

R	<p>R: C: Meet the family. Counting up to five E:</p>	<i>Lesson Plan 1</i>
<p>Activity 1</p> <p style="text-align: right;"><i>10 min</i></p>	<p>Free choice play Various tools, items and kits are placed on shelves or on floor carpet. E.g. Wooden building blocks and shapes; construction kits (e.g. Lego, train); plane shape models (carton or plastic); large item puzzles; dice; dominoes; pebbles, acorns, shells; various colours, (larger) size and shape beads for stringing, etc. Pupils choose activities freely. They might play alone or in pairs /groups.</p>	<p>Notes</p> <p>E.g. pupils may be asked for nice patterns. Praising, extra for creative patterns. Observe pupils' choice, activities and products. Help their finger and hand fine motor movement (as preparation for writing).</p> <p>Pupils should have played a lot with these games before this course, since September.</p>
<p style="text-align: center;">2</p> <p style="text-align: right;"><i>20 min</i></p>	<p>Meet the Family (R, page 5, picture 1) T: Look at the picture. Let's count the members of this family. Pupil A, come to the picture and count them. A: One, two, three, four, five. (Or: One, two, three, four.)</p> <p>T: Now let's count, including the dog this time. And let's count them together. Start ... now! (T points to the figures on the poster.) Now, let's count them backwards, from Mum. ...Now! T: The boy is Ben. What colour are his shorts? (green) The girl is Ann. What colour is her dress? (pink) Who is standing beside Ben? (Mum and Ann) Who is standing beside Ann? (Dad and Ben) How many children are in this family? (Two children) How many adults are in this family? (Two adults) How many boys are in this family? (One boy, Ben) How many girls are in this family? (One girl, Ann) Who is the youngest? (Ben) Who holds the teddy bear? (Ann) What is in Ben's hand? (Steam engine / train) Beside who is Buster the dog sitting? (Dad) Who is holding Ben's other hand? (Mum)</p>	<p><u>POSTER 1</u> Whole class activity. The poster is displayed or projected on the wall / screen. Pupils take it in turns to answer. One may start with the dog (answering 5) and other may start with Dad (answering 4). Check who is competent and who is hesitant.</p> <p>Variation: Ask one pupil at a time, choose a volunteer child or ask the whole class together. Ask for whole sentence answers.</p>

<p>3</p> <p>30 min</p>	<p>Even Ben can count! (R, page 5, picture 1, down) How many fingers is Ben holding up each time? Let's show and shout it. ...Now!</p> <p>Draw the same number of sticks.</p>	<p><u>POSTER 1</u> Whole class first. T also shows and says it with the class, in unison. Individual work. Each pupil has a copy and a red pencil. Monitor and help their drawing. Praising.</p>
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25 min	<p>How many cars are there? (Four) Colour three cars in red. How many cars did you not colour in, H? (Two)</p> <p>How many buckets are there? (Two) Draw a spade in one of the buckets. In how many buckets did you not draw a spade, J? (One)</p> <p>How many balls are there? (Five) Colour four balls in green. How many balls did you not colour in, K? (One)</p> <p>How many toy castles are there? (Three) Draw a flag on top of two of the castles. In how many castles did you not draw a flag, L? (One)</p>	<p>Whole class answer. Individually. Monitored (help) Agreement, feedback, praising</p> <p>Whole class answer. Individually. Monitored (help) Agreement, feedback, praising</p> <p>Whole class answer Individually. Monitored (help) Agreement, feedback, praising</p> <p>Whole class answer Individually. Monitored (help) Agreement, feedback, praising</p>
30 min	<p>3 Colouring (R, page 6, picture 2) T: What can you see on the next picture? (Two trains, houses and rockets) Find this sheet on your desk. Colour in the longer train.</p> <p>Pupil A, come to the picture and show me the longer train.</p> <p>Colour the wider house. Colour the taller rocket.</p>	<p>The picture is displayed / projected on wall. Whole class</p> <p>Individual work. Each pupil has a copy. Monitor and help their drawing. Discussion about the large picture. Agreement, feedback, praising.</p> <p>Repeat the discussion.</p>

