MAJOR MATH

1

TEACHER'S GUIDE

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TOUR OF A UNIT

LESSON 1

1. WE LEARN

The first part of "We Learn" teaches and practices the new vocabulary of the Unit. It also provides pictures to demonstrate the new knowledge in math.

This provides the new vocabulary for the unit. The teacher can reinforce it with flashcards.

A simple exercise of the new vocabulary. It helps students to visualize and remember it easily.

2. WE PRACTICE

In this part, there are exercises in different English skills (Listening, Reading, Writing) to practice the new knowledge in We Learn.

Exercises to practice the new vocabulary.

LESSON 2

1. WE PRACTICE

In this part, there is an exercise to practice and review the new knowledge in We Learn.

An exercise to practice and review the new knowledge.

2. WE DO – WE PLAY

There is a game or activity as the work needed to create an outcome. The students can do it individually or in groups.

A fun activity and game for young student.

3. WE READ

This part provides a short story that includes the vocabulary and the application of the knowledge in the unit to real-life situations. Students have a chance to act it out.

Students listen to the recording of the story.

The story with real-life characters and situations. Students can follow the story and act it out.

Values are the moral message of the story

UNIT 1: COUNTING TO 4

Lesson 1: Number 0, 1, 2, 3, 4

OBJECTIVES

Knowledge: Students will be able to
- count and write numbers from 0 to 4
- to recognize numbers in words within 4

Vocabulary: *zero, one, two, three, four.*

Listening: Listen to the new words, and choose the word heard in the audio

MATERIALS

Textbook, teacher's guide, lesson plan, flashcards, audios, …

WARMER

- Greet: Have all class students stand up and greet together. Instruct students how to respond by saying: Hello, Ms. X. I'm good/ great.
- Warm up with a song in the software, e.g. Numbers song.

LEAD IN

Show flashcards or draw common objects in daily life (apple, chair, …). And ask students to identify the objects by saying "What is this?".

MAIN CONTENT

WE LEARN

1. Listen, point and repeat. 1

- Teach new vocabulary: Numbers – Zero, one, two, three, four
- Show numbers from 1 to 4 and have some students look at the board.
- Point the numbers, pronouncing them clearly and slowly
- Ask the whole class to drill the pronunciation with each number
- Invite some students individually and repeat vocabulary. Check for correct pronunciation.
- Have the class open their books to Unit 1, lesson 1, page 5
- Open to the audio track 1, have the class listen again, and say along
- Point each number and plus, equals signs,
- Open the audio track 1, have the class listen again, point and say.

Track 1

Zero one Two Three Four

Lesson 1 Numbers 0, 1, 2, 3, 4

UNIT 1 COUNTING TO 4

WE LEARN

1. Listen, point and repeat. 1

0 zero 1 one 2 two 3 three 4 four

2. Look, count and trace.

zero
one
two
three
four

5

2. Look, count and trace.

- Show the picture on the board and asking students to count the objects.
- Ask students to count the cats, fish, dogs, birds, and apples.
  Question them:
  + How many cats are there (in the garden)?
  + How many fish are there (in the pond)?
  + How many dogs are there (in the garden)?
  + How many birds are there (in the sky)?
  + How many apples are there (on the tree)?
- Do an example for students if they do not understand.
- Instruct students to write the correct number in the box. Then, using their pencils and trace the words.

Fast finishers

- Expand the lesson by giving or eliciting more information:
  + Can birds fly?
  + Can the fish swim?

WE PRACTICE

3. Match

- Ask the question "What are these?" Good students are able to answer it: apples, bananas, fish, a dog.
- Ask students to count and match with the right numbers.
- Invite volunteers to come up to the board and do this activity. Encourage students to raise their hands.

Answer

4. Listen and color.

- Tell students to listen and color the apples and the oranges.
- Open audio track 2 and pause it if students cannot catch the track.
- Have students color the fruit in their textbook.

Answer

Track 2

Color one apple in red. Color one apple in red. Color one apple in red.
Color three oranges in orange. Color three oranges in orange. Color three oranges in orange.

Extra activity

Circle

a. Which shows 4?

b. Which shows 0?

UNIT 1: COUNTING TO 4

Lesson 2: Practice

OBJECTIVES
Knowledge: Students will be able to
• count and write numbers from 0 to 4
• to recognize numbers in words within 4
Vocabulary: *zero, one, two, three, four.*
Listening: Listen to the story and act out.
MATERIALS
Textbook, teacher's guide, lesson plan, flashcards, audios, …

WARMER
- Greet: Have all class students stand up and greet together. Instruct students how to respond by saying: Hello, Ms. X. I'm good/ great.
- Warm up with a song in the software, e.g. Numbers song.

LEAD IN
Write the numbers from 0-4 on the board, read them out loud then ask students to repeat.

5.Circle and connect

• Ask students to look at the picture and do an example.
• Example: Let's count the red apples on the tree. Students count and say: "1, 2, 3, 4 - four apples". Then, the teacher will circle and connect four apples with the right words.
• Ask students to finish activity 5.
How many dogs?
How many girls and boys?
How many flowers?
Answer
Four apples **Three flowers**
Two kids **One dog**

6. Count and stick the right numbers.

• Help students classify boys and girls
• Instruct students to count and stick in the right numbers
• Ask these questions:
How many teachers?
How many boys?
How many girls?

Answer
One teacher
Four boys
Two girls

WE PLAY

- Explain to students how to play this game.
- Point to the first horizontal line and count 1,2,3,4.
- Point to the second horizontal line and read number 1,4,3.
- Ask students "What is the missing number?".
- Students answer "number 2". Then instruct students to write the missing number.
- Encourage students to finish this game.

Answer

1
2
3
4

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

7. Listen and point. 3

- Ask students to look at pictures 1, 2, 3, and 4.
- Introduce the character's name: Her name is Mia. His name is Tim.
- Show teacher's hands with one finger and ask students to count the finger. Doing this for 2 fingers, 3 fingers, and 4 fingers.
- Open audio track 3 and pause each sentence. Then ask students to read again and point to the correct picture.
- Tell the story's value: "I can count my fingers."

Track 3
Mia: One finger.
Tim: Two fingers.
Mia: Three fingers.
Tim: Four fingers.
Yeah, I can count my fingers now.

Fast finishers

Finger counting game

- Play games that involves finger counting, such as "How many fingers" or "Show me the number."
- In "How Many Fingers?" game, teacher can say a number, and students need to hold up that number of fingers.
- In "Show Me the Number" game, teacher can show a flashcard with a number, and students need to show that number of fingers.

EXTRA ACTIVITY

Connect

1	**It's number zero.**
4	**It's number three.**
0	**It's number four.**
3	**It's number two.**
2	**It's number one.**

UNIT 2: WE HAVE 4 PENCILS

Lesson 1: Addition within 4

OBJECTIVES

Knowledge: Students will be able to

- make additions within 4
- say the addition equations within 4

Vocabulary: *plus, equal, pencils.*

Listening: Listen to the new words, and choose the word heard in the audio

MATERIALS

Textbook, teacher's guide, lesson plan, flashcards, audios, …

WARMER

Pass the ball:

To learn to count from 0 to 4, pass a ball around a circle in groups of 4 with everyone counting in unison. When the players become good at counting, only the player throws the ball and says the number.

You don't always have to start from 0. If you want to practice higher numbers. You can also count from 0 to 10, or count up in 2s: 2, 4, 6, 8, 10. Use this game for the alphabet too.

LEAD IN

Write the numbers from 0-4 on the board, read them out loud then ask students to repeat.

MAIN CONTENT

WE LEARN

1. Listen, point and repeat.

- Teach new vocabulary: Plus (+) and Equals (=).
- Introducing addition: Using pictures/ Flashcards to teach addition. *"There is 1 pencil. And there are 3 pencils. How many pencils are there?"*
- Students and the teacher count together: 1, 2, 3, 4. *"So, there are 4 pencils"*. Then, write the addition problem on the board, solve the problem, and show how to read.
- Point each number and plus, equals signs, pronouncing them clearly and slowly.
- Ask the whole class to drill the pronunciation of each number, plus, and equals signs.
- Invite some students individually and repeat the addition. Check for correct pronunciation.
- Have class open their books to Unit 2, page 10.
- Open the audio track 1, have the class listen again, point and say.

Track 4
One pencil
Three pencils
Four pencils
One plus three equals four

2. Look and say.

- Show the picture or ask students to work in pairs and look at the picture on their books.
- Ask students to count the items Tim and Mia have.
- Ask students to make statements with numbers. Ask them questions:
  How many pencils/ books/ chairs does Tim have?
  How many pencils/ books/ chairs does Mia have?

  Example:

  Pointing at Tim and saying *"Tim has 2 pencils", "Mia has 2 pencils", how many pencils do Tim and Mia have?*

- Check their answers and pronunciation.

- Ask the whole class to make additions. Ask students questions:
  How many pencils/ books/ chairs do Tim and Mia have?
- Invite some students individually to answer the question again.
- In case they have wrong answers or students do not understand, borrow some pencils/ books from students, make illustrations as the addition and let them count those pencils/ books themselves. Ask them again.
- Correct their answer and check pronunciation. Give compliments if students do well.

WE PRACTICE

4. Look, write and match. Then say.

- Show the picture on the board or ask students to look at their books.
- Do an example for students: 2 (pencils) plus 2 (pencils) equals four (pencils).
- Request them to count, and write the number/word into the boxes. Ask students to make an addition and match it with the correct number.
- Move around the class and check their answers.
- Ask the whole class to answer the questions:
  How many pencils/ ducks/ cats/bags are there?
- Point into the first picture and say as a model:
  "Two plus two equals four."
- Ask the whole class to repeat.

Answer

WE PLAY

- Teacher divides class into two teams and give team names. E.g. Lion and tiger
- Ask students to count their school things and give them questions.
- The team having more correct answers will be the winner

Extra activity

Game: "I need..."

Divide the class into groups of 4 students. The teacher is the host of this game. The teacher says an object with a corresponding number. Then students will try to find the exact numbers of correct objects. After that, the whole group says out loud the number of objects that they have. The team which finds correct items faster can say the sentence. If it's correct, they gain 1 point. Which team has higher scores is the winning team.
For example:
The teacher says: "I need 3 pencils."
The students say: "We have 3 pencils."

UNIT 2: WE HAVE 4 PENCILS

Lesson 2: Practice

OBJECTIVES

Knowledge: Students will be able to

• practice reading equations while doing the addition

Vocabulary: one, two, three, four, plus, equals.

Listening: Listen to the story and act out.

MATERIALS

Textbook, teacher's guide, lesson plan, flashcards, audios, …

WARMER

Who is faster: The teacher asks students to raise items with corresponding numbers. Then ask students to speak out with "I have..."

LEAD IN

The teacher writes some additions equations within 4 on the board. Ask students for the answers. Read the whole equation then have students repeat.

MAIN CONTENT

WE PRACTICE

4. Add and color.

• Ask students to look at their books, count, make additions , color and write the answer into the boxes.

• Move around to check their answer and help if they are incorrect.

• Making statement as a model: "Two strawberries plus one strawberry equals three strawberries."

• Inviting some students individually make the similar sentences with apple, star, and tree.

• Check their pronunciation.

