activities that people do for fun, when they have time, and give some examples.
- Ask pupils to talk about other hobbies that they know about.

#### Activity 4

- Supply pupils with colouring worksheets that show the numbers from 0 to 9.
- Ask pupils to colour only the 5s.
- Revise writing the number 5 by asking them to trace the number in the air with their index finger.

## 3.3 Helping a friend



#### Suggested duration

40 minutes

#### Objectives

- Count in sequence from 1 to 5.

#### Required resources

- flashcards – numbers 1, 2, 3, 4, and 5
- Additional:  
 colouring worksheets that show 5 ladybirds with 1 to 5 spots  
 drawing paper (enough for all the pupils in the class)

#### Key terms

help  
 fell  
 hurt

## Counting in sequence from 1 to 5

#### Activity 1

- Revise the sequence of numbers from 1 to 4 by asking what number comes after 1, 2, and 3 respectively. Then, show flashcards with the numbers 1 to 4 in random order and ask them to put the numbers in the correct order. Ask pupils to recite the sequence of numbers from 1 to 4.
- Place the number flashcards on the board in the correct order. Show the flashcard with the number 5 and ask where it should be placed to be in the correct order. (after 4)
- Ask pupils to recite the numbers 1 to 5 in sequence.
- Place the flashcards with the numbers 1 to 5 on the board in the correct order and explain that they are arranged in sequence from 1 to 5. Recite the numbers 1 to 5 in sequence again.
- Revise writing the number 5 by asking pupils to draw the number 5 in the air with their index finger.

#### Activity 2

- Ask pupils to identify the numbers shown in the picture in Activity 3.3.
- Read the first line of the statement, 'Anum fell from the swing and hurt herself.' Ask the pupils to point to Anum and to explain what has happened to her.
- Repeat for the second line of the statement, 'Zareen wants to help her.', and Zareen.
- Read the instruction, 'Help Zareen find her way to Anum by colouring the numbers from 1 to 5.'
- Ask pupils to recite the numbers 1 to 5 in order and to colour the numbers from 1 to 5 in the order they have just recited.
- Read the instruction, 'Write the number.' Ask pupils to practise writing the number 5.

### Additional activities

#### Activity 3

- Talk about times when pupils have been hurt or injured, and the people who helped them
- Ask if they have helped anyone who was hurt, and what they did.
- Discuss different ways of helping people who are injured or hurt. Pupils should take turns to share their thoughts and experiences.

#### Activity 4

- Give each pupil a colouring worksheet that shows 5 ladybirds, each with a different number of spots (1–5). Ask pupils to colour the ladybirds.
- Ask them to count the spots on each ladybird and write the number of spots next to the respective ladybird.
- Ask pupils to cut out each ladybird, together with the number next to it.







## Understanding simple subtraction

### Activity 1

- Show pupils a set of 6 plastic fruits. Ask pupils to identify them.
- Place the plastic fruits on a table and make sure that they are visible to all the pupils.
- Explain that you are going to remove 5 fruits from the set. Remove 5 fruits, one at a time, and count aloud each time you remove one fruit. Ask pupils how many fruits have been removed from the set.
- Show pupils the fruits that have been removed. Then, ask them to count how many fruits remain on the table.
- Repeat this, removing a different number (between 1 and 5) of plastic fruits each time.

### Activity 2

- Ask pupils to look at the picture in Activity 3.5.
- Read the statement, 'Zain's mother asks Zain to buy some fruit.' Ask pupils questions such as 'What does Zain have to buy?' to make sure that pupils understand the context.
- Read the first line of the instructions, 'Look at the shopping list below.' Ask pupils to point to the shopping list and to identify the different fruits shown on it.
- Read the second and third lines of the instructions, 'Help Zain pick the right number of fruits. Colour the correct number of fruits.' Ask pupils to read out the number of each fruit that Zain has to buy from the column on the left side of the shopping list.
- Help them to colour the correct number of fruits shown in the column on the right side of the shopping list.
- Ask pupils to count how many fruits in each row are not coloured.

## Additional activities

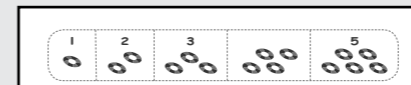
### Activity 3

- Explain what is usually written on a shopping list and what it is used for.
- Ask pupils to name some groceries and write an example shopping list on the board.
- Pupils should take turns to talk about their shopping experiences and the groceries that they usually buy.

### Activity 4

- Supply pupils with a colouring worksheet that shows 6 apples, 7 oranges, 8 bananas, 9 mangoes and 10 strawberries. Ask pupils to identify the fruits and count how many different fruits are shown.
- Ask pupils to colour 5 of each type of fruit and then count the number of each type of fruit remaining and write the number and the fruit at the bottom of the worksheet.

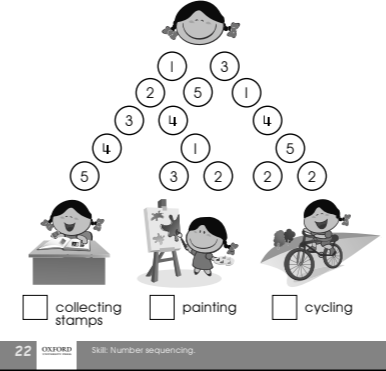
## 3.6 Sania's hobby



### 3.6 Sania's hobby

→ Colour the numbers from 1 to 5 in the correct order to find out Sania's hobby.

Tick the correct box.



### Suggested duration

1 hour

### Objectives

Number sequencing.

### Required resources

- flashcards – numbers 1, 2, 3, 4, and 5
- Additional:  
sets of playing cards – numbers 1, 2, 3, 4, and 5

### Key terms

collect  
stamp  
painting  
cycling

## Sequencing of numbers from 1 to 5

### Activity 1

- Revise the sequence of numbers from 1 to 5 by asking what number comes after 1, 2, 3, and 4 respectively. Then, show flashcards of the numbers 1 to 5 in random order and ask the pupils to put the numbers in the correct order. Ask them to recite the sequence of numbers in order, from 1–5.
- With chalk, draw a 4-by-4 grid on the floor with numbers from 1 to 5 written in it. Pupils should take turns to get from one side of the grid to the other by stepping on squares in the correct order. A sample of a grid and the answers is shown below.

2	5	2	1
3	4	3	4
4	3	2	5
1	5	1	4

### Activity 2

- Ask pupils to describe the activities shown at the bottom of Activity 3.6 and explain that they are hobbies.
- Read the instruction, 'Colour the numbers from 1 to 5 in the correct order to find out Sania's hobby.'
- Ask pupils to recite the numbers 1 to 5 in order, then to colour the numbers from 1 to 5 in the correct order.

- Read the instruction, 'Tick the correct box.' Explain that by colouring the numbers from 1 to 5 in the correct order, they will discover Sania's hobby and should place a tick in the box next to it.

### Additional activities

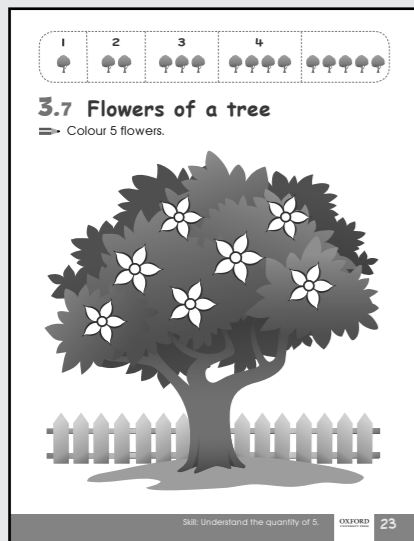
#### Activity 3

- Recall the meaning of hobby and the hobbies named in the introductory activity for Activity 3.2.
- Ask pupils to talk about their own hobbies and those of children of their age.
- Pupils should take turns to talk about their hobbies.

#### Activity 4

- Divide the class into groups of 2 or 3. Give each group a set of 5 playing cards that show the numbers 1 to 5. Ask them to identify the numbers.
- Ask pupils to shuffle the cards and place them face down on the table. They should take turns in their group to turn over a card. If the card follows the sequence of 1, 2, 3, 4, 5, the pupil gets to keep the card. If the card does not follow the sequence, the pupil should turn the card face down and put it back in its original position. For example, if the first pupil turns over number 1, he/she keeps the card; if it is not 1, he/she should put the card back in its original position. This continues until the cards are removed in the sequence of 1, 2, 3, 4, 5.
- Explain that the purpose of the activity is to revise counting from 1 to 5 in sequence.

## 3.7 Flowers of a tree



#### Suggested duration

40 minutes

#### Objectives

Understand the quantity of 5.

#### Required resources

- felt board
- felt objects
- Additional:
- drawing paper

#### Key terms

flower

## Understanding the quantity of 5

#### Activity 1

- Place a felt board in front of the class.
- Place some felt objects such as clouds, flowers, and animals on the table.
- Tell pupils, 'There are 5 clouds' and count together as you place 5 felt clouds on the board.
- Select one pupil to place e.g. 5 rabbits on the felt board, and count together as s/he does this.
- Repeat for other pupils and sets of 5 items.

#### Activity 2

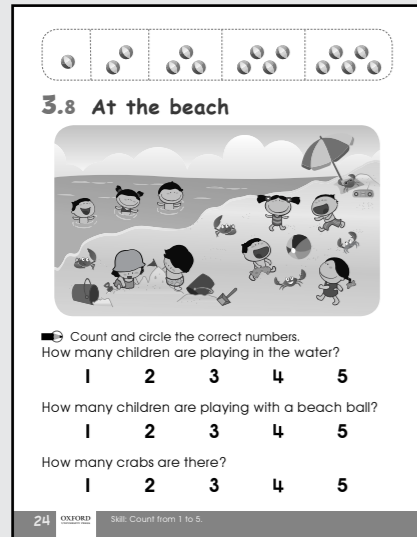
- Ask pupils to describe the picture in Activity 3.7.
- Read the instruction, 'Colour 5 flowers.'
- Ask pupils to point to the flowers and together count 5 of them.
- Count the flowers one by one as the pupils colour them, until 5 have been coloured.

### Additional activities

#### Activity 3

- Give each pupil a sheet of drawing paper and ask them to draw 5 different trees.
- Ask them to draw 5 flowers on each tree.
- Ask pupils to share their drawings with the class and talk about the different trees they have drawn.
- Display the work in the classroom so pupils become familiar with the quantity of 5.

## 3.8 At the beach



### Suggested duration

1 hour

### Objectives

Count from 1 to 5.

### Required resources

- boxes filled with pencils, erasers, books, marbles and building blocks
- Additional:
  - dominoes
  - worksheets showing 2 blank dominoes
  - sets of black dot stickers (enough for all the pupils in the class)

### Key terms

beach  
crab

## Additional activities

### Activity 3

- Show pupils a few dominoes. Ask them to count the number of spots on each end of each domino. Make sure that there are no more than 5 spots on each end.
- Supply pupils with a worksheet showing 2 blank dominoes; a sample is shown below.
- Give each pupil a set of black dot stickers. Tell pupils that one end of the top domino shows 5 spots and the other end shows 2 spots. The other domino has 1 spot on one end and 4 at the other.
- Ask them to stick the correct numbers of black dot stickers on the ends of the dominoes.
- Ask pupils to count how many spots there are altogether on the lower domino.

## Counting From 1 to 5

### Activity 1

- Prepare 5 boxes, each filled with e.g. pencils, erasers, books, marbles, and building blocks. Ask pupils to identify the objects in each box.
- Ask pupils to call out a number and an object. Remove these objects from the box one at a time and place them on the table. Count aloud as you remove them.
- Repeat this 5 times so that there are different quantities of different objects on the table.
- Place the objects on the table in a random arrangement. Ask pupils to gather round the table and ask questions such as 'How many pencils are there?' and 'How many building blocks are there?'

### Activity 2

- Ask pupils to describe the picture in Activity 3.8.
- Read the instruction 'Count and circle the correct number.' Explain that pupils should to count how many are shown in the picture and circle the correct number.
- Read the first question 'How many children are playing in the water?' Ask pupils to count how many children are playing in the water. (3) Ask them to circle the correct number.
- Repeat this for the other questions.

## Introduction

In this unit, pupils are introduced to the number 6. By the end of the unit, pupils should be able to recognise the number 6, as well as understand the quantity of 6 through the counting of various objects.

### Pre-assessment activity

- Use flashcards to revise the numbers 1, 2, 3, 4, and 5. Alternatively, ask pupils to show the quantities 1, 2, 3, 4, and 5 using their fingers.
- Ask pupils what number comes after 5.
- Show 5 building blocks. Ask pupils to identify the object and say how many there are.
- Show 6 building blocks and ask pupils how many building blocks you are holding now. If necessary, tell them that there are 6 building blocks.
- With the 6 building blocks in hand, hold out 1 building block and say 'one block'. Ask pupils to repeat after you.
- Repeat for 2, 3, 4, and 5 building blocks.
- Then, hold out 6 building blocks and say 'Six blocks'. Ask pupils to repeat after you.
- Ask pupils to count the 6 building blocks and say how many blocks there are.
- Ask 6 pupils to stand at the front of the classroom. Point to one pupil at a time and count aloud; ask pupils to count with you. Ask how many pupils there are. (6)



## Introduction to the number 6

### Activity 1

- Show pupils different sets of 6 objects, such as pencils, erasers, marbles, glue sticks etc. Ask pupils to identify each object.
- Show the different sets of objects, one set at a time, and ask how many objects there are in each set.
- Hold up a flashcard with the number 6. Ask pupils what number is shown on the flashcard.
- Place flashcard with the number 6 on the board and write 6 above it. Say 'six' and ask pupils to repeat after you.
- Write the number 6 on the board again, large enough for all pupils to see how it is written. Write it slowly and ask pupils to use their index fingers to follow the number as it is written and trace the number 6 in the air.
- Ask pupils to think of some things that commonly come in sixes, e.g. one pack of 6 milk packets.

### Activity 2

- Ask pupils to describe the picture in Activity 4.1.
- Read the sentence, 'Sara and her friends are at the circus.' Ask questions such as 'Where are Sara and her friends?' to make sure that pupils understand the context.
- Read the statement, 'Count the number of balls the clown is juggling.' Ask pupils to count how many balls the clown is juggling.
- Read the statement, 'The clown is juggling \_\_\_\_\_ balls.' and ask pupils what they should write in the space. Guide them by asking how many balls they counted in the picture. (6)
- Ask pupils to read aloud the statement, 'The clown is juggling 6 balls.'
- Read the instruction, 'Trace the dotted lines.', and ask pupils to practise writing the number 6 by tracing the dotted lines.

### Additional activities

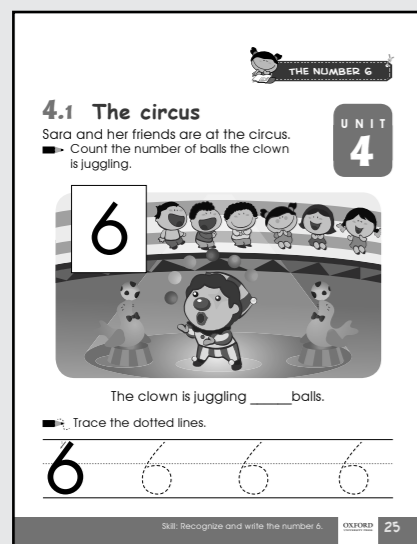
#### Activity 3

- Show pupils some pictures of a circus. Ask what they can see in the pictures and to think of other things that may be found in a circus.
- Ask pupils whether they have been to a circus and talk about their favourite circus acts.
- Pupils should take turns to share their experiences.

#### Activity 4

- Divide the class into groups of 4 or 5. Give each group a sheet of drawing paper.
- Ask pupils to draw the number 6, and to colour and decorate it.
- As they work, ask them to think of a fruit and to draw 6 of that fruit around the number 6.

## 4.1 The circus



### Suggested duration

40 minutes

### Objectives

Recognize the number 6.

Write the number 6.

### Required resources

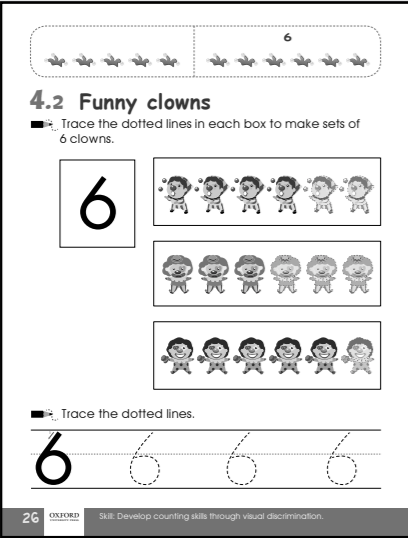
- flashcards, each 6 objects
- flashcard – number 6
- Additional:  
drawing paper (enough for all the pupils in the class)

### Key terms

circus  
clown  
juggling

- Groups should show their drawings to the class and talk about them. Display the drawings in the classroom so that pupils can familiarise themselves with the number 6.

## 4.2 Funny clowns



**4.2 Funny clowns**  
Trace the dotted lines in each box to make sets of 6 clowns.

6

Trace the dotted lines.

6

**Suggested duration**  
1 hour

**Objectives**  
Develop counting skills through visual discrimination.

**Required resources**

- flashcards, each showing 6 animals
- flashcards, each showing between 1 to 5 animals
- Additional:  
colouring worksheets

### Recognizing and writing the number 6

#### Activity 1

- Show pupils flashcards, each of 6 animals. Ask pupils to identify the animals.
- Ask how many animals are shown on each flashcard.
- Mix these flashcards with flashcards showing similar animals, but with different quantities from 1 to 5 animals each.
- Place all the flashcards on the board so that they are clearly visible.
- Ask pupils to point to the flashcards that show 6 animals.
- Revise writing the number 6 by asking pupils to draw the number 6 in the air with their index finger.

#### Activity 2

- Ask pupils to describe the pictures shown in Activity 4.2.
- Read the instruction, 'Trace the dotted lines in each box to make sets of 6 clowns.'
- Point to the first box and ask pupils to count the clowns without a dotted outline.(4)
- Ask pupils to trace the dotted lines of the clowns in the box and then count how many clowns there are in the box altogether. (6)
- Repeat for the other two boxes.
- Ask pupils to look at the clowns in the 3 boxes, and to count how many clowns are in each box.

- Read the instruction, 'Trace the dotted lines.' Ask pupils to practise writing the number 6 by tracing the dotted lines.

### Additional activities

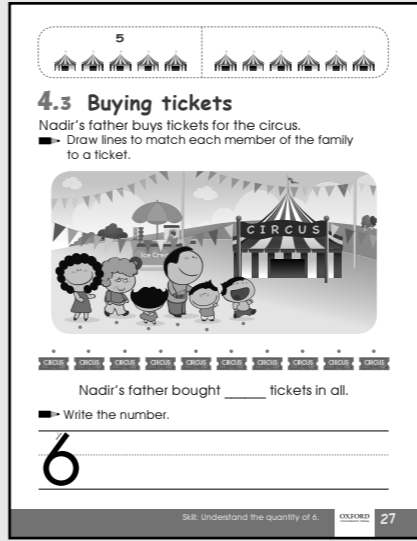
#### Activity 3

- Show pupils pictures of clowns and explain that these are circus performers.
- Ask whether they have seen clowns and talk about the ways in which clowns entertain people.
- Pupils should take turns to share their experiences.

#### Activity 4

- Give out colouring worksheets showing sets with different numbers of sweets, e.g. 1 set of 2 sweets, 1 set of 3 sweets, 3 sets of 4 sweets, 2 sets of 5 sweets and 3 sets of 6 sweets. Ask pupils to identify the objects.
- Ask them to colour only the sets of 6 sweets.
- Ask pupils to count how many sweets in each set.

## 4.3 Buying tickets



**4.3 Buying tickets**  
Nadir's father buys tickets for the circus.  
Draw lines to match each member of the family to a ticket.

Nadir's father bought \_\_\_\_\_ tickets in all.

Write the number.

6

**Suggested duration**  
40 minutes

**Objectives**  
Understand quantities of 6.

**Required resources**

- flashcards, each showing 6 toys
- Additional:  
transparent box  
10 marbles

**Key terms**  
buying  
ticket  
member

### Understanding quantities of 6

#### Activity 1

- Show flashcards, each showing 6 toys. Ask pupils to identify the different toys.
- Ask how many toys are shown on each flashcard.
- Place a flashcard on the board. Write the number of toys shown below it and ask pupils to read it aloud. Repeat for all the flashcards.



- Revise what has been written by asking pupils to read the phrase below each flashcard.
- Revise writing the number 6 by asking pupils to draw the number 6 in the air with their index finger.

### Activity 2

- Ask pupils to describe the picture shown in Activity 4.3.
- Ask pupils to count the family members shown in the picture.
- Read the statement, 'Nadir's father buys tickets for the circus.' Ask pupils to point to the tickets.
- Read the instruction, 'Draw lines to match each member of the family to a ticket.' Ask pupils to identify all the members of the family, and then use a ruler and a pencil to draw a line matching each member of the family to a ticket. Remind pupils that one family member should be joined to one ticket only.
- Read the statement, 'Nadir's father bought \_\_\_\_\_ tickets in all.' and ask pupils what they should write in the space. Guide them by telling them to count the number of tickets that have been matched to a family member, or to count the number of lines that they have drawn.
- Ask pupils to read aloud the statement, 'Nadir's father bought 6 tickets in all.'
- Read the instruction, 'Write the number.' Ask pupils to practise writing the number 6.

### Additional activities

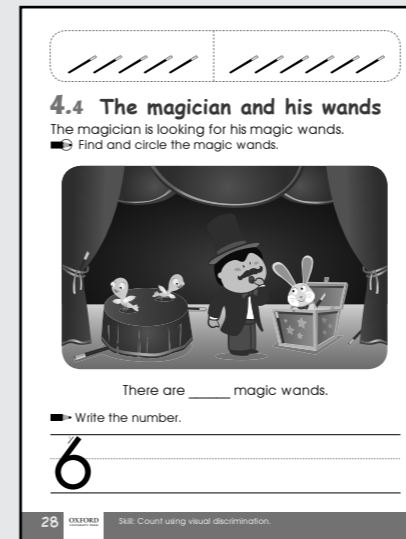
#### Activity 3

- Explain that money is required to buy tickets to enter certain places. Ask pupils to name some places that require entry tickets.

#### Activity 4

- Show pupils a box containing 10 marbles. Explain that you are going to remove 6 marbles and place them on the table.
- Remove the marbles one at a time and count aloud as you remove each marble. Pupils should say 'Stop!' when you have removed the 6th marble.
- Point to the marbles on the table, and ask pupils to count them.
- Put all the marbles back in the box. Explain that you are going to remove 6 marbles again, but without counting aloud. Ask pupils to count silently to themselves as you remove each marble and to say 'Stop!' after you have removed the 6th marble.
- After pupils say 'Stop!' ask them to count aloud to check that there are 6 marbles.

## 4.4 The magician and his wands



### Suggested duration

1 hour

### Objectives

Counting using visual stimulation.

### Required resources

- 6 coloured opaque boxes – red, blue, yellow, green, orange, black
- marbles – red, blue, yellow, green, orange, black
- Additional: worksheets showing the numbers 1, 2, 3, 4, 5, and 6 dot stickers or smiley face stickers

### Key terms

magician  
magic wand

### Counting using visual stimulation

#### Activity 1

- Prepare 6 opaque boxes of different colours, and marbles of the same colours as the boxes. Place the boxes on the table in a row. Ask pupils to identify the colours of the boxes and the marbles.
- Show pupils 1 marble of any colour. Ask pupils the colour of the marble, then place it inside the box of the same colour; ask them to remember the number of marbles in the box.
- Repeat this for different numbers of marbles of different colours. There should be a different number of marbles in each box, ranging from 1 to 6.
- Rearrange the row of boxes. Then, name a colour and ask pupils to recall how many marbles are in that box.
- Repeat this activity until pupils are able to recall with ease the number of marbles in each box.

#### Activity 2

- Ask pupils to describe the picture in Activity 4.4.
- Ask them to count the rabbits and the birds.
- Read the statement, 'The magician is looking for his magic wands.' Ask pupils to point to the magician, then ask questions such as 'What is the magician looking for?' to make sure that pupils understand the context.
- Read the instruction, 'Find and circle the magic wands.' Ask pupils to point to the magic wands in the picture and circle them.

- Then, read the statement, 'There are \_\_\_\_\_ magic wands.' and ask pupils what they should write in the space. (6)
- Ask them to read aloud the statement, 'There are 6 magic wands.'
- Read the instruction, 'Write the number.' Ask pupils to practise writing the number 6.

### Additional activities

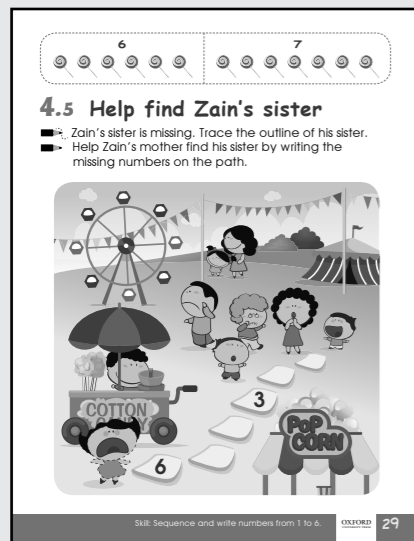
#### Activity 3

- Talk about magicians and ask pupils if they have ever seen one perform.
- Discuss the things that magicians do during a performance and introduce the term magic tricks.
- If any pupils know magic tricks, ask them to demonstrate them to their classmates.

#### Activity 4

- Give out worksheets showing the numbers 1 to 6. Ask pupils to identify the numbers shown.
- Give each pupil a set of dot or smiley face stickers. Ask them to look at each number shown on the worksheet and to stick the corresponding number of stickers on the number.
- Ask pupils to exchange their worksheets to check each other's work.

## 4.5 Help find Zain's sister



#### Suggested duration

40 minutes

#### Objectives

Sequence numbers from 1 to 6.  
Write numbers from 1 to 6.

#### Required resources

- flashcards – numbers 1, 2, 3, 4, 5, and 6
- Additional:  
cut-outs – numbers 1, 2, 3, 4, 5, and 6 colouring worksheets

#### Key terms

find  
missing

## Sequencing and writing numbers from 1 to 6

#### Activity 1

- Revise the sequence of numbers from 1 to 5 by asking what number comes after 1, 2, 3, and 4 respectively. Then, show flashcards with the numbers 1 to 5 in random order and ask pupils to put the numbers in the correct order. Ask them to recite the numbers 1–5 in sequence.
- Place the number flashcards on the board in the correct order. Show the flashcard with the number 6 and ask where it should be placed in the sequence. (after 5) Ask them to recite the numbers 1 to 6 in sequence.
- Place the flashcards 1 to 6 on the board in the correct order and explain that they are arranged in sequence from 1 to 6. Ask pupils to say the number that comes before another number, e.g. 2 comes before 3.
- Revise writing the number 6 by asking pupils to draw the number 6 in the air with their index finger.

#### Activity 2

- Ask pupils to describe the picture in Activity 4.5
- Read the instruction, 'Zain's sister is missing. Trace the outline of his sister.' Ask pupils questions such as, 'What has happened to Zain's sister?' to make sure that pupils understand the context.
- Ask pupils to point to Zain's sister, then to trace her outline.
- Read the instruction, 'Help Zain's mother find his sister by writing the missing numbers on the path.' Ask pupils to look at the boxes on the path and to identify the numbers that are written in them.
- Ask pupils to say which numbers are missing, and help them decide what should be written in each box on the path.

### Additional activities

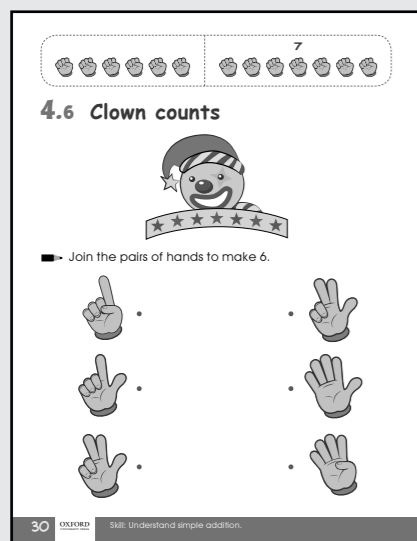
#### Activity 3

- Ask pupils if they have ever been lost or separated from their parents while they were out. Alternatively, talk about missing people.
- Discuss what pupils should do if they become lost.
- Pupils can take turns to share their experiences and/or their thoughts with the rest of the class.

#### Activity 4

- Give each pupil a set of cut-outs of the numbers 1 to 6. Ask them to identify the numbers and arrange them in order.
- Ask pupils to work in pairs. They should take turns to make a sequence with missing numbers by removing some cut-outs; their partner should write the missing numbers on a sheet of paper.

## 4.6 Clown counts



### Suggested duration

1 hour

### Objectives

Understanding simple addition.

### Required resources

- toy blocks – 5 red and 5 blue
- Additional:  
matching worksheets

### Key terms

pair

## Understanding simple addition

### Activity 1

- Prepare 5 red toy blocks and 5 blue toy blocks. Show one toy block of each colour and ask pupils to identify the two different colours.
- Show pupils one red block and five blue blocks. Ask them to count the red and the blue blocks.
- Put the blocks together, and ask pupils how many blocks there are altogether. (6) Explain that the 6 blocks consist of 1 red block and 5 blue blocks, hence 1 and 5 make 6.
- Repeat this using one blue block and 5 red blocks.
- Repeat using other combinations that make 6, i.e. 2 and 4, and 3 and 3.

### Activity 2

- Ask pupils to look at Activity 4.6. Point to each hand and ask pupils how many fingers are shown. They could count the same numbers of their own fingers if they need help.
- Read the instruction, 'Join the pairs of hands to make 6.' Explain that they should join each hand on the left side of the page to one on the right side of the page, so that the total number of fingers is 6. Encourage them to use their own fingers if they need help.
- Ask them to use a ruler and a pencil to draw a line to join each pair of hands.

## Additional activities

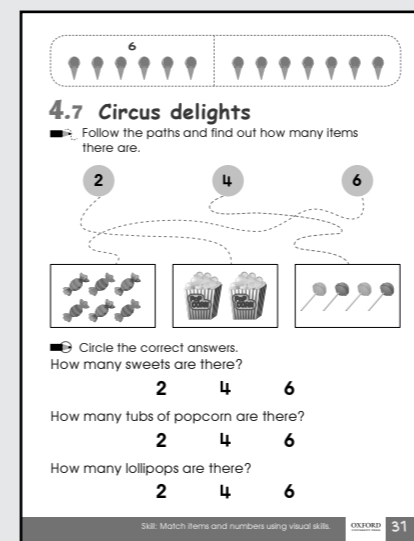
### Activity 3

- Ask pupils to count the fingers on each hand.
- Ask them to show 1 to 5 fingers as a form of revision.

### Activity 4

- Give out matching worksheets that shows 2 columns. Each column should show different quantities of buttons, ranging from 1 to 5.
- Ask pupils to identify the object and to count the number of buttons in each set.
- Ask pupils to use a ruler and a pencil to match sets that make 6. Remind them that the lines should be joined from one column to the other column, and not within the same column.

## 4.7 Circus delights



### Suggested duration

1 hour

### Objectives

Associate using visual skills.

### Required resources

- flashcards – 2 apples, 4 oranges, and 6 mangoes
- flashcards – numbers 2, 4, and 6
- Additional:  
matching worksheets

### Key terms

path  
popcorn  
lollipop

## Associating using visual skills

### Activity 1

- Show pupils flashcards of 2 apples, 4 oranges and 6 mangoes. Ask them to identify the fruits, then place the cards on the board in one column.
- Show flashcards of the numbers 2, 4, and 6, and ask pupils to identify the numbers. Place the flashcards on the board in a column to the right of those showing fruits. The fruits and numbers should not correspond to each other.
- Ask pupils to count the apples. Draw a line from the flashcard of the apples to the flashcard of the number 2. Repeat for the other pairs.
- Ask pupils how many apples there are and ask them to follow the line from the apple flashcard to the corresponding number. Repeat for the oranges and mangoes and the corresponding numbers.

### Activity 2

- Ask pupils to identify the different numbers and objects in Activity 4.7.

- Read the instructions, 'Follow the paths and find out how many items there are.' and, 'Circle the correct answers.'
- Read the first question, 'How many sweets are there?' and ask pupils to point to the box with the sweets.
- Ask pupils to use a pencil or their finger to trace the line leading from the box to the number. Ask pupils what number is shown at the end of the path. (6) Explain that this number shows the number of sweets in the box. They should count the sweets in the box to check that this is correct.
- Ask pupils to look at the numbers below the question and identify the number corresponding to the number at the end of the path they have traced. Ask them to circle this number.
- Repeat for the other two questions.

### Additional activities

#### Activity 3

- Give out matching worksheets that shows two columns. The left column should show different quantities of various objects; the right column should show the numbers 1 to 6 in a random order.
- Ask pupils to identify the different objects. Ask them to count how many of each objects, and to draw a line to match each set to the corresponding number.
- Pupils can exchange their worksheets to check each other's work.

## 4.8 Bye-bye circus

**4.8 Bye-bye circus**  
The happy family is going home after the circus.  
→ Colour 6 butterflies.

Fill in the correct answer.  
How many lollipops can you see?  
There are \_\_\_\_.

Match the balloons to the birds.  
There are \_\_\_\_ pairs of balloons and birds.

32 OXFORD UNIVERSITY PRESS Skill: Count from 1 to 6

#### Suggested duration

1 hour

#### Objectives

Count from 1 to 6.

#### Required resources

- boxes filled with pencils, erasers, sharpeners, books, marbles, and building blocks
- Additional:  
drawing paper (enough for all the pupils in the class)

#### Key terms

happy

## Counting from 1 to 6

#### Activity 1

- Prepare 6 boxes, each filled with one of the following objects: pencils, erasers, sharpeners, books, marbles and building blocks. Ask pupils to identify the objects in each box.
- Ask a pupil to call out a number and an object. Remove the given number of the object from the box one at a time and place them on the table. Count aloud as you do this.
- Repeat this 6 times for different quantities (from 1 to 6) of different objects.
- Put the objects on the table in a random arrangement. Ask pupils to gather round the table and look at the objects. Ask questions such as 'How many erasers are there?' 'How many sharpeners are there?' Pupils should count how many of the specified object are on the table.

#### Activity 2

- Ask pupils to describe the picture in Activity 4.8
- Read the statement, 'The happy family is going home after the circus.' and ask questions to make sure that pupils understand the context.
- Read the instruction, 'Colour 6 butterflies.' Ask pupils to point to all the butterflies in the picture, and to colour 6 of them.
- Read the instruction, 'Fill in the correct answers.' and read the question, 'How many lollipops are there?' Ask pupils to count how many lollipops they can see in the picture.
- Read the statement, 'There are \_\_\_\_\_ lollipops.' and ask pupils what they should write in the space. (2)
- Ask them to read aloud the statement, 'There are 2 lollipops.'
- Read the instruction, 'Match the balloons to the birds.' Ask pupils to point to the balloons and the birds, and to use a ruler and a pencil to match each balloon to a bird.
- Read the statement, 'There are \_\_\_\_\_ pairs of balloons and birds.' and ask pupils what they should write in the space. Guide them by asking them to count the number of lines that they have drawn. Ask them to read aloud the statement, 'There are 4 pairs of balloons and birds.'

### Additional activities

#### Activity 3

- Give each pupil a sheet of drawing paper. Ask them to draw 1 apple, 2 mangoes, 3 bananas, 4 pears, 5 plums, and 6 oranges.
- They should draw each fruit in one row, so that there are 6 rows. Ask them to count how many fruits in each row, and to write the correct number next to each row.



## Introduction

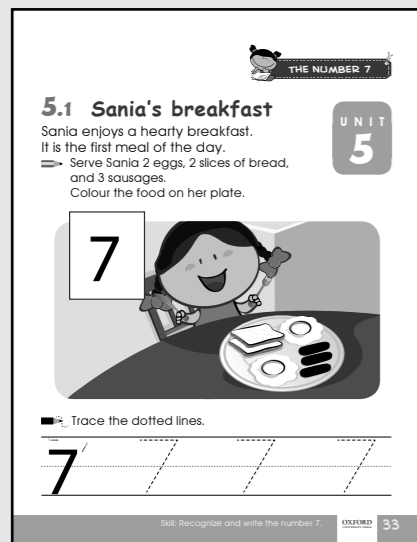
In this unit, pupils are introduced to the number 7. By the end of the unit, pupils should be able to recognise the number 7, as well as understand the quantity of 7 through the counting of various objects.

### Pre-assessment activity

- Revise the numbers 1, 2, 3, 4, 5, and 6 with pupils using flashcards showing the individual numbers. Alternatively, ask pupils to show quantities 1, 2, 3, 4, 5, and 6 using their fingers.
- Ask what number comes after 6.
- Introduce the number 7 as given in previous units.



## 5.1 Sania's breakfast



### Suggested duration

40 minutes

### Objectives

Recognize the number 7.  
Write the number 7.

### Required resources

- flashcards, each 7 objects
- flashcard – number 7
- Additional:  
drawing paper (enough for all the pupils in the class)

### Key terms

hearty  
breakfast  
meal  
sausage

### Activity 2

- Ask pupils to identify the different numbers and objects shown in Activity 5.1. Read the sentences, 'Sania enjoys a hearty breakfast. It is the first meal of the day.' If necessary, explain the meaning of hearty breakfast. Ask questions to make sure pupils understand the context.
- Read the first line of the instructions, 'Serve Sania 2 eggs, 2 sandwiches and 3 sausages.' Ask pupils to identify and count each food item.
- Read the second line of the instructions, 'Colour the food on her plate.' Ask pupils to point to Sania's plate and to colour the food.
- Ask pupils to count how many food items are on Sania's plate altogether.
- Read the instruction, 'Trace the dotted lines.' Ask pupils to practise writing the number 7 by tracing the dotted lines.

### Additional activities

#### Activity 3

- Explain the importance of eating breakfast and ask pupils what they usually eat for breakfast.
- Pupils should take turns to share their answers with their classmates.

#### Activity 4

- Divide the class into groups of 4 or 5. Give each group a sheet of drawing paper.
- Ask them to draw the number 7 and to colour and decorate it.
- As they do this, ask them to think of their favourite food item and to draw 7 of that item around the number 7.
- Groups should show their drawings to the class and to talk about them. Display the drawings in the classroom so that pupils can familiarise themselves with the number 7.

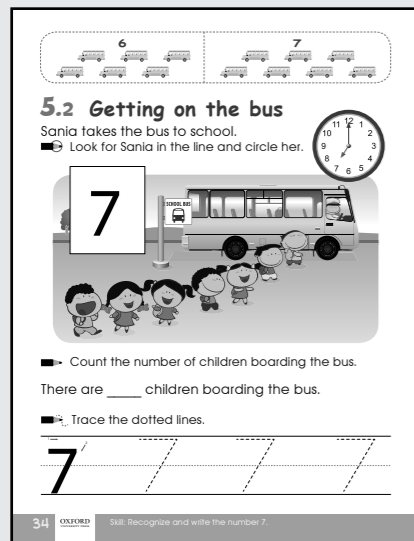
## Introduction to the number 7

### Activity 1

- Show pupils different sets of 7 objects and ask pupils to identify the objects.
- Ask how many objects there are in each set. Guide pupils by holding up one object in turn and counting aloud up to 7.
- Continue as for Activity 4.1 to introduce 7.



## 5.2 Getting on the bus



### Suggested duration

1 hour

### Objectives

Recognize the number 7.  
Write the number 7.

### Required resources

- flashcards, each showing 7 animals
- flashcard – number 7
- Additional:  
colouring worksheets

### Key terms

bus  
boarding

## Recognizing and writing the number 7

### Activity 1

- Show pupils flashcards each with pictures of 7 animals. Ask pupils to identify and count the animals on each flashcard.
- Hold up a flashcard of the number 7. Ask pupils to draw the number 7 in the air with their index finger.
- Ask pupils to identify sets of 7 objects in the classroom or outside.

### Activity 2

- Ask pupils to describe the picture in Activity 5.2.
- Read the sentence, 'Sania takes the bus to school.' Ask pupils to point to the bus.
- Point to the clock and ask pupils what it is. Ask if they can tell the time shown on the clock. If not, explain that it is 7 o'clock because the red hand is pointing to 7 and the blue hand is pointing to 12.
- Read the instruction, 'Look for Sania in the line and circle her.' Ask pupils to point to Sania and to circle her. If necessary, refer back to activity 5.1. to identify her.
- Read the instruction 'Count the number of children boarding the bus.' Ask pupils to count how many children are boarding the bus.
- Read the statement, 'There are \_\_\_\_\_ children boarding the bus.' and ask pupils what they should write in the space. (7)
- Read the instruction, 'Trace the dotted lines.' Ask pupils to practise writing the number 7 by tracing the dotted lines.

