



Fun Math

Teacher's Manual D

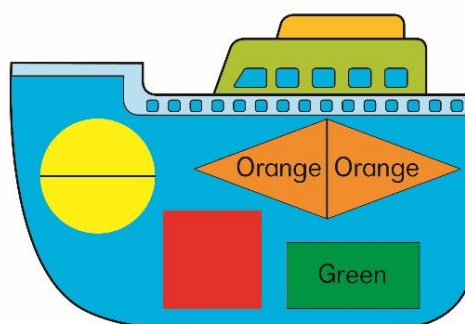
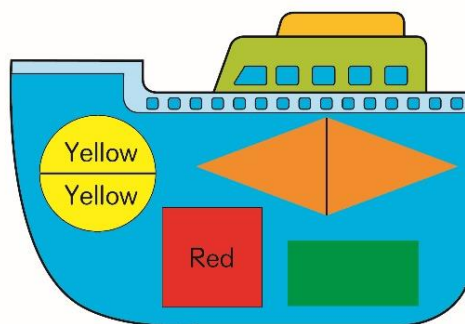




Observe the shapes on the boat. Color the , , and the .
 ดูรูปทรงต่างๆ ที่อยู่บนเรือ ให้องค์กร วะบายสี  ลงใน  และ  ลงใน .

What shapes are missing from the boat? Please place the shape cards on the boat, and color the shapes according to the shape cards.

ดูซิว่าบนเรือขาดรูปทรงอะไร ให้องค์กร นำรูปทรงในกล่องมาวางตาม แล้วระบายสีตาม



Class		Teacher	
Unit	D1-1	Topics	Semicircle and Diamond

Manipulatives: Shape cards

Learning Activities

1. Prepare some shape cards (triangle, diamond, square, rectangle, and semicircle).
2. Place the shape cards on the whiteboard. Guide students to learn these shapes.
3. Show students the ship on Student Book page 1. Have students observe the shapes of the windows and the door.
4. Ask students to come up to the whiteboard and find the shape cards that match the ship's windows and door.
5. Have students take out their boat card. Instruct them to take down the shape cards one by one.
6. For more practice, instruct the students to put the shape cards back into the boat card one shape after another.

Student Book Activities

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

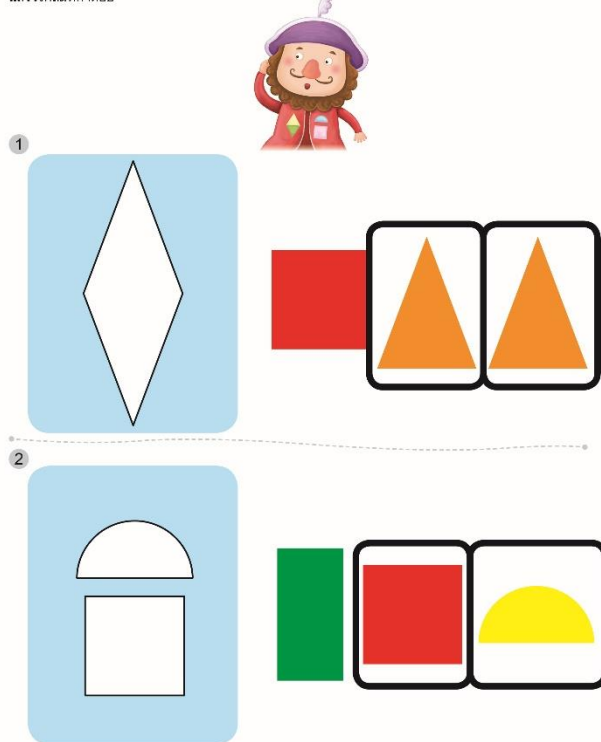
Extended Activities

Complete the mission:

1. Divide students into groups. Announce the shapes and numbers that are needed for each mission. For example, 2 triangles, 3 rectangles, and 5 semicircles.
2. Students in each group put together their shape cards to match the numbers needed for each mission.
3. The first group bringing the correct number of shapes to the teacher will get one point.

Please take out the shape cards. Try to make the figures with the shape cards, and then circle the correct answers.

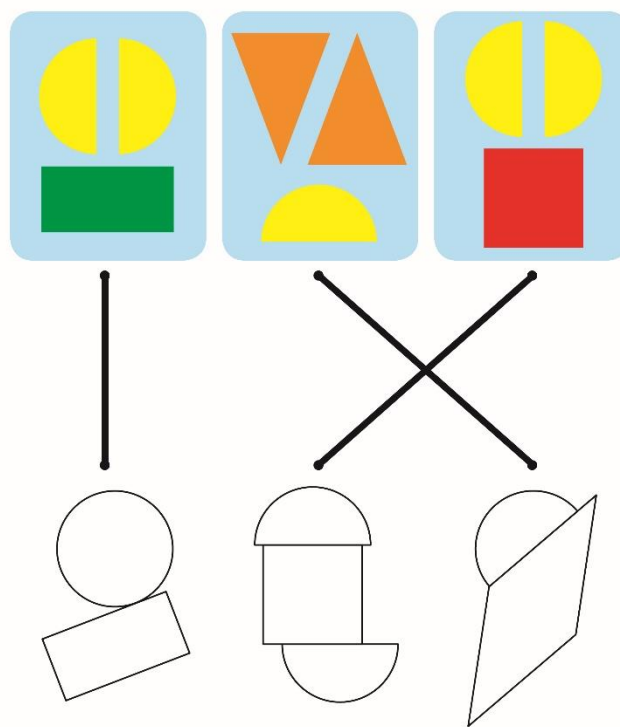
นำรูปเรขาคณิตจากกล่องอุปกรณ์ ไม้หนี้งา ชุดตัวรูปทรงใดที่สามารถประกอบกันเป็นรูปบนเสื้อของกัปตันเรือ แล้ววงกลมที่คำตอบ



3

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

จากภาพด้านบน รูปทรงใดสามารถประกอบกันแล้วเหมือนรูปด้านล่าง ใช้รูปเรขาคณิตจากกล่องอุปกรณ์มาวางหาเพื่อหาคำตอบ แล้วจับคู่ให้ถูกต้อง



4

Class		Teacher	
Unit	D1-2	Topics	Geometric Shape Combinations
Manipulatives: Shape cards			
Learning Activities			
1. Prepare some shape cards (triangle, diamond, square, rectangle, and semicircle). 2. Place the shape cards on the whiteboard. Show students how to put two shapes together to make a new shape. For example, two triangles make a diamond, two semicircles make a circle. 3. Photocopy and enlarge Student Book page 3. Guide students to observe the figures that are on Captain's coat. Have a student come up and make the figures with the shape cards on the whiteboard. 4. Ask students to take out their shape cards from the Math Box. Everyone makes the same figures that are on Captain's coat. 5. Put together some shape cards to make a figure on the whiteboard. Guide students to make the same shape combination with their cards.			
Student Book Activities			
Guide students to complete the practice using the manipulatives and crayons.			
Extended Activities			
Fun with shapes:			
1. Prepare some markers and paper. 2. Students trace their shape cards with the markers to create their unique artworks. 3. Display the artworks, and guide students to observe and recognize the combinations of shapes.			



Please observe the number and color of each flag. Then circle the number that matches the flag.

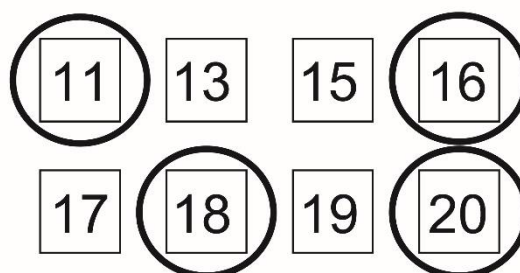
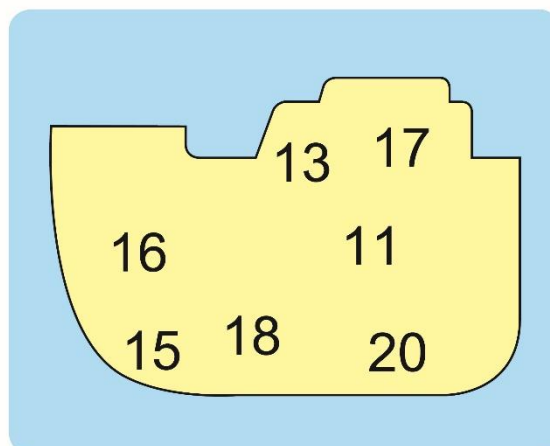
สังเกตสีและตัวเลขในธงด้านบน แล้ววงกลมคำตอบที่ถูกต้อง



5

Place the boat card within the outline. Find out the numbers and circle them.

นำรูปเรือจากกล่องอุปกรณ์มาวางหาบ น่องๆ เห็นตัวเลขอะไรบ้าง ระบายนีลง □ ของตัวเลขนั้นๆ



6

Class		Teacher	
Unit	D1-3	Topics	Learning Numbers 1-20

Manipulatives: Shape cards

Learning Activities

1. Fold colored paper in half to make triangle flags. Write different numbers on the flags.
2. Guide students to observe and say out the numbers on the flags.
3. Assign a color, for example, red. Have students tell the numbers that are on the red flags.
4. Place some shape cards on the whiteboard, and then place a number card above each shape. Assign a number, have a student take down the shape card and say the number. For example, take down the square card and say "15".
5. Repeated step 4 with different numbers until students are familiar with numbers within 30.

Student Book Activities

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

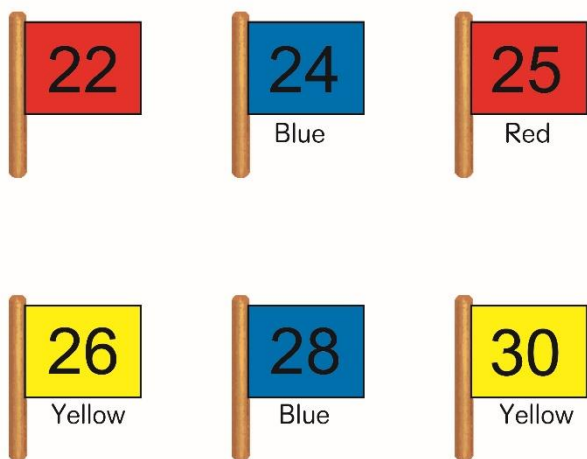
Extended Activities

Invisible numbers:

1. Prepare some blank paper. Write a number on each paper with a white crayon from 1 to 30.
2. Each student picks one paper, and then paint it with watercolor.
3. Have students tell the numbers that are shown on their paper.

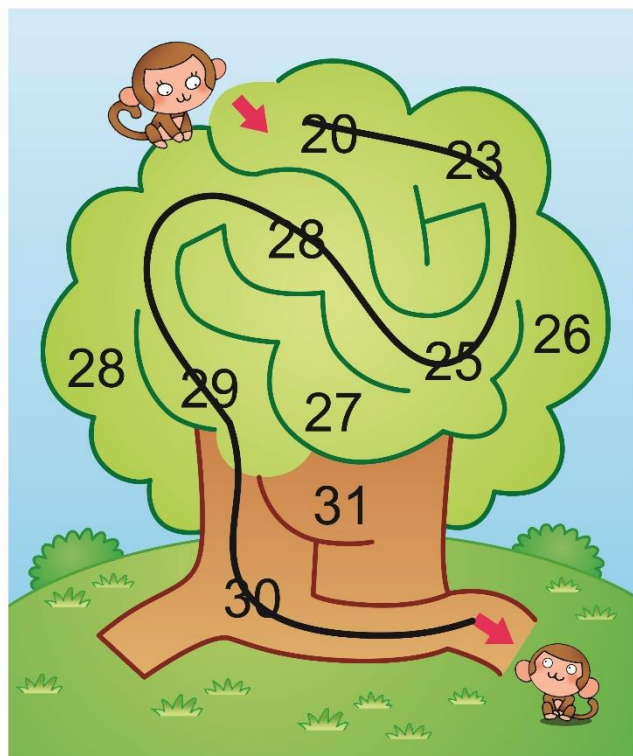
Please color the flags according to the table below.
ดูจากตารางด้านล่าง แล้วระบายสีตามที่กำหนด

					
22	25	26	30	24	28



7

Please follow the numbers 20 → 23 → 25 → 28 → 29 → 30 to get out of the maze.
ให้มองๆ ลากเส้นตามจาก 20 → 23 → 25 → 28 → 29 → 30 แล้วจะพบทางออก



8

Class		Teacher	
Unit	D1-4	Topics	Learning Numbers 1-30

Manipulatives: Foam trees

Learning Activities

1. Prepare number cards from 1 to 30, and some foam trees of blue, red, and yellow.
2. Line up the number cards from 1 to 30 on the whiteboard. Guide students to recognize the numbers on the cards and count from 1 to 30.
3. Take out 1 foam tree of each color. Randomly place the trees above 3 number cards. Assign a tree color, and have students say the number.
4. Take out 2 foam trees of each color. Randomly place the trees above 6 number cards. Assign a tree color, and have students say the numbers.
5. For further practice, repeat step 4 with 3 or 4 trees of each color.

