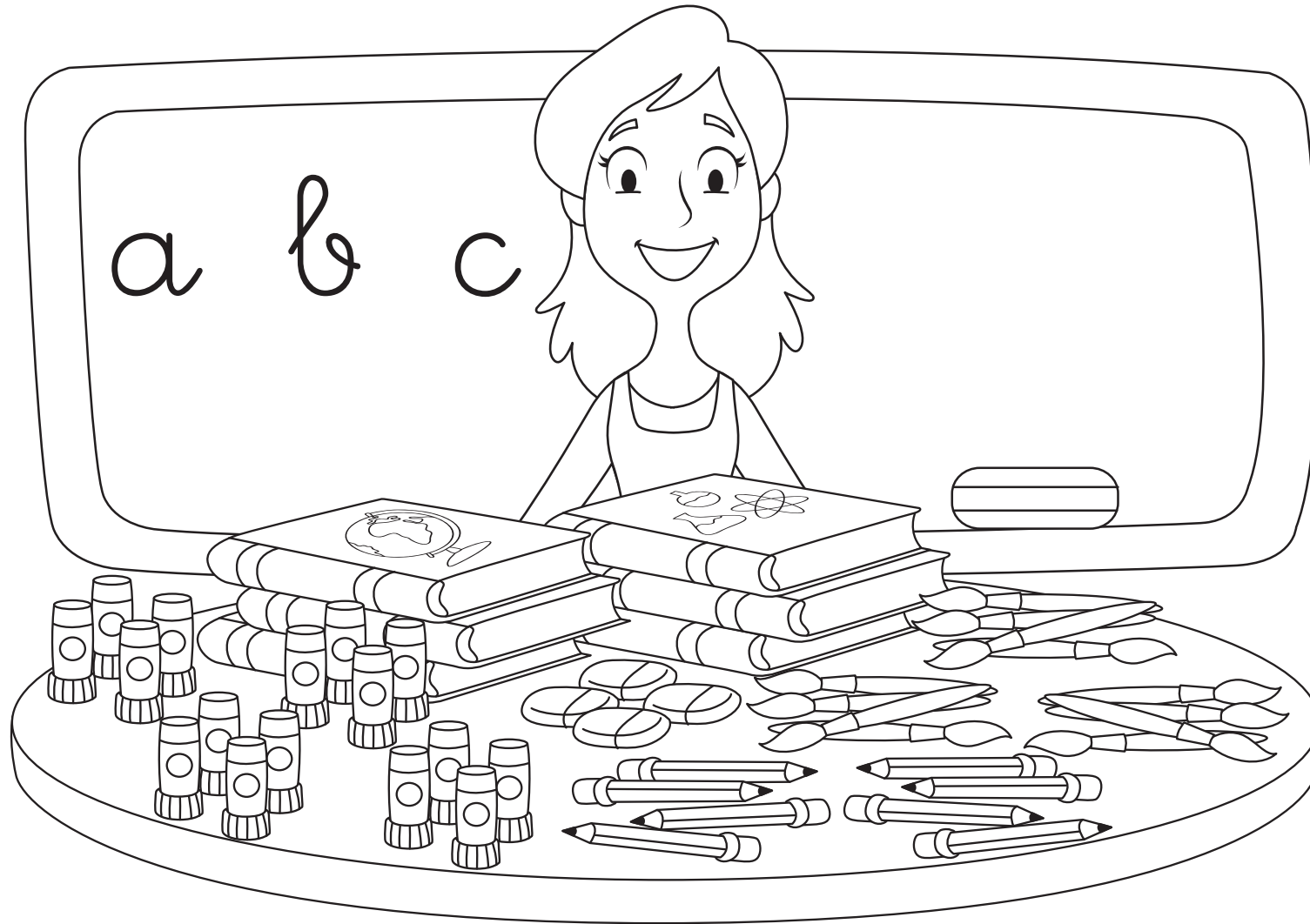


Name: _____

Count and write. Colour. **1 2 3**  



_____ books

_____ paintbrushes

_____ pencils

_____ rubbers

_____ glue sticks

Objectives

Children can identify family members, actions and rooms in the house.

