

Teaching Suggestions for Kids Shine Maths Book 1 and Activity Book 1

Topic	Unit 1: About Me - Same and not the same
Content Standard	MA 1.1 Pairing objects.
Learning Standard	MA 1.1.4 Match objects based on: (i) colour (ii) shape.
Integrated Strands	KD 2.1.1, 3.2.3; SA 2.2.4
Teaching Materials	Book 1, Activity Book 1, plasticine in two colours, 3 paper cups
Suggested Activities Book <ul style="list-style-type: none"> • Knead 2 plasticine balls of the same size and colour. Have children compare them. • Knead a third ball, but this time, using more than one colour. Compare it with the first two balls. • Place each plasticine ball under an overturned paper cup and shuffle them around. Ask children to take turns guessing which of the 3 cups holds the plasticine ball that is not the same as the other two. • Guide children in doing the activities on page 2 of Book 1. Activity Book <ul style="list-style-type: none"> • Guide children in doing the activities on page 2. 	

Topic	Unit 1: About Me - Things that go together
Content Standard	MA 1.1 Pairing objects.
Learning Standard	MA 1.1.2 Match differing pairs of objects.
Integrated Strands	BI 1.2.4; KD 2.3.3
Teaching Materials	Book 1, Activity Book 1, things with lids/covers, everyday utensils (plastic teacups and saucers, forks and spoons, straws and glasses)
Suggested Activities Book <ul style="list-style-type: none"> • Show children different things with lids/covers. Then, have them match lids/covers to their correct containers. • Show children other things that usually go together (e.g. plastic teacups and saucers, forks and spoons, straws and glasses). Mix up the items and randomly pick 2 from the pile. Ask children if they go together. Get them to find the correct matching items. • Guide children in doing the activities on page 3 of Book 1. Activity Book <ul style="list-style-type: none"> • Guide children in doing the activities on page 3. 	

Topic	Unit 1: About Me - Number 1
Content Standard	MA 2.1 Understand numbers 1 to 10.
Learning Standards	MA 2.1.1 State numbers 1 - 10 in sequence. MA 2.1.4 Count objects. MA 2.1.5 Use shapes like dots to represent number of objects. MA 2.1.10 Write numbers correctly.
Integrated Strands	BI 1.2.4; FK 1.1.2, 1.1.3
Teaching Materials	Book 1, Activity Book 1, sandpaper, plastic tray, straws, toy blocks, objects in the classroom (e.g. crayons, pencils, erasers)

Suggested Activities**Book**

- Let children finger-trace the number 1 on sandpaper.
- Place a few straws in a plastic tray. Ask (each child), “Please take 1 straw from the tray.” Repeat with other items, like toy blocks, or crayons and pencils in the classroom.
- Guide children in doing the activities on page 4 of Book 1.

Activity Book

- Guide children in doing the activities on page 4.

Topic	Unit 1: About Me - Number 2
Content Standard	MA 2.1 Understand numbers 1 to 10.
Learning Standards	MA 2.1.1 State numbers 1 -10 in sequence. MA 2.1.4 Count objects. MA 2.1.5 Use shapes like dots to represent number of objects. MA 2.1.10 Write numbers correctly.
Integrated Strands	BI 1.2.4; KE 1.2.1; FK 2.2.1; KD 3.2.3
Teaching Materials	Book 1, Activity Book 1, sandpaper

Suggested Activities**Book**

- Let children finger-trace the number 2 on sandpaper.
- Randomly assign children to be 1’s or 2’s. Get all 1’s to clap their hands once whenever you say ‘1’ and 2’s to clap their hands twice whenever you say ‘2’.
- Repeat with other simple actions (e.g. hopping, jumping in place).
- Guide children in doing the activities on page 5 of Book 1.

Activity Book

- Guide children in doing the activities on page 5.

Topic	Unit 1: About Me – Let’s revise
Content Standard	MA 2.1 Understand numbers 1 to 10.
Learning Standards	MA 2.1.4 Count objects. MA 2.1.6 Match groups of objects with numbers.
Integrated Strands	BI 1.2.4; FK 2.2.1, 2.3.2; KD 2.1.1, 2.3.3
Teaching Materials	Book 1, Activity Book 1, a large spoon, plastic bowl and tray, ping-pong balls, picture cards

Suggested Activities**Book**

- Hold up a plastic tray labelled either ‘1’ or ‘2’. Children take turns counting out the correct number of ping-pong balls (1 or 2) from a plastic bowl, and then walking over to the tray while carrying the balls in a large spoon.
- Have children match up picture cards of things that go together in sports we play (e.g. shuttlecock and racquet).
- Guide children in doing the activities on page 6 of Book 1.

Activity Book

- Guide children in doing the activities on page 6.

Topic	Unit 2: My Family and I – Size
Content Standards	MA 1.1 Pairing objects. MA 1.3 Seriation.
Learning Standards	MA 1.1.4 Match objects based on: (iii) size. MA 1.3.1 Arrange objects based on the following criteria: (i) small to big and vice versa.
Integrated Strands	BI 1.2.5; KE 2.1.2; KD 2.3.5, 3.2.2; SA 2.2.1 (iii)
Teaching Materials	Book 1, Activity Book 1, small and big items (hoops, spoons, plastic plates and bowls, balls, boxes), the story of <i>Goldilocks and the Three Bears</i>

Suggested Activities

Book

- Let children observe pairs of small and big items (e.g. small and big hoops, plastic plates, bowls and spoons). Then, mix all the items up and have them find the big hoop and the small hoop, etc.
- Randomly assign children to groups of 4 or 5. Mix up a pile of small and big balls and place it in the middle of each group. Have them sort the small balls into a small box and the big balls into a big box.
- Read the story of *Goldilocks and the Three Bears*. Act out the story with simple props (plastic bowls and spoons of 3 different sizes). One group can play the small bear. Another group as the bigger bear, and the third group as the biggest bear.
- Guide children in doing the activities on pages 7 and 8 of Book 1.

Activity Book

- Guide children in doing the activities on pages 7 and 8.

Topic	Unit 2: My Family and I – Height
Content Standard	MA 1.3 Seriation.
Learning Standard	MA 1.3.1 Arrange objects based on the following criteria: (iii) short to tall/ low to high and vice versa.
Integrated Strands	KD 2.1.1, 2.3.4, 3.2.2, 3.2.3; SA 2.3.1 (iv), 2.3.3
Teaching Materials	Book 1, Activity Book 1, toy blocks, plastic bottle caps, paper cups, plasticine

Suggested Activities

Book

- Let children work together to build ‘short’ and ‘tall’ towers with toy blocks.
- Repeat with other fun stacking materials like plastic bottle caps and paper cups. Observe differences between ‘short’ and ‘tall’.
- Give each child some plasticine. Begin making a ‘hill’ with some plasticine, and ask children to take turns adding their plasticine to make it taller and taller. Pause after every 10th child to measure its height by stacking (a) toy blocks and (b) paper cups up to the top.
- Observe short and tall things in the school compound. Ask children to state which is the shortest, which is the tallest, and so on.
- Guide children in doing the activities on pages 9 and 10 of Book 1.

Activity Book

- Guide children in doing the activities on pages 9 and 10.