## Additional activities

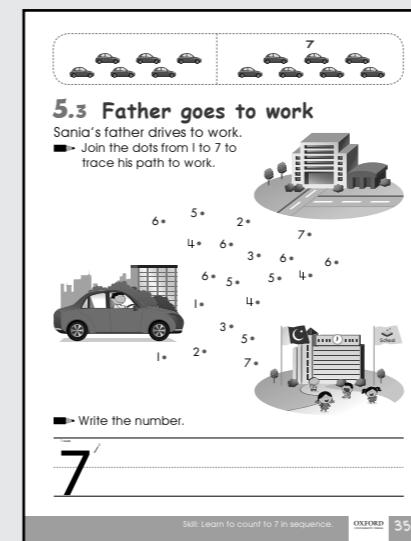
### Activity 3

- Ask pupils to raise their hands if they come to school by bus.
- Ask the others how they come to school.
- Allow pupils to share their experiences of travelling to school by different forms of transport.

### Activity 4

- Give out colouring worksheets showing different sets of cars, e.g. 2 sets of 2 cars, 3 sets of 3 cars, 1 set of 4 cars, 2 sets of 5 cars, 1 set of 6 cars, and 4 sets of 7 cars. Ask pupils to identify the objects.
- Ask them to count the number of cars in each set, and to colour only the sets of 7 cars.

## 5.3 Father goes to work



### Suggested duration

40 minutes

### Objectives

Recognize the correct counting sequence of 1 to 7.

### Required resources

- flashcards, with numbers 1 to 7
- Additional:  
drawing paper (enough for all the pupils in the class)  
colouring pencils

### Key terms

drive  
work

## Recognizing the correct counting sequence of 1 to 7

### Activity 1

- Follow instructions for Activity 1 in Unit 4.3, counting to 7 instead of 6.

### Activity 2

- Ask pupils to describe the pictures in Activity 5.3.
- Read the sentence, 'Sania's father drives to work.' Ask pupils to point to Sania's father, and ask them questions to make sure that they understand the context.
- Read the instruction, 'Join the dots from 1 to 7 to trace his path to work.'
- Ask pupils to recite the numbers 1 to 7 in order and, if necessary, help them to join the dots to trace the path Sania's father takes to get to work.

- Ask pupils to describe the building at the end of the path. Explain that the path leads to the building where Sania's father works.
- Read the instruction, 'Write the number.' Ask pupils to practise writing the number 7.

### Additional Activities

#### Activity 3

- Ask pupils to share with the class where their father works, how he travels to work, and how far his work place is from their home.

#### Activity 4

- Remind pupils that the rainbow has 7 colours.
- Ask pupils to name the colours of the rainbow in order, and write them on the board:  
1 – red, 2 – orange, 3 – yellow, 4 – green, 5 – blue, 6 – indigo, 7 – violet
- Give out drawing paper and coloured pencils and ask them to draw a rainbow. Display some of their work in the classroom.

## 5.4 Sania and her friends

**5.4 Sania and her friends**  
Naila, Zain, and Sania play hopscotch during break.

Fill in the boxes.  
What number is Sania standing on? \_\_\_\_\_

Write the number.  
7 \_\_\_\_\_

#### Suggested duration

1 hour

#### Objectives

Differentiate between the number 7 and other numbers.

#### Required resources

- flashcards, with numbers 1 to 7

- cloth bag

Additional:

chalk

flat area

beanbags

#### Key terms

hopscotch

break

### Differentiating between the number 7 and other numbers

#### Activity 1

- Put the flashcards numbered 1 to 7 in a cloth bag.
- Pull out one number at a time from the bag.
- Hold up the flashcards and ask pupils to call out the number on the flashcards.

- Repeat until pupils can easily differentiate between the number 7 and other numbers.

#### Activity 2

- Ask pupils to describe the pictures in Activity 5.4.
- Read the sentence, 'Naila, Zain, and Sania play hopscotch during break.' Ask questions to make sure that pupils understand the context.
- Read the instruction, 'Fill in the boxes.' and explain that they should write the missing numbers in the empty spaces.
- Read the question, 'What number is Sania standing on?'
- Ask pupils to identify the number Sania is standing next to and write it in the space.
- Read the instruction, 'Write the number.' Ask pupils to practise writing the number 7.

### Additional activities

#### Activity 3

- Ask pupils to talk about their favourite games.
- Ask if they have ever played hopscotch and talk about how it is played.

#### Activity 4

- Use chalk to draw on a flat surface one or more hopscotch grids, numbered 1 to 7 like the one in this unit.
- Ask one pupil to place the beanbag on the grid marked with the number 1 and demonstrate how to play the game.
- In groups, pupils can take turns to play hopscotch.

## 5.5 In the science garden

**5.5 In the science garden**  
Sania is looking at some insects in the science garden.  
The butterflies like sunflowers.  
The bees like roses.

Match the insects to the flowers.

Circle the correct answer.  
How many insects are there altogether?

4 5 6 7

#### Suggested duration

40 minutes

#### Objectives

Match according to given criteria.

#### Required resources

- flashcards – pictures of bees, honey, butterflies, flowers, frogs, lily pads, etc.

- Additional:  
matching worksheets

#### Key terms

science garden

sunflower

rose

## Matching according to given criteria

### Activity 1

- Show pupils pictures of bees, honey, butterflies, flowers, frogs, lily pads, mice, cheese, etc.
- Ask, 'Do mice like honey?' Pupils should answer no. Ask, 'Do mice like flowers?' Pupils should answer no. Ask, 'Do mice like cheese?' When pupils answer yes, explain that mice can be matched with cheese.
- Help pupils to match each of the following:  
bees to honey; butterflies to flowers; frogs to lily pads

### Activity 2

- Ask pupils to describe the pictures in Activity 5.5.
- Read the sentence, 'Sania is looking at some insects in the science garden.' Talk about insects, then ask pupils to point to and name the insects in the science garden.
- Read the sentence, 'The butterflies like sunflowers.' Ask pupils to point to the butterflies and the sunflowers.
- Read the sentence, 'The bees like roses.' Ask pupils to point to the bees and the roses.
- Read the instruction, 'Match the insects to the flowers.' Ask pupils to use a ruler and a pencil to draw a line to match each insect to the flower that it likes.
- Read the instruction, 'Circle the correct answer.', and the question, 'How many insects are there altogether?' Ask pupils to count the insects and circle the correct number.

## Additional activities

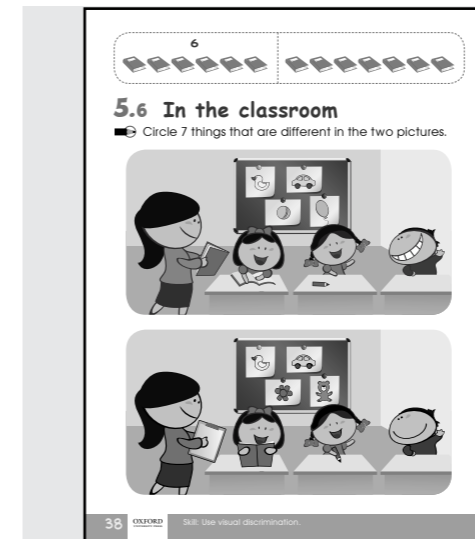
### Activity 3

- Allow pupils to take a walk around the science garden and ask them to look for relationships between different insects and their environment.
- Pupils should discuss their observations and share their experiences in class.

### Activity 4

- Give out matching worksheets that shows 2 columns. The left and right columns should show different numbers of objects and/or animals that go with one another.
- Ask pupils to identify the objects and/or animals and count how many are shown in each set.
- Ask pupils to use a ruler and a pencil to match the sets that go together. Remind them that the lines should be joined from one column to the other, and not within the same column.

## 5.6 In the classroom



### Suggested duration

1 hour

### Objectives

Use visual discrimination.

### Required resources

- Flashcards – pairs of pictures showing the same objects with 1 difference between each pair
- Additional:  
Find the difference worksheets

## Using visual discrimination

### Activity 1

- Show pupils pairs of pictures with one distinct difference between each image. For example, a difference in colour or number of items.
- Continue to show pairs until pupils have understood how to tell the difference between 2 pictures and are able to distinguish them fairly quickly.

### Activity 2

- Ask pupils to describe the pictures in Activity 5.6.
- Read the instruction, 'Circle 7 things that are different in the two pictures.' Make sure that pupils understand what they are required to do.
- Ask pupils to look at the two pictures and point out one difference to their class fellow. They should circle the difference that they have pointed out.
- Encourage them to complete the activity on their own.
- Ask them to count how many differences they have circled to ensure that they have circled 7.

## Additional activities

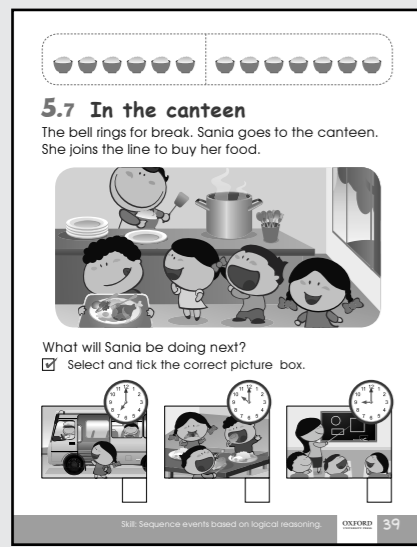
### Activity 3

- Ask pupils to look around them and see if they can identify items that are different in one property, for example, two pencils of different colours.
- Bring objects to class to illustrate similar differences of one property, e.g. crayons of the same length but of different colours.

## Activity 4

- Give out more find the difference worksheets for practice. Teachers can use the internet or search the newspapers and magazines for such activities.
- Pupils can work in pairs or groups to compete to be the first to complete the activity correctly.

# 5.7 In the canteen



### Suggested duration

1 hour

### Objectives

Sequence events using logical reasoning.

### Required resources

- flashcards – sunrise, mid-day sun and sunset
- Additional:  
worksheets with different events arranged in random order

### Key terms

canteen  
queue

## Sequence events using logical reasoning

### Activity 1

- Show pupils flashcards of sunrise, the mid-afternoon sun, and sunset in turn and explain when each of them can be seen.
- Ask, 'Which occurs first?' Pupils should say sunrise.
- Ask, 'What happens next?' Pupils should say afternoon sun.
- Ask, 'What happens last?' Pupils should say sunset.
- Arrange the 3 flashcards on the board so that pupils can see how to sequence events using logical reasoning.

### Activity 2

- Ask pupils to look at Activity 5.7. Point to the picture showing Sania queuing to buy food in the canteen and ask pupils to describe the picture.
- Read the sentences, 'The bell rings for break. Sania goes to the canteen. She joins the line to buy her food.' Ask pupils to identify Sania.
- Read the instruction, 'What will Sania be doing next? Select and tick in the correct picture box.'

- Ask pupils to look at the three pictures at the bottom of the page and to describe what is taking place in each picture. Ask them to identify the picture that comes after the picture showing Sania buying food in the canteen. They should tick the box below the correct picture.
- If pupils require more guidance, ask them to think what they would do after buying food, and to find a picture showing that.

## Additional activities

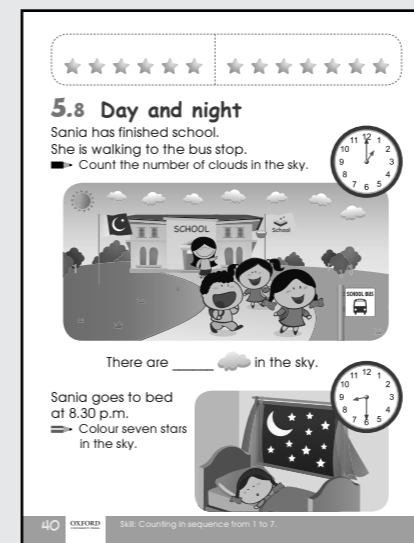
### Activity 3

- Talk about what pupils do at different times of day (morning, afternoon and evening).

### Activity 4

- Give out worksheets that show various activities that may occur throughout the day, for example, sleeping, waking up, and going to school.
- Discuss each activity, and identify the time of the day each of these events occurs.
- Ask pupils to number the events, with 1 as the first, and so on.

# 5.8 Day and night



### Suggested duration

1 hour

### Objectives

Understand counting in sequence from 1 to 7.

### Required resources

- flashcards – clouds, balloons, birds, trees, flowers, etc.
- magnetic strips
- Additional:  
worksheets with different numbers of objects in the picture

### Key terms

bus stop  
cloud  
star

## Counting in sequence from 1 to 7

### Activity 1

- Draw on the board a picture of a field.
- Explain that you want to put 7 of each object in the picture of the field.

- Hold up the flashcard of a cloud. Fix 1 cloud on the board using magnetic strips and say 1. Ask pupils to count with you until 7 clouds have been placed on the board.
- Repeat with each of the other flashcards until 7 each of the balloons, birds, trees, flowers, etc. have been placed on the board.
- Ask pupils to count silently to 7 as you place each of the flashcards on the board and ask them to call 'Stop' when the correct number of each has been placed.

### Activity 2

- Ask pupils to look at Activity 5.8. Point to the first picture and ask pupils to describe it.
- Read the sentences, 'Sania has finished school. She is walking to the bus stop.' Ask pupils to identify Sania, and ask questions such as, 'Where is Sania going?' to make sure that pupils understand the context.
- Read the instruction, 'Count the number of clouds in the sky.' Ask pupils to count the clouds.
- Read the statement, 'There are \_\_\_\_\_ clouds in the sky.' and ask pupils what they should write in the space.(7)
- Point to the second picture and ask pupils to describe it.
- Read the sentence, 'Sania goes to bed at 8.30 p.m.' and ask them to describe the picture. Ask questions such as, 'What is Sania doing?' to make sure that pupils understand the context.
- Read the instruction, 'Colour seven stars in the sky.' Ask pupils to count and colour seven stars.

### Additional activities

#### Activity 3

- Give out worksheets showing more than 7 of each object in the picture. For example, provide a picture of a garden with 8 caterpillars, 9 flowers, 10 rocks, 8 trees, 12 mangoes.
- Ask pupils to colour only 7 of each object.

### Introduction

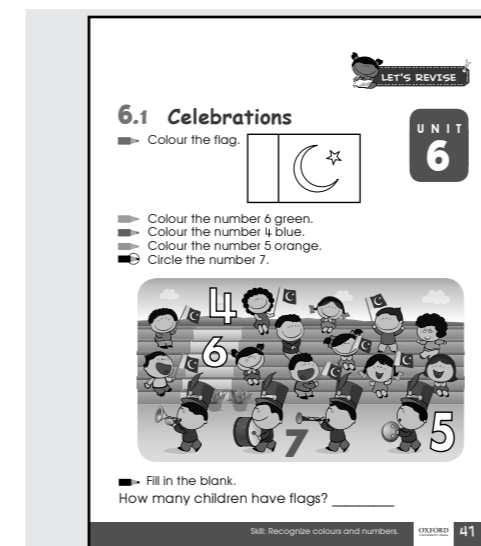
In this unit, pupils are required to look back at the concepts they have learnt in the previous five units. By the end of the unit, pupils should be able to complete activities related to learnt concepts with ease and confidence.



### Pre-assessment activity

- Ask pupils to recall the activities they have carried out in the previous five units and the concepts they have learnt.
- Remind them that they began with revision of numbers 1 to 3, and show relevant flashcards. In the same way, remind them of numbers 4 to 7.
- Ask pupils to look around the classroom and identify sets of 1 to 7 items.

## 6.1 Celebrations



#### Suggested duration

40 minutes

#### Objectives

Recognize colours and numbers.

#### Required resources

- flashcards, each showing 4, 5, 6, or 7 familiar objects
- Additional:  
worksheet with different numbers

#### Key terms

flag  
child - children

### Recognizing colours and numbers

#### Activity 1

- Show pupils flashcards, each showing 4, 5, 6, or 7 common objects, and ask pupils to identify the objects.
- Ask them to say where they might see such objects, e.g. 7 bottles of milk in the supermarket.
- Ask pupils to trace the numbers 4, 5, 6, and 7 in the air with their index finger to revise writing these numbers.



## Activity 2

- Ask pupils to describe the picture in Activity 6.1.
- Read the first line of the instructions, 'Colour the flag.'
- Elicit that the pupils should use green and white to colour the flag. If necessary, refer to the illustration below.
- Read the second line of the instructions, 'Colour the number 6 green.' Ask pupils to identify and colour the number 6.
- Repeat this for the numbers 4 and 5.
- Ask pupils to read the fifth line of the instructions, 'Circle the number 7.' Ask pupils to identify and circle the number 7.
- Ask pupils to read the instructions, 'How many children have flags?' Ask them to count the number of children with flags.

## Additional activities

### Activity 3

- Talk about celebrations that the students have attended, e.g. a school celebration, birthday party, national celebration, etc. Ask which they enjoyed most.
- Pupils can share their experiences with the class.

### Activity 4

- Give out worksheets with different numbers.
- Instruct pupils to colour different numbers in different colours, e.g. a red five, etc.

## 6.2 Same number sets

**6.2 Same number sets**  
Tick the set that has the same number of objects as the number of dots on the left.

OXFORD UNIVERSITY PRESS Skill: Understand the concept of 'same' in numbers.

### Suggested duration

40 minutes

### Objectives

Understand the concept of 'same' in numbers.

### Required resources

- flashcards – pairs of pictures with the same number of objects arranged differently
- flashcards – pairs of pictures with different numbers of objects
- Additional:  
small objects like paper clips, marbles, etc.

## Understanding the concept of 'same' in numbers

### Activity 1

- Show pupils a flashcard of a number of objects and ask them to count the objects.
- Show another flashcard of the same objects arranged differently. Ask pupils to count the objects.
- Elicit that although the arrangement is different, there is the same number of objects in each set.
- Repeat this with other pairs of flashcards to reinforce the idea of same number sets.
- Use other pairs of flashcards to introduce the concept of different number sets.

### Activity 2

- Ask pupils to count the number of dots in the first picture on the left in Activity 6.2.
- Identify the cupcakes on the right and ask pupils to count how many are shown in each picture.
- Read the instruction, 'Tick the set that has the same number of objects as the number of dots on the left.' Guide pupils to tick the box with 4 cupcakes.
- Repeat this for the rest of the activity.

## Additional activities

### Activity 3






- Ask pupils to look around them and identify objects belonging to the same number sets, e.g. the same number of tables and chairs in the classroom.

### Activity 4

- Group pupils in groups of 5 or 6 to play this game.
- Place a number of paper clips on the table, say 5.
- Each group should find the same number of objects to match the number of paper clips on the table.
- The first group to place 5 of another object on the table scores a point.
- Repeat with different numbers of different items.
- The group that is able to match the most sets of objects wins.

## 6.3 Number lines

**6.3 Number lines**  
Look at the shapes. Count the number of sides for each shape and match the number and number word.

	•	•	<b>3</b>	•	•	three
	•	•	<b>4</b>	•	•	four
	•	•	<b>5</b>	•	•	five
	•	•	<b>6</b>	•	•	six
	•	•	<b>7</b>	•	•	seven

Skill: Count and match numbers and number words. OXFORD 43

### Suggested duration

40 minutes

### Objectives

Count and match numbers and number words.

### Required resources

- cut-outs of shapes
- Additional:  
drawing paper  
glue

## Counting and matching numbers and number words

### Activity 1

- Revise basic shapes and explain that different shapes have different numbers of sides.
- Show pupils a cut-out of a triangle and count the number of sides with the pupils. (3)
- Repeat this with a square, rectangle, pentagon, hexagon and heptagon.

### Activity 2

- Talk about the shapes and numbers in Activity 6.3.
- Read the instructions, 'Look at the shapes. Count the number of sides for each shape' and 'Match the number and number word'.
- Revise counting 1, 2, 3, 4, 5, 6, 7 sides by showing flashcards of shapes with different numbers of sides and asking pupils to count the number of sides for each of the shapes.
- Ask, 'How many sides are there in a triangle?' Pupils should hold up 3 fingers.
- Ask pupils to match the triangle to the number 3 using a pencil and a ruler.
- Explain that the word 'three' is written just next to the number 3. Spell out the word 'three' and write it on the board. Ask pupils to repeat after you, 't-h-r-e-e' a few times.
- Ask pupils to match the number 3 to the word three using a pencil and a ruler.

## Additional activities

### Activity 3

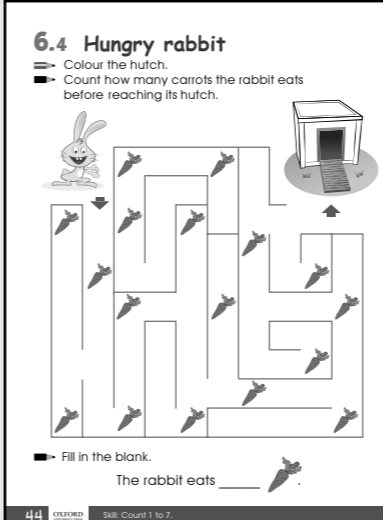
- Ask the pupils to work in pairs and give each pair a set of cut-out shapes.
- One pupil takes a cut-out shape and shows it to his/her partner. His/her partner says the number of sides on that shape.
- Pupils take turns to show each other shapes and say the number of sides on that shape.

### Activity 4

- Ask pupils to work in groups of 4 or 5. Give each group drawing paper, cut-out shapes and glue.
- Ask the pupils to create a picture by gluing the shapes on the drawing paper.
- Encourage creativity, and praise their efforts,
- Display their work to reinforce learning of shapes.

## 6.4 Hungry rabbit

**6.4 Hungry rabbit**  
Colour the hutch.  
Count how many carrots the rabbit eats before reaching its hutch.  
Fill in the blank.  
The rabbit eats \_\_\_\_\_



44 OXFORD Skill: Count 1 to 7

### Suggested duration

1 hour

### Objectives

Count 1 to 7.

### Required resources

- pictures of different animals and the place they live.
- flashcards – numbers 1 to 7
- Additional:  
glue  
recycled items (plastic bottles, plastic containers, recycled paper, etc.)

### Key terms

hutch

## Count 1 to 7

### Activity 1

- Show pupils flashcards of different animals and where they live, e.g. rabbit–hutch; lion–den; bee–hive; whale–ocean; etc.
- Show a picture of seven bees in a hive. Ask pupils, 'How many bees are there?'
- Show flashcards from 1 to 7 as pupils count each bee. Stop at the number 7 and say 'There are 7 bees'. Ask pupils to repeat after you, 'There are 7 bees'.
- Explain that different animals live in different habitats and it is our duty to protect the environment so that all the living creatures can live safely in it.

### Activity 2

- Read the instruction, 'Colour the hutch'.
- Ask pupils to identify and colour the hutch.
- Read the instruction, 'Count how many carrots the rabbit eats before reaching its hutch.'
- Ask pupils to point to the carrots and to trace with a finger from the red arrow, counting how many carrots the rabbit eats. (7)

- Read the instruction, 'Fill in the blank'. and ask what number they should write in the space.
- Read aloud with the pupils, 'The rabbit eats seven carrots'.

### Additional activities

#### Activity 3

- Explain that all animals have their own homes.
- Ask pupils where they live and talk about their homes.
- Discuss the importance of family and home.

#### Activity 4

- Search the internet on ways to save animal habitats.
- Discuss ways in which pupils can be environmentally friendly. For example, do not waste paper to save trees because cutting down trees destroys the homes of many animals.
- Teach pupils that they should also 'Reduce, Reuse and Recycle'.

#### Activity 5

- Encourage pupils to use the recycled materials to form structures or other objects.
- Demonstrate how some materials can be recycled and reused.
- Choose the five best 'recycled art' pieces and display them in class.



# PRE-PRIMARY MATHEMATICS TEACHING GUIDE



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## Introduction

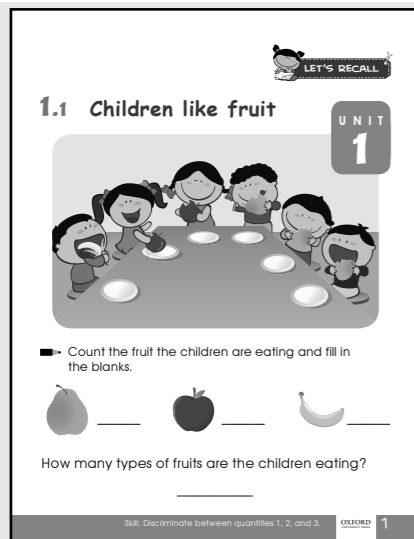
In this unit, pupils are required to look back at the concepts they learned in the previous book before they start to learn new concepts. By the end of the unit, pupils should be able to apply new concepts with ease and confidence.

### Pre-assessment activity

- Help pupils to recall all that they learned in the previous term. Use objects, sets of objects and/or flashcards to recall the numbers from 1 to 7 and their correct sequence.



## 1.1 Children like fruit



### Suggested duration

40 minutes

### Objectives

Discriminate between quantities 1, 2, and 3.

### Required resources

- flashcards of numbers 1, 2, and 3
- flashcards, each showing 1, 2, or 3 fruits
- Additional:  
playing cards – numbers 1 to 7 and sets of 1 to 7 fruits

### Key terms

fruit

### Discriminating between quantities 1, 2, and 3

#### Activity 1

- Use flashcards to revise the numbers 1, 2, and 3 and ask students to trace each number in the air.
- Use flashcards of 1, 2, or 3 fruits to revise counting. Ask pupils to identify the fruits and count how many are shown on each flashcard.
- Place flashcards showing 1, 2, and 3 fruits on the board and ask pupils to match them with flashcards of the numbers 1, 2, and 3.

#### Activity 2

- Ask pupils to look at Activity 1.1 and to identify the fruits. (pear, apple, banana)
- Read the instruction, 'Count the fruit the children are eating and fill in the blanks.'

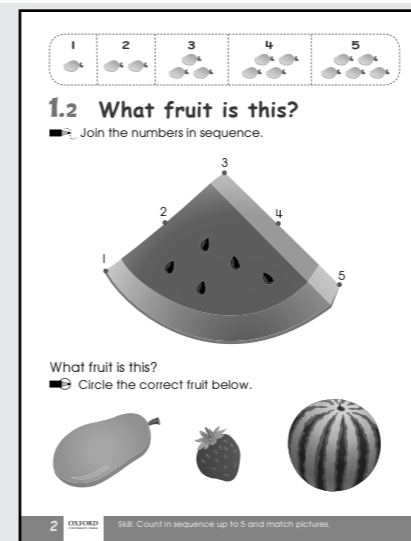
- Ask pupils to point to and count the children eating pears. Elicit that the number 3 should be written in the space next to the pear.
- Repeat this for the apple (2) and banana (1).
- Read the question, 'How many types of fruit are the children eating?'
- Ask students to point to and count the different fruits and elicit that the number 3 should be written in the blank.

### Additional activities

#### Activity 3

- Divide the pupils into groups of 2 or 3. Give each group a set of playing cards showing sets of fruits and numbers. Each set of cards should include 7 cards showing sets of 1 – 7 fruits and 7 cards showing numbers 1 to 7.
- Ask pupils to identify the fruits and numbers on each card. They should shuffle the cards and place them face down on the table.
- Tell pupils to take turns to turn over two cards at a time. If they show a matching number and set of fruits, the pupil keeps the cards. If they do not match, the pupil should return the cards to their original positions face down on the table. The purpose of the activity is to remember where the different cards are placed. The pupil with the most cards at the end of the game wins.

## 1.2 What fruit is this?



### Suggested duration

40 minutes

### Objectives

Count in sequence up to 5.  
Match pictures.

### Required resources

- flashcards, each showing 1 to 5 fruits
- Additional:  
sets of five frames with 0 to 5 dots  
counters  
five blank frames

### Count in sequence up to 5 and match pictures

#### Activity 1

- Show flashcards of 1, 2, 3, 4, or 5 fruits. As each flashcard is held up, ask pupils to identify the fruit and to show the number of fruits by holding up the correct number of fingers.
- Note any pupils who may show a different number from that shown, and provide extra help at a convenient time.

## Activity 2

- Ask pupils to describe the picture in Activity 1.2.
- Read the instruction, 'Join the numbers in sequence.'
- Ask pupils to place their pencils on the number 1 and elicit the order in which they should move their pencils to complete the activity.
- Read the question, 'What fruit is this?' Pupils should name the fruit they have drawn. (watermelon)
- Read the instruction, 'Circle the correct fruit below'.
- Identify the fruits shown as papaya, strawberry and watermelon and elicit that they should circle the watermelon.

## Additional activities

### Activity 3

- Ask the pupils to work in pairs and give each pair a set of five frames, a blank five frame, and 5 counters.
- The first pupil quickly shows one of the five frames to his/her partner.
- The second pupil quickly counts the number of dots and then places counters on the blank five frame so that it matches the one he/she was shown.
- The first pupil shows the five frames again and checks that they are the same.
- The second pupil scores a point if he/she is correct.
- Pupils take turns with their partners to show and form the frames. The partner with the most correct answers wins.

## 1.3 Where is my number?

**1.3 Where is my number?**

Count, and fill in the missing numbers.  
Match each child to the orange with the same number.

1 2 3 4 5

1 2 4 5

2 4 1 5 3

SKILL: Count in sequence to 5. OXFORD UNIVERSITY PRESS 3

### Suggested duration

40 minutes

### Objectives

Count in sequence to 5.

### Required resources

- flashcards of numbers 1 to 5
- Additional:  
worksheets showing number sequences with different numbers

### Key terms

orange

## Count in sequence to 5

### Activity 1

- Using a set of flashcards of numbers 1 to 5, place one flashcard at a time on the whiteboard. Ask pupils to make sure that the numbers shown on the flashcards are in order and to call out any number that is missing.
- Place the cards 1, 2, 3, skipping 4, and then 5. Pupils should call 4 to show that it has been missed out.
- Repeat the activity until pupils are confident of the sequence of numbers and can identify any that are missing.
- Repeat the activity leaving out 2 numbers in the sequence, and eventually 3 numbers.

### Activity 2

- Ask pupils to look at Activity 1.3.
- Read the instruction, 'Count, and fill in the missing numbers.'
- Read aloud with the pupils the numbers 1, 2, and keep quiet; pupils will shout out 3.
- Ask the pupils to write the number 3 in the first blank.
- Start the sequence again by saying 1, 2, 3, 4, and then keep quiet. Pupils will shout out 5.
- Ask the pupils to write the number 5 in the last blank.
- Recite with the pupils, '1, 2, 3, 4, 5'.
- Read the instruction, 'Match each child to the orange with the same number'.
- Ask pupils to use a pencil and a ruler to match the correct orange to the number that each child is holding

## Additional activities

### Activity 3

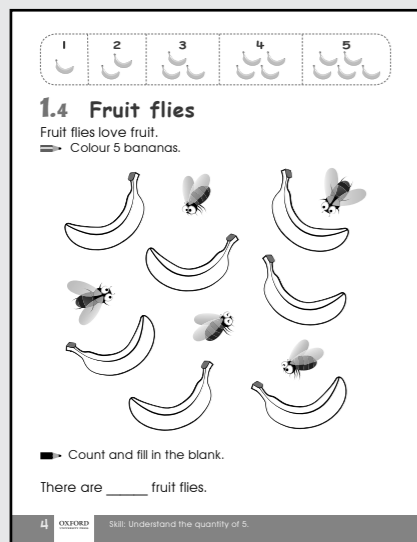
- Ask pupils if they like to eat oranges and ask how many oranges they eat per day.
- Say, '1 orange' and ask pupils who only eat 1 orange a day to raise their hands.
- Repeat for different numbers of oranges and ask pupils to look around to see how many pupils eat the same number of oranges as them.

### Activity 4

- Give out worksheets showing number sequences up to 5 that have missing numbers.
- The sequence of numbers could appear in different forms, with different cartoon figures holding different numbers. A train could be used with different numbers representing each carriage.
- The questions should have the same sequence of numbers but with different numbers missing.
- Ask pupils to fill in the missing numbers.



# 1.4 Fruit flies



### Suggested duration

40 minutes

### Objectives

Understand the quantity of 5.

### Required resources

- flashcards showing different numbers of objects
- Additional:  
picture cards showing different numbers of objects  
number cards up to 5.

### Key terms

fruit fly  
banana

## Understand the quantity of 5

### Activity 1

- Ask pupils to form groups of 4 to 5.
- Show a flashcard of 1 object. Ask pupils to identify and count the object shown.
- Repeat with flashcards of 2 to 5 objects.
- Jumble up the flashcards, show them again, and ask pupils to identify only cards showing 5 objects.
- The group that raises its hands first when 5 is shown gets 1 point. 1 point is deducted from a group for a wrong response.
- The group with the most points wins.

### Activity 2

- Ask pupils to look at Activity 1.4.
- Read the statement, 'Fruit flies love fruit.' Ask pupils to point to the fruit flies to ensure that they understand the context.
- Read the instruction, 'Colour 5 bananas'.
- Ask pupils to point to and count 5 bananas.
- Elicit that the bananas should be coloured yellow and ask pupils to colour 5 bananas.
- Read the instruction, 'Count and fill in the blank.'
- Ask pupils to put their fingers on one fruit fly and continue to count 5 fruit flies.
- Elicit that number 5 should be written in the blank.
- Recite with the pupils, 'There are 5 fruit flies.'

## Additional activities

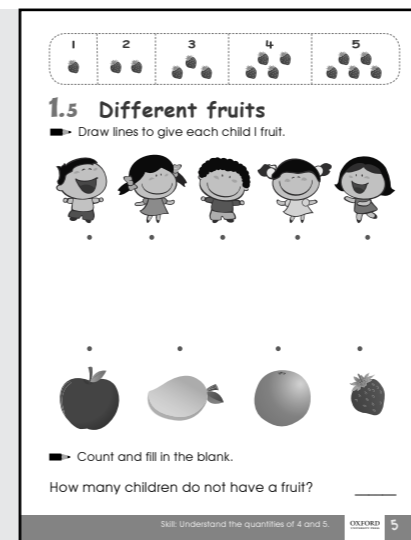
### Activity 3

- Discuss where and when pupils have seen fruit flies.
- Explain that, as the name suggests, fruit flies fly around fruits. Ask which fruits attract most fruit flies?

### Activity 4

- Ask pupils to form groups of 5 and sit in circles.
- Give each pupil in the group a set of picture cards showing different sets of objects and number cards with the numbers 1 to 5.
- Ask pupils to jumble up the cards in their hands.
- One pupil starts by placing a card in the centre of the table. The next pupil places a card from his hand on top of the first card.
- Pupils should look carefully at the card placed in the centre of the table and if it shows a number 5, or 5 objects, they should cover the card with their hand. Pupils should pile their hands on top of each other and the slowest pupil, i.e. the one whose hand is on top, has to take all the cards.
- The pupil with the fewest cards at the end of the activity wins.

# 1.5 Different fruits



### Suggested duration

40 minutes

### Objectives

Understand the quantities of 4 and 5.

### Required resources

- 4 of each sweets, chocolates, etc.

## Understanding the quantities of 4 and 5

### Activity 1

- Ask 5 pupils to come to the front of the class.
- Explain that you are going to give them sweets and place 4 sweets on the table.

- Invite each pupil to take a sweet. Pupils should realize that there are not enough sweets for 5 pupils. Pupils may also try to take a sweet quickly, leaving 1 pupil with no sweet.
- Explain that there are only 4 sweets and 5 pupils, so the quantities do not match.
- Repeat the activity and explanation using chocolates.
- Teachers can give sweets to the whole class later and teach the virtue of sharing, ensuring that no pupil is left without a sweet at the end of this activity.

### Activity 2

- Ask pupils to look at the picture in Activity 1.5. Point to each of the fruits and ask pupils to identify them.
- Read aloud the instruction, 'Draw lines to give each child 1 fruit.' Make sure pupils understand what they are expected to do.
- Ask pupils to use a pencil and a ruler to match each child to one fruit; they should realise that one child is not matched to a fruit.
- Read the instruction, 'Count and fill in the blank.'
- Read the question, 'How many children do not have a fruit?' Ask how many children are not matched to a fruit. (1)
- Ask pupils to write the number 1 in the blank.

### Additional activities

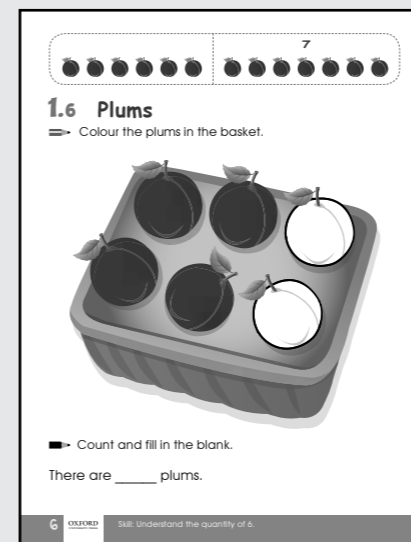
#### Activity 3

- Ask pupils if they have been in a situation where there are not enough things to be shared equally among them.
- Ask what they did. Did they share? Or did somebody go away empty-handed?
- Discuss whether they think they should share in such a situation.
- Talk about sharing things with brothers or sisters and remind them that it is always good to share.

#### Activity 4

- Play a game of musical chairs with 5 pupils and 4 chairs.
- Play music and ask pupils to move around the chairs, sitting on a chair quickly when the music stops. One pupil will not be able to sit and will be out of the game.
- Continue the game by reducing the number of chairs each time until 1 chair is left and 1 pupil becomes the winner.
- Repeat the game with different groups of 5 pupils each time.
- There can be a final round when all the winners play against each other to find a champion. Caution: Ensure that pupils do not push each other during the game and that it is played safely.

## 1.6 Plums



### Suggested duration

40 minutes

### Objectives

Understand the quantity of 6.

### Required resources

- flashcards, each of 1 to 6 fruits or objects
- flashcards of numbers 1 to 6
- Additional:  
drawing paper (enough for all the pupils in the class)

### Key terms

plum  
basket

### Understanding the quantity of 6

#### Activity 1

- Show flashcards, each showing 1 to 6 fruits or familiar objects. The fruits or objects on each flashcard should be similar.
- Ask pupils to identify and count the objects shown on each flashcard, and show them number flashcards to match the number of objects.
- Repeat with flashcards of up to 6 objects/fruits and numbers 1 to 6 so that pupils relate the figures to the numbers of objects on the flashcards and are familiar with number 6.

#### Activity 2

- Ask pupils to describe the fruit that they see in Activity 1.6.
- If necessary, explain what plums are or bring plums to class to show the pupils what plums are.
- Read the instruction, 'Colour the plums in the basket.'
- Ask pupils to identify the plums and the basket and to colour the plums purple.
- Read the instruction, 'Count and fill in the blank.'
- Ask pupils to count the plums and say which number should be written in the blank.(6)
- Recite with the pupils, 'There are 6 plums.'

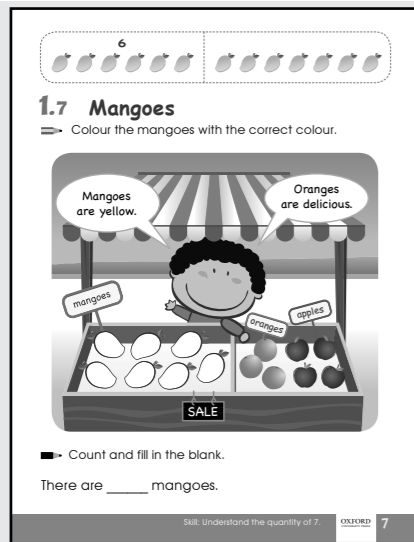
### Additional activities

#### Activity 3

- Ask pupils who have eaten plums to describe the taste and say whether they like or dislike plums.

- Alternatively, bring some plums for the pupils to try or encourage pupils to buy some to try. Activity 4
- Give each pupil a sheet of drawing paper and ask them to draw a basket containing six of their favourite fruits.
- Ask them to share with the class their favourite fruit.
- Display their drawings in class.

## 1.7 Mangoes



### Suggested duration

40 minutes

### Objectives

Understand the quantity of 7.

### Required resources

- flashcards, each of 1 to 7 fruits or objects
- flashcards of numbers 1 to 7
- Additional: worksheet with different sets of fruits

### Key terms

mango delicious

## Understanding the quantity of 7

### Activity 1

- Follow instructions for Activity 1 in previous unit to teach the number 7.

### Activity 2

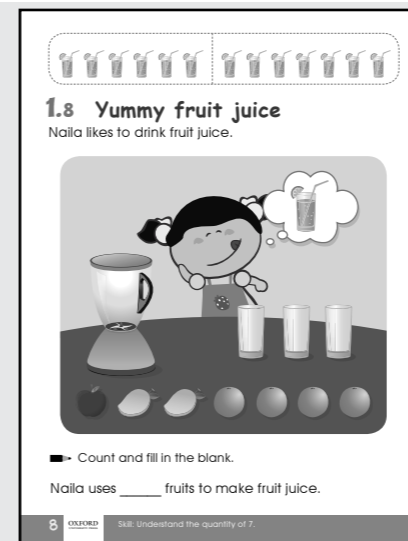
- Ask pupils to look at Activity 1.7.
- Read the statement in the speech bubble, 'Mangoes are yellow.' Ask pupils to hold up a yellow crayon to ensure they have the correct colour.
- Read the statement in the other speech bubble, 'Oranges are delicious.' If necessary, explain the meaning of delicious.
- Read the instruction, 'Colour the mangoes with the correct colour.' Ask pupils to use the selected crayon to colour all the mangoes.
- Read the instruction, 'Count and fill in the blank.'
- Ask pupils what number they should write in the blank and ask them to write it.
- Read with pupils, 'There are 7 mangoes.'