Answer

WE DO

5. Stick the apples on the correct tree.

- Ask students to look at 2 pictures with missing apple then point at the number on the trunk and ask them: *"What number is it?"*
- Invite some students to answer.
- Point at the apple and ask: *"What is it?"*
- Point at the apples and ask students to read.
- Ask them to use the correct stickers on the last page and stick the apple stickers on the correct tree.
- Allow some time for students to finish the exercise.
- Move around and check their answers.
- Give compliments if they do well.

Answer

WE PLAY

- Divide the class into two teams and give teams names.
- Show the picture of dominos on the board.
- Choose two students from two teams per each turn.
- Say one number randomly within 4.
- Student who finds domino containing the correct number and says "Here's the number…" faster will get one point.
- Team that has more points will be the winner.

6. Listen and point. 5

- Help students understand the content of the audio before listening. Ex: introducing the name of the boy and the girl, telling briefly the topic, content, etc, …
- Ask them some questions about the pictures:
- *How many pencils are there? (in the first picture/ second picture?)*
- *How many pencils do the boy and the girl have?*
- Have all students listen to the audio.
- Ask some students individually to repeat/guess the sentences corresponding to the pictures.
- Listen again and have all the class repeat.

Track 5
Tim: I have one pencil.
Mia: I have 2 pencils.
Mia: Yeah.
Tim and Mia: So, we have three pencils.

Extra activity

Hot Potato

- Choosing an object as an "hot potato"
- Asking students to pass the "hot potato" around. After a few second, shout "STOP".
- Student who hold the "potato" has to answer questions.
- Asking students make addition within 4.
- Check their pronunciation.
  Note: You can turn on the music when they pass it around.

UNIT 3: HOW DO WE TAKE AWAY?

Lesson 1: Subtraction within 4

OBJECTIVES

Knowledge: Students will be able to
- make subtractions within 4
- say the subtraction equations within 4

Vocabulary: *minus, equal, apples, oranges, bananas.*

Listening: Listen to the new words, and choose the word heard in the audio

MATERIALS

Textbook, teacher's guide, lesson plan, flashcards, audios, …

WARMER

- Greet: Have all students in the class stand up and give greetings together. Instruct students how to respond by saying: Hello, Ms. X. I'm good/ great.
- Warm up with a song in the software, e.g. Numbers song.

LEAD IN

Use flashcards to review the previous lesson.

MAIN CONTENT

WE LEARN

1. Listen, point and repeat. 6

- Review vocabulary: Numbers – zero, one, two, three, four.
- Show numbers from 0 to 4 and have students look at the board.
- Point the numbers then invite some students individually to answer.
- Check for correct pronunciation.
- Have the class open their books to Unit 3, lesson 1, page 15.
- Open the audio track 1, have the class listen again, point and say along.

Track 6

I have four eggs.
I eat one egg.
How many eggs do I have now?
☛ I have three eggs now.
Four minus one equals three.

2. Look and say.

- Show the picture on the board and ask students to count the objects
- Ask students to count apples, oranges, bananas. Question them:
  How many apples are there (in the box)?
  How many slashed apples are there (in the box)?
- Ask them to count the slashed apples and them in the box below.
- Explain to students the meaning of the slash on those apples. Students need to count the non-slashed apples and write them into the box below.
- Keep asking them the same question about the oranges and the bananas.
- Do an example for students if they do not understand.
- Instruct students to write the correct number in the box.
- Pick up some students individually to do this task, and check if the rest of the class understands it completely.

Fast Finishers

Expand the lesson by giving more information and eliciting them, such as *I have four candies; I give you two of them. How many candies are left?*

WE PRACTICE

3. Look, subtract and say.

- Open activity 3 on the interactive board.
- Check students by asking them these questions:
  1, *How many oranges/ flowers/ slides of watermelon are there in the box?*
  Key: 4 oranges, 3 flowers, 2 slices of watermelon.
  2, *How many oranges/ flowers/ slides of watermelon have been fallen/ withered/ eaten?"*
  Key: 1 orange, 1 flower, 1 slide of watermelon.
  3, *How many oranges/ flowers/ slides of watermelon are left?"*
  Key: 3 oranges, 2 flowers, 1 slide of watermelon.
- Require students to count and match with the right numbers.
- Invite volunteer students to come up to the board and do this activity.
- Give them the confidence to raise their hands.
- Check and correct any mistakes.
- Praise students' work.

Answer

WE PLAY

- Invite volunteers to come up the board and doing this activity.
- Give them confidence to raise their hands
- Teachers can do 1 or 2 demonstrations for the students
- Ask students to say the subtraction equations E.g. Four minus three equals one.

Extra activity

1. Subtraction Memory Game

- Create cards with subtraction equations (e.g. "4-2") and the corresponding answers (e.g. "2")
- Students can play a memory game by flipping over two cards at a time and trying to find a matching pair.

2. Subtraction Relay

- Divide the class into two teams and have them line up at one end of the classroom.
- Give each team a set of subtraction flashcards within 4.
- The first student in each line must solve a subtraction equation, run to the other end of the classroom, and tag the next student in line.
- The first team to finish the relay wins.

LESSON 2: Practice

OBJECTIVES

Knowledge: Students will be able to

• practice reading equations while doing the subtraction

Vocabulary: *minus, equal, eggs, baloons, carrots, bananas.*

Listening: Listen to the story and act out.

MATERIALS

Textbook, teacher's guide, lesson plan, flashcards, audios, …

WARMER

Bingo game

The teacher and students write down three numbers from 1 to 4 on a note. The students have the same choices as the teacher will win.

LEAD IN

The teacher writes some subtraction equations within 4 on the board. Ask students for the answers. Read the whole equation then have students repeat.

MAIN CONTENT

WE PRACTICE

4. Look and connect.

• Instruct students to look at the pictures and do an example for them.

• Ask studenrs to count the eggd in the first picture. Students count and say 3 eggs.

• Then, keep asking, "How many broken eggs are there?". Student count and say 1 broken egg.

• Ask students to find the correct sbutraction and match them to the correct picture.

• Do the same thing with the next 3 pictures.

Answer

5. Subtract and color.

- Help students classify the colors, instruct students to count and choose the right colors for the numbers.
- Explain the rules of the activity for the students.

- Let students do the subtractions one by one then guide them to match the equations with the colors.
- Choose 5 students (1 subtraction for each, prioritize the volunteers) go to the board to do the subtraction and color the picture.

Answer

WE PLAY

– Help the monkey find his food.
– Follow the numbers from 1 to 4.

2 – 1	1 + 2	4 – 3
4 – 2	2 + 2	2 – 1
1 + 1	4 – 1	4 – 0

- Explain to students how to play this game.
- Do all the subtractions to find the equations.
- Guide the student to find the way for the monkey to find the banana, following the results from 1 to 4.
- Encouraging students to finish this game.

Answer

2 – 1	1 + 2	4 – 3
4 - 2	2 + 2	2 – 1
1 + 1	4 - 1	4 – 0

6. Listen and point. 7

- Ask students to look at pictures 1, 2, ,3 and 4 first.
- Introduce the character's name: Her name is Mia; His name is Tim.
- Let the students predict the story using their own thoughts.
- Open audio track 7 and pausing each sentence. Then ask students to read again and point to the correct picture.
- Tell the value of the story: "Share your food."

Track 7

Tim: Hi Mia, I have four bananas.
Mia: Can I have one banana?
Tim: Yes, I give you two more.
Mia: Thank you, Tim.

Fast finishers

• Invite some pairs to act it out.
• Ask students to take on different roles and change the objects for variety (e.g. pencil, book, eraser, …)
• Encourage students to use expressive voices and gestures to make the conversation more egaging and enjoyable.

Extra ativity

Subtraction Movement Game

- Create a movement game where students physically act out subtraction within 4.
- For example, call out a subtraction equation, such as "4-1," and have students take four steps forward and then take away one step to end up in the correct position.

REVIEW 1

Lesson 1

OBJECTIVES

Knowledge: Students will be able to review:

- review numbers from 0 to 4.
- review counting and writing numbers from 1 to 4.

Vocabulary: *zero, one, two, three, four, robot, teddy bear, plane, elephant, car, guitar.*

Skill: Listening and Speaking.

MATERIALS

Textbook, teacher's guide, lesson plan, flashcards, audios, …

WARMER

Play a game: **Snap the board**

The teacher sticks flashcards of the numbers from 0 to 4 on the board. Divide the class into two teams.

Then the teacher says the number. The first team to reach the board and slap on the correct flashcard wins.

LEAD IN

The teacher reviews the signs of addition and subtraction that students have learned in the previous lesson.

MAIN CONTENT

1. Look and color.

- Ask students to look at the picture
- If the number is one, we will paint 1 yellow circle
- If the number is two, we will paint 2 red circles
- If the number is three, we will paint 3 blue circles
- If the number is four, we will paint 4 pink circles

Answer

2. Count and circle.

- Ask students to look at pictures a, b, c, d, e.
- Ask students to count the objects and circle the corresponding numbers
- Example: Look at picture:

  we have 3 robots that mean we circle word "three".

  we have 2 teddy bears that mean we circle word "two".

  we have 4 elephants that mean we circle word "four".

  we have 3 cars that mean we circle word "three".

Answer

2. Listen and color. 8

- Ask students to look at 4 pictures.
- Point at each picture and ask students "What is it?".
- Then point at the picture 1, and ask students: *How many cats are there in the picture?*.
- Invite some students to answer the question.
- Do the same procedure for the other pictures.
- Ask students to listen to the audio and follow the directions to color pictures, then fill the number in the blank.
- Then check their answers by asking: *"How many yellow cats do I have?".* Do the same for the other *pictures.* Encourage them to read in full sentences. Example: *"I have 1 yellow cat."*
- Pick some students to show their colors.

Track 8
Color one cat in yellow.
Color two cars in blue.
Color three balloons in green.
Color four guitars in brown.

Answer

Mixed ability

In case weaker students can not listen or answer wrongly. The teacher should explain to them slowly and clearly. Then play the audio again and pause each line. Ask students to listen and repeat each sentence.

Lesson 2

OBJECTIVES

Knowledge: Students will be able to:

- Review the vocabulary and consolidate the knowledge learned from previous lessons (numbers from 0 to 4, plus, minus, equals sign)
- solve basic addition and subtraction within 4 in a real-life context

Vocabulary: *zero, one, two, three, four, plus, minus, equals.*

Skill: Reading, Writing and Speaking

MATERIALS

Textbook, teacher's guide, lesson plan, flashcards, audios, …

WARMER

- Greeting: Have all class students stand up and greet together. Instruct students how to respond by saying: Hello, Ms. X. I'm good/ great.
- Warming up with a song in the software, e.g. Numbers song.

LEAD IN

- Teacher draws a series of pictures on the board (preferably things that the studentsmare familiar with e.g. A balloon)
- Teacher asks the students "How many balloons are on the board?"
- The team to get the correct answer will be allowed to roll the dice for points.

MAIN CONTENT

4. Look and write.

- Explain to students that they will be writing numbers based on the pictures to practice addition and subtraction.
- Ask students to look at the picture a) first.
- Ask them: "How many hats does Tim have?", "How many hats does Mia have?"
- Ask students to write the numbers in each corresponding box (3 hats for Tim, 1 hat for Mia). Then, ask them to do the addition equation.
- For example:
  Tim has 3 hats, Mia has 1 hat
  3 + 1 = 4
  Tim and Mia have 4 cats
- Invite some students to practice the example.
- Do the same procedure for exercises b), c).
- Ensure that students understand how to do exercise before proceeding to the independent practice.
- Ask students to share their sentences.
- Check their answers and correct them if necessary.
- Prase students if they do well.

