

Learning Outcomes

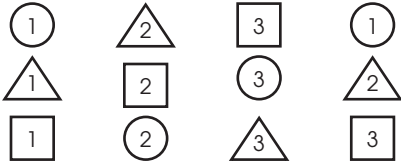
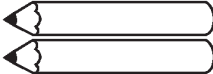
1.1.1	Classify objects according to their basic characteristics a. colour b. size c. shape
1.1.2	Classify objects according to their main characteristics a. shape and colour b. shape and size c. colour and size
1.1.3	Classify objects according to their 3 main characteristics, namely: colour, size and shape
1.1.4	Classify objects according to taste
1.1.5	Classify objects according to smell
1.1.6	Classify objects according to their common characteristics
1.1.7	Explain reasons of classification
3.1.1	Arrange objects according to equivalence a. 2 groups in equal quantity b. 2 groups with different quantity
4.1.1	Count from 1- 5
4.1.2	Match numbers 1-5 to the objects

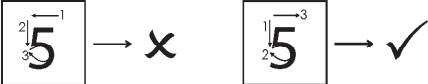
Mathematics 1

Page	Learning Outcomes	Objectives	Teaching steps and activities	Teaching aids
Classification 1	1.1.3 1.1.4 1.1.5 1.1.6	Classify objects according to their basic characteristics.	<ol style="list-style-type: none"> Before learning with the textbook, teachers must first use objects to guide children to do observations. After that, start with the classification. For example: Guide children to classify buttons, or toys according to their traits (colour, size and shape). Use food and articles for daily use to guide children to do taste's classification. Combine material in the textbook to discuss and to do question and answer (Q & A) session after activity. Do it gradually from concrete to abstract in order to let children master learning techniques. 	Buttons Toys Fruits Coloured pictures
2	1.1.1 1.1.2 1.1.7	Children learn to do object classification according to their characteristics.	<ol style="list-style-type: none"> At first, teachers use objects to guide children to do "Finding Different Things" activity. For example: Prepare 5 different shapes of button, 1 of them has different colour from the rest. Then, ask children to point out / take out / speak up for one that is different. Teachers can also use pictures to do classification activity. For example: Display pictures of cat, flower, rabbit, elephant to let children find out one which is different and then explain why. After activity, combine material in the textbook to do discussion and Q & A session with children. Then use exercise to enhance their understanding of concepts. 	Buttons Beans Leaves Flowers Pictures
3 4 5 6	1.1.6 1.1.3	Learn to classify objects according to their common characteristics.	<ol style="list-style-type: none"> At first, classify objects by using picture. After activity, teachers ask question to guide children to classify animals in the textbook. Later, also can use pictures to let children classify animals according to carnivores / herbivores, water / land. 	Pictures Gloves Balls Books
7	1.1.6 1.1.7 1.1.3	Learn to classify objects according to their common characteristics and also explain reasons for	<ol style="list-style-type: none"> Teachers ask question, guiding children to say the names for transportation. Guide children to say: 	Transportation's models & pictures

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		classification.	<p>“Which one is on land?” “Which one is at sea?”</p> <p>3. Later, teachers also can guide children to say the others transportation other than the types which are in the textbook and whether they are on land, at sea and in the air.</p>	
<p>Matching One To One</p> <p>8</p>	3.1.1	Learn to arrange objects according to equivalence.	<p>Before learning with the textbook, teachers must first do the following equivalent activity, let children get the preliminary concepts.</p> <p>Game : find food Activity preparation: To do equivalent activity for children familiar animals and picture for animals favourite food, mask and picture of food.</p> <p>Activity process:</p> <p>a. Teachers shows several small-animal pictures to discuss with children. What they like to eat? For example:</p> <ul style="list-style-type: none"> • Chickens like to eat worms. • Kittens like to eat small fish. • Monkeys like to eat bananas. • Giraffes like to eat leaves, etc. <p>b. Ask children to give food to small animals. Children are divided into 2 groups, each group need to play as small animals by wearing mask. The other groups give food to suitable small animals. Every small animals can only accept food from one child.</p> <p>c. Ask children to exchange food and mask freely and repeatedly.</p> <p>2. After activity, continuing to draw two groups' related object on the blackboard such as spoon and fork, hand and glove, head and hat. Ask children to match two groups of object by under line, let children understand equivalent concepts.</p> <p>3. After activity, combining the materials in the textbook to do discussion and Q&A session.</p>	<p>Small animal decors</p> <p>Pictures of food Pictures of animals</p>

