



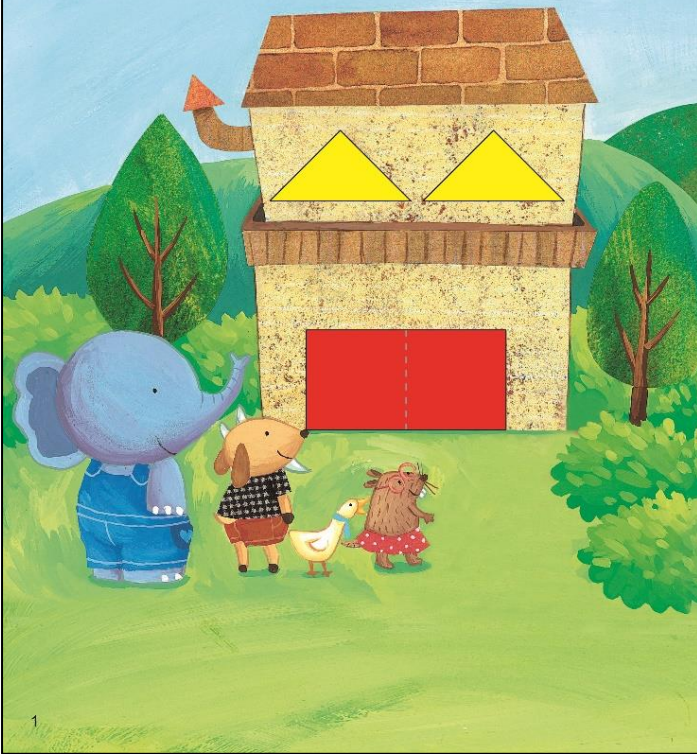
Fun Math

Teacher's Manual C



C1-1 Geometric Shape Combinations

Look at the little elephant's house. What's the shape of the door and the windows? Please place the shape cards on the shapes, and color the shapes according to the shape cards.



Please take out the shape cards that are shown on the left, and see what you can build with them. Circle the correct answer.

1

2

Class		Teacher	
Unit	C1-1	Topics	Geometric Shape Combinations

Manipulatives: Shape cards

Learning Activities

1. Prepare some shapes cards in a mystery box.
2. Draw a big house on the whiteboard with a triangle window and a rectangle door. Tell students, "This is a beautiful house. Let's look at the window."
3. Have students take turns to draw a shape card from the mystery box, and compare the shape card with the triangle shape of the window.
4. Guide students to observe the shape of the door. Show students a pair of triangle cards and a pair of square cards.
5. Put the two triangles together to make a square, and put the two squares together to make a rectangle. Ask students which new shape resemble the shape of the door.
6. Encourage students to create new shapes with their shape cards.

Student Book Activities

Guide students to complete the practice using the manipulatives and crayons.

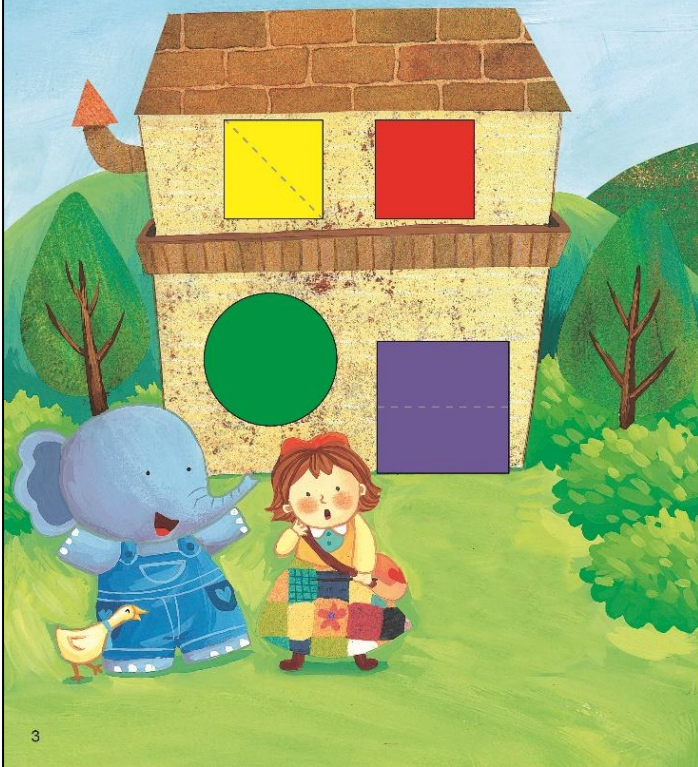
Extended Activities

Making shapes:

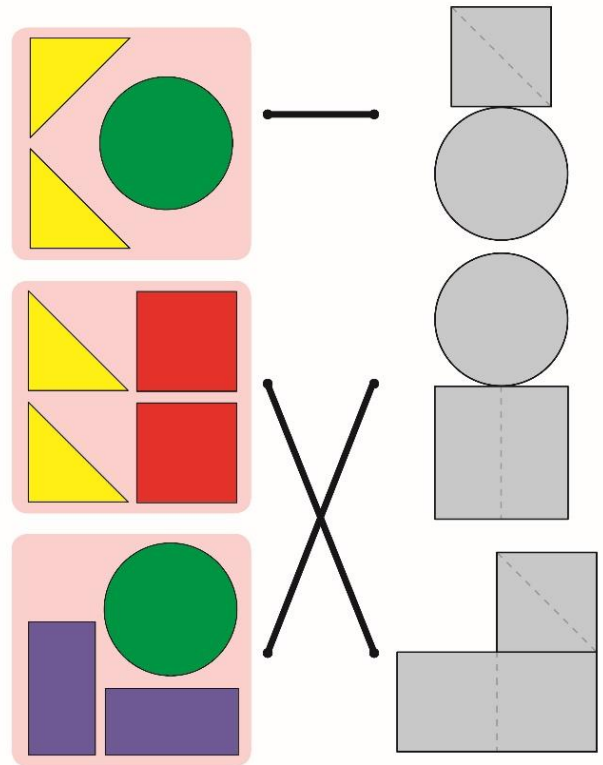
1. Show students a shape. Guide students make this shape with their hands, arms, or bodies.
2. Pair up the students. Show students a shape. Each pair tries to make the shape together.
3. Divide students into groups of three. Play the game again.

C1-2 Geometric Shape Combinations

What shapes did Angie turn the windows and the door into? Please make the shapes with the shape cards. Then color the shapes with the same color of the shape cards.



What figures can you build with these shape cards? Please draw lines to match the figures on the right.



Class		Teacher	
Unit	C1-2	Topics	Geometric Shape Combinations

Manipulatives: Shape cards

Learning Activities

1. Guide student to observe the house on Student Book page 3.
2. Ask student what's the shape of the windows at the second floor.
3. Take out a square and two triangle cards. Show students how to build a square with two triangles.
4. Take out a square and two rectangle cards. Show students how to build a square with two rectangles.
5. Encourage students to make their own squares using triangles and rectangles.

Student Book Activities

Guide students to complete the practice using the manipulatives and crayons.

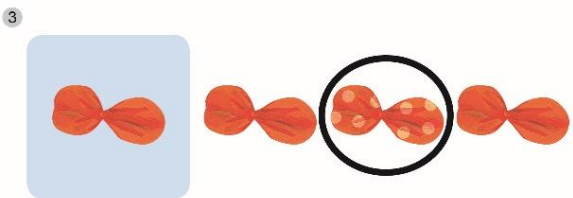
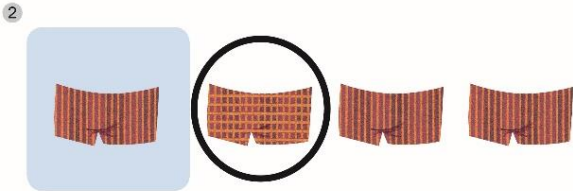
Extended Activities

Jigsaw puzzle games:

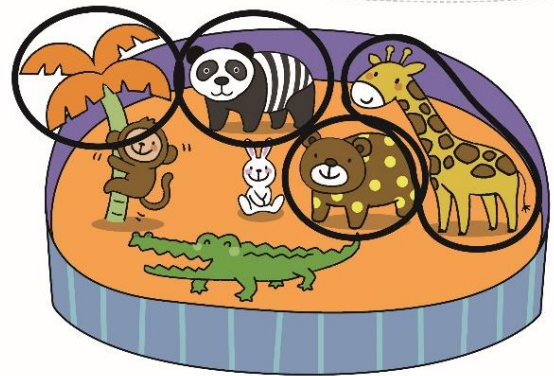
1. Each student place two triangles and a square on a sheet of paper.
2. Tell students to put the shapes together to create a new figure.
3. When students are done. Teacher traces the outline of each figure on the paper.
4. Students exchange their paper, and try to build the figures with shape cards.



Look at the objects. Find the different one and circle it.



Please compare the two pictures, and circle the 4 differences in the bottom picture.