## Additional activities

### Activity 3

- Give out worksheets showing different sets of fruit in random order, e.g. 3 apples, 5 bananas, 7 pears, 7 watermelons, and 1 papaya.
- Ask pupils to count the number of each type of fruit.
- Ask them to colour only the set in which there are 7 of the same fruit.
- Remind pupils to use the correct colours for the fruits.

## 1.8 Yummy fruit juice



### Suggested duration

40 minutes

### Objectives

Understand the quantity of 7.

### Required resources

- flashcards of fruits, or real fruits
- Additional: matching worksheet

### Key terms

fruit juice

## Understanding the quantity of 7

### Activity 1

- Show pupils real fruits or flashcards of fruits, e.g. 2 flashcards of 1 apple each. Ask, 'How many apples are there?' (2)
- Show pupils flashcards of a different quantity of another fruit, e.g. 4 flashcards of 1 pear each. Ask, 'How many pears are there?' (4)
- Put the cards together and ask, 'How many fruits are there?' (6)
- In this activity, pupils are putting different kinds of fruit together and counting the total number. This is done by counting the number of cards, i.e. 6.
- Place real fruit on a table, e.g., 2 papayas, 5 oranges, 1 banana. Ask, 'How many fruits are there?' Pupils should count together and say 7.
- Point to each fruit and count with them if they are not sure.

### Activity 2

- Ask pupils to describe the picture in Activity 1.8.

- Read the statement, 'Naila likes to drink fruit juice.' Ask pupils to identify the fruits on the table.
- If necessary, explain what fruit juice is, and/or what the blender is.
- Read the instruction, 'Count and fill in the blank.'
- Help pupils to point to the fruits in turn and count them. (7)
- Elicit that they should write 7 in the blank.

### Additional activities

#### Activity 3

- Ask pupils if they have drunk fruit juice and whether they like it.
- Ask them to share with the class the different kinds of fruits that they love to blend together to make fruit juice. Encourage them to be creative about what they would like in their fruit juice. Ask if they would drink certain combinations of fruit juice such as watermelon and papaya, etc.

#### Activity 4

- Give out worksheets that show different sets of objects, e.g. fruits, toys, stationery items, etc. There should be a number beside each set.
- Pupils should colour the number of items in each set that corresponds to the given number.

### Introduction

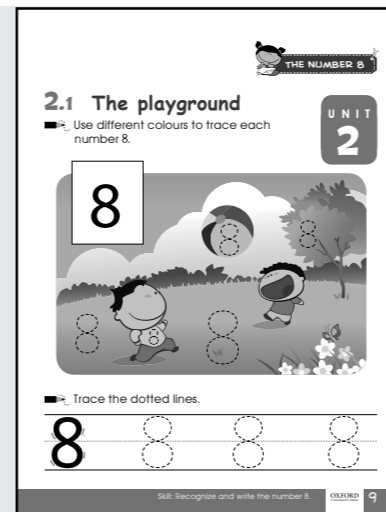
In this unit, pupils are introduced to the number 8. By the end of the unit, pupils should be able to recognise the number 8, and understand the quantity of 8 through the counting of various objects.



### Pre-assessment activity

- Use flashcards to revise the numbers 1 to 7, and /or ask pupils to show the numbers 1 to 7 using their fingers.
- Ask what number comes after 7.
- Show 7 building blocks and ask pupils to count them.
- Then show 8 blocks and ask pupils how many you are holding now. If necessary, explain that there are 8.
- Use the blocks to count together from 1 to 8.

## 2.1 The playground



#### Suggested duration

40 minutes

#### Objectives

Understand the quantity of 7.

#### Required resources

- flashcards of fruits, or real fruits
- Additional: matching worksheet

#### Key terms

fruit juice

### Recognize and write the number 8

#### Activity 1

- Show pupils different sets of 8 objects and ask them to identify and count the objects.
- Hold up a flashcard of the number 8 and ask what number it shows.
- Place the flashcard on the board and write 8 above it. Say 'eight' and ask pupils to repeat after you.
- Write the number 8 on the board again, large enough for all pupils to see how it is written. Write it slowly and ask pupils to use their index fingers to follow the number as it is written and trace the number 8 in the air.

- Ask pupils to think of some things that commonly come in eights.

### Activity 2

- Ask pupils to describe the picture shown in Activity 2.1.
- Read the sentence, 'Use different colours to trace each number 8.'
- Ask pupils to point to the 8s that they have to trace. Ensure that pupils have pointed to five 8s.
- Ask them to trace the numbers, reminding them to use a different colour for each.
- Read the instruction, 'Trace the dotted lines.' Ask pupils to practise writing the number 8 by tracing the dotted lines.

### Additional activities

#### Activity 3

- Ask pupils if they go to playgrounds, and talk about what do there, and their favourite playground activities.

#### Activity 4

- Divide the class into groups of 4 or 5. Give each group a sheet of paper, glue and a magazine.
- Ask pupils to find and cut out number 8s and use them to decorate their paper.
- They should also cut-out their 8 favourite pictures and glue them on the sheet of paper.
- Groups should present their work to the class. Display their work in the classroom so that pupils can familiarise themselves with the number 8.

## 2.2 Bus stops

### Suggested duration

1 hour

### Objectives

Recognize the number 8.  
Write the number 8.

### Required resources

- flashcards, each showing 8 forms of transport
- flashcard of number 8
- Additional:  
play dough

### Key terms

bus stop  
sign

## Recognizing and writing the number 8

### Activity 1

- Show pupils flashcards of 8 forms of transport, e.g. 8 buses. Ask pupils to identify and count the modes of transport shown.
- Hold up a flashcard of the number 8. Ask pupils to draw the number 8 in the air with their index finger.
- Ask pupils to name objects in their homes or around them of which there are 8.

### Activity 2

- Ask pupils to describe the picture shown in Activity 2.2.
- Read the instruction, 'Circle the bus stops signs with a blue pencil.'; ask pupils to hold up a blue pencil.
- Ask pupils to point to the bus stops signs.
- Direct their attention to the school, and explain that bus stops are usually located near schools.
- Ask them to circle the bus-stop signs with the blue pencil.
- Read the instruction, 'Count and fill in the blank.' Ask pupils to count the bus stops signs.
- Read the statement, 'There are \_\_\_\_\_ bus stops.' and ask pupils what they should write in the blank. Guide them by asking them how many bus stops they have counted in the picture. (8)
- Read the instruction, 'Trace the dotted lines.' Ask pupils to practise writing the number 8 by tracing the dotted lines.

### Additional activities

#### Activity 3

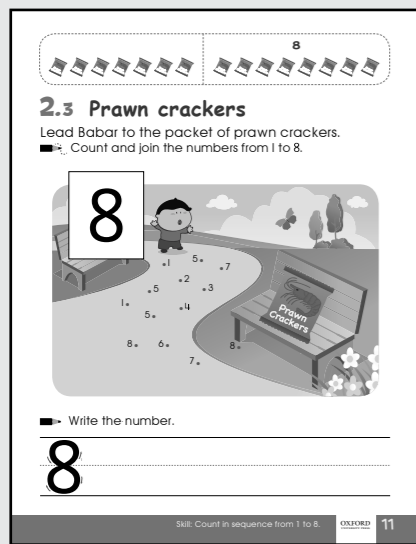
- Ask pupils if they wait at a bus stop to take the bus to school.
- Ask if they have noticed the bus stop signs when they are waiting for the bus.
- Ask pupils how many bus stops there are around their school.
- Encourage pupils to share their experiences of bus stops.

#### Activity 4

- Give pupils some play dough.
- Demonstrate how to roll small pieces of play dough into long ropes and how to form the number 8 by joining two circles.
- Challenge pupils to form the number 8 using one long rope of rolled play dough instead of forming two circles.
- Teachers can also provide pupils with paper with the number 8 written on it. Pupils can then lay the play dough over the written number.



## 2.3 Prawn crackers



2.3 Prawn crackers  
Lead Babar to the packet of prawn crackers.  
Count and join the numbers from 1 to 8.

8

Write the number.

8

Skill: Count in sequence from 1 to 8. OXFORD 11

### Suggested duration

40 minutes

### Objectives

Count in sequence from 1 to 8.

### Required resources

- Flashcards of numbers 1 to 8
- Additional:
  - cereal or hollow pasta shapes
  - string
  - sticky tape

### Key terms

packet  
prawn cracker

## Counting in sequence from 1 to 8

### Activity 1

- Revise the sequence of numbers from 1 to 7 by asking what number comes after 1, 2, 3, 4, 5, and 6 respectively. Show pupils, flashcards of the numbers 1 to 7 in random order and ask them to put the numbers in the correct order. Ask pupils to recite the numbers 1 to 7 in sequence.
- Place the flashcards with the numbers 1 to 7 on the board in the correct order. Show pupils the flashcard of the number 8 and elicit that it should be placed after the number 7. Recite together the numbers 1 to 8 in sequence.
- Explain that the numbers on the board are arranged in sequence and repeat the sequence again.
- Revise writing the number 8 by asking pupils to draw the number 8 in the air with their index finger.

### Activity 2

- Ask pupils to describe the picture shown in Activity 2.3.
- Read the sentence, 'Lead Babar to the packet of prawn crackers.' Ask pupils to point to Babar, and ask questions to check that they understand the context.
- Read the instruction, 'Count and join the numbers from 1 to 8.'
- Ask pupils to recite the numbers 1 to 8 in order as they join the dots to trace the path that Babar takes to the prawn crackers. Help any students that require assistance.
- Ask pupils to describe the packet on the bench and explain that it is the packet of prawn crackers.
- Read the instruction, 'Write the number.' Ask pupils to practise writing the number in the lines.

## Additional activities

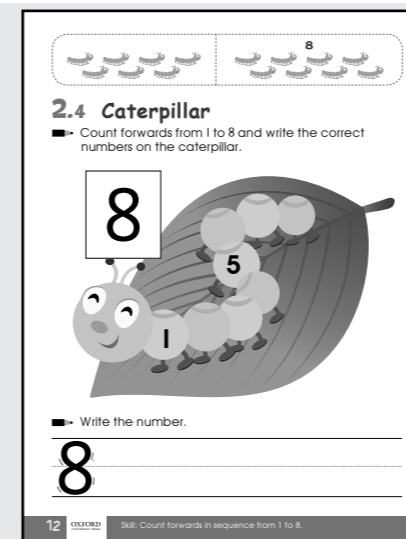
### Activity 3

- Talk about pupils' favourite snacks and ask whether they like prawn crackers.
- Allow pupils to share how often they eat snacks and what kinds of snacks they usually eat. Identify pupils who like the same snacks. Remind them of the importance of eating healthy snacks such as fruit.

### Activity 4

- Give each pupil a piece of string.
- Place bowls of colourful cereals (the ones with a hole in the middle), or hollow pasta shapes around the classroom.
- Ask the pupils to string 8 cereals or pasta shapes to form a necklace. Ask them to count aloud from 1 to 8 as they string each piece.
- Help pupils to knot the ends of the string or tape them together to form a necklace.

## 2.4 Caterpillar



2.4 Caterpillar  
Count forwards from 1 to 8 and write the correct numbers on the caterpillar.

8

Write the number.

8

Skill: Count forwards in sequence from 1 to 8. OXFORD 12

### Suggested duration

1 hour

### Objectives

Count forwards in sequence from 1 to 8.

### Required resources

- Flashcards of numbers 1 to 8
- Additional:
  - drawing paper (enough for the whole class)

### Key terms

forwards  
caterpillar

## Counting forwards in sequence from 1 to 8

### Activity 1

- Place flashcards on the board in sequence starting from 1. Ask pupils to read the numbers aloud as you display them, for example, 1, 2, 3, (miss out 4), 5. Ask pupils to identify the missing number. (4)
- Start the number sequence again, 1, 2, 3, 4, 5, (miss out 6), 7. Pupils should be able to say that 6 is missing.
- Repeat this activity until pupils are able to recite the numbers in sequence from 1 to 8 confidently.

## Activity 2

- Ask pupils to describe the picture shown in Activity 2.4.
- Read the instruction, 'Count forwards from 1 to 8 and write the correct numbers on the caterpillar.'
- Ask, 'What comes after 1?' (2) Then ask, 'What comes after 2?' (3)
- Ask pupils to write 2 after the number 1 on the caterpillar, and 3 after the number 2.
- Ask pupils to complete the rest of the number sequence themselves.
- Read the instruction, 'Write the number.' Ask pupils to practise writing the number 8.

## Additional activities

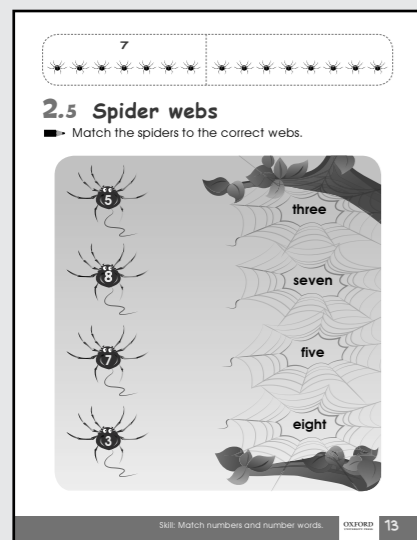
### Activity 3

- Ask pupils if they have seen a caterpillar, and prompt them to describe a caterpillar.
- Talk about how a caterpillar becomes a butterfly.

### Activity 4

- Give each pupil a piece of drawing paper and ask them to draw an insect or other object and number the parts of the insect or object from 1 to 8 in sequence. For example, pupils could number the carriages of a train, or beads on a necklace from 1 to 8.
- Ask pupils to talk about their drawings.
- Display their work in the classroom for pupils to revise the number sequence from 1 to 8.

## 2.5 Spider webs



### Suggested duration

40 minutes

### Objectives

Match numbers and number words.

### Required resources

- flashcards – number cards and word cards
- Additional:
  - water colours
  - drawing paper (enough for the whole class)
  - black pens

### Key terms

spider  
web

## Matching numbers and number words

### Activity 1

- Show pupils a flashcard with a number on it, e.g. 7. Explain that they should match the number word to the number, and they should shout stop when they see the matching word. Hold up flashcards of number words until you show the one for seven. Pupils should shout 'Stop'. Place the number and number word cards side-by-side on the board.
- Repeat the activity with the different numbers up to 8.

### Activity 2

- Ask pupils to describe the picture shown in Activity 2.5.
- Read the instruction, 'Match the spiders to the correct webs.'
- Point to the first spider and ask pupils the number on that spider.
- Point to the first web, 'three' and elicit that the spider should not go to that web.
- Repeat for the second web.
- Point to the third web 'five' and elicit that the first spider should go to that web. Ask the students to use a pencil and ruler to match the spider '5' to the web 'five'.
- Ask pupils to match the rest of the spiders to the correct webs.

## Additional activities

### Activity 3

- Ask pupils if they have seen spiders.
- Ask pupils what they think of spiders. Do they like to play with spiders? Are they afraid of spiders?
- Explain that spiders spin webs. Ask pupils to talk about spider webs they have seen, if they have seen insects trapped in a web, or they have seen a spider spinning a web.

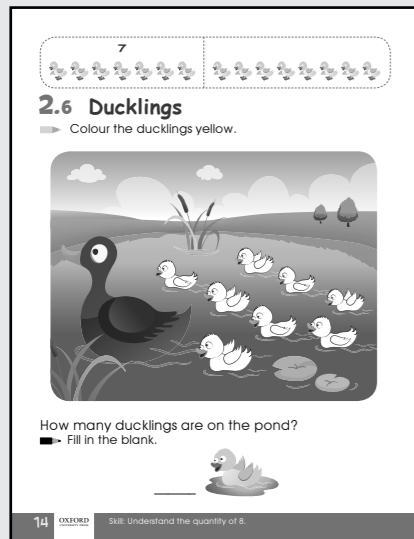
### Activity 4

- Pupils can search the internet to look at different kinds of spider webs.

### Activity 5

- Ask pupils to look at Activity 2.5 and count the number of legs a spider has (8). Give each pupil a sheet of drawing paper and place black water paint around the class.
- Ask pupils to create a thumbprint using the black water colour on their paper.
- When the prints are dry, give pupils black pens and ask them to draw four small black legs on each side of the thumbprint to create black spiders.
- Ask pupils to create a few spiders on their drawing paper. Pupils may also decorate their drawing with spider webs.

## 2.6 Ducklings



### Suggested duration

40 minutes

### Objectives

Understand the quantity of 8.

### Required resources

- flashcards of animals
- Additional:  
worksheets showing different numbers of animals

### Key terms

duckling  
pond

## Understanding the quantity of 8

### Activity 1

- Show pupils pictures of different numbers of animals. Ask them to say '8' if they see a picture of 8 animals.
- Continue showing flashcards of different numbers of animals and allow pupils to quickly count the number of animals on the flashcard. The first pupil to raise his/her hands and call '8' correctly, scores a point.
- The pupil who identifies the most sets of 8 on the flashcards wins.

### Activity 2

- Ask pupils to describe the picture shown in Activity 2.6.
- Read the instruction, 'Colour the ducklings yellow.' Ask pupils to point to the ducklings. Ask them to hold up a yellow crayon and use it to colour the ducklings.
- Read the question, 'How many ducklings are on the pond?'
- Ask pupils to count the ducklings they have coloured.
- Read the instruction, 'Fill in the blank'. Elicit that they should write 8 in the blank.

## Additional activities

### Activity 3

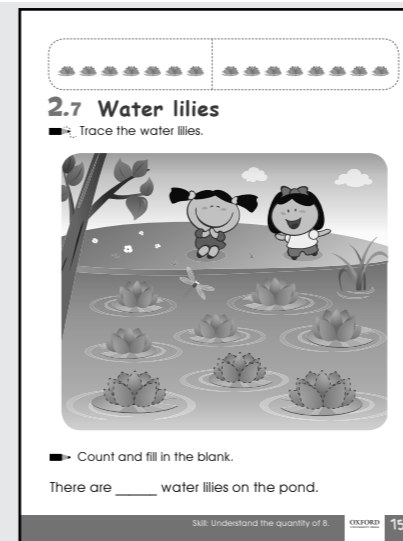
- Ask pupils if they have been to a pond.
- Encourage them to describe what animals, insects and plants they can see in a pond.
- Tell pupils to relate their experiences if they have seen a duck with her ducklings.

### Activity 4

- Give out worksheets showing sets of different numbers of animals.

- Ask pupils to count the number of animals in each set and ask pupils to colour only the sets of 8 animals.

## 2.7 Water lilies



### Suggested duration

1 hour

### Objectives

Understand the quantity of 8.

### Required resources

- flashcards of 1 to 8 flowers
- Additional:  
drawing paper (enough for the whole class)

### Key terms

water lily

## Understanding the quantity of 8

### Activity 1

- Show pupils flashcards of different numbers of flowers. Ask them to use their fingers to show the number of flowers on the flashcards.
- Continue the activity using flashcards with up to 8 flowers until pupils are able to relate quickly the number of flowers to the numbers 1 to 8.

### Activity 2

- Ask pupils to look at the picture shown in Activity 2.7.
- Ask pupils to identify the water lilies. Show them other pictures of water lilies if they are unsure.
- Point to the dragonfly in the picture and ask pupils to identify it.
- Read the instruction, 'Trace the water lilies.' Guide pupils to use pencils to join the dotted lines to trace the water lilies.
- Read the instruction, 'Count and fill in the blank.'
- Ask pupils to count the water lilies. (8) Ask pupils what number they should write in the blank. (8)
- Read with the pupils, 'There are 8 water lilies in the pond.'

## Additional activities

### Activity 3

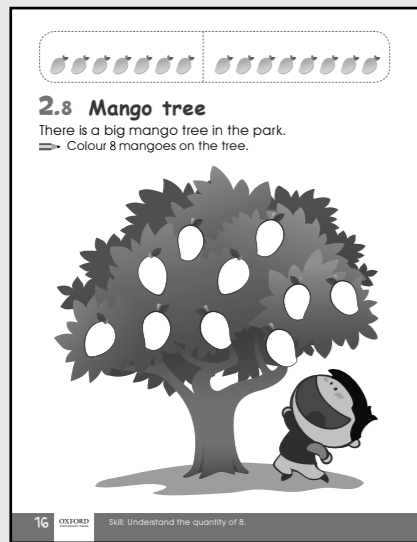
- Ask pupils to talk about what animals they might see sitting beside a pond.

- Ask pupils to talk about what they have seen near a pond, such as the dragonflies and butterflies.

#### Activity 4

- Give each pupil a sheet of drawing paper and ask them to draw a picture of a pond. They should draw 8 of the following on their drawing:
  - 8 flowers; 8 butterflies; 8 pebbles; 8 ripples; 8 dragonflies
- Pupils may draw additional items to enhance their picture.
- Ask pupils to talk about their pictures.

## 2.8 Mango tree



#### Suggested duration

40 minutes

#### Objectives

Understand the quantity of 8.

#### Required resources

- fruits
- basket
- Additional: worksheets with different numbers of objects in a picture

#### Key terms

mango tree  
park

- Read the instruction, 'Colour 8 mangoes on the tree.' Ask pupils to count and colour eight mangoes.

#### Additional activities

##### Activity 3

- Ask pupils if they grow fruit trees at home.
- Talk about the different kinds of fruit trees they grow and how many fruits they collect from them.

##### Activity 4

- Give out worksheets showing more than 8 of different objects in a picture. For example, using the picture of a stationery shop, there may be more than 8 rulers, more than 8 pencils, more than 8 notebooks, etc.
- Instruct pupils to colour 8 of each stationery item.

### Understanding the quantity of 8

#### Activity 1

- Bring some fruits to class and lay them on the table with a basket.
- Ask one pupil to come to the front of the class and put e.g. 8 pears in the basket. That pupil should count out 8 pears and put them in the basket.
- The rest of the pupils should check that s/he has counted out the correct number of pears.
- Repeat this with different pupils and different fruits until pupils are able to pick out 8 of each fruit correctly.

#### Activity 2

- Ask pupils to describe the picture shown in Activity 2.8.
- Read the statement, 'There is a big mango tree in the park.' Ask pupils to point to the mango tree to make sure they understand the context.

## Introduction

In this unit, pupils are introduced to the number 9. By the end of the unit, pupils should be able to recognise the number 9, and understand the quantity of 9 through the counting of various objects.



## Pre-assessment activity

- Follow instructions in previous unit to revise numbers 1 to 8 and to introduce the number 9.

## 3.1 The living room



### Suggested duration

40 minutes

### Objectives

Recognize the number 9.  
Write the number 9.

### Required resources

- flashcards, each showing 9 objects
- flashcard – number 9
- Additional:  
drawing paper (enough for the whole class)  
newspaper  
glue

### Key terms

living room

## Recognize and write the number 9

### Activity 1

- Follow instructions for Unit 2.1 to introduce the number 9.

### Activity 2

- Ask pupils to describe the picture in Activity 3.1.
- Read the instruction, 'Circle each number 9 you see below.'
- Ask pupils to point to all the 9s and then to circle them.
- Read the instruction, 'Trace the dotted lines.' Ask pupils to practise writing the number 9 by tracing the dotted lines.

## Additional activities

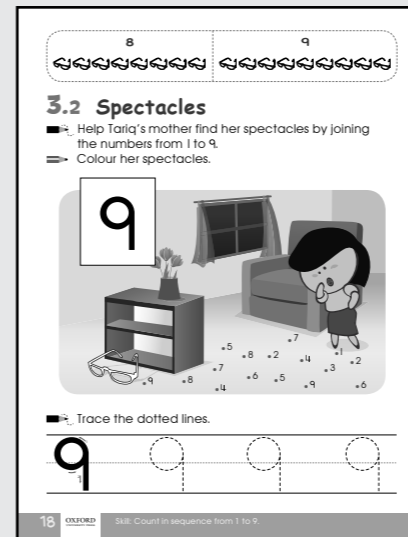
### Activity 3

- Ask pupils to describe their living rooms.
- Talk about the things in their living rooms and what they usually do there.

### Activity 4

- Divide the class into groups of 4 or 5. Give each group a sheet of drawing paper, some newspapers and glue.
- Ask pupils to tear up the newspapers and glue the small pieces onto the drawing paper to form the number 9.
- Ask groups to show their artwork to the class and to talk about it. Display their work in the classroom so that pupils can familiarise themselves with the number 9.

## 3.2 Spectacles



### Suggested duration

1 hour

### Objectives

Count in sequence from 1 to 9.

### Required resources

- flashcards of numbers 1 to 9
- Additional:  
Join the dots worksheets

### Key terms

mother  
spectacles

## Count in sequence from 1 to 9

### Activity 1

- Follow the instructions for Unit 2.2 to teach the sequence of numbers from 1 to 9.

### Activity 2

- Ask pupils to describe the picture in Activity 3.2.
- Read the instruction, 'Help Tariq's mother find her spectacles by joining the numbers from 1 to 9.'
- Ask pupils to point to Tariq's mother, and ask questions to make sure that they understand the context.



- Ask pupils to recite the numbers 1 to 9 in order and to join the dots to trace the path Tariq’s mother takes to her spectacles. Assist any pupils who may require help with the sequencing.
- Ask pupils to identify the spectacles at the end of the path and explain that the path leads to Tariq’s mother’s spectacles.
- Read the instruction, ‘Colour her spectacles.’ and ask pupils to colour the spectacles using a colour of their choice.
- Read aloud the instruction, ‘Trace the dotted lines.’ Ask pupils to practise writing the number 9.

### Additional activities

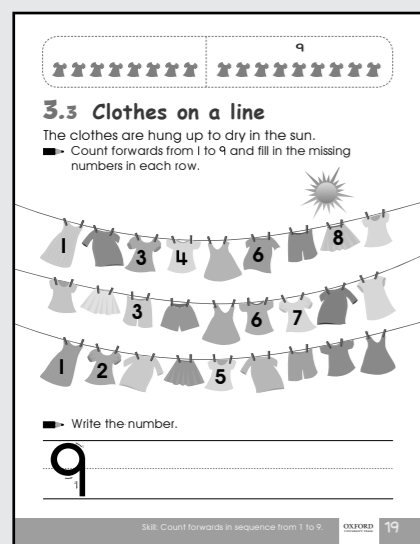
#### Activity 3

- Ask pupils to raise their hands if they wear spectacles.
- Ask pupils to talk about whether their family members wear spectacles, for example, their parents or their grandparents.
- Encourage them to relate if they or family members have ever lost or misplaced their spectacles and how they went about looking for them.

#### Activity 4

- Give out Join the dots worksheets using numbers from 1 to 9.
- Pupils practise joining the dots to form a picture.
- Teachers can encourage pupils to produce their own worksheets by drawing pictures and adding dots from 1 to 9 for their classmates to connect.

## 3.3 Clothes on a line



#### Suggested duration

40 minutes

#### Objectives

Count forwards in sequence from 1 to 9.

#### Required resources

- flashcards of numbers 1 to 9
- Additional: worksheets on number sequences

#### Key terms

clothes  
hung  
dry  
sun

## Counting forwards in sequence from 1 to 9

#### Activity 1

- Follow instructions for Unit 2.3, extending sequence to 9.

#### Activity 2

- Ask pupils to describe the picture in Activity 3.3.
- Read the statement, ‘The clothes are hung up to dry in the sun.’ Ask pupils to point to the clothes and explain why clothes are usually hung up to dry in the sun so that pupils understand the context.
- Read the instruction, ‘Count forwards from 1 to 9 and fill in the missing numbers in each row.’
- Ask pupils, ‘What comes after 1?’ Pupils should be able to say 2. Then ask pupils, ‘What comes after 4?’ Pupils should be able to say 5.
- Ask pupils to write 2 after the number 1 on the second blouse, and 5 on the fifth blouse.
- Help pupils to complete the rest of the number sequence themselves.
- Read aloud the instruction ‘Write the number.’ Ask pupils to practise writing the number 9.

### Additional activities

#### Activity 3

- Ask pupils if their parents usually hang clothes out to dry. If not, how do they usually dry the washing?
- Encourage pupils to talk about helping to hang out the washing.

#### Activity 4

- Give out worksheets on number sequences up to 9 with missing numbers.
- If necessary, help pupils to complete the activity by reciting the number sequence from 1 to 9 as pupils write the missing numbers on the worksheet.

## 3.4 Tissues

**3.4 Tissues**

Count the tissues and fill in the blank.  
There are \_\_\_\_\_ tissues on the floor.

Write the number.

9

### Suggested duration

1 hour

### Objectives

Understand the quantity of 9.

### Required resources

- flashcards of household items
- Additional:  
drawing paper (enough for the whole class)

### Key terms

tissue  
floor

## Understand the quantity of 9

### Activity 1

- Show pupils flashcards of different numbers of household items e.g. spoons, lamps, etc.. Ask them to call out '9' if they see a set of 9 items.
- The first pupil to raise his/her hands and call out '9' correctly scores a point.
- The pupil who identifies the most sets of 9 wins.

### Activity 2

- Ask pupils to describe the picture in Activity 3.4.
- Read the instruction, 'Count the tissues and fill in the blank'. Ask pupils to point to the tissues as they count them (9).
- Read with pupils, 'There are 9 tissues on the floor.'
- Read the instructions, 'Write the number'. Ask pupils to practise writing the number.
- Check that the pupils have completed the activity correctly

## Additional Activities

### Activity 3

- Ask pupils to describe some of the situations in which they use tissues.

### Activity 4

- Give each pupil a piece of drawing paper and ask them to draw one room in their house.
- Ask them to draw at least 3 items in sets of 9 inside the room they have drawn.

- Ask pupils to share their drawings with the class, paying attention to the sets of 9 items they have chosen.
- Display the drawings in the classroom.

## 3.5 Odd one out

**3.5 Odd one out**

There is a party at home.  
Give each child 1 chair by drawing lines.  
Does everyone have a chair?  
Circle the child without a chair.

Count the chairs and fill in the blank.  
There are \_\_\_\_\_ chairs.

### Suggested duration

1 hour

### Objectives

Match by one-to-one correspondence.

### Required resources

- Additional:  
matching worksheets

### Key terms

party  
chair

## Matching by one-to-one correspondence

### Activity 1

- Play musical chairs. This time, start with 9 chairs and 10 players.
- Continue playing the game until 1 pupil remains; that pupil is the winner.
- This activity will demonstrate one-to-one correspondence between pupils and chairs.

### Activity 2

- Ask pupils to describe the picture in Activity 3.5.
- Read the statement, 'There is a party at home'. Discuss the idea of a party so that pupils understand the context.
- Read the instruction, 'Give each child 1 chair by drawing lines'. Ask pupils to match each child to 1 chair using a pencil and a ruler.
- Ask pupils, 'Does everyone have a chair?' Elicit that there is one child that does not have a chair.
- Read the instruction, 'Circle the child without a chair'.
- Ask pupils to point the child without a chair and use a pencil to circle that child.
- Read the instruction, 'Count the chairs and fill in the blank'.
- Ask pupils to count the chairs and say what number should be written in the blank. (9)
- Read with pupils, 'There are 9 chairs'.

## Additional Activities

### Activity 3

- Ask pupils if they have been to parties, and whether they enjoy going to parties.
- Ask pupils to describe some of the parties they have been to, and the ones they enjoyed the most.
- Encourage pupils to discuss their idea of a wonderful party.

### Activity 4

- Give out worksheets with two columns. The first column should show 10 mice; the second column, 9 pieces of cheese.
- Ask the pupils, 'Is there cheese for every mouse?' and ask pupils to match the mice to the pieces of cheese using a pencil and a ruler.
- Pupils should be able to see by one-to-one correspondence that there is one mouse without cheese.

## 3.6 Trophies

8

3.6 Trophies  
Tariq's father has many trophies in the cabinet.

Count and fill in the blank.  
There are \_\_\_ trophies.

22 OXFORD UNIVERSITY PRESS Skill: Understand the quantity of 9

### Suggested duration

40 minutes

### Objectives

Understand the quantity of 9.

### Required resources

- flashcards—pictures of medals or trophies from 1 to 9
- Additional:  
drawing paper (enough for all pupils in the class)

### Key terms

trophy  
cabinet

## Understanding the quantity of 9

### Activity 1

- Show pupils flashcards of different sets of from 1 to 9 medals or trophies. Ask them to use their fingers to show the number of medals on the flashcards.
- Repeat this activity until pupils can quickly relate the number of medals to the numbers 1 to 9.

### Activity 2

- Ask pupils to describe the picture in Activity 3.6.

- Read the statement, 'Tariq's father has many trophies in the cabinet'. Ask pupils to point to Tariq's father, the cabinet, and the trophies inside the cabinet to make sure they understand the context.
- Read the instruction, 'Count and fill in the blank'. Ask pupils to count the number of trophies.
- Ask what number they should write in the blank. (9)
- Read with the pupils, 'There are 9 trophies'.

## Additional Activities

### Activity 3

- Ask pupils if they have won competitions and to describe competitions they have won.
- Ask pupils to relate their experiences of winning trophies or medals. How did they feel when they won?
- Ask pupils how many medals they have won. Who in the class has won the most medals?

### Activity 4

- Give each pupil a sheet of drawing paper and show them how to draw a cabinet.
- Ask them to choose and draw 9 items inside the cabinet.
- Ask pupils to share their drawings with the class.
- Display some of the pupils' work so they can familiarize themselves with the number 9.

## 3.7 Mice in the kitchen

9

3.7 Mice in the kitchen  
The mice are looking for food.  
Colour the mice brown.

Count and fill in the blank.  
\_\_\_ mice are looking for food.

23 OXFORD UNIVERSITY PRESS Skill: Understand the quantity of 9

### Suggested duration

40 minutes

### Objectives

Understand the quantity of 9.

### Required resources

- clothesline
  - clothes peg
  - items of clothing
- Additional:  
drawing paper (enough for the whole class)  
water colours and brushes

### Key terms

mice  
kitchen  
food

## Understanding the quantity of 9

### Activity 1

- Arrange two chairs in front of the class and tie a clothes line between them.
- Place 9 clothes pegs on the line.
- Place various items of clothing of different colours in front of the class.
- Ask pupils to peg 9 blue items of clothing on the line. Pupils should take turns to add one item to the line until there are 9.
- Ask pupils to remove these items.
- Repeat with a different group of students and another instruction, e.g. 'Hang up nine socks'.
- Repeat the activity with other items and groups of nine pupils.

### Activity 2

- Ask pupils to describe the picture in Activity 3.7.
- Read the statement, 'The mice are looking for food'. Ask pupils to point to the mice so that they understand the context.
- Read the instruction, 'Colour the mice brown'. Ask pupils to hold up a brown crayon and to use it to colour the mice.
- Read the instruction, 'Count and fill in the blank'.
- Ask pupils to count the number of mice and (9)
- Read with the pupils, '9 mice are looking for food'.

## Additional Activities

### Activity 3

- Ask pupils if they ever had mice in their homes.
- Ask pupils if they know what attracts mice to their homes and tell them it is not good to have mice in their homes because they carry diseases.
- Discuss ways to prevent mice living in their homes.

### Activity 4

- Give out sheets of drawing paper and brushes and place water colour around the class .
- Ask pupils to paint nine circles on their paper using colours of their choice.
- Ask them to draw a string hanging from each circles so they now have 9 colourful balloons.
- Ask pupils to talk about their picture.
- Display their work in the classroom so that pupils can familiarise themselves with the number 9.

## 3.8 Family photographs

3.8 Family photographs  
Ali's family photographs are everywhere.  
Circle all the photographs.

Count and fill in the blank.  
There are \_\_\_\_\_ photographs.

24 OXFORD UNIVERSITY PRESS 3.8. Understand the quantity of 9

### Suggested duration

40 minutes

### Objectives

Understand the quantity of 9.

### Required resources

- Additional:  
toothpicks  
drawing paper  
glue

### Key terms

family photographs

## Understanding the quantity of 9

### Activity 1

- Sing a modified version of 'Baa, baa, black sheep' to reinforce the quantity of nine. For example:  
Baa baa black sheep, have you any wool?  
Yes sir, yes sir, nine bags full  
Three for my master, three for the dame,  
And three for the little boy who lives down the lane. Adapted Traditional

### Activity 2

- Ask pupils to describe the picture in Activity 3.8.
- Read the statement, 'Ali's family photographs are everywhere'. Ask pupils to point to the photographs to ensure they understand the context.
- Ask pupils to identify Ali in the family photographs.
- Read the instruction, 'Circle all the photographs'. Ask pupils to point to and circle each photograph.
- Read the instruction, 'Count and fill in the blank'.
- Ask pupils to count the photographs and fill in the blank.
- Read with pupils, 'There are 9 photographs'.

## Additional Activities

### Activity 3

- Ask pupils if they take family photographs and whether they display family photographs around their homes.
- Ask them to describe some of their family photographs and say how they store them.

## Activity 4

- Lay out some toothpicks and glue at the front of the class.
- Give each pupil a sheet of drawing paper and ask them to take nine toothpicks each.
- Instruct pupils to spread glue on their paper and use the toothpicks to create one or two objects on the paper, for example, house, triangular tree, etc.
- Ask pupils to talk about their pictures.

## Introduction

In this unit, pupils are introduced to the basic concept of patterns. Patterns are very common and can be observed in the natural world or in the man-made objects we use and encounter every day. It is therefore important that pupils are exposed to looking at and identifying patterns so they can appreciate the vast variety of interesting and awe-inspiring patterns.

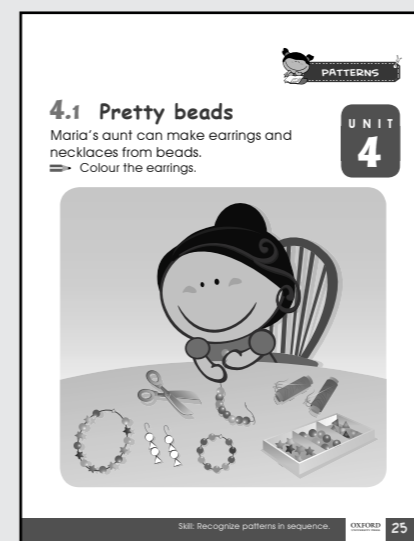
By the end of the unit, pupils should be able to recognise and appreciate patterns in objects around them and continue given patterns.



## Pre-assessment activity

- If necessary, move the classroom furniture to create a space for this activity.
- Ask one boy to stand at the front of the class.
- Ask a girl to stand next to the boy.
- Repeat this with another boy and then another girl.
- Point to the pupils and say, 'Boy, girl, boy, girl'.
- Elicit that another boy should stand next in the line.
- Ask another boy to join and continue the line. He should say 'boy' as he joins the line.
- Ask pupils to continue the line, each time saying 'girl, boy, girl, boy'...
- Continue until there are no more girls or boys to continue the pattern.
- Explain that they have just formed a pattern of 'boy, girl, boy, girl, boy, girl...'.

## 4.1 Pretty beads



### Suggested duration

40 minutes

### Objectives

Recognize patterns in sequence.

### Required resources

- flashcards of objects that form and do not form patterns
- Additional:
  - beads
  - string

### Key terms

earring  
necklace  
bead



## Recognize patterns in sequence

### Activity 1

- Show pupils a picture of an item that forms a pattern, e.g. a necklace of rounded beads on a string.
- Explain that this is a pattern of shapes formed by round beads.
- Show pupils another flashcard of a pattern. For example, A B A B A B. Elicit that it is a pattern of AB.
- Show pupils another flashcard showing no pattern and elicit that there is no pattern.
- Continue to show flashcards and help students to decide whether each shows a pattern or not. If there is a pattern, ask them to identify it.

### Activity 2

- Ask pupils to describe the picture in Activity 4.1.
- Read the statement, 'Maria's aunt can make earrings and necklaces from beads.'
- Ask pupils to point to Maria's aunt and identify the earrings and necklaces that she is making.
- Read the instruction, 'Colour the earrings.'
- Ask pupils to colour the beads of the earrings in different colours.

### Additional activities

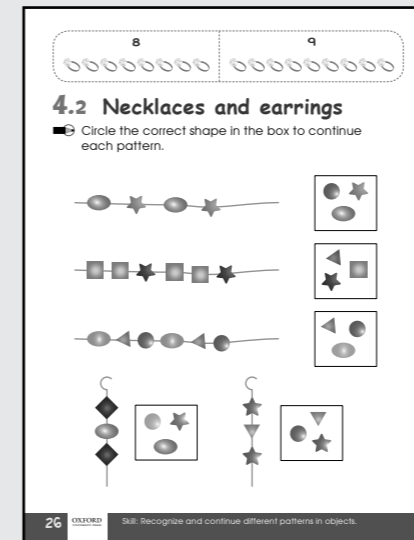
#### Activity 3

- Ask pupils if they or their parents or grandparents know how to make necklaces and earrings using beads. If so, ask pupils to show their classmates how to make them.
- Encourage pupils to bring some of their hand-made necklaces and earrings to class to show their classmates.