R	R: Counting up to five C: Observational and manual skills E: Shape and colour copying	<i>Lesson Plan</i> 3
<p>Activity 1</p> <p>5 min</p> <p>15 min</p> <p>20 min</p>	<p>Playing with sticks (R, page 7, picture 1)</p> <p>T: Look at this picture. Ann and Ben are playing with coloured sticks. Ann made some shapes with her sticks and Ben has tried to copy Ann’s shapes, using the same colours. Let’s help Ben.</p> <p>How many sticks does he need to make the table (chair, lamp)? <i>3 (4, 4)</i></p> <p>How many blue (red) sticks does Ben need for the house? <i>4 (2)</i></p> <p>How many brown sticks are in the pine-tree? <i>1</i></p> <p>What colour is the stick of which there is only one in the table (chair, lamp)? <i>Green (red and blue; brown and yellow)</i></p> <p>What colour is the stick of which there are two in the tulip (lamp, house, table, chair)? <i>Yellow and green (blue; red; brown; yellow)</i></p> <p>Copy Ben’s table using sticks on your desk. Pay attention to the shape and colour. Now copy the chair (lamp, house, pine-tree, tulip)</p> <p>Draw Ben’s shapes.</p>	<p>Notes</p> <p>Picture is displayed on wall. Pupils have copies of the picture, coloured sticks, blank sheets and colour pencils on their tables.</p> <p>Whole class activity. T calls pupils, one at a time. Agreement, feedback, praising</p> <p>One shape at a time. Individual or paired work. Observe. Help their finger and hand fine motor movement. Praising.</p> <p>Individual work, monitored, helped. Correction of holding the pencil and drawing lines.</p>
<p>2</p> <p>30 min</p>	<p>Two dolls (R, page 7, picture 2)</p> <p>T: Look at the picture. Count the dolls. How many dolls are there?</p> <p>Ps: There are two dolls.</p> <p>T: If you agree, turn your thumb up.</p> <p>What can you say about the dolls?</p> <p>E.g. A: One doll is coloured and the other is not.</p> <p>B: Same shape. C: Same size.</p> <p>T: So Ann has two dolls which look alike.</p> <p>Colour the second doll to make it look like the first doll. What colours will we use? <i>Red, brown, pink, violet, green and light blue.</i></p>	<p>Whole class activity. The picture is displayed or projected on the wall / screen. Feedback on agreement, praising.</p> <p>Individual work. Monitored, helped. Praising.</p>

R	<p>R: Counting up to five. Colours, shapes C: Observational and manual skills E: Comparisons. Orientation in space</p>	<p><i>Lesson Plan</i> 4</p>
<p>Activity 1</p> <p><i>5 min</i></p> <p><i>10 min</i></p> <p><i>20 min</i></p>	<p>Fruits (R, page 8, picture 1) T: Look at this picture. Ann has put different kinds of fruit on a plate.</p> <p>What kinds of fruit can you see on the first plate? P: apple, grapes, cherry, plum and pear. T: How many kinds of fruit are on the first plate? <i>Five</i></p> <p>T: What fruits are between the apple and the plum, ... A? A: Grapes and a cherry are between the apple and the plum.</p> <p>T: What fruits are between the grapes and the pear, ... B? B: A cherry and a plum are between the grapes and the pear.</p> <p>T: What fruits are between the apple and the pear, ... C? C: Grapes, a cherry and a plum are between the apple and the pear. T: What fruits are beside the grapes, ... D? D: An apple, a cherry and a plum are beside the grapes.</p> <p>T: The same kinds of fruit are on the next two plates but something has been changed. Circle the fruit which is different from the one on the first plate. T: Repeat the question for the 1st (third) plate.</p> <p>Which fruit did you circle on the middle (second) plate? Ps: The cherry (because its position has changed). T: How many fruits did you not circle? <i>Four</i> Which fruits did you circle on the last (third) plate? Ps: The apple, the grapes, the cherry and the plum. (Colour of the apple has been changed from red to green. Colour of grapes has been changed from green to red. Pair of cherries instead of a single one. Position of plum). T: How many? <i>Four</i> How many fruits did you not circle? <i>One (the pear)</i></p>	<p>Notes</p> <p>Picture is displayed on wall. Pupils have copies of the picture. Whole class activity. Pupils list the fruits in chorus. One pupil counts them on the picture. Agreement, feedback, praising. One pupil at a time. Agreement, feedback, praising</p> <p>Accept and praise for each one, but extra praising for all.</p> <p>One question at a time. Individual or paired work. Observe, help their finger and hand fine motor movement.</p> <p>Agreement, feedback, praising Extra praising for reasoning</p> <p>Praise for each one, extra for all. Extra praising for reasoning.</p>