Student Book Activities

Guide students to complete the practice using the crayons.

Extended Activities

Shoot the number:

1. Scatter the number cards on the floor.
2. Students take turns to come up, say a number, and throw a sandbag to that number. If the sandbag lands on that number card, the student passes the challenge.

D1-5 Classify and Count หาสิ่งที่มีลักษณะเหมือนกัน


Please follow the instruction. Find objects that have the same features, and then circle the correct numbers.

ดูจากภาพ ให้องค์งึ นั้บดูว่าสิ่งของแต่ละอย่างมีกี่ชิ้น วงกลมคำตอบที่ถูกต้อง



3 5



2 3



3 4

9

Please follow the hints. Find objects that have the same features, and then circle the correct numbers.

ดูจากภาพด้านบน ให้องค์งึ หาคำตอบและวงกลมคำตอบที่ถูกต้อง



3
4
5



4
5
6



2
3
4



5
6
7

10

Class		Teacher	
Unit	D1-5	Topics	Classify and Count

Manipulatives: Foam trees, shape cards

Learning Activities

1. Have five students come up with their toiletries to be the animals on Student Book page 9.
2. Have the class observe and count the number of the students with towels.
3. Repeat step 2. Count the number of students with toothbrushes and cups.
4. Place some foam trees and number cards on the whiteboard. Assign a feature, for example, red. Have students find all the trees and cards that have this feature, and then count the number of these objects.
5. Continue practicing with other colors until students are familiar with the concept of classification.

Student Book Activities

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

Extended Activities

1, 2, 3, cheese!

1. Guide students to do facial expressions of happy, mad, and sad.
2. Have 10 students line up in the front of the classroom. When the teacher says "1, 2, 3, cheese!", these students have to make a facial expression. The students that made the same facial expression form a new line. The class then count the number of students in this new line.



Find objects that are the same as shown in the picture. Then circle the correct numbers.
ดูจากภาพ วงกลมสิ่งของที่มีเหมือนกับภาพตัวอย่าง และระบายสีลงในช่องจำนวนที่ถูกต้อง

1

2

3

11

Please follow the hints. Find objects that have the same features, and then circle the correct numbers

ดูจากภาพด้านบน ให้อ่าน บับจำนวนของสิ่งที่มีเหมือนกัน แล้วระบายสีลงในช่องจำนวนที่ถูกต้อง



1

2

3

4

12

Class		Teacher	
Unit	D1-6	Topics	Classify and Count

Manipulatives: Little bears, foam trees, shape cards

Learning Activities

- Photocopy and enlarge Student Book page 11. Guide students to observe the three animals and describe their features. For example, the alligator has a long snout, and is wearing a neckerchief.
- Tell students one feature and ask them to guess which animal it is. For example, "I spy an animal wearing a neckerchief. What animal is it?"
- Practice with different animals and features.
- Place some foam trees and shape cards on the whiteboard. Assign certain features (e.g., green, tree), ask students to count the objects that have these features.

Student Book Activities

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

Extended Activities

The big wind blows:

- Draw a big circle on the floor.
- Say one feature, for example, students with pants. All students wearing pants should walk into the circle. Then count the number of these students.

D1-7 Top, Middle, and Bottom สิ่งของที่อยู่ด้านบนและด้านล่าง


Please draw a ○ by the top object, and draw a × by the bottom object.

ให้เด็กๆ ○ สิ่งของที่อยู่ด้านบนสุด และ × สิ่งของที่อยู่ด้านล่างสุด

Towel

Toothpaste

Toothbrush

×

○

○

Towel

Toothpaste

Toothbrush

×

○

Towel

Toothpaste

Toothbrush

○

×

13

Please take out the paper cards and the crayon. Place them according to the picture below. Then draw a ○ by the top object, and draw an × by the bottom object.

นำบัตรภาพและสีในกล่องอุปกรณ์มาวางทับตามภาพ ให้เด็กๆ ○ สิ่งของที่อยู่ด้านบนสุด และ × สิ่งของที่อยู่ด้านล่างสุด

Spatula

Pencil

Toothbrush

×

○

Spatula

Pencil

Toothbrush

×

○

Spatula

Pencil

Toothbrush

○

×

14

Class		Teacher	
Unit	D1-7	Topics	Top, Middle, and Bottom
Manipulatives: Measuring cards			
Learning Activities - Show students a toothbrush, a towel, and a toothpaste. - Stack the three items: The towel at the bottom, the toothpaste in the middle, and the toothbrush on the top. Have students observe the position of these three items. - Have students take turns stacking these three items according to the teacher's instruction. - Show students three measuring cards. Stack the cards, and guide students to observe the position of the cards. Have students tell which card is on the top and which is at the bottom. - Ask students to take out their measuring cards and stack the cards as the teacher does. For example, place the toothbrush at the bottom, the spatula in the middle, and then the spoon on the top.			
Student Book Activities Guide students to complete the practice using the manipulatives and crayons.			
Extended Activities			
Skyscrapers: - Prepare some building blocks of different colors. - Place the building blocks upright. Stack one block on another.			

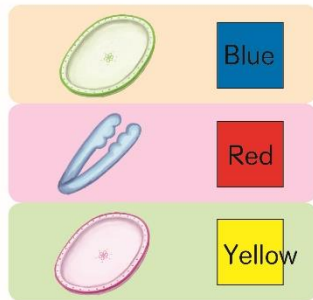
D1-8 Top, Middle, and Bottom สิ่งของที่อยู่ด้านบนและด้านล่าง



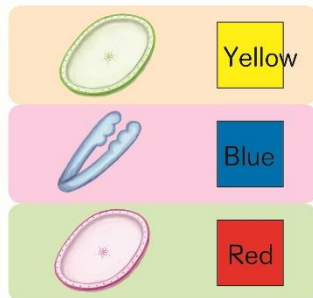
Please color the squares according to the position of the objects. Color the top one , the middle one , and the bottom one .

ให้นักเรียนระบายสีตามตำแหน่งของสิ่งของที่อยู่ด้านบนสุด สิ่งของส่วนกลางที่อยู่ตรงกลาง และสิ่งของส่วนล่างที่อยู่ด้านล่างสุด

1



2

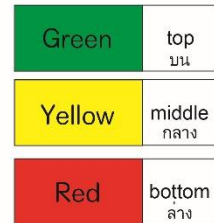


15

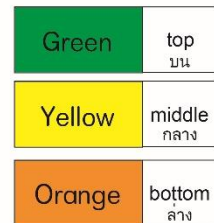
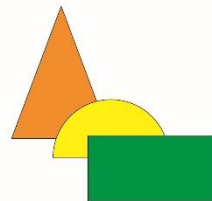
Please take out the foam trees and shape cards. Place them according to the picture below. Then color the boxes according to the position of the foam trees.

นำอุปกรณ์จากกล่องลงจากตามภาพตามลำดับ แล้วระบายสี

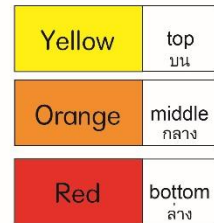
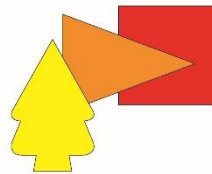
1



2



3



16

Class		Teacher	
Unit	D1-8	Topics	Top, Middle, and Bottom

Manipulatives: Foam trees, shape cards

Learning Activities

1. Take out three foam trees and stack the trees. Have students observe the trees and tell the colors of the trees that is on the top, in the middle, and at the bottom.
2. Guide students to stack the foam trees in a specific order. For example, the red tree on the top, the yellow tree in the middle, and the green tree at the bottom.
3. Ask students to take out their foam trees and shape cards. Instruct students to stack the assigned items in a given order.

Student Book Activities

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

Extended Activities

Stacking tall:

1. Prepare some foam building blocks. Divide students into groups, and then give each group some building blocks.
2. Each group tries to stack the blocks as tall as they can. The group with the tallest stack of blocks is the winner.



Please find the missing numbers according to the number series.
เรียงลำดับตัวเลขโดยลากเส้นโยงหาคำตอบที่ถูกต้อง

1

15

17

18

20

12

16

21

19

2

24

26

28

30

25

27

23

29

17

Please help the little mouse go through the maze by following the numbers 1 to 30.
เรียงลำดับตัวเลขโดยลากเส้นพาเจ้าหนูหาทางออกให้ถูกต้อง

18

Class		Teacher	
Unit	D1-9	Topics	Number Series 1-30

Manipulatives: None

Learning Activities

1. Prepare number cards 1 to 30.
2. Place the cards on the whiteboard in a random order. Ask students to observe and find the number cards from 1 to 30. Ask students which number card is not in correct order, and what are the numbers before and after this number.
3. Have one student come up to rearrange the number cards in numerical order.
4. Cover some number cards, guide students to guess each covered number by looking at the numbers before and after it.
5. Repeat step 3 until students are familiar with the numbers from 1 to 30.

Student Book Activities

Guide students to complete the practice using the crayons.

Extended Activities

Lucky hands:

1. Place the number cards on the whiteboard. Divide students into two teams.
2. Each team has a student come up to play rock-paper-scissors. The winner can take down one number card.
3. Continue the game until all cards are taken. The team with more cards wins.



Please count the numbers of each row. Find the missing number, and color the number on the right.

ให้เด็กๆ นับเลขและหาดตัวเลขที่หายไป จากนั้นระบายสีบนตัวเลขที่ถูกต้อง

1

16 17 19 20

17
18
19

2

21 22 23 25

22
24
25

3

26 28 29 30

26
27
28

19

Please count the numbers. Then circle the two missing numbers.

ให้เด็กๆ นับเลขและหาดตัวเลขที่หายไป จากนั้นวงกลมตัวเลขที่ถูกต้องทั้งสองจำนวน

1

20 21 23 25

22 24 26

2

23 25 27 28

22 24 26

3

25 26 27 29

27 28 30

20

Class		Teacher	
Unit	D1-10	Topics	Adjacent Numbers Smaller Than 30

Manipulatives: None

Learning Activities

1. Prepare number cards 1 to 30, and some figure cards.
2. Line up the number cards on the whiteboard, and have students say the numbers from 1 to 30.
3. Cover some number cards, guide students to guess each covered number by looking at the numbers before and after it.
4. Place a figure card on the whiteboard, and say "This little girl wants number 8, 15 and 23. Please take down these number cards for her."
5. Repeat step 4 with different figure cards and numbers.
6. Ask students to put the cards back to the whiteboard.
7. Continue practicing until students are familiar with the numbers within 30 and their adjacent numbers.

Student Book Activities

Guide students to complete the practice using the crayons.

Extended Activities

Good neighbors:

1. Have students sit in a row. Randomly give each student a number card.
2. Pick one student, and then ask that student to show his/her card. For example, 16. Then the students with 15 and 17 have to stand up quickly, if not, they will be out.



What is the total number of the apples? Please color that number of ○, and circle the correct number.

แอปเปิ้ลและพุตติ้งมีทั้งหมดเท่าไร? ระบายสีลงใน○ตามจำนวน และวงกลมคำตอบที่ถูกต้อง

1

There are 6 apples.
มีแอปเปิ้ล 7 ผล

2

There are 8 puddings.
มีพุตติ้ง 9 ถ้วย

What is the total number of the bears? Please color that number of ○, and circle the correct number.

มีน้องหมีจำนวนทั้งหมดเท่าไร? ระบายสีลงใน○ตามจำนวน และวงกลมคำตอบที่ถูกต้อง

1

There are 8 bears.
มีหมี 9 ตัว

2

There are 9 bears.
มีหมี 10 ตัว

Class		Teacher	
Unit	D1-11	Topics	Composing Numbers up to 10

Manipulatives: Little bears

Learning Activities

1. Prepare some rectangle and some circle cookies on a plate.
2. Have students observe the cookies on the plate. Tell students, "There are two different shapes of cookies on the plate. Let's count the cookies of each shape, and then count the total number of the cookies."
3. Draw two frames on the whiteboard. In the left frame, draw some rectangle cookies that are the same number as on the plate, and then draw some circle cookies that are the same number as on the plate.
4. Guide students to count the number of the cookies in each frame, and then write down the numbers. Guide students to count all the cookies (rectangle and circle), and then find the number card that matches the total number.
5. Repeat step 4 with different numbers of cookies until students are familiar with the composition of numbers.