Class		Teacher	
Unit	C1-3	Topics	Same and Different

Manipulatives: Shape cards

Learning Activities

1. Prepare three candies. One is different from the others. Ask students to find the odd one.
2. Show students three shape cards. Two rectangles and one square. Ask students to find the odd one.
3. Ask students to take out three shape cards from their Math Box. Two are the same and one is different. Have students observe each other's shape cards and find the odd one.

Student Book Activities

Guide students to complete the practice using the manipulatives and crayons.

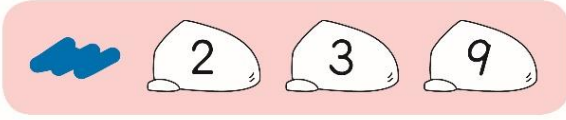
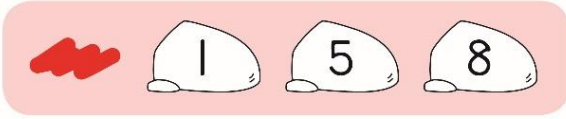
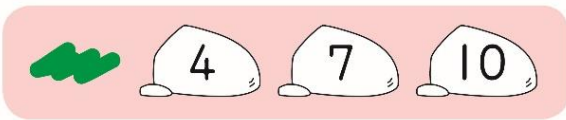
Extended Activities

Follow me:

1. Show students how to place their fists on their facial parts (eyes, ears, mouth, and nose.)
2. Teacher says, "Eyes, ears, mouth, and nose. One, two, three, and here we go!"
3. Students who put their fists on the same facial parts as the teacher can stay in the game.
4. Continue until there is only one student left.

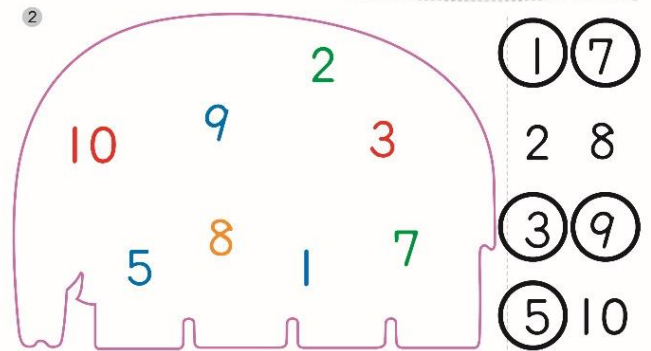
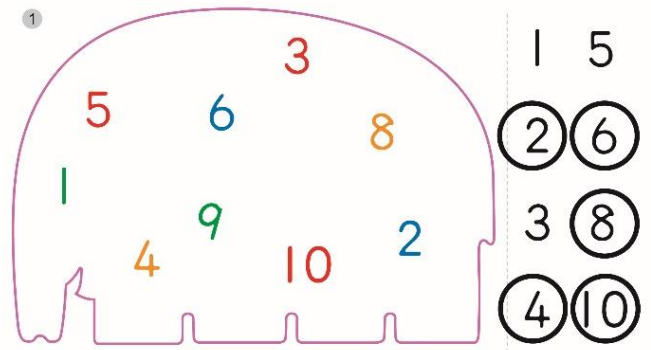


Please color the rocks according to the directions given below.



7

Place the elephant board within the outline. Find out the numbers and circle them on the right.



8

Class		Teacher	
Unit	C1-4	Topics	Learning Numbers 1-10

Manipulatives: Elephant board

Learning Activities

1. Prepare a red, a green and a blue marker.
2. Draw ten circles on the whiteboard. Write a number above each circle from 1 to 10.
3. Ask one student to come up and color number 2 red. If the student does it correctly, he/she can pick another student and give commands.
4. Continue until all the circles are colored.

Student Book Activities

Guide students to complete the practice using the manipulatives and crayons.

Extended Activities

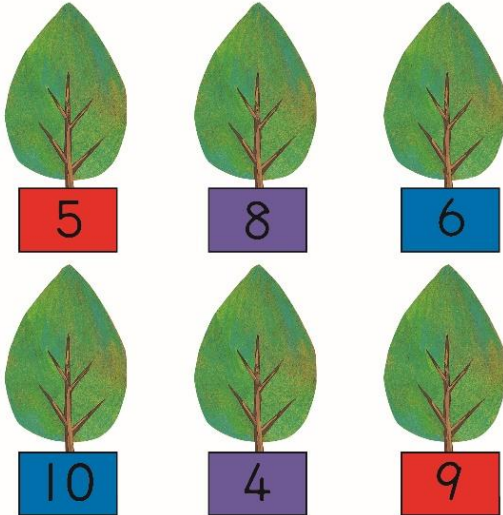
Number fun:

1. Write numbers 1 to 10 on a piece of paper. Make copies for every student.
2. Encourage students to decorate the numbers creatively with crayons.



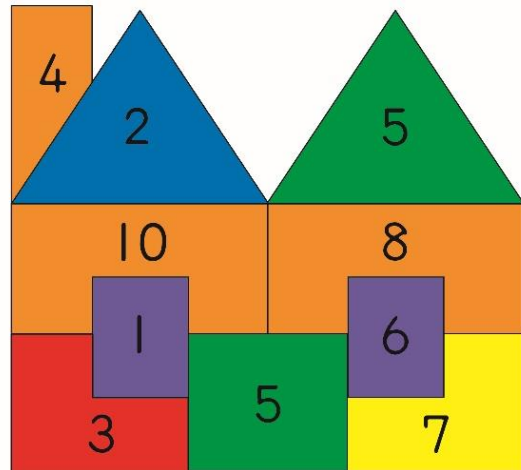
Each tree in the woods has a number plate. Please color the plates according to the table below.

4	5	6
8	9	10



Please color the areas according to the directions given below.

2	3	7



Class		Teacher	
Unit	C1-5	Topics	Learning Numbers 1-10

Manipulatives: None

Learning Activities

1. Draw 4 trees on the whiteboard. Write a number on each tree from 1 to 4. Draw a different animal under each tree.
2. Guide students to look at each tree and the animal under that tree.
3. Ask students questions, for example, "What's the animal under tree number 3?" "Which tree is piggy under?"

Student Book Activities

Guide students to complete the practice using the crayons.

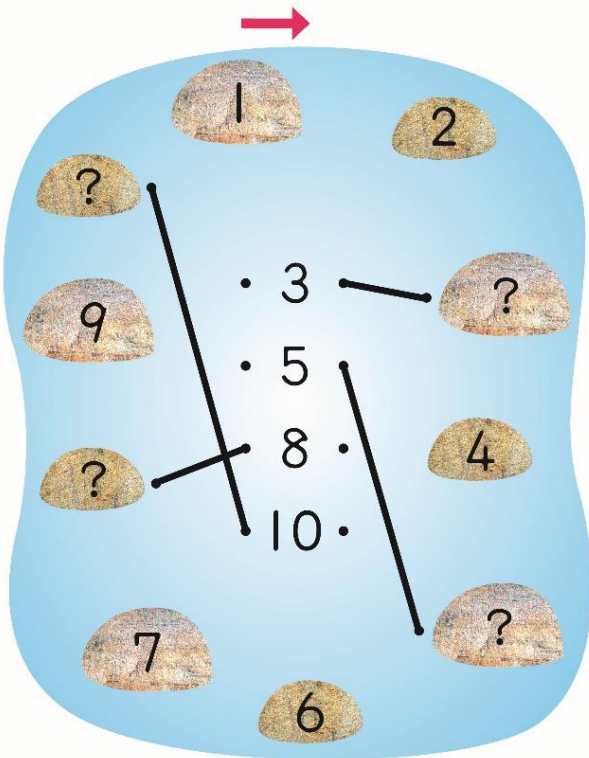
Extended Activities

Secret numbers:

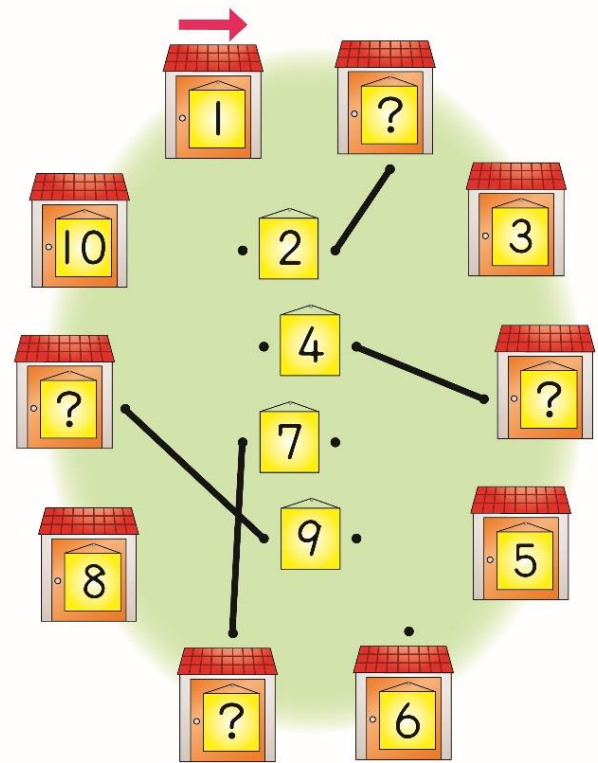
1. Cut white paper into A5 size.
2. Write one number on each piece of paper using a white crayon.
3. Students color the paper with watercolor to reveal the number.
4. Ask students to say out loud the secret numbers they reveal.