Answer

Fast finishers

- Allow fast finishers to use the school objects (e.g., pencils, erasers, books) and assign numbers to represent the objects.
- They can then write addition and subtraction equations based on their pictures and challenge their classmates to solve them.

5. Look and stick the right equations.

- Explain that students will be looking at the pictures and choosing the equation on the last page that matches each one.
- Do exercise a) to ensure students understand what they will be doing.
- For example: We have 1 big duck and 3 small ducks.
  1 + 3 = 4
  There are 4 ducks.
- Remind them to read each equation carefully before making a choice.
- Instruct students to analyze the picture.
- For example for exercises b), c), d).
  b) There are 4 trees and 2 trees are cut down.
  4 – 2 = 2
  There are 2 tree left
  c) We have 2 small birds and 1 big bird. There are 3 birds in the pictures.
  1 + 2 = 3
  There are 3 birds.
  d) There are four oranges. 3 oranges are peeled. We have 1 orange left.
  4 - 3 = 1
  There is 1 orange left.

Answer

Extra activity

1. Game: Pass the ball

- Ask students to pass the ball around
- After few seconds, shout “STOP!”
- The student who hold the ball has to answer the teacher’s questions
- For exmaple:
  Two plus one equals?
  Four minus three equals?

2. Number line hop.

- Draw a number line on the floor or use a large number line chart.
- Ask students to stand on a specific number and then hop forward or backward to demonstrate addition or subtraction within 4.
- For example, if they are on the number 2 and you say "add 1," they will hop to the number 3.

UNIT 4: COUNTING TO 8

Lesson 1: Numbers 5, 6, 7, 8

OBJECTIVES

Knowledge: Students will be able to
- learn the number from 5 to 8
- recognize, count and write the number from 5 to 8

Vocabulary: *five, six, seven, eight.*

Listening: Listen to the new words, and practice it.

MATERIALS

Textbook, teacher's guide, lesson plan, flashcards, audios, …

WARMER

Greet: Have all students in the class stand up and give greetings together. Instruct students how to respond by saying: Hello, Mr/Ms X/ I'm fine/I'm good.

LEAD IN

Matching words with numbers from 1 to 4 to help students review the previous lesson.

MAIN CONTENT

WE LEARN

1. Listen, point and repeat. 9

- Teach new vocabulary: five, six, seven, eight.
- Point each number, pronounce them clearly and slowly.
- Show the numbers on the board and have students look at the board.
- Ask the whole class to drill pronunciation of each number.
- Invite some students individually and repeat the numbers. Check for correct pronunciation.
- Have class look at their book
- Open the audio track 1, have the class listen again, point and say.

Track 9

5: Five, five, five. Now, you point and repeat.

6: Six, six, six. Now, you point and repeat.

7: Seven, seven, seven. Now, you point and repeat.

8: Eight, eight, eight. Now, you point and repeat.

2. Look, count and trace.

- Show the picture or ask students to look at the picture on their books.
- Ask students to identify each item by pointing to it and asking: "What is it?". If students do not know, the teacher says the words (pencil, book, flower, teddy bear). Then ask students to repeat.
- Ask students to count the items in the picture.
- Ask questions:
  How many pencils are there in the picture?
  How many books are there in the picture?
  How many bears are there in the picture?
  How many flowers are there in the picture?
- Invite some students individually answer the questions
- Check their answers and pronunciation.
- Then ask students to trace the number on their books.
- Give compliment if students do well.

Answer

6 books; 7 flowers; 8 bears

Mixed ability

In case weaker students answer wrong or do not understand, point at the picture and let them count the pencils/ books themselves. Ask them again.

WE PRACTICE

3. Look, count and match.

- Show the picture on the board or ask students to look at their books.
- Ask students to count, match the number with the picture.
- Ask questions:
  How many rabbits are there in the picture?
  How many apples are there in the picture?
  How many many birds are there in the picture?
  How many balloons are there in the picture?
- Move around the class and check their answers.
- Ask the whole class to answer.

Answer

WE PLAY

4. Count and circle

- Write down all the numbers and letters on the board.
- Ask students to classify the numbers and letters
- Invite students to go to the board and point to the numbers from 0 to 8.
- For example: *"Who can come here and point at number 5?"*
- Encourage students to read out loud that number.
- Check student's pronunciation and the answer.
- Invite some students to order the numbers from 0 to 8.

Fast finishers

Draw a table with two columns (numbers and letters). Invite some students to write numbers and letters in the corresponding column on the board.

Lesson 2: Practice

OBJECTIVES

Knowledge: Students will be able to
• learn the number from 5 to 8
• recognize, count and write the number from 5 to 8
Vocabulary: *five, six, seven, eight.*
Listening: Listen to the new words, and practice it.

MATERIALS

Textbook, teacher's guide, lesson plan, flashcards, audios, …

WARMERS

- Greet: Have all students in the class stand up and give greetings together. Instruct students how to respond by saying: Hello, Mr/Ms X/ I'm fine/I'm good.
- Warm up with a song and ask students some questions related to that song.

LEAD IN

- Ask students to close their book and count the numbers from 0 to 8 to review the previous before studying the next lesson.

WE PRACTICE

4. Count and circle

- Ask students to identify the items in each picture. If students do not know, the teacher says the word.
- Point at the picture and ask: *"How many ___ are there? Let's count. 1,2,3,4,5,…."*. *"Let's circle number____ in your books."*
- Do the same steps for other pictures, but do not count with students.
- Ask students to answer the number, then have them circle in their book.
- Move around the class and check their answers and pronunciation.

Answer

Mixed ability

In case weaker students can not give the answers. The teacher should pint at picutr and ask students to count together again.

5. Write and say the number line.

WE DO

6. Count and stick the correct pictures.

- Ask students to write numbers in order from 0 to 8.
- Move around the class and check the answer.
- Ask whole class to answer.
- Invite some students to speak out loud the numbers from 0 to 8.

Answer

WE DO

6. Count and stick the correct pictures.

- Ask students to look at first picture and ask: *"How many bikes are there?" Let's count together. 1,2 3, 4,5. Five bikes.* Point at the word "five"
- Then ask students to look at 3 stickers on the last page.
- Count items in the stickers and then stick them to the correct blanks.
- Move around the class to check the answers.

Answer

WE PLAY

- Teacher will give students the sticky ball, then sing a song.
- Ask students to move the ball to their classmate who sits next to them.
- When the song ends, whoever has the ball will roll a dice and say the dots.
- Then ask students to take turns to play.

7. Listen and point. 10

- Try to ask students if they know characters' name in the story.
  Who's he? He's Tim.
  Who's she? She's Miss Cloud/ Mia.
- If students don't know, remind and tell them again.
- Explain to students what are happening in the picture.
- Picture 1: Teacher asks Tim and Mia to clean up.
- Picture 2: Tim picks up 5 crayons.
- Picture 3: Mia picks up 3 crayons.
- Picture 4: Miss Cloud give compliments to Mia, Tim.
- Open track 10 and ask students to point and repeat.

Track 10
Miss Cloud: Everyone, let's clean up.
Tim: I pick up five crayons.
Mia: I pick up 3 crayons.
Miss Cloud: Good job, Tim and Mia!

UNIT 5: HOW MANY PEOPLE ARE THERE?

Lesson 1: Addition within 8

OBJECTIVES

Knowledge: Students will be able to

• count and solve basic addition problems with sums up to 8.

• practice grammar "There are …".

Vocabulary: *five, six, seven, eight, plus, equals.*

Listening: Listen to the new words, and practice it.

MATERIALS

Textbook, teacher's guide, lesson plan, flashcards, audios, …

WARMER

- Greet: Have all students in the class stand up and give greetings together. Instruct students how to respond by saying: Hello, Mr/Ms X/ I'm fine/I'm good.
- Warm up with a song in the software, e.g. Numbers song.

LEAD IN

Number Recognition

- Show a flashcard or write a number on the board (0, 1, 2, 3, 4, 5, 6, 7, 8).
- Ask the students to hold up the corresponding number of fingers.
- Ask students to repeat with different numbers, allowing students to practice counting and recognizing the numbers.

MAIN CONTENT

WE LEARN

1. Listen, point and repeat. 11

- Show the flashcard with 2 bees and ask students: *"How many bees?" – There are 2 bees.* Write number 2 on the board.
- Then, show the flashcards with 4 bees and ask students: *"How many bees?" – There are 4 bees.* Write number 4 on the board.
- Ask students how many bees are altogether? Let's count with the students 1, 2, 3, 4, 5, 6.
- Then, tell them that there are 6 bees alotgether. Write the signs "plus, equals".
- Show them how to read the addition problem: *Two plus four equals six.*
- Open track 11 and ask students to listen, point and repeat.
- To make the lesson clearer, teachers can give them another examples.

Track 11

Two bees.

Four bees.

Six bees.

Two plus four equals six.

Mixed ability

In case weaker students don't understand the audio, the teacher should play each part separately, and repeat slowly if necessary.

2. Look, count and say.

- Ask students to look at the picture on the board or in their books.
- Explain and point to the people who are moms/dads/boys/girls. As students understand, let them count.
- Have some students to come to the board, point and count. Correct the mistakes if they have.
- Ask them: *How many moms/ dad/ boys/ girls?*

  Answer

  6 moms, 5 boys, 7 dads, 7 girls

WE PRACTICE

3. Look and write.

- Point to picture a) and ask students how many boys.
- Invite one student to give the answer. Then, point to the sentence *"There are ____boys."*, and ask students to write the number 2 in the blank.
- Next, ask students how many girls.
- Invite one student to answer. Point to the sentence *"There are ____ girls."* Then, ask students to write the number 3 in the blank.
- Ask them "How many children (boys and girls)?".
- Write the addition problem: *2 + 3 = 5*
- Show them *"There are 5 children altogether."*
- Ask students to do the same with picture b)
- Have a volunteer complete on the board and require all students to do this in the book.

Answer

WE PLAY

- Have 4 students/ 4 teams to play this game.
- Invite these students to come to the front.
- Explain the game to students
- Teacher gives each student 4 flashcards: five, six, seven, and eight.
- Then, teachers read out the addition problem, when the teacher stops, students have to show their answers. Students will get one point for the correct answer.

Lesson 2: Practice

OBJECTIVES

Knowledge: Students will be able to
- solve the addition problem within 8.
- understand how to add the numbers.

Vocabulary: *five, six, seven, eight, plus, equals.*
Listening: Listen to the new words, and practice it.

MATERIALS

Textbook, teacher's guide, lesson plan, flashcards, audios, …

WARMER

- Greet: Have all students in the class stand up and give greetings together. Instruct students how to respond by saying: Hello, Mr/Ms X/ I'm fine/I'm good.
- Warm up with a song in the software, e.g. Addition Song for kids.

LEAD IN

- Review the numbers 0-8 with the students, ensure they are familiar with each number. Invite five students to come to the board and ask "How many people are there?". The rest of the students answer: *"There are five people."* To help preview the previous lesson.

