

## Teaching Suggestions for Kids Shine Maths Book 3 and Activity Book 3

<b>Topic</b>	Unit 1: Things to Wear - Let's revise numbers 1 to 20
<b>Content Standards</b>	MA 2.1 Understand numbers 1 to 10. MA 2.3 Understand numbers 11 to 20.
<b>Learning Standards</b>	MA 2.1.1 State numbers 1 - 10 in sequence. MA 2.3.1 Count on from 11 to 20. MA 2.3.3 Write numbers 11 to 20.
<b>Integrated Strands</b>	BI 1.2.4, 3.1.3; KE 3.3.2; KD 2.3.1, 2.3.3
<b>Teaching Materials</b>	Book 3, Activity Book 3, marker board/chalkboard, a card
<b>Suggested Activities</b>	
<b>Book</b>	
<ul style="list-style-type: none"> <li>• Draw a large hat on the board. Let children take turns coming up to the board to draw a flower on the hat, until there are 20 altogether.</li> <li>• Then, use a card to cover a few flowers at a time. Ask children, "How many flowers do you see now?" Let them count the flowers on the hat that they can see.</li> <li>• Repeat with other items of clothing, like a sock (with stripes) and coat (with buttons).</li> <li>• Guide children in doing the activities on page 2 of Book 3.</li> </ul>	
<b>Activity Book</b>	
<ul style="list-style-type: none"> <li>• Guide children in doing the activities on page 2.</li> </ul>	

<b>Topic</b>	Unit 1: Things to Wear - Ordinal numbers 1st to 10th
<b>Content Standard</b>	MA 6.1 Know the position of objects in space.
<b>Learning Standard</b>	MA 6.1.1 State the position of objects in space.
<b>Integrated Strands</b>	KD 2.3.1, 2.3.2, 2.3.3; SA 2.2.1 (i)
<b>Teaching Materials</b>	Book 3, Activity Book 3, number cards 1 (one) to 10 (ten), ordinal number cards 1st (first) to 10th (tenth), plasticine, pointer, 10 picture cards of different coloured shirts
<b>Suggested Activities</b>	
<b>Book</b>	
<ul style="list-style-type: none"> <li>• Stick 10 picture cards of different coloured shirts in a line on the board. Let children stick number cards 1 (one) to 10 (ten) below the pictures in the correct order (using some plasticine).</li> <li>• Now, stick on ordinal number cards 1st (first) to 10th (tenth). Say, "We use ordinal numbers to talk about things in a line." Let children practise naming the ordinal numbers.</li> <li>• Using a pointer, tap on the first picture card and ask, "What colour is the first shirt?" Let children observe and answer.</li> <li>• Repeat with other picture cards in the line. Children can also practise asking each other questions: "What colour is the third shirt?", "Is the fifth shirt red in colour?", etc.</li> <li>• Guide children in doing the activities on page 3 of Book 3.</li> </ul>	
<b>Activity Book</b>	
<ul style="list-style-type: none"> <li>• Guide children in doing the activities on page 3.</li> </ul>	

<b>Topic</b>	Unit 1: Things to Wear - Numbers 21 and 22
<b>Content Standards</b>	MA 2.1 Understand numbers 1 to 10. MA 2.3 Understand numbers 11 to 20.
<b>Learning Standards</b>	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. MA 2.3.2 Compare: (i) 11 and 12 (12 is 1 more than 11) (ii) 12 and 13 (13 is 1 more than 12), and so on.
<b>Integrated Strands</b>	BI 1.2.4; FK 1.1.1; SA 2.2.1 (i)
<b>Teaching Materials</b>	Book 3, Activity Book 3, pieces of paper and cupcake liners in various colours, clear plastic container with lid, cards, marker pen
<b>Suggested Activities</b>	
<b>Book</b>	
<ul style="list-style-type: none"> <li>Crush some coloured paper to make paper balls. Put 20 into a clear plastic container and cover it.</li> <li>Let children shake the container to mix the colours up. See how many colours they can spot inside.</li> <li>Open the lid and get children to count how many paper balls are inside (i.e. '20').</li> <li>Add 1 more ball into the container. Write '20 + 1' and '= 21' on two cards with a marker pen. Have children take turns putting both cards together and reading the number sentence: '20 + 1 = 21'.</li> <li>Switch counters (e.g. cupcake liners) and repeat for 22 (adding 2 instead of 1 to 20).</li> <li>Guide children in doing the activities on page 4 of Book 3.</li> </ul>	
<b>Activity Book</b>	
<ul style="list-style-type: none"> <li>Guide children in doing the activities on page 4.</li> </ul>	