Student Book Activities

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

Extended Activities

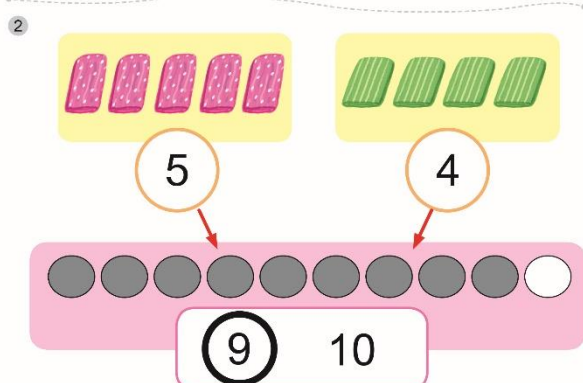
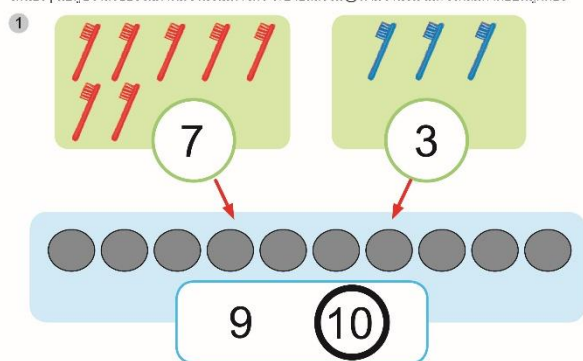
The super catcher:

1. Pair students up. One be the pitcher, and the other one be the catcher. The pitcher throws five balls in each round. The catcher catches the balls with a box. Count the balls that the catcher catches.
2. The pitcher and the catcher switch after finishing a round. Compare the numbers of the balls that each student catches, and then add up their scores.



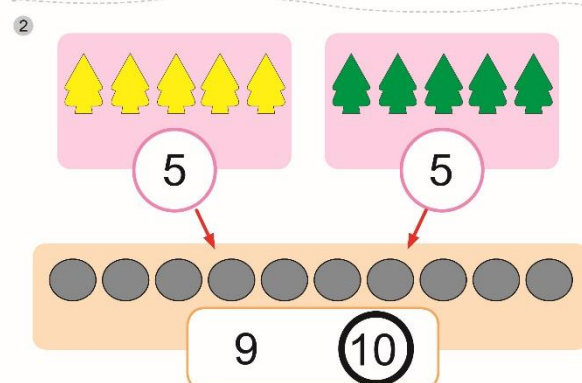
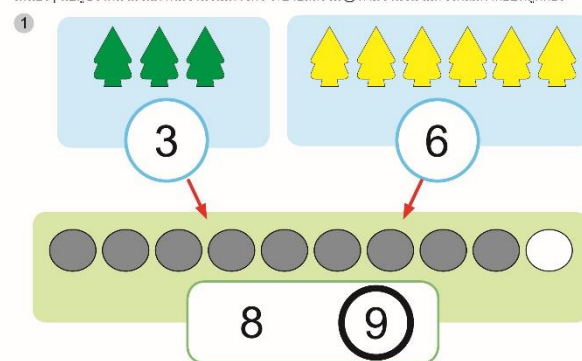
Count the objects of each group. What is the total? Please color that number of ○, and then circle the correct number.

ให้เด็กๆ นับดูว่าสิ่งของในภาพมีจำนวนเท่าไร ระบายสีลงใน○ตามจำนวน และวงกลมคำตอบที่ถูกต้อง



Count the foam trees in each group. What is the total? Please color that number of ○, and then circle the correct number.

ให้เด็กๆ นับดูว่าต้นไม้ในภาพมีจำนวนเท่าไร ระบายสีลงใน○ตามจำนวน และวงกลมคำตอบที่ถูกต้อง



Class		Teacher	
Unit	D1-12	Topics	Composing Numbers up to 10

Manipulatives: Foam trees

Learning Activities

1. Draw a square which has some red and some blue toothbrushes in it.
2. Guide students to count the numbers of the red toothbrushes and blue toothbrushes respectively. Find the number cards for these two numbers. Then count the total number of both colors, and then find the number card that matches the total.
3. Draw two big circles on the whiteboard. Place some red foam trees in one circle, and some blue foam trees in the other circle. Guide students to count the trees in each circle respectively. Find the number cards for these two numbers. Count the total number of both colors, and then find the number card that matches the total.
4. Practice with number cards. For example, place number card 3 in one circle, and number card 4 in the other one. Ask students to put corresponding number of foam trees in each circle. Count the trees in each circle, and then count the total.
5. Continue practicing with different numbers until students are familiar with the composition of numbers.

Student Book Activities

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

Extended Activities

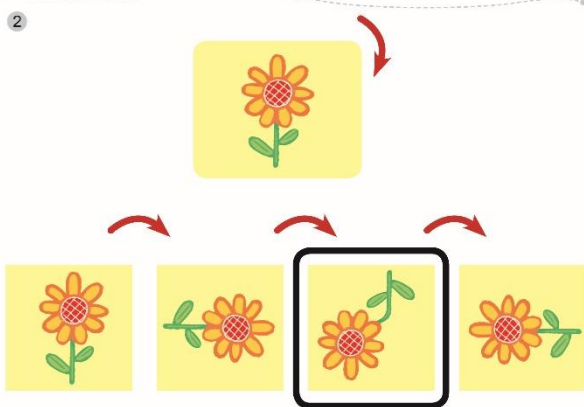
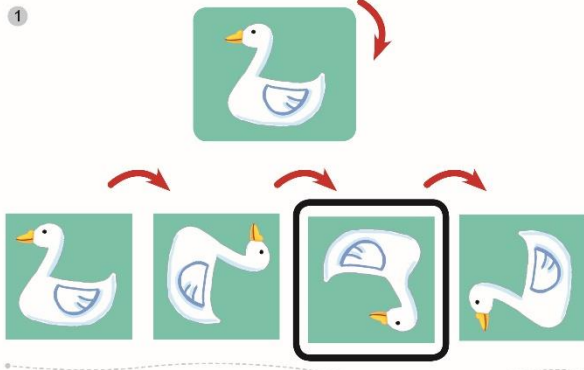
Yummy Candies

1. Prepare 10 candies of different flavors.
2. Grab some candies in one hand, and some in the other hand. Have students guess how many candies are in each hand. Show students the candies in both hands, and count them together.



Which is wrong? Please take out the game cards, and rotate the cards. Then circle the wrong ones.

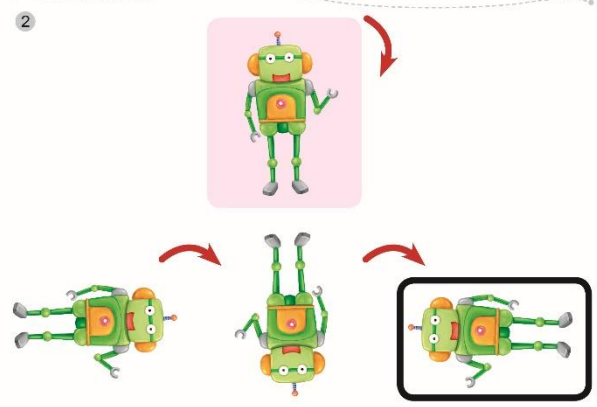
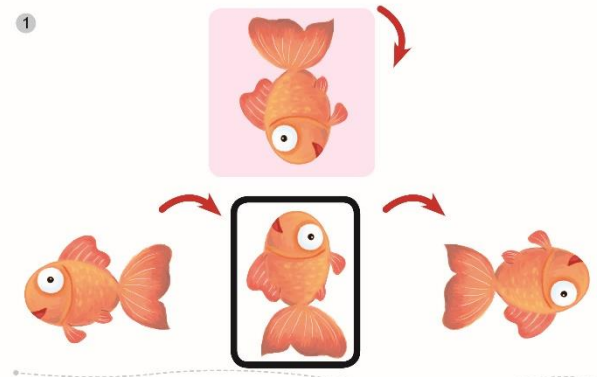
นำบัตรภาพจากกล่องอุปกรณ์ ให้อยู่ในแนวตั้ง ลองหมุนภาพตาม แล้ววงกลมภาพที่ไม่ถูกต้อง



25

Please take out the game cards, and rotate the cards. Then circle the wrong ones.

นำบัตรภาพจากกล่องอุปกรณ์ ให้อยู่ในแนวตั้ง ลองหมุนภาพตาม แล้ววงกลมภาพที่ไม่ถูกต้อง



26

Class		Teacher	
Unit	D1-13	Topics	Rotation

Manipulatives: Game cards

Learning Activities

1. Open Student Book to page 25.
2. Guide students to observe the picture of the bigger goose. Place a goose game card above the first small goose. Ask students to observe if the game card matches the direction of the first goose.
3. Rotate the game card 90 degree, and then place it above the second goose. Ask students to observe if the game card matches the direction of the second goose.
4. Continue comparing the game card with the other two geese.

Student Book Activities

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

Extended Activities

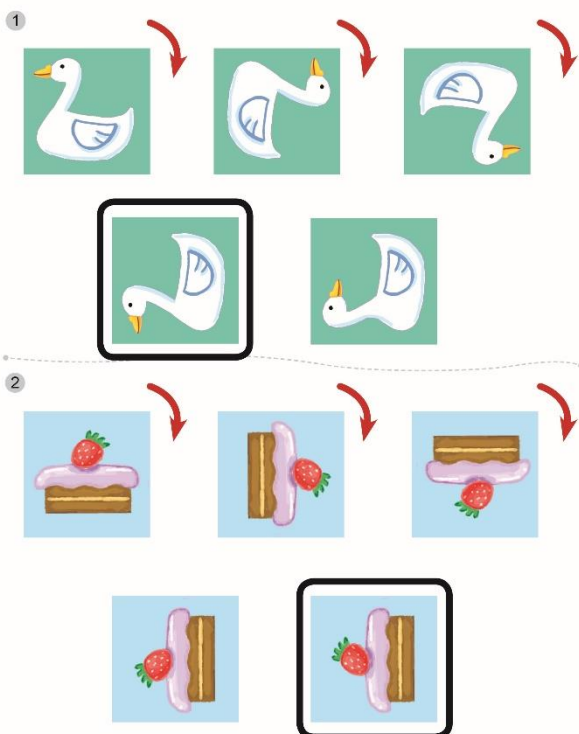
Do as I do:

1. Have three students come up and do the same gesture as the teacher does.
2. Ask the class to observe which student is not doing the same gesture.

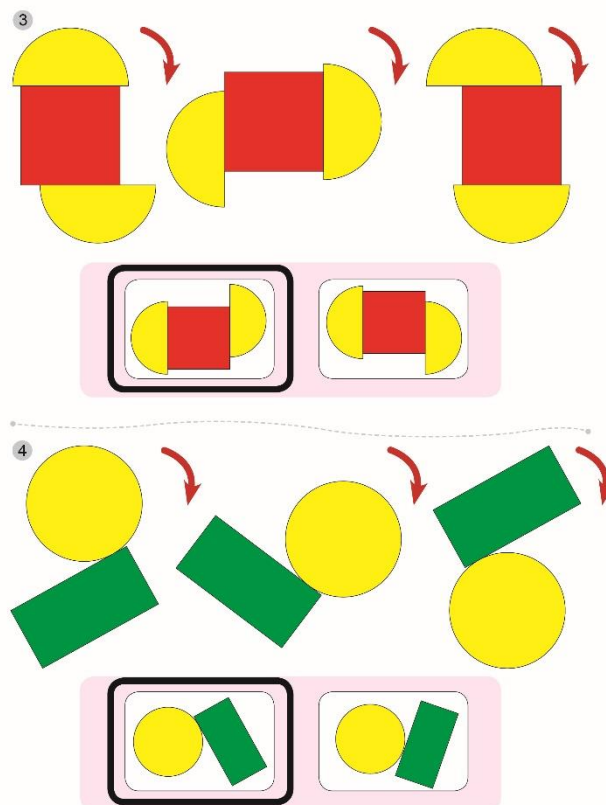


Please rotate the game cards according to the direction of the arrows. Then circle the ones that continue the patterns.