#### Activity 4

- Give each pupil a length of string and some beads and ask them to string their own necklaces.
- Encourage pupils to be creative, but explain that the sequence of beads should form a pattern.
- Ask pupils to share their patterns with the class and to wear their necklaces after the activity.

## 4.2 Necklaces and earrings



### Suggested duration

1 hour

### Objectives

Recognize different patterns in objects.  
Continue different patterns in objects.

### Required resources

- flashcards of different shapes in different colours, or letters
- Additional:  
worksheets to complete the pattern

### Key terms

shape  
pattern

## Recognize and continue different patterns in objects

### Activity 1

- Show pupils a flashcard of a blue triangle. Then show another flashcard of a red triangle.
- Continue showing these flashcards in succession and say 'blue triangle, red triangle, blue triangle.'
- Ask, 'What comes next?' Pupils should be able to say red triangle.
- Show another sequence of flashcards and help pupils to continue the pattern. For example, a sequence of ABC...
- Lay the sets of flashcards on the board so that pupils can see and continue different patterns.

### Activity 2

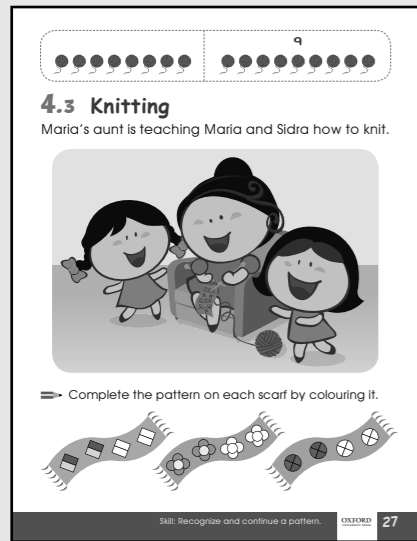
- Ask pupils to describe the picture in Activity 4.2, and point out the necklaces and the earrings.
- Read the instruction, 'Circle the correct shape in the box to continue each pattern.'
- Point to the first pattern and encourage pupils to say with you, "Pink oval, blue star, pink oval, blue star."
- Ask what shape should come next. (pink oval) Ask pupils to use their pencils to circle the pink oval.
- Repeat for the second pattern. Pupils should circle the square.
- Encourage pupils to complete the third pattern by themselves.
- Ask pupils to look at the earrings and complete the patterns as above (oval; triangle).

## Additional activities

### Activity 3

- Give out worksheets on completing different patterns. They should show a variety of shapes, colours, and other criteria.
- Order the patterns in increasing level of difficulty.

## 4.3 Knitting



### Suggested duration

40 minutes

### Objectives

Recognize and continue a pattern.

### Required resources

- pictures of scarves
- scarves
- Additional:  
drawing paper (enough for all pupils in the class)

### Key terms

knit  
scarf

## Recognize and continue a pattern

### Activity 1

- In this activity, pupils are introduced to patterns in everyday objects.
- Show pupils pictures of scarves and point out the patterns on them. Ask pupils to identify the patterns on the scarves and say how the patterns continue.
- Bring scarves to class, show the patterns on them, and pass them around for pupils to see and feel.

### Activity 2

- Ask pupils to describe the picture in Activity 4.3.
- Read the statement, 'Maria's aunt is teaching Maria and Sidra how to knit.' Ask pupils to point to Maria's aunt to check understanding of the context.
- Read the instruction, 'Complete the pattern on each scarf by colouring it.'
- Ask pupils to look at the first scarf and talk about the pattern which is formed by red and yellow rectangles.

- Ask pupils to take out the 2 coloured pencils they should use to complete the pattern. (red and yellow) Ask them to colour the other 2 shapes in the same way, i.e. top red and lower yellow.
- Ask pupils to colour the next two scarves to complete the patterns.

## Additional activities

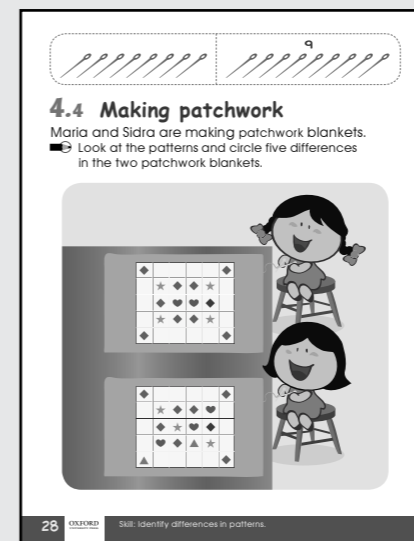
### Activity 3

- Ask pupils to raise their hands if they know how to knit. Ask them what they have knitted.
- Encourage them to ask their parents or grandparents to teach them how to knit.

### Activity 4

- Give each pupil a sheet of drawing paper and ask them to draw the outline of a scarf.
- Ask them to select a design and draw a pattern on their scarf.
- Pupils should show their work and discuss the patterns they have chosen. Pupils could vote for the best scarf and it could be displayed in the classroom.

## 4.4 Making patchwork



### Suggested duration

1 hour

### Objectives

Identify differences in patterns.

### Required resources

- flashcards of shapes of different colours
- Additional:  
drawing paper  
cut-out shapes  
glue

### Key terms

patchwork blanket

## Identifying differences in patterns

### Activity 1

- Hold up a flashcard in each hand; they should show matching shapes of the same colour. Elicit that they are the same.
- Repeat this with other pairs of matching flashcards
- Repeat this with non-matching pairs of flashcards and elicit that they are different.
- Show a selection of pairs and ask pupils to say 'same' or 'different'.

## Activity 2

- Ask pupils to describe the picture in Activity 4.4.
- Read the statement, 'Maria and Sidra are making patchwork blankets.' If necessary explain what a patchwork blanket is, or show one.
- Read the instruction, 'Look at the patterns and circle five differences in the two patchwork blankets.'
- Guide pupils by asking them to look at the shapes in the four corners of the blanket to see if there are any differences. If necessary, point out that the shapes in the bottom left corners are different. Ask pupils to circle the green triangle.
- Next, ask pupils to look at the first row of shapes in the middle. Name with pupils the shapes on the first blanket (star, diamond, and diamond, star). Do the same for the second blanket, (star, diamond, diamond, heart) and elicit that the heart is different from the diamond. Ask pupils to circle the heart.
- Encourage pupils to find the other two differences themselves.

## Additional activities

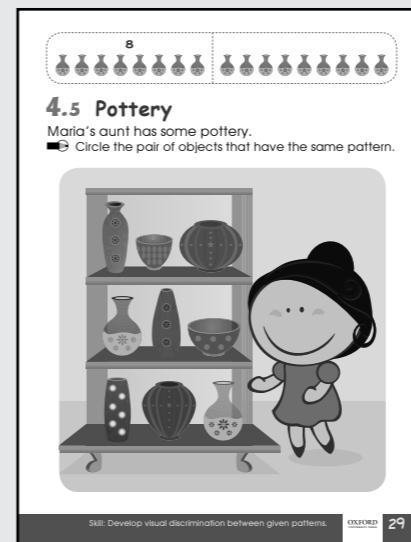
### Activity 3

- Ask pupils if they have patchwork blankets or quilts at home. If so, ask them to show the class a picture of their blanket or bring it to class if they have one. Pupils may have interesting heirloom patchwork blankets to share with the class.

### Activity 4

- Ask pupils to form groups of 4 to 5.
- Give each group drawing paper and cut-out shapes. Ask them to discuss the different shapes.
- Ask groups to create individual quilt panels like the one shown in this unit by gluing the cut-out shapes on the drawing paper.
- Ask groups to bring their quilt panels to the front of the class and to spot the differences between the different quilt panels.
- Join all the quilt panels together to form a large patchwork blanket.

## 4.5 Pottery



### Suggested duration

40 minutes

### Objectives

Develop visual discrimination between given patterns.

### Required resources

- flashcards of same and different patterns
- Additional:  
matching cards of vases

### Key terms

pottery

## Develop visual discrimination between given patterns

### Activity 1

- Hold up a flashcard of a pattern in each hand. Begin with a pair of matching shapes (colours may differ) and gradually add more cards showing the same pattern. Elicit that they are the same.
- Repeat with two cards showing different patterns and elicit that they are different.
- Continue as for Activity 1 in previous unit.

### Activity 2

- Ask pupils to describe the picture in Activity 4.5.
- Read the statement, 'Maria's aunt has some pottery.' If necessary, explain what pottery is and/or show some examples.
- Read the instruction, 'Circle the pair of objects that have the same pattern.'
- Ask pupils to identify the pattern on the first vase on the top shelf (three flowers arranged vertically).
- Ask them to find another vase with the same pattern. Explain that it can be of different colours and on a different shelf.
- Elicit that it is the red vase on the middle shelf and ask pupils to circle those two vases because they make a pair.
- Ask pupils to find and circle other pairs of vases themselves.

## Additional activities

### Activity 3

- Ask pupils if they have vases or other pottery items at home.

- Ask if they know where the items came from or whether they know the history of them.
- Ask pupils to describe the vases to their classmates.

#### Activity 4

- Ask pupils to form groups of 4 to 5 and to take turns to play this game.
- Place matching cards of vases face down on the floor, arranged in a random order.
- Pupils take turns to turn over two cards. If the cards show a pair of matching vases, the pupil keeps the cards. If the cards do not match, turn them back in their original positions.
- The pupil with the most cards wins.

## 4.6 Paper costume

**Suggested duration**  
40 minutes

**Objectives**  
Recognise and complete given patterns.

**Required resources**

- Additional:  
large sheets of paper  
coloured paper  
scissors  
glue

**Key terms**  
paper costume

### Recognize and complete given patterns

#### Activity 1

- Draw various incomplete patterns on the board. For example,
- Ask pupils to come up to the board to complete the patterns.

#### Activity 2

- Ask pupils to describe the picture in Activity 4.6.
- Read the instruction, 'Trace the dotted lines to complete the patterns.'
- Help pupils to trace the lines to form the patterns.

### Additional activities

#### Activity 3

- Ask pupils if they can recall going to a performance or a play in which the actors wear paper costumes.
- Ask pupils if they have made paper costumes before or whether their parents have helped them make paper costumes for their performances.
- Ask pupils to relate to the class their experiences of making paper costumes.

#### Activity 4

- Give each pupil a large sheet of paper, coloured paper, scissors and glue.
- Help them to use the paper to make a paper costume with a cut-out for the pupils' head so that they can wear it.
- They should cut shapes out of the coloured paper and use them to create patterns to glue on the costume.
- Pupils should show each other their costumes and talk about them.

## 4.7 Lanterns

**Suggested duration**  
40 minutes

**Objectives**  
Recognize and match shapes and patterns.

**Required resources**

- flashcards of pairs of shapes or patterns showing only half the shapes or patterns on each pair of cards.
- Additional:  
matching cards

**Key terms**  
lantern

### Recognize and match shapes and patterns

#### Activity 1

- Hold up two flashcards together, each showing half a shape. For example,
- Separate the flashcards to show that the shape can be separated into two parts and when matched, form a complete shape.
- Show more examples using different pairs of flashcards, so that pupils see how to match 2 cards to form a shape or a pattern.

## Activity 2

- Ask pupils to describe the picture in Activity 4.7.
- Read the instruction, 'Match the pictures to complete the lantern.' If necessary, explain what a lantern is or bring a real lantern to class.
- Point to the first red lantern. And ask pupils to describe its shape, colour, and pattern.
- Explain that they should find the other half of the lantern and help them to identify it as the third lantern on the right. Ask them to use a ruler and pencil to match the two halves.
- Repeat this for the yellow lantern.
- Ask pupils to match the other two lanterns themselves.

## Additional activities

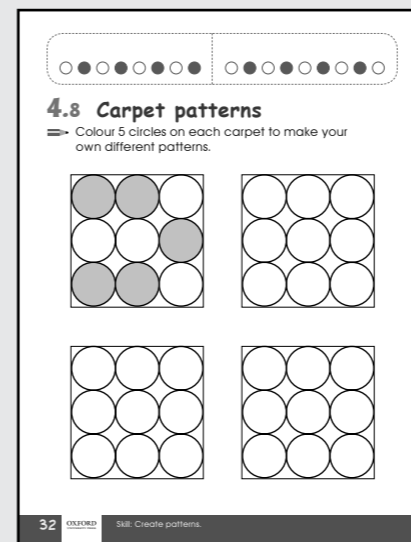
### Activity 3

- Ask pupils if they have lanterns at home.
- Ask them to describe the shapes and patterns of their lanterns.

### Activity 4

- Ask pupils to form groups of 4 to 5. The groups should take turns to play the game.
- Prepare a set of playing cards consisting of halves of different objects that pupils can identify and match by looking at the patterns and shapes.
- Shuffle the cards and divide them equally among the pupils in the group.
- Pupils first look at the cards in their hands to see if they have any matching pairs. If so, take out the two matching cards and keep those cards.
- Pupils take turns to draw a card from the hand of the pupil sitting on their right. It matches a card in their hand; they take out both cards and keep them.
- Pupils continue matching the cards until all the cards have been matched.
- The pupil with the most cards at the end of the game wins.

## 4.8 Carpet patterns



### Suggested duration

40 minutes

### Objectives

Create patterns.

### Required resources

- pictures of carpets
- Additional:
  - 3 colours of construction paper
  - scissors
  - glue or tape

### Key terms

carpet

## Create patterns

### Activity 1

- Show pupils different pictures of carpets and explain that patterns can be patterned.
- Ask pupils to describe some of the carpets in their homes and describe the patterns on them.

### Activity 2

- Ask pupils to look at the carpet that has been coloured in Activity 4.8. Explain that they have to colour the other 3 carpets to form different patterns.
- Read the instruction, 'Colour 5 circles on each carpet to make your own different patterns' and check that they understand the task.
- Encourage pupils to use different colours to colour the circles in various ways to create different carpets.
- Ask pupils to share their patterns with their classmates.

## Additional activities

### Activity 3

- Give each pupil construction paper of 3 different colours. Ask them to cut the paper into 10 to 15 equal strips.
- Ask pupils to tape the two ends of one strip together using glue or tape so that it forms a circle.
- Demonstrate how to take a different coloured strip and loop the ends through the hole of the first, and then tape the ends so that the two loops are linked together like a chain.

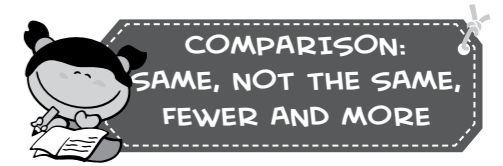


- Ask pupils to do this, and then use a strip of the third colour to form a third loop in the chain.
- Repeat the steps, alternating all the three colours until all the loops have been used and pupils have created a colourful chain that has a pattern of 3 different alternating colours.

Note: More colours can be used. Pupils can also draw patterns on their chain to decorate it.

## Introduction

In this unit, pupils are introduced to the basic terms of comparison. By the end of the unit, pupils should be able to compare quantities and describe them using the terms of comparison: same, not the same, fewer and more.



## Pre-assessment activity

- Ask 5 pupils to stand on the left side of the class.
- Ask 4 pupils to stand on the right side of the class.
- Ask the remaining pupils to count the pupils on each side of the room.
- Ask pupils from one group to find a partner from the other group.
- They will realize that there are more pupils on the left side of the class than the right side and one pupil on the left side will have no partner.
- Ask the pupil with no partner to go back to his/her seat and elicit that there are now equal numbers of pupils so they all have partners.
- Explain that the left and right sides have the same number of pupils.
- Write the word 'same' on the board. Ask pupils to repeat after you, 'same'.

## 5.1 At the funfair



### Suggested duration

40 minutes

### Objectives

Understand the terms 'the same' and 'not the same' in terms of quantity.

### Required resources

- flashcards—pictures of different quantities of objects
- Additional:  
drawing paper (enough for all the pupils in class)

### Key terms

funfair  
the same  
not the same

## Understanding the terms 'the same' and 'not the same' in terms of quantity

### Activity 1

- Show pupils a flashcard of five objects. Ask pupils to identify and count the objects. (5)
- Repeat with another flashcard of 5 different objects,
- Hold up the two flashcards and tell the pupils "These two sets are the same".
- Hold up the first flashcard of 5 objects and then hold up another flashcard of 9 objects.
- Ask pupils to identify and count the objects on the second flashcard. (9)
- Hold up both flashcards and explain "These two sets are not the same".
- Repeat the activity with flashcards of different numbers of objects, to introduce and practise the terms 'the same' and 'not the same'.

### Activity 2

- Ask pupils to describe the picture in Activity 5.1.
- Read the statement, 'The children are going to the funfair', and check their understanding of the context.
- Ask pupils to count the children in the first group of the first row. (5)
- Repeat for the second group of children in the first row. (5)
- Read the statement, 'These two sets are the same.' Write 'the same' on the board and ask pupils to repeat this phrase 3 times.
- Ask the students to count the two groups of children in the second row. (5:4)
- Read the statement, 'These two sets are not the same.' Write 'not the same' on the board and ask pupils to repeat this phrase 3 times.

## Additional activities

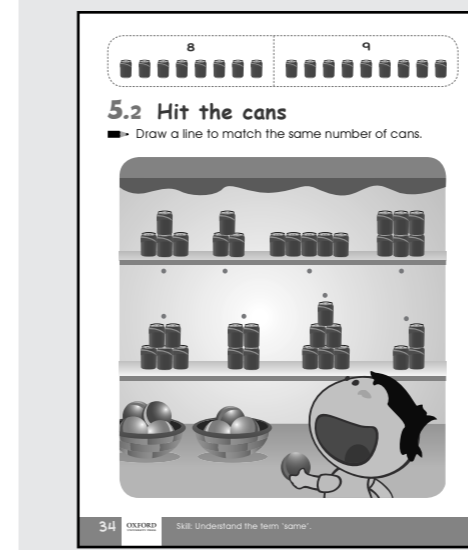
### Activity 3

- Talk about pupils' experiences of funfairs; discuss what they enjoy and do not enjoy at funfairs.

### Activity 4

- Give each pupil a sheet of drawing paper and ask them to fold it into two lengthwise.
- On the top half, ask pupils to draw two sets of objects which are 'the same', and write the phrase 'the same' at the top of their picture.
- On the bottom half, ask pupils to draw two sets of objects which are 'not the same' and write the phrase 'not the same' on their picture.

## 5.2 Hit the cans



### Suggested duration

40 minutes

### Objectives

Understand the term 'same'.

### Required resources

- building blocks
- Additional:  
drawing paper (enough for all pupils in the class)

### Key terms

can

## Understand the term 'same'

### Activity 1

- Arrange stacks of building blocks in front of the class. There should be pairs of sets with the same number of blocks but in a different arrangement.
- For example,  
Stack 1, Stack 2, Stack 3, Stack 4
- Ask pupils to count the number of blocks in stack 1 and to find the stack that is 'the same'. Put same stacks together and ask pupils to repeat after you, "the same".
- Repeat the activity using different numbers and arrangements of building blocks.
- Stack 1

### Activity 2

- Ask pupils to describe the picture in Activity 5.2.
- Read the instruction, 'Draw a line to match the same number of cans.'
- Ask pupils to count the number of cans in the first stack on the first row. (4)
- Repeat this for the second stack on the first row. (3)
- Ask pupils to count the number of cans in each stack in the first and second rows and match the stacks with the same numbers of cans.
- Ask pupils to use a pencil and a ruler to draw lines to match stacks of cans in the first and second rows.

## Additional activities

### Activity 3

- Ask pupils if they have played hit the cans at a funfair.

- Ask pupils who have to relate their experiences. Are they good at hit the cans? Do they have any tips on how to score well?

#### Activity 4

- Ask pupils to work in pairs and give each pair a sheet of drawing paper. Ask them to fold the paper into two.
- Ask pupils to draw pictures of a funfair with 9 balloons; the first pupil at the top of the paper and the second at the bottom; the second pupil should draw the 9 balloons in a different arrangement.
- Ask pupils to show their drawings to the class. Pupils will draw different pictures but all pictures should show 9 balloons.
- Elicit that the number of balloons in all their pictures is the same.

## 5.3 Funfair treat

**5.3 Funfair treat**  
 Compare the two sets and tick the correct answers.

The two sets are  the same.  
 not the same.

The two sets are  the same.  
 not the same.

The two sets are  the same.  
 not the same.

Skill: Understand the term 'not the same'. OXFORD 35

#### Suggested duration

40 minutes

#### Objectives

Understand the term 'not the same'.

#### Required resources

- flashcards—pictures of different quantities of objects
- Additional: worksheets showing the same and different numbers of objects

### Understand the term 'not the same'

#### Activity 1

- Show pairs of flashcards of different sets of objects.
- First, show flashcards in which the two sets are of the same size, and elicit that they are the same.
- Repeat with different pairs of flashcards and ask pupils to call out 'the same' or 'not the same' until pupils are able to identify 'the same' or 'not the same' fairly quickly.
- If pupils are unable to identify 'the same' or 'not the same' quickly, teach them slowly by asking them to first count and compare the numbers of objects in the two sets.

#### Activity 2

- Ask pupils to describe the picture in Activity 5.3.

- Read the instruction, 'Compare the two sets and tick the correct answers.'
- Ask pupils to look at the first set and identify the funfair treats as ice-creams.
- Ask pupils to count the ice-creams on the left (5); repeat for the ice-creams on the right (6)
- Ask pupils to raise their hands if they think the two sets are the same / not the same. Elicit that the two sets are not the same, and ask pupils to put a tick in that box.
- Ask pupils to identify the funfair treats in the second set, (lollipops) and repeat the above activity.
- Encourage pupils to complete the third question by themselves.

### Additional activities

#### Activity 3

- Talk about some foods sold at funfairs and ask pupils if they like to eat funfair food.
- Talk about their favourite/least favourite funfair foods. Remind them of the importance of eating more healthy foods than unhealthy foods.

#### Activity 4

- Supply pupils with a worksheet containing two columns. The first column should show various quantities of objects; the second column should show similar objects of the same or different quantities.
- Pupils should put a tick in the box next to the objects in the second column if the quantities in the first and second columns are not the same.

## 5.4 Roller coaster

**5.4 Roller coaster**  
 Circle the picture with more children.

Skill: Understand the term 'more'. OXFORD 36

#### Suggested duration

1 hour

#### Objectives

Understand the term 'more'.

#### Required resources

- building blocks
- Additional: worksheet for comparison of more shapes

## Understand the term 'more'

### Activity 1

- Arrange two stacks of building blocks in front of the class. For example, the first stack of 3 building blocks and the second stack of 5 building blocks.
- Ask pupils to count the number of building blocks in each stack (3:5)
- Explain that the number of building blocks in the second stack is 'more'.
- Write 'more' on the board and ask pupils to repeat 'more' after you 3 times.
- Repeat this activity with other quantities of building blocks. Ask pupils to point to the stacks which have more blocks.

### Activity 2

- Ask pupils to describe the picture in Activity 5.4, and talk about the roller coaster.
- Read the instruction, 'Circle the picture with more children.'
- Count with the pupils the numbers of children in the first and second pictures.(6:5)
- Ask "Which is more?" Pupils should be able to say that the roller coaster with 6 children has more children than the one with 5 children.
- Ask pupils to circle the picture with 6 children.

## Additional activities

### Activity 3

- Ask pupils to raise their hand if they have ridden on a roller coaster at a funfair. Discuss their experiences. Was it fun?
- Ask how many of them love to ride on roller coasters.

### Activity 4

- Give out worksheets on comparison of shapes.
- Ask pupils to colour the group in each row that has more. The worksheet may look like this:

## 5.5 Pond animals

5.5 Pond animals

☑ Tick the pond with more animals in each set.

### Suggested duration

40 minutes

### Objectives

Understand the term 'more'.

### Required resources

- flashcards of different quantities of objects
- Additional:
  - drawing paper
  - picture of a pond with 3 ducklings and 4 dragonflies

### Key terms

pond

## Understand the term 'more'

### Activity 1

- Hold up a flashcard in each hand and explain that the card you are holding in your right hand is A, and the card you are holding in your left hand is B.
- Ask pupils to identify which set of pictures shows more objects by saying A or B. For example, if the picture on flashcard A has more objects, pupils say A
- If pupils are unable to identify the sets with more objects quickly, first count with pupils the number of objects on A, and then on B, and help them decide which has more objects.
- Repeat the activity until pupils are able to say A or B quickly.

### Activity 2

- Ask pupils to describe the picture in Activity 5.5.
- Ask pupils to identify the animal in the first picture.(tortoise or turtle)
- Ask pupils to count the tortoises in the first and second sets. (5,7).
- Read the instruction, 'Tick the pond with more animals in each set.'
- Elicit that they should tick the box of the set with 7 tortoises.
- Repeat for the second set of pictures. (8,7)
- Encourage pupils to complete the third exercise independently.

## Additional Activities

### Activity 3

- Ask pupils if they have ever seen a pond and discuss different kinds of pond animals that they see.

- Which pond animals do the pupils like best? Ask pupils to share with the class.

#### Activity 4

- Show pupils a picture of a pond with 3 ducklings and 4 dragonflies.
- Give each pupil a piece of drawing paper and ask them to draw a picture of a pond with more ducklings and dragonflies than shown in your picture.
- Ask pupils to share their answers with the class, explaining how many ducklings and dragonflies they have drawn.

## 5.6 Juggling clowns

**Suggested duration**  
40 minutes

**Objectives**  
Understand the term 'fewer'.

**Required resources**

- building blocks
- Additional:  
worksheets comparing fewer things

**Key terms**  
clown  
juggle  
fewer  
pin

### Understand the term 'fewer'

#### Activity 1

- Arrange two stacks of building blocks in front of the class, e.g. 3 blocks and 5 blocks.
- Ask pupils to count the numbers of blocks in each stack. (3:5)
- Explain that there are 'fewer' blocks in the first stack. Write 'fewer' on the board and ask pupils to repeat 'fewer' after you 3 times.
- Arrange other quantities of building blocks and repeat this activity.

#### Activity 2

- Ask pupils to describe the picture in Activity 5.6.
- Ensure that pupils understand the terms 'clown' and 'juggling'
- Read the instruction, 'Colour clown B.' Ask pupils to point to clown B and to colour it using their favourite colours.
- Ask pupils to count the number of pins Clown A is juggling. (4) Repeat for Clown B.(5)

- Elicit that Clown A is juggling fewer pins.
- Read with pupils, 'Clown A juggles fewer pins than clown B.'

### Additional activities

#### Activity 3

- Ask pupils if they have seen clowns juggling, and how many pins they were juggling.
- Ask pupils to raise their hands if they know how to juggle. Provide pins or balls so that pupils can demonstrate their juggling skills to the class.

#### Activity 4

- Give out comparison worksheets.
- Ask pupils to look at the pictures in each group and circle the set that has fewer items.
- The worksheet may look like this:

## 5.7 Balloon ride

**Suggested duration**  
40 minutes

**Objectives**  
Understand the term 'fewer'.

**Required resources**

- flashcards – pictures of different quantities of objects
- Additional:  
worksheets comparing fewer things

**Key terms**  
balloon

### Understand the term 'fewer'

#### Activity 1

- Repeat the activity in 5.5, but ask students to identify the sets of fewer items, rather than more.

#### Activity 2

- Ask pupils to describe the picture in Activity 5.7.
- If necessary, explain what a hot-air balloon is and how they can be used to carry people.
- Read the instruction, 'Colour the balloon carrying fewer people.'



- Point to the first balloon that is higher, and ask pupils to count the number of people in that balloon (5). Repeat for the second, lower, balloon (6).
- Ask pupils to identify and colour the balloon carrying fewer people.

### Additional activities

#### Activity 3

- Discuss pupils' experiences of hot air balloons.

#### Activity 4

- Supply pupils with comparison worksheets.
- Ask them to count the number of objects in the first box and draw a group of fewer similar objects. Use Worksheet 3 given on page 260.

## 5.8 Funfair prizes



### Suggested duration

40 minutes

### Objectives

Use visual discrimination to understand 'not the same'.

### Required resources

- flashcards—pictures of objects that are different
- Additional:  
Spot the difference worksheets

### Using visual discrimination to understand 'not the same'

#### Activity 1

- Show pairs of flashcards of different objects.
- Elicit that the pictures are 'not the same'.
- Repeat with different pairs of flashcards showing different objects so that pupils can identify other objects that are different.
- Increase the level of difficulty by varying only small details. For example, show a can with a green stripe and another with a blue stripe. Elicit that differences can be small.

#### Activity 2

- Ask pupils to describe the picture in Activity 5.8.

- Read the instruction, 'Circle 5 things which are not the same in the pictures.'
- Help pupils to spot 1 difference, e.g. the dolls.
- Encourage pupils to find the other 4 differences themselves.

### Additional activities

#### Activity 3

- Ask pupils to raise their hands if they have won prizes at funfairs.
- Ask them to talk about their favourite funfair prize or the one they would most like to win and why.

#### Activity 4

- Give out spot the differences worksheets.
- Ask pupils to circle 7 differences between the two pictures.
- The pupil who finds all the differences first is the winner.

## Introduction

In this unit, pupils are required to look back at the concepts they have learnt in the previous five units. By the end of the unit, pupils should be able to complete activities with ease and confidence.

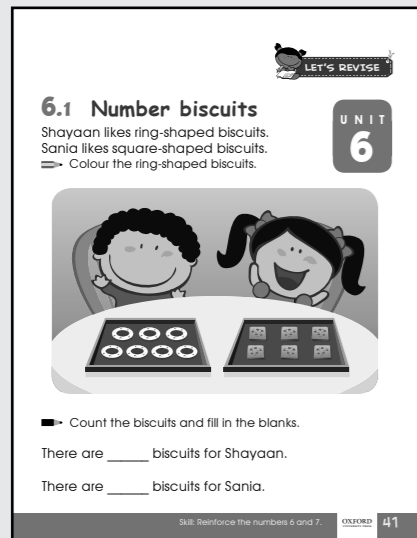


# UNIT 6

## Pre-assessment activity

- Help pupils to recall the activities they have carried out in the previous five units and the concepts they have learnt from them.
- Use flashcards to revise the numbers 1 to 9.
- Revise patterns, and comparisons using the words same, not the same, fewer and more. Ask pupils to identify objects that are the same/different and to identify patterns on classroom objects or outside.

## 6.1 Number biscuits



### Suggested duration

40 minutes

### Objectives

Reinforce the numbers 6 and 7.

### Required resources

- flashcards, each showing 6 or 7 objects
- flashcards—numbers 6 and 7
- Additional:  
colouring worksheet with 6 and 7 objects

### Key terms

ring-shaped  
square-shaped  
biscuit

## Reinforce the numbers 6 and 7

### Activity 1

- Show pupils flashcards of 6 or 7 objects and ask them to identify and count them.
- Show the corresponding number flashcard and ask pupils to say the number after you.
- Ask pupils to trace the numbers 6 and 7 in the air with their index finger to revise writing them.

### Activity 2

- Ask pupils to describe the picture in Activity 6.1.
- Read the statement, 'Shayaan likes ring-shaped biscuits.' Ask pupils to point to Shayaan.
- Read the second statement, 'Sania likes square-shaped biscuits.' Ask pupils to point to Sania.
- Read the instruction, 'Colour the ring-shaped biscuits.' Ask pupils to point to the ring-shaped biscuits and to colour them in a colour of their choice.
- Read the instruction, 'Count the biscuits and fill in the blanks.' Ask pupils to count the ring-shaped biscuits, (7) and to write the number in the blank.
- Ask pupils to count the square-shaped biscuits, (6) and to write the number in the blank.

## Additional activities

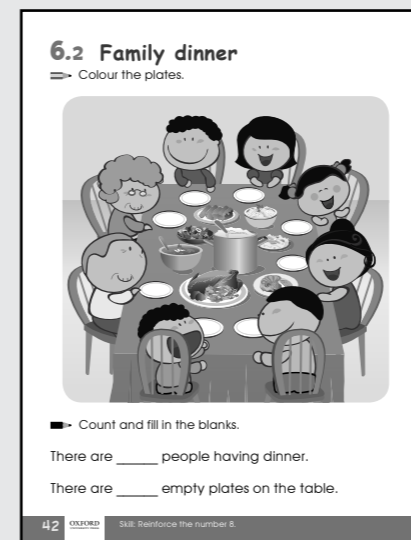
### Activity 3

- Ask pupils to raise their hands if they know how to bake biscuits. If they do, ask them what kind of biscuits do they bake and what shape.
- Encourage pupils to bring the biscuits they baked to share with their friends.

### Activity 4

- Give out worksheets of sets of 6 or 7 different objects.
- Instruct pupils which set to colour (6 or 7 objects.)

## 6.2 Family dinner



### Suggested duration

40 minutes

### Objectives

Reinforce the number 8.

### Required resources

- flashcards, each showing 8 objects
- flashcard—number 8
- Additional:  
paper plate  
paper strips  
glue  
marker

## Reinforce the number 8

### Activity 1

- Follow instructions for Unit 6.1 to revise number 8.

### Activity 2

- Ask pupils to describe the picture in Activity 6.2.
- Read the instructions, 'Colour the plates.'
- Ask pupils to point to the plates in turn and colour them in colours of their choice.
- Read the instruction, 'Count and fill in the blanks.'
- Ask pupils to count the people, (8) and to fill in the blank.
- Read together, 'There are 8 people having dinner.'
- Ask pupils to count the plates, (8) and to fill in the blank.
- Read together, 'There are 8 empty plates on the table'.

## Additional activities

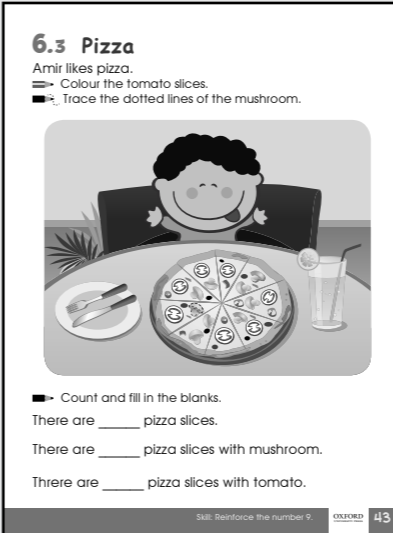
### Activity 3

- Ask pupils if they usually eat dinner with the rest of the family and how many people usually eat together during their family dinners.
- Discuss what they eat during family dinners.

### Activity 4


- Give each pupil half of a white paper plate, 8 paper strips and some glue.
- Ask pupils to turn the half plate over and spread glue across the bottom of the straight edge.
- Demonstrate how to carefully place the eight paper strips on the glue so that they trail off the edge of the plate.
- When they have done this, ask the pupils to turn the plates over and use marker pens to draw two large octopus eyes and mouth on the other side.

## 6.3 Pizza



**6.3 Pizza**  
Amir likes pizza.

- Colour the tomato slices.
- ⋯ Trace the dotted lines of the mushroom.



→ Count and fill in the blanks.  
There are \_\_\_\_ pizza slices.  
There are \_\_\_\_ pizza slices with mushroom.  
There are \_\_\_\_ pizza slices with tomato.

SB1: Reinforce the number 9. OXFORD 43

### Suggested duration

40 minutes

### Objectives

Reinforce the number 9.

### Required resources

- flashcards, each showing 9 objects
- flashcard–number 9
- Additional:  
9 empty bottles  
ball

## Reinforce the number 9

### Activity 1

- Follow instructions for Unit 6.1 to revise number 9.

### Activity 2

- Ask pupils to describe the picture in Activity 6.3
- Read the statement, 'Amir likes pizza.'
- Read the instruction, 'Colour the tomato slices.' Ask the pupils to point to the tomato slices and then colour them red.
- Read the instruction, 'Trace the dotted lines of the mushroom.' Ask pupils to point to the mushroom and trace it.
- Read the instruction, 'Count and fill in the blanks'. Ask pupils to count the pizza slices (9) and fill in the blank.
- Read together, 'There are 9 pizza slices.'
- Ask the pupils to complete the rest of the activity themselves.

## Additional activities

### Activity 3

- Ask the pupils if they like to eat pizza.
- Do they like tomatoes and mushrooms on their pizzas?
- Ask what flavour of pizza they like the most.

### Activity 4

- Set up a bowling game using nine empty bottles.



## Introduction

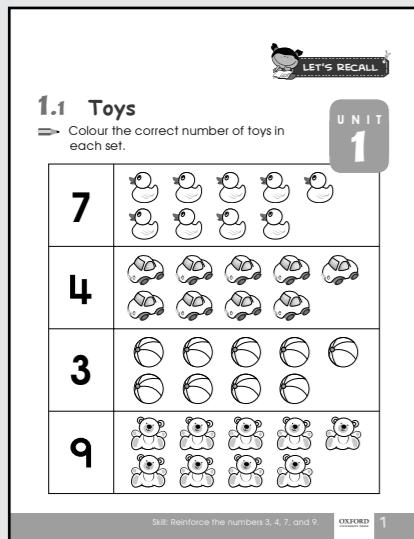
In this unit, pupils are required to look back at the concepts they learned in the previous book before they learn new concepts. By the end of the unit, pupils should be able to apply the concepts with ease and confidence.

### Pre-assessment activity

- Use flashcards and real objects to revise with numbers 1 to 9 that they learned in the previous term.



## 1.1 Toys



### Suggested duration

40 minutes

### Objectives

Reinforce the numbers 3, 4, 7 and 9.

### Required resources

- flashcards of 3, 4, 7 and 9 objects
- flashcards of numbers 3, 4, 7, 9
- Additional:  
worksheets to draw quantities of 3, 4, 7, 9.

### Key terms

toy

## Reinforcing the numbers 3, 4, 7, and 9

### Activity 1

- Use the flashcards to revise numbers 3, 4, 7, and 9. Show flashcards of sets of objects and ask students to identify and count the objects, and match each quantity with the correct number flashcard.
- Ask pupils to trace the numbers 3, 4, 7, and 9 in the air with their index finger to revise writing them.

### Activity 2

- Ask pupils to look at the picture in Activity 1.1.
- Ask them to identify the toys in each row. (rubber duck; toy car; ball; teddy bear)
- Read the instruction, 'Colour the correct number of toys in each set.'
- Point to the first row and ask pupils to read the number on the left. (7)

- Count 1 to 7 with the pupils and ask them to colour 7 rubber ducks.
- Repeat this for the 4 toy cars.
- Ask pupils to colour the correct number of balls and teddy bears by themselves.

## Additional activities

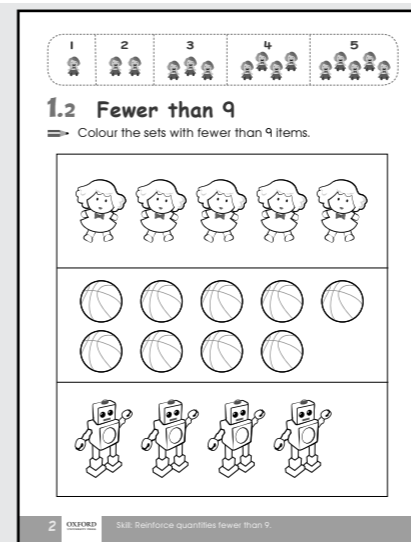
### Activity 3

- Ask pupils if they have any of these toys at home.
- Talk about their favourite toys and how many of that toy they have.

### Activity 4

- Give out worksheets that have 4 blank rows in which pupils can draw sets of 3, 4, 7, and 9 objects.
- Instruct pupils what to draw in each row. For example, in the first row, 3 papayas; in the second row, 4 soccer balls; in the third row, 7 water bottles; in the fourth row, 9 dolls.

## 1.2 Fewer than 9



### Suggested duration

40 minutes

### Objectives

Reinforce quantities fewer than 9

### Required resources

- flashcards showing 9 or fewer than 9 toys
- Additional:  
bag of marbles

## Reinforce quantities fewer than 9

### Activity 1

- Show a flashcard of 9 of the same toy. Ask the pupils to identify and count the toys.
- Repeat with a second flashcard of 9 toys.
- Repeat with a flashcard showing 8 toys. Explain that this card shows 'fewer than 9' toys.
- Write on the board 'fewer than 9' and ask pupils to repeat after you 'fewer than 9' 3 times.
- Repeat with flashcards showing 1 to 7 toys, each time asking pupils to count and say after you 'fewer than 9'.