MAIN CONTENT

WE PRACTICE

4. Look, connect and say.

- Do the example with picture A for all students.
- Point to the picture with 2 fish and ask them *"How many fish?"*
- Point to the picture with 3 fish and ask them *"How many fish?"*
- Explain that 2 fish and 3 fish *" 2 + 3 = ?"*, match the picture with the correct addition equation and the answer.
- Then ask students to *say "Two plus three equals two"*
- Do the same steps with another one.

Answer

5. Add and stick the right equations to make flowers.

- Explain the students to take out the stickers in the last page of the book, find the results and stick them on the flowers equivalent to the results.
- Start with "Flower 5" and ask the students to turn page to the last, find the correct answers and stick them.
- Do the same with another flowers.
- This activity might be take times.

Answer

WE PLAY

WE PLAY

– Work in pairs or individuals.

– Find the results in horizontal and vertical lines.

+	1	2	3	4
1	2			
2				
3				
4				

- Ask the students to do this game in pairs or in groups.
- Explain how to do this activity.
  + We have 4 horizontal lines and 4 vertical lines.
  + Students have to make the additional equations by adding the numbers in horizontal lines and vertical lines, then write the answer in each box.
  + Give them 5 minutes to complete.
  + Show the answers on the board and let the students check by themselves.
- For example:
  1 + 1 = 2 *1 + 2 = 3*
  1 + 3 = 4 *1 + 4 = 5*
- Move around the class, check students' answers and help them if necessary.

Answer

+	1	2	3	4
1	2	3	4	5
2	3	4	5	6
3	4	5	6	7
4	5	6	7	8

Mixed ability

In case weak students cannot do this exercise, the teacher writes each equation on the board and works together with them.

7. Listen and point. 12

Value: I can add.

- Ask students to look at 4 pictures in the story.
- Ask students if they know characters' names in the story.
  Who's he? He's Tim.
  Who's she? She's Mia
- Picture 1: Give students some information "There are some books on the table".
  Ask students to count the books on the table.
- Picture 2: How many books does Tim have?
- Picture 3: How many books does Mia have?
- Picture 4: How many books do Tim and Mia have?
- Open the audio 12 and ask students to listen, point and repeat.
- Invite students to look at the pictures and tell the story again if they can.
- Teacher shares the value of the story to the students.

Track 12
Mia: Let's count our books.
Tim: I have four books.
Mia: I have three books.
Tim and Mia: We have seven books.

UNIT 6: COUNTING THE ANIMALS LEFT

Lesson 1: Subtraction within 8

OBJECTIVES

Knowledge: Students will be able to
- understand the concept of subtraction
- know how to subtract numbers within 10

Vocabulary: *one, two, three, four, five, six, seven, eight, minus, equals*

Listening: Listen to the new words, and choose the word heard in the audio

MATERIALS

Textbook, teacher's guide, lesson plan, flashcards, audios, …

WARMER

- Greet: Have all class students stand up and greet together. Instruct students how to respond by saying: Hello, Ms. X. I'm good/ great.
- Warm up with a song in the software, e.g. Construction Vehicles.

LEAD IN

Write the minus sign (-) on the board. Ask students to pronounce it. And give students some subtraction within 4 for students to do.

MAIN CONTENT

WE LEARN

1. Listen, point and repeat. 13

- Point the numbers, pronounce them clearly and slowly.
- Ask the whole class to drill pronunciation with each number.
- Invite some students individually and repeat vocabulary. Check for correct pronunciation.
- Ask students the questions:
  How many birds are in the picture?
  How many birds are on the tree?
  How many birds are flying out of the tree?
- Open track 13 and ask students to listen and repeat

Track 13

There are seven birds.
Five birds on the tree.
Two birds are flying out of the tree.
How many birds are there on the tree?
☛Seven minus two equals five.
Now, you listen, point and repeat.
There are seven birds.
Five birds on the tree.
Two birds are flying out of the tree.
Seven minus two equals five.

Mixed ability

In case weaker students don't understand the audio, the teacher should play each part separately, and repeat slowly if necessary. Then ask students again what items and numbers they heard.

2. Look, count and trace.

- Point to the picture and ask students: what animals are these?
- Ask students to count crocodiles, bears. Questions them:
  How many crocodiles are there in the picture?
  How many crossed crocodiles are there
- Ask students to subtract and fill in the boxes with the number.
- Then ask students to say subtraction.
- Do the same procedure to b)

Answer

b)

6 − 4 = 2

WE PRACTICE

4. Look and write the numbers.

a)

6 − 1 = 5

b)

☐ − ☐ = ☐

c)

☐ − ☐ = ☐

d)

☐ − ☐ = ☐

- Explain to the students the concept of subtraction.
- Let students know when we need to use subtraction.
- Do another example for students if they do not understand.
- Instruct students to write the correct number in the box.
- Teacher should pick up some students individually to do this task, and check if the rest of the class understands it completely.
- Invite volunteers to do this activity.
- Giving them the confidence to raise their hands.

Answer

a)

6 − 1 = 5

b)

8 − 2 = 6

c)

8 − 3 = 5

d)

7 − 3 = 4

Fast finishers

Teacher can expand the lesson by giving more information or eliciting it, such as:

I have four candies; I give you two of them. How many candies are left?

WE PLAY

- Ask students to solve math problem to find the answer for the question: *What animal is it?*
- Invite students to do it
- Praise the student with the correct answer first.

Answer

UNIT 6: COUNTING THE ANIMALS LEFT

Lesson 2: Practice

OBJECTIVES

Knowledge: Students will be able to
- understand the concept of subtraction
- know how to subtract numbers within 10

Vocabulary: *one, two, three, four, five, six, seven, eight, minus, equals*

Listening: Listen to the new words, and choose the word heard in the audio

MATERIALS

Textbook, teacher's guide, lesson plan, flashcards, audios, …

WARMER

- Greet: Have all class students stand up and greet together. Instruct students how to respond by saying: Hello, Ms. X. I'm good/ great.
- Warm up with a song in the software and ask them some questions reltated to that song.

LEAD IN

Write the minus sign (-) on the board. Ask students to pronounce it. And give students some subtraction within 4 for students to do.

MAIN CONTENT

WE LEARN

4. Subtract, match and say.

- Instruct students to look at the pictures and do an example for them.
- Then ask the students to find the correct subtraction and match them to the correct picture
- Do the same thing with the next pictures.

Answer

WE DO

5. Subtract and color.

8 – 1 =

6 – 2 =

7 – 5 =

4 – 1 =

- Help students classify the colors by pointing the number and ask *"What color is it?"*
- Instruct students to count and choose the right colors for the numbers.
  Let the students do the subtractions one by one then guide them to match the equations with the colors **by the active board**.
  Choose 5 students (1 subtraction for each, prioritize the volunteers) and go to the board to do the subtraction and color the picture.

Answer

WE PLAY

- Ask students to prepare a small board, a chalk.
- Work in groups or individuals.
- The teacher read the subtraction equations.
- Ask students to listen and write: tick (✓) for the correct subtraction equations and cross (x) for the wrong ct subtraction equations.
- Encourage students to finish this game.

6. Listen and point. 14

- Ask students to look at pictures 1, 2, 3, and 4.
- Let the students predict the story using their own thoughts.
- Open the audio and pause each sentence. Then ask students to read again and point to the correct picture.
- Tell the value of the story: "Be careful!"

Track 14
Mia: (Counting balls) 1, 2, ….8
Mia: Oh, no….
Tim: Be careful! How many balls are there in the basket?
Mia: (Counting) 1,2,…..6. Six balls.

Extra activity

Subtraction story

- Ask student the questions about subtraction equations.
- For example:
  - *"There are 7 apples on the tree. 3 apples fall down. How many apples are left on the tree?"*
  - *"Sally has 8 stickers. She gave 3 stickers to her sister. How many stickers does Sally have left?*
- The teacher should use hand to help students solve the problems.

SEMESTER 1 REVIEW

Lesson 1

OBJECTIVES

Knowledge: Students will be able to
• review number from 0 to 8
• do some additions and subtractions within 8

Vocabulary: zero, one, two, three, four, five, six, seven, eight, *minus, equals*

Listening: Listen to the words, and choose the word heard in the audio

MATERIALS

Textbook, teacher's guide, lesson plan, flashcards, audios, …

WARMER

- Greet: Have all class students stand up and greet together. Instruct students how to respond by saying: Hello, Ms. X. I'm good/ great.
- Warm up with a song in the software, e.g. Numbers song.

MAIN CONTENT

WE LEARN

1. Look and count the animals.

- Review vocabulary:
- Numbers – zero, one, two, three, four, five, six, seven, eight.
- Animal – Lion, hippo, elephant, crocodile.
- Show the picture and have students look at the board.
- Point the animal, have students count clearly and slowly.
- Ask the whole class to drill pronunciation with each number
- Invite some students individually and write the number on the box.
- Check for correct answer.

Answer

2. Listen and color the nubers.

- Point to each number and ask student this question: *What number is it?*
- Invite some students to answer.
- Play the audio and ask student to listen and color with the right answer
- Invite volunteers to come up to the board and do this activity.
- Give students the confidence to raise their hands.

Answer

Track 15
Color number one in purple.
Color number two in green.
Color number three in yellow.
Color number four in red.
Color number five in blue.
Color number six in pink.
Color number seven in brown.
Color number eight in black.
Color number zero in orange.

Extra activity

1. Play "Unscramble words" Game

• Divide the class into 4 teams.
• Prepare a range of scrambled words (related to what you've been teaching)
• Students decipher the words as well as explain their meaning.
• To show the result, the teacher may guide each student to hold a card and stand in order of word spelling.
• Example:
u o r f ➔ four
e v f I ➔ five

2. Play Spelling Race Game

• Divide the class into teams.
• Teacher asks 1 student from each team to the front.
• Teacher calls out a word. Two students try to write that word on the board as fast as they can.
• Who writes the word correctly will get one point for their team.

Lesson 2

OBJECTIVES
Knowledge: Students will be able to
• review number from 0 to 8
• do some additions and subtractions within 8
Vocabulary: zero, one, two, three, four, five, six, seven, eight, *minus, equals*
Listening: Listen to the words, and choose the word heard in the audio

MATERIALS
Textbook, teacher's guide, lesson plan, flashcards, audios, …

WARMER
- Greet: Have all class students stand up and greet together. Instruct students how to respond by saying: Hello, Ms. X. I'm good/ great.
- Warm up with a song in the software, e.g. Numbers song.

3. Look, count and write. Then say.

a)

There is ____ teacher. There are ____ childrer

____ + ____ = ____

There are ____ people.

b)

There are ____ fish. A bird catches ____ fish.

____ – ____ = ____

There are ____ fish left.

• Ask students to recognize the teacher by choosing 1 student to come to the board and point at.
• Ask students "How many students are there?"
• Widen their horizon "a" = 1, so *There is 1 teacher* can also replace by *There is a teacher.*
• Have students fill in the right numbers in the blank and do the addition.
• Ask students to read out loud all the sentences..

• Have students count "How many fish in all?"
• Invite some students to answer and do the addition.

Answer

a.

There is 1 teacher
There are 5 children
1 + 5 = 6 (One plus five equals/is six)
There are 6 people.

b.

There are 4 fish
A bird catches 1 fish away
4 – 1 = 3 (Four minus one equals/is three)
There are 3 fish left.