<p>2</p> <p>30 min</p>	<p>Making a bear (R, page 8, picture 2)</p> <p>T: Look at the picture. You can make a bear from paper. Try to make the head, the body, the legs (arms) and both ears by tearing the brown paper.</p> <p>Stick the pieces on the blank sheet to form the bear.</p> <p>Draw the bear's nose, two eyes and mouth.</p>	<p>Whole class discussion, then individual work. Monitored. Help their fine motor activity (tearing, sticking the pieces and drawing). Praising.</p>
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R	R: Counting up to five C: Orientation, comparison E: Cooperation. Following rules	<i>Lesson Plan</i> 5
<p>Activity 1</p> <p><i>5 min</i></p> <p><i>10 min</i></p>	<p>Playing the family in front of the class T: Pupils A, B, C, D and E come here and turn toward the class. (To the remainder of class:) Let's count them. (In chorus) (To A, B, C, D and E:) Stand in this order in line (T places them: the smallest boy - as Buster, then the tallest boy –as Dad, the smaller girl – as Ann, the intermediate boy, who is smaller than Ann – as Ben, and the taller girl, who is smaller than Dad – as Mum). Introduce yourselves. A: I am Buster, the dog (Woof-woof!) B: I am Dad. C: I am Ann. D: I am Ben. E: I am Mum.</p> <p>T: How many people are there? <i>Four</i> How many children are there? <i>Two. Ann and Ben.</i> How many adults are there? <i>Two. Dad and Mum.</i> How many pets are there? <i>One. Buster the dog</i></p> <p>Who is the tallest? <i>Dad.</i> Take one step forward. Who is the second in height? <i>Mum.</i> Take one step forward. Etc.</p> <p>Who is between Ann and Mum? <i>Ben</i> Who is between Buster and Ben? <i>Dad and Ann</i> Who is between Ben and Mum? <i>Nobody</i> Etc.</p> <p>Who is smaller than Ann? <i>Ben and Buster</i> Who is taller than Ann? <i>Mum and Dad</i> Who is taller than Dad? <i>Nobody.</i> Etc.</p> <p>How many members are nearer the door than Buster? (<i>Four</i>) Etc.</p>	<p>Notes</p> <p>Whole class activity Ps play roles of the family: Mum, Dad, Ann, Ben and Buster (e.g. they wear pictures on labels) – choose Ps of appropriate heights and sexes.</p> <p>One question at a time. One answer, then agreement by class, feedback to and by T, Praising by T.</p> <p>(Laughing)</p> <p>(Laughing)</p> <p>(Ps list them)</p>
<p>2</p>	<p>Placing, drawing items T: Find the sheet, the colour pencils and the nuts (or coins / pebbles / puppets) on your desk. Listen to my instructions carefully and follow them. Put your hands on the desk. Let me see. Put one of your hands under the desk. (If they have already started to learn right and left, then 'your right hand'.)</p>	<p>Whole class activity. Monitor, correct where needed. Praising (It is an experiment, where T is the observer.) Individual work. Monitored, helped. Praising.</p>