Vocabulary

Key: *actions:* brushing his/her teeth, drinking coffee, putting on a jumper, sitting on the sofa, washing his/her hands; *family members:* brother, daddy, grandad, mummy, sister; *rooms in the house:* bathroom, bedroom, kitchen, living room

Language

Key: Daddy is washing his hands. He's in the kitchen.

Materials

coloured pencils, scissors, glue, white paper

Preparation

Prepare and print out pictures showing someone doing the following actions: brushing his or her teeth, drinking coffee, putting on a jumper, sitting on the sofa, washing his or her hands. Photocopy page 7 (1 per child).

Warmer

Play a game with the children. Choose a picture (see Preparation). Mime the action on the picture and ask *What am I doing?* Have the children guess and say *You're (putting on a jumper).* Then, repeat with different children taking a picture and miming and their classmates guessing the action. Finally, show the pictures one by one for the children to say what each person is doing.

Colour and cut. Listen and glue.

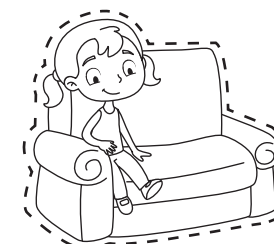
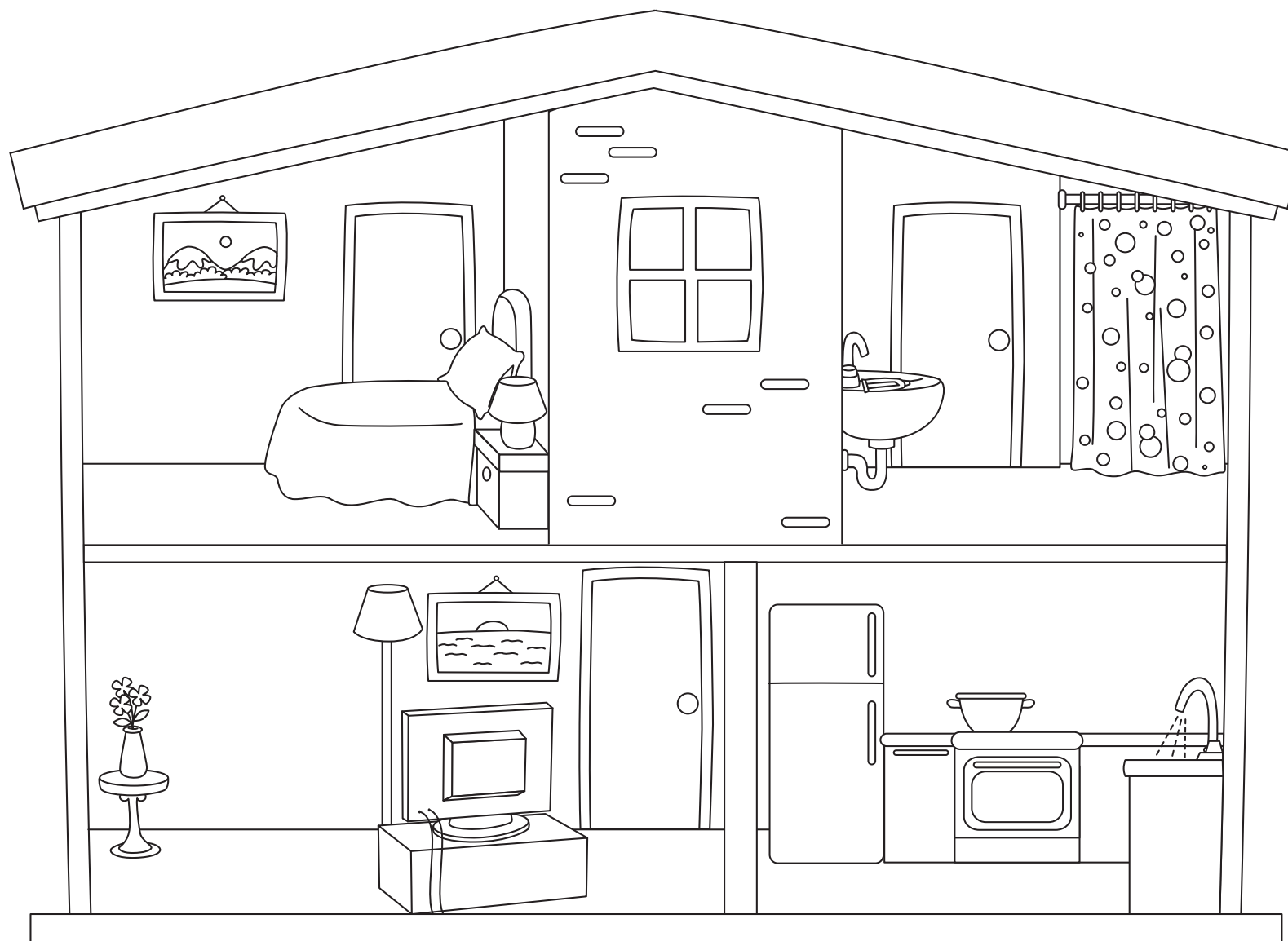
Distribute coloured pencils, scissors, glue and the page 7 (see Preparation). Hold up the activity page and point to the pictures. Have children identify first the family members and then the rooms in the house. Ask the children to colour the pictures. Then, ask them to cut out the family members. Say *Mummy is brushing her teeth. Show me Mummy.* Then, say *She's in the bathroom.* Encourage the children to glue the picture of the mummy in the bathroom. Repeat with *Daddy-kitchen, the sister-living room, the brother-living room, Grandad-bedroom.* Help the children as necessary.