4. Draw a line to the correct answers.

• The number on the last apple is 7.
• Instruct students to find out all subtractions and addition with the result is 7
• Then match these operations in a logical way (because not all 7 complete the line). Start with the position of the boy.
<u>*Note:*</u> Use hands to help students solve the problem
• Ask students to draw the complete line.

Answer

UNIT 7: COUNTING TO 10

Lesson 1: Number 9,10

OBJECTIVES

Knowledge: Students will be able to
- count and write numbers from 0 to 10
- recognize numbers in word within 10

Vocabulary: *nine,ten, tables, chairs.*

Listening: Listen to the new words, and choose the word heard in the audio.

MATERIALS

Textbook, teacher's guide, lesson plan, flashcards, audios, …

WARMER

- Greet: Have all class students stand up and greet together. Instruct students how to respond by saying: Hello, Ms. X. I'm good/ great.
- Warm up with a song in the software, e.g. Numbers song

LEAD IN

Write the numbers from 0 to 8 on the board and ask students to practice pronunciation to help them review what they have learned.

MAIN CONTENT

WE LEARN

1. Listen, point and repeat. 16

- Teach vocabulary: Numbers – nine, ten
- Point the numbers, pronounce them clearly and slowly.
- Ask the whole class to drill pronunciation with each number.
- Invite some students individually and repeat vocabulary. And check for correct pronunciation.
- Ask students the questions:
  How many tables are there?
  How many chairs are there?
- Open track 16 and ask students to listen, point and repeat.

Track 16
Nine, nine, nine tables.
Ten, ten, ten chairs.

Mixed ability

In case weaker students don't understand the audio, the teacher should play each part separately, and repeat slowly if necessary. Then ask students again what items and numbers they heard.

2. Look, count and trace.

- Show the picture on the board and ask students to count the objects.
- Ask students to count the apples, bananas, oranges.
- Question them:
  + How many apples are there?
  + How many bananas are there?
  + How many oranges are there?
- Do an example for students if they do not understand.
- Instruct students to write the correct number in the box. Then, use their pencils and trace the words.

WE PRACTICE

3. Listen 17 and color . Then, count and write.

How many apples? ☐ How many chicks? ☐

- Ask students to look at the picture?
- Ask them: When can you see in the picture?
- Invite some students to answer.
- Open the audio track 17 and pause it if students cannot catch the track.
- Let them color the picture.
- Ask students to count the apples and chicks.

Question them:

+ How many apples are there?

+ How many chicks are there?

- Do an example for students if they do not understand.

Answer

How many apples? 9 How many chicks? 10

Track 17

Color nine apples in green. Color nine apples in green. Color nine apples in green.

Color ten chicks in yellow. Color ten chicks in yellow. Color ten chicks in yellow.

WE PLAY

- Instruct students to write the correct number in the box.
- Instruct students to find the way to the bone by using a pencil and rejoining the numbers from 1 to 10.
- Ask them to follow and do an example for students if they do not understand.

Answer

Extra activity

Number Memory Game

- Create a set of number cards with matching pairs for numbers from 0 to 10.
- Shuffle the cards and lay them face down.
- Students take turns flipping over two cards at a time, trying to find matching pairs.
- This game helps reinforce number recognition and memory skills.

UNIT 7: COUNTING TO 10

Lesson 2: Practice

OBJECTIVES

Knowledge: Students will be able to
• count and write numbers from 0 to 10
• recognize numbers in word within 10
Vocabulary: *nine,ten, tables, chairs.*
Listening: Listen to the new words, and choose the word heard in the audio.

MATERIALS

Textbook, teacher's guide, lesson plan, flashcards, audios, …

WARMER

- Greet: Have all class students stand up and greet together. Instruct students how to respond by saying: Hello, Ms. X. I'm good/ great.
- Warm up with a song in the software, e.g. Numbers song

LEAD IN

Match words with numbers from 1 to 10 to help students review the previous lessons..

MAIN CONTENT

WE LEARN

4. Count and circle the correct number words.

- Show the picture on the board and ask students to count the objects.
- Ask students to count the children, kites, and balls. Question them:
  + How many children are there?
  + How many kites *are there?*
  + How many balls *are there?*
- Instruct students to circle the correct number word.

Answer

5. Point, write and say.

- Show the picture on the board and ask students to count the objects.
- Instruct students to write the correct number in the blank.

Answer

WE DO

6. Count and stick the right picture.

- Ask students to look at stickers on the last page.
- Count items in the stickers and then stick them to the correct blanks.
- Move around the class to check the answer.
- Invite some students to show their answers.
- Praise students if they do well.

Answer

WE PLAY

Steps:
1. Draw a hopscotch design on the ground.
2. Throw a flat stone to land on square one.
3. Hop through the squares, skipping the one you have your marker on.
4. Pick up the stone on your way back.
5. Pass the marker on the next person.

- Organize games for students.
- Ask students to actively participate in the game.

7. Listen and point. 18

Value: I can count to 10.

- Ask students to look at pictures 1, 2, 3, and 4.
- Let the students predict the story using their own thoughts.
- Ask students" How many lollipops are there in picture 3?
- Open the audio and pause each sentence. Then ask students to read again and point to the correct picture.
- Tell the value of the story: "I can count to 10"

Track 18
In the classroom
Tim: Mia, how many lollipops do you have?
Mia: I have ten lollipops.
Tim: Me, too.

UNIT 8: THERE ARE 10 HATS

Lesson 1: Addition within 10

OBJECTIVES

Knowledge: Students will be able to
• do addition within 10
Vocabulary: *nine,ten, plus*
Listening: Listen to the new words, and choose the word heard in the audio.

MATERIALS

Textbook, teacher's guide, lesson plan, flashcards, audios, …

WARMER

- Greet: Have all class students stand up and greet together. Instruct students how to respond by saying: Hello, Ms. X. I'm good/ great.
- Warm up with a game: **I need …**

- The teacher asks the students to go to the board.
- For example: *I need 6 students.*
- The first 6 students to run to the board win.
- Similarly the teacher can create multiple plays.

LEAD IN

Matching words with numbers within 10 to help students review the previous lesson..

MAIN CONTENT

WE LEARN

1. Listen, point and repeat. 19

• Show operation (addition) as an example and have students look at the board
• Point to each number and plus, equals signs. Then, pronounce them slowly and clearly
• Asking the whole class to drill pronunciation of each number, plus and equals signs
• Invite some students individually and repeat the addition. Check for correct pronunciation.
• Open the audio track 19, have the class listen again, again, point, and say.

Track 19

These are six red hats.
These are four green hats.
These are ten red and green hats.
Six plus four equals ten.

Mixed ability

In case weaker students don't understand the audio, the teacher should play each part separately, and repeat slowly if necessary. Then ask students again what items and numbers they heard.

2. Look, count and say.

- Show the picture or ask the students to look at the picture in their books, asking them to count the white hats and the blue hats.
- Ask students to make statements with numbers. Ask them questions:
  + How many white hats are there?
  + How many blue hats are there?
- Check their answer and pronunciation.
- Ask the students to make additions. Ask them questions:
  + How many hats are there in total?
- Invite some students individually to answer the question again.
- Correct their answer and check pronunciation. Give compliments if students do well.
- Repeat the steps for b) and c).

Answer

Mixed ability

In case they answer wrong or do not understand, borrow some pencils or books to make illustrations as additions and let them count those pencils/ books themselves. Ask them again.

WE PRACTICE

3. Count, write and say

- Show the picture on the board or ask students to look at their books.
- Request them to count, and write the number/word into the boxes.
- Ask the students to make the addition.
- Move around the class and check their answers.
- Ask the whole class to answer. Ask them questions:
  + How many red/blue shirts are there?
  + How many black/pink jackets are there?
  + How many white/pink sweaters are there?
- Point to the first picture and say: "Five plus five equals ten."
- Ask the whole class to repeat.
- Invite some of the students to make similar statements.
- Repeat the steps for b) and c)

Answer

WE PLAY

- Ask students to look at the picture and ask the students what they think the game is about.
- Praise them if they say it correctly and explain the game again.
- Game rules:
  - Divide the class into 2 teams to play with each other.
  - Show them the picture and ask them to point to the additions that sum up to 7/6/4.
  - Which team points faster and get more correct answers win.
- Do an example for them to understand.
- Let them play and find the winner. Give the winner a praise.

UNIT 8: THERE ARE 10 HATS

Lesson 2: Practice

OBJECTIVES

Knowledge: Students will be able to

• do addition within 10

Vocabulary: *nine,ten, plus*

Listening: Listen to the new words, and choose the word heard in the audio.

MATERIALS

Textbook, teacher's guide, lesson plan, flashcards, audios, …

WARMER

- Greet: Have all class students stand up and greet together. Instruct students how to respond by saying: Hello, Ms. X. I'm good/ great.
- Warm up with a song in the software and ask students some questions related to that song.

LEAD IN

Draw objects such as flowers and balls on the board. Then ask the students questions like: "How many red flowers are there?", "How many blue flowers are there?". The group that gives the answer to the right question will get one point.

MAIN CONTENT

WE LEARN

4. Count and choose the correct number words.

- Ask the students to look at their books and count the number of items then put the correct number from the yellow box into the blank space.
- Move around to check their answer and help if they are incorrect.
- Make some statements as a model: "Four red skirts plus five purple skirts equals 9 skirts."
- Invite some students individually to make similar sentences with socks and scarves.
- Check their pronunciation.

Answer

WE DO

6. Stick the right number.

- Ask the students to look at the picture in their books and notice the numbers 9 and 10 on the ice cream cone
- Ask them to use the correct stickers and stick them on the ice cream cone.
- Move around to check their answer.
- Give them compliments if they do well.

Answer

WE PLAY

Point to the cards with the sum of 8.

5 + 3	3 + 4	1 + 7	6 + 2
8 + 2	7 + 1	2 + 6	4 + 6
5 + 4	9 + 1	5 + 5	3 + 5
4 + 4	6 + 0	1 + 5	2 + 8

- Divide the class into two teams.
- Choose two students from two teams per each turn
- Show them the picture and ask them to point to the additions that sum up to 8.
- The team points with the most correct answer wins.

Answer

5 + 3	3 + 4	1 + 7	6 + 2
8 + 2	7 + 1	2 + 6	4 + 6
5 + 4	9 + 1	5 + 5	3 + 5
1 + 7	6 + 0	1 + 5	2 + 8

6. Listen an point. 20

- Help students understand the content of the audio before listening.
- Introduce names of the boy and the girl, tell briefly topic, content, etc.
- Ask them some questions about the pictures:
- + How many balls does the boy have?
- + How many balls does the girl have?
- + How many balls do they have?
- Have all students listen to the audio.
- Ask some students individually repeat/guess the sentences corresponding to the pictures.
- Listen again and have the whole class repeat.

Track 20

Tim: I have five blue balls.
Mia: I have five pink balls.
Tim and Mia: We have ten balls.
Tim and Mia: Let's play together.

Extra activity

Matching

- Divide the class into teams
- Each turn the teacher will ask a student from each team to match equations with the correct answer
- Students who match faster and correct will get 1 point for their team.

UNIT 9: TAKING AWAY FROM 10

Lesson 1: Subtraction within 10

OBJECTIVES

Knowledge: Students will be able to

• do subtraction within 10

Vocabulary: *nine,ten, minus*

Listening: Listen to the new words, and choose the word heard in the audio.