## Activity 2

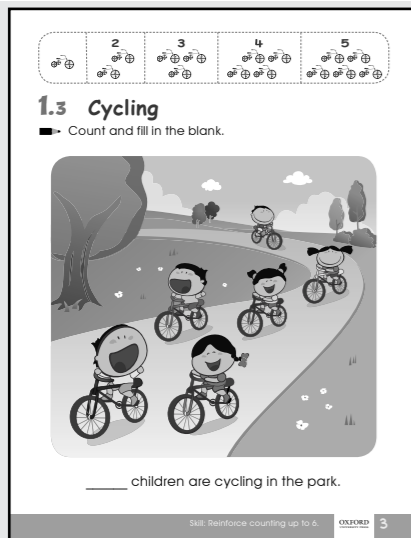
- Ask pupils to describe the picture in Activity 1.2.
- Read the instruction, 'Colour the sets with fewer than 9 items.'
- Ask pupils to identify and count the dolls in the first row. (5) Elicit that there are fewer than 9 dolls and ask the pupils to colour them.
- Ask pupils to identify and count the balls in the second row. (9)
- Elicit that the number of balls is not 'fewer than 9' and remind them that they should not colour them.
- Ask pupils to complete the activity on the toy robots themselves.

## Additional activities

### Activity 3

- Place a bag of marbles in front of the class and take a handful of marbles out of the bag.
- Display the marbles on the table and ask pupils to count them and say if there are fewer than 9.
- Pupils can take turns to come out to the front of the class and take marbles from the bag for their classmates to count.
- Continue the activity until pupils are able to decide quickly if the number of marbles is fewer than 9.

## 1.3 Cycling



### Suggested duration

40 minutes

### Objectives

Reinforce counting up to 6.

### Required resources

- flashcards of numbers 1 to 6
- Additional:  
worksheets with different sets of up to 6 objects

### Key terms

cycling

## Reinforce counting up to 6

### Activity 1

- Ask pupils to work in groups of 4 or 5.

- Hold up a set of flashcards numbered 1 to 6. Shuffle the cards and pull one of them out. A member of each group should run and give that number of matching items to the teacher, e.g. 6 erasers, 4 pencils, etc. The fastest group with the correct number of items scores 1 point.
- Pupils should not reuse items that they have previously given to the teacher.
- The group with the most points wins.

### Activity 2

- Ask pupils to describe the picture in Activity 1.3.
- Read the instruction, 'Count and fill in the blank.'
- Ask pupils to point to one child cycling so that they understand the context
- Count the cyclists together, starting with the cyclist at the front. (6)
- Elicit that 6 should be written in the blank and ask pupils to write it.
- Read together, '6 children are cycling in the park.'

## Additional activities

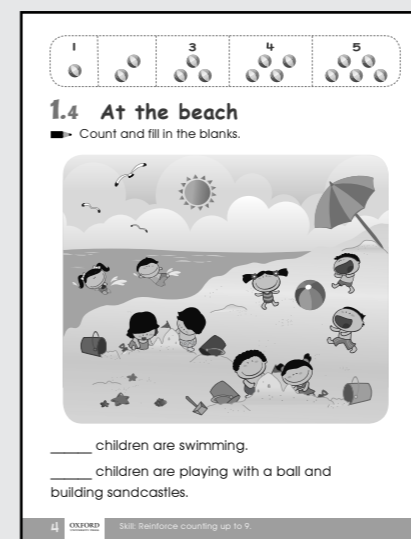
### Activity 3

- Ask pupils to raise their hands if they know how to cycle. Ask if they enjoy cycling.
- Encourage pupils to relate to the class their best and worst cycling experiences. For example, they may have cycled to visit their grandparents (best cycling experience) or they may have fallen down during cycling (worst cycling experience).

### Activity 4

- Give out worksheets that show different sets of 1 to 6 objects.
- Ask pupils to count the objects and write the correct numbers in the blanks.

## 1.4 At the beach



### Suggested duration

40 minutes

### Objectives

Reinforce counting up to 9.

### Required resources

- flashcards showing different numbers of objects
- flashcards of numbers 1 to 9
- Additional:  
worksheets with different sets of up to 9 objects

### Key terms

swimming  
building a sandcastle

## Reinforce counting up to 9

### Activity 1

- Show a flashcard of 1 object. Ask pupils to identify and count the object and show them the flashcard of the number 1.
- Repeat with flashcards showing different numbers of items, and corresponding number cards.
- Repeat the activity until pupils are able to count objects up to 9 quickly and confidently.

### Activity 2

- Ask pupils to describe the picture in Activity 1.4.
- Read the instruction, 'Count and fill in the blanks.'
- First count with pupils the total number of children at the beach. (9)
- Ask pupils to point to and count with you the number of children who are swimming. (2)
- Elicit that they should write 2 in the blank and ask them to write it.
- Read together, '2 children are swimming.'
- Repeat for the second question. (7)

## Additional activities

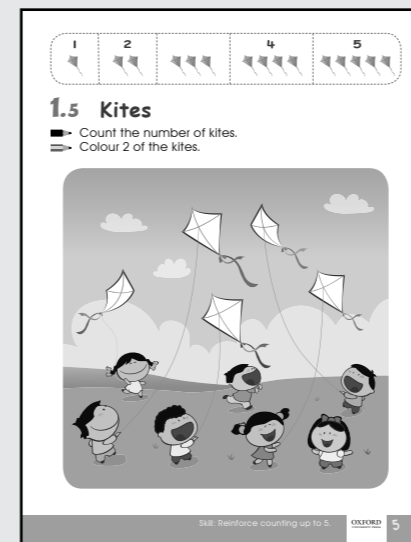
### Activity 3

- Ask pupils if they have ever been to the beach and whether they enjoy going to the beach.
- Ask pupils to talk about their experiences at the beach and their favourite beach activities.

### Activity 4

- Give out worksheets that show different sets of 1 to 9 objects.
- Ask pupils to count the objects and write the correct numbers in the blanks.

## 1.5 Kites



### Suggested duration

40 minutes

### Objectives

Reinforce counting up to 5.

### Required resources

- flashcards showing different numbers of objects
- flashcards of numbers 1 to 5
- Additional:  
worksheets for colouring different sets of objects up to 5.

### Key terms

kite

## Reinforce counting up to 5

### Activity 1

- Introduce as for Activity 1.4., using flashcards and number cards of up to 5 objects.
- Repeat the activity until pupils are able to count objects up to 5 quickly and confidently.

### Activity 2

- Ask pupils to look at the picture in Activity 1.5.
- Read the instruction, 'Count the number of kites.'
- Point to the kites and count them with the pupils.(5)
- Read the instruction, 'Colour 2 of the kites.' Ask pupils to point to 2 of the kites and colour them.

## Additional activities

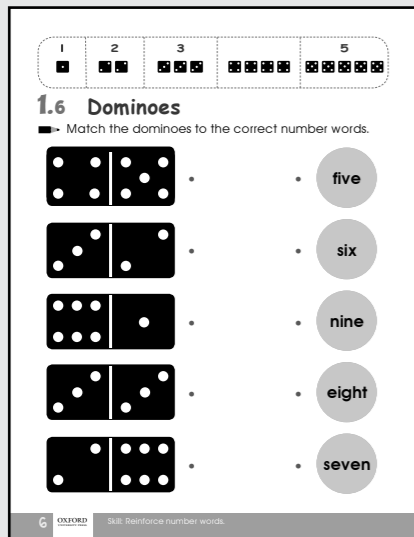
### Activity 3

- Ask pupils if they know how to fly kites.
- Ask pupils to relate their kite-flying experiences to the class.

### Activity 4

- Give out worksheets showing sets of five objects in each of 5 rows.
- Ask pupils to colour a number (fewer than 5) of objects in each row. For example, for the first row of objects instruct pupils to colour 3 objects.
- Instruct pupils to colour 1, 2, 4 or 5 objects for the other rows.

## 1.6 Dominoes



### Suggested duration

40 minutes

### Objectives

Reinforce number words.

### Required resources

- flashcards of numbers 1 to 9
- flashcards of number words
- Additional:  
dominoes

### Key terms

domino

### Reinforce number words

#### Activity 1

- Show pupils a flashcard of the number 1. Ask pupils to spell the number word. Pupils should be able to say o-n-e. Show the word flashcard and place the number and number word cards side-by-side on the board.
- Repeat this activity for all numbers and number words from 1 to 9.
- When all the numbers and number words are placed side-by-side on the board, go over them again, pointing to the numbers and asking pupils to spell the corresponding number words.

#### Activity 2

- Ask pupils to describe the picture in Activity 1.6.
- If necessary, explain what dominoes are or bring some to show to the pupils.
- Read the instruction, 'Match the dominoes to the correct number words.'
- Ask pupils to look at the first domino and count the number of dots on it. Point to each dot on the left side of the domino and count with pupils. (4) Continue counting the dots on the right side of the domino. (9)
- Elicit that the number word nine corresponds to this domino, and ask pupils to match the first domino to the word nine using a pencil and a ruler.
- Repeat for the second domino (5;five)
- Ask pupils to match the rest of the dominoes themselves.

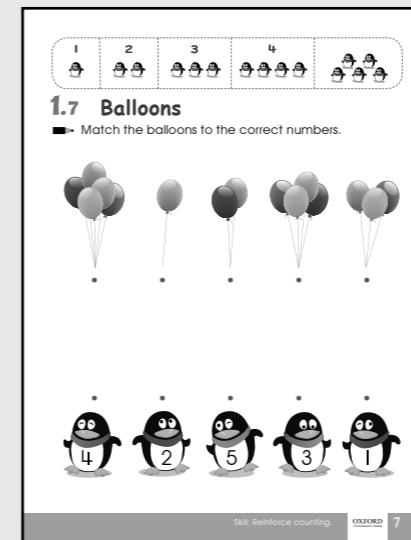
### Additional activities

#### Activity 3

- Ask pupils to work in pairs and give each pair a set of dominoes.

- Ask the first pupil to pick a domino; his/her partner should count the number of dots on the domino and spells out the number in words. The pupil who picks the domino checks that the answer is correct.
- Pupils take turns to pick out domino/count and spell out the number of dots on it.

## 1.7 Balloons



### Suggested duration

40 minutes

### Objectives

Reinforce counting.

### Required resources

- flashcards, of 1 to 9 objects
- flashcards of numbers 1 to 9
- stopwatch
- Additional:  
marbles  
9 boxes

### Key terms

balloon

### Reinforce counting

#### Activity 1

- Ask a few pupils to come to the front of the class.
- Give this group a set of flashcards showing 1 to 9 objects and a set of flashcards of numbers from 1 to 9.
- Ask the pupils to match the sets of objects to the correct numbers by placing the cards side-by-side on the board.
- Time how long it takes them to do this and check that their answers are correct.
- Repeat with different groups of pupils.
- The fastest group to get all the answers correct wins.

#### Activity 2

- Ask pupils to look at Activity 1.7.
- Read the instruction, 'Match the balloons to the correct numbers.'
- Point to the first set of balloons and count them with the pupils. (5)
- Ask the pupils to use a ruler and pencil to match the first set of balloons to the penguin with the number 5.
- Repeat for the second set of balloons.

- Ask the pupils to match the rest of the balloons to the correct numbers themselves.

### Additional activities

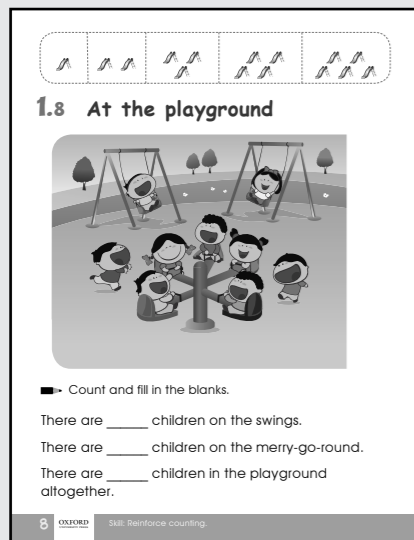
#### Activity 3

- Ask pupils if they play with balloons.
- Ask them to relate their experiences with balloons.

#### Activity 4

- Place 9 boxes labelled 1 to 9 in front of the class. Place bags of marbles beside the boxes.
- Ask 9 pupils to come to the front of the class and stand so that they cannot see the numbers on the boxes. Jumble up the boxes.
- Ask the pupils to turn around, look at the number on the box they are standing beside and place the corresponding number of marbles in the box.
- Check that the correct numbers of marbles are in the boxes.
- Ask other pupils to take turns to do this activity.

## 1.8 At the playground



**1.8 At the playground**

Count and fill in the blanks.

There are \_\_\_\_ children on the swings.

There are \_\_\_\_ children on the merry-go-round.

There are \_\_\_\_ children in the playground altogether.

OXFORD UNIVERSITY PRESS Skill: Reinforce counting

#### Suggested duration

40 minutes

#### Objectives

Reinforce counting.

#### Required resources

- flashcards of zoo animals
- Additional:  
at the park' worksheet

#### Key terms

swing  
merry-go-round  
playground

### Reinforce counting

#### Activity 1

- Draw on the board a picture of a zoo with empty enclosures.
- Ask 5 pupils to come to the front of the class.
- Give each pupil a set of 10 zoo animals, for example, 10 zebras, 10 giraffes, 10 lions, 10 elephants and 10 ostriches.

- Tell a story about the zoo and ask pupils to place the correct number of animals on the board as you mention them. For example, say 5 zebras, and the pupil holding the zebras should place 5 zebras in the grass field on the drawing. Repeat this for all the animals.
- Repeat the activity with a different group of pupils.

#### Activity 2

- Ask pupils to describe the picture in Activity 1.8.
- Read the instruction, 'Count and fill in the blank.'
- Ask pupils to point to the children on the swings, and count them together.(2)
- Ask pupils to fill in the blank and read with the pupils, 'There are 2 children on the swings.'
- Repeat for the children on the merry-go-round. (5)
- Count together the total number of children in the playground. (9)
- Read together, 'There are 9 children in the playground altogether.'

### Additional activities

#### Activity 3

- Ask pupils if they like to play in the playground.
- Ask them to talk about their experiences in the playground.
- Ask what they like to do most in the playground. Do they have a lot of friends to play with there?

#### Activity 4

- Give out worksheets showing a picture of a park.
- Give pupils instructions to colour objects in the park. E.g. 9 trees, 8 butterflies, 7 newspapers that people are reading, 5 benches, etc.
- Alternatively, give out sheets of drawing paper and ask pupils to draw a picture of a park, with 9 trees, 8 butterflies, 7 newspapers that people are reading, 5 benches, etc.

## Introduction

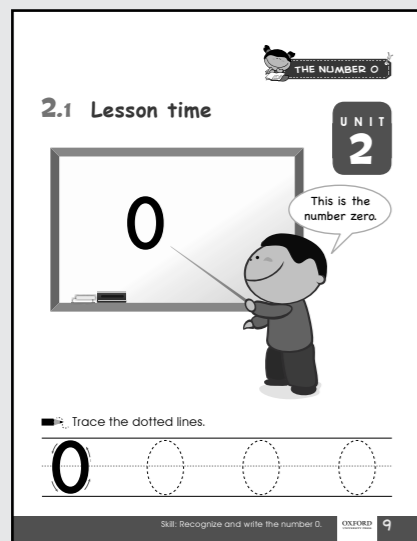
In this unit, pupils are introduced to 0. By the end of the unit, pupils should be able to recognise 0, and understand the quantity of 0 through counting various objects.



## Pre-assessment activity

- Use flashcards to revise numbers 1 to 9. Alternatively, ask pupils to use their fingers to show the numbers 1 to 9.
- Ask what number comes before 1.
- Show 1 building block. Ask pupils to identify and count it.
- Remove the building block and ask pupils how many blocks there are now. If necessary explain that there are no/zero (0) building blocks.
- Begin with 9 blocks and count backwards as you take one away in turn until zero blocks remain.
- With empty hands say 'zero blocks'. Ask pupils to repeat after you.
- Point to the front of the classroom where there is no one and ask pupils how many pupils are there; pupils should be able to say that there are 0 pupils.

## 2.1 Lesson time



### Suggested duration

40 minutes

### Objectives

Recognize the number 0.  
Write the number 0.

### Required resources

- flashcards of 0 to 9 objects
- flashcards of numbers 0 to 9
- Additional:  
drawing paper (enough for all the pupils in the class)  
magazine  
glue

### Key terms

zero

## Recognize and write the number 0

### Activity 1

- Show flashcard of a set of 1 to 9 objects and ask pupils to identify and count the items.
- Show the corresponding number card and ask pupils to identify the number. Repeat for flashcards with other sets of from 0 to 9 objects.
- Place a flashcard of 0 on the whiteboard and write '0' above it. Say 'zero' and ask pupils to repeat it after you.
- On the board, write 0 again large enough for all pupils to see how it is written. Write it slowly and ask pupils to use their index fingers to follow the number as it is written to trace the number 0 in the air.

### Activity 2

- Ask pupils to describe the picture in Activity 2.1.
- Read the sentence, 'This is the number zero.'
- Ask pupils to repeat after you 3 times, pointing to the number 0 on the page, 'This is the number zero.'
- Read the instruction, 'Trace the dotted lines.' Ask pupils to practise writing the number 0 by tracing the dotted lines shown.

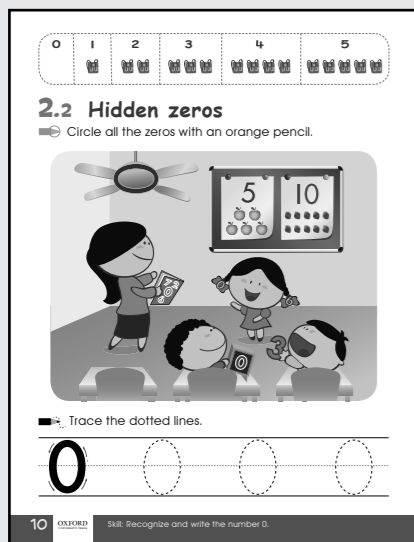
## Additional activities

### Activity 3

- Divide the class into groups of 4 or 5. Give each group a sheet of drawing paper, glue, and a magazine.
- Ask pupils to find 0s in the magazine and use as many as they wish to decorate their drawing paper.
- Ask groups to show their artwork to the class and to talk about it. Display the work in the classroom so that pupils may familiarise themselves with the number 0.



## 2.2 Hidden zeros



### Suggested duration

1 hour

### Objectives

Recognize the number 0.

Write the number 0.

### Required resources

- flashcards of objects with their corresponding numbers written above
- flashcard of 0
- Additional: matching worksheet

## Recognizing and writing the number 0

### Activity 1

- Show pupils a flashcard of 1 object. Ask pupils to identify and count the object. Point to the number 1 on top of the object and say '1'.
- Repeat this with flashcards of 2 to 9 objects/numbers.
- Hold up a flashcard of 0, showing zero objects. Ask pupils to draw 0 in the air with their index finger.

### Activity 2

- Ask pupils to describe the picture in Activity 2.2.
- Read the instruction, 'Circle all the zeros with an orange pencil.'
- Ask pupils to hold up an orange pencil to ensure that they are using the correct colour.
- Guide pupils to point to each zero. Point first to the zero on the fan and ask pupils to circle it in orange.
- Encourage pupils to identify and circle the other zeros by themselves.
- Read the instruction, 'Trace the dotted lines.' Ask pupils to practise writing the number 0 by tracing the dotted lines.

## Additional activities

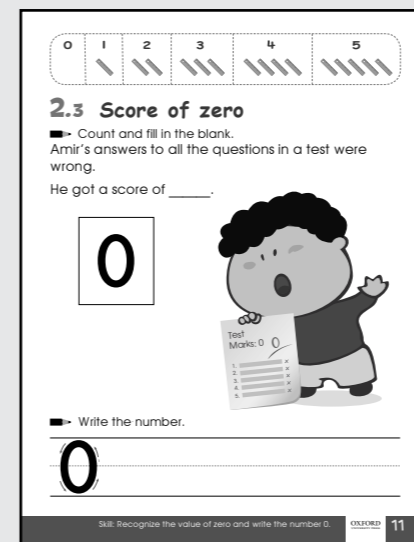
### Activity 3

- Ask pupils to look around the classroom and see if they can identify any zeros.
- Pupils might find zeros in their textbooks, on notices on their bulletin board, on the clock etc.

### Activity 4

- Supply pupils with a matching worksheet that has two columns. The left column should show different numbers of objects. There should be one empty space (without any objects). The right column should show, in a different order, the numbers corresponding to the numbers of objects on the left.
- Ask pupils to count the sets of objects on the left and match them to the corresponding number on the right. There should be a 0 on the right to match the blank space on the left.

## 2.3 Score of zero



### Suggested duration

40 minutes

### Objectives

Recognize the value of 0.

Write the number 0.

### Required resources

- specimen test papers with scores of 0 to 5
- flashcard of 0
- Additional: matching worksheet

### Key terms

answer  
question  
test  
wrong

## Recognizing the value of zero and writing the number 0

### Activity 1

- Show pupils a test paper with only 5 questions, with 1 question worth 1 mark. Explain that pupil A has all questions correct and has scored 5 marks.
- Repeat this with papers for pupils B, C, D, and E with scores of 4, 3, 2, and 1 respectively. Show Pupil F's test paper with no correct answers. Ask, 'How many marks does Pupil F have?'
- After pupils have answered zero, show them a flashcard of 0.

### Activity 2

- Ask pupils to describe the picture in Activity 2.3.
- Read the sentence, 'Amir's answers to all the questions in a test were wrong.' Ask pupils to point to Amir, and ask them questions to make sure that they understand the context.

- Ask pupils to point to the test paper and show them that all the answers are wrong by pointing to the crosses.
- Read the instruction, 'Count and fill in the blank.' Elicit that 0 should be written in the blank
- Read aloud with the pupils, 'He got a score of 0.'
- Read the instruction, 'Write the number.' Ask pupils to practise writing the number.

### Additional activities

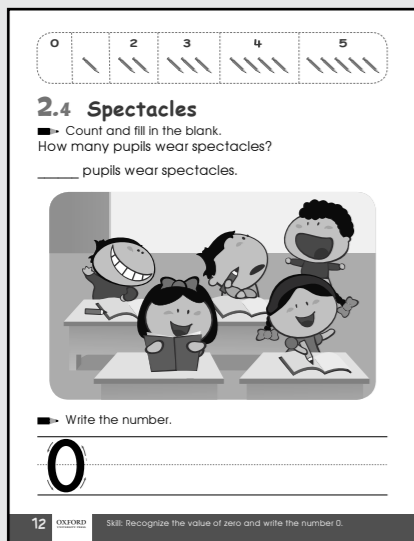
#### Activity 3

- Ask pupils to raise their hand if they like to get a zero for their test.
- Ask pupils if any of them has had a zero for their test and what they did to improve.
- Explain that it is important to study hard so that they do well in tests.

#### Activity 4

- Give out a worksheet showing test papers with different scores from 0 to 9 represented by the number of crosses.
- Ask pupils to match the scores of the test papers to the corresponding numbers.

## 2.4 Spectacles



#### Suggested duration

1 hour

#### Objectives

Recognize the value of zero.  
Write the number 0.

#### Required resources

- picture of children in a classroom
- Additional:  
worksheets of different scenarios

#### Key terms

pupil  
spectacles

- There should be a maximum of 9 objects for each question.
- Ask about an object that is not shown in the picture e.g. if there are no benches in the classroom,
- Ask, 'How many benches are there?' Pupils should say 0.

#### Activity 2

- Ask pupils to describe the picture in Activity 2.4.
- Read the instruction, 'Count and fill in the blank.'
- Ask pupils to point to the pupils wearing spectacles. They should be unable to point to any pupil.
- Read the question, 'How many pupils wear spectacles?'
- Guide pupils to write 0 in the blank.
- Read with the pupils, '0 pupils wear spectacles.'
- Read aloud the instructions, 'Write the number.' Ask pupils to practise writing 0.

### Additional activities

#### Activity 3

- Ask pupils how many of them wear spectacles. Count how many pupils raise their hands. Tell pupils '\_\_\_\_\_ pupils wear spectacles.'
- Ask how many of them can drive. No pupils should raise their hands. Elicit that "0 pupils can drive".

#### Activity 4

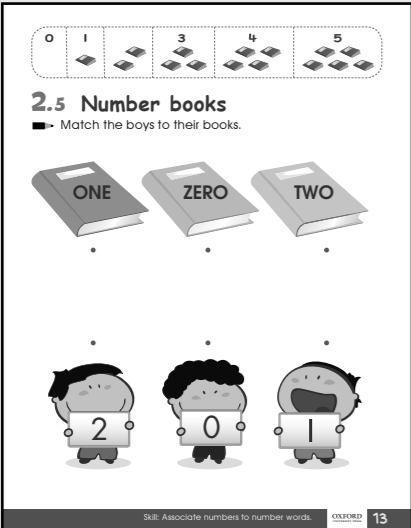
- Supply pupils with a worksheet showing 4 or more scenarios and ask pupils questions about each of them.
- For example, ask the number of butterflies in the park and ask pupils to fill in the blank with the correct number, e.g. 'There are 9 butterflies in the park.'
- Ask about something that is not shown in the drawing so that pupils can reply with zero and write e.g. ' 0 children are swimming in the pond.'

### Recognizing the value of zero and writing the number 0

#### Activity 1

- Display a picture of children in a classroom on an overhead projector.
- Ask questions about the picture. For example, 'How many fans/tables/teachers/pupils are there?'

## 2.5 Number books



**2.5 Number books**  
Match the boys to their books.

**Suggested duration**  
40 minutes

**Objectives**  
Associate numbers to number words.

**Required resources**

- flashcards of numbers and number words
- Additional:  
matching worksheet

**Key terms**  
boy  
book

### Associate numbers to number words

#### Activity 1

- Show pupils a flashcard with a number on it, say 9. Ask pupils how to spell the number. Pupils should say n-i-n-e. Show the flashcard of the word 'nine' and place the cards together on the board.
- Repeat this activity with numbers from 8 to 1.
- Show a flashcard of '0'. Ask pupils how to spell that number.
- Pull out the word card with 'zero' on it. Ask pupils to repeat after you 3 times z-e-r-o.
- Place the number cards and word cards side-by-side on the board so that pupils can associate numbers to number words.

#### Activity 2

- Ask pupils to describe the picture in Activity 2.5.
- Read the instruction, 'Match the boys to their books.'
- Point to the first book and ask pupils what number is on the book.
- Elicit that the book does not belong to the first boy (2) or the second boy (0), but should go to the third boy (1).
- Ask them to match the book 'one' to the boy '1' using a pencil and a ruler.
- Ask pupils to match the other books and boys.

### Additional activities

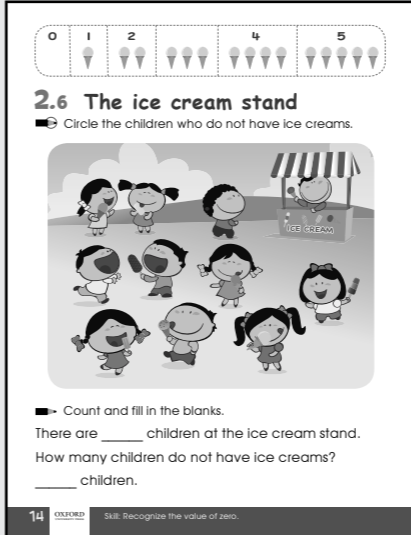
#### Activity 3

- Ask pupils if they like to read books.
- Ask pupils how many books they have and how many books they can read at a time.

#### Activity 4

- Supply pupils with a Worksheet 6 given on page 263 to match numbers to number words.
- Ask them to, 'Draw a line from a number to its name'.

## 2.6 The ice cream stand



**2.6 The ice cream stand**  
Circle the children who do not have ice creams.

**Suggested duration**  
40 minutes

**Objectives**  
Recognize the value of zero.

**Required resources**

- picture of children near a stall
- Additional:  
drawing paper (enough for all pupils in the class)

**Key terms**  
children  
ice cream  
stand

**Count and fill in the blanks.**  
There are \_\_\_\_\_ children at the ice cream stand.  
How many children do not have ice creams?  
\_\_\_\_\_ children.

### Recognizing the value of zero

#### Activity 1

- Display a picture of children near a stall (ice cream, hot dogs etc.) on an overhead projector
- Ask pupils various questions about the picture. For example, 'How many children/stalls are there? How many children are holding hot dogs?' There should be a maximum of 9 objects in each set.
- Ask about an item that is not shown in the picture, e.g. cats; pupils should answer 0.

#### Activity 2

- Ask pupils to describe the picture in Activity 2.6.
- Read the instruction, 'Circle the children who do not have ice creams.'
- Ask pupils to point to the children who do not have ice creams and to circle them.
- Read the instruction, 'Count and fill in the blanks.'
- Ask pupils to count the number of children at the ice cream stand.
- Then ask pupils to count the number of children who do not have ice creams.
- Ask pupils what number they should write in the blanks. Ask them to write the numbers and read the sentences together.

## Additional activities

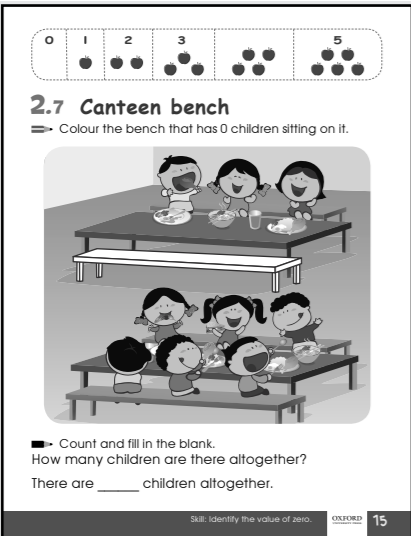
### Activity 3

- Ask pupils if they like buying ice cream from a stall like the one shown in the picture.
- Ask pupils to talk about their experiences of buying ice cream from an ice cream stall.

### Activity 4

- Give each pupil a sheet of drawing paper and ask them to draw a picture of any scene that they like, but their drawing must include:  
1) 9 birds; 2) 3 trees; 3) 0 ducks; 4) 7 chairs; 5) 5 people
- Ask pupils to share their drawings with the class and talk about their picture. Display the drawings in the classroom.

## 2.7 Canteen bench



**Suggested duration**  
40 minutes

**Objectives**  
Identify the value of zero.

**Required resources**

- picture of children in a canteen
- Additional:  
colouring worksheet

**Key terms**  
bench

### Identifying the value of zero

#### Activity 1

- Display a picture of children in a canteen on the overhead projector.
- Using this picture, proceed as for Activity 1 in Unit 2.6

#### Activity 2

- Ask pupils to describe the picture in Activity 2.7.
- Ask pupils to count the number of children sitting on the first bench. (3)
- Repeat for the other benches.

- Read the instruction, 'Colour the bench that has 0 children sitting on it.'
- Ask pupils to point to the empty bench and to colour it.
- Read the instruction, 'Count and fill in the blank.'
- Ask pupils to count the total number of children (9), and to fill in the blank.
- Read together, 'There are 9 children altogether.'

## Additional activities

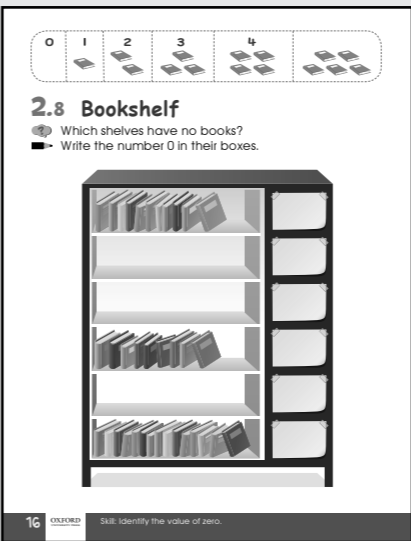
### Activity 3

- Ask pupils to relate their experiences of eating in the canteen.
- Is there a favourite bench on which they like to sit on?
- What food do they usually eat in the canteen?

### Activity 4

- Supply each pupil with a worksheet showing scenes in which pupils can colour the correct objects.  
For example, a picture of a number of ponds, one of which has no ducks; ask pupils to colour the pond that has zero ducks; the tree that has no apples; a the road that has no cars, etc.

## 2.8 Bookshelf



**Suggested duration**  
40 minutes

**Objectives**  
Identifying the value of zero.

**Required resources**

- jar
- sweets
- Additional:  
worksheets showing different numbers of sweets in jars

**Key terms**  
shelves

### Identifying the value of zero

#### Activity 1

- Place a jar on the table. Place one sweet in it and ask how many sweets are in the jar.
- Ask a pupil to put 3 sweets in the jar; ask how many sweets are in the jar and pupils should say 4.

- Ask pupils to take turns to place different numbers of sweets in the jar and count the totals.
- Ask one pupil to remove all the sweets from the jar and ask how many sweets are now in the jar.
- Pupils should say zero.

### Activity 2

- Ask pupils to describe the picture in Activity 2.8.
- Read the question, 'Which shelves have no books?' Ask pupils to point to the shelves with no books to make sure they understand the context.
- Read the instruction, 'Write the number 0 in their boxes.' Ask pupils to write 0 by the shelves they have just pointed to.

### Additional activities

#### Activity 3

- Ask pupils if they have bookshelves at home and to explain how their books are arranged on them.
- How many books do they put on each shelf? Are there any shelves with no books?

#### Activity 4

- Supply pupils with Worksheet 7 given on page 264 showing different numbers of sweets in jars.
- Ask pupils to write the number of sweets in each jar in the corresponding boxes.

## Introduction

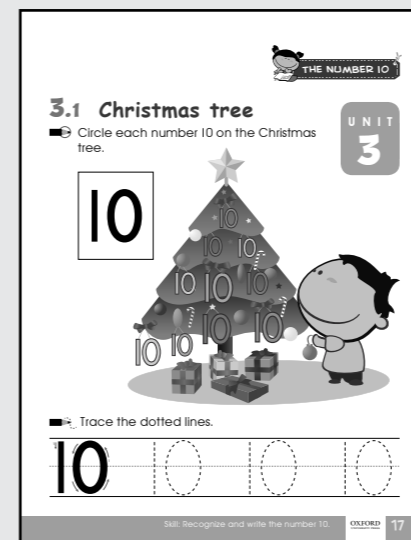
In this unit, pupils are introduced to the number 10. By the end of the unit, pupils should be able to recognise the number 10, and understand the quantity of 10 through counting various objects.



### Pre-assessment activity

- Use flashcards to revise the numbers 0 to 9. Alternatively, ask pupils to show the numbers 0 to 9 using their fingers.
- Ask what number comes after 9.
- Show 9 building blocks. Ask pupils to identify and count them.
- Then, show 10 building blocks and if necessary explain that there are 10 of them.
- Ask the pupils to count the blocks with you from 1 to 10.
- Ask 10 pupils to stand at the front of the classroom and ask the other pupils to count them with you.

## 3.1 Christmas tree



### Suggested duration

40 minutes

### Objectives

Recognize the number 10.  
Write the number 10.

### Required resources

- flashcards of 1 to 10 objects
- flashcards of numbers 0 to 10
- Additional:  
drawing paper (enough for all the pupils in the class)  
magazine  
glue

## Recognizing and writing the number 10

### Activity 1

- Show pupils a set of objects and ask them to identify and count the items, e.g. 9 pencils. Hold up the corresponding number flashcard.
- Repeat for other sets of from 0 to 10 objects.



- Place a flashcard of the number 10 on the board and write '10' above it. Say 'ten' and ask pupils to repeat it after you.
- Write the number 10 on the board again, large enough for all pupils to see how it is written. Write it slowly and ask pupils to use their index fingers to follow as it is written and trace the number 10 in the air.
- Ask pupils to think of some things that commonly come in tens.

### Activity 2

- Ask pupils to describe the picture in Activity 3.1.
- Read the instruction, 'Circle each number 10 on the Christmas tree.'
- Ask pupils to point to the tens. First, ask them to point to the ten near the top of the Christmas tree and circle it.
- Encourage pupils to identify and circle the rest of the tens by themselves.
- Read the instruction, 'Trace the dotted lines.' Ask pupils to practise writing the number 10 by tracing the dotted lines.

### Additional activities

#### Activity 3

- Ask pupils to raise their hands if they celebrate Christmas.
- Ask pupils who have Christmas trees at home to raise their hands.
- Ask pupils to share with their classmates how they decorate their Christmas trees and where they usually place them.
- Do they enjoy decorating their Christmas trees?

#### Activity 4

- Divide the class into groups of 4 or 5. Give each group a sheet of drawing paper, a magazine, and glue. Follow the instructions for Activity 3 in Unit 2.1.

## 3.2 Bakery

**3.2 Bakery**  
Neha wants to go to the bakery to buy a cake.  
Which number bus should she take? \_\_\_\_\_

Trace the dotted lines.

### Suggested duration

1 hour

### Objectives

Recognize the number 10.  
Write the number 10.

### Required resources

- flashcards of different houses with their corresponding house numbers above.
- flashcard of number 10
- Additional:  
matching worksheet

### Recognizing and writing the number 10

#### Activity 1

- Show pupils a flashcard of a house with number 1 on it. Explain that this is house number 1.
- Repeat with flashcards 2 to 10, asking pupils to tell you the number of each house.
- Ask pupils to draw the number 10 in the air with their index finger.

#### Activity 2

- Ask pupils to describe the picture in Activity 3.2.
- Read the sentence, 'Neha wants to go to the bakery to buy a cake.'
- Ask pupils to point to Neha and then to the bakery to ensure that they understand the context.
- Point to the grocery store. Ask 'Does Neha want to go there?' Pupils should say 'no'.
- Repeat for the flower shop.
- Lastly, point to the bakery and elicit that Neha wants to go there.
- Read the instruction, 'Which number bus should she take?'
- Demonstrate how to trace the route from the bakery to the bus with a finger to identify the number of the bus. (10)
- Ask pupils to write '10' in the blank.
- Read the instruction, 'Trace the dotted lines.' Ask pupils to practise writing the number 10 by tracing the dotted lines.

## Additional activities

### Activity 3

- Ask pupils to tell the class which number bus they take to go to various places.
- Ask pupils the number of the bus they take to get to school. Do many pupils take the same bus to school?

### Activity 4

- Supply pupils with a matching worksheet showing a fisherman catching a fish.
- Pupils should be able to correctly identify the number of the fish the fisherman catches.
- Use Worksheet 8 given on page 265.

## 3.3 Fruit cake



### Suggested duration

40 minutes

### Objectives

Recognize the value of 10.  
Write the number 10.

### Required resources

- picture of a cake on a felt board
- felt strawberries
- Additional:  
drawing paper (enough for all pupils in the class)  
cut-outs or stickers of cherries  
glue

### Key terms

fruit cake  
wrong

- Ask 2 more pupils to come to the front and add 2 strawberries; the rest of the class should say that there are now 5 strawberries on the cake.
- Remove the strawberries and give each of the 5 pupils, 2 strawberries each to stick on the cake. The rest of the class should see that there are now 10 strawberries on the cake.
- Repeat the activity with different numbers of pupils and strawberries.

### Activity 2

- Ask pupils to describe the picture in Activity 3.3.
- Read the sentence, 'Neha bought a fruit cake.' Ask pupils to point to Neha and the fruit cake, and ask questions to check understanding of the context.
- Read the instruction, 'Count and fill in the blank.'
- Ask pupils to point to one strawberry and count the strawberries with them. (10)
- Elicit that 10 should be written in the blank and ask pupils to write it.
- Read aloud with the pupils, 'There are 10 strawberries on the fruit cake.'
- Read aloud the instruction, 'Write the number.' Ask pupils to practise writing the number in the lines.

## Additional activities

### Activity 3

- Ask pupils if they like fruit cake.
- Ask what fruit they prefer on their fruit cake.

### Activity 4

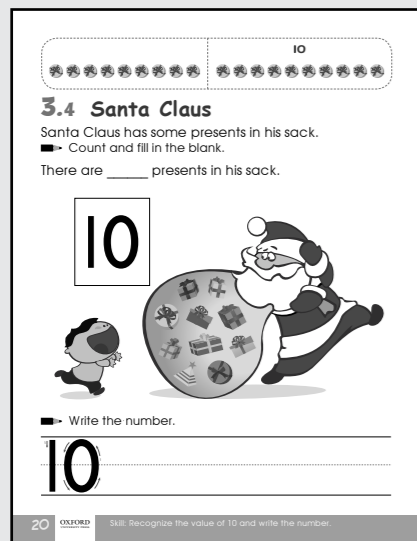
- Give pupils drawing paper and cut-outs / stickers of cherries, and glue.
- Ask pupils to draw a cake, colour and decorate it, and glue 10 cherries on top in any pattern they choose.
- Ask pupils to show their cakes to their classmates and display their work.

## Recognizing the value of 10 and writing the number

### Activity 1

- Show pupils the picture of a cake on a felt board.
- Ask 3 pupils to come to the front of the class. Give each of them a strawberry to stick on the cake.
- The rest of the class should count the strawberries.

## 3.4 Santa Claus



### Suggested duration

40 minutes

### Objectives

Recognize the value of 10.  
Write the number 10.

### Required resources

- presents (real or wrapped up paper boxes)
- Additional:  
drawing paper (enough for all pupils in the class)  
glitter glue

### Key terms

Santa Claus  
present  
sack

## Recognizing the value of 10 and writing the number

### Activity 1

- Hide 10 presents around the classroom.
- Explain that there are 10 hidden presents and let students hunt for them; a pupil can only take one present.
- When 10 children have found the presents, the activity stops and the teacher may choose to give presents to those who found them.
- Emphasize the number 10; only 10 presents are available for 10 pupils.