Wrap-up

Distribute white paper. Encourage the children to draw their houses with the members of their families in the different rooms. Display the children's work on the classroom walls.

Name: _____

Colour and cut. Listen and glue.



Objectives

Children can identify food and talk about likes and dislikes.

Vocabulary

Key: sweets, fruit, hamburger, pizza, salad

Extended: other foods you would like to review

Language

Key: Do you like...? Yes. No.

Extended: I like...

Materials

coloured pencils, white paper

Preparation

Bring several items of touchable real food to class (for example, an apple, an orange, a carrot, a carton of milk, etc.) and a non-transparent bag. Photocopy page 9 (1 per child).

Warmer

Put an item of food in a bag (see Preparation). Pass the bag around the class. Have children touch the food (without looking at it) and guess what it is. When all children have guessed, take out the food for children to say what it is. Repeat with the remaining food items.

When children have guessed all the food items, show them one and say *Yum! I like (carrots)*. Show another one and say *Yuck! I don't like (milk)*. Give one of the food items to a child and ask *Do you like (carrots)?* Encourage him or her to answer *Yes* or *No* before he or she passes the food item to another child and asks the same question. Repeat with different food items until all children have participated.

Colour and say. Circle.

Distribute coloured pencils and the page 9 (see Preparation). Hold up the page and point to the pictures. Have the children identify the food items. Ask them to colour the food. Then, help them read the sentences and *Yes/No* by pointing to each word, from left to right. Form pairs and have the children ask each other if they like each food using the prompts. They should circle *Yes* or *No* depending on their partner's answer.

Wrap-up

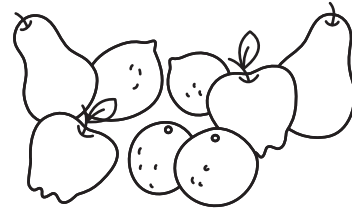
Distribute white paper. Encourage the children to draw their favourite food. Then, have different children show their pictures and tell the class: *I like (chicken)*. Display the children's work on the classroom walls.

Name: _____

Colour and say. Circle.



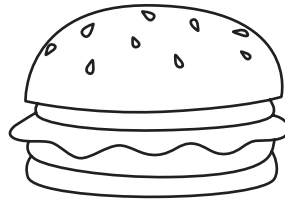
Do you like



?

Yes / No

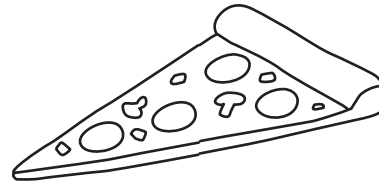
Do you like



?

Yes / No

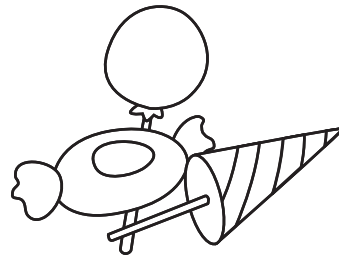
Do you like



?