MATERIALS

Textbook, teacher's guide, lesson plan, flashcards, audios, …

WARMER

- Greet: Have all class students stand up and greet together. Instruct students how to respond by saying: Hello, Ms. X. I'm good/ great.

LEAD IN

Matching words with numbers within 10 to help students review the previous lesson..

MAIN CONTENT

WE LEARN

1. Listen, point and repeat. 21

- Teach new vocabulary: Subtraction means "–" and review previously-learned vocabulary: Equals means "=".
- Show operation (subtraction) as an example and have students look at the board.
- Point to each number, the minus, and the equals signs, and pronounce them clearly and slowly.
- Ask the whole class to repeat and try to pronounce each number, the words "Subtraction" and "Equals".
- Invite some students individually and have them repeat the subtraction. Check for correct pronunciation.
- Have the class open their books to Unit 9, page 53.
- Open the audio track 21, have the class listen again, then point and say.

Track 21

Look at the picture

Tim has 10 balloons.

Tim gives Mia 6 balloons.

How many balloons left?

Ten minus six equals four.

Now, you listen again, point and repeat.

Tim has 10 balloons.

Tim gives Mia 6 balloons.

How many balloons left?

Ten minus six equals four

Mixed ability

In case weaker students don't understand the audio, the teacher should play each part separately, and repeat slowly if necessary. Then ask students again what items and numbers they heard.

2. Look, count and say.

- Show the example picture and ask students look at that picture on their books, asking them to count the total number of sandwich loaves in the whole picture.
- Ask students to count the number of loaves in the cart. Then ask them to count how many loaves are left on the shelves.

- Use questions:
  + *How many bags of sandwiches are there in the picture?* (Point to each bag and have them count as you point. Count the entire picture.)
  + *How many bags are there in the cart?* (Point and have them count.)
  + *How many bags are there on the shelves?* (Point and have them count. Then have them repeat the result of the subtraction.)
- Point to the 10 – 3 = 7 equation, and say it out loud. Then ask the class to repeat.
- Do similarly to the other two pictures with the milk boxes and the bags of chips.
- Correct their answer and check pronunciation. Give compliments if students do well.

WE PRACTICE

3. Look, count, and write the numbers.

a)

b)

c)

- Show the example picture with the eggs on the board or ask students to look in their books.
- Read each sentence to the blank that needs filling in with a number.
- Point and have the class count as you point. Then have them repeat the number to put in the blank.
- After putting all the correct numbers in the blanks, say (or write on the board then say) the subtraction relevant to the picture. Have the class repeat the subtraction.

• Let students do the rest of the pictures on their own.
• Move around the class to check their work.
• Ask the whole class to answer.
• Do similarly to the example picture: The teacher reads each sentence and stops at the blank for students to answer.

Answer

b)

c)

WE PLAY

– Teachers prepare the cards.
– Work in groups.
– Children match the numbers to the number subtractions on this board.

8	1
4	3
9	2

9–1=	3–2=	6–4=
10–6=	8–5=	10–1=

- Ask each group to do one subtraction.
- The teacher shows the subtraction on the board.
- Pick one student for each group to come up
- and choose the correct card (answer) for their
- subtraction.
- Check the answer and have the class repeat
- the math after each subtraction is done.

Extra activity

Addition Race

- Divide the class into pairs or small groups.
- Give each group a set of addition flashcards or write additon problems on small pieces of paper.
- When the teacher say "Go", students race to solve the addition problems and find the correct answer.
- The first group to solve all the problems correctly wins

UNIT 9: TAKING AWAY FROM 10

Lesson 2: Practice

OBJECTIVES

Knowledge: Students will be able to
• do subtraction within 10
Vocabulary: *nine,ten, minus*
Listening: Listen to the new words, and choose the word heard in the audio.

MATERIALS

Textbook, teacher's guide, lesson plan, flashcards, audios, …

WARMER

- Greet: Have all class students stand up and greet together. Instruct students how to respond by saying: Hello, Ms. X. I'm good/ great.

LEAD IN

Matching words with numbers within 10 to help students review the previous lesson..

MAIN CONTENT

4. Subtract and circle.

- Ask students to look at their books, count, make subtractions, then circle the correct number for the answer.
- Move around to check their work and help if they are incorrect.
- Make a a statement as an example: "Eight donuts minus six donuts equals two donuts."
- Invite some students individually to make similar statements with watermelons and cups.
- Check students' pronunciation.

Answer

WE DO

5. Subtract and stick the correct pairs.

- Ask students to look at the picture in their books and notice the numbers 5 and 3 on each pair.
- Ask students to look at the stickers of some pairs with different numbers within 10.
- Teacher can write the math on the board. Have students repeat the subtraction, then ask them for the answer.
- Ask them to use the correct stickers and stick them on the pictures in their books.
- Give compliments if they do well.

WE PLAY

- Draw an archery target on the board with 5 layers; the center is 500 and the outermost is 100.
- Divide the class into two teams and give the teams' names.
- Show the picture of the crocodile on the board.
- Choose one student from each team per turn. Do a demo turn for the subtraction 10 – 2.
- Each student will answer. The teacher helps if the student is not correct.
- Have the student choose the letter equivalent to the correct number.
- After the correct answer, the teacher gives the student the sticky ball to throw to the target for the scores.
- The team that has more points will be the winner.

Answer

6. Listen an point. 22

Value: I can know how to subtract.

- Help students understand the content of the audio before listening.
- Introduce names of the boy and the girl, tell briefly topic, content, etc.
- Ask them some questions about the pictures:
  + How many apples are there? (both on and under the tree)
  + How many apples are there under the tree?
  + How many apples are there?
- Have all students listen to the audio.
- Ask some students individually repeat/guess the sentences corresponding to the pictures.
- Listen again and have the whole class repeat.

Track 22
Tim: This is my apple tree.
Tim: There are ten apples.
Tim: Two apples fell down.
So, there are eight apples left.

REVIEW 2

Lesson 1

OBJECTIVES

Knowledge: Students will be able to
- review the number from 0 to 10
- solve basic addtions and subtraction

Listening: Listen to the new words, and choose the word heard in the audio.

MATERIALS

Textbook, teacher's guide, lesson plan, flashcards, audios, …

WARMER

- Greet: Have all class students stand up and greet together. Instruct students how to respond by saying: Hello, Ms. X. I'm good/ great.

LEAD IN

The teacher writes some addition and subtraction equations within 10 on the board. Ask students for the answers. Read the whole equation then have students repeat

MAIN CONTENT

1. Trace and stick the number words.

- Review vocabulary: Numbers – Zero, one, two, three, four, five, six, seven, eight, nine, ten.
- Ask students to look at the exercise 1, page 58
- Ask the whole class to drill pronunciation with each number.
- Invite some students individually to trace the number on the box.
- Then ask students to look at the letter on the last page to stick the number words.
- Move around the class and check their answer.

Answer

2. Connect the dot from 1 to 10.

- Open the activity 2 on the interactive board.
- Require students to find out number 1 to 10 in order.
- Invite volunteers to come up the board and doing this activity.
- Give them confidence to raise their hands.
- Check students by asking them this question "What is this?"
- Good students will be able to answer: It's a dinosaur.

Answer

Lesson 2

OBJECTIVES

Knowledge: Students will be able to
• review the number from 0 to 10
• solve basic addtions and subtraction

Listening: Listen to the new words, and choose the word heard in the audio.

MATERIALS

Textbook, teacher's guide, lesson plan, flashcards, audios, …

WARMER

- Greet: Have all class students stand up and greet together. Instruct students how to respond by saying: Hello, Ms. X. I'm good/ great.

LEAD IN

The teacher writes some addition and subtraction equations within 10 on the board. Ask students for the answers. Read the whole equation then have students repeat.

3. Look, count and write.

- Ask students to look at the picture.
- Ask students "What are these?"
- Have students fill in the right numbers in the blank and do the addition. Then ask students read out loud the equations.
  + There are 4 butterflies
  + There are 3 more butterflies
  + 4 + 3 = 7 (Four plus three equals/is seven)
  + There are 7 butterflies

- Have students count "How many chicks in all?"
  + There are 7 fish
  + 2 chicks are not in the coop
  + 7 – 2 = 5 (Seven minus two equals/is five)
  + There are 5 chicks left.

Answer

4. Subtract and stick the right numbers.

- Ask students to look at the picture in their books.
- Ask students to do the subtraction equations,
- Ask students to find the correct stickers and stick them on the pictures.
- Ask students to read out loud:
  Ten minus seven equals three
  Eight minus four equals four
  Nine minus four equals one
- Check their answers and pronunciation.

Answer

5. Write the missing numbers.

a) 3 + ☐ = 8

b) ☐ − 1 = 4

- Start by explaining the concept of missing number to the students.
- Ensure students understand that they need to find the number that, when added to 3, equals 8 or when subtracted by 1, equals 4.
- Give students tiem to work
- Ask some students to share their answers.

Answer

a) 3 + 5 = 8

b) 5 − 1 = 4

Mixed ability

In case weajer students do not understand how to do this exercise. Teacher may ask “Jack has three apples, his mom give hum five more. How many apples does Jack have?”. Then ask student write the numbers in each corresponding box.

UNIT 10: GREATER THAN – LESS THAN – EQUAL TO

Lesson 1: Comparing numbers within 10

OBJECTIVES

Knowledge: Students will be able to
- recognize: greater than – less than – equal to
- compare numbers within 10.

Vocabulary: *greater than, less than, equal to*

Listening: Listen to the new words, and choose the word heard in the audio.

MATERIALS

Textbook, teacher's guide, lesson plan, flashcards,

WARMER

Greet: Have all class students stand up and greet together. Instruct students how to respond by saying: Hello, Ms. X. I'm good/ great.

LEAD IN

Use flashcards about the numbers and ask students "What number is it?"

MAIN CONTENT

WE LEARN

1. Listen, point and repeat. 23

- Teach new vocabulary: "greater than", "less than" and "equal to" to the students.
- Explain that these words are used to compare numbers.
- Ask students to count the objects in the picture and read the numbers out loud.
- Point to the ">" symbol and explain that it means "greater than." Say "greater than" and have the students repeat
- Model the sentence "Four is greater than three" by pointing to the numbers 4 and 3 while saying the sentence. Then, have the students repeat.
- Repeat the same process for exercise b) and c), using the "<" symbol and the phrase "less than" for exercise b), and using the "=" symbol and the phrase "equal to" for the exercise c).
- Encourage students to point to the numbers and symbols as they say the sentences to reinforce their understanding.
- Open the audio track 23, have the class listen, point and say along.
- Invite some students to practice and check their pronunciation.

Track 23

Look at picture a.

There are four cups.
There are three plates.
Four is greater than three.

Look at picture b.

There are six bees.
There are ten flowers.
Six is less than ten.

Look at picture c.

There are three rabbits.
There are three carrots.
Three is equal to three.

WE PRACTICE

2. Write >, <, = and say.

- Write the number sentence “10 > 3” on the board or display it to the students.
- Explain that this sentence compares the numbers 10 and 3. The > symbol tells us that 10 is greater than 3.
- Model saying the sentence out loud: “Ten is greater than three.”. Encourage students to repeat.
- Have students practice writing the sentence and saying it out loud in pairs or individuals
- Do the same procedure for exercises b), c).
- Ask students to do the exercises b), c).
- Invite some students to show their answers.
- Check their answers and pronunciation.