20 min	<p>Put a nut beside (to the left hand side of) the sheet. Put two nuts above (/ below) the sheet. Put three nuts on the first line on your sheet. (Remove)</p> <p>Draw one blue square on the first line. Draw two green triangles on the second line. Draw three red circles on the third line. Draw four plums on the fourth line. Draw five cherries on the fifth line. Demonstration by T after each task. Who was correct?</p>	<p>There are five parallel lines on the sheet Individual work. Observe. Help their finger and hand fine motor movement. Praising.</p> <p>Self-checking. Feedback, praising.</p>
30 min	<p>3 Game 1 (Teddy bears) (R, page 9) T: Look at the picture and find the items on your desk. These are the ten cards: Two blank cards (nil / zero / none), five cards with one dot each, two cards with two dots and one card with three dots. Show me the blank cards...now, ...etc. These are the counters (or buttons), five red and five blue for the two players. These are the ten baskets. How many raspberries are in these baskets? <i>Zero / nil / none</i> How many such baskets can you see? <i>Two</i> How many baskets contain one raspberry? <i>Five</i> How many baskets contain two raspberries? <i>Two</i> How many baskets contain three raspberries? <i>One</i></p> <p>This game is for two players. Shuffle the cards and place them on the desk / table. Player 'red teddy bear' picks a card, turns it up and counts the number of dots, chooses a basket with the same number of raspberries and puts one of his/her red counters into that. Then 'blue teddy bear' player has a turn. The 'teddy bear' who collects five raspberries first is the winner.</p>	<p>Whole class activity. The picture is displayed or projected on the wall / screen. Pairs of Ps have the pieces for the game, made by T. (Or Ps may prepare the cards)</p> <p>T demonstrates the game.</p> <p>Try to play a game in pairs. Monitored, helped, praising. Be their judge where needed. (Probably too difficult for 4+ years olds.)</p>

R	<p>R: Counting up to five C: Orientation, comparison. Ordinals E: Cooperation, rules. Drawing vertical and horizontal lines</p>	<i>Lesson Plan</i> 6
<p>Activity 1</p> <p style="text-align: right;"><i>10 min</i></p>	<p>Game 1 (Teddy bears) (R, page 9) a) T: Let's play our 'teddy bears' game again. Look at the picture. Teacher versus class this time. I'll repeat the rules: These are the ten cards. Let's count the dots: Two blank cards (nil / zero / none), five cards with one dot each, two cards with two dots and one card with three dots. These are the counters (or buttons), five red for the class and five blue for me. These are the ten baskets. Let's count the raspberries: Two baskets are empty, five baskets contain just one raspberry, two baskets contain two raspberries and one basket contains three raspberries. Shuffle the cards and place them on the desk / table. Player 'red teddy bear' picks a card, turns it up and counts the number of dots, chooses a basket with the same number of raspberries and puts one of his/her red counters into that. Then 'blue teddy bear' has a turn. The teddy bear who collects five raspberries first is the winner.</p> <p>b) T: Now two teams from the class play the game. (Different representatives come to T's table to take part.)</p>	<p>Whole class activity. The picture is displayed or projected on the wall / screen. T calls different players from the class to take part. T demonstrates the process on the wall / screen.</p> <p>Those who do not wish to join in may play with toys of their own choice (the assistant helps them).</p> <p>T or pupils form the teams. Those who do not wish to be involved may play with toys of their own choice (the assistant helps them). T demonstrates the game.</p>
2	<p>Family Excursion (R, page 10, picture 1) T: Look at the picture. Let's count the houses (trees / fence-posts / logs, etc.) on the picture. <i>Method 1:</i> Pupil X, come to the picture and count them for us, please. X: One (two or five / three / two, etc.) <i>or</i> <i>Method 2:</i> Count them... Show me their number ... now!</p> <p>How many people are going on the excursion?</p> <p>Who is carrying a rucksack? <i>Mum and Daddy</i> Who is first? <i>Dad</i> Who is last? <i>Mum</i> Who is walking in front of Ann? <i>Ben</i> Who is walking behind Father? <i>Ben</i> Who is walking between Father and Mother? <i>Ann and Ben</i></p>	<p>POSTER 13 Whole class activity. One question at a time. The poster is displayed or projected on the wall / screen. Pupils come to the front in turn.</p> <p>Check in chorus, agreement, praising. Check who is competent and who is hesitant.</p> <p>Ask one pupil at a time, choose a volunteer and then ask the whole class to answer together. Ask for whole sentence answers.</p>