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9 10	3.1.1	Learn to do equivalence between two different amount of objects.	<p>1. Teacher must first do the following activity to let children get the concrete concept before doing textbook teaching. Game : find bottle caps Activity preparation:</p> <p>Find several bottles with caps, and then put the bottles and caps to different positions. Activity process:</p> <ol style="list-style-type: none"> a. A teacher and children observe together for 2 groups of thing. There is one group for bottles and the other group for caps. Then discuss and guess which one is more. b. A teacher with children to put caps on the bottles. c. Guide children to observe : How many caps or bottles are left? d. Discuss to get conclusion: caps more or less bottles more or less caps and bottles are the same e. A teacher can base on children's real condition to add or reduce amount of bottles to let children do comparison activity. <p>2. Combine page 9 and page 10 in the textbook to do discussion and Q&A session with children. Then complete the exercises.</p>	bottles with caps

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<p>To Know Numbers 1 - 5</p> <p>11 12 13 14</p>	<p>4.1.1 4.1.2</p>	<ol style="list-style-type: none"> 1. Say and make sure the value of 5. 2. Write it out in number. 	<p>Teachers can arrange 3 groups of card which are different from shape, colour or block buildings by using hand to count number one by one "1,2,3". When counting, pay attention to the following items:</p> <ol style="list-style-type: none"> a. Count from left to right, up to down (Let children make it a habit to count number systematically.) b. Count one by one by using fingers. c. Arrange numbers with variation. For example: <div style="text-align: center; margin: 10px 0;">  </div> d. Count loudly. e. Ask "How much the total amount?" after counting. <p>Activity:</p> <p>Teachers display one group of tangible objects to ask children to say the names.</p> <p>For example:</p> <p>A teacher asks: "What is this?"</p> <p>Children answer: " This is two?"</p> <div style="text-align: center; margin: 10px 0;">  </div> <ol style="list-style-type: none"> 2. A teacher says any number from 1-3, asking children to count the value. Divided group can conduct this activity. One children says the amount and the others count it out for the amount. 3. Children make some action according to the teacher's instruction. For example: Clap hands for 2 times Hit tables for 1 time Jump for 3 times 4. A teacher teaches children to count object and number card for the purpose of matching between number and object. 	<p>Card Building blocks</p>

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			<p>For the purpose of helping children to remember characters, thus symbolizing the numbers is a need.</p> <p>For example: Two looks like a swan. One looks like a pen etc.</p> <p>Writing activity</p> <ol style="list-style-type: none"> 1. A teacher guides children to write numbers with hands: in the air on the table write at the back of classmates 2. Use matrix, pencil, colour pencil or wax crayon to write numbers on papers, then draw the pictures of the number. 3. Use handwork to crush up plasticine to the shape of numbers for the quantity needed. Then arrange them in ascending order. 4. Pay attention to the words which are easily to be written reverse. Σ (2) , ε (3) 5. Then combine with material in the textbook to do discussion and Q&A session. 	Pencils Colour pencils Wax crayons Plasticine
15 16 17 18 19 20 21 22	4.1.1 4.1.2	<ol style="list-style-type: none"> 1. Say and make sure the value of 5. 2. Write it out in number. 	<ol style="list-style-type: none"> 1. When teaching, a teacher takes out 3 cube shapes to give revision to 1,2,3 respectively. Then add the fourth one to teach number 4 and paste card 4 on the blackboard. And inspire children to speak the shape of 4 and to paste the shape of flag card. 2. Then change the arrangement of small cube to explain 4's value won't be changed because of the changing in position. 3. Then, a teacher can use others object to repeat the above method to explain to children about number "5" . 4. Teach children to take note when writing 4,5: Easily make wrong for the way of writing <div style="text-align: center;">  </div>	

Thematic Approach - Mathematics 1