### Activity 2

- Ask pupils to describe the picture in Activity 3.4.
- Read the statement, 'Santa Claus has some presents in his sack.'
- Ask pupils to point to Santa Claus and explain the context if necessary.
- Read the instruction, 'Count and fill in the blank.'
- Ask pupils to point to the presents in Santa Claus' sack and count them.(10)
- Elicit that 10 should be written in the blank and ask pupils to write it.
- Read with the pupils, 'There are 10 presents in his sack.'
- Read aloud the instruction, 'Write the number.' Ask pupils to practise writing the number 10.

## Additional activities

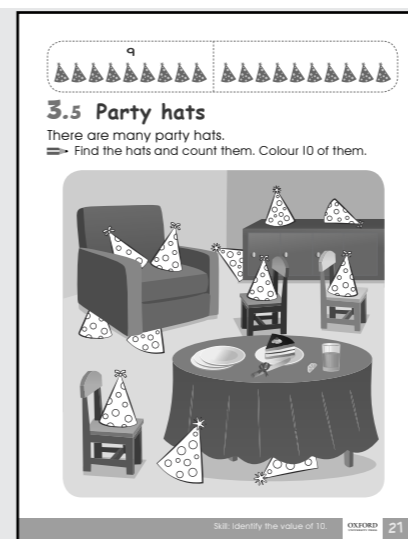
### Activity 3

- Ask pupils to talk about gifts that they have received from Santa Claus.

### Activity 4

- Give each pupil a sheet of drawing paper and ask them to draw a Christmas tree. Ask them to decorate their Christmas trees and to draw 10 presents under the tree.
- Teachers can provide glitter glue or stickers for pupils to use for decoration.

## 3.5 Party hats



### Suggested duration

40 minutes

### Objectives

Identify the value of 10.

### Required resources

- Additional:  
blocks

### Key terms

party hat

## Identifying the value of 10

### Activity 1

- Ask pupils to form groups of 4 to 5 and take them on a walk around the school garden.
- Ask groups to collect a set of 10 items, e.g. 10 leaves, 10 flower petals, 10 blades of grass, etc.
- Ask groups to show their collections to the class

### Activity 2

- Ask pupils to describe the picture in Activity 3.5.
- Read the statement, 'There are many party hats.' and ask pupils to point to one hat.
- Read the instruction, 'Find the hats and count them. Colour 10 of them.'
- Ask pupils to count and colour 10 of the hats.

## Additional activities

### Activity 3

- Ask pupils if they like to go to parties.
- Do pupils wear party hats when they go to parties? Ask pupils to describe the most fanciful party hat they have worn.

### Activity 4

- Ask pupils to form groups of 4 to 5 and give each group 12 or more blocks.
- Ask the groups to compete against each other to stack ten blocks first without the blocks falling.
- Pairs of groups can take turns to do this activity. The winner from each group will then compete against another to see who the overall winner is.

## 3.6 Children's party hats

3.6 Children's party hats

Count and fill in the blank.  
There are \_\_\_ children wearing party hats.

22

### Suggested duration

40 minutes

### Objectives

Recognize the value of 10.

### Required resources

- picture of children at a party
- Additional:
  - white paper plate
  - blue paint
  - cut-outs of small fish
  - glue

## Recognizing the value of 10

### Activity 1

- Display a picture of children at a party on the overhead projector
- Ask questions about it, e.g. 'How many children/presents/party hats are there?' There should be at least 10 of one object.

### Activity 2

- Ask pupils to describe the picture in Activity 3.6.
- Read the instruction, 'Count and fill in the blank.'
- Count with the pupils the children wearing party hats.(10)
- Elicit that they should write 10 in the blank, and ask them to do this.

- Read with pupils, 'There are 10 children wearing party hats.'

## Additional activities

### Activity 3

- Give each pupil a white paper plate with the top of the curve cut off so that it looks like a fish bowl.
- Ask pupils to paint the plate blue.
- Give the pupils cut outs of small fish, and glue. Demonstrate how to stick 10 fish on the plate to make a fishbowl with 10 fish.

## 3.7 Cakes

3.7 Cakes  
Mother bought some cakes.

Count and fill in the blank.  
There are \_\_\_ cakes in the box.

23

### Suggested duration

40 minutes

### Objectives

Recognize the value of 10.

### Required resources

- empty boxes of various sizes
- cakes
- Additional:
  - deck of playing cards
  - picture cards of 10 objects

### Key terms

cake

## Recognizing the value of 10

### Activity 1

- Place some empty boxes on the table. Each box should hold only a specific number of cakes (4, 6, 8, or 10). Write the number of cakes that can fit on the outside of each box.
- Place some cakes on the table and ask pupils to fit the required number of cakes into the box.

### Activity 2

- Ask pupils to describe the picture in Activity 3.7.
- Read the statement, 'Mother bought some cakes.' Ask pupils to point to the mother in the picture and ask them questions to check their understanding of the context.
- Read the instruction, 'Count and fill in the blank.'
- Point to the cakes and count with the pupils the total number of cakes. (10) Ask pupils to fill in the blank.

- Read together with the pupils, 'There are 10 cakes in the box.'

### Additional activities

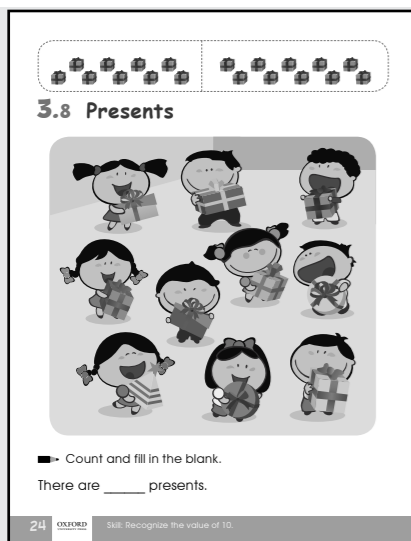
#### Activity 3

- Ask pupils if their parents buy cakes for them.
- How many cakes do their parents usually buy in a box?
- Encourage pupils to talk about their favourite cakes.

#### Activity 4

- Ask pupils to work in pairs.
- Give each pair a deck of playing cards and/or cards with number words and pictures on them.
- Ask pupils to take turns to find all the cards with the number 10 on them. See which pupil pair can find all the cards first.

## 3.8 Presents



#### Suggested duration

40 minutes

#### Objectives

Recognizing the value of 10.

#### Required resources

- flashcards of different numbers of presents
- Additional:  
pairs of dice for groups

#### Key terms

present

- Ask pupils to point to the presents and count them together. (10) Ask pupils to write 10 in the blank.
- Read together, 'There are 10 presents.'

### Additional activities

#### Activity 3

- Ask pupils to raise their hands if they like receiving presents.
- Ask them to talk about the occasions when they usually receive presents.
- Ask pupils to tell their classmates about the best present they have ever received.

#### Activity 4

- Ask pupils to form groups of 4 or 5 and give each group 2 dice.
- Ask one pupil in the group to roll the dice and count the number of spots.
- See if pupils are able to roll a 10. The first pupil in the group who rolls a 10 is the winner.
- Encourage pupils to find different combinations that make the number 10.

### Recognizing the value of 10

#### Activity 1

- Show flashcards of different numbers of presents and ask pupils to say how many presents each shows.
- Encourage pupils to identify the numbers of presents on the flashcards quickly.

#### Activity 2

- Ask pupils to describe the picture in Activity 3.8.
- Read the instruction, 'Count and fill in the blank.'



## Introduction

In this unit, pupils continue to work with numbers to 10. By the end of the unit, pupils should be able to recognise the numbers 0 to 10, as well as form number sequences of numbers from 0 to 10.



## Pre-assessment activity

- Use flashcards to revise the numbers 0 to 10 or ask pupils to show 0 to 10 fingers.
- Ask pupils to stand up one after another and count. The first pupil says '1', the second says '2' and so on until the 10<sup>th</sup> pupil stands up and says '10'. All 10 pupils sit down and the next pupil starts counting from 1 again.

## 4.1 Puppies

**4.1 Puppies**  
Count the puppies and fill in the missing number.  
How many puppies are there? \_\_\_\_\_

Where are the puppies going?  
Circle the answer.

pond home circus

OXFORD 25

### Suggested duration

40 minutes

### Objectives

Complete a number sequence.

### Required resources

- flashcards of 0 to 10 objects
- flashcards of numbers 0 to 10
- Additional:  
drawing paper (enough for all the pupils in the class)  
paint (safe for children)

## Completing a number sequence

### Activity 1

- Show pupils flashcards of sets of 0 to 10 objects and ask pupils to identify and count the objects in each set. Show the corresponding number card for each set.
- Showing each of the number cards in sequence again, recite with the pupils 0 to 10.

### Activity 2

- Ask pupils to describe the picture in Activity 4.1.
- Read the instruction, 'Count the puppies and fill in the missing number.' Ask pupils to

- point to the puppies.
- Read the question, 'How many puppies are there?'
- Ask pupils to start counting from puppy number 1. Stop at number 9 and elicit that they should write 10 in the empty circle. Ask them to write 10 in the space.
- Read the question, 'Where are the puppies going?'
- Ask pupils to compare the large picture with those below and elicit that they are going home.
- Read the instruction, 'Circle the answer.' Ask pupils to do this.

## Additional activities

### Activity 3

- Give each pupil a sheet of drawing paper and some paint.
- Ask the pupils to paint both of their hands and press them on the drawing paper.
- Ask the pupils to count the number of fingers on the picture.
- Pupils can also make foot prints and count the number of toes.

## 4.2 The dog's bone

**4.2 The dog's bone**  
Count from 0 to 10 to complete the dog.  
Trace and colour the bone.

OXFORD 26

### Suggested duration

1 hour

### Objectives

To order numbers from 0 to 10.

### Required resources

- magnetic numbers from 0 to 10
- magnetic board
- Additional:  
drawing paper  
round yellow circles  
small paper flower petals  
glue

### Key terms

dog  
bone

## Ordering numbers from 0 to 10

### Activity 1

- Place an interrupted sequence of magnetic numbers on the magnetic board, e.g. 0 \_ 2 \_ 3 4 \_ 6 7 \_ 9 \_ .

- Ask pupils to come up to the board and place the missing numbers in the correct spaces.
- Repeat the activity with different missing numbers.

### Activity 2

- Ask pupils to describe the picture in Activity 4.2.
- Read the instruction, 'Count from 0 to 10 to complete the dog.'
- Guide pupils to trace using their fingers from 0 to 10, and then to use a pencil to join the dotted lines to complete the picture of the dog.
- Read the instruction, 'Trace and colour the bone.'
- Ask pupils to join the dotted lines to draw the bone, following the numbers from 0 to 10, and to colour the bone.

### Additional activities

#### Activity 3

- Give each pupil a piece of drawing paper, a round yellow paper circle, and glue.
- Show them how to glue the circle in the centre of the paper.
- Give pupils 10 small paper flower petals to glue around the circle to form a flower.
- Ask pupils to draw the stem and leaves of the flower and decorate their drawing by adding other things like grass and butterflies.
- Pupils can show their drawings to the class.

## 4.3 The hungry fox



#### Suggested duration

40 minutes

#### Objectives

Recognize the number sequence from 0 to 10.

#### Required resources

- felt numbers and objects for felt board
- Additional:  
Join the dots worksheet

#### Key terms

hungry fox  
python  
grape

## Recognizing the number sequence from 0 to 10

### Activity 1

- Place different sets of objects with their corresponding numbers below them in sequence on the felt board. There should be missing objects and numbers in the sequence. For example:

0	1		3	4		6		8		10

- Ask pupils to complete the table by sticking the correct numbers and numbers of objects on the felt board.

### Activity 2

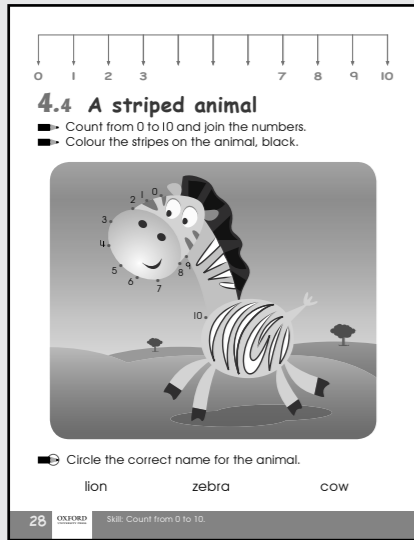
- Ask pupils to describe the picture in Activity 4.3.
- Read the sentence, 'The fox is afraid of the python.' Ask pupils to point to the fox and python, and ask questions to make sure that they understand the context.
- Read the instruction, 'Join the numbers in order from 0 to 10 to show the hungry fox a path to the grapes.'
- Ask pupils to put their pencils on the 0 at the foot of fox, and help them to count to 10 to join the dots until they reach the grapes.

### Additional activities

#### Activity 3

- Give out join the dots worksheets so that pupils can practise counting in sequence from 0 to 10. Use Worksheet 9 on page 266.

## 4.4 A striped animal



### Suggested duration

40 minutes

### Objectives

Count from 0 to 10.

### Required resources

- clear plastic cups
- marbles
- marker
- Additional:  
playdough

### Key terms

stripe  
lion  
zebra  
cow

## Counting from 0 to 10

### Activity 1

- Place 11 clear plastic cups in front of the class.
- Ask 1 pupil to come up and label the cups in sequence from 0 to 10 using the marker.
- Ask another pupil to place the correct number of marbles in each cup.
- The rest of the class should check that the correct number of marbles is placed in each cup.

### Activity 2

- Ask pupils to describe the picture in Activity 4.4.
- Read the instruction, 'Count from 0 to 10 and join the numbers.'
- Ask pupils to place their pencils on the number 0 and count with them as they join the dots in sequence from 0 to 10.
- Read the instruction, 'Colour the stripes on the animal, black.'
- Ask pupils to point to the stripes, to show a black crayon, and to use it to colour the stripes.
- Read the instruction, 'Circle the correct name for the animal.' Elicit that the animal is a zebra and ask pupils to circle the correct word.

## Additional activities

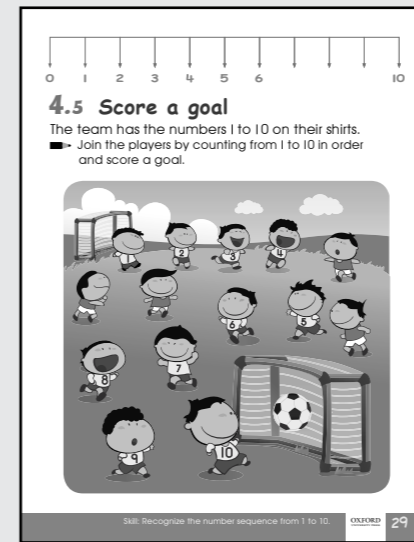
### Activity 3

- Ask pupils if they have seen a zebra. Ask them to describe a zebra.
- Ask pupils if they have seen a lion and a cow.
- Ask them to describe their favourite animal.

### Activity 4

- Ask pupils to work in pairs and give each pair of pupils some playdough.
- One pupil forms 5 numbers of his/her choices using the playdough. The second pupil then uses the playdough to form the remaining numbers.
- Together they then arrange the numbers they have formed in sequence.

## 4.5 Score a goal



### Suggested duration

40 minutes

### Objectives

Recognize the number sequence from 1 to 10.

### Required resources

- number tags
- Additional:  
cereal or hollow pasta shapes
- string

### Key terms

team  
shirt  
player  
goal

## Recognizing the number sequence from 1 to 10

### Activity 1

- Ask 11 pupils to come to the front of the class.
- Tape number tags from 0 to 10 on the backs of the pupils' shirts. Do not let the pupils know the numbers on their backs.
- Ask them to arrange themselves in sequence from 0 to 10 by talking among themselves and letting each other see the numbers on their backs.
- Repeat with other sets of 11 pupils.

## Activity 2

- Ask pupils to describe the picture in Activity 4.5.
- Read the statement, 'The team has the numbers 1 to 10 on their shirts.'
- Ask pupils to point to the players with numbered shirts (those in yellow).
- Read the instruction, 'Join the players by counting from 1 to 10 in order and score a goal.'
- Ask pupils to put their index finger on the player numbered 1 and trace the numbers in order from 1 to 10 using their fingers.
- Ask pupils to join the players using a pencil.

## Additional activities

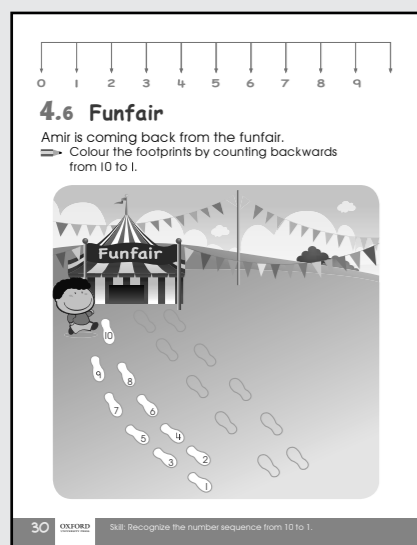
### Activity 3

- Ask pupils to raise their hands if they like to play soccer.
- Ask pupils to share with their classmates their experiences of playing soccer.

### Activity 4

- Ask pupils to work in groups and give each group a bowl of round cereal (with holes) or hollow pasta shapes. Give each pupil a length of string.
- Ask each pupil to take ten pieces and count them as they string them together to form a necklace.
- Help pupils tie the ends of the string together to form a necklace.

## 4.6 Funfair



### Suggested duration

1 hour

### Objectives

Recognize the number sequence from 10 to 1.

### Required resources

- Additional:
  - drawing paper (enough for all pupils in the class)
  - animal stamp
  - ink pad
  - crayons or markers

### Key terms

funfair  
footprints

## Recognizing the number sequence from 10 to 1

### Activity 1

- Ask 10 pupils to come to the front of the class. Elicit that there are 10 pupils.
- Ask 1 pupil to go back to his/her seat. Elicit that there are now 9 pupils.
- Repeat the activity until there are no more pupils standing in front of the class, and write the descending sequence of numbers from 10 to 0 on the board as students return to their seats.
- Ask pupils to recite with you '10, 9, 8, 7, 6, 5, 4, 3, 2, 1, 0'.

### Activity 2

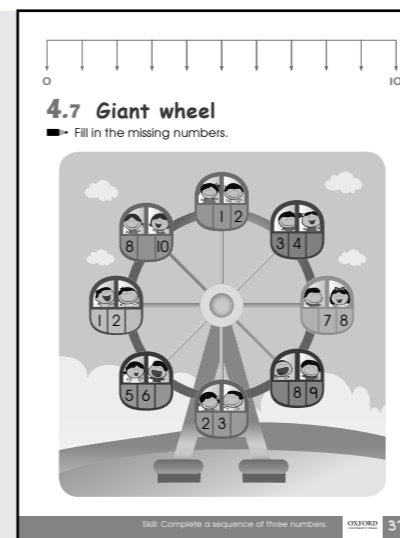
- Ask pupils to describe the picture in Activity 4.6.
- Read the sentence, 'Amir is coming back from the funfair.' Ask pupils to point to Amir and ensure they understand the context
- Read the instruction, 'Colour the footprints by counting backwards from 10 to 1.'
- Ask the pupils to say 10, and colour the footprint with 10. Then ask them to colour each footprint as you count backwards together.

## Additional activities

### Activity 3

- Give each pupil a sheet of drawing paper, and place some animal stamps and ink pads around the classroom.
- Ask pupils to draw a field and a house for the animals.
- Pupils are to lead the animals back to their houses by stamping 10 animals leading back from the field to the house. Pupils should label the animals from 10 to 1 as they stamp them. Animal number 1 should be at the house.

## 4.7 Giant wheel



### Suggested duration

40 minutes

### Objectives

Complete a sequence of three numbers.

### Required resources

- flashcards of numbers 0 to 10
- Additional:
  - paper strips
  - glue

## Completing a sequence of three numbers

### Activity 1

- Show a sequence of 3 number flashcards, e.g. 0, 1, 2 and ask pupils to say the numbers.
- Repeat with different sequences until pupils are familiar with sequences of three numbers.

### Activity 2

- Ask pupils to describe the picture in Activity 4.7.
- Read the instruction, 'Fill in the missing numbers.'
- Point to the first cabin of the Ferris wheel (the orange cabin at the top) and ask pupils to elicit that number 3 should be written in the space. Ask pupils to write the number.
- Help pupils to complete the next sequence (in the red cabin) and then encourage pupils to complete the rest of the activity themselves.

## Additional activities

### Activity 3

- Ask pupils if they have ridden on a Ferris wheel
- Ask those who have to relate their experiences to the class. Were they afraid? Was it fun?

### Activity 4

- Give each pupil 11 paper strips cut from coloured paper.
- Ask them to number the strips from 0 to 10.
- Ask them to take the paper strip with the number 0 and glue the ends together to form a loop.
- Place the strip numbered 1 through the loop and glue the ends to form a second, linked loop.
- Continue joining the paper strips in sequence to form a chain of 11 links.
- Using the chain, pupils can then read off any three number sequences.

## 4.8 Amir wins

**4.8 Amir wins**  
Amir played a game at the funfair and won 3 toys.  
● Fill in the missing numbers by counting from 1 to 10.  
● Circle any three toys that Amir won.

The worksheet shows a Ferris wheel with 10 cabins. The top row has cabins numbered 1, 2, a blank space, 4, and a blank space. The bottom row has cabins numbered 6, a blank space, a blank space, 9, and 10. Below the Ferris wheel is a boy playing a hoop game. There are three toys (a teddy bear, a doll, and a duck) on a table in front of him. The page number 32 and the text 'Skill: Sequence numbers from 1-10 correctly.' are visible at the bottom.

### Suggested duration

40 minutes

### Objectives

Sequence numbers from 1 to 10 correctly.

### Required resources

- numbered paper chain from Activity 4 Unit 4.7.

### Key terms

game  
funfair  
toy

## Sequencing numbers from 1 to 10 correctly

### Activity 1

- In Unit 4.7, pupils completed a sequence of three numbers. In this unit, pupils complete the sequence from 1 to 10.
- Ask pupils to look at the paper chain and recite each number in sequence from 1 to 10.
- Write on the board 1, 2, 3, 4, \_\_\_\_, 6, 7, 8, 9, \_\_\_\_ and demonstrate how to use the chain to find the missing numbers.
- Repeat this for different interrupted sequences.

### Activity 2

- Ask pupils to describe the picture in Activity 4.8.
- Read the statement, 'Amir played a game at the funfair and won 3 toys.' Ask pupils to point to Amir and talk about the game of Hoop-la that involves throwing hoops over toys to win them.
- Read the instruction, 'Fill in the missing numbers by counting from 1 to 10.'
- Guide pupils to fill in the first two missing numbers and ask them to complete the other 2 missing numbers themselves.
- Recite with the pupils 1, 2, 3, 4, 5, 6, 7, 8, 9, 10.
- Read the instruction, 'Circle any three toys that Amir won.' Ask pupils to circle three toys of their choice.

## Additional activities

### Activity 3

- Ask pupils if they have ever won a prize at a funfair.
- Ask pupils to describe the game they played in order to win that prize.



- Encourage pupils to talk about their favourite games at funfairs.

#### Activity 4

- Teach pupils a little number rhyme.

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

### Introduction

Pupils have learnt how to count things in terms of quantity and compared between quantities by using the terms same, not the same, fewer and more. Hence, pupils learnt to describe the relationship between things of different quantities around them.

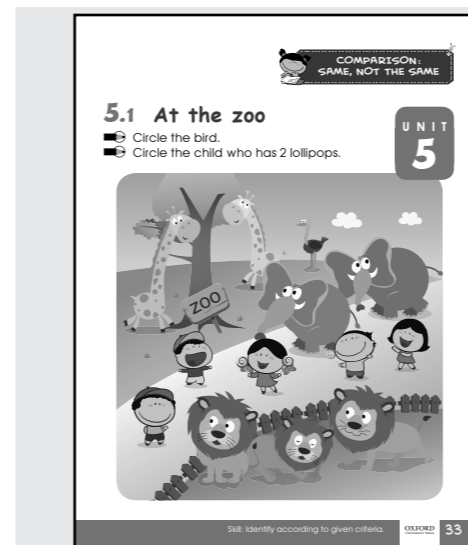
In this unit, pupils learn to compare objects in order to classify them according to given criteria. By the end of the unit, pupils should be able to compare objects according to given criteria in order to classify them.



### Pre-assessment activity

- With the pupils, compile on the board a list of a given type of object, e.g. zoo animals.
- Ask pupils to work in groups of 4 or 5 to compile a list of a different category, e.g. classroom items.
- The groups take turns to name one object. A group that fails to do so loses that round. The activity restarts with a new category.
- Elicit that 'crocodile' cannot be classified under pets and explain that it is 'not the same' as a pet.
- Use this method to revise 'same' and 'not the same'.

## 5.1 At the zoo



#### Suggested duration

40 minutes

#### Objectives

Identify according to given criteria.

#### Required resources

- flashcards of objects
- Additional:  
worksheet to match zoo animals

#### Key terms

bird  
 lollipop

## Identifying according to given criteria

### Activity 1

- Show flashcards of identical items, for example, 2 lions, and elicit that they are 'the same'.
- Repeat with flashcards of items that are 'not the same, e.g. different colour.
- Continue showing flashcards and ask pupils to say if they are the 'same' or 'not the same'

### Activity 2

- Ask pupils to describe the picture in Activity 5.1.
- Read the instruction, 'Circle the bird.' Ask pupils to identify and circle the ostrich.
- Read the instruction, 'Circle the child who has two lollipops.'
- Ask pupils to point to and circle the child who has two lollipops
- Ask pupils, 'What colour lollipops is the child holding?'

## Additional activities

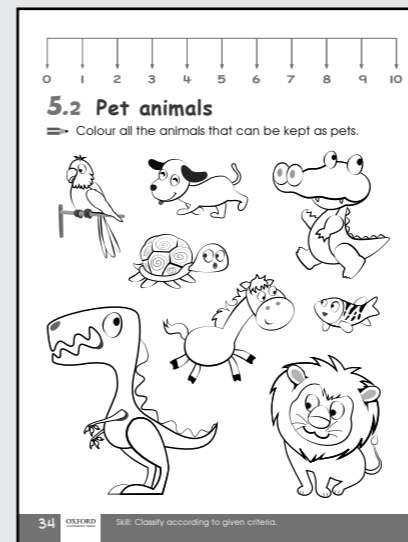
### Activity 3

- Ask pupils if they have been to a zoo.
- Ask them to share with the class their experiences of zoos and what they enjoy most at zoos.
- Do they have a favourite zoo animal?

### Activity 4

- Supply pupils with a Worksheet 10 given on page 267 to match zoo animals.
- Instruct the pupils to match the animals that are the same.

## 5.2 Pet animals



### Suggested duration

40 minutes

### Objectives

Classify according to given criteria.

### Required resources

- flashcards of animals that can/cannot be kept as pets
- Additional:  
drawing paper (enough for all pupils in the class)

### Key terms

animal  
pet

## Classify according to given criteria

### Activity 1

- Show pupils flashcards of animals that can or cannot be kept as pets, e.g. show a picture of a crocodile; elicit that it is not a pet. Show a flashcard of a kitten and elicit that it is a pet.
- Draw two columns on the board and label them 'Pets' and 'not pets'. As pupils classify each animal, place the flashcards in the correct column.

### Activity 2

- Ask pupils to describe the picture in Activity 5.2.
- Read the instruction, 'Colour all the animals that can be kept as pets.'
- Point to each picture and ask pupils if it is a pet. Ask pupils to colour the parrot using colours of their choice.
- Ask pupils to complete the rest of the activity by themselves.

## Additional activities

### Activity 3

- Ask pupils if they have pets at home.
- Encourage them to talk about their experience of keeping pets.
- Are there animals that pupils would like to keep as a pet but it is illegal to do so? Ask pupils to share their ideas.

### Activity 4

- Give each pupil a sheet of drawing paper and ask them to draw their bedroom.

- Ask them to draw at least 2 pets in the bedroom and to add decoration to the bedroom.
- Ask pupils to share their drawings with the class. Check that the animals they have drawn can be kept as pets.
- Use the work to make a classroom display.

## 5.3 Animals and their young

**Suggested duration**  
40 minutes

**Objectives**  
Classify according to given criteria.

**Required resources**

- flashcards of animals and their young
- Additional: sorting and matching worksheets

**Key terms**  
animal  
young

### Classify according to given criteria

#### Activity 1

- Show flashcards of different adult animals and their young. For example, show a picture of a cow and a calf and explain that the calf is the baby of the cow.
- Repeat for other pairs of animals.
- Ask pupils to name more animals and their young.
- Encourage pupils to use the internet to look at pictures of other animals and their young.

#### Activity 2

- Ask pupils to describe the picture in Activity 5.3.
- Read the instruction, 'Match the animals to their young.'
- Point to the first picture and ask pupils to identify the animal. Ask them to name the young of the cow (calf). Prompt pupils to identify the same patterns on the cow and calf that indicate they are 'the same'.
- Ask pupils to match the cow to the calf using a pencil and a ruler.
- Repeat for the duck and duckling.
- Ask pupils to match the other two animals to their young themselves.

### Additional activities

#### Activity 3

- Ask pupils if they have seen animals and their young in real life.
- If not, have they seen animals and their young in documentaries?
- Ask pupils to describe the young animals.

#### Activity 4

- Supply pupils with a worksheet containing 2 sets of animals—farm animals and pets.
- In the centre of the worksheet, draw a farm and a house.
- Instruct the pupils to match the animals to where they belong.

## 5.4 Underwater world

**Suggested duration**  
1 hour

**Objectives**  
Classify according to given criteria.

**Required resources**

- picture of sea creatures
- Additional: worksheets to cross out thing that does not belong

**Key terms**  
animal  
sea

### Classify according to given criteria

#### Activity 1

- Show a picture of the sea and sea creatures on the overhead projector and ask pupils to describe it and talk about the sea creatures.
- Point to two of the sea creatures, for example, a shark and a dolphin, and elicit that that they are different.
- Show pupils the picture of a cow and elicit that it does not belong in the picture.

#### Activity 2

- Ask pupils to describe the picture in Activity 5.4.
- Read the instruction, 'Cross the animals which do not belong in the sea.'
- Firstly, point to the dolphin and elicit that it does belong in the sea.

- Repeat for the seahorse.
- Point to the squirrel, ask pupils to identify the animal, and elicit that it does not belong in the sea.
- Ask pupils to draw a cross on top of the squirrel.
- Encourage them to complete the rest of the exercise themselves.

### Additional activities

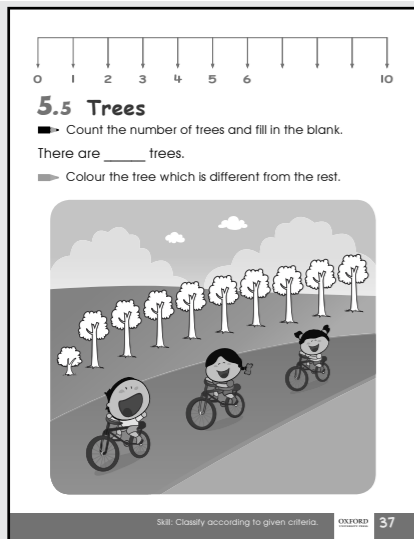
#### Activity 3

- Ask pupils if they have been to an underwater world.
- Ask them to relate their experiences.
- Which sea creature do pupils like best?

#### Activity 4

- Supply pupils with Worksheet 11 given on page 268 to cross out the thing that does not belong to a given set.

## 5.5 Trees



#### Suggested duration

40 minutes

#### Objectives

Classify according to given criteria.

#### Required resources

- different objects
- Additional:  
worksheet to circle the different object

#### Key terms

tree

### Classify according to given criteria

#### Activity 1

- Display 4 objects; 3 of the objects should be identical and one should be different.
- Ask pupils to point to the object that is 'not the same' and explain how it is different.
- Repeat this activity with other groups of 4 objects.
- Ask pupils to identify objects that are identical and objects that are different in the classroom.

#### Activity 2

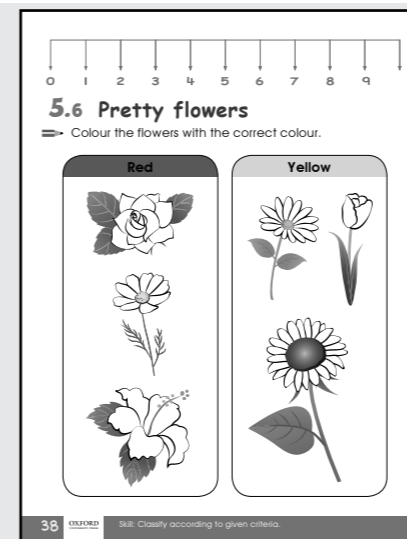
- Ask pupils to describe the picture in Activity 5.5.
- Read the instruction, 'Count the number of trees and fill in the blank.'
- Ask pupils to put their index finger on the first tree and count the trees with the pupils.
- Read together, 'There are 10 trees.'
- Read the instruction, 'Colour the tree which is different from the rest.'
- Elicit that they should colour the shorter tree and ask them to colour the leaves green and the trunk brown.

### Additional activities

#### Activity 3

- Give out a worksheet that shows a set of 3 identical objects and 1 that is different.
- Ask pupils to point to the object that is not the same and to describe how it is different.
- Ask them to circle the object that is 'not the same'.

## 5.6 Pretty flowers



#### Suggested duration

40 minutes

#### Objectives

Classify according to given criteria.

#### Required resources

- 2 boxes  
red and blue marbles
- Additional:  
worksheets to sort objects

#### Key terms

flower

### Classify according to given criteria

#### Activity 1

- Display two boxes in front of the class, one labelled red and the other labelled blue.
- Supply a box of red and blue marbles, and explain that the marbles must be put into the correct colour boxes.
- Ask one pupil to come in front of the class to start sorting the marbles. When you say 'stop', another pupil should take over.
- Repeat the activity until pupils have sufficient practice of sorting.

### Activity 2

- Ask pupils to describe the picture in Activity 5.6.
- Read the instruction, 'Colour the flowers with the correct colour.'
- Ask pupils to point to the column headed 'red'.
- Make sure that each pupil has a red coloured pencil and ask them to colour all the flowers in that column red.
- Repeat for the column headed 'yellow'.

### Additional activities

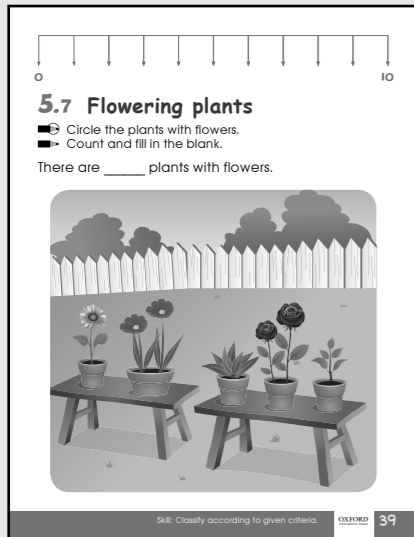
#### Activity 3

- Ask pupils the colours of the flowers they like.
- Do many pupils in class like the same colour flowers?

#### Activity 4

- Ask pupils to complete Worksheet 12 given on page 269 to sort the objects into two categories.

## 5.7 Flowering plants



#### Suggested duration

40 minutes

#### Objectives

Classify according to given criteria.

#### Required resources

- Additional:  
worksheets to sort objects

#### Key terms

plant  
flower

### Classify according to given criteria

#### Activity 1

- Take pupils for a walk around the school garden and ask them to identify different groups of things in the garden, for example, insects, plants with thorns, etc.
- Ask pupils to take turns to suggest different criteria.

### Activity 2

- Ask pupils to describe the picture in Activity 5.7.
- Read the instruction, 'Circle the plants with flowers.'
- Ask pupils to point to the plants with flowers and to circle them.
- Read the instruction, 'Count and fill in the blank.'
- Elicit that they should write 3 in the blank.
- Read together, 'There are 3 plants with flowers.'

### Additional activities

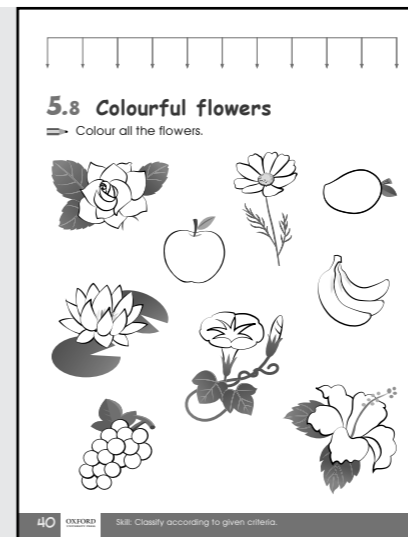
#### Activity 3

- Ask pupils if they have plants at home.
- Do their plants flower?
- Ask pupils to describe the flowers on their plants. What colour are they? How big are they?

#### Activity 4

- Give out a worksheet to sort objects and ask pupils to match the objects/animals to their correct groups.
- Draw 2 different places in the middle of the worksheet; say 'the garden' and 'the canteen'. Place objects around these two places that can be classified into either place, e.g. caterpillar, food, leaves, drinks dispenser, etc.

## 5.8 Colourful flowers



#### Suggested duration

40 minutes

#### Objectives

Classify according to given criteria.

#### Required resources

- Flashcards of fruits and flowers
- Additional:  
drawing paper (enough for all pupils in the class)



## Classify according to given criteria

### Activity 1

- Show flashcards of different fruits and flowers; ask pupils to identify the object and say if it is a fruit or a flower.
- Draw two columns on the board headed 'Fruit' and 'Flowers', and fix the flashcards in the correct columns.

### Activity 2

- Ask pupils to describe the picture in Activity 5.8.
- Read the instruction, 'Colour all the flowers.'
- Ask pupils to point to 1 of the flowers, e.g. the rose, and to colour it an appropriate colour.
- Point to the apple and elicit that it is not a flower and should not be coloured.
- Encourage pupils to find the flowers and colour them.

## Additional activities

### Activity 3

- Ask pupils to describe to the class their favourite flower and say why they like it.
- Ask pupils to bring their favourite flower to show to the class.

### Activity 4

- Give each pupil a sheet of drawing paper and ask them to draw a garden that has a lawn and some trees.
- Ask them to draw flowers on the lawn and fruits on the trees.
- Ask pupils to show their drawings to the class.
- Display their work so that pupils can familiarize themselves with the correct classification of fruits and flowers.

## Introduction

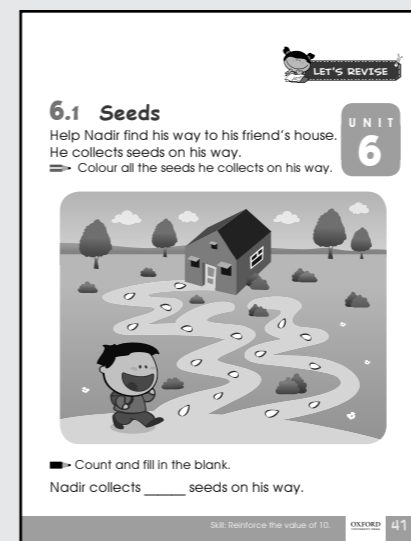
In this unit, pupils are required to look back at the concepts they have learnt in the previous five units. By the end of the unit, pupils should be able to complete activities with ease and confidence.



## Pre-assessment activity

- Ask pupils to recall the activities they have carried out in the previous five units.
- Revise the numbers 0 to 10.
- Revise comparison by identifying things that are the same, and not the same.
- Ask pupils to look around the classroom and identify sets of up to 10 objects. Can they name any objects that are not in their classroom? Maybe a bed?

## 6.1 Seeds



### Suggested duration

40 minutes

### Objectives

Reinforce the value of 10.

### Required resources

- flashcards of 10 objects
- flashcard of number 10
- Additional:  
worksheet with 10 objects for colouring

### Key terms

collect  
seed

## Reinforce the value of 10

### Activity 1

- To revise 10, show flashcards of 10 of the same object and ask pupils to identify and count the objects.
- Show the flashcard of the number 10 and ask pupils to say 10 and to trace the number in the air.
- Repeat using different flashcards.

## Activity 2

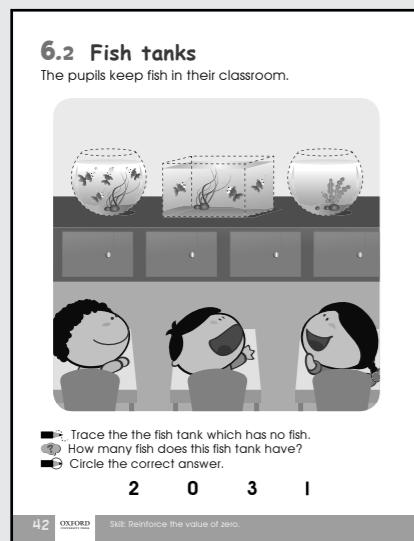
- Ask pupils to describe the picture in Activity 6.1.
- Read the first statement, 'Help Nadir find his way to his friend's house.' Ask pupils to identify Nadir and to point to his friend's house.
- Read the second statement, 'He collects seeds on his way.' Ask pupils to point to the seeds.
- Read the instruction, 'Colour all the seeds he collects on his way.'
- Ask pupils to trace with their finger the route from Nadir to the house. Then ask them to colour each seed along the way.
- Read the instruction, 'Count and fill in the blank.' Ask pupils to count the seeds and elicit that 10 should be written in the space.
- Ask the pupils to write 10 and then read together, 'Nadir collects 10 seeds on his way.'