Yes / No

Do you like



?

Yes / No

Do you like



?

Yes / No

Objectives

Children can identify places in a town.
Children can count from 1 to 40.

Vocabulary

Key: airport, park, restaurant; numbers 1–40

Language

Key: Where is he going? He's going to the park.

Extended: Feet! How many steps?

Materials

chalk, white paper

Preparation

Write numbers 1 to 40 on a piece of poster paper. Photocopy page 11 (1 per child).

Warmer

Take the children out to the playground. Draw a large circle on the floor using chalk (see Materials) and place poster paper with numbers on it in the middle (see Preparation). Stand with the children in a larger circle around the chalk circle and play a game. Count aloud from one to five. At each count, children move one step to their left. When you stop counting, call out *Feet!* When children hear *Feet!*, they either put one foot in the chalk circle or they jump into it with both feet. Then, a child you name counts the total number of feet in the circle, and points to the correct number on the paper. Repeat until all children have counted. Then, take the children back to the classroom.

Look and count. Say.

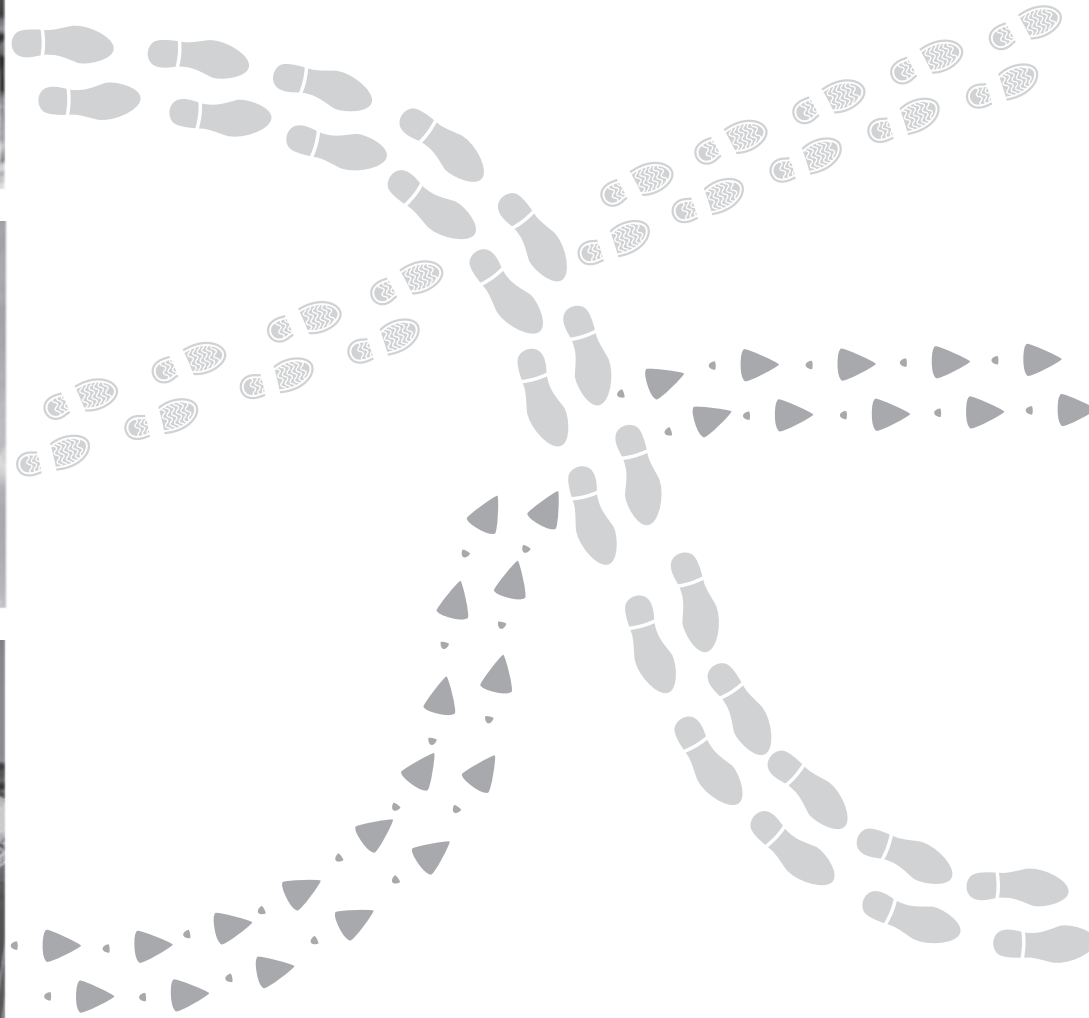
Distribute page 11 (see Preparation). Hold up the activity page and point to the pictures. Have children describe the people and identify the places. Point to the man and ask *Where is he going?* Encourage the children to answer *He's going to the restaurant.* Ask *How many steps?* Have children count the number of steps he needs to take aloud with you. (There are 24.) Repeat with the boy (19 steps) and the woman (28 steps).