Please find the missing numbers of the rocks according to the numerical order 1 to 10. Then draw lines to the correct numbers.



Please draw lines to match the house number plates with the missing numbers according to the numerical order 1 to 10.



Class		Teacher	
Unit	C1-6	Topics	Numerical Order 1-10

Manipulatives: Number cards

Learning Activities

1. Draw ten circles on the whiteboard, and then show student an animal card.
2. Tell a story, "A doggy (or other animals) wants to cross the river. Let's help it by putting numbers on the rocks in the river."
3. Write "1" on the first rock, and then move the animal to the first rock. Write "2" on the second rock, and then move the animal to the second rock. Continue to count, write numbers, and move the animal from rock to rock.
4. Tell students, "Good job! Now let's say out the numbers again." Guide students to say out 1 to 10.

Student Book Activities

Guide students to complete the practice using the manipulatives and crayons.

Extended Activities

Number train:

1. Have ten students come up to the front. Each student draws a number card.
2. Students take turns to say out their numbers.
3. Guide students to make a number train in the order of 1 to 10.
4. The number train goes around the class and comes back to the front of the classroom.
5. Before dismissing the train, ask students to say out their numbers again.

According to the numerical order, please find the number for the tree that the owl sits in, and then match the number plate to the correct number.

1
 2
 3
 4

Please draw a ○ in the □, if the set of cups are in numerical order.

1
 2
 3
 4
 ○ □

Class		Teacher	
Unit	C1-7	Topics	Adjacent Numbers Smaller Than 10

Manipulatives: Number cards

Learning Activities

1. Draw 3 apple trees on the whiteboard. Each tree has an apple. Write a number on each apple from 3 to 5.
2. Tell students, "A squirrel comes and picks an apple!" Erase one apple.
3. Ask students what's the number of the missing apple. Ask students to pick a number card from their Math Box to answer this question.
4. Continue practicing with other numbers.

Student Book Activities

Guide students to complete the practice using the manipulatives and crayons.



Extended Activities

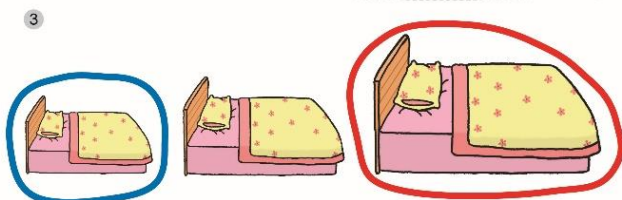
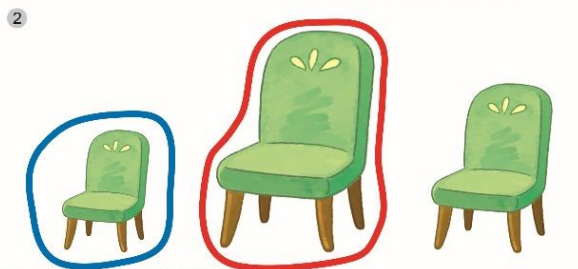
Guessing game:



1. Put the number cards into a mystery box.
2. Ask one student to draw a number card and hide it in his/her hand.
3. Guide the student to give hints to the class by saying, for example, "This number is between 3 and 5".
4. The one who guesses the correct answer can come up to draw a number card, and start a new guess.

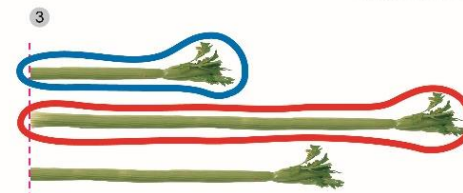
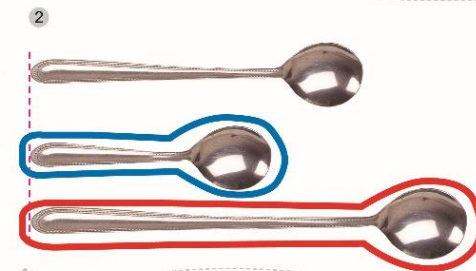
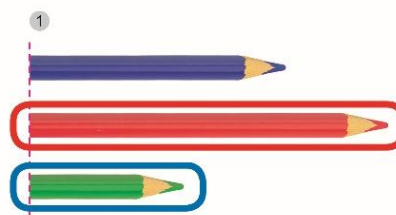
C1-8 Comparison of Three Objects



Compare the objects in each row. Circle the biggest object with , and circle the smallest object with .



Compare the objects in each row. Circle the longest object with , and circle the shortest object with .



Class		Teacher	
Unit	C1-8	Topics	Comparison of Three Objects

Manipulatives: None

Learning Activities

1. Draw three apples on the whiteboard. Guide students to observe the sizes of the apples.
2. Ask one student to erase the biggest apple. And then ask another student to erase the smallest apple.
3. Invite three students to come up to the front. Each student takes turns to draw an apple.
4. Ask the class which apple is the biggest, and which is the smallest.

Student Book Activities

Guide students to complete the practice using the crayons.

Extended Activities

Big or small:

1. Write down “big” on one side of a coin and “small” on the other side.
2. Cut colored paper into many squares of different sizes. Hand each student one square.
3. Divide students into three teams. Each team sends one student to the front with his/her square.
4. Flip the coin. If the side with the word “big” is up, the student with the biggest square can keep his/her square. Vice versa. The student who loses has to return his/her square to the teacher.
5. Play the game until one team loses all squares.



Please match the objects to the numbers. 1 being the longest and 3 being the shortest.

1

2

Please match the objects to the numbers. 1 being the tallest and 3 being the shortest.

1

2

Class		Teacher	
Unit	C1-9	Topics	Comparison of Three Objects, Sorting

Manipulatives: None

Learning Activities

1. Draw three trees on the whiteboard. Guide students to observe the heights of the trees.
2. Ask students which tree is the tallest, and then write "1" above the tallest tree. Ask students which is the shortest, and then write "3" above the shortest tree. Last, write "2" above the second-tall tree.
3. Pick three students to come to the front. Have students compare their heights.
4. Ask the tallest student to stand in front of the tallest tree, the second-tall student in front of the second-tall tree, and the shortest student in front of the shortest tree.
5. Keep the tallest student in the front, and pick two other students to come up and compare their heights again.
6. Continue practicing until every student has a turn.

Student Book Activities

Guide students to complete the practice using the manipulatives and crayons.

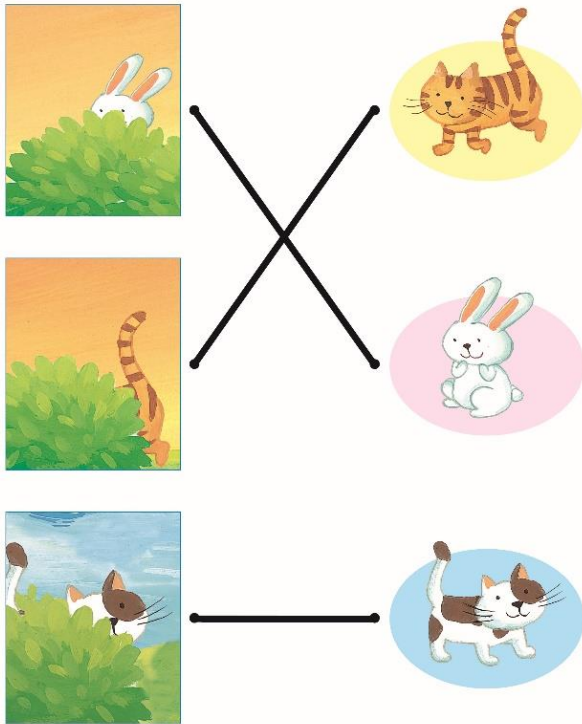
Extended Activities

Building game:

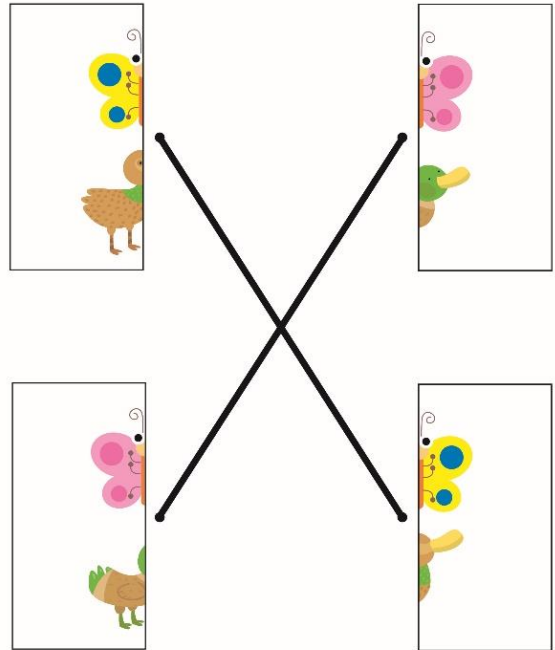
1. Tape three lines on the floor, and prepare some building blocks in the front of the classroom.
2. Divide students into three teams. Each time each team sends one student to hop along the line, pick up one block, and hop back. Each team builds a tall building with the blocks.
3. When time's up, the team with the tallest building is the winner.



