

Numbers

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| Class | A' class |
| Age | 6 year olds |
| Time | 3 hours |
| Objectives | Counting from 6 - 10, Responding to instructions |
| Vocabulary | Numbers, action verbs |
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| Subjects | Maths, English |

Content

Children learn the numbers 6 to 10 and some action verbs through movement, games, and songs.

Language objectives

- To learn the numbers 6 to 10 in English
- To respond to instructions given in imperative form
- To revise the numbers from 1 to 5, the question: "How many...?" and the plural of regular nouns
- To become familiar with action verbs in English: dance, hop, walk, run, jump, stop, swim
- To learn to use the word "please" when they ask for something
- To learn to ask and answer questions about age

Pedagogical objectives

- To learn to work in groups or in pairs
- To learn to follow the rules of a game (e.g. to wait for their turn)
- To learn to associate a number with the repetition of a sound
- To learn to ask for something politely
- To learn how a board game is played as well as the value of other forms of entertainment besides video games and television

Materials:

- Picture of Tina's party *
- Dice children will bring along in the class (one for every two children)
- CD

Equipment:

- CD Player and a P/C
- Internet connection

Worksheets: [W1](#), [W2](#)**Online material:**

- Song 'Ten little numbers' : <http://www.youtube.com/watch?v=dk9Yt1PqQiw>
- Number games online:
<http://www.sesamestreet.org/browseallgames/>
- Video "Ernie Counts Backwards": <https://www.youtube.com/watch?v=LF3DSQIgNaY>

**Warm up Activities:**

- Welcome and greet the students by name
- Play 'Count's Number Ride':
<http://www.sesamestreet.org/browseallgames/>
- Sing 'Ten little numbers' : <http://www.youtube.com/watch?v=dk9Yt1PqQiw>

Teaching procedure

Step 1 We show Tina's picture in her garden. We explain that it's Tina's birthday, that the girl becomes 7 years old today and she checks if everything is ready for her party. We show the candles on the cake and say:

"Look! It's Tina's birthday! She's seven. One, two, three, four, five, six, seven" (we point at the candles one by one and encourage children to count with us).

Then, we ask questions about the picture in order to help children revise numbers 1-5.

Anticipated dialogue:

- How many dogs can you count?
- Two dogs.
- How many rabbits?
- Three rabbits.
- How many cats?
- Five cats.
- How many birds?
- Four birds.

Step 2 Now we learn the numbers 6-10. We point at the 6 balls in the picture and ask: "How many balls are there?" We begin to count: "One," and encourage children to go on... "two, three, four, five, six." We write 6 on the board.

We repeat the process with the 7 candles, the 8 balloons, the 9 cone caps and the 10 sandwiches (after counting each time, we write the number on the board).

Then, we point at the numbers on the board, in a jumbled order, and children tell us which number we point at every time. We ask:

- What's this number?

Children answer: (It's) 8 - 9 - 6 - ...

Step 3 Children learn to talk about their age. We ask:

-How old is Tina?

-(She's) seven.

-How old are you?

We help them say: (I'm) six.

Then, they can ask one another and answer:

-How old are you?

-I'm...

Then, we explain that we are all invited to Tina's party. We ask them to stand up and form a circle around us singing the "Happy Birthday" song to Tina (**CD1**). We tell them that we are going to play a game with instructions. We show them one by one all the movements ("dance", "hop" -on one leg-, "walk", "run" -on the spot-, "jump", "swim" and "stop" -movement using our hand-), while we say the verb at the same time. Children repeat each verb as they mime the movement with us. We also explain that when we ask somebody to do something, we should do it politely by saying "please" (e.g. "Run, please" or "Please, run" etc). For further practice, we can address some children individually: "(Sophia), walk, please", "(Nick), run, please" etc. If they don't understand what they have to do, we start miming the action to help them.

Step 4 We divide children into 5 groups and distribute a worksheet (**W1**) with numbers 6-10, so that every child holds a card with a number (e.g. in a class of 25 children, we have 5 children holding a card with number 6, 5 children holding a card with number 7, 5 children holding number 8, 5 children holding number 9, 5 children holding number 10). All the children in a group hold the same number.

We move the desks to make room and we ask the groups of students to stand up and form a U shape or a circle in front of us. We tell them that we are going to ask the groups one by one to come to the front and do something. We give the first instruction to the first group, e.g. "Team 6, please walk" and we wait for all the children of the group to walk in the classroom. Then, we say "Team 6, please stop" and we wait for all the children of the group to stop walking. We do the same with the rest of the teams and we repeat the process a few times.

Step 5 When the children have got used to the instructions, we tell them that we are going to make the game a bit more difficult. Sometimes we use the word "please" to give an instruction and children should do it. If we don't use the word "please", though, children shouldn't follow the instruction. When a child makes a mistake, they have to leave the circle, come close to us and help us give the instructions to the other children. The last 4 or 5 children to remain in the circle will be the winners. Finally, we ask them to bring in dice for the next lesson (if they have any).

Step 6 We remind children of numbers 6-10, showing the fingers of our hands and asking "How many fingers have I got?". Then, we explain that we are going to play a game. We are going to hide some fingers behind our back and the rest of the students will guess how many fingers we have hidden. We begin to hide fingers behind our back and ask: "How many fingers have I got? Guess!". We praise the child who makes the right guess: "Yes, (Nick). Well done!". Children can then take our role and continue the game. At this point we can listen to the song "Ten little fingers" ([CD2](#),).

Step 7 We ask children if they know what board games are and if they have ever played any. Then, we tell them that there are many board games they can play with their friends instead of playing video games or watch TV all the time. We explain that they are going to play such a game with their partner. We distribute the worksheets ([W2](#)) (one for each pair of students). We explain that each one of them will have a pawn (it could be a small rubber or a crumpled piece of paper) and each pair will have a die (if they don't have one they can write 1 on the one side of their rubber and 2 on the other side and the rubber will become a die). Children put their pawns on the starting point of their board game. They throw the die and move as many spaces as the die shows. When they stop on a particular space, they say the number or the name of the object shown in this space. If they get it right, they stay on this space, otherwise they move back to the space they were before. The child who reaches the last space first is the winner.

Step 8 We invite children to stand around us. We explain that we will learn a song called "Walking, walking" ([CD3](#)). First, we sing the song or we

listen to it on the CD player and we mime the movements. We sing the song a few times along with the children and move around the classroom pretending we are wagons of a train. Every time we sing the song, we sing and dance more and more quickly and enjoy the movements.

Wrap up / Before we leave

Video: "Ernie Counts Backwards"

<https://www.youtube.com/watch?v=LF3DSQIgNaY>

* Printable Material*

Tina's picture

Worksheets

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|  |  |  |
| Tina's party | W1 | W2 |

Audio material

- **CD 1: HAPPY BIRTHDAY**
- **CD2: TEN LITTLE FINGERS**
- **CD3: WALKING, WALKING**

Lyrics

| HAPPY BIRTHDAY | TEN LITTLE FINGERS | WALKING, WALKING |
|--|--|--|
| Happy birthday to you (2) Happy birthday, dear Tina! Happy birthday to you! | One little, two little, three little fingers Four little, five little, six little fingers Seven little, eight little, nine little fingers Ten fingers on my hand! | Walking, walking, walking, walking Hop, hop, hop! Hop, hop, hop! Running, running, running! Running, running, running! Now let's stop! Now let's stop! Tip-toe, tip-toe, tip-toe, tip-toe Jump, jump, jump! Jump, jump, jump! Swimming, swimming, swimming! Swimming, swimming, swimming! Now let's sleep! Now let's sleep! |