นำบัตรภาพจากกล่องอุปกรณ์ ให้น้องๆ ลองหมุนภาพตาม สังเกตดูว่าภาพต่อไปเป็นภาพใด แล้ววงกลมคำตอบที่ถูกต้อง



27



28

Class		Teacher	
Unit	D1-14	Topics	Rotation

Manipulatives: Game cards

Learning Activities

1. Show students a strawberry game card.
2. Rotate the game card and have students observe the card carefully.
3. Turn over the card and show student the figure on the back. (a combination of two semicircles and a square)
4. Draw the figure on the whiteboard, rotate the card, and draw the figure again. Complete the practice by rotating the card into the other two directions and drawing the figures. Have students observe the four figures.

Student Book Activities

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

Extended Activities

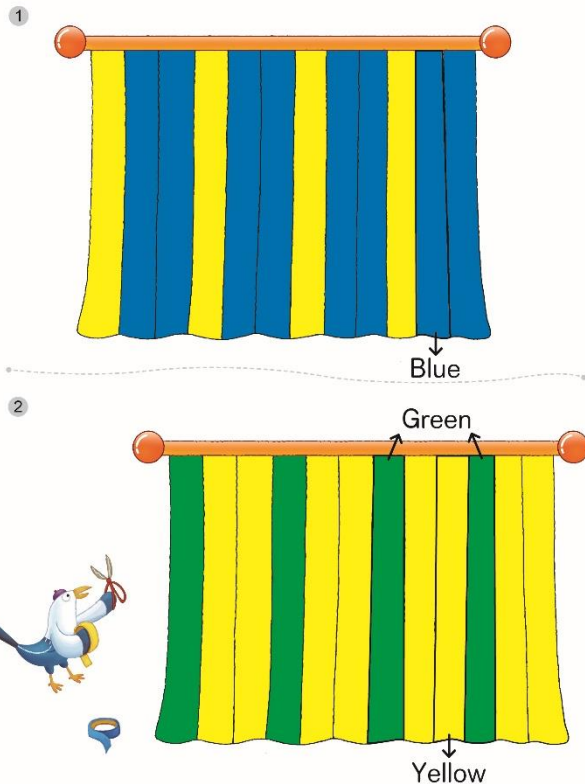
Find your partner:

1. Give students small pieces of paper with the outline of a lollipop on it. Each student colors his/her lollipop with one color only.
2. Have students rotate the paper and stick the lollipop picture on their outfits with a small piece of tape.
3. Have students walk around and find another student who has the lollipop in the same color and same direction.



Please color the curtain to complete the pattern.

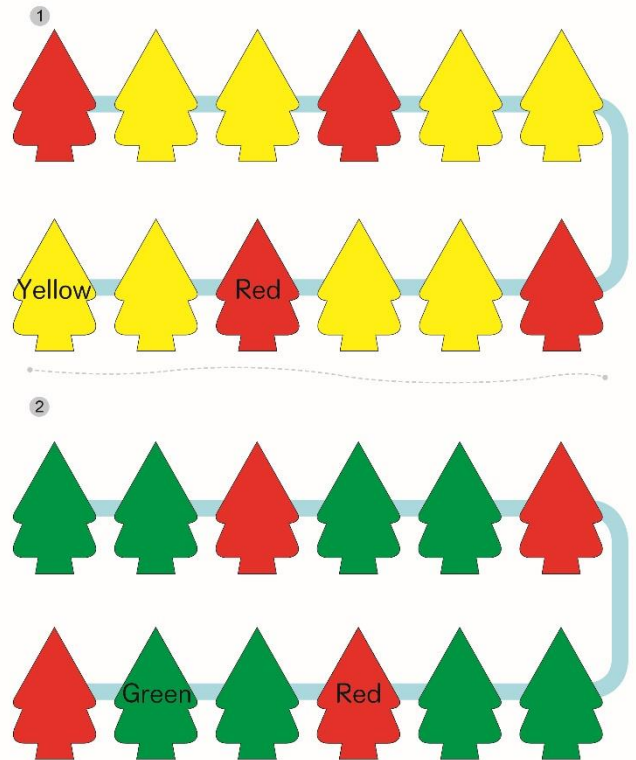
กรุณาสีผ้าของหน้าต่าง ระบายสีลงในช่องว่างให้ถูกต้อง



29

Please line up the foam trees in order, and fill the blank trees with matching colors.

กรุณาสีของต้นไม้ ระบายสีลงในช่องว่างให้ถูกต้อง



30

Class		Teacher	
Unit	D1-15	Topics	Patterns of Three Objects

Manipulatives: Foam trees

Learning Activities

1. Draw some circles on the whiteboard with red and blue markers.
2. Have students say the colors of the circles: red, blue, blue, red, blue, blue. Guide students to observe the repeated pattern.
3. Discuss with students what the next color should be.
4. Place the foam trees in a row with repeated pattern. For example, red, yellow, yellow, red, yellow, yellow. Ask students to come up and continue this pattern using their foam trees.
5. Practice with different patterns until students are familiar with the repeated patterns of three objects.

Student Book Activities

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

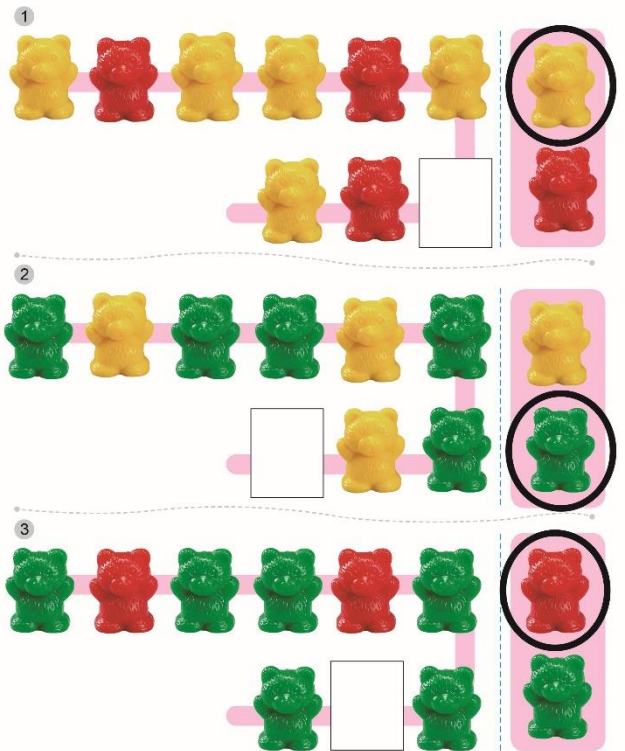
Extended Activities

Find the pattern:

1. Show students some fabrics or necklaces with patterns. Have students observe the patterns and find out the repeated patterns.
2. Provide students some precut colored paper shapes. Guide students to create artworks by arranging and pasting the shapes into patterns (e.g., A-B-B).

Please line up the bears in order. Then circle the bear on the right to complete the pattern.

นำน้องหมีจากกล่องอุปกรณ์มาวางทาบดู ใน ☐ น่าจะเป็นน้องหมีตัวไหน วงกลมคำตอบที่ถูกต้อง



Class		Teacher	
Unit	D1-16	Topics	Patterns of Two Objects

Learning Activities

- ## Student Book Activities

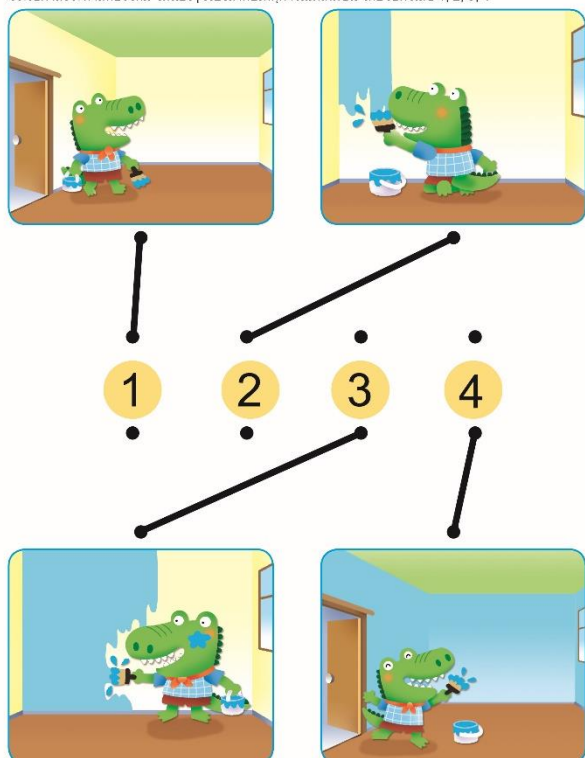
Extended Activities

1. Fill two empty bottles with different amount of water.
2. Guide students to tap the bottles using a chopstick to make melodies with different pitches. For example, low, medium, low, low, medium, low, low, medium, low.



Alligator is painting his room. Please match the pictures to the numbers according to the sequence of the events.

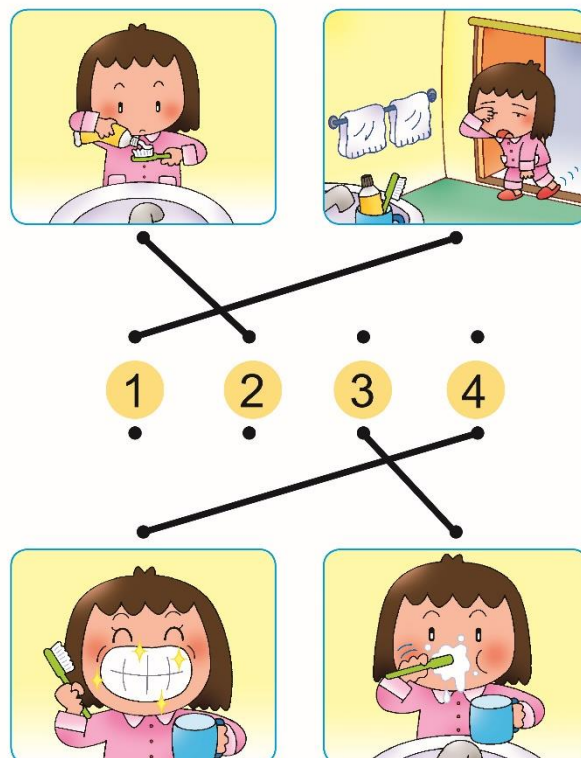
จระเข้กำลังทาสีห้องใหม่ ให้หน่อยๆ เรียงลำดับเหตุการณ์ที่เกิดขึ้น โดยใส่ตัวเลข 1, 2, 3, 4



33

Please draw lines to the numbers according to the sequence of morning chores.

ให้หน่อยๆ เรียงลำดับเหตุการณ์หลังจากตื่นนอน โดยใส่ตัวเลข 1, 2, 3, 4



34

Class		Teacher	
Unit	D1-17	Topics	Sequence of Four Events

Manipulatives: None

Learning Activities

1. Draw four pictures: a whole apple, an apple with a bite out of it, an apple with several bites out of it, an apple with the core only.
2. Place the four pictures on the whiteboard. Tell students a story about a kid eating an apple.
3. Guide students to sort the pictures according to the sequence of the story. Place number cards 1 to 4 above each picture according to the sequence.

Student Book Activities

Guide students to complete the practice using the crayons.

Extended Activities

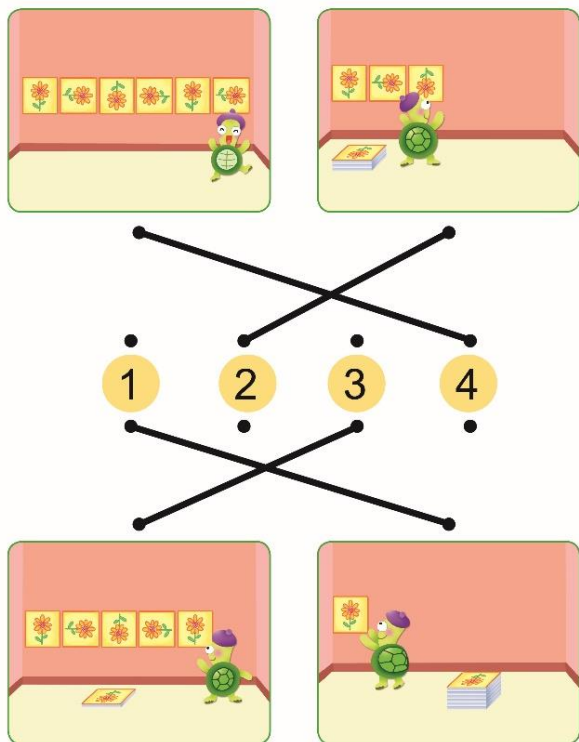
A happy day:

1. Give each student 4 pieces of paper. Ask students to draw 4 events that happened in one day.
2. Have students take turns to share their drawings with the class, and to tell the sequence of the four events.

