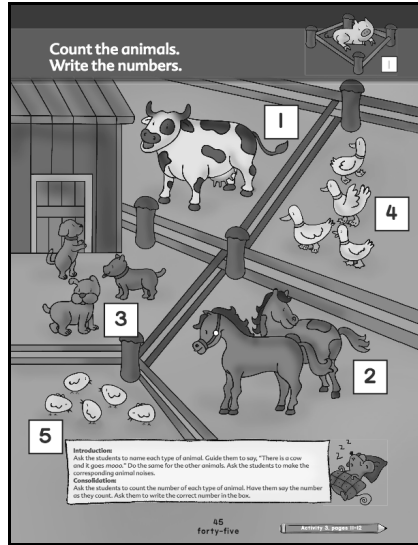


Textbook p. 44



Textbook p. 45

Introduction

Sing the song *Old MacDonal had a Farm* and feature the following animals in the song – One cow, Two horses, Three dogs, Four ducks and Five chicks. Check that students are familiar with the sounds made by each animal.

Development

Using the Textbook

1. Refer students to the picture on **Textbook p. 44**.
2. Ask students to trace the dotted flowers.
3. Have students trace the dotted numeral 5. As they trace, lead them in saying, "Five flowers."
4. Finally, ask students to color the flowers using color pencils or crayons.

Let's Do It!

5. Divide the students in groups of five.
6. Provide each group with five paper plates, crayons, craft sticks and sticky tape.
7. Have each group draw one to five flowers on each of the paper plates and color them using crayons.
8. Next, ask students to write the corresponding number beside the picture.
9. Then, ask them to stick a craft tape to each paper plate using the sticky tape.
10. When completed, ask each group to make a mobile using their stick puppets from numbers 1 to 5 by suspending them from a clothes hanger.

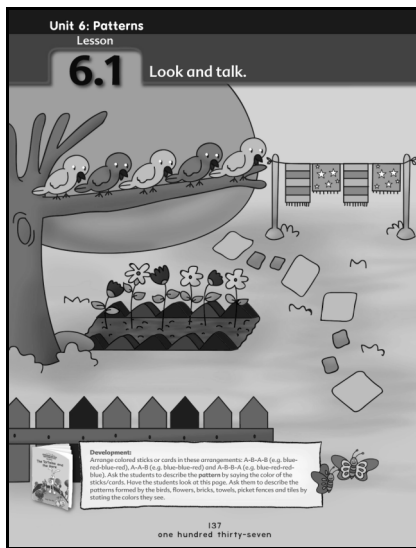
Consolidation

Using the Textbook

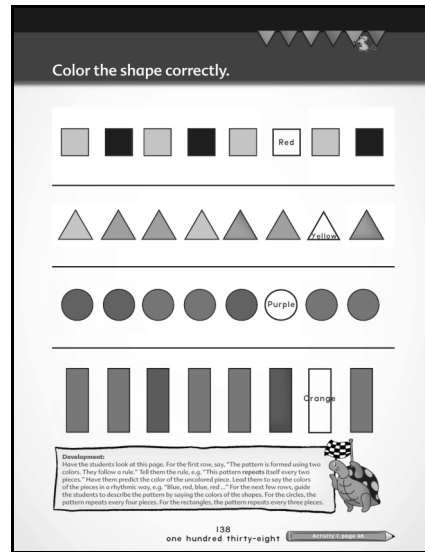
1. Refer students to the task on **Textbook p. 45**.
2. First, ask students to identify the objects in the four tasks.
3. Next, have them count the animals in each task and write the numbers in the answer boxes.
4. Encourage students to say the number as they write it down. E.g. "One cow, two horses, three dogs, four ducks and five chicks."
5. Provide assistance if students have difficulties writing the numbers.

Lesson 6.1

<p>Objectives Identify, describe, and extend simple patterns by referring to their colors.</p>	<p>California Standards SD 1.2 Identify, describe, and extend simple patterns (such as circles and triangles) by referring to their shapes, sizes, or colors.</p>
<p>Materials</p> <ul style="list-style-type: none"> • Colored cards or sticks • Connect-a-cubes 	<p>Vocabulary/Phrases ... repeats itself every ...</p>



Textbook p. 137



Textbook p. 138

Introduction

Ask the students to talk about what they see on **Textbook p. 137**.

Development

Let's Do It!

1. Arrange colored sticks or cards in these arrangements: A-B-A-B, A-A-B and A-B-B-A. Make at least three iterations of each pattern, i.e., A-B-A-B-A-B.
2. Ask the students to describe the pattern by saying the color of the sticks / cards.

Using the Textbook

3. Ask the students to describe the patterns formed by the birds by stating the color they see on Textbook p. 137.
4. Repeat this for the flowers, bricks, towels, picket fence and tiles.
5. Get the students to look at the task on **Textbook p. 138**.
6. Tell the students, "The pattern is formed using two colors. They follow a rule."
7. Tell them the rule, "The pattern repeats itself every two pieces." Tell them to observe the color of the shapes to discover how each pattern is formed.
8. Guide the students to say the colors of the squares and predict the color of the unshaded square.
9. After the students have colored the square, lead them to describe the pattern again by saying the color of the squares in a rhythmic way, "Blue, red, blue, red, blue, red, blue, red, ..."
10. Repeat the procedure for the triangles, circles and rectangles.

Big Book pages	Notes
<p>18</p> <p>19</p> <p>We shut the door.</p> <p>pp. 18–19</p>	<p>Compare the houses. Ask, “Which one has more windows? Which one has fewer doors?”</p>
<p>20</p> <p>21</p> <p>We pick up sticks.</p> <p>pp. 20–21</p>	<p>Compare the number of sticks in the children’s hands. Compare the number of sticks they are going to have after picking up all the sticks at this place.</p>
<p>22</p> <p>23</p> <p>We lay them straight.</p> <p>pp. 22–23</p>	<p>Compare the number of sticks they have eventually. Ask, “Why do you think the boy has more sticks than the girl now? Before, the girl has more sticks than the boy.”</p>