

Grade

# 1

# Unit 2

## Saying numbers to twelve

**Lesson objectives:**

Ps will be able to:

- conceptualise numbers 1–12
- say numbers 1–12.

**Recycled language:**

numbers 1 to 10

**Target language:**

numbers 11 to 12

**Materials:**

Make or reuse carton numbers: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

Optional: Grade 1, Unit 2, Lesson 2, page 10 Pupil's Book

Timings	Stages	Interactions
5 mins	<ol style="list-style-type: none"> <li>1. Use gestures for pupils to stand up. Say, Hi, class.</li> <li>2. Encourage pupils to stand up and say, Hello, teacher.</li> </ol> <p><b>Warmer</b></p> <ol style="list-style-type: none"> <li>3. Say, Let's chant '1 little, 2 little, 3 little crocodiles' (from lesson 1). Encourage the Ps to use their fingers.</li> </ol> <p>NOTE: If you have not yet taught this chant in PB page 9, use this time to teach it and encourage the Ps to use their fingers as they say the numbers.</p>	T – Ps
15 mins	<ol style="list-style-type: none"> <li>1. Say, Let's play a game. Teacher says show me 8. Encourage the Ps to show eight fingers.</li> <li>2. Repeat with other numbers between 1 and 10.</li> <li>3. Invite two Ps to the front of the class. Get the Ps to put their hands in the air.</li> <li>4. Say, Look and do. Say, Wriggle your fingers in the air and encourage the Ps to copy.</li> <li>5. Start with the P on the left and their left hand. Point to each finger on the left hand. Encourage the rest of the class to count with you from number 1 to number 5.</li> <li>6. Move to the right hand and continue to count from 6 to 10.</li> <li>7. Stop and look at the other P and gesture 'I don't know'.</li> <li>8. Praise any P who might know any more numbers.</li> </ol> <p>NOTE: Make sure that the P you used to count 1–10 is still holding up their ten fingers. Go to the second P and their left hand to start continuing the count.</p>	T – Ps

9. Say, Listen and say. Go to the left hand of the P at the front and count 11.
10. Repeat with 12.
11. Thank the Ps who helped to model the counting.
12. Put the Ps into pairs. Make sure the P on the left starts the counting and saying the numbers.
13. Repeat Steps 5 to 6. Continue to count with the P on the right and their left hand.
14. Repeat Step 1 with any number between 1 and 12.
15. Model what you want the Ps to do with an example. Invite two Ps to the front and get the P on the left to start the counting from 1 to 10, both using their fingers and saying the numbers, and the P on the right to continue to 11 and 12.
16. Get the Ps to count back down from 12 to 1, using their fingers and saying the numbers.
17. Say, Count and say.
18. Put the Ps into pairs and get them to count from 1 to 12 together and back down from 12 to 1.

**NOTE:** If the Ps are confident, you can model a slightly more complex version taking it in turn to count, so one P starts with 1, the second P continues with 2. The Ps take it in turn to count up to 12 and back down again.

**Assessment:** Select areas of the class to assess at one time. Monitor, support and assess when the Ps are practising an activity. This is part of continual, formative assessment. Take note of Ps who may be struggling to conceptualise or say numbers. At this age, Ps are still developing their language skills in two languages, so be patient.

Practical, authentic, whole-class assessment:

1. Make notes if there are any problems conceptualising any of the numbers or saying a number.

**Teacher's notes** [add notes here about the lesson you have just given]:

What went well

What needs to be practised more