

Grade

1

Unit 1

Counting and listening to numbers



Skill focus: listening

Lesson objectives: Ps will recognise numerals and letters when they hear the numbers (1 to 10) and sounds (/a/ to /l/)

Description:

This lesson focuses on for listening and getting Ps to practise counting and listening to numbers using their fingers and legs. The lesson finishes with a fun chant.

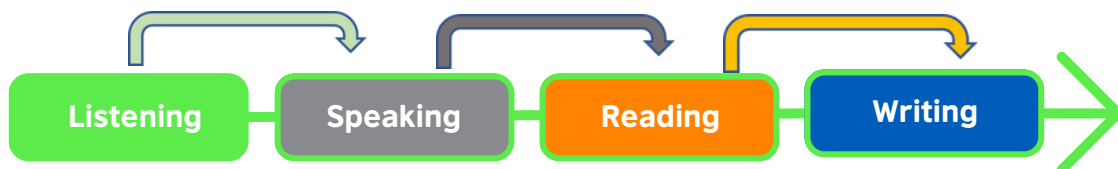
Materials: Ps as resource using parts of their bodies.

Benefits:

During this activity Ps will:

1. listen to numbers
2. listen to sounds in English so that Ps can know them quickly
3. chant

You need to **hear** a word before you can **say** it.



Timings	Stages	Interactions
10 mins	<p>1. Use gestures for pupils to stand up. Say, <i>Hi, class</i>.</p> <p>2. Encourage pupils to stand up and say, <i>Hello, teacher</i>.</p> <p>Pre task</p> <p>3. Invite ten Ps around the class to stand up. Gesture to each one in turn and start to count.</p> <p>4. Say, <i>one, two</i>. Encourage the rest of the class to continue the count to ten.</p> <p>5. Praise the class.</p> <p>6. Say, <i>Teacher says show me ten fingers</i>. Model what you want the Ps to do by wiggling all ten fingers.</p> <p>7. Repeat Step 6 with eight fingers, six fingers, four fingers, two fingers.</p> <p>8. Praise the class.</p> <p>9. Say, <i>Listen, show me the number of letters</i>. Model what you want the Ps to do with an example, using the table below (which is not complete but gives you some combinations to try).</p> <p>10. Say, <i>/ba/</i>. Encourage the Ps to listen carefully and identify the number of sounds in the word by clapping the number of sounds they hear.</p> <p>11. Repeat Steps 9 and 10 with different combinations. Stay with two letters/sounds and work up to three letters.</p> <p>NOTE: DON'T make it a guessing game. It takes time and lots of practice. Be patient. Segment the sounds if the Ps have a problem hearing the sounds, e.g. <i>/ba/ PAUSE /b/ PAUSE /a/ PAUSE /ba/</i>.</p> <p>Table 1</p> <p>NOTE:</p> <p>* DON'T be tempted to teach the <i>be/he/me/she/</i> word family at this point. These should be taught as sight words which are memorised and not sounded out.</p> <p>** AVOID this combination as the <i>/c/</i> sound changes to <i>/s/</i> when the letters <i>/e/</i> or <i>/i/</i> are included.</p>	T – Ps
20 mins	<p>Main task</p> <p>1. Invite five volunteers to the front of the class. Number them 1 to 5.</p> <p>2. Say, <i>No. 1, show me your legs</i>.</p> <p>3. Praise the P who shows you their legs.</p> <p>4. Say, <i>One pupil. How many legs?</i> Use your fingers to show one pupil. Gesture that you don't know how many legs. Encourage Ps to use their fingers to show the number.</p> <p>5. Praise any P who shows two fingers. Gesture to P and point to each leg.</p> <p>6. Say, <i>Well done. One pupil, two legs</i>.</p> <p>7. Say, <i>No. 2, please come here. Two pupils. How many legs?</i> Gesture to Ps no. 1 and no. 2. Point to each leg and count.</p> <p>8. Praise any P who shows four fingers. Say, <i>Well done. Two pupils, four legs</i>.</p> <p>9. Say, <i>No. 3, please come here. Three pupils. How many legs?</i> Gesture to Ps no. 1, no. 2 and no.3. Point to each leg and count.</p> <p>10. Praise any P who shows six fingers. Say, <i>Well done. Three pupils, six legs</i>.</p> <p>11. Say, <i>No. 4, please come here. Four pupils. How many legs?</i> Gesture to Ps no. 1, no. 2, no. 3 and no.4. Point to each leg and count.</p> <p>12. Praise any P who shows eight fingers. Say, <i>Well done. Four pupils, eight legs</i>.</p> <p>13. Say, <i>No. 5, please come here. Five pupils. How many legs?</i> Gesture to Ps no. 1, no. 2, no. 3, no.4 and no.5. Point to each leg and count.</p> <p>14. Praise any P who shows ten fingers. Say, <i>Well done. Five pupils, ten legs</i>.</p> <p>NOTE: Young learners go through a stage called the 'silent period'. The Ps do not speak but have started to listen actively. This is completely normal as the Ps are making sense of a new language.</p>	T - Ps

10 mins	<p>Post task</p> <ol style="list-style-type: none"> 1. Say, <i>Listen to the finger chant. Show me your fingers.</i> 2. Say the finger chant and encourage the Ps to use their fingers to show the number. <p>Table 2</p> <ol style="list-style-type: none"> 3. Say, <i>Let's play teacher says. Show me nine fingers.</i> 4. Repeat Step 3 with other numbers. <p>NOTE: To make the game more competitive, add an instruction that if you don't say Teacher says, then they must not follow the instruction. You will find this adds an extra reason to listen carefully.</p> <ol style="list-style-type: none"> 5. Say, <i>Bye, class.</i> 6. Encourage Ps to say, <i>Bye, teacher.</i> 	T - Ps
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Assessment: Select areas of the class to assess at one time. This is part of continual, formative assessment. Take note of Ps who may be struggling to conceptualise numbers and sounds. At this age, Ps are still developing the concept of numbers and sounds in language, made more challenging by learning two languages at the same time.

Practical, authentic, whole-class assessment:

- 1) Call out a two-letter word in English for Ps to segment, e.g. /ca/. Ps use their fingers to show the number of sounds they hear. (Skill assessed: listening and counting number of sounds)
- 2) Call out a three-letter word using the letters and sounds that the Ps have been introduced to and get Ps to segment the sounds they hear, e.g. bed, dad, cab, fed. Ps use their fingers to show the number of sounds they hear. (Skill assessed: listening and counting number of sounds)

NOTE: DON'T use sounds the Ps have not been introduced to; focus on the letters and sounds /a/ to /l/.