Answer

Mixed ability

In case weaker students don’t understand how to play the exercise, the teacher should review the symbols > (grater than), < (less than), and = (equal to) with them. Make sure they understand the meaning of each symbol and how they are used to compare numbers.

WE PLAY

- Review the concept of comparing numbers and symbols < (less than).
- Write the numbers 1 to 10 on the board and ask students to say it out loud.
- Ask student to identify and circle that numbers that are less than 6.
- Teacher will use the stickt ball to choose students to play game.
- Take turn to another students.

Answer

Extra activity

- Provide each student with a set of number cards or use a whiteboard to display numbers.
- Give the students different number comparisons to practice. For example, you can say "7 > 5" and have the students point to the correct symbol and say "greater than."
- Mix up the order of the numbers and symbols to provide varied practice.
- Encourage students to take turns creating their own number comparisons and having their classmates respond with the correct symbol and phrase.

UNIT 10: GREATER THAN – LESS THAN – EQUAL TO

Lesson 2: Pratice

OBJECTIVES

Knowledge: Students will be able to
- compare numbers within 10.
- apply the lesson in daily life.

Vocabulary: *greater than, less than, equal to, coffee*

Recycled vocabulary: *bee, flower, ruler, rabbit, one to ten, cup*

Listening: Listen to the new words, and choose the word heard in the audio.

WARMER

- Greet: Have all class students stand up and greet together. Instruct students how to respond by saying: Hello, Ms. X. I'm good/ great.

LEAD IN

Use flashcards "<", ">", "=" to review the previous lesson.

MAIN CONTENT

1. Circle the correct answer.

- Point at sentence a) and say "one is less than two". Circle "is less than", ask students to repeat.
- Ask students to do the same for questions b), c), d) in their books.
- Move around the class to check the answer and help if they are incorrect.
- Ask some students to read out loud the answer in full sentence.
- Check the answer and drill Ss' pronunciation.
- Ask the class to point at their books and repeat.

Answer

b) is greater than
c) is equal to
d) is greater than

WE DO

4. Count and write the numbers. Then, compare (>,<, =).

- Ask students to look at the example and explain it to the students
- + flowers are there?". After Ss answers, point at number 3.
- + Do the same with 1 flower on the right.
- + Point at "3 > 1", saying "three is greater than one". Ask Ss to repeat.
- Ask Ss to do the same for the rest in the books.
- Move around the class to check student's answer and help if necessary.
- Ask some students to completed 3 picture left and ask them to read out the answer.
- Call some other students to check their friend's answer.
- Check student's answers and pronunciation.

Answer

WE PLAY

– This game for two players.
– Teachers prepare this board for children.
– Children take turns answering.

greater than, less than, equal to		
10	is _____	6
5	is _____	8
9	is _____	3
2	is _____	4
7	is _____	7

- Ask students to play this game in pairs.
- The teacher prepares this board for students.
- Ask students takes turn to answer.
- Let studetns to play the game.
- Ask some pairs of students to give the answer.
- Check the answers and give compliments if they do well.

Answer

10 is greater than 6
4 is less than 8
9 is greater than 3
2 is less than 4
7 is equal to 7

Fast finishers

Number sequencing

- Give students a set of number cards (e.g. 0 – 10) or have them create their own.
- Instruct them to arrange the numbers in ascending or descending order.
- Encourage students to use the symbols >, <, or = to compare each pair of numbers as they arrange them.

5. Listen and point. 24

- Help students understand the content of the audio before listening.
- Ask them some questions about the pictures:
  + *How many rulers does Tim have?* (After students answers, write number 3 on the board)
  + *How many rulers does Mia have*? (After students answers, write number 5 on the board)
- Point at the board, ask students to compare 2 numbers.
- Invite some students to give the answers and check it.
- Have all students listen to the audio.
- Ask some students individually repeat/guess the sentences corresponding to the pictures.
- Listen again and have the whole class repeat.

Track 24

Tim and Mia: Tim and Mia are in the classroom.
Tim: I have three rulers.
Mia: I have five rulers.
Mia: Yeah, I have more.

Extra activity

Game: Repeat if it's true

- The teacher sticks a set of number cards on the board.
- The teacher points to two numbers and compares them.
- If the sentence is correct, students repeat it.
- If the sentence is wrong, students stay silent.

UNIT 11: WHAT SHAPE IS IT?

Lesson 1: circle, square, triangle

OBJECTIVES

Knowledge: Students will be able to:

• be confident to pronounce and talk about shapes

• be able to identify and learn vocabularies about shapes

Vocabulary: *Circle, triangle, square, clock, window, ruler, pyramid, flag, CD.*

Listening: Listen to the new words, and choose the word heard in the audio.

MATERIALS

Textbook, teacher's guide, lesson plan, flashcards, audios, …

WARMER

Greet: Have all class students stand up and greet together. Instruct students how to respond by saying: Hello, Ms. X. I'm good/ great.

Warm up with a song in the software, e.g. The shape song.

LEAD IN

"Mystery Bag" Shape guess

Prepare a bag or box filled with small objects or pictures representing different shapes (circle, square, triangle). Begin by telling the students that you have a mystery bag with special objects inside. Explain that they will have to use their senses and observation skills to guess the shapes of the objects without looking at them.

MAIN CONTENT

WE LEARN

1. Listen, point and repeat. 25

- Teach vocabulary: circle, triangle, square.
- Show pictures of circles, triangles, squares and have students look at the board.
- Point the word, and pronounce them clearly and slowly.
- Ask the whole class to drill pronunciation with each word.
- Invite some students individually and repeat vocabulary. Check for correct pronunciation.
- Have the class open their books to Unit 11,
- lesson 1, page 67.
- Open the audio track 28, have the class
- listen again, point, and say along.

Track 25

a. Circle, Circle, Circle.
A clock is a circle. (x2)
b. Square – Square – Square.
A window is a square. (x2)
c. Triangle – Triangle – Triangle.
A ruler is a triangle. (x2)

2. Look and count.

- Show the picture on the board and ask students to count the objects.
- Ask students to describe the circle, triangle, square. Question them:
- + How many circles are there?
- + How many squares are there?
- + How many triangles are there?
- Do an example for students if they do not understand.
- Instruct students to count the correct answer.

Fast finishers

Teachers can expand the lesson by giving more information or eliciting them, such as:
What is the color of the triangle/square/circle?

WE PRACTICE

3. Which have the same shapes? Connect.

- Ask students to look at the pictures.
- Ask students: "What is in the picture?"
- Point at the object and say the word. Then, use finger to move along the object's shapes and say the shapes.
- For exmaple: "Clock".... "Circle".
- Ask the student to repeat the words. (including the words for the objects and the shapes)
- Continue to do the same steps for the other objects.
- Instruct the students to connect the objects with the same shapes.
- Let the students do the exercise alone.
- Ask some students to go to the board to do the exercise.
- Check their answer. Praise the children if they give the right answer.

Answer

WE PLAY

- Point at the shapes and ask the students what shape that is.
- Ask more questions like: *"What color is that?", "How many triangles/ circles are there?"*
- Point at the shapes and say the words. Make the students repeat after you.
- Instruct the students draw the shapes. Use the markers/ chalks to draw on the board. Do it slowly and ask the students to make sure they understand.
- Let the students do the exercise alone. Move around the classroom and check their work.
- Ask for some students to go to the board and draw. Check and praise their work if they draw the right shapes.

Answer

UNIT 11: WHAT SHAPE IS IT?

Lesson 2: Recognizing the shapes

OBJECTIVES

Knowledge: Students will be able to:

• be confident to pronounce and talk about shapes

• be able to identify and learn vocabularies about shapes

Vocabulary: *Circle, triangle, square, clock, window, ruler, pyramid, flag, CD.*

Listening: Listen to the new words, and choose the word heard in the audio.

MATERIALS

Textbook, teacher's guide, lesson plan, flashcards, audios, …

WARMER

- Greet: Have all class students stand up and greet together. Instruct students how to respond by saying: Hello, Ms. X. I'm good/ great.

- Warm up with a game: **Shape Bingo**

Create Bingo cards with different shapes (circles, triangles, squares).

Call out shapes randomly and have students mark the corresponding shape on their Bingo cards.

The first student to get a line or a full card shouts "Bingo!"

LEAD IN

Invite some students to come to the board to draw what shapes the teacher tells. The students with draw first wins.

MAIN CONTENT

WE LEARN

4. Listen and color. 🎧26 🎨

- Ask students to look at the pictures and ask if they know what the shapes of the objects are.
- Invite some students to give the answers and check it.
- Ask students to prepare crayons to do a coloring activity.
- Open the audio track 26 and pause if students can't catch the track.
- Let the students color the picture.
- Check students' work and correct it.
- Prasie students if they do well.

Answer

Track 26

Color circle things in orange.

Color square things in red.

Color triangle things in green.

WE DO

5. Stick these shapes to make a picture.

- Ask students to use the stickers on the last page to make a picture.
- Students can work in pairs or individually.
- The teacher will tell the name of the shapes randomly and let students pick that shape and make a picture in the square.
- The student who has the most beautiful picture will get a point.

WE PLAY

You will need: shape cards
– Put the shapes cards on the floor.
– Teachers say the names of shape cards.
– Then, children pick up the right cards and say.

- Prepare the shapes cards and put them on the floor
- Divide the class into four teams.
- Teachers say the names of shape cards. Then, one student from each group picks up the right cards and says. The group will get one point if they give the right answer.
- Do an example for the students to understand.
- Let students play the game and help each student if necessary.
- Find the winner and praise them.

6. Listen and point. 27

- Introduce names of the boy and the girl, tell briefly topic, content, etc. Ask them simple questions like "What are these?", "How many people are there?"
- Help students understand the content of the audio before listening.
- Point at the pictures, ask students: *What shape is it?*
- Invite some students to give the answers and check it.
- Have all students listen to the audio.
- Ask some students individually repeat/guess the sentences corresponding to the pictures.
- Listen again and have the whole class repeat.
- Ask students to practice the dialogue in pairs or groups.
- Tell the value of the story: "I can know how to recognize shapes around us".

Track 27
Mia: What shape is it?
Tim: It's a triange.
Mia: It's a circle.
Tim and Mia: We know shapes.

Mixed ability
In case weaker students don't understand the audio, the teacher should play each part separately, and repeat slowly if necessary. Then ask students again what items and shapes they heard.

Fast finishers
Ask some students to act out the dialogue. The student can use the school objects to ask and answer. (e.g. ruler, clock,…)

Extra activity

Shape Hunt

- Divide the class into teams (3-4 students per team).
- Explain that each team will have a set amount of time (e.g., 10 minutes) to find and list as many objects as possible that have one of the three shapes (circle, triangle, square).
- Emphasize that they should only list objects they find, not draw them.

UNIT 12: LONGER OR SHORTER

Lesson 1: Longer or shorter

OBJECTIVES

Knowledge: Students will be able to:

• recognize longer and shorter things

• compare two things using the words longer and shorter

Vocabulary: *bus, train, car, sofa, coach, pencil case, eraser, shorter, longer*

Listening: Listen to the new words, and choose the word heard in the audio.

MATERIALS

Textbook, teacher's guide, lesson plan, flashcards, audios, …

WARMER

Greet: Have all class students stand up and greet together. Instruct students how to respond by saying: Hello, Ms. X. I'm good/ great.

Warm up with a song in the software, e.g. Long or short.