## Additional activities

### Activity 3

- Supply pupils a worksheet showing different-sized sets of objects, and ask them to colour only the sets with 10 objects.

## 6.2 Fish tanks



### Suggested duration

40 minutes

### Objectives

Reinforce the value of zero.

### Required resources

- flashcards, each showing different numbers of fruits in a basket
- flashcard of number 0
- Additional:  
worksheet to circle the set with 0 objects

### Key terms

fish tank  
classroom

## Reinforce the value of zero

### Activity 1

- Show flashcards of different numbers of fruits in a basket. Ask pupils to identify and count the fruits shown on each flashcard.

- Show a flashcard of an empty basket and elicit that there are no fruits in it.
- Show pupils the flashcard 0, reinforcing the number 0.

### Activity 2

- Ask pupils to describe the picture in Activity 6.2.
- Read the instruction, 'The pupils keep fish in their classroom.' Ask pupils to point to the pupils and then to the fish.
- Read the instruction, 'Trace the fish tank which has no fish.,'
- Ask pupils to point to the fish tank which has no fish, and to trace it.
- Read the question, 'How many fish does this fish tank have?' Elicit that the answer is 0.
- Read the instruction, 'Circle the correct answer.' Ask pupils to circle '0'.

## Additional activities

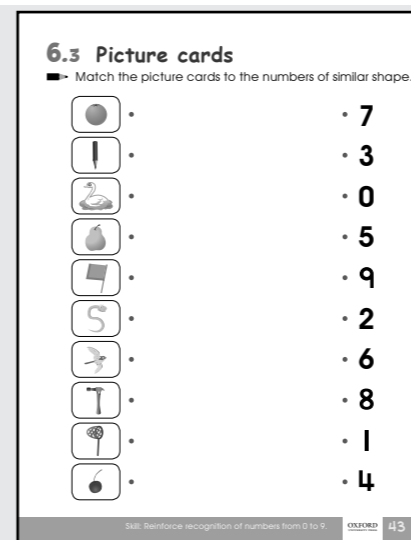
### Activity 3

- Ask pupils if there is a fish tank in the classroom or if they have one at home.
- Encourage them to talk about looking after fish.

### Activity 4

- Give out worksheets showing different sets of objects.

## 6.3 Picture cards



### Suggested duration

40 minutes

### Objectives

Reinforce recognition of numbers from 0 to 9.

### Required resources

- objects like oranges, cherries, pears
- flashcards of numbers 0, 6, 8
- Additional:  
drawing paper  
crayons

## Reinforce recognition of numbers from 0 to 9

### Activity 1

- Show then pupils an orange and elicit that it looks like a 0. Show the number flashcard.
- Do the same with a pear and number 8, and a cherry and number 6.

## Activity 2

- Ask pupils to describe the picture in Activity 6.3.
- Read the instruction, 'Match the picture cards to the numbers of similar shape.'
- Point to the first object, and elicit that the orange looks like 0.
- Ask pupils to use their pencil and ruler to draw a line to match the orange with the number 0.
- Repeat for the second object and number 1.
- Ask pupils to do the rest of the activity by themselves.

## Additional activities

### Activity 3

- Ask pupils to work in groups of 4 or 5 and give each group a sheet of paper.
- Ask them to draw different objects that look like each of the numbers 0 to 9. They should not use the objects already shown in the activity.
- Ask groups to share their drawings with the class, and display their work in the classroom.

## 6.4 Maria's pets



### Suggested duration

1 hour

### Objectives

Reinforce counting.

### Required resources

- picture of a pet shop
- Additional:  
drawing paper (enough for all pupils in the class)

### Key terms

pet  
fly  
water

## Reinforce counting

### Activity 1

- Show pupils a picture of a pet shop and ask questions about the picture. For example: How many children/shopkeepers/puppies/rabbits are there? How many children are carrying puppies?
- Ensure that there are sets of 0 to 9 objects.

## Activity 2

- Read the statement, 'Maria has some pets.'
- Ask pupils to point to Maria and ask questions to check that they understand the context.
- Read the instruction, 'Count and fill in the blanks.'
- Ask pupils to tell you which of the pets can fly. (birds)
- Elicit that there are 3 birds, ask the students to write 3 in the space and read together, '3 pets can fly.'
- Ask which of the pets live in water. (fish)
- Elicit that there are 4 fish; ask students to fill in the space, and read together, 'Maria has 4 pets that live in water.'
- Repeat for the dogs' bones.

## Additional activities

### Activity 3

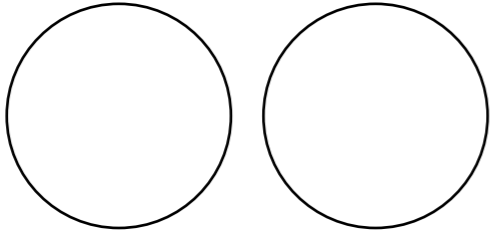
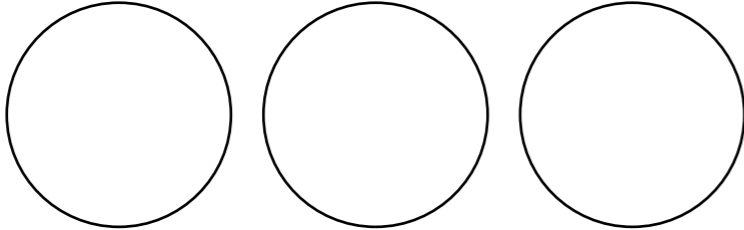
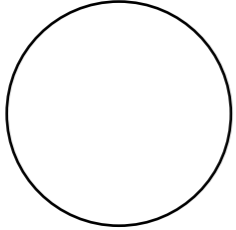
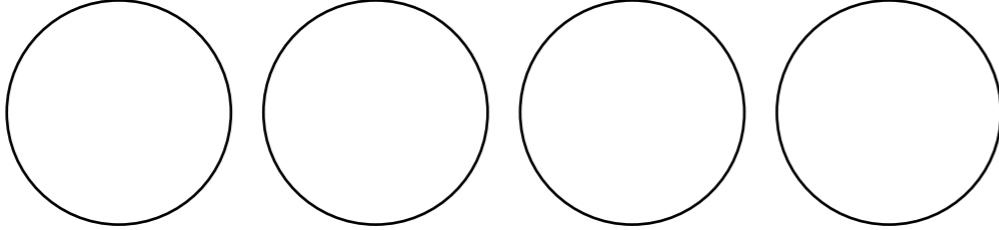
- Encourage pupils to talk about their pets.
- How many pets do they own? What kinds of pets do they own?

### Activity 4

- Give each pupil a sheet of drawing paper and ask them to draw a picture of a scene at home with the following things: 3 animals that can swim, 9 objects that cannot move, 4 children.
- Allow pupils to show their drawings to the class, making sure that all the criteria are met.

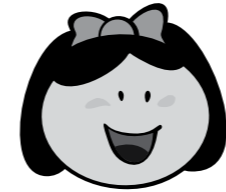
# Worksheet 1

Colour each circle according to the colour.

red	
blue	
green	
yellow	

# Worksheet 2

Draw the number of sweets that each child eats.



Neha



Zareen



Shayaan

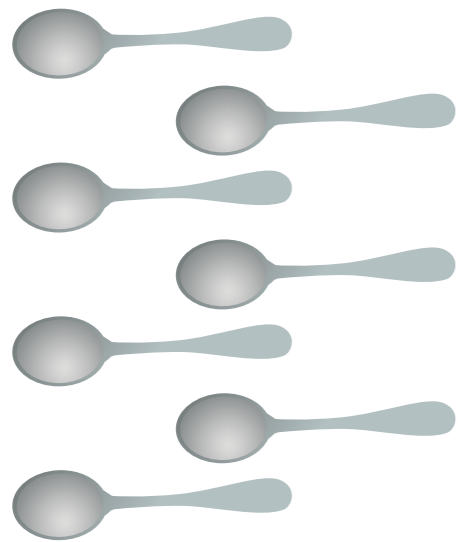


Tariq

### Worksheet 3

Draw fewer spoons in the space provided.

**More**



Draw more footballs in the space provided.

**Fewer**



























### Worksheet 4

Tick (✓) the shape that comes next in each pattern.




## Worksheet 5

Draw the correct shapes to complete each pattern.

	_____						_____
		_____			_____		
				_____		_____	
_____							_____

## Worksheet 6

Match the numbers to number words.

7	six
6	four
0	two
4	one
8	seven
5	nine
1	eight
3	three
2	zero
9	five

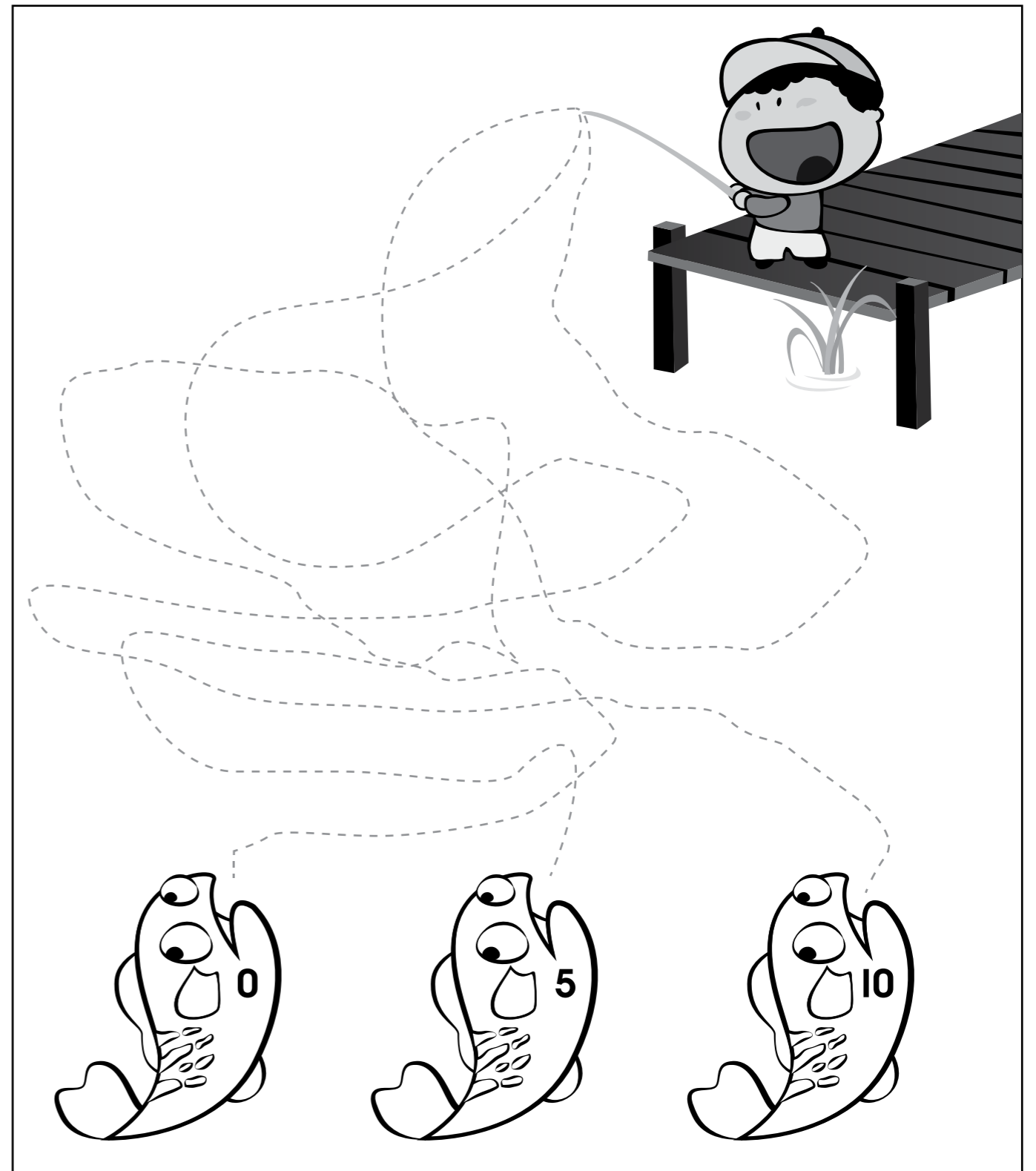
# Worksheet 7

Count and write the number of sweets in each jar.

 <input type="text"/>	 <input type="text"/>	 <input type="text"/>
 <input type="text"/>	 <input type="text"/>	 <input type="text"/>
 <input type="text"/>	 <input type="text"/>	 <input type="text"/>

# Worksheet 8

Trace the path to the number 10 fish.



The illustration shows a boy in a cap and overalls sitting on a wooden pier, holding a fishing rod. A dashed line path starts from the tip of the fishing rod and winds through the water to three fish at the bottom. The fish are labeled with the numbers 0, 5, and 10. The fish with the number 10 is the target of the path.

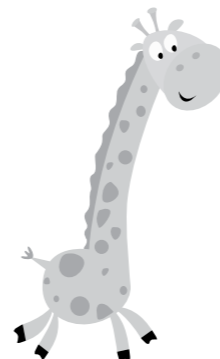
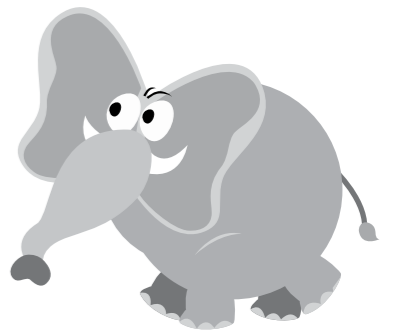
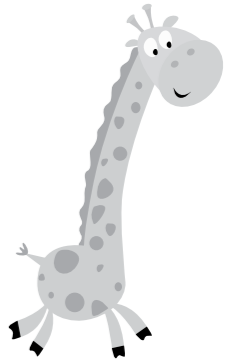
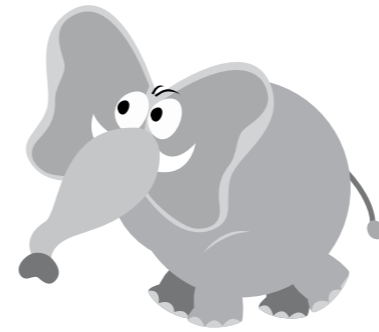
# Worksheet 9

Join the numbers 0 to 10 in a sequence.



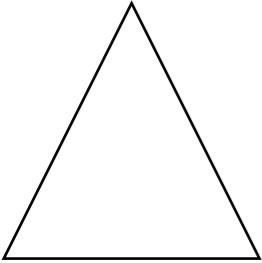
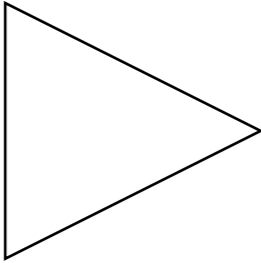
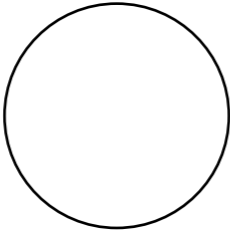
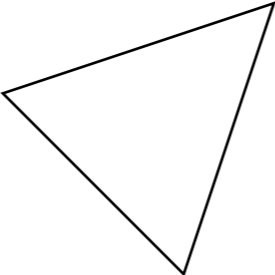
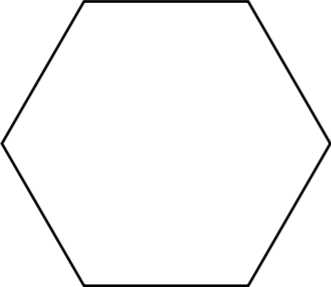
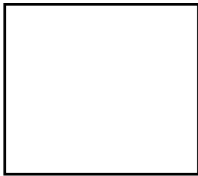



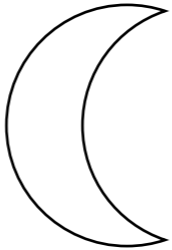
# Worksheet 10

Match the animals that are the same.



## Worksheet 11

Cross (X) out the things that does not belong in each set.

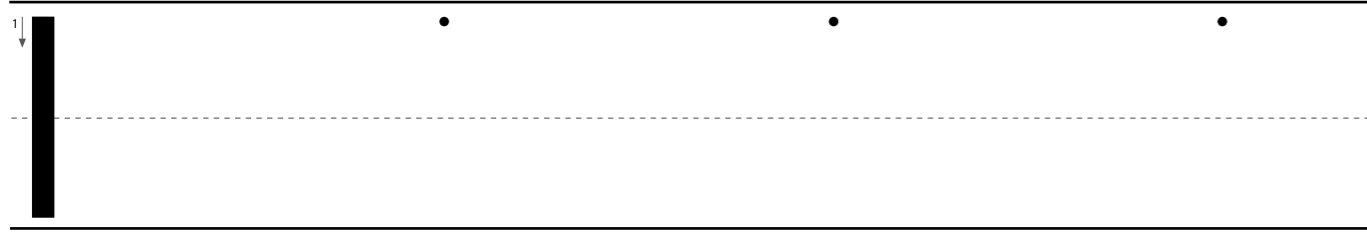
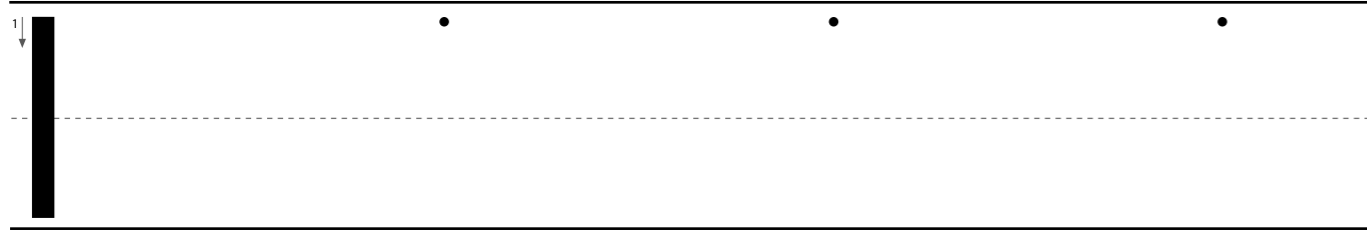
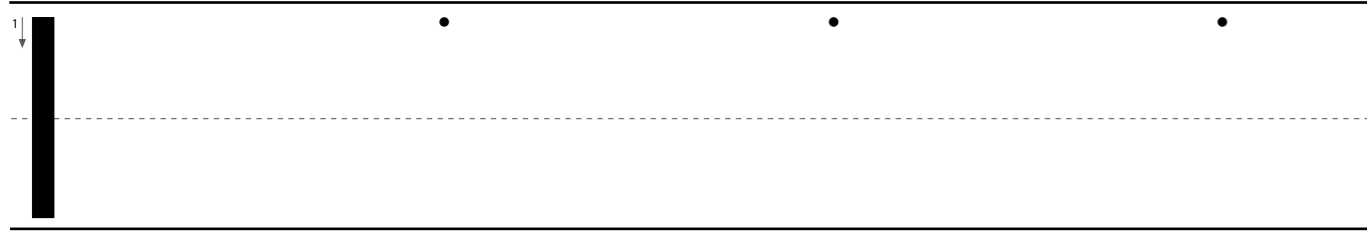
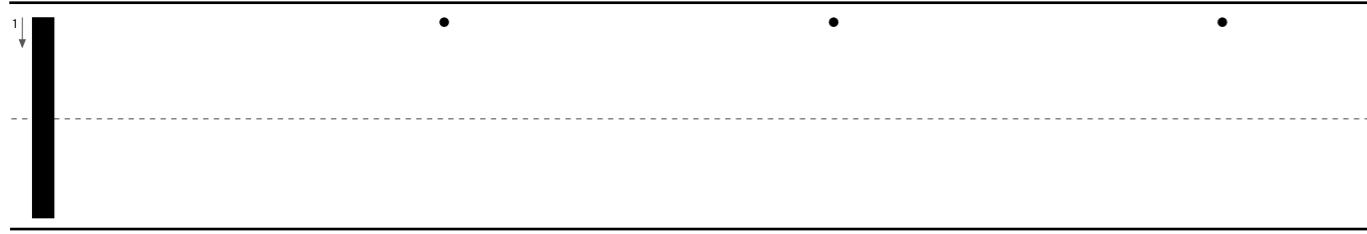
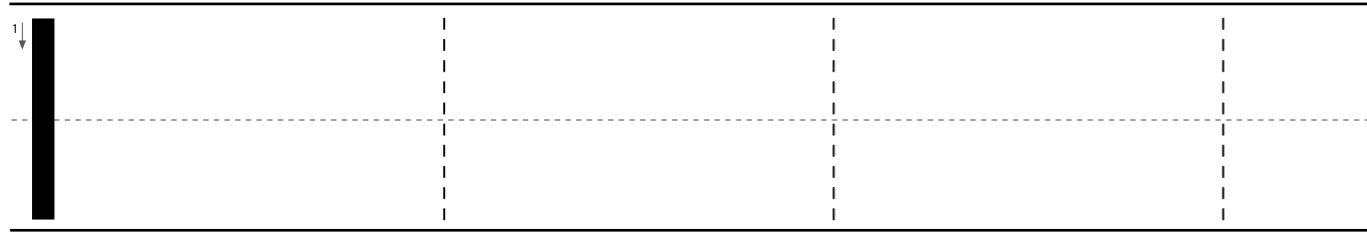
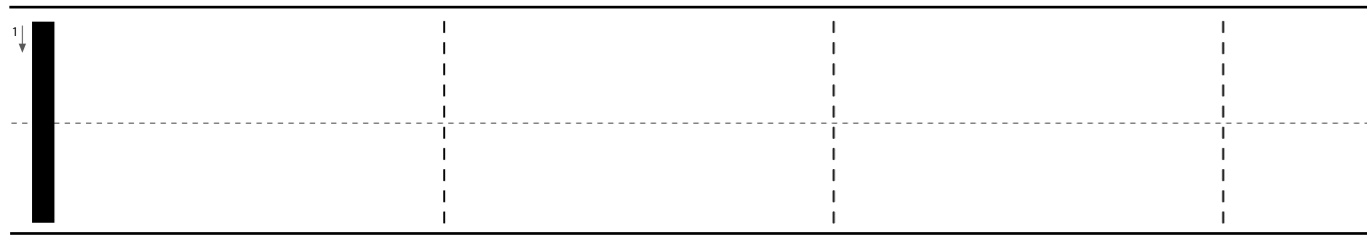
			
<b>1</b>	<b>3</b>		<b>5</b>
	<b>A</b>	<b>B</b>	<b>C</b>
			

## Worksheet 12

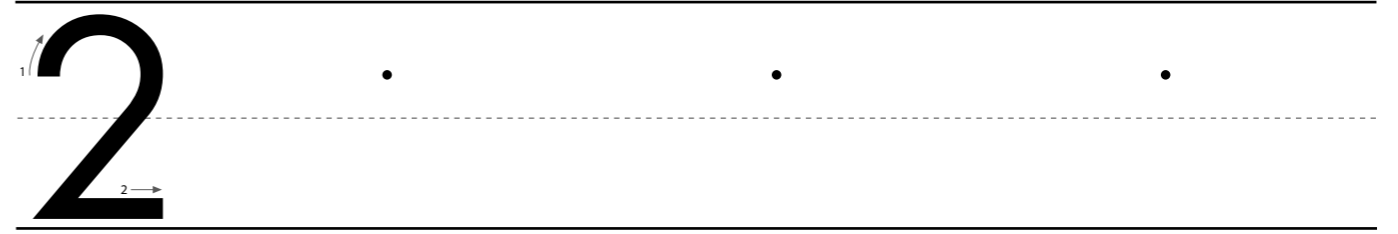
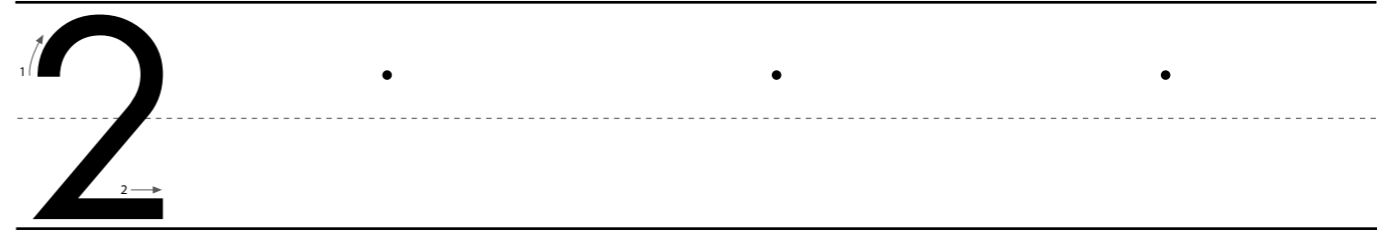
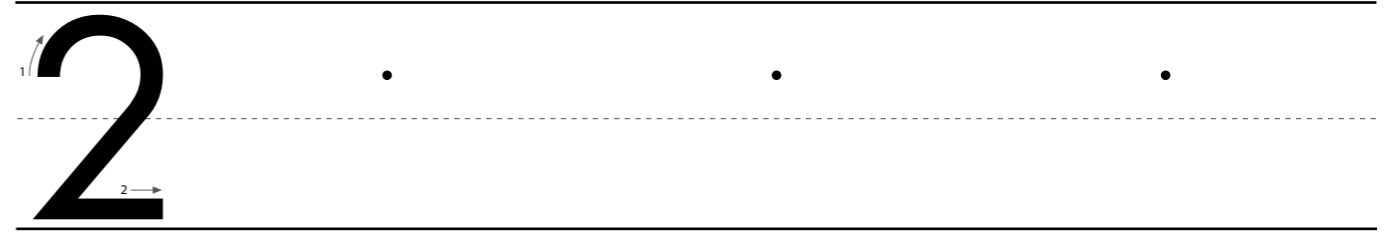
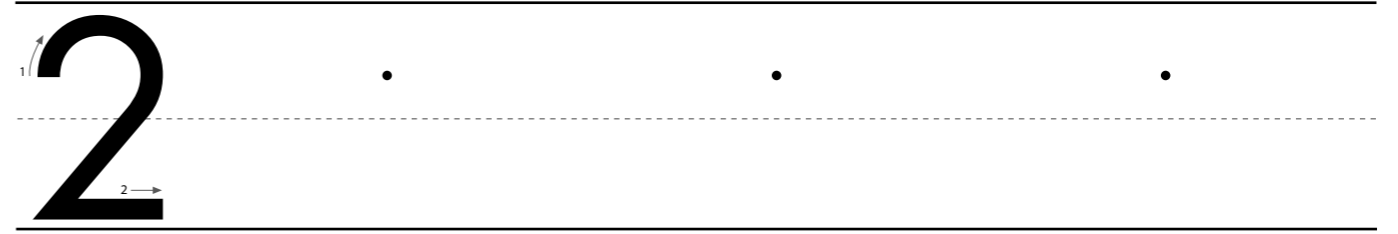
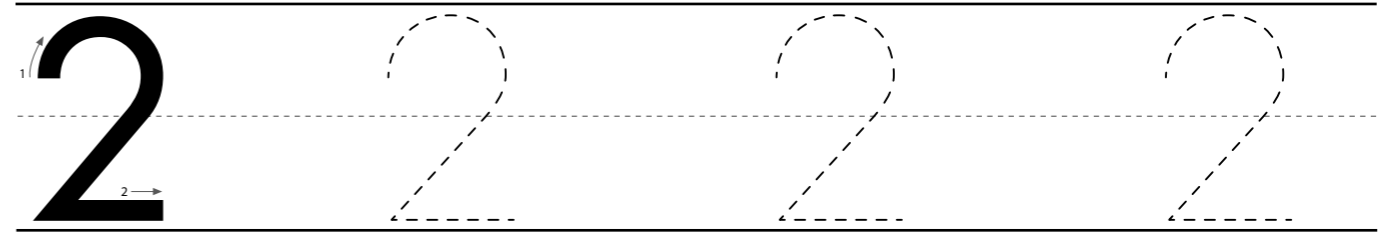
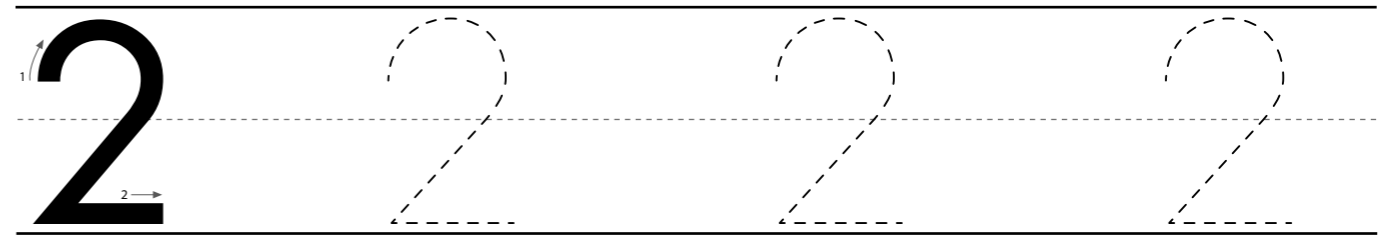
Cross (X) the toys.  
Tick (✓) the food.

# Writing practice

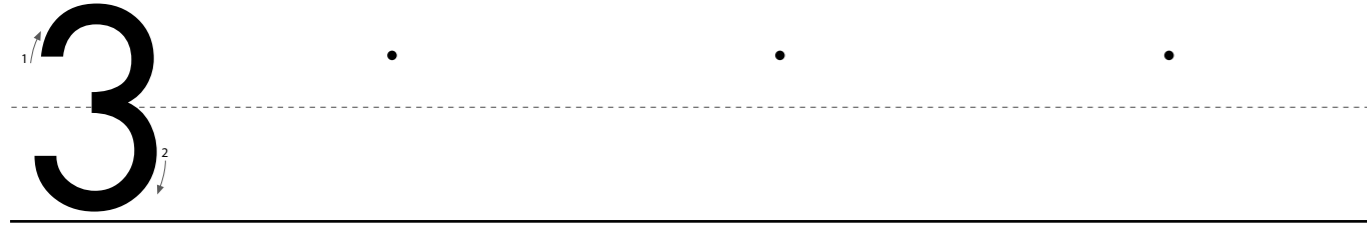
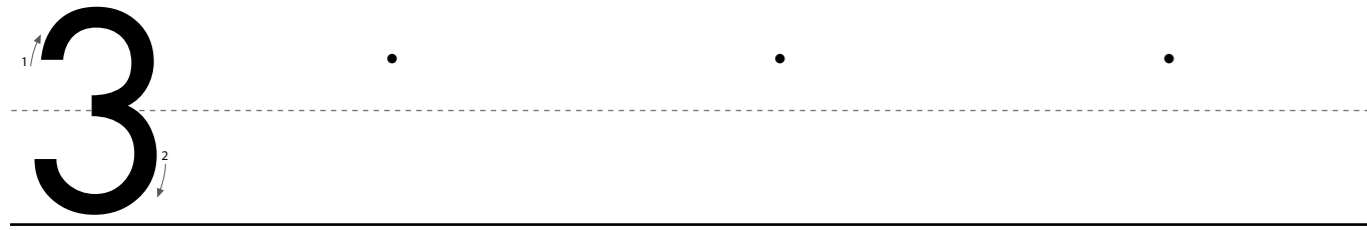
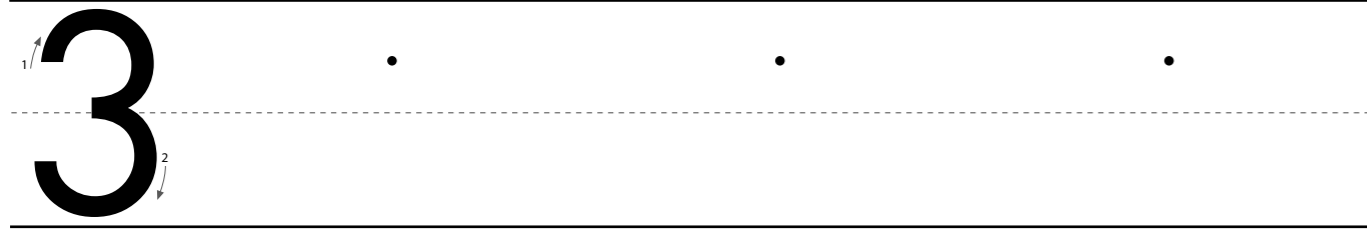
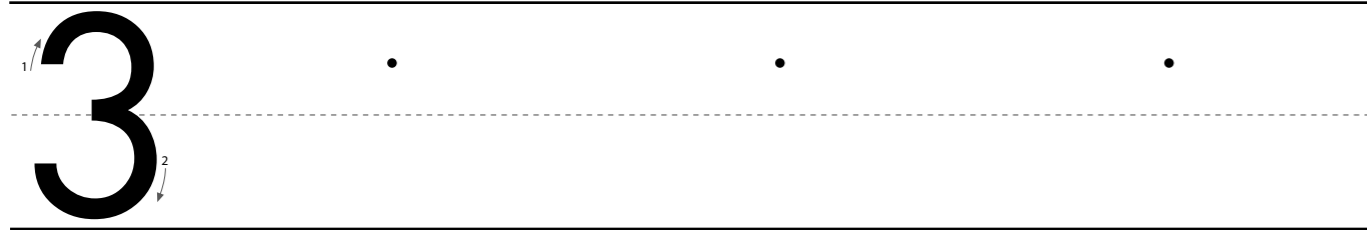
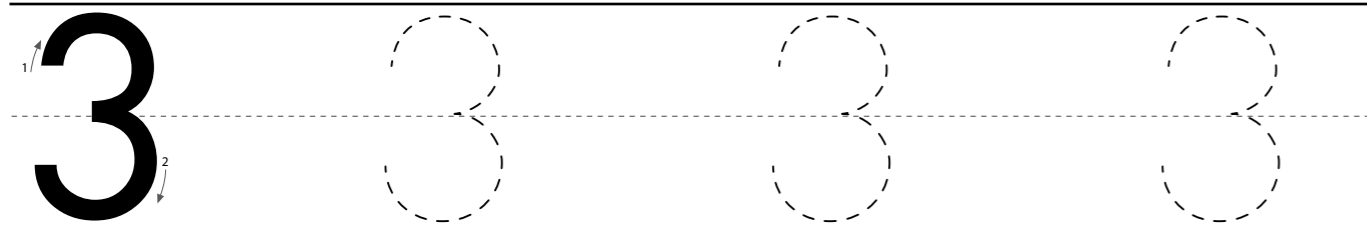
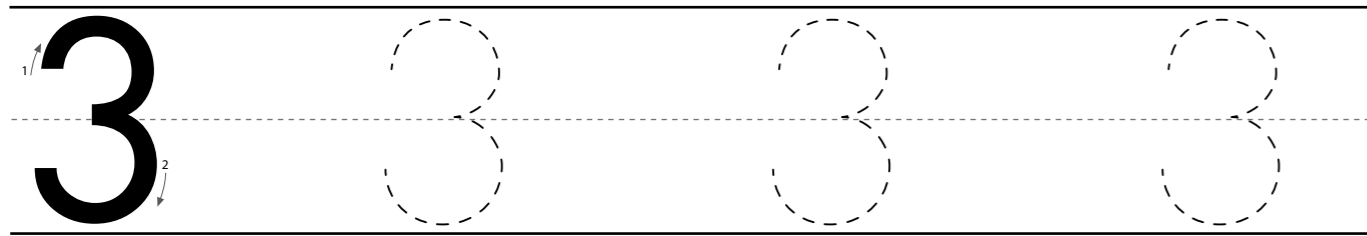


# Writing practice

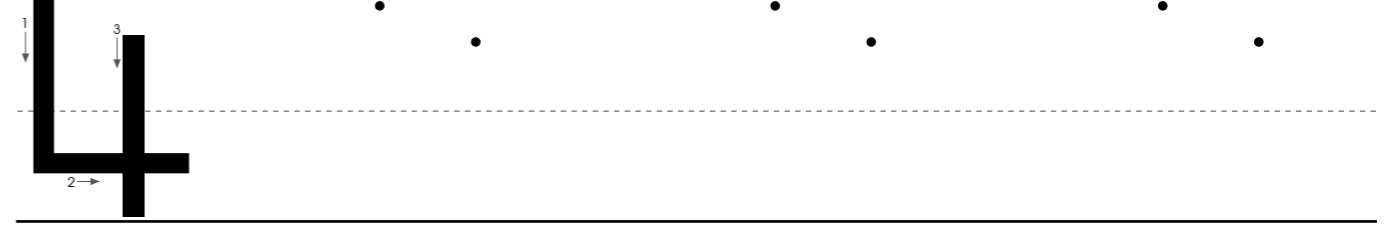
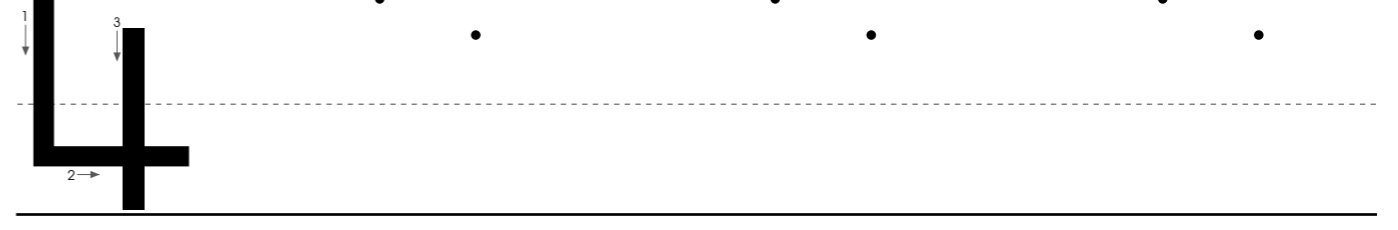
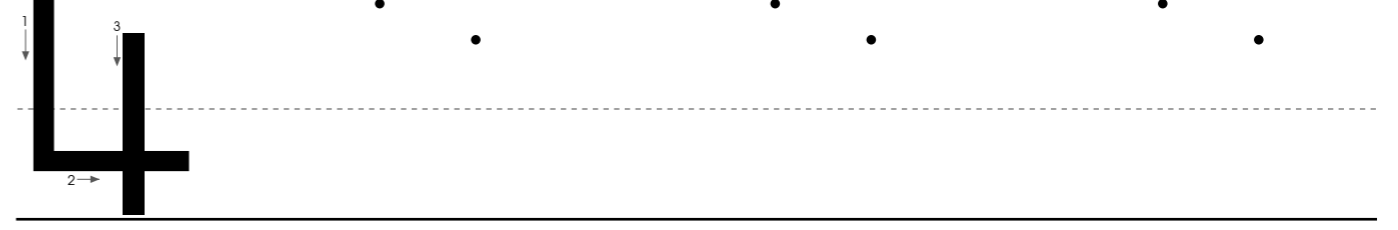
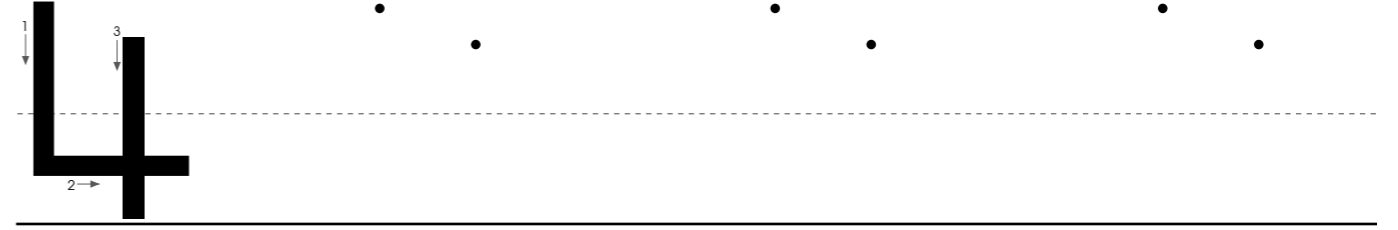
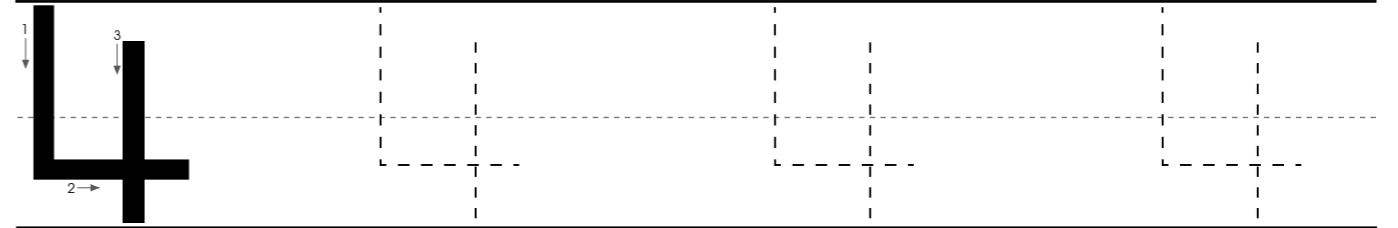
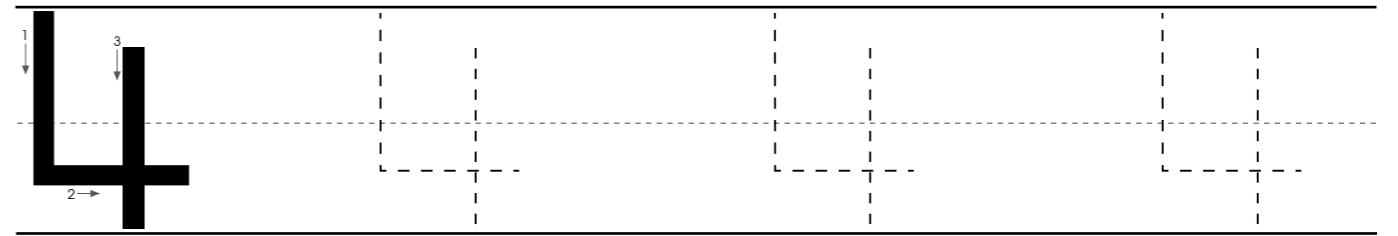