D2-1 Sequence of Four Events การลำดับเหตุการณ์

A turtle is tiling a wall. Please match the pictures to the numbers according to the sequence of the events.

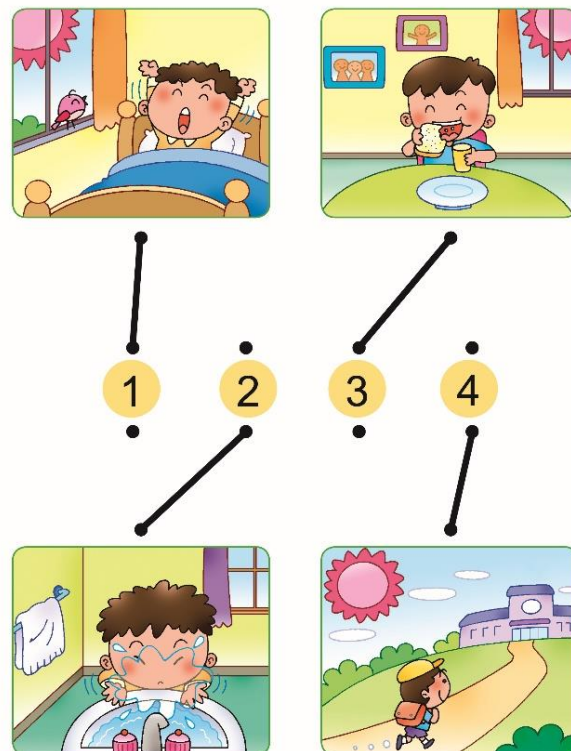
เต่าน้อยกำลังเรียงภาพดอกไม้ให้สวยงาม เรียงลำดับภาพ โดยลากเส้นโยง 1, 2, 3, 4



1

A boy is getting ready for school. Please draw lines to the numbers according to the sequence of the events.

เด็กชายตื่นนอนตอนเช้าและเตรียมตัวจะไปโรงเรียน ให้เรียงลำดับภาพ โดยลากเส้นโยง 1, 2, 3, 4



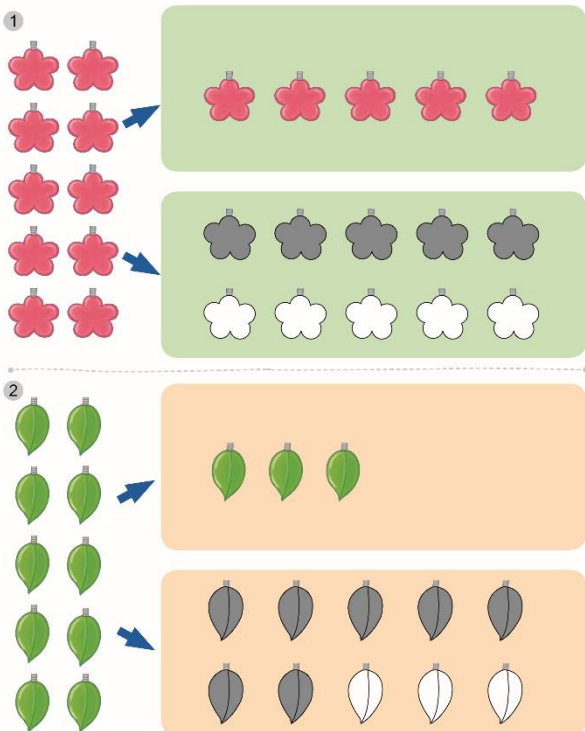
2

Class		Teacher	
Unit	D2-1	Topics	Sequence of Four Events
Manipulatives: None			
Learning Activities - Have students observe the four pictures on Student Book page 1. Guide students to tell the sequence by looking at the tiles on the wall in each picture. - Place number cards 1 to 4 above each picture according to the sequence. Find the correct number for each picture from the 4 numbers in the middle of the page. - Repeat step 3 with the pictures on page 4.			
Student Book Activities Guide students to complete the practice using the manipulatives and crayons.			
Extended Activities			
Little farmers: - Prepare a cup and some mung beans for each student. Instruct students to plant the beans in the cups. - Guide students to observe the growth of the beans regularly. Have students draw pictures of the beans every three days. - Sort the drawings according to the sequence of the growth of the beans.			



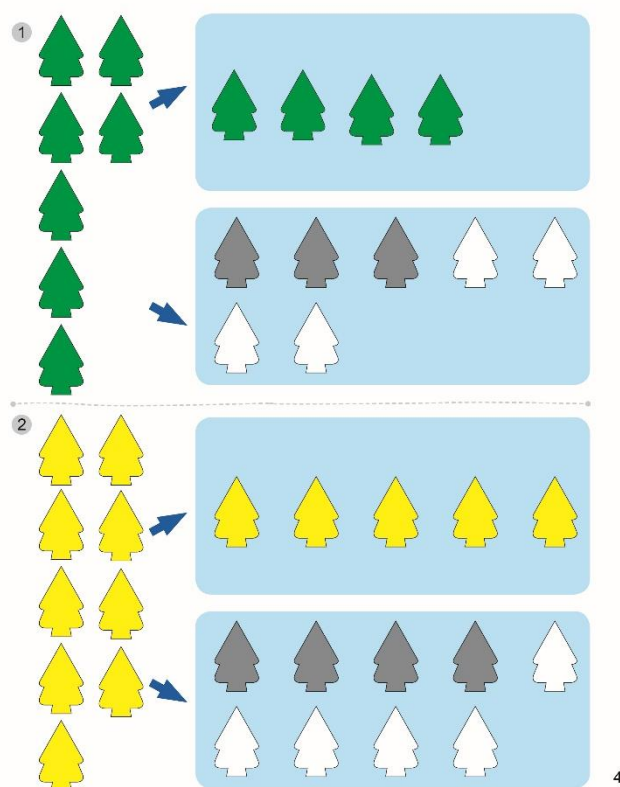
There are 10 light bulbs in each pack. How many bulbs are used? How many are left? Please color the remaining light bulbs.

ในกล่องต้องมีหลอดไฟทั้งหมด 10 ดวง ให้นักๆ นับดูว่า ด้านขวายังขาดหลอดไฟทั้งหมดกี่ดวง จึงจะมีหลอดไฟเท่ากับภาพด้านทางซ้าย จากนั้นระบายสีจำนวนที่ขาดไป



How to divide the foam trees into two groups? Please color the trees in the second group.

ยังขาดต้นไม้กีดั้น จึงจะมีจำนวนเท่ากับต้นไม้ด้านซ้ายมือ ให้นักๆ ระบายสีให้ครบ



Class		Teacher	
Unit	D2-2	Topics	Decomposing Numbers Within 10

Manipulatives: Foam trees

Learning Activities

1. Prepare 10 cards of star-shaped lights, and 10 cards of flower-shaped lights.
2. Tell students that each room needs 10 star-shaped lights. Give one student 4 cards, and ask how many more are needed?
3. Draw a big square on the whiteboard. Write number "10" above it, and then draw two small squares below it. Write "3" and "7" in the small squares respectively.
4. Place 10 foam trees in the big square. Have students count the foam trees. Move 3 trees into the small square on the left, and then the rest of the trees into the square on the right. Guide students to practice decomposing numbers.
5. Practice more until students are familiar with the decomposition of numbers.

Student Book Activities

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

Extended Activities

Guessing fun:

1. Put students in pairs. Give each pair ten little bears and two handkerchiefs.
2. Without showing to Student B, Student A divides the bears into two groups and cover each group with a handkerchief.
3. Student A shows Student B the two covered groups. Remove one handkerchief, and then have Student B guess how many bears are covered by the other handkerchief.
4. Students switch their roles after each round.



There are 10 light bulbs in each row. How many bulbs are lit? How many are not? Please circle the number of the unlit bulbs, and then circle the bulbs.

ในแต่ละข้อมีหลอดไฟอย่างหลอดไฟจำนวน 10 ดวง ให้น้องๆ วงกลมจำนวนหลอดไฟที่ยังไม่สว่าง และนับดูซิว่าหลอดไฟที่ยังไม่สว่างมีทั้งหมดกี่ดวง จากนั้นวงกลมตัวเลขตามจำนวนที่นับได้ให้ถูกต้อง

1

2

3

5

How to divide the foam trees into two groups? Please circle the number of the second group, and then circle the trees.

ต้องการแบ่งต้นไม้เป็นสองกลุ่ม ให้น้องๆ

วงกลมจำนวนต้นไม้ในกลุ่มกลางที่เชื่อมกับกลุ่มบนแล้วจะเท่ากับจำนวนต้นไม้ในด้านซ้ายมือ จากนั้นวงกลมจำนวนตัวเลขที่ถูกต้อง

1

2

3

6

Class		Teacher	
Unit	D2-3	Topics	Decomposing Numbers Within 10

Manipulatives: Foam trees

Learning Activities

1. Draw a big square on the whiteboard, and two small squares below it.
2. Place 10 foam trees in the big square. Have students count the foam trees, and then place the corresponding number card above the square.
3. Move some trees into the small square on the left. Have students count the trees and find the corresponding number card. Move the rest of the trees into the small square on the right. Guide students to practice decomposing numbers.
4. Repeat step 2 and 3 with different numbers.

Student Book Activities

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

Extended Activities

Who's the winner:

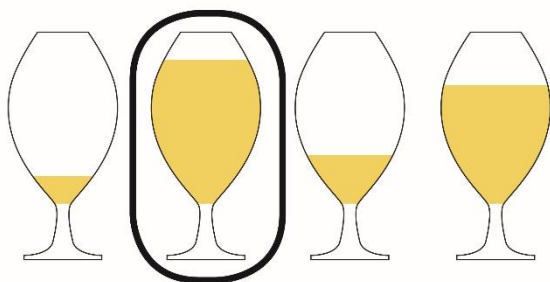
1. Prepare foam trees of two different colors. 10 for each color. Draw 10 boxes in a row on a long strip of paper.
2. Pair up students. Each student pick one end of the paper as his/her base. Tell students to play rock-paper-scissors. The winner can place a foam tree in the box starting from his/her end. After all the boxes are filled, compare the numbers of the two different color foam trees. The student with more trees on the paper is the winner.



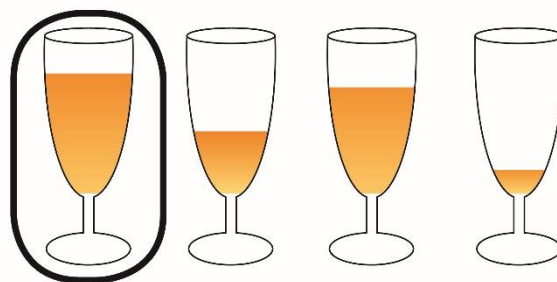
Please circle the glass with the most juice.

ให้เด็กๆ เปรียบเทียบว่าแก้วไหนมีปริมาณน้ำผลไม้มากที่สุด วงกลมคำตอบที่ถูกต้อง

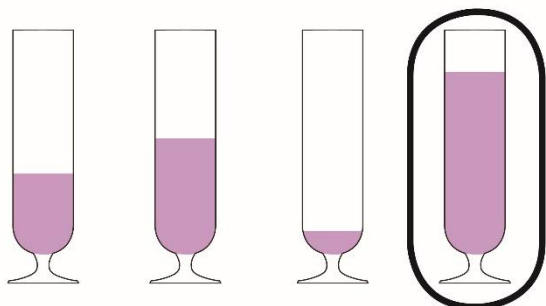
1



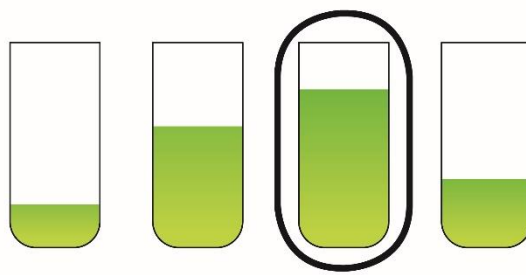
3



2



4



7

8

Class		Teacher	
Unit	D2-4	Topics	Comparing Capacity

Manipulatives: None

Learning Activities

1. Prepare a glass or a clear plastic cup. Tell students, "This is an empty cup. I'm going to add some water in it." Add colored water into the cup, and ask students to observe it. Mark the water level on the side of the cup. Add more colored water in it and mark the level again.
2. Repeat step 1 three or four times.
3. Ask students to look at the marks. Tell students, "The more water, the higher the mark is." Guide student to observe the 4 cups on Student Book page 7 and 8. Discuss which glass has the most juice.

Student Book Activities

Guide students to complete the practice using the crayons.