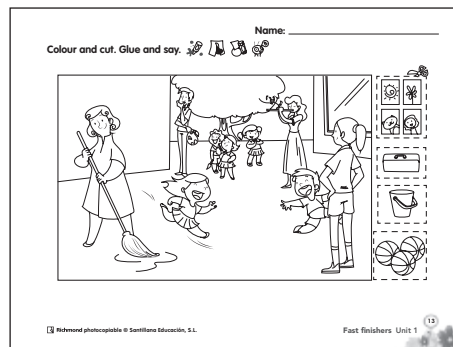
Wrap-up

Distribute white paper. Write a number from 1 to 40 on the board and have the children write it on their paper by creating a sequence of dots using their coloured pencils. The number of dots is the same as the number they are going to write. (For example, 24: students write the number 24 using 24 dots.) Repeat with different numbers.

Name: _____

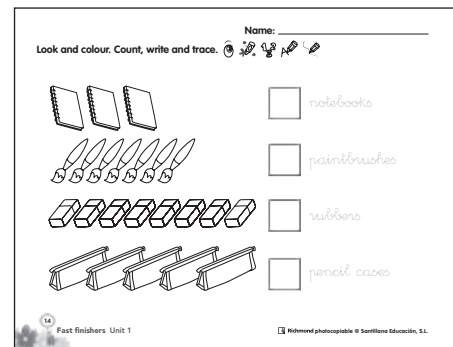
Look and count. Say.  1 2 3 





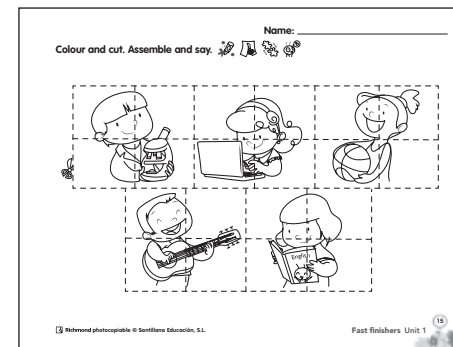
Materials: coloured pencils, scissors, glue

Instructions: Have children colour the objects that belong to the people who work in the school and cut them out. Encourage the children to glue the objects in the corresponding spaces. Have them colour the scene. Have children work in pairs. They should compare their pictures and identify the people's occupations: *She's a PE teacher.*



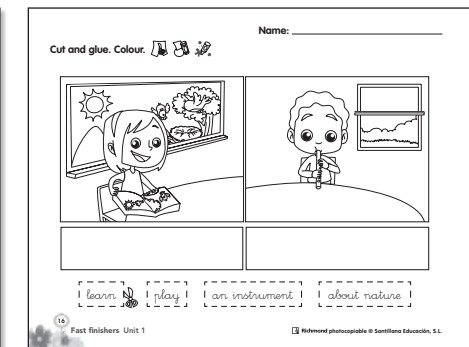
Materials: coloured pencils, pencils

Instructions: Have children follow the sequence and colour the school supplies. Encourage them to count the items. Then have the children write the number of each item in the box and write over each letter to form its name.



