

Grade

1

# Unit 1

## Counting from one to five - Part 2

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**Lesson objectives:** review numbers 1 to 5; develop chant to include numbers 6 to 10 (from PB); number formation 1 to 5, fine motor skills

**Skills:** listening, speaking, reading, air writing

**Function:** conceptualising numbers, reading numbers, number formation

**Target language:**

Hi, class  
Listen and do  
Listen, say and do  
1, 2, 3, 4, 5  
Bye, class

**Non-target language:**

down  
around  
finger(s)  
hand(s)  
across

**Materials:** Ps book AB page 43; poster (approximately 420cm x 594cm) made from carton, with four lines to be used multiple times for number and letter formation (see photo 1 below). Write numbers 1, 2, 3, 4 down the left-hand side of the lines on the carton. Draw an arrow at the top of the carton from left to right.

**Rationale:**

Conceptualising numbers at the age of 6–7 years old (Grade 1) is still an abstract skill at this developmental stage. The ‘concrete operational stage’ (Piaget) is between the ages of 7 and 11 years, and it takes time to develop logical concrete reasoning. Ps of this age cannot think abstractly or hypothetically. Reference: <https://www.youtube.com/watch?v=IhcgYgx7aAA> (start at 3.17). Introducing mathematical concepts needs to be done carefully, because these skills are needed throughout life.

Timings	Stages	Interactions
10 mins	<ol style="list-style-type: none"> <li>1. Use gestures for Ps to stand up. Say, <i>Hi, class</i>.</li> <li>2. Encourage Ps to stand up and say, <i>Hello, teacher</i>.</li> </ol> <p><b>Warmer</b></p> <ol style="list-style-type: none"> <li>3. Say, Listen and do. Gesture to Ps, touching your ear, and show one hand wriggling your fingers.</li> <li>4. Review numbers 1 to 5 chant: One little, two little, three little fingers, four little, five little fingers on my hand. Encourage Ps to use their fingers as you say the chant.</li> <li>5. Praise the Ps.</li> <li>6. Say, <i>Listen, say and do</i>. Gesture to Ps, touching your ear and mouth.</li> <li>7. Say chant and WAIT so that Ps can repeat each part and show their fingers, e.g. <i>One little</i> PAUSE [Ps show one finger], <i>two little</i> PAUSE (Ps show two fingers). Continue to five fingers.</li> <li>8. Say, <i>Listen and do</i>. Gesture to Ps, touching your ear, and show two hands wriggling your fingers.</li> <li>9. Say, <i>Six little, seven little, eight little fingers, nine little, ten little fingers on my handsssssss</i> [show second hand with fingers as you say words].</li> <li>10. Say, <i>Listen, say and do</i>. <i>Six little, ...</i> WAIT so that Ps can repeat and show fingers. Repeat with other words. <i>Seven little, eight little fingers, nine little</i>.</li> <li>11. Say, <i>Ten little fingers on my handsssssss</i> [wriggle all ten fingers].</li> <li>12. Say, <i>Listen, say and do</i>. Repeat chant from 'One little' to 'ten little fingers on my hands'.</li> </ol>	<p>T – Ps Ps – T</p> <p>T – Ps</p>
20 mins	<ol style="list-style-type: none"> <li>1. Display carton with lines on the chalkboard/whiteboard.</li> </ol> <p>NOTE: Make sure the carton is high enough on the chalkboard/whiteboard so that the Ps at the back of the class can see it.</p> <ol style="list-style-type: none"> <li>2. Say, <i>Listen and say</i>. Count the number of lines from top: <i>One, two, three, four</i>. Encourage the Ps to read out with you.</li> <li>3. Say, <i>Listen. One</i>. [Show one finger.] With your back to the class, use your index finger and the carton to draw the number 1 from top line 1 to line 3.</li> </ol> <p>NOTE: You MUST have your back to the class when you model writing so that the Ps are seeing the correct direction of writing the numbers.</p> <ol style="list-style-type: none"> <li>4. Say, <i>Listen, say and do</i>. With your back to the class, repeat Step 3.</li> <li>5. Say, Listen. Two. [Show two fingers.] Around, down, across. With your back to the class, use your index finger and the carton to draw the number 2 from line 1 down to line 3.</li> <li>6. Say, <i>Listen, say and do</i>. With your back to the class repeat Step 5.</li> <li>7. Say, <i>Listen and say</i>. With your back to the class and using the carton, write number 1.</li> <li>8. Say, <i>What's this?</i> Turn around and gesture 'What's this?' with your body language [maybe this is shrugging your shoulders]. Encourage the Ps to call out the number. Praise any P who has said, One.</li> <li>9. Repeat Step 7–8 with number 2.</li> <li>10. Repeat Step 3 with number 3. Say, <i>Across, down and around</i> as you draw.</li> <li>11. Repeat Step 4 with number 3.</li> <li>12. Repeat Step 3 with number 4. Say, <i>Down, across and down</i> as you draw.</li> <li>13. Repeat Step 4 with number 4.</li> <li>14. Repeat Steps 7–8 with numbers 1, 2, 3, 4.</li> <li>15. Repeat Step 3 with number 5. Say, <i>Across, down and around</i> as you draw.</li> <li>16. Repeat Steps 7–8 with numbers 1, 2, 3, 4, 5.</li> </ol>	<p>T – Ps</p> <p>T – Ps</p>

	NOTE: Ps need to recognise symbols automatically by multiple exposure to them. A multisensory approach to learning the outlines is strongly recommended. Ps making clay or plasticine numbers is recommended, as well as using a stick in the ground or using their index finger in a tray of sand. Ps can also respond to listening to the teacher narrating the shape of the numeral as they model drawing it. This can be in the Ps language of learning or English. See photo 2 below.	
10 mins	<b>Closure</b> 1. Say, <i>Listen and say</i> . Chant number fingers chant from 1 to 10. Emphasise /s/ on 'hands'. 2. Say, <i>Bye, class</i> . Encourage class to say, <i>Bye</i> .	T - Ps  Ps - T

### Transcript:

*One little*  
*Two little*  
*Three little fingers*  
*Four little*  
*Five little fingers on my hand*  
*Six little*  
*Seven little*  
*Eight little fingers*  
*Nine little*  
*Ten little fingers on my handsssssss.*

### Photo 1

Carton poster for teaching numerals and letters. The poster needs to look like the four lines in the AB part of the Ps coursebook. The lines are very important to understand the length and shape of the symbols, as well as the numeral formation. It takes time and practice to strengthen the fine motor muscles in the Ps hands, as well as get the eye and hand co-ordination.



## Photo 2

Use the ground to practise number or letter formation BEFORE writing on paper. Make numerals and letters using clay.