Extended Activities

The juice stand:

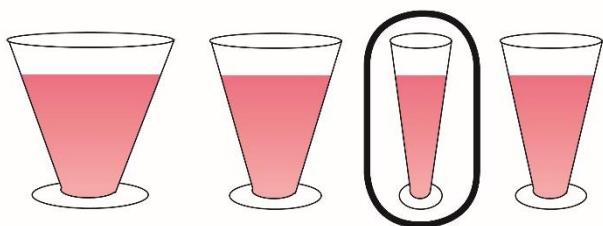
1. Prepare a blender, some fruits, and some cups. Show students how to make juice, and then pour the juice into the cups.
2. Ask students to make sure all cups have the same amount of juice by comparing the height of the juice in each cup.
3. After all cups are filled. Students can do the role-play, act as vendors and customers.



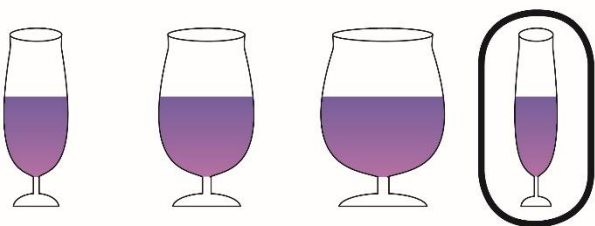
Please circle the glass with the least juice.

ให้เด็กๆ เปรียบเทียบว่าแก้วใบไหนมีปริมาณน้ำผลไม้ น้อยที่สุด วงกลมคำตอบที่ถูกต้อง

1



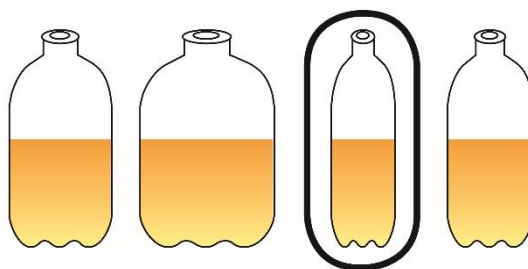
2



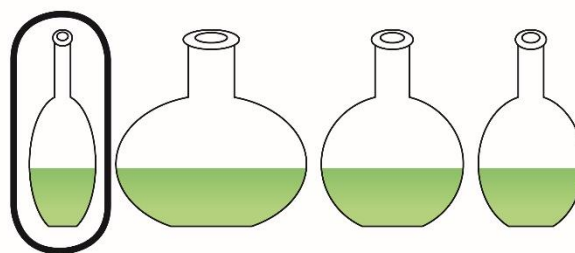
Please circle the bottle with the least juice.

ให้เด็กๆ เปรียบเทียบว่าขวดใบไหนมีปริมาณน้ำผลไม้ น้อยที่สุด วงกลมคำตอบที่ถูกต้อง

1



2



Class		Teacher	
Unit	D2-5	Topics	Comparing Capacity
Manipulatives: None			
Learning Activities			
1. Prepare two glasses or clear plastic cups of different widths. Have students observe these two cups and tell the difference. 2. Fill both cups with colored water to the same height. Ask students, "Do both cups have the same amount of water?" Guide students to think if the amount of water is the same, and ask them if the wider cup can hold more water. 3. Show students two bottles that are the same. Transfer the water from the two cups to the two bottles. Compare the height of the water in each bottle. Tell students, "When the water level is the same, the wider cup can hold more water." 4. Repeat the above steps with more cups of water.			
Student Book Activities			
Guide students to complete the practice using the crayons.			
Extended Activities			
Little concert:			
1. Prepare several glasses or cups. Add different amount of water in each cup. 2. Tap the rim of the cups with a chopstick. Have students listen to the different sounds that the cup makes. 3. Students take turns to create their own melody with the cups.			

D2-6 Measuring with Different Equipments

How tall is each ice-cream cone? Please measure them using the measuring cards, and then circle the correct answers.

วัดขนาดความสูงของไอศกรีม โดยใช้บัตรวัดขนาดจากกล่องอุปกรณ์ แล้ววงกลมคำตอบ

11

1 is as tall as สูงเท่ากับ ☒ 1 ☐ 2 ☐ 3 

2 is as tall as สูงเท่ากับ ☐ 1 ☒ 2 ☐ 3 

3 is as tall as สูงเท่ากับ ☐ 1 ☐ 2 ☒ 3 

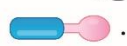
ใช้อุปกรณ์ที่ต่างกันวัดขนาด

How long is each boat? Please measure them using the measuring cards, and then circle the correct answers.

วัดขนาดความยาวของเรือ โดยใช้บัตรวัดขนาดจากกล่องอุปกรณ์ แล้ววงกลมคำตอบ

12

1 is as long as ยาวเท่ากับ ☐ 1 ☐ 2 ☒ 3 

2 is as long as ยาวเท่ากับ ☐ 1 ☒ 2 ☐ 3 

3 is as long as ยาวเท่ากับ ☐ 1 ☒ 2 ☐ 3 

Class		Teacher	
Unit	D2-6	Topics	Measuring with Different Equipments

Manipulatives: Measuring cards

Learning Activities

1. Prepare three cards of ice cream cone in different heights.
2. Show students the cards and say, "These ice cream cones are not the same height. I want to measure them using the spoon cards. Let's do it together."
3. Guide students to measure the ice cream cones:
 - (1) Place a spoon card next to an ice cream card. Align the two cards.
 - (2) If the ice cream is taller than the spoon card, stack up one or two more spoon cards. There should be no space between the spoon cards.
4. Guide students to measure all three ice cream cones. For example, the chocolate ice cream cone is as tall as two spoons, and the strawberry ice cream is as tall as three spoons.

Student Book Activities

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

Extended Activities

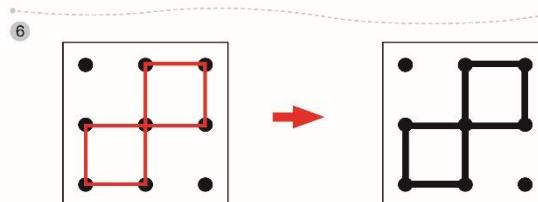
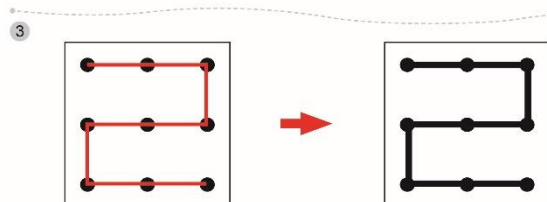
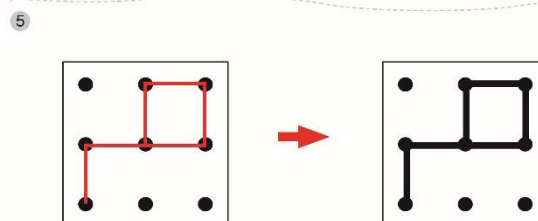
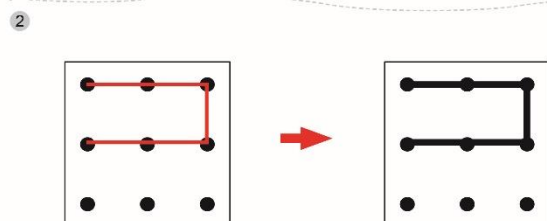
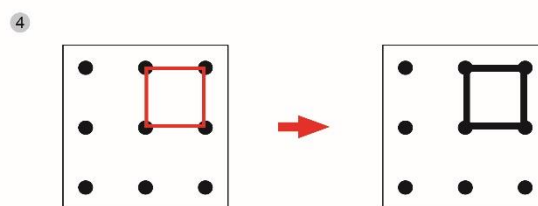
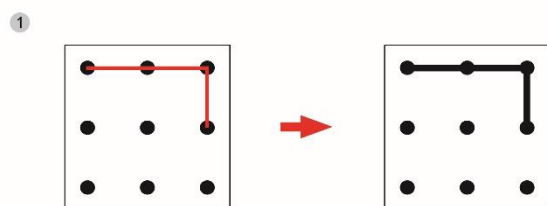
Little surveyor:

1. Put students into groups. Guide students to measure things in the classroom, for example, tables, cabinets.
2. After the measurements are done, each group takes turns to tell their measurement results.



Please copy the lines into the blank boxes.

ให้เด็กๆ ลากเส้นประตามแบบรูปตัวอย่าง



13

14

Class		Teacher	
Unit	D2-7	Topics	Copying Line Patterns
Manipulatives: Nail board			
Learning Activities 1. Prepare two nail boards. 2. Draw a simple figure with a washable marker on the left nail board (e.g., number 2 in a digital font), and then ask a student to draw the same figure on the right nail board. 3. After finished, ask students how to draw figures on a nail board. Write a number next by each nail to indicate the drawing sequence. For example, mark the nails/dots from number 1 to 5, so students can trace the numbers and draw a digital number 2. The sequence numbers can help students draw an assigned figure on their own nail boards.			
Student Book Activities Guide students to complete the practice using the manipulatives and crayons.			
Extended Activities			
Line drawing: 1. Give each student a piece of paper with random lines on it. 2. Guide students to decorate the lines and draw creatively.			



Please count the packs of juice in each group, and then circle the correct number.

มีเครื่องดื่มทั้งหมดกี่แก้ว ให้นักเรียน วงกลมคำตอบที่ถูกต้อง

1

18
19

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24
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27
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15

Please count the fruits and vegetables, and match them to the correct numbers.

มีผักผลไม้จำนวนเท่าไร ให้นักเรียน ลากเส้นโยงคำตอบให้ถูกต้อง

25 26 28 30

16

Class		Teacher	
Unit	D2-8	Topics	Counting up to 30

Manipulatives: None

Learning Activities

1. Prepare number cards from 1 to 30, and some fruit cards (e.g., strawberries, apples, watermelons).
2. Line up the number cards on the whiteboard, and guide students to count from 1 to 30.
3. Place the fruit cards on the table. Ask students if they like, for example, strawberries. Have students count all the strawberry cards, and then find the corresponding number card.
4. Repeat step 3 with the apple cards and watermelon cards.

Student Book Activities

Guide students to complete the practice using the crayons.

Extended Activities

A ranking list:

1. Choose 3 to 5 popular cartoon characters. Print out the pictures of these characters.
2. Give each student two stickers. Ask students to stick the stickers on their favorite cartoon characters. (One sticker for one character only.)
3. After finished, guide students to count the stickers that are on each character, and then make a ranking list.

D2-9 Comparing Numbers Within 30

Please count the fruits, and match them to the correct numbers. Then circle the fruit that has the most quantity.

มีผลไม้จำนวนมากมาย ให้เด็กๆ ลากเส้นโยงคำตอบให้ถูกต้อง แล้ววงกลมผลไม้ที่มีจำนวนมากที่สุด

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has the most quantity.
มีจำนวนมากที่สุด

17

เปรียบเทียบจำนวนมากกว่าและน้อยกว่า



Please count the animals, and match them to the correct numbers. Then circle the animal that has the least quantity.

มีสัตว์จำนวนมากมาย ให้เด็กๆ ลากเส้นโยงคำตอบให้ถูกต้อง แล้ววงกลมสัตว์ที่มีจำนวนน้อยที่สุด

28

23

27



has the least quantity.
มีจำนวนที่น้อยที่สุด

18

Class		Teacher	
Unit	D2-9	Topics	Comparing Numbers Within 30
Manipulatives: None			
Learning Activities 1. Prepare number cards from 1 to 30, and some fruit cards. 2. Line up the number cards on the whiteboard, and guide students to count from 1 to 30. 3. Place the fruit cards on the table. Ask students if they like, for example, cherries. Have students count all the cherry cards, and then find the corresponding number card. 4. Repeat step 3 with the other fruit cards. Ask students which fruit has the most cards?			
Student Book Activities Guide students to complete the practice using the crayons.			
Extended Activities			
Mini zoo: 1. Guide students to make origami animals with colored paper. For example, birds, bears. 2. After finished, paste all origami animals on a big piece of paper as a zoo. Guide students to count the number of each kind of animals.			



Please take a look at the top picture, and then cover it with the Fun Math Box. Try to remember the color of the outfit, and circle the correct one.

ให้น้องๆ สังเกตและจดจำสีของเสื้อผ้าในภาพตัวอย่างทั้งสองภาพ และให้เด็กๆ ลองอุปกรณ์มาปิดภาพ จากนั้นให้วงกลมสีของชุดกระโปรงและชุดว่ายน้ำที่ถูกต้องตามภาพตัวอย่าง



19

Please take a look at the bears on the left, and then cover them with the Fun Math Box. Try to remember the color of the bears, and then color them on the right.