The animals are playing hide and seek. Please find the hidden animals, and match the pictures to the animals.



Please find the other half of each picture by comparing it to the different faces of the triangular prism. Then draw a line to the correct answer.



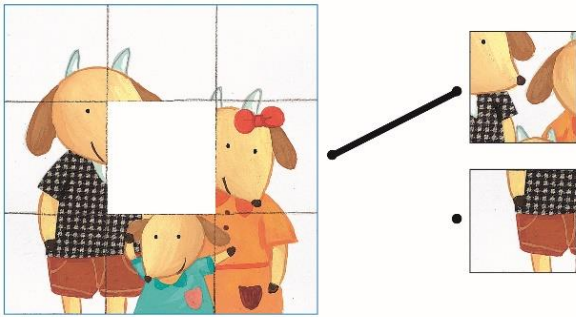
Class		Teacher	
Unit	C1-10	Topics	Parts and the Whole
Manipulatives: Triangular prisms			
Learning Activities			
<ol style="list-style-type: none"> 1. Prepare some pictures of students' favorite cartoon characters. 2. Show the first picture, but cover most part of the picture. Ask students if they could recognize this character. If they couldn't guess it, then show more of the picture. 3. Continue practicing with the other pictures. 			
Student Book Activities			
Guide students to complete the practice using the manipulatives and crayons.			
Extended Activities			
Fast response game:			
<ol style="list-style-type: none"> 1. Prepare some toys, and put them in a mystery bag. 2. Divide students into three teams. 3. Each time show a small part of a toy from the bag. The team first guesses the correct answer can keep the toy. 4. Continue playing with all toys. The team with the most toys is the winner. 			



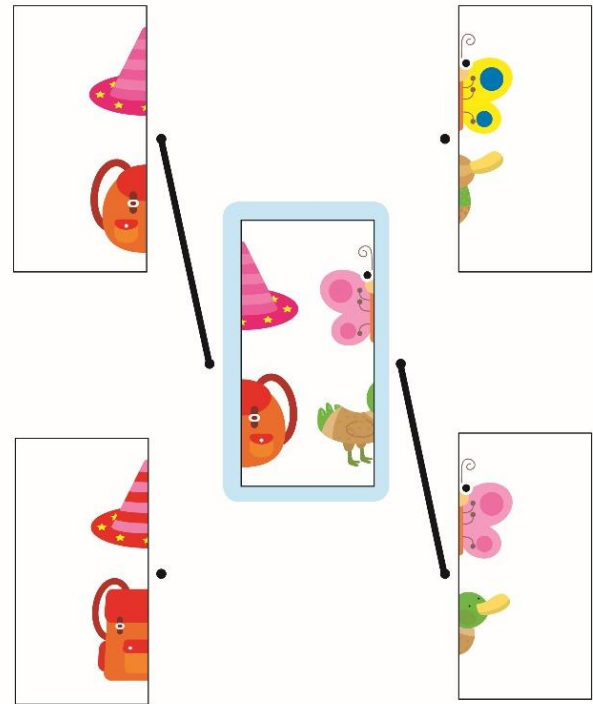
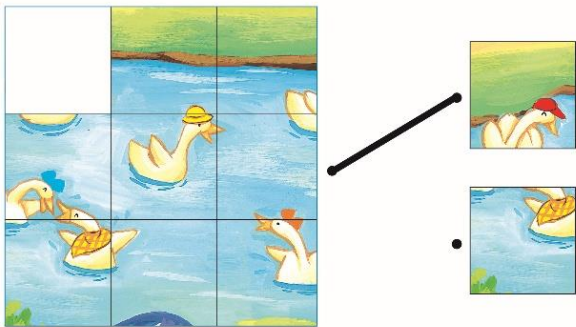
Mr. Goat's house has a missing tile on the wall. Please draw a line to the missing tile.

The picture in the middle is one of the faces of the triangular prism. Please find and draw lines to the other two faces.

1



2



Class		Teacher	
Unit	C1-11	Topics	Parts and the Whole

Manipulatives: Triangular prisms

Learning Activities

1. Ask students to take out the triangular prisms from their Math Box.
2. Tell students there are two prisms that each has half of a butterfly on it.
3. After every student finds these two prisms. Guide students to put these two prisms together to make a butterfly.
4. Continue to look for a yellow butterfly, a duck, and a hat.

Student Book Activities

Guide students to complete the practice using the manipulatives and crayons.

Extended Activities

Where's my friend:

1. Prepare some pictures of various objects.
2. Cut each picture in half.
3. After each student gets one picture, guide students to walk around in the classroom to find their partners.
4. Those who find their partners can come to the front with their complete pictures.



Count the flowers of different colors. What is the total number of the flowers? Please color that number of ○.

1

2

3

Count the circles of different colors. What is the total number of the circles? Please color that number of ○.

1

2

3

Class		Teacher	
Unit	C1-12	Topics	Composing Numbers up to 5
Manipulatives: Plastic chips			
Learning Activities			
1. Tell students, "Little Red Riding Hood is going to visit Grandma. She wants to pick some flowers for Grandma. Let's count how many flowers does she have?"			
2. Draw some red flowers on the whiteboard. Ask students to count while the teacher is drawing. Draw some yellow flowers on the whiteboard, and ask students to count together.			
3. Tell students, "Now, Little Red Riding Hood has ____ red flowers, and ____ yellow flowers! Altogether, she has _____ flowers."			
4. Repeat the story with different numbers of flowers.			
Student Book Activities			
Guide students to complete the practice using the manipulatives and crayons.			
Extended Activities			
Shopping game:			
1. Ask students to take out their plastic chips from the Math Box.			
2. Pretend the red chips are apples, the yellow chips are bananas.			
3. Tell students, "Let's shop for two apples, and three bananas." Each student quickly places two red chips and three yellow chips in front of them.			
4. Students take turns to be the teacher, and tell the class what to shop for.			



Count the balloons of different colors. What is the total number of the balloons? Please color that number of ○, and then circle the correct answer.

1

2

3

Take out the triangular prisms. Match them with the pictures that has the same amount of candy. Count the candy in each picture separately, and then add them up. Please color that number of ○, and then circle the correct answer.

1

2

3

Class		Teacher	
Unit	C1-13	Topics	Composing Numbers up to 5

Manipulatives: Triangular prisms, number cards, plastic chips

Learning Activities

1. Draw two big squares on the whiteboard.
2. Ask students to take out their plastic chips and number cards from the Math Box.
3. Draw one blue balloon in one square, and two red balloons in another square. Guide students to count the balloons of each color, and the total number of all balloons.
4. Ask students to place the plastic chips on the table according to the balloons on the whiteboard. Guide students to count the plastic chips and place the corresponding number cards next by the chips.
5. Repeat step 3, continue practicing with the plastic chips and number cards.

Student Book Activities

Guide students to complete the practice using the manipulatives and crayons.

Extended Activities

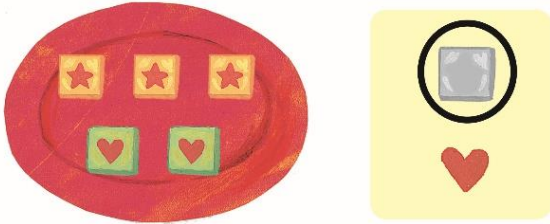
Passing balls:


1. Prepare two big boxes. One box for the girls, and one box for the boys.
2. Have students sit in a circle. Pass down five balls when the music starts.
3. When the music stops, ask the students with balls to put their balls into the boxes according to their genders.
4. Count the balls in each box, and ask students how many is the total number of the balls?
5. Continue passing down the balls several times.