<b>Topic</b>	Unit 1: Things to Wear - Numbers 23 and 24
<b>Content Standards</b>	MA 2.1 Understand numbers 1 to 10. MA 2.3 Understand numbers 11 to 20.
<b>Learning Standards</b>	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. MA 2.3.2 Compare: (i) 11 and 12 (12 is 1 more than 11) (ii) 12 and 13 (13 is 1 more than 12), and so on.
<b>Integrated Strands</b>	BI 1.2.4, 3.1.3; KE 3.3.3; KD 3.2.2
<b>Teaching Materials</b>	Book 3, Activity Book 3, colourful paper strips, stickers, paper stars, glue, boxes, marker pens
<b>Suggested Activities</b>	
<b>Book</b>	
<ul style="list-style-type: none"> <li>Decorate a box with 20 colourful paper strips.</li> <li>Add 4 more paper strips and count on to 24, "...21, 22, 23, 24".</li> <li>Let children practise counting to 24 by decorating more boxes/presents with other items, like 24 stickers, 24 flowers (drawn with marker pens), 24 paper stars.</li> <li>Guide children in doing the activities on page 5 of Book 3.</li> </ul>	
<b>Activity Book</b>	
<ul style="list-style-type: none"> <li>Guide children in doing the activities on page 5.</li> </ul>	

<b>Topic</b>	Unit 2: My Birthday - Numbers 25 and 26
<b>Content Standards</b>	MA 2.1 Understand numbers 1 to 10. MA 2.3 Understand numbers 11 to 20.
<b>Learning Standards</b>	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. MA 2.3.2 Compare: (i) 11 and 12 (12 is 1 more than 11) (ii) 12 and 13 (13 is 1 more than 12), and so on.
<b>Integrated Strands</b>	BI 1.2.4, 3.1.3; KE 3.3.3; KD 3.2.2
<b>Teaching Materials</b>	Book 3, Activity Book 3, ink pads and stamps, some paper, tape
<b>Suggested Activities</b>	
<b>Book</b>	
<ul style="list-style-type: none"> <li>• Show children how to make pictures using an ink pad and stamp. Have each child stamp 20 pictures on a piece of paper.</li> <li>• Now, ask the children to stamp 6 more pictures on their paper. Count on from 20 to 26, "...21, 22, 23, 24, 25, 26".</li> <li>• Let children join some of their sheets of paper together with tape to make a fun pattern, or fold simple paper hats with the pieces of paper.</li> <li>• Guide children in doing the activities on page 6 of Book 3.</li> </ul>	
<b>Activity Book</b>	
<ul style="list-style-type: none"> <li>• Guide children in doing the activities on page 6.</li> </ul>	

<b>Topic</b>	Unit 2: My Birthday - Numbers 27 and 28
<b>Content Standards</b>	MA 2.1 Understand numbers 1 to 10. MA 2.3 Understand numbers 11 to 20.
<b>Learning Standards</b>	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. MA 2.3.2 Compare: (i) 11 and 12 (12 is 1 more than 11) (ii) 12 and 13 (13 is 1 more than 12), and so on.
<b>Integrated Strands</b>	BI 1.2.4, 3.1.3, 3.2.7; KE 3.3.2
<b>Teaching Materials</b>	Book 3, Activity Book 3, large colouring sheets
<b>Suggested Activities</b>	
<b>Book</b>	
<ul style="list-style-type: none"> <li>• Give each child a large colouring sheet of 20 birthday candles (with space to draw some more). Have the children count and colour all the candles on the sheet.</li> <li>• Then, ask the children to draw 7 more candles.</li> <li>• Count all the candles together. Say, "27 is 20 and 7. 27 is 7 more than 20."</li> <li>• Write '20 + 7' on the board. Let children complete the sentence: '20 + 7 = 27'.</li> <li>• Have children draw 1 more candle on the sheet. Count up to 27, then 1 more to 28.</li> <li>• Write '= 28' on the board. Let children complete the number sentence '27 + 1 = 28'.</li> <li>• Guide children in doing the activities on page 7 of Book 3.</li> </ul>	
<b>Activity Book</b>	
<ul style="list-style-type: none"> <li>• Guide children in doing the activities on page 7.</li> </ul>	