ให้น้องๆ สังเกตและจดจำสีของเจ้าหมีแต่ละตัวในภาพตัวอย่างทั้งสองภาพ และให้เด็กๆ ลองอุปกรณ์มาปิดภาพ จากนั้นให้ระบายสีที่หายไปของเจ้าหมีให้ถูกต้องตามภาพตัวอย่าง



20

Class		Teacher	
Unit	D2-10	Topics	Memory Game

Manipulatives: Math box, little bears

Learning Activities

1. Photocopy and enlarge the 4 figures on Student Book page 19.
2. Place the 4 figures on the whiteboard. Describe the figures in details. For example, the first figure is wearing a sleeveless top and a pair of long pants, the second figure is wearing a dress, the third figure is wearing a hat and a scarf, and the fourth figure is carrying a swim ring.
3. After giving the description, cover one of the figures. Ask students to recall the features of this figure, and then reveal the figure to see if the students are correct.
4. Continue playing the memory challenge with the other figures.

Student Book Activities

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

Extended Activities

Finding pairs:

1. Prepare some pairs of animal cards. Place all the cards on the whiteboard.
2. Have student observe the cards, and then turn over all the cards face-down. Students take turns to look for pairs of animal cards base on their memory.



Please take a look at the signs of the stores, and then cover them with the Fun Math Box. Try to remember the feature of the signs, and then circle the correct ones.

ให้นักเรียนสังเกตและจดจำสิ่งต่างๆในภาพตัวอย่าง และให้นักเรียนลองอุปกรณ์มาปิดภาพ จากนั้นให้วงกลมคำตอบที่ถูกต้องว่าสัญลักษณ์ที่ติดอยู่บนร้านขนมในภาพตัวอย่างคืออะไร

1



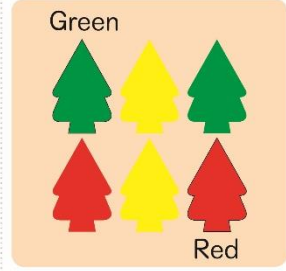
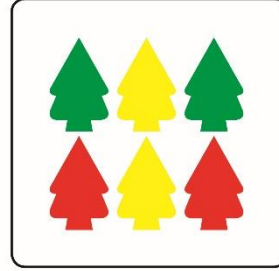
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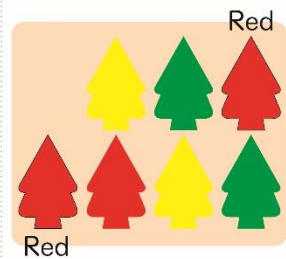
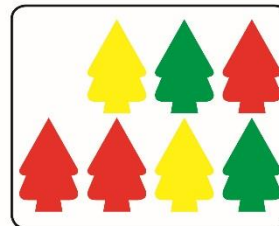
Please take a look at the trees on the left, and then cover them with the Fun Math Box. Try to remember the colors of the trees, and then color them on the right.

ให้นักเรียนสังเกตและจดจำสีของต้นไม้ในภาพตัวอย่าง และให้นักเรียนลองอุปกรณ์มาปิดภาพ จากนั้นให้ระบายสีของต้นไม้ที่หายไปให้ถูกต้องตามภาพตัวอย่าง

1



2



Class		Teacher	
Unit	D2-11	Topics	Memory Game

Manipulatives: Math box, foam trees

Learning Activities

1. Line up 4 foam trees on the whiteboard. Guide student to say out the color of the trees, for example, red, blue, yellow, yellow.
2. Cover the trees with a piece of paper. Have one student come up to make an identical tree row base on his memory. Remove the paper and compare the two rows of trees.
3. Repeat the practice with more trees, or advance the practice with two rows of trees.
4. Students can also use their own foam trees to practice individually.

Student Book Activities

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

Extended Activities

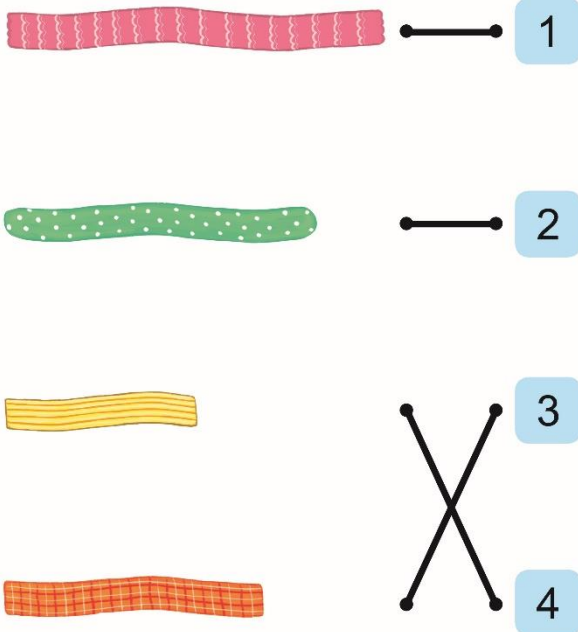
Memory game:

1. Place 5 items on the table. Tell students to observe the items and try to remember them.
2. Put the 5 items in a bag which already has other 5 items in it.
3. Take one item out from the bag, and then ask students if this item was on the table. Students answer the questions with their arms making "O" or "X".



Please connect the ribbons to the numbers 1 to 4, to show the order from the longest to the shortest.

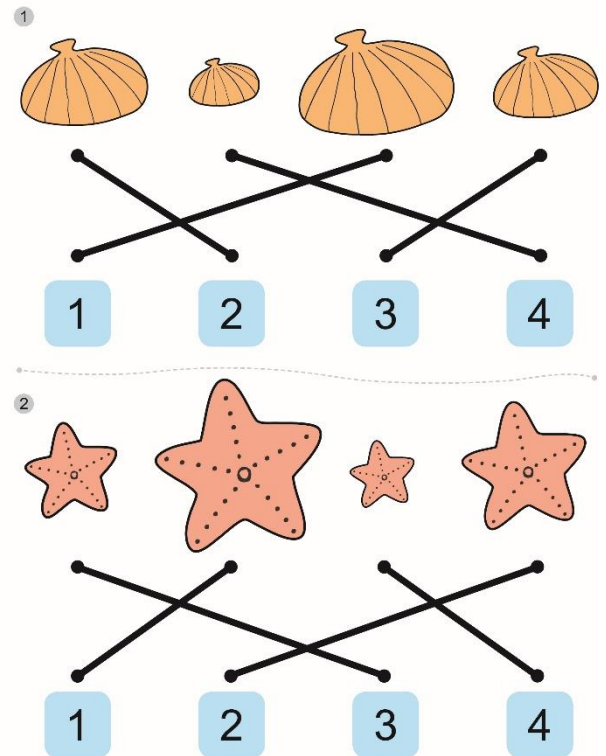
ให้ nốiจากริบบิ้นที่ยาวไปหาสั้น โดยใช้ตัวเลข 1, 2, 3, 4



23

Please connect the objects to the numbers 1 to 4, to show the order from the biggest to the smallest.

ให้ nốiจากริบบิ้นที่ยาวไปหาสั้น โดยใช้ตัวเลข 1, 2, 3, 4



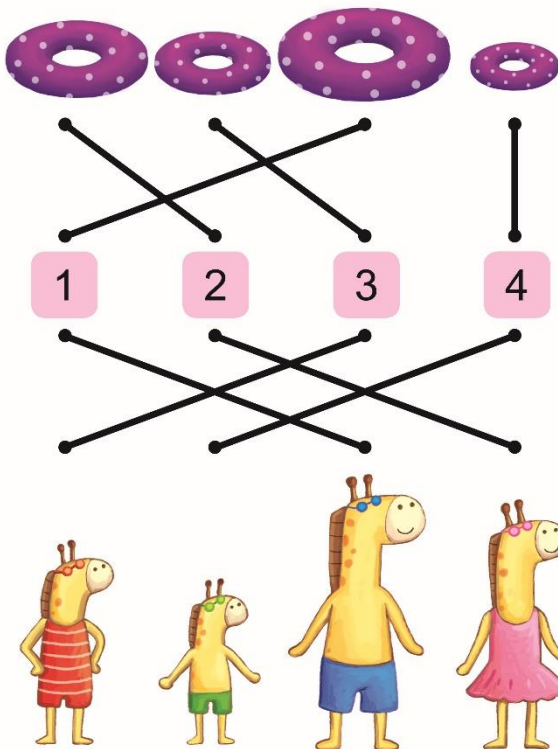
24

Class		Teacher	
Unit	D2-12	Topics	Orders of Four Subjects
Manipulatives: None			
Learning Activities			
1. Cut a piece of cardboard into 4 strips of different length. Show students the stirps and ask them if the strips are the same length? Place all four strips on the table. Align the strips, and have students compare the length.			
2. Have students find the longest strip and place number card "1" above it. Find the shortest strip and place number card "4" above it.			
3. Ask students where the number cards "2" and "3" should be placed? Guide students to compare the strips and place the corresponding number cards above the strips.			
4. Mix the strips and repeat the practice.			
Student Book Activities			
Guide students to complete the practice using the crayons.			
Extended Activities			
Which is the longest?			
1. Give each student the same amount of clay. Tell students to roll the clay into a long strip.			
2. Have 4 students come up each time with their strips. Guide the class to find out who has the longest strip.			



Please connect the swim rings and the giraffes to the numbers 1 to 4, to show the order from the biggest to the smallest.

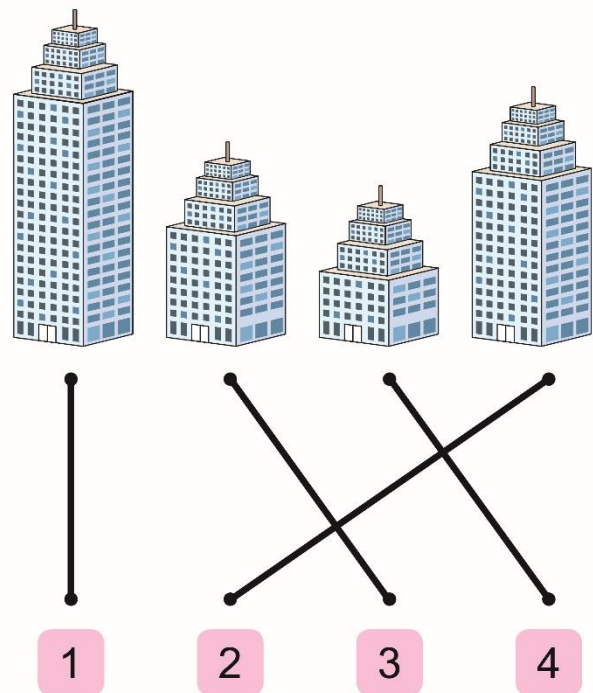
ให้เด็กๆ เปรียบลำดับจากใหญ่ไปหาเล็ก โดยใช้ตัวเลข 1, 2, 3, 4



25

Please connect the buildings to the numbers 1 to 4, to show the order from the tallest to the shortest.

ให้เด็กๆ เปรียบลำดับจากสูงไปหาเตี้ย โดยใช้ตัวเลข 1, 2, 3, 4



26

Class		Teacher	
Unit	D2-13	Topics	Orders of Four Subjects

Manipulatives: None

Learning Activities

1. Prepare 4 picture cards of different sizes of swim rings.
2. Put the four cards on the whiteboard. Guide students to observe the swim rings. Sort the swim rings by size, and place number cards 1 to 4 above the swim rings correspondingly.
3. Have four students line up in the front. Tell the class that tall students use bigger swim rings, while the shorter students use smaller swim rings.
4. Ask the class to tell the number of the swim ring that each student should use.
5. Prepare different picture cards to practice comparing big/small, long/short, tall/short.

Student Book Activities

Guide students to complete the practice using the crayons.

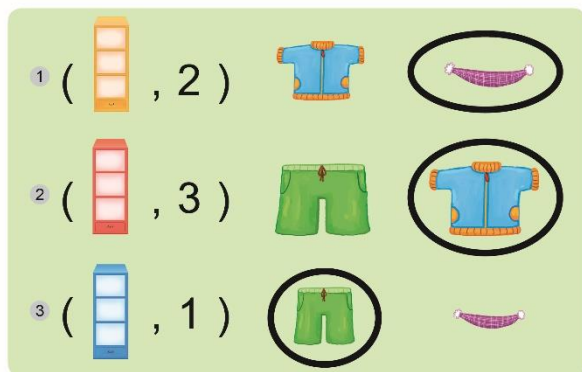
Extended Activities

Who is taller?

1. Pick 4 students of different height.
2. Have one student be the helper to line up the 4 students from the tallest to the shortest.