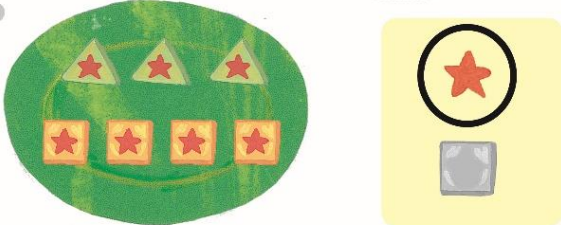


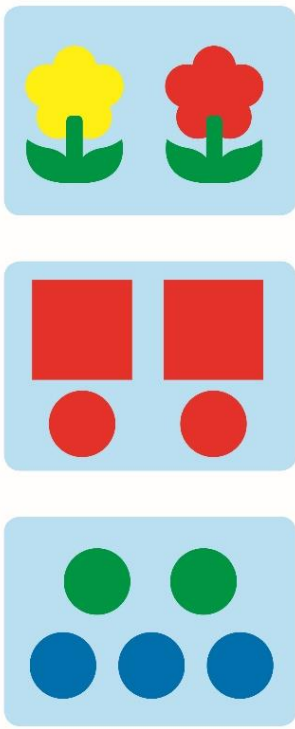
Granny Bear has baked many cookies. Please find and circle the common feature of each plate of cookies.

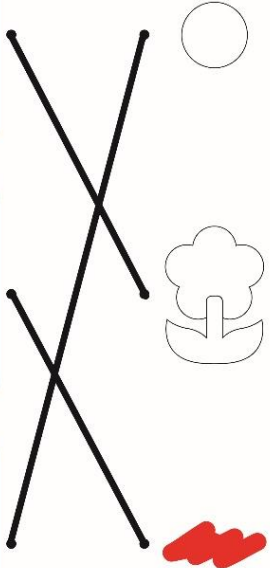
Please take out the foam shapes, the shape cards, and the plastic chips. Observe them and find the common features of these objects. Draw lines to the correct answers.

1 

2 

3 





(Note: Lines connect the boxes to the shapes, indicating common features.)

Class		Teacher	
Unit	C1-14	Topics	Finding the Common Features

Manipulatives: Shape cards, foam shapes, plastic chips

Learning Activities

1. Make some cookies out of cardboard. Some are square, and some are triangle shape. Draw a star on some of the cookies, and draw a heart on the rest of the cookies.
2. Give each student a shape and say, "Pretend these are yummy cookies. Look at the shape and the pattern of your cookie. Compare your cookies with your classmates!"
3. Tell students, "If you have a square cookie, please stand up." "If you have a square cookie with a star on it, please sit down."
4. Ask students who remains standing, "What is the shape of your cookie? What's the pattern on your cookie?"
5. Continue practicing until students are familiar with the features of the cookies.

Student Book Activities

Guide students to complete the practice using the manipulatives and crayons.

Extended Activities

Big wind blows:

1. Place some chairs in the middle of the classroom. One chair for each student, minus one.
2. Pick one student to be "it". The student says, for example, "The big wind blows the person who's wearing a red T-shirt." Those who are wearing a red T-shirt must stand up and quickly find a new seat. Take away one chair each time.
3. The game ends when there are only five students left.



According to the hints, circle the cookies that have the same features.

1

2

3

According to the hints, draw a line to the clothes that has the same features.

1

2

Class		Teacher	
Unit	C1-15	Topics	Finding the Common Features

Manipulatives: None

Learning Activities

1. Draw a circle cookie and a square cookie on the whiteboard. Each cookie has a star on it.
2. Ask students what's the common feature of these cookies? Shape or pattern?
3. Draw a star next to the cookies.
4. Draw two square cookies on the whiteboard. One has a star, and one has a heart on it.
5. Ask students what's the common feature of these cookies? Shape or pattern?
6. Draw a square next to the cookies.

Student Book Activities

Guide students to complete the practice using and the crayons.

Extended Activities

Relay game:

1. Pick one students to come up to the front. Have the class observe the clothes of this student.
2. For example, if this student is wearing a red T-shirt, he/she can pick the next student who's wearing a T-shirt, or who's is wearing red.
3. Continue this game until every student has a turn.



How to divide 5 strawberry cookies into 2 groups? Please try by dividing the same amount of plastic chips. Then circle the correct amount of cookies.

1

2

3

How to divide 5 candies into 2 groups? Please try by dividing the same amount of plastic chips. Then circle the correct amount of candies.

1

2

3

* The suggested answers are indicative only.

Class		Teacher	
Unit	C1-16	Topics	Decomposing Numbers up to 5
Manipulatives: Plastic chips			
Learning Activities			
<ol style="list-style-type: none"> Put five magnets on the whiteboard. Have students count the magnets. Tell students, "Mr. Rabbit made 5 cookies for his two friends, Mr. Dog and Mr. Cat" Take away two magnets from the whiteboard and say, "Two cookies for Mr. Dog. Look! How many cookies are left for Mr. cat?" Put the magnets back. Take away one magnet and say, "One cookie for Mr. Dog. How many are left for Mr. Cat?" Have students come up to tell the story with different numbers of cookies for Mr. Dog and Mr. Cat. 			
Student Book Activities			
Guide students to complete the practice using the manipulatives and crayons.			
Extended Activities			
Good partners:			
<ol style="list-style-type: none"> Pair up students. Give each pair five plastic chips. Teacher says, "One and four." Each pair must divide their chips, so one student has one chip, and the other student has four. Continue giving commands until all students can divide their chips correctly. Teacher says, "Two." Each pair of student divide their chips into two and three. Continue practicing with different numbers. 			



How to divide the cookies into 2 groups? Please try by dividing the same amount of plastic chips. Then circle the number and the amount of cookies.

1

2

3

Count and color the second group of flowers. Then circle the correct number.

1

2

3

Class		Teacher	
Unit	C1-17	Topics	Decomposing Numbers up to 5

Manipulatives: Plastic chips, foam shapes, number cards

Learning Activities

1. Draw a big square and two small squares on the whiteboard.
2. Put three magnets in the big square, and ask students to count the magnets. Write “3” below the big square.
3. Move one magnet to the small square on the left. Ask students count the magnets in this small square. Write “1” below the small square.
4. Have one student move the rest of the magnets from the big square to the square on the right. Ask students to count the number of the magnets that are in this small square. Write “2” below the small square.
5. Tell students, “There were 3 magnets in the big square,” Point to the two small squares and say, “But now there are two and one.”

Student Book Activities

Guide students to complete the practice using the manipulatives and crayons.

Extended Activities

How many:

1. Prepare 5 big buttons.
2. Invite one student to come grab some buttons with one hand.
3. Guide students to guess how many buttons are grabbed by counting the rest of the buttons that are remain on the table



Please count along the cookies with the number cards, and then draw a ○ in the □ that has more objects.

1

2

3

Please count along the drinkware with the number cards, and then draw a ○ in the □ that has more objects.

1

2

3

Class		Teacher	
Unit	C2-1	Topics	Conservation of Numbers up to 10

Manipulatives: Number cards

Learning Activities

- Place two different kinds of cookies respectively on two plates. One has eight, and the other one has five. Ask students which plate has more cookies.
- Move the cookies to the table. Line up the two kinds of cookies respectively in two rows. One row above another row for students to compare the numbers.
- Discuss with students which row is longer and has more cookies.
- Mix the cookies, and divide the cookies into two piles. Ask students which pile has more.
- Line up the cookies respectively in two rows. Compare the numbers of the cookies.

6. Student Book Activities

- Guide students to complete the practice using the manipulatives and crayons.

Extended Activities

We are a family:

- Tape three big squares on the floor. Pick one student to be "it".
- Play music and tell students to walk around the classroom. When the music stops, every student walks into a square.
- Ask "it" which square has more people. Students in each square count their numbers. If correct, "it" can join the game, and pick another student to be "it".
- Continue playing the game several times.



Which side has more objects? Please count along with the number cards, and then draw a ○ in the □ that has more objects.

1

□ ○

2

○ □

3

□ ○

3

Please place the plastic chips on both figures. Then count the chips. Color the □ if both figures have the same number of chips.

1

□

2

□

3

□

4

Class		Teacher	
Unit	C2-2	Topics	Conservation of Numbers up to 10

Manipulatives: Plastic shapes, number cards

Learning Activities

1. Prepare four paper plates. Draw one cookie on the first plate, two on the second, three on the third, and four on the fourth plate.
2. Ask two students to come up to the front. Each student randomly picks two plates and show the class their plates.
3. Guide students to observe the cookies on the plate, and which student has more cookies.
4. Ask the first student to put a plastic chip on each cookie, and then line up all the chips on the table. Count the chips and put the corresponding number card next by the chips.
5. Ask the second student to repeat step 4.
6. Point out that the student with more cookies has a bigger number.

Student Book Activities

Guide students to complete the practice using the manipulatives and crayons.

