

Grade

1

# Unit 1

## Counting from one to five

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**Lesson objectives:** counting from one to five

**Skills:** listening, speaking

**Function:** greeting; conceptualising numbers

**Target language:**

Hi, class/Hello,  
teacher

I'm + name

1, 2, 3, 4, 5

Listen and say

Listen and do

**Non-target language:**

Teacher says  
(game)

**Materials:** Pupil's book (PB); realia in classroom, including Ps as resource; flashcard characters

**Rationale:**

Understanding quantities and conceptualising numbers is important in all languages. The listening skill is the foundation of language and needs to be developed first. Gestures or body language add the visual cues to what the teacher says. Games and chants/songs are an important part of learning language. When you add actions, this multisensory approach becomes more understandable.

Timings	Stages (script teacher language in the classroom)	Interactions
10 mins	<p>1. Use gestures for Ps to stand up. Say, <i>Hi, class</i>.</p> <p>2. Encourage Ps to stand up and say, <i>Hello, teacher</i>.</p> <p><b>Warmer</b></p> <p>3. Display the flashcards from Lesson 1 [Ahmed and Badr].</p> <p>4. Point to Ahmed. Say, <i>I'm</i> [gesture with your hand on your front + your name]. <i>Hi, Ahmed</i>.</p> <p>5. Point to Badr. Say, <i>I'm</i> [gesture with your hand on your front + your name]. <i>Hi, Badr</i>.</p> <p>6. Turn to class. Say, <i>I'm</i> [your name]. Gesture to class to encourage a P to say their name. Say, <i>Hi</i>, [+ P's name].</p> <p>7. Invite two Ps to the front of the class. Stand in a circle with them. Start a circle drill. Turn to the P on the left, gesture with your hand on your front, say, <i>I'm</i> [+ your name].</p> <p>8. WAIT [give thinking time] and see if any of the Ps in the class offer to say, <i>Hi</i>, [+ your name].</p> <p>9. Encourage the P on your left to say, <i>Hi</i>, [+ your name]. Gesture to P to turn to the left and say, <i>I'm</i> [+ name]. Gesture to P to say, <i>Hi</i>, [+ name of P].</p> <p>10. Repeat with P no. 2.</p> <p>11. Praise Ps.</p> <p>12. Gesture to Ps in rows on left of shared desks to stand up. Model, <i>I'm</i> [+ your name]. Gesture to Ps to turn to the right to partner sitting down.</p> <p>13. <b>WAIT</b> [give thinking time] and see if any of the Ps in the class offer to say, <i>Hi</i>, [+ partner name].</p> <p>14. Gesture for Ps standing up to say their name and Ps sitting down to say, <i>Hi</i>, [+ partner name].</p> <p>15. Gesture for Ps on left to sit down and Ps on right to stand up. Repeat Steps 12-14.</p> <p>16. Praise class and gesture to sit down.</p>	<p>T – Ps Ps – T</p> <p>T</p> <p>T – Ps</p> <p>T – P</p> <p>P – P</p> <p>P – P</p> <p>P – P</p> <p>P – P</p>
20 mins	<p>1. Invite five Ps to the front of the class. Get them to face the class.</p> <p>2. Gesture to the first P. Get them to step forward. Show one finger. Say, <i>One</i>.</p> <p>3. Gesture to the second P. Get them to step forward. Gesture to P no. 1. Say, <i>One</i>. Show one finger.</p> <p>4. Gesture to the second P. Show two fingers. Say, <i>Two</i>.</p> <p>5. Gesture to Ps no. 1 and no. 2. Say, <i>one, two</i>. Show one finger and two fingers.</p> <p><b>NOTE:</b> It is really important at this early stage NOT to use Arabic for instructions, which will become classroom language after many repetitions.</p> <p>6. Gesture to the whole class. Gesture 'listen' (touch your ear) and 'say' (touch your lip and point away). Say, <i>Listen and say</i>.</p> <p>7. Show one finger. Say, <i>One</i>. Gesture to the whole class. <b>WAIT</b> and gesture touch your lip and point away for class to repeat the word 'one'.</p> <p>8. Gesture to the second P. Say, <i>Two</i>. Show two fingers. <b>WAIT</b> and gesture touch your lip and point away for class to repeat the word 'two'. Praise Ps. Give Ps the thumbs-up gesture.</p> <p>9. Gesture to the third P. Say, <i>Three</i>. Show three fingers. <b>WAIT</b> and gesture touch your lip and point away for class to repeat the word three. Give Ps the thumbs-up gesture.</p> <p>10. Say, <i>One, two, three</i>. Gesture to P nos. 1, 2 and 3. <b>WAIT</b> and gesture touch your lip and point away for class to repeat the words 'one, two, three'. Praise Ps.</p> <p>11. Gesture to the fourth P. Show four fingers. Say, <i>Four</i>.</p> <p>12. Say, <i>One, two, three, four</i>. Gesture to P nos. 1, 2, 3 and 4. <b>WAIT</b> and gesture touch your lip and point away for class to repeat One, two, three, four. Praise Ps.</p> <p>13. Gesture to the fifth P. Show five fingers. Say, <i>Five</i>.</p> <p>14. Say, <i>One, two, three, four, five</i>. Gesture to P nos. 1, 2, 3. Say, <i>One, two, three, four</i>. Gesture to P nos. 1, 2, 3 and 4. <b>WAIT</b> and gesture touch your lip and point away for class to repeat One, two, three, four, five. <b>WAIT</b> and gesture touch your lip and point away for class to repeat One, two, three, four, five.</p>	<p>T – Ps</p> <p>T – Ps</p>

	<p>15. Gesture to class to put up one hand and wriggle their fingers.</p> <p>16. Ask P no. 1. to take a step forward. Gesture with hand and encourage class to show one finger. Gesture touch your lip and point away for class to say, One. Give class the thumbs-up gesture.</p> <p>17. Repeat with P nos. 2, 3, 4 and 5.</p> <p>18. Repeat, this time out of order, e.g. 2, 1, 4, 3, 5. Praise the Ps</p> <p>NOTE: Encourage the Ps to use their fingers to conceptualise numbers. They will be learning numbers in Arabic, so this is understanding a concept and learning the word in English.</p>	
10 mins	<p><b>Closure</b></p> <p>1. Teach the Ps the chant. Show your fingers on one hand.</p> <p>2. Say, <i>One little, two little, three little fingers</i> [wriggle your fingers], <i>4 little, 5 little fingers on my hand.</i></p>	T – Ps

**Assessment:**

1. Introduce the Teacher says game. Gesture 'Listen and do'. Gesture 'Do not talk'.
2. Say, Teacher says Show me two. Encourage the Ps to show two fingers. Praise the Ps.
3. Repeat with numbers: 1, 2, 3, 4, 5.

NOTE: Using a total physical response (TPR) activity which focuses on listening carefully is a very powerful learning tool for listening carefully.