Materials: coloured pencils, scissors

Instructions: Encourage the children to colour the pictures and cut them out. Have children mix up and then reassemble their pieces. When they are correctly assembled, have children work in pairs. They should tell each other when they have got each school subject: *We have got English class on Monday and Wednesday.*

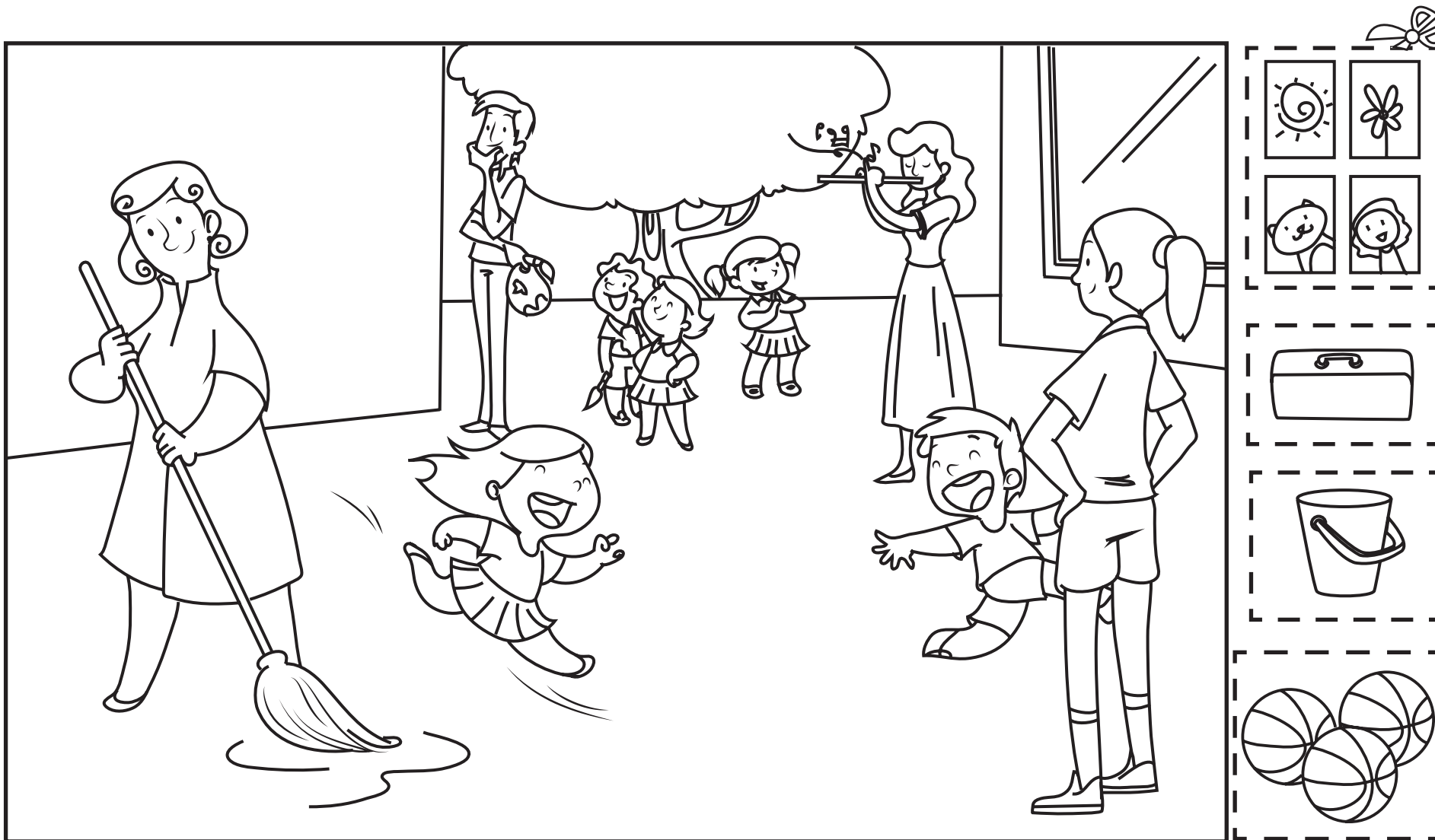


Materials: scissors, glue, coloured pencils

Instructions: Encourage the children to cut out the words. Help them read the words from left to right. Have children assemble the words to form two school activities. Encourage them to glue the complete phrases below the corresponding pictures. Have children colour the pictures.