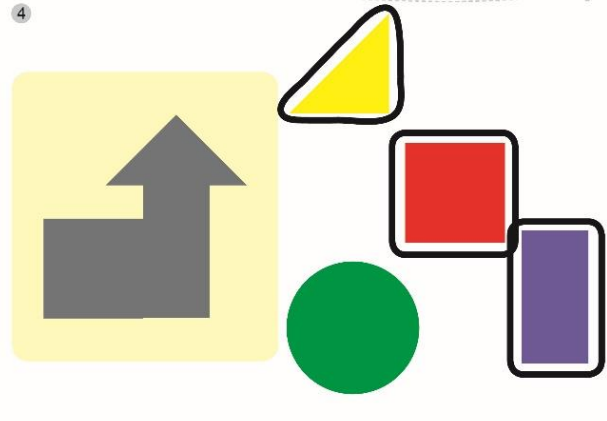
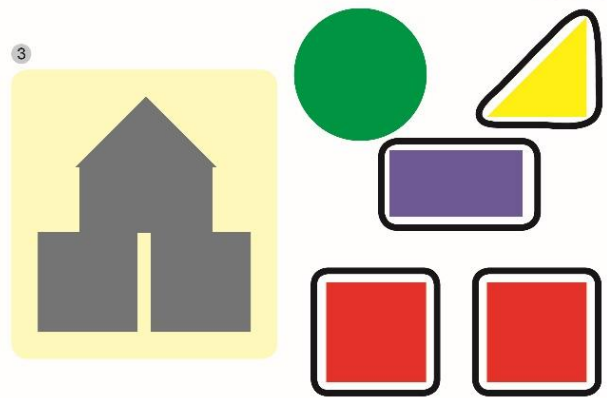
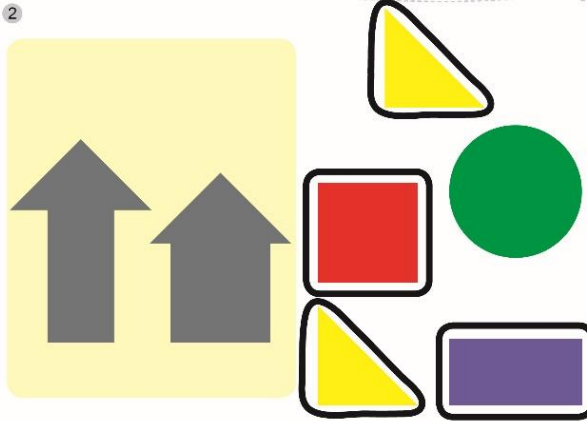
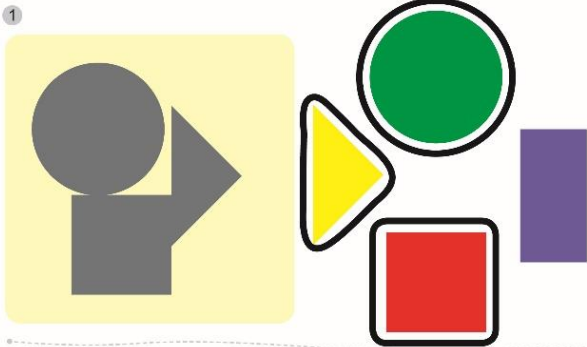
Extended Activities

Big or small:

1. Ask students to take out their Math Box and pick a number card from 1-10.
2. Students walk around the classroom as the music plays. When the music stops, find a partner. And then all the students ask, "Big or small?" If the teacher says "big", the student with a smaller number has to sit down.
3. Continue the game until there is only one student left.



What is showing at Pappy Bear's shadow theater? Please try to make the shadow with the shape cards, and then circle the shapes that are used on the right.



5

6

Class		Teacher	
Unit	C2-3	Topics	Shadow Combinations

Manipulatives: Shape cards

Learning Activities

1. Place some gray shapes cards on the whiteboard, and some on the table.
2. Review the names of the shapes. Have some students come up to the front, point to the shapes and say out the names of the shapes.
3. Put together two shapes to make a figure. Have a student come up, pick two shape cards from the table, and compare the cards with the figure.
4. Continue practicing with figures made out of 3 or more shape cards.

Student Book Activities

Guide students to complete the practice using the manipulatives and crayons.

Extended Activities

Shadow puppet theater:

1. Set up a puppet theater.
2. Guide students to play a shadow show with their shape cards.



Whose shadows are these? Please circle the correct answer.

1

2

3

What can you make with the foam flowers and the plastic chips? Please put them together, and then draw lines to the correct shadows.

Class		Teacher	
Unit	C2-4	Topics	Shadow Combinations

Manipulatives: Foam flowers, plastic chips.

Learning Activities

1. Prepare some animal pictures, make a copy of these pictures, and color the copied animals black. Cut out the animals and the black shadows.
2. Show the animal pictures first, and ask students to tell the names of the animals.
3. Show the shadows, and ask students if they can recognize the animal shadows.
4. Overlap two animal shadows. Guide students to observe the overlapped shadow, and guess what animals they are.

Student Book Activities

Guide students to complete the practice using the manipulatives and crayons.

Extended Activities

Memory game:

1. Prepare some blank cards. Paste pictures of animals on the cards, and the corresponding shadows on the other cards.
2. Place the cards face down on the table.
3. Students take turns to flip two cards. If a student finds a pair, he/she can keep the cards and continue playing the game. The student with the most cards is the winner.



Please observe Angie's and granny's outfits. Guess where they are? Please draw a line to the correct place.

1

2

Where can we buy the items on the left? Please draw a line to match each set of items to the store on the right.

Class		Teacher	
Unit	C2-5	Topics	Reasoning with Hints

Manipulatives: None

Learning Activities

- Put a picture of a swimming pool on the right side of the whiteboard, and a picture of a market on the left.
- Discuss with students what these two places are, and what we can do there.
- Ask one student to come up to the front. Tell the student, "It's very hot today. Let's go swimming!" Ask the student to touch the picture that is related to the teacher's statement.
- Students take turns to come up to touch the pictures according to the teacher's statements.

Student Book Activities

Guide students to complete the practice using the crayons.

Extended Activities

Shopping game:

- Prepare some supermarket flyers.
- Divide students into three groups: kitchen, bathroom, bedroom.
- Ask students to cut out items that belong to their rooms.
- When time's up, check the items each group collects.
- The group with the most correct items wins.



Which tree is Angle standing in front of? Please circle the number that is the same as that tree.

1

2

3

Please circle the numbers that are the same as the colors shown.

1

2

3

Class		Teacher	
Unit	C2-6	Topics	Learning Numbers 1-15

Manipulatives: Number cards

Learning Activities

1. Draw 15 strawberries on the whiteboard. Guide students to count from 1 to 15.
2. Write the corresponding number below each strawberry. Skip some strawberries.
3. Prepare some number cards in a box. Have students take turns to randomly draw a number card. Ask students to match the number cards to the numbers of the strawberries.
4. Erase all the numbers, and remove the number cards. Repeat step 2 and 3.
5. Guide students to find out the missing number by observing the numbers before and after it.

Student Book Activities

Guide students to complete the practice using the manipulatives and crayons.

Extended Activities

Fishing game:

1. Prepare 15 small balls. Each has a number on it from 1 to 15. Keep the balls in a box.
2. Students take turns to draw a number card, and fish out a ball from the box.
3. If the ball's number matches the number card, the student wins.
4. Each student has three chances.



How many trees and wind chimes has Angie walked by? Please draw lines to the correct numbers.

Please lead the little bear out of the maze, and count how many diamonds are on the way out. Then color the correct number.

Class		Teacher	
Unit	C2-7	Topics	Counting up to 15

Manipulatives: Number cards, plastic chips

Learning Activities

1. Hold some plastic chips in hands. Ask students, "How many chips do I have in my hands? Pick a number card to show me your answer."
2. Line up the chips and then count. Check if any student gets the correct number.
3. The student with correct number card can come up and grab some plastic chips for the class to guess.
4. Continue the game until students are familiar with the numbers.

Student Book Activities

Guide students to complete the practice using the manipulatives and crayons.

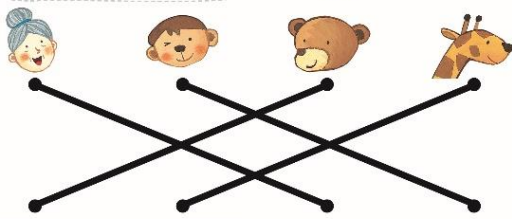
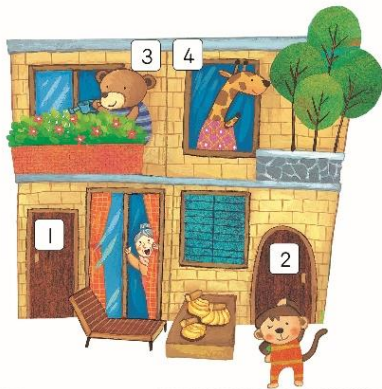
Extended Activities

Hop, hop, hop:

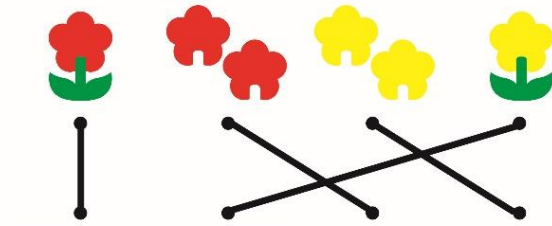
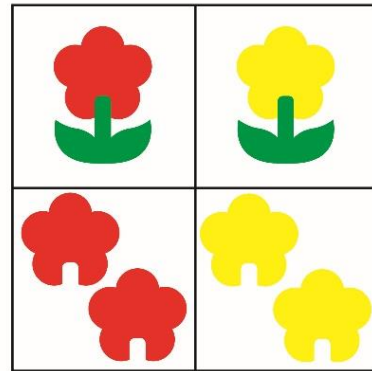
1. Draw 15 circles on the floor with a number in each circle (from 1 to 15).
2. Guide students to hop from the number 1 circle to the number 15 circle.
3. Hop with one foot to make the game more fun.



