

Grade

1

Unit 2

Numerals and letters

**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 involves fun games for Ps to practise their numbers and sounds using flashcards, chants and their fingers.

Materials: Ps in pairs as resource using fingers to count to 20. Cognates used to recognise letter and sound from /a/ to /z/, e.g. apple, bag, cap, door, desk, egg, frog, gate, pen, fan, gate, hat, insect, jug, kick, leg, man, Nile, on, pen, quiet, red, sun, ten, up, van, window, box, yellow, zoo (flashcard, realia, chart)

Benefits:

During this lesson Ps will:

- chant using their fingers to practise counting
- start to match sounds with a cognate
- play games to practise numbers
- blend and segment sounds

Timings	Stages	Interactions
10 mins	<p>1. Use gestures for pupils to stand up. Say, Hi, class. 2. Encourage pupils to stand up and say, Hello, teacher.</p> <p>NOTE: Before the class, display the cognates (realia, chart, flashcards) around the room on the walls, chalkboard where they are visible to all the Ps).</p> <p>Pre task</p> <p>3. Listen to the little finger chant. 4. Model what you want the Ps to do by chanting, using your fingers from 1 to 10 and back down from 10 to 1. 5. Encourage the Ps to use their fingers as they listen to the numbers. 6. Say, Let's play I see something beginning with the sound /b/. 7. Praise any Ps who point at the bag. 8. Repeat with other sounds and cognates.</p>	T – Ps
20 mins	<p>Main task</p> <p>1. Say, Let's play a numbers game. Who wants to play? 2. Invite 2 Ps to the front of the class. 3. Get the Ps at the front to face the rest of the class and wriggle their fingers in the air. Stand behind the P no. 1 on the left of you and point to each finger in turn, counting them from 1 to 10. Get the class to count with you. 4. Look at the class and gesture to mean you aren't sure what the next number is. 5. Praise any P who says 11. 6. Continue counting on P no. 2. Get the class to count with you 11 to 20. 7. Start at P no. 1 counting 1 to 10, with the class counting with you, and continue to P no. 2, with the class counting 11 to 20.</p> <p>NOTE: This is a speaking, as well as a listening, activity.</p> <p>8. Say, Teacher says show me 9 fingers. Get the Ps at the front to work together. 9. Praise P no. 1 when they show 9 fingers. 10. Repeat with number 13. 11. Praise Ps nos. 1 and 2 when they show 10 fingers on P no. 1 and 3 fingers on P no. 2. 12. Repeat with number 20. 13. Praise the Ps and gesture that it is now the whole class's turn. 14. Put the Ps in pairs. If there is an odd number, T plays with that P. 15. Repeat the game Teacher says show me fingers. 16. Monitor and support any P pairs who are struggling.</p> <p>NOTE: If you notice that the Ps have not really understood, start the instructions again.</p> <p>17. Praise the Ps. 18. Say, Let's play a game: I see something beginning with the sound /f/. 19. Repeat with /a/ and /n/. 20. Praise the Ps who point to the cognates. 21. Say, Fan. Point to the fan. Show me how many sounds. 22. Praise the Ps who show 3 fingers. 23. Say, That's right. /f/ ... /a/ ... /n/ is the word 'fan'.</p> <p>NOTE: As you say each sound, show a finger, and with your other hand hold the 3 fingers together to show the blend.</p>	T – Ps

	<p>24.Repeat with /o/, /n/ = 'on'; /b/, /a/, /g/ = 'bag'; /h/, /a/, /t/ = 'hat'; /i/, /n/ = 'in'. NOTE: This activity encourages Ps to think about the cognates and initial sounds in their names, as well as listening to the blending of sounds and then segmenting to make a word they know in English.</p> <p>NOTE: This activity encourages Ps to think about the cognates and initial sounds in their names, as well as listening to the blending of sounds and then segmenting to make a word they know in English.</p>	
10 mins	<p>Post task</p> <ol style="list-style-type: none"> 1.Say, Let's play a game: Teacher says show me 2 hands. 2.Praise the Ps who show their hands. 3.Say, Let's play Teacher says, BUT if I don't say 'Teacher says' you don't do what I say. <p>NOTE: You will have to explain this rule in a language the Ps understand. It makes the game a bit more competitive. When you say the words 'Teacher says' + an instruction, the Ps have to follow what you say. If you don't say the words 'Teacher says', they don't follow the instruction. The Ps who are 'out' have to sit down.</p> <ol style="list-style-type: none"> 4.Gesture for the class to stand up. Model what you want the class to do with an example. 5.Say, Show me 2 fingers. <p>NOTE: Most of the Ps will follow the instruction. Say, Oh no. Teacher didn't say so and laugh.</p> <ol style="list-style-type: none"> 6.Say, Teacher says show me 2 fingers. 7.Repeat with different numbers between 1 and 10, and every third instruction add one with saying 'Teacher says'. Ask those Ps who follow the instruction to sit down. <p>NOTE: Keep the game fun. It can become noisy, so have a signal so that the Ps stop any noise.</p>	

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 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, e.g.

Digraphs: /sh/, /ch/, /th/

Diphthongs: /ea/, /ee/, /ie/, /oo/, /oa/.

2. Put the class into pairs and get them to work together to make numbers 1 to 20 when T calls out a number.