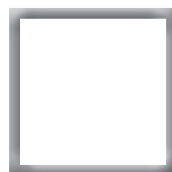
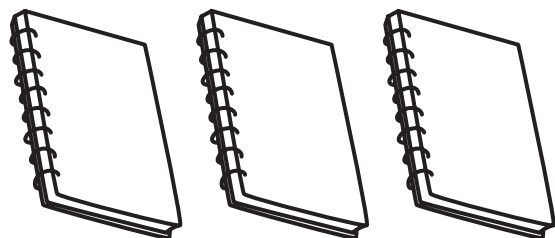
Name: _____

Colour and cut. Glue and say. 

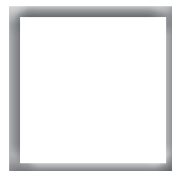


Name: _____

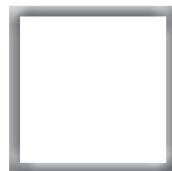
Look and colour. Count, write and trace.     



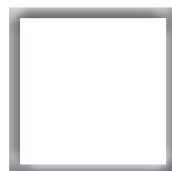
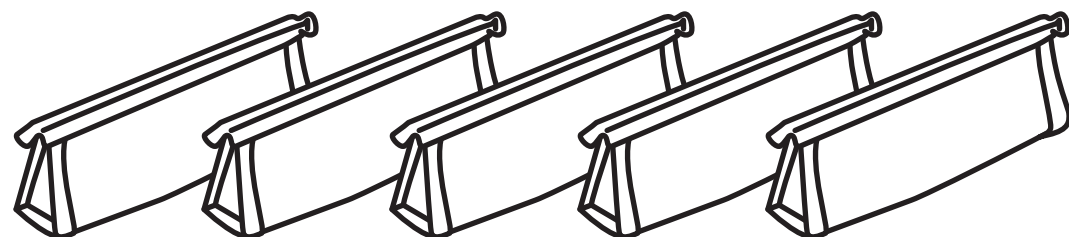
notebooks