Granny and her neighbors live in a four-unit apartment. Please connect each one to the corresponding grid according to the picture below.



Where is each set of flowers located? Please place the foam flowers on the upper picture, and then draw a line to match each set of the flowers to the corresponding grid.



Class		Teacher	
Unit	C2-8	Topics	2D Spatial Relations

Manipulatives: Foam flowers

Learning Activities

1. Draw two 2x2 grids on the whiteboard. Tell students these two are apartments for animals.
2. On the right apartment, draw four different animals, one in each unit.
3. Tell students, "Each animal has a twin that lives in the left apartment."
4. Guide student to observe the location of each animal, and then draw the same animal on the left apartment one by one.
5. Erase the animals from both apartments.
6. Show students some different colors of magnets. Put one in each unit on the right apartment.
7. Ask students to put magnets on the left apartment accordingly.

Student Book Activities

Guide students to complete the practice using the manipulatives and crayons.

Extended Activities

Tidy up:

1. Prepare four boxes. Put them together, two by two.
2. Make four "position cards". Each respectively shows upper-left, lower-left, upper-right, and lower-right.
3. Take some stationeries and toys from the classroom, instruct students to put them into the boxes according to the position cards.



Where do Granny's neighbors live at? Please circle the correct grid according to the hints on the left.

1

2

3

Please place the plastic chips on the position according to the hints, and then circle the correct grid.

1

2

3

Class		Teacher	
Unit	C2-9	Topics	2D Spatial Relations

Manipulatives: Plastic chips

Learning Activities

1. Draw two big 2 by 2 grids on the whiteboard. Work on the first grid. Put a bear card in the upper-left box, a giraffe card in the upper-right box, a monkey card in the lower right box, and a Granny card in the lower-left box.
2. Ask students to move these cards to the second grid accordingly.
3. Remove all the cards. Put a different color of magnet in each box of the first grid.
4. Ask students to move the magnets to the second grid accordingly.

Student Book Activities

Guide students to complete the practice using the manipulatives and the crayons.

Extended Activities

Ball shooting game:

1. Put four baskets together 2 by 2.
2. Students take turns to shoot a color ball into one of the baskets according to the teacher's instructions.



Please draw lines to the numbers according to the sequence of the events.

1

2

Class		Teacher	
Unit	C2-10	Topics	Sequence of Three Events

Manipulatives: None

Learning Activities

1. Prepare some pictures of the growth of animals. For example, from tadpoles to frogs.
2. Explain the different looks of animals when they grow.
3. Ask students to line up the pictures according to the sequence.
4. If possible, ask parents to prepare students' pictures from different ages. Students can show and tell their own growth stories.

Student Book Activities

Guide students to complete the practice using the crayons.

Extended Activities

Story relay:

1. Read the story of "The Three Little Pigs".
2. Ask students, "The wolf first went to whose house? What's the second house made of? What about the third house?"
3. Tell students it's their turn to tell the story.
4. Each student tells a small part of the story. Remind them to pay attention to the sequence of the story.



Please circle the one who is sitting in the front seat.

1



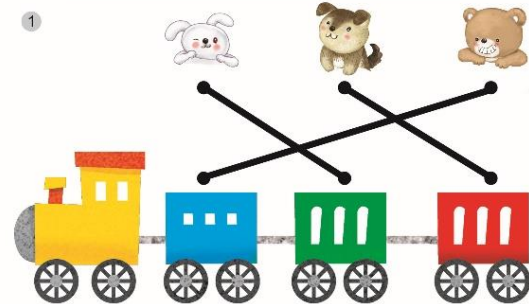
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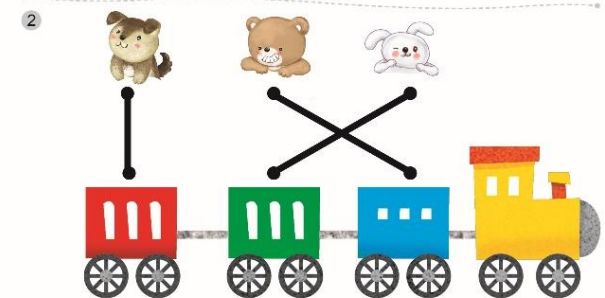
Please connect each animal to the train cars according to the picture below.



1



2



Class		Teacher	
Unit	C2-11	Topics	Front, Middle, Back

Manipulatives: Shape cards

Learning Activities

1. Show students pictures of people sitting in a car. Ask students where does the driver sit at? In the front or in the back of the car.
2. Draw two connected boxes on the whiteboard, and then put a shape card in each square. Guide students to learn “front” and “back”.
3. Switch the shape cards several times, and guide students to tell which card is in the front or in the back.

Student Book Activities

Guide students to complete the practice using the manipulatives and the crayons.

Extended Activities

Choo choo train:

1. Make a train locomotive out of a carton.
2. Pick one student to put on the carton as the locomotive. Students take turns to play “rock, paper, scissors” with the locomotive. Whoever wins can get a ride by following the locomotive.
3. After everyone has a turn. Ask students who is in the back of the train.



What color of flowers should the lambs use to complete the patterns? Please color the .

1

2

3

Please arrange the plastic chips according to the repeated patterns. Then color the empty circles with the correct colors.

1

2

3

Class		Teacher	
Unit	C2-12	Topics	Repeated Patterns of Three Elements

Manipulatives: Plastic chips

Learning Activities

1. Prepare some red, blue and yellow magnets.
2. Line up the red and blue magnets on the whiteboard in the order of “red, blue, red, blue”.
3. Ask students to take out their red and blue plastic chips, and make a long line in this pattern.
4. After students are familiar with the repeated patterns of two colors, demonstrate lining up the magnets in the pattern of “red, yellow, blue, red, yellow, blue”.
5. Repeat step 3, and practice with several different color patterns.

Student Book Activities

Guide students to complete the practice using the manipulatives and crayons.

Extended Activities

Little concert:

1. Prepare three different kinds of musical instruments.
2. Demonstrate a repeated sound pattern using these musical instruments.
3. Guide student to make sounds in this pattern.

C2-13 Repeated Patterns of Three Elements



There are many yummy cookies on the table! Please observe the order of the cookies, and then circle the correct pattern.

Please take out the foam flowers. Place them in the order of → → , and lead the rabbit to the garden.

1

2

Class		Teacher	
Unit	C2-13	Topics	Repeated Patterns of Three Elements

Manipulatives: Foam shapes

Learning Activities

1. Make some triangle, square and circle cookies out of cardboard.
2. Line up the cookies in the order of “circle, square, triangle, circle, square, triangle”. Ask students what the next cookie might be?
3. Guide students to observe the pattern and say out the names of the shapes.
4. Put students into groups of three. Give each group a triangle, square and a circle cookie. Students with triangle cookies be the leader of their groups. Student with squares cookies line up behind the leaders. Students with circle cookies be the third.
5. Tell students they are going to make a long cookie train. Every time one group comes to the front and join the train.
6. Guide students to make a long train. Ask students to hold their cookies and say out loud the name of the shape.

Student Book Activities

Guide students to complete the practice using the manipulatives and crayons.

Extended Activities

Yummy snacks:

1. Give each student a piece of drawing paper.
2. Tell students to draw their favorite snacks in a repeated pattern.
3. Have students show and tell about their drawings.

Please count the apples in the trees. Which tree has more apples? Take out the number cards to show the amount. Then draw a ○ in the correct □.

1

□ ○

2

○ □

Please count the objects in each group. Which group has more objects? Take out the number cards to show the amount. Then draw a ○ in the correct □.

1

□ ○

2

□ ○

Class		Teacher	
Unit	C2-14	Topics	Comparing Numbers up to 15
Manipulatives: Number cards			
Learning Activities			
1. Ask students to take out their number cards, and Student Book to page 27. Tell student, “Look at the apple trees. Guess which tree has more apples?”			
2. Students count the apples, find the corresponding number cards, and place the cards next to the trees. Guide students to compare the two number cards.			
3. Place some cardboard cookies in two different plates. Ask students which plate has more cookies?			
4. Have two students come up to the front. The class counts together. Every time the class says a number, the two students take out one cookie from their plates.			
5. Guide students to observe which plate turns empty first.			
Student Book Activities			
Guide students to complete the practice using the manipulatives and the crayons.			
Extended Activities			
Stamping fun:			
1. Cut some wide straws in half.			
2. Students use straws and water color to stamp on paper.			
3. Have students count their stamps, and then come up to the front to show and tell about their stamping art.			