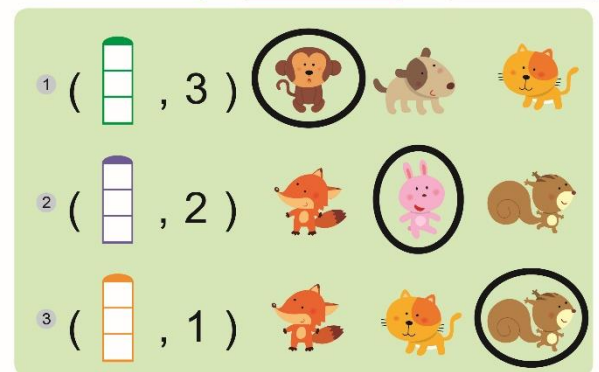
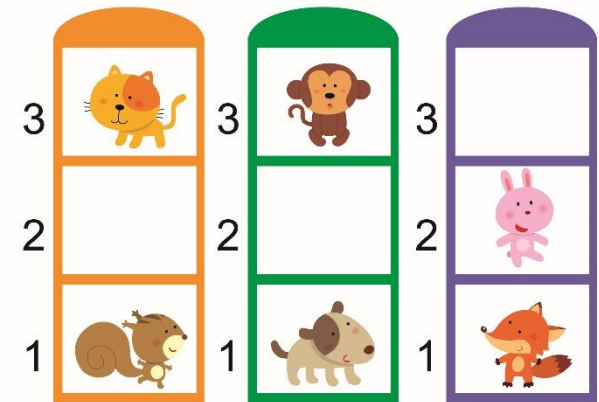


Please circle the correct items according to their locations.
ดูจากภาพด้านบน เปรียบเทียบ แล้ววงกลมตำแหน่งและชิ้นวางที่ถูกต้อง



27

Please circle the correct animals according to their locations.
ดูจากภาพด้านบน เปรียบเทียบ แล้ววงกลมตำแหน่งและชิ้นวางที่ถูกต้อง

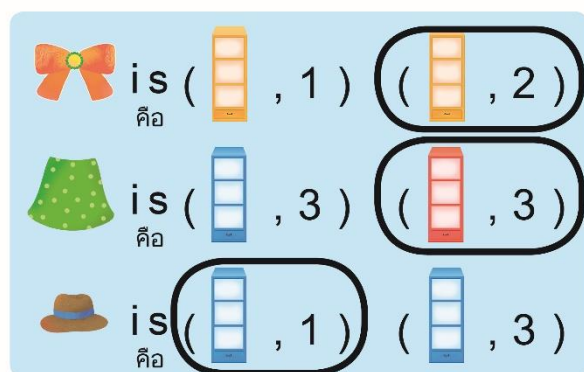


28

Class		Teacher	
Unit	D2-14	Topics	Basic Coordinates
Manipulatives: None			
Learning Activities			
1. Prepare 3 posters of different color cabinets (each cabinet has three shelves), some animal cards, and some picture cards of different sizes of outfits (pants, jackets, scarfs). 2. Put the posters on the whiteboard. Guide students to observe the items in each cabinet. For example, there are pants in the blue cabinet, coats in the red cabinet, and scarfs in the yellow cabinet. 3. Choose a cabinet, and ask students to compare the sizes of the items in this cabinet. Find the biggest and the smallest items. For example, the biggest jacket are on the third shelf. 4. Place some animal cards in the cabinets. Ask students to tell where the animals are. For example, the bunny is on the third shelf of the red cabinet.			
Student Book Activities			
Guide students to complete the practice using the crayons.			
Extended Activities			
Little architects:			
1. Give each student a piece of paper and some markers. 2. Guide students to design a three-story house and draw the residents. After finished, have students show and tell their houses.			

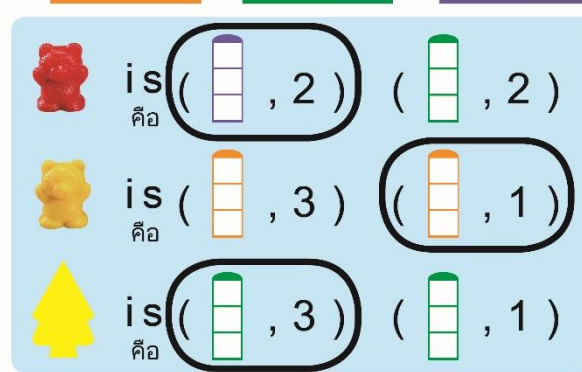
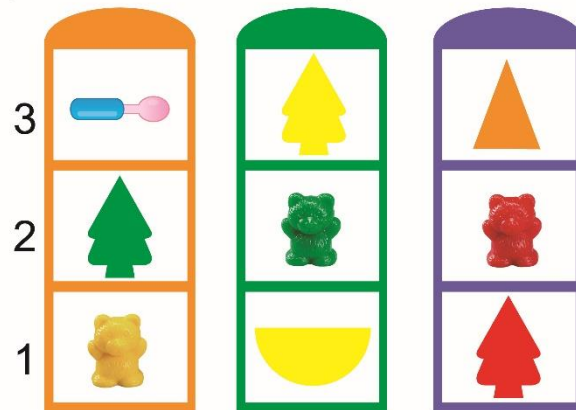


Please circle the correct placement of the clothing according to their locations.
ดูจากภาพด้านบน เปรียบเทียบ แล้ววงกลมตำแหน่งและชั้นวางที่ถูกต้อง



29

Please circle the correct placement of the objects according to their locations.
ดูจากภาพด้านบน เปรียบเทียบ แล้ววงกลมตำแหน่งและชั้นวางที่ถูกต้อง



30

Class		Teacher	
Unit	D2-15	Topics	Basic Coordinates

Manipulatives: Foam trees, shape cards

Learning Activities

1. Prepare 3 posters of different color houses (each house has three stories).
2. Place the foam trees and shape cards at different floor levels.
3. Ask students to find one item, for example, the red foam tree. The students have to tell the position of the tree: second floor of the blue house.
4. Repeat practicing with other items until students are familiar with the basic coordinates.

Student Book Activities

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

Extended Activities

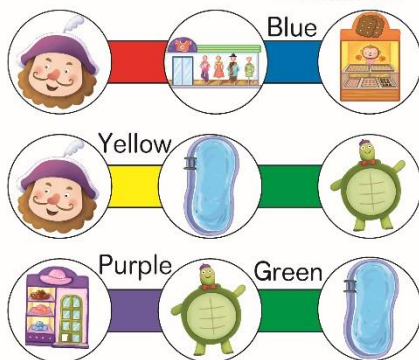
Tidy up:

1. Invite students to tidy up the toy cabinets.
2. Divide students into three groups cleaning up role-play toys, art and crafts materials, and building blocks.
3. Instruct student to organize the items. For example, the art and crafts cabinet, put scissors on the first shelf, markers on the second shelf.



Captain Beard is at the beach hotel. Please color the paths according to the map provided by the hotel.

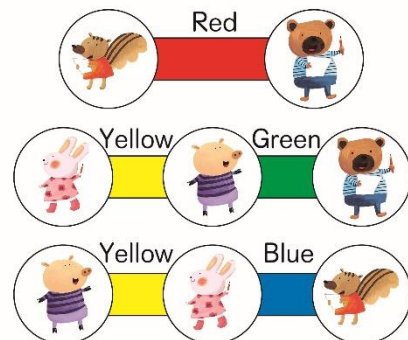
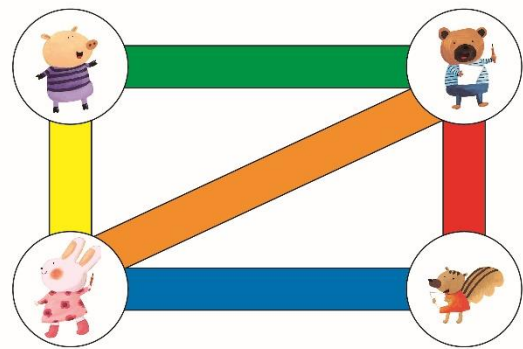
ดูจากภาพตัวอย่าง จับคู่ระบายสีเส้นทางให้ถูกต้อง



31

Please color the paths according to the hints in the top picture.

ดูจากภาพตัวอย่าง จับคู่ระบายสีเส้นทางให้ถูกต้อง



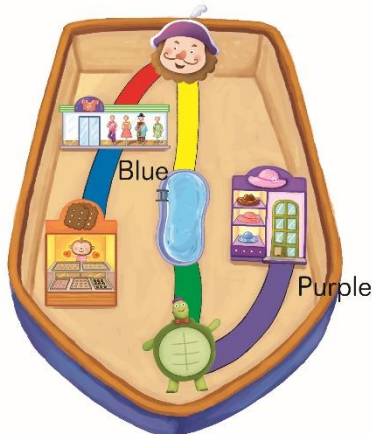
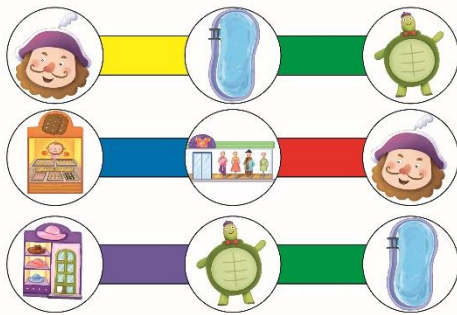
32

Class		Teacher	
Unit	D2-16	Topics	Paths
Manipulatives: None			
Learning Activities 1. Prepare some animal cards and path cards of different colors. 2. Introduce the map (Student Book page 31) to students. Point to each spot and give descriptions. For example, Captain Beard will get to the clothes store if he takes the red path, and he will get to the bakery if he takes the blue path. 3. Place the path cards on the whiteboard. Place an animal on each spot. Ask students the color of the paths that are between two animals/spots. For example, the rabbit will take the orange path to visit the bear. 4. Continue practicing with different animals and paths until students are familiar with the combinations of spots and paths.			
Student Book Activities Guide students to complete the practice using the manipulatives and crayons.			
Extended Activities			
Draw a map: 1. Instruct students to draw a map of the school. 2. Set the classroom as the start point. Guide students to think about what's outside of the classroom. 3. Ask students what their most used paths are. For example, the path to the bathroom, to the gym room, or to the school entrance.			



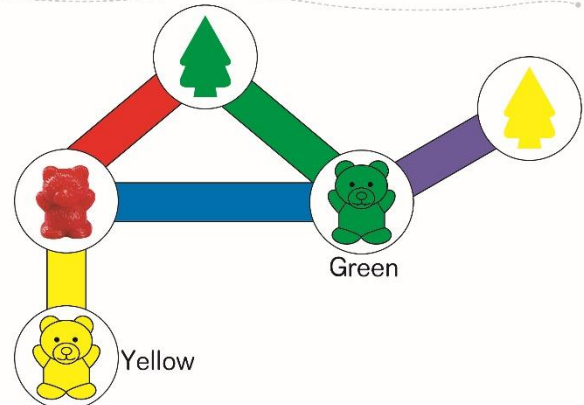
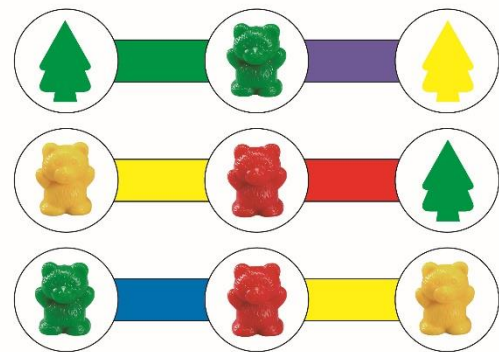
Please color the paths according to the hints in the top picture.

ดูจากภาพตัวอย่าง จับคู่ระบายสีเส้นทางให้ถูกต้อง



Please place the bears and the foam trees on the map below, and then color them with the correct colors.

ดูจากภาพตัวอย่าง นำหมีและต้นไม้จากกล่องอุปกรณ์มาวางตาม และระบายสีให้ถูกต้อง



Class		Teacher	
Unit	D2-17	Topics	Paths

Manipulatives: Foam trees, little bears

Learning Activities

1. Prepare some animal cards and path cards of different colors.
2. Draw 5 spots, and then connect the spots with the path cards.
3. Set one spot as the start, and put an animal card on it, for example, the bear. Ask students to put the rest of the animal cards in the spots according to the instructions. For example, to get to the turtle, the bear has to take the blue path.
4. Continue practicing with different animals and paths until students are familiar with the combinations of spots and paths.

Student Book Activities

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

Extended Activities

A field trip:

1. Take students to visit a nearby store.
2. After being back to the classroom, give each student a drawing paper. Guide students to draw the paths that they took to get to the store.