paintbrushes



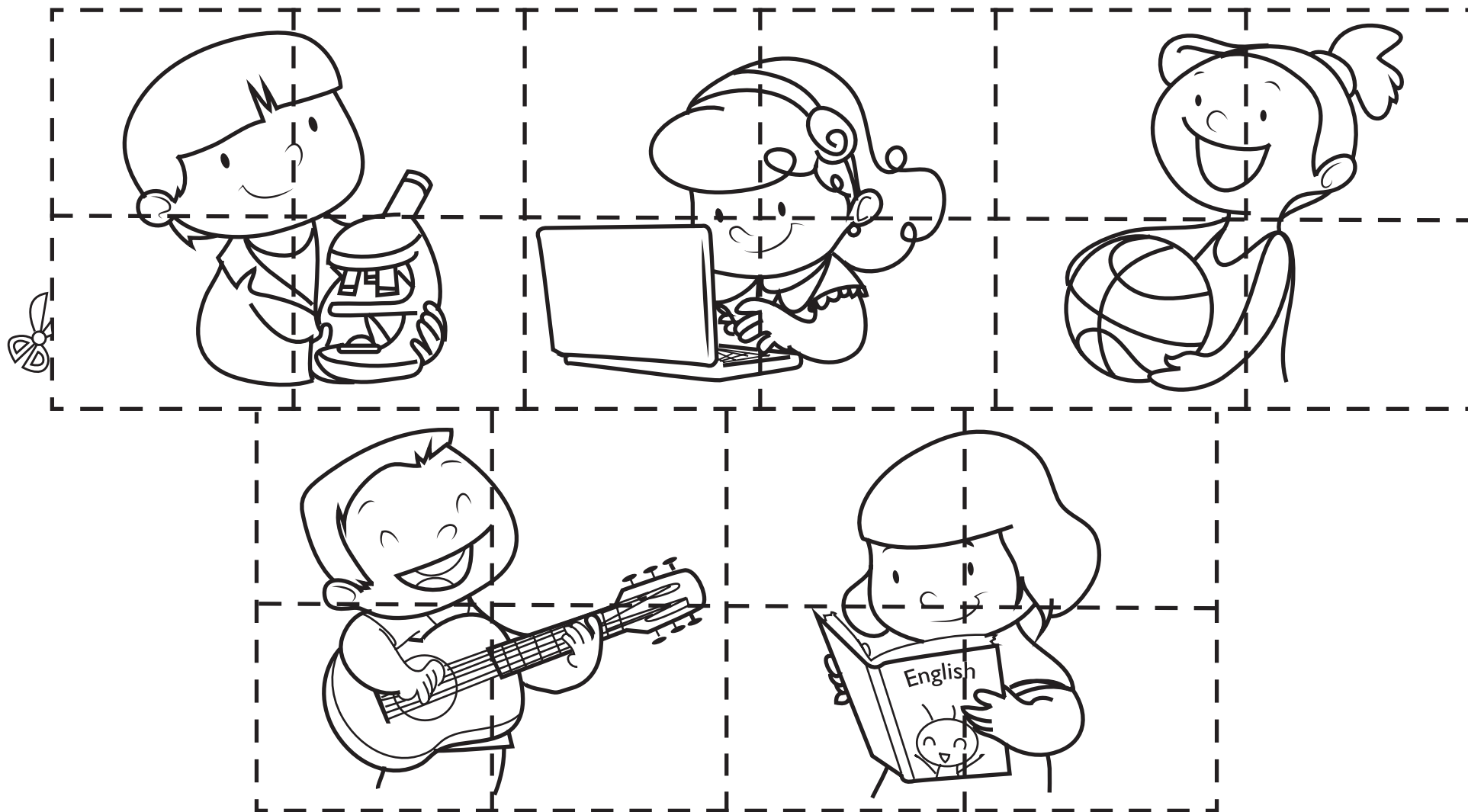
rubbers



pencil cases

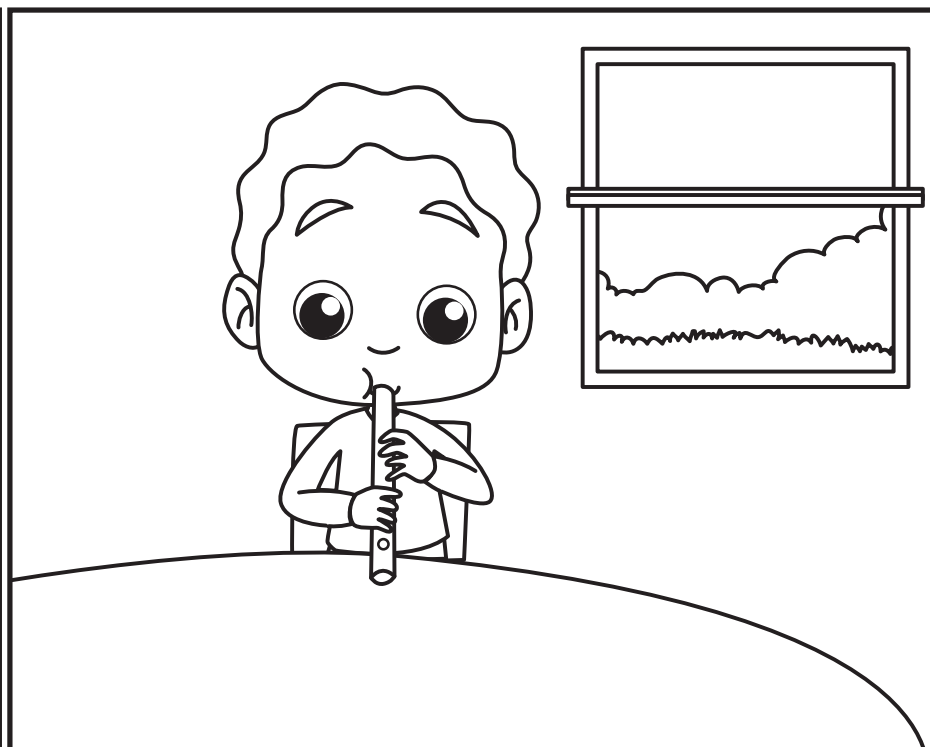
Name: _____

Colour and cut. Assemble and say.    



Name: _____

Cut and glue. Colour.   



learn 

play

an instrument

about nature