Please count the treats in each jar. Which jar has more treats? Take out the number cards to show the amount. Then draw a ○ in the correct □.

1

2

3

Please count the objects in each group. Which group has more objects? Take out the number cards to show the amount. Then draw a ○ in the correct □.

1

2

3

Class		Teacher	
Unit	C2-15	Topics	Comparing Numbers up to 15

Manipulatives: Plastic chips, number cards

Learning Activities

1. Prepare some red and blue plastic chips. Mix the chips together in a jar.
2. Ask students to observe the jar, and guess which color has more?
3. Place the number cards on the table from 1 to 15, and then pour the chips on the table.
4. Ask two students to be the little helpers. One counts the blue chips, and the other counts the red chips.
5. Each helper puts one chip below each number card starting from "1".
6. Guide students to observe which color has more.

Student Book Activities

Guide students to complete the practice using the manipulatives and the crayons.

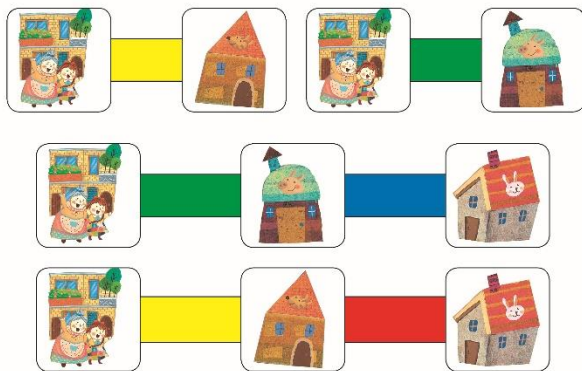
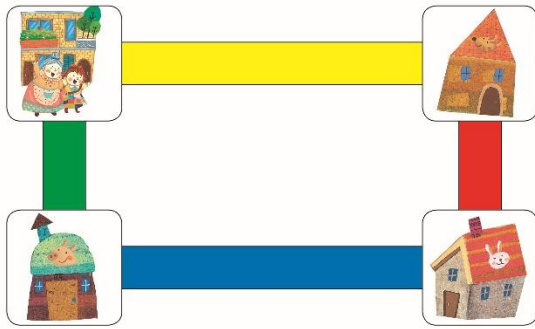
Extended Activities

Family members:

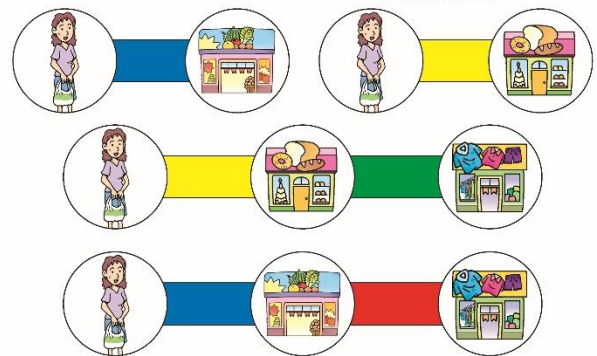
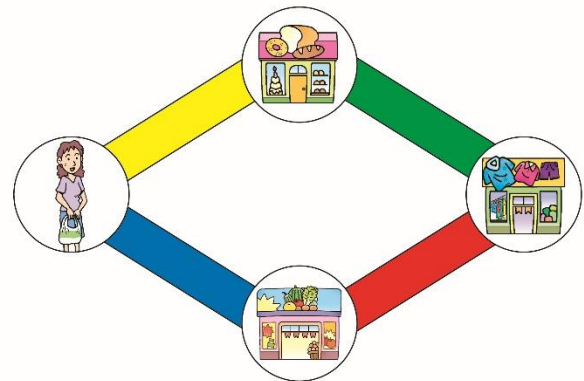
1. Pick one student to be the police officer.
2. Divide students into two groups. Each group stands in a line. The first student of each line be the parent.
3. The police officer asks the first parent, "How many people are in your family?" The parent answers, for example, "There are seven people."
4. Only the first seven people in the line can stay. The others must run to the other family.
5. The police officer catches those who are running. Whoever gets caught becomes the police officer.
6. When time's up, compare the numbers of people in each family.



Angie and Granny are going to visit their animal friends. Please color the paths according to the picture below.



Please place the corresponding triangular prisms on the paths according to the picture below. Then color each path.



Class		Teacher	
Unit	C2-16	Topics	Paths

Manipulatives: Triangular prism

Learning Activities

1. Draw four squares and four different color paths to connect the squares. Put a shape card in each square.
2. Ask students, for example, "What's the color of the path between the triangle and the square?"
3. Guide student to look at the paths on Student Book page 31. Tell students, "Angie is going to visit the squirrel. What's the color of the path?" Continue practicing with the other paths.

Student Book Activities

Guide students to complete the practice using the manipulatives and crayons.

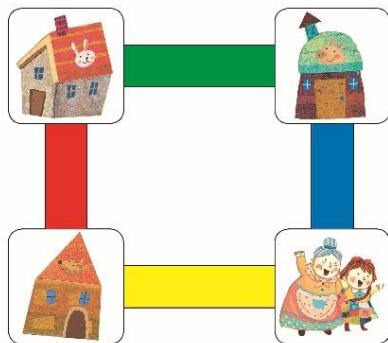
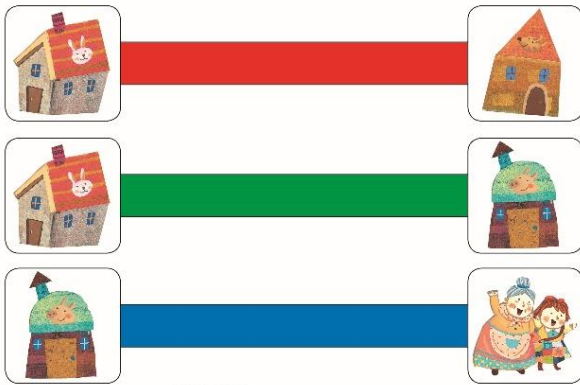
Extended Activities

On the way home:

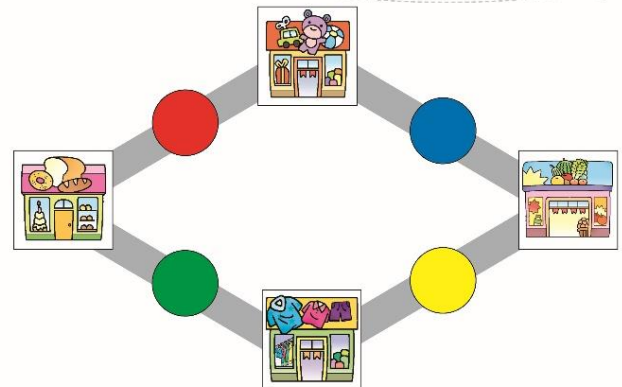
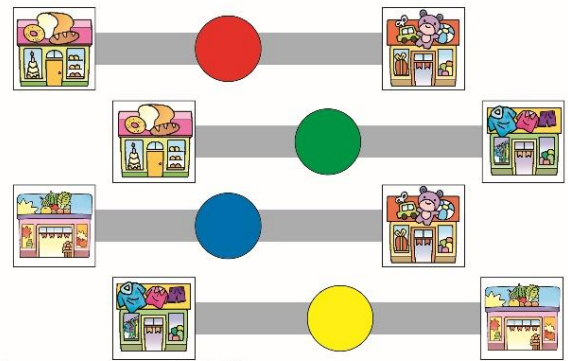
1. Guide students to discuss about what they see on their way home? What places do they pass by? Does everyone go on the same route?
2. Give each student a piece of drawing paper. Tell students to draw what they see on their way home.
3. Have students show and tell about their drawings.



Please place the corresponding triangular prisms on the paths according to the picture below. Then color each path.



Each path between the stores has a different color plastic chip. Please place the correct chips on the paths according to the picture below. Then color the circles with the same color of the chips.



Class		Teacher	
Unit	C2-17	Topics	Paths
Manipulatives: Triangular prism, shape cards, plastic chips			
Learning Activities			
1. Draw four squares and four paths to connect the squares. Put a shape card in each square.			
2. Tell students, for example, "The path between the square and the rectangle is red." Have one student come up to color this path red.			
3. Repeat step 2 until all paths are colored.			
Student Book Activities			
Guide students to complete the practice using the manipulatives and crayons.			
Extended Activities			
Balancing game:			
1. Use four different colors of tape to mark a big square on the floor. Put one chair at each point of the square.			
2. Have students take turns holding a book on their heads, and walk from one chair to another, according to the teacher's instructions.			
3. Students put down the books on the chairs that they walk to.			