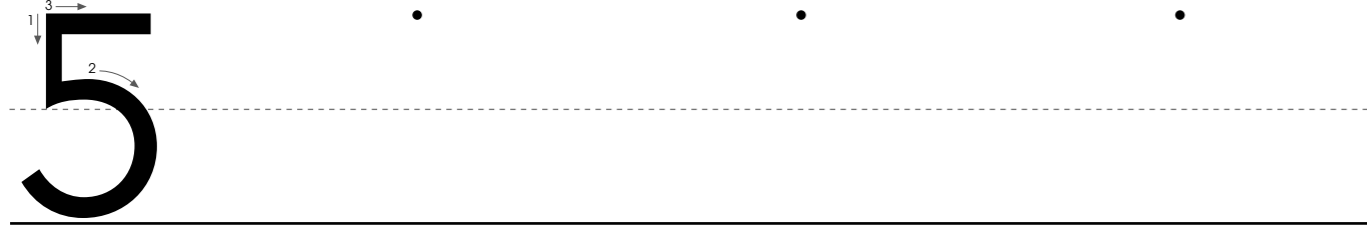
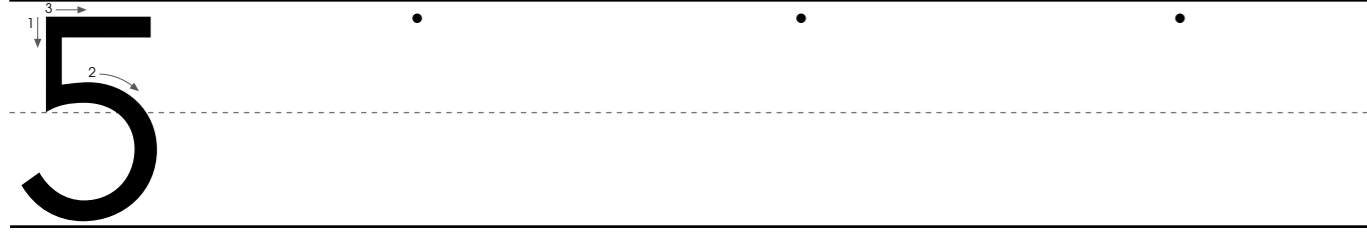
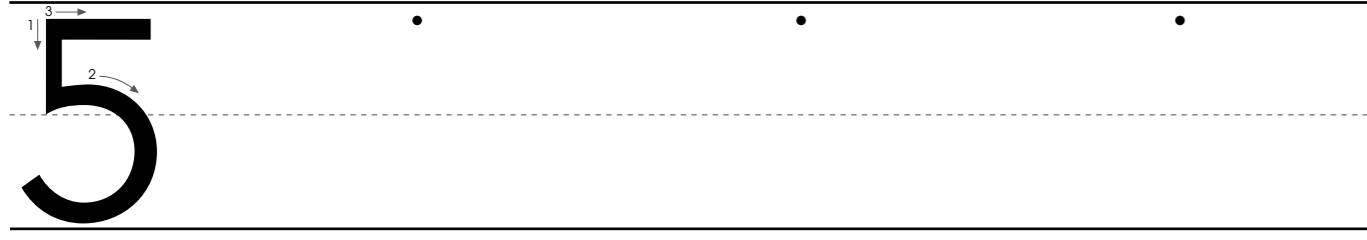
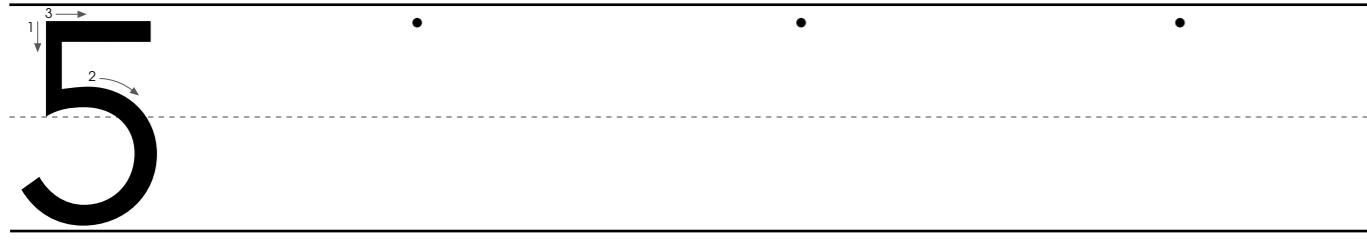
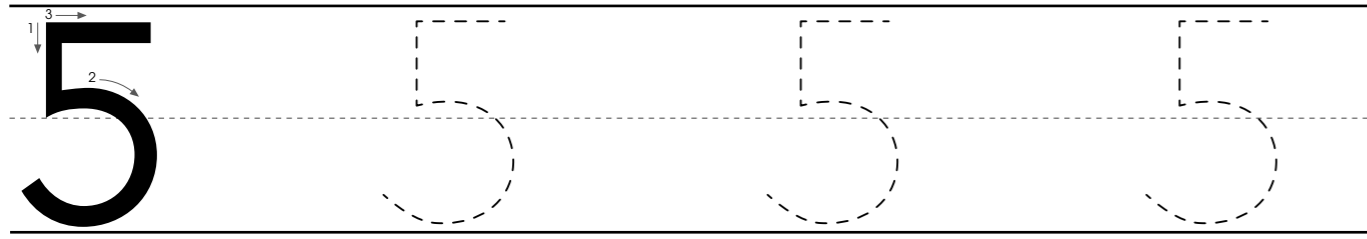
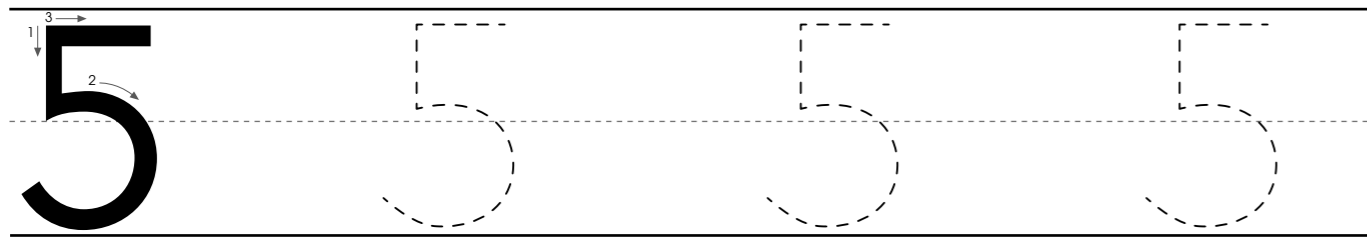
# Writing practice



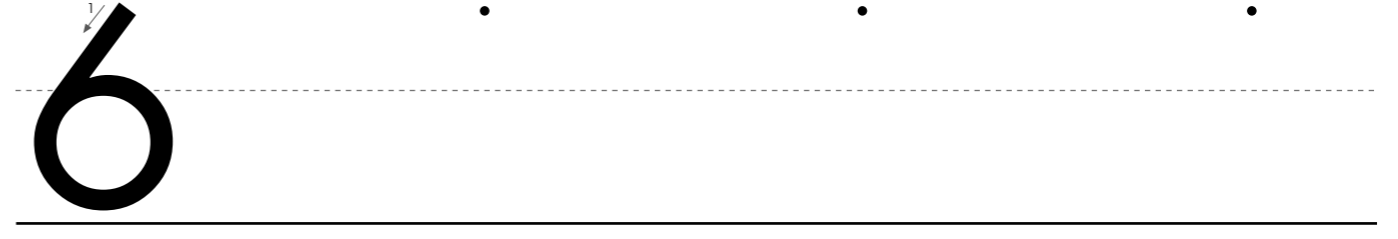
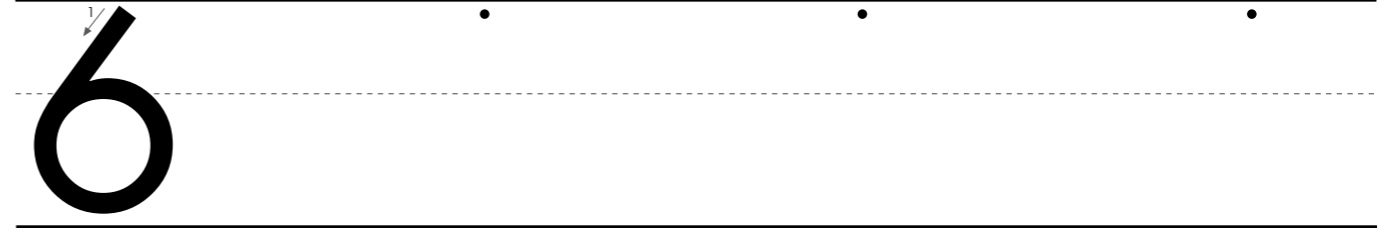
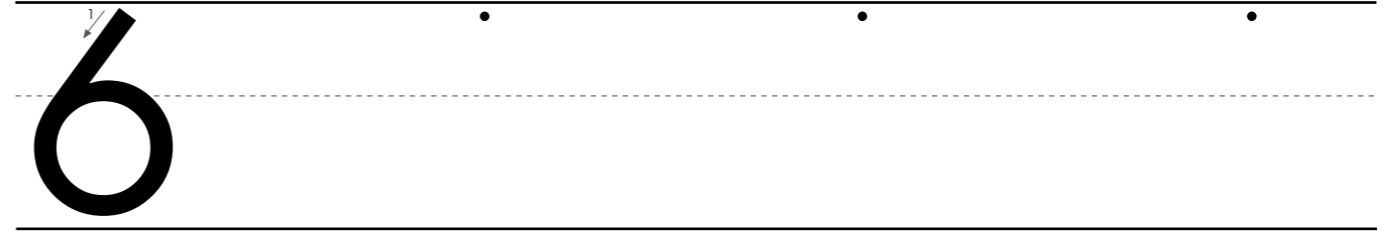
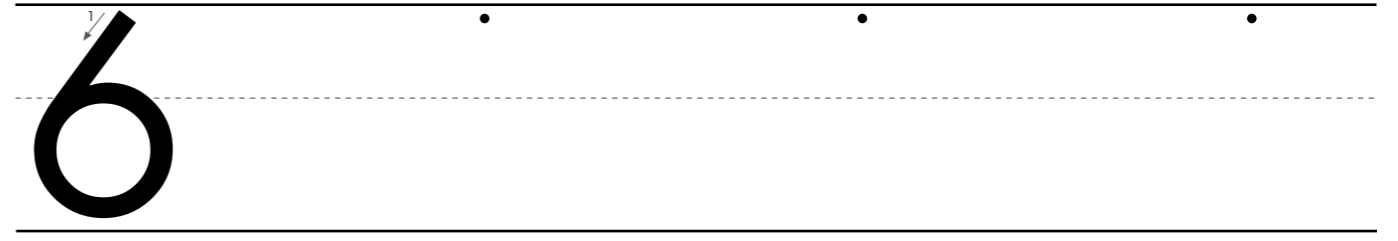
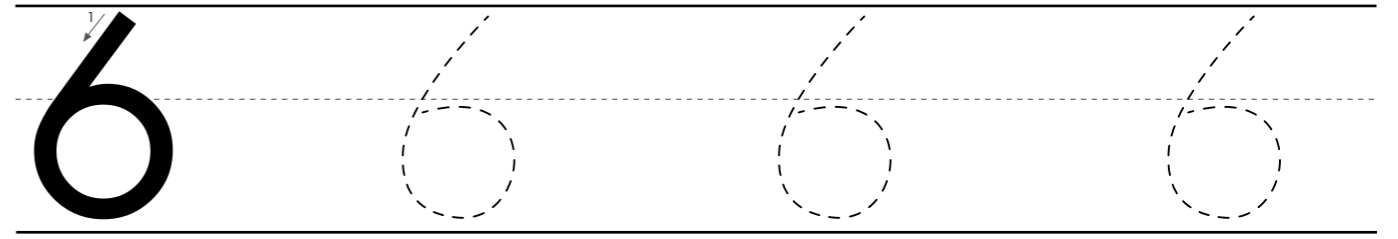
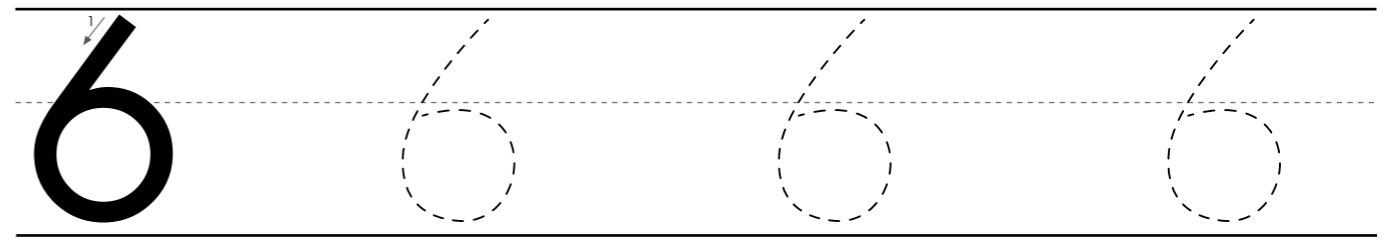
# Writing practice



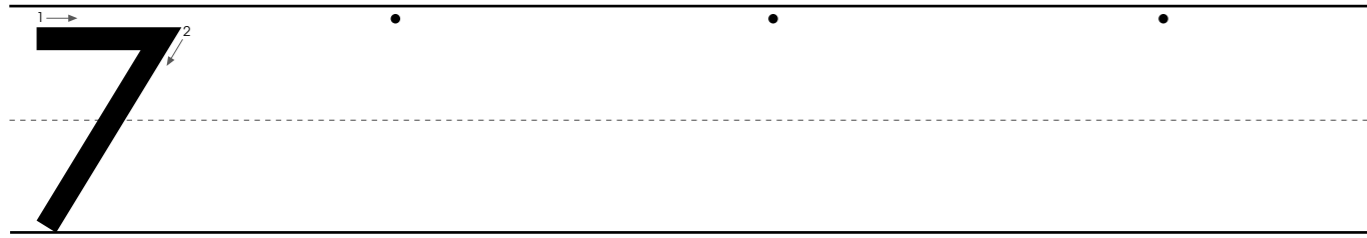
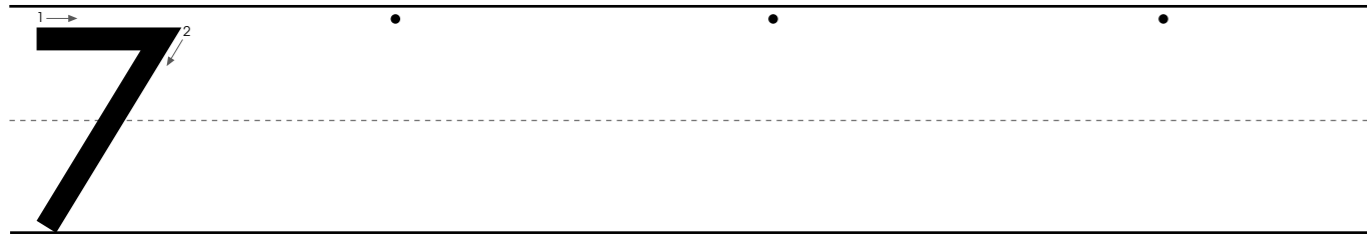
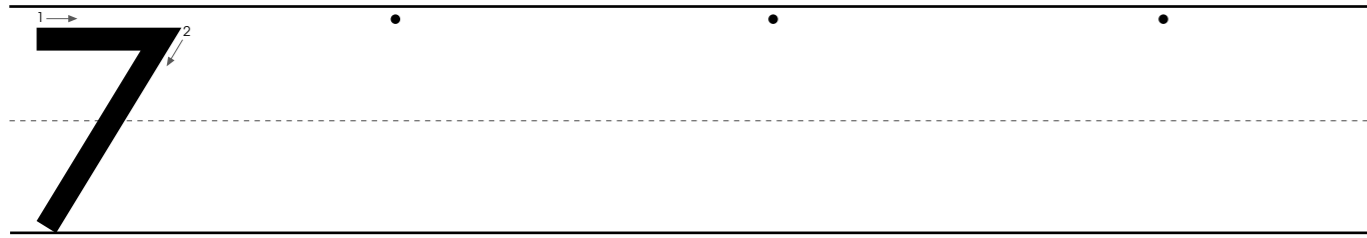
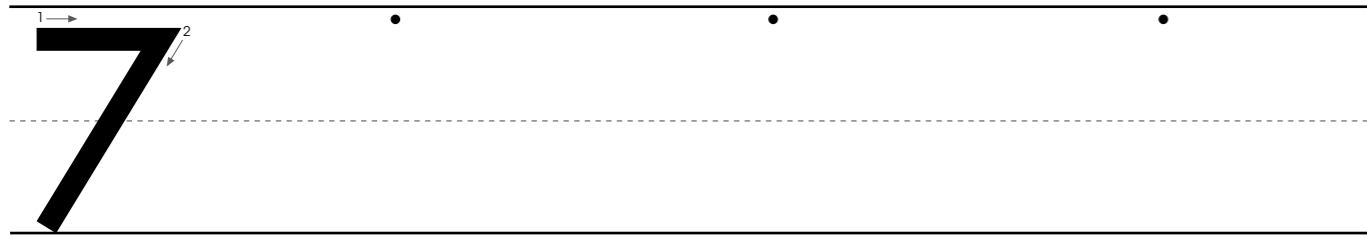
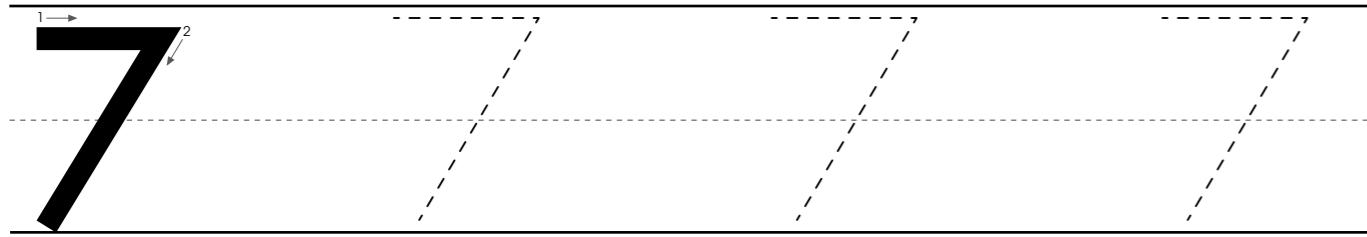
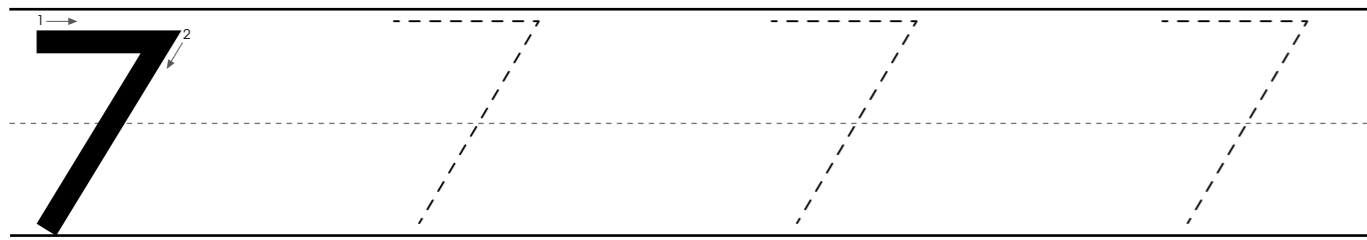
# Writing practice



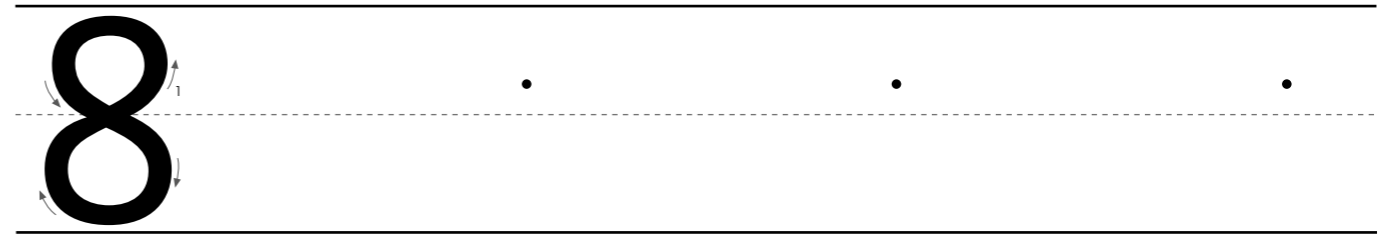
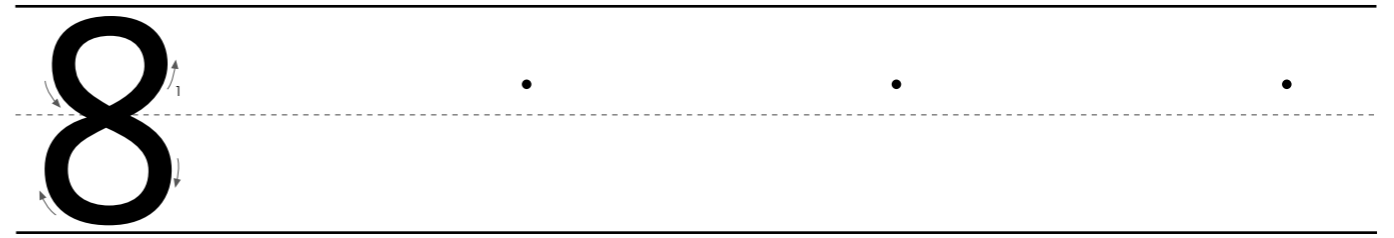
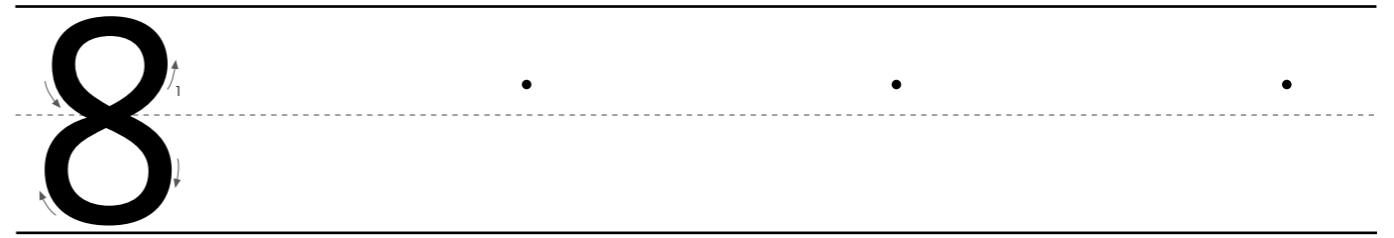
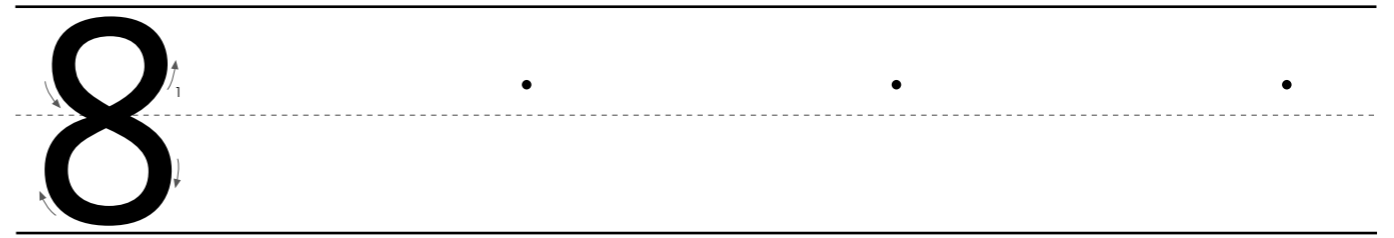
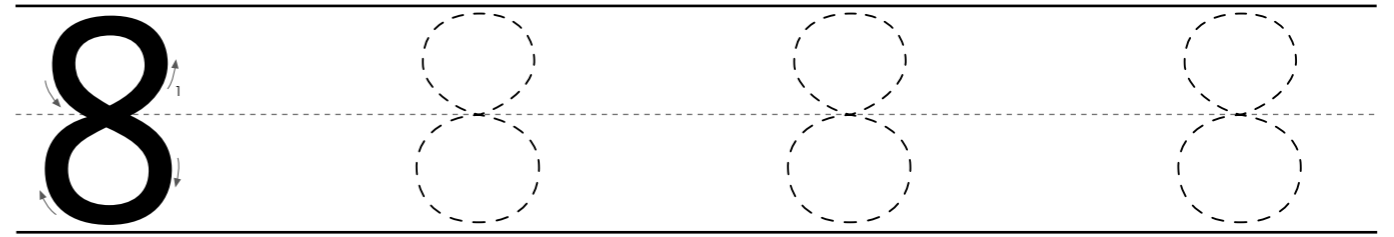
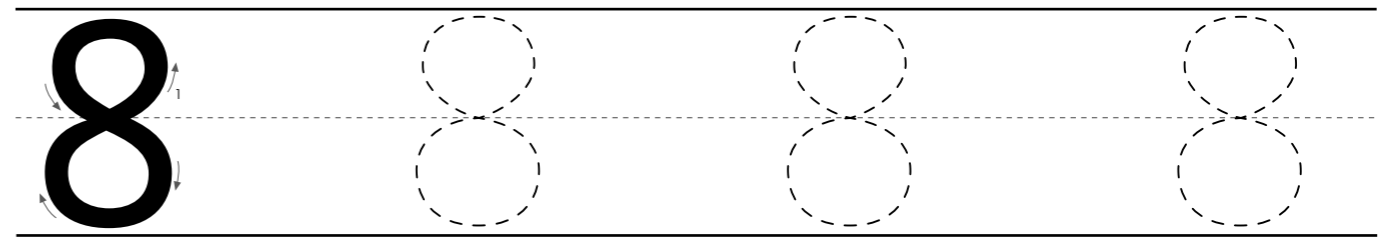
# Writing practice



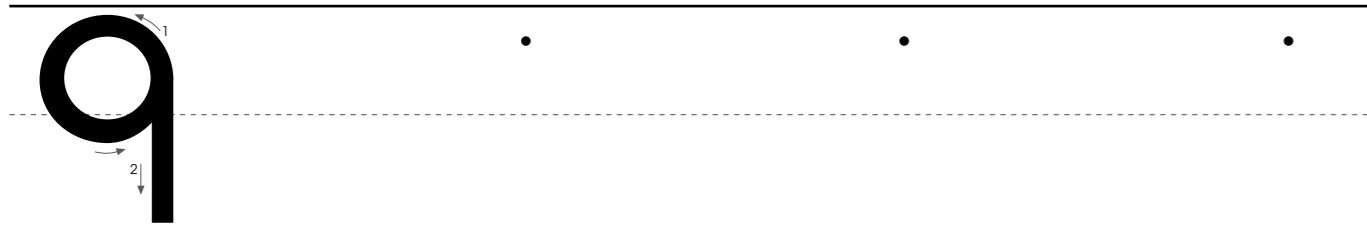
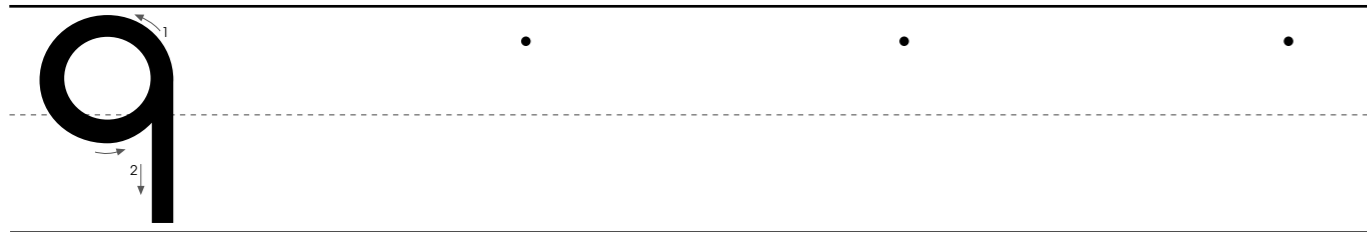
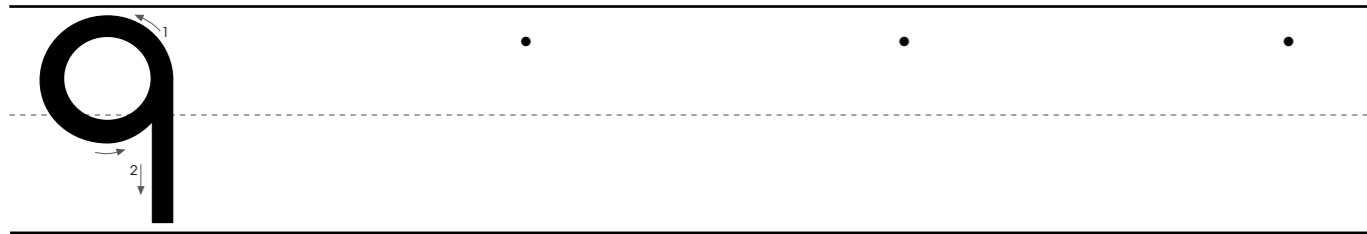
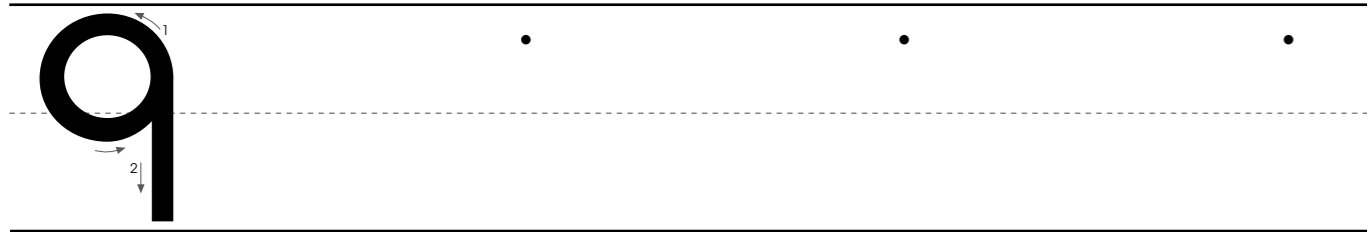
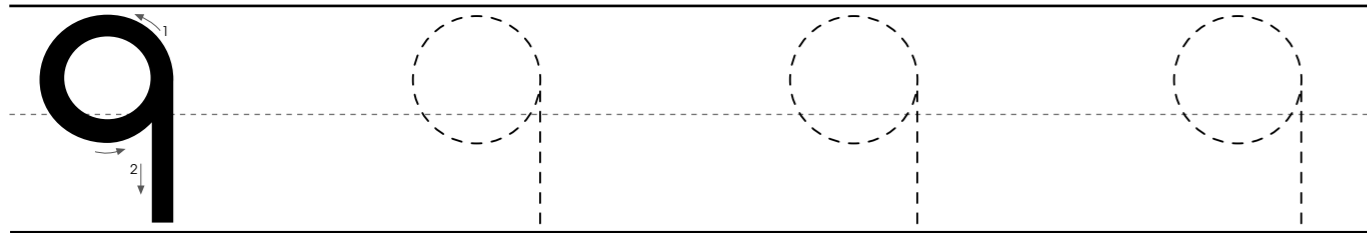
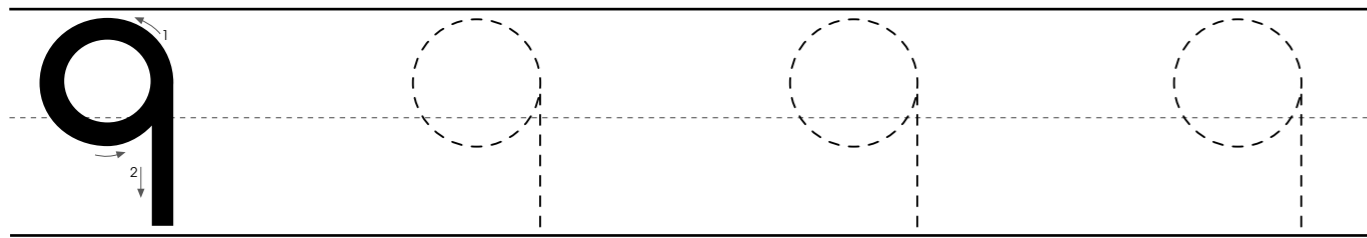
# Writing practice



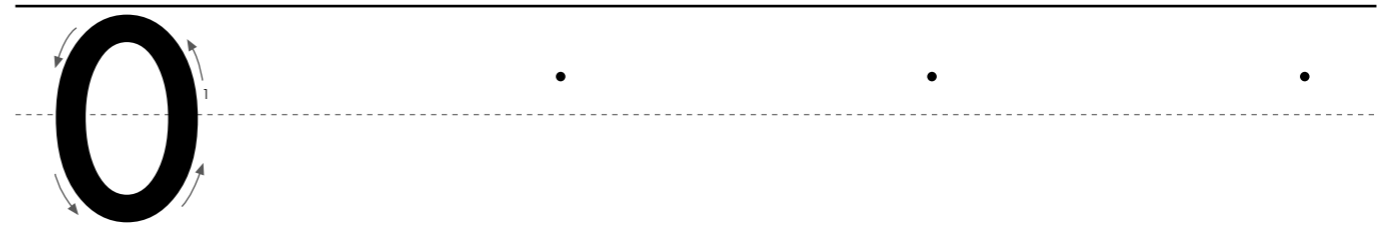
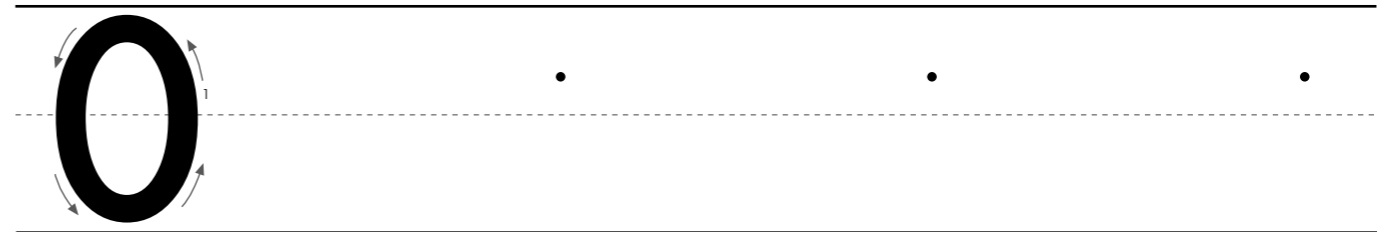
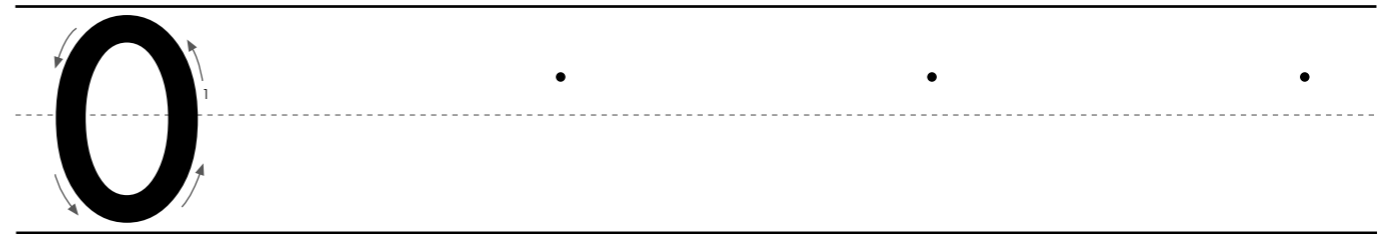
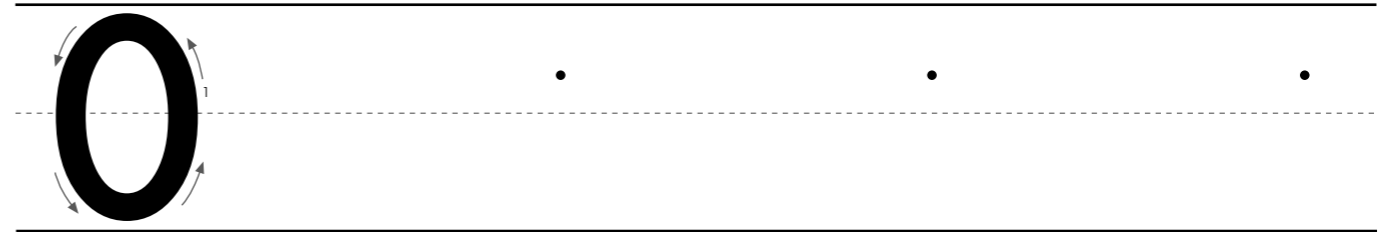
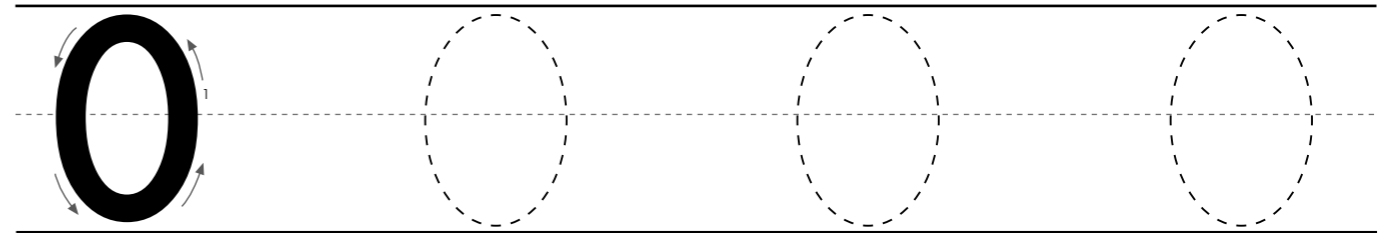
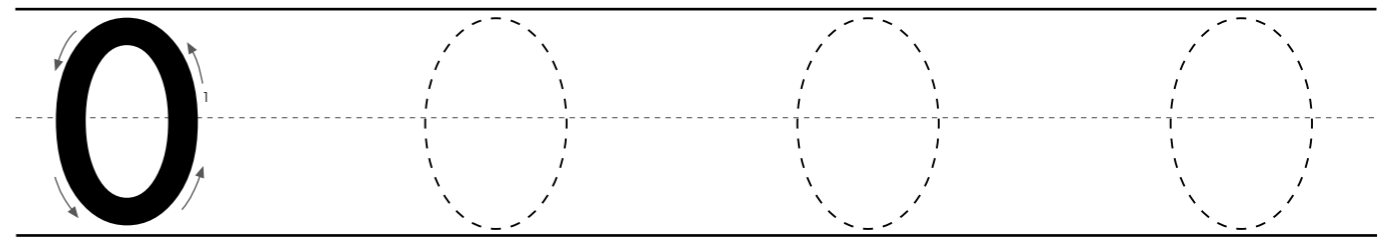
# Writing practice



# Writing practice



# Writing practice



Teaching notes

Dotted lines for writing notes.

Teaching notes

Dotted lines for writing notes.



# Teaching notes

A series of horizontal dotted lines for writing notes.