LEAD IN

Review old lessons by drawing a shape that students have learned on the board. Invite some students to say out loud the name of the shape. Check their pronunciation.

MAIN CONTENT

WE LEARN

1. Listen, point and repeat. 28

The red crayon is shorter than the yellow crayon.

The red ruler is longer than the brown ruler.

- Teach new vocabulary (longer, shorter) using flashcards.
- Ask students to look at the picture/flashcards of 2 crayons (red crayons and yellow crayons). Point and ask them to name the colors: "What color is it?"
- Invite some students to answer.
- Point at the objects , say which one is shorter and which one is longer (remember to pronounce the words slowly and clearly): *"The red crayon is shorter than the yellow crayon", "The yellow crayon is longer than the red crayon".*
- Point at the shorter or longer object and ask the whole class to say if it is longer or shorter.
- Do the same for the picture of 2 rulers.
- Open the audio track 28, have the class listen, point and say along.
- Invite some students to practice and check their pronunciation.

Track 28

a. Look at picture a.

The red crayon is short.

The yellow crayon is long.

The red crayon is shorter than the yellow crayon.

b. Look at picture b.

The red ruler is long.

The brown ruler is short.

The red ruler is longer than the brown ruler.

2. Look and say.

- Ask students to compare the bus and the train, the red car and the black car, the sofas, and the blue and the green fish.
  + Is the bus longer than the train?
  + Which car is shorter than the other?

+ Which car is shorter than the other?
+ Which one is longer, the red car or the black car?
+ Which couch is shorter than the other?
+ Is the red couch shorter than the green couch?
+ Which fish is longer?
+ Is the green fish longer than the blue one?

- Do an example for students if they do not understand. The teacher say: 'The bus is shorter than the train"
- Guide students to write or say which object is longer and which object is shorter.

Mixed ability

In case weaker students do not understand how to do the exercise. The teacher shows them the answer by pronouncing and explaining the words slowly and clearly.

WE PRACTICE

3. Circle the correct answer.

- Ask students to look at the pictures
- Point at one pencil case and ask students: " *What color is it?"*
- Invite some students to name the color.
- Ask students to compare two pencil cases then choose the correct answer.
- Ask students to read out loud the full sentences
- Check their answer and pronunciation
- Do the same steps for exercise b).

Answer

4. Listen and color.

- Point at the objects and ask students to name that objects.
- For exampleTeacher points at a pencil and ask: *"What is it?"*
- Pick a student to answer the question.
- Do the same for eraser and pencil case.
- Praise the students' work.
- Open Audio 29 and tell students to color according to the audio.
- Pause if students get stuck or cannot catch up.
- Invite some students to go the board and color the objects.
- Praise the students if they get the right answer. If they do not answer correctly, teacher explains and ask other students to give a try.

Track 29

- Color the long pencil in yellow. Color the long pencil in yellow. Color the long pencil in yellow.
- Color the short eraser in blue. Color the short eraser in blue. Color the short eraser in blue.
- Color the long pencil case in pink. Color the long pencil case in pink. Color the long pencil case in pink.

Answer

WE PLAY

- Explain the rules carefully:
  + Boys and girls in class stand in two different lines.
  + Then, say which line is longer?
- Classify the class into 2 groups: boys and girls. All the girls stand in 1 line and all the boys stand in the other line.
- Let the students see the lines themselves and say which line is longer.
- The group that says the correct answer faster wins the game.
- Praise the winners.

Extra activity

Provide students with objects of different lengths, such as pencils, crayons, or blocks.
Instruct them to compare the lengths of the objects in pairs and identify which one is longer or shorter.
Encourage students to use the words "longer" or "shorter" when discussing their comparisons.

Lesson 2: How long is it?

OBJECTIVES

Knowledge: Students will be able to:
• recognize longer and shorter things
• measure things around themselves.
Vocabulary: *carrot, banana, pencil, book, pencil case, eraser, ruler.*
Listening: Listen to the new words, and choose the word heard in the audio.

MATERIALS

Textbook, teacher's guide, lesson plan, flashcards, audios, …

WARMER

Greet: Have all class students stand up and greet together. Instruct students how to respond by saying: Hello, Ms. X. I'm good/ great.
Warm up with a song in the software, e.g. Long or short.

LEAD IN

Drawing Comparisons

- Ask students to prepare a piece of paper and draw two objects.
- Instruct them to make one object longer and the other shorter.
- Have students share their drawings with their classmates.

5. Mesure and write.

- Point at the objects and ask students to name them.
- Pick some students to answer and check their pronunciation.
- Point at the ruler and invite some students to read out loud all the numbers on the ruler.
- Point at the "cm" and pronouce it slowly and clearly. Explain this unit.
- Ask students to look at the book on page 74 and show them how to measure.
- Instruct students to write the correct numbers in the box.
- Ask students to say out loud the lenglth of the object adding with unit "cm".
- Pick some students to answer the questions and praise if they do well.

Answer

b. 8 cm

c. 10 cm

d. 9 cm

WE DO

6. Use a ruler to measure your things.

- Ask students to take out their rulers and measure things like their pencil, book, pencil case and eraser.
- *Note:* If students do not have these items, they can borrow from their friends.
- Instruct students on how to measure: *"Put the starting point of your object aligned with the number 0 on the ruler. Then look at the number that aligns with the ending point of the object and write down that number. That will be the length of your object."*
- Do an example if students do not understand.
- Pick some students to write their answers on the board and praise the students' work.

WE PLAY

– You need: paper, a pencil, a ruler.
– Children draw their favorite things of length 10cm on the paper in 10 minutes.
– The child who can draw the most is the winner.

- Ask students to perpare paper, a pencil, a ruler to draw. They can borrow from their friends if necessary.
- Guide students to draw on the paper, explain that they could draw their favorite items but only with the length of 10 cm and they only have 1o minutes to do it.
- *Note:* Teacher can suggest to them some objects: pencil, book, book case.
- Collect the papers and check their drawing.

7. Listen and points. 30

Value: I can know how to measure.

- Help students understand the content of the audio before listening.
- Point at the pencil in the first picture and ask: *"What is this?", "How long is this pencil? ".*
- Do the same for the second picture.
- Ask students to compare the length of 2 pencils: "*Is the pencil in picture 1 longer?".* If students do not understand, give them hints by asking: *"Why the boy is happy?"*, "Why the girl has the unhappy face?", "Who gets the longer pencil?"
- Encourage students to answer in full sentences: "... is longer than/shorter than ..."
- Open the Audio and let the class read along.
- Let students practice role-play in pairs. Call some groups randomly to go to the board and do the role play.

Track 30

Mia: My pencil is 8cm long.

Tim: My pencil is 10cm long.

Tim: My pencil is longer.

Mia: My pencil is shorter.

SEMESTER 2 REVIEW

Lesson 1

OBJECTIVES

Knowledge: Students will be able to:

- Review the vocabulary and numbers from 0
- Practice doing some simple addition and subtraction problems.
- Review greater than, less then, and equal to.

Vocabulary: *Circle, triangle, square, clock, window, ruler, pyramid, flag, CD.*

Listening: Listen to the new words, and choose the word heard in the audio.

MATERIALS

Textbook, teacher's guide, lesson plan, flashcards,

WARMER

Greet: Have all class students stand up and greet together. Instruct students how to respond by saying: Hello, Ms. X. I'm good/ great.

Warm up with a song in the software.

LEAD IN

Use flashcards of the signs: greater than (>), less than (<) and equal to (=) and flashcards of numbers from 0 – 10 to review what students have learned.

MAIN CONTENT

WE LEARN

1. Count and write.

- Ask students to look at the pictures.
- Point at the objects and ask students to identify them: "What are they?".
- Tell students to count the objects and write the numbers in the boxes. Then solve the addition/subtraction problems.
- Example: Point at picture a) and ask: "How many blue bikes are there?", "How many pink bikes are there?".
- Read the addition problem: "Seven plus three equals ten", then write the number 10 in the box.
- Give students 3 minute to do the exercise.
- Invite some students to go to the board and write the numners.
- Check the answers and praise the students if they do well.

Answer

a) 7 + 3 = 10 bicycles

b) 7 – 6 = 1 coconut

c) 6 – 4 = 2 cats

d) 3 + 2 = 5 monkeys

2. Write and compare (>,<, =). Then say.

- Ask students to look at the pictures. Point at the objects and ask: "What are these?"
- If students do not remember/know the names, pronounce and explain them slowly and clearly.
- Tell students to count and compare the objects in the boxes. Do an example if students do not understand:
- In box a), point at the balls on the left and ask "How many balls are there?"
- Point at the balls on the right and ask "How many balls are there?"
- Compare the numbers: "Five is less than six" then write the sign (<) in the middle box.
- Allow some time for students to complete the task.
- Invite some students to give the answers and ask them to say it out loud.
- Check and praise them if they get the right answers.

Answer

a) 5 < 6 b) 9 > 7 c) 8 = 8

Extra activity

Bingo game

- Teacher provides a list of words/numbers to review.
- Ask students to draw a 3x3 square and fill it with words on the list randomly.
- Teacher calls out the words/numbers from the list randomly.
- Students search for the right square and mark it.
- The first student to have all words highlighted yells 'Bingo', and wins.

Lesson 2

OBJECTIVES

Knowledge: Students will be able to:

• Review numbers from 0 to 10 and three shapes: circle, square and triangle.

• Review what is longer and what is shorter.

• Measure ojects and apply the knowledge to real-life context.

Vocabulary: *bread, hair,* baseball bat, toothbrush, comb.

Listening: Listen to the new words, and choose the word heard in the audio.

MATERIALS

Textbook, teacher's guide, lesson plan, flashcards, audios, …

WARMER

Greet: Have all class students stand up and greet together. Instruct students how to respond by saying: Hello, Ms. X. I'm good/ great.
Warm up with a song in the software.

LEAD IN

Use flashcards of numbers from 0 – 10 and the shapes: circle, square and triangle to review what students have learned.

MAIN CONTENT

3. Count each shape and write the number.

- Ask students to look at the picture on page 79.
- Point at the house, tree and the sun then ask: *"What is this?".*
- Pick a student to answer the question. If students do not know, pronounce and explain the words slowly and clearly.
- Instruct students to count the shapes:
  + *"How many circles are there in the picture?"*
  + "How many squares are there in this picture?"
  + "How many triangles are there in this picture?".
- Pick some students to go to the board to point them out.
- Guide students to write the correct numbers in the boxes.
- Ask some students to read their answers again in full sentences: "There are 3 triangles in the picture."
- Check their pronunciation and praise their work.

Answer

5. Circle.

- Ask students to look at two pictures.
- Ask some questions: "What is this?", pick some students to answer.
- Help students recall the "longer" and "shorter" definitions.
- Point at the picture a) and ask: "Which bread is longer?". Guide students to measure with their eyes (or a ruler).
- Invite a student to point and say which one is longer.
- Do the same for picture b).
- Check the answers and praise the students if they get the answers right.

Answer

6. How long is it? Match.

- Point at the picture a) and ask students to say out loud the length of the object.
- Do an example if students do not understand:
- Ask: *"How many centimeters is the bat?"*.
- Point at the number 7 and say: "The bat is 7cm".
- Instruct students to match the picture with the correct measurement.
- Let students do the rest of this exercise.
- Pick some students to go to the board and match.
- Check their answers.

Answer.