

UNITS OF STUDY

EVERYDAY

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FAMILY AND FRIENDS

Vocabulary

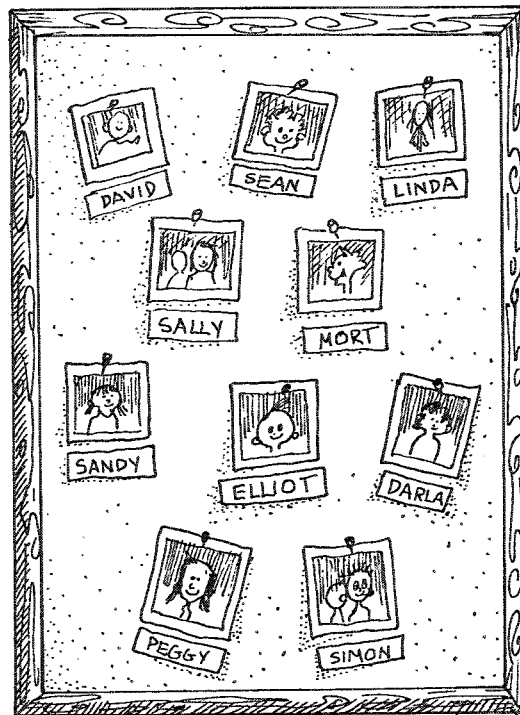
Young, old, big, little, family, friends, home, school, red, yellow, orange, green, blue, purple, brown, black.

Family pictures

Have the children bring a picture of themselves with their family. Share the pictures with peers. Put the pictures on a bulletin board with the name of the child printed underneath. Pictures can remain on the bulletin board all year and provide security for the child in his new environment.

Learning each other's names

Prior to this exercise, you should collect a snapshot of each child from their parents, or take a snapshot of each child yourself. Tack the snapshots to the bulletin board. Seat the children in front of the bulletin board and let them recite the name of each child as the picture of that child is pointed to. Place the name card of the child under the picture to refresh the children's memories. Then, take the name cards from the board and distribute them to the children. Each child takes the name card he has been given and tries to sound out the name, and then puts the name card under the correct picture.



Who am I?

Play a guessing game with the children. Describe someone in the room by hair colour, eye colour and clothing. Keep giving verbal clues until the children guess who it is.

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FAMILY AND FRIENDS

FINGER

'Grandma's Glasses'

P

Here are grandma's glasses.

(circle fingers around eyes to make glasses)

L

Here is grandma's cap.

(Make big circle with fingers and thumbs and hold on head for cap)

A

This is the way she folds her hands.

(fold hands and put in lap)

Y

And lays them in her lap.

(repeat for other family members)

'Here is a Ball'

Here is a ball

(join index finger and thumb on one hand to form circle)

And here's a ball;

(same with other hand)

And a great big ball, you see.

(make circle of arms overhead)

Shall we count them?

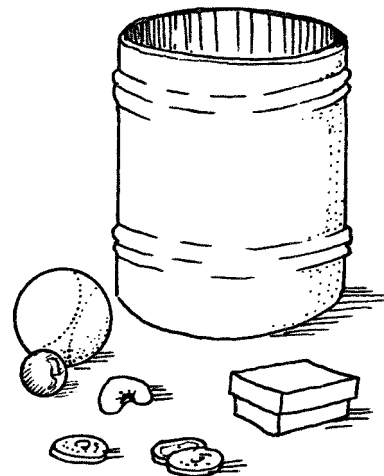
Are you ready?

One, two, three!

(repeat ball formations as you count)

Sorting sizes

Demonstrate the concepts of big and little by trying to put objects of varying sizes into a uniform container. (A coffee can is good). Make sure you have some very small objects (marble, bean, toothpick) as well as some very large ones (big ball, box, big block.) Make sure you have some very small objects (marble, bean, block). Using a big and little size of the same kind of object is helpful (big and little ball, big and little box). The little objects should fit into the container and the big ones should not. Ask the children to predict if the object will fit into the container. Emphasise vocabulary.



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Variation: Invite the children to help you arrange a set of objects from biggest to smallest. Use a variety of different objects, making sure there is an obvious size difference and progression. Nesting blocks or nesting barrels (cans, bottles) would work well. Next, use nesting blocks for predicting big and little. Blindfold a child and place a big block and a little block in their hands. Can they point out the big one? The little one? In this activity, the child is actually feeling size difference. Stress vocabulary.

Young and old

To understand the concept of young and old, talk about the ages of the children and the teachers. If one child is four years old, count it out on your fingers. Compare it to a three-year-old. Show them that four is more than three. The four-year-old is older; the three-year-old is younger. Continue comparing the ages of all the children. Tell them your age, and count it out with sticks so they can see it; you're the oldest. Use the sticks to compare ages – one stick for each year of age. The set having more sticks is older; the set with fewer sticks is younger. Emphasises vocabulary.

MATHS
continued

Variation: Find a picture with many people in it. Be sure there is a significant age range. Discuss the people, determining who is young and who is old. Use comparatives such as young, younger, youngest; old, older, oldest. What can a very young person do that a very old person cannot do? (run fast). What can an older person do that a younger person cannot do? (write).

Bubbles

SCIENCE

Buy a dozen jars of commercial bubble solution and enough wire 'dippers' for the whole class. Pass them out to the children. Now, dip the dipper into the bubble jar to collect a film of solution and demonstrate how to blow or wave the stick gently. Look at the 'rainbow' of colours on the dipper! Go outside and fill the air with bubbles!



'Where is _____?'

An activity for learning new 'friends' names

Where is _____?

Where is _____?

There she/he is!

There she/he is!

(point gently to child)



'Mary Wore Her Red Dress'

Mary wore her **red dress, red dress, red dress.**

Mary wore her **red dress**, all day long.

Nathan wore his **blue pants, blue pants, blue pants.**

Nathan wore his **blue pants**, all day long.

(for learning colours and for individual recognition)



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FAMILY AND FRIENDS

FINGER

A R T

Finger painting

The practical value of this activity is in the experience. The 'product' is secondary. Children derive a great deal of satisfaction from making their own play tools and materials. Making finger paints feels good to the children and develops skills of measuring and mixing. Make finger paints with the children, allowing them to measure flour, mix and fill containers. These paints are washable and can be stored in the refrigerator for a long time.

Recipe

400 millilitres liquid starch
400 grams soap flakes

Mix together. Slowly add 2 cups of cold water. Beat to consistency of mashed potatoes. Add powdered tempera paint and store in small jars.



Ways to maximise the experience:

- freedom to work on tabletop without paper, (Plastic sheets can be taped to tabletops to protect them from staining.)
- put paper in tray, thus giving the child freedom within a boundary.
- tape paper to the table to prevent movement of paper.
- use different textures (soap flakes, starch recipes, shaving cream, puddings, salt, sand, sawdust).

Weigh and measure

Discuss the many different ways of recording changes in growth. Explain and show how a scale and tape measure are used. You may also want to discuss nutrition and dental hygiene with the children. Weighing and measuring should be done twice a year.

L I F E

SKILLS