25 min	<p>In which position is Father in the line? Show me ... now! <i>1st</i> In words: pupil X: Father is the first in the line. Show me Ann's position in the line ... now! <i>Third</i> <i>Ann is the third in the line.</i> Who is second in the line, A? <i>Ben is the second in the line.</i> Who is fourth in the line, B? <i>Mum is the fourth in the line.</i> Who is smallest, C? <i>Ben is the smallest.</i> Who is tallest, D? <i>Dad is the tallest.</i></p> <p>Let's find and __ lines in the picture. Then T shows how to draw these lines (horizontal from left to right, vertical from top to bottom, in one movement).</p> <p>Draw over the lines in red on your copy. Draw over the __ lines in blue.</p>	<p>Check, praising. Agreement, feedback, praising</p> <p>Agreement, feedback, praising</p> <p>T chooses pupils to show the lines. Agreement, praising.</p> <p>Individual work. Monitored, helped, praising.</p>
30 min	<p>3 Map (R, page 10, picture 2) T: Look at this picture. Father is studying the map. Which path should they choose for the shortest route to the creek? Which path should they take if they want to go by the longest route?</p> <p>Interlude: rolling a paper tape / ribbon or a similar finger motion (to help develop flexibility and manouverability of fingers in preparation for writing), with a song or verse if possible.</p> <p>Draw the shortest route in blue on your copy without touching the sides of the path. Draw the longest route in red.</p>	<p>Whole class at first. The picture is displayed or projected on the wall / screen. Pupils come to show the routes. Agreement, praising.</p> <p>Individual work. Each pupil has a copy and colour pencil. Monitor and help their drawing. Praising. Display, agreement, feedback, praising. Pay attention to children's way of pencil holding, keeping hand and body position.</p>

R	<p>R: Counting up to five. Drawing vertical and horizontal lines C: Comparison of element numbers of sets E: Observational and manual skills. 'Left' and 'right'</p>	<i>Lesson Plan</i> 7
<p>Activity 1</p> <p><i>5 min</i></p> <p><i>10 min</i></p> <p><i>15 min</i></p>	<p>Picnic (R, page 11, picture 1) T: Look at the picture. What can you see on it?</p> <p>Let's count different things. How many glasses (trays / flasks / balls / flowers, etc.) are there? <i>Four (or three?)(two / one / one / three etc.)</i> Show me! How many people in the picture are drinking? ... Now! <i>Two</i> Who are they? <i>Mum and Dad.</i> How many people are hiding behind the bushes?...Now! <i>Two</i> Who are they? <i>Ann and Ben.</i> How many people are there altogether? ... Now! <i>Four</i></p> <p>Interlude: finger practice (ribbon, tape, 'piano playing')</p> <p>Will there be enough sandwiches for everyone? Join each sandwich to a person on your copy. What do you find, A? A (e.g.): Each person gets one sandwich. B: Each sandwich goes to one person. C: There are four sandwiches and four people. T: Will there be enough apples for everyone? Join each apple to a person on your copy. <i>Five apples and four people. One more apples than people.</i></p> <p>Colour two apples in red and the rest in yellow. How many yellow apples are there? Show it ...now! <i>Three</i></p> <p>Stand up in pairs. Shake right hands with your partner. Put your right hand to your heart. Put your left hand up. Lift your right leg up. Touch your left ear with your right hand.</p> <p>What is above the red flower, ...A? A: There is a butterfly above the red flower. T: What is under the yellow flower, ...B? B: A ladybird is under the yellow flower. T: What is to the right of the blue flower, ...C? C: A red flower is to the right of the blue flower. T: What is to the left of the blue flower, ...D? D: A yellow flower is to the left of the blue flower. T: Who is on the left hand side of the picture, ...E?</p>	<p style="text-align: center;">Notes</p> <p><u>POSTER 2</u> Whole class activity. The poster is displayed or projected on the wall / screen. Pupils talk about their observations. Agreement, praising.</p> <p>Ask one question at a time. Agreement, feedback, praising</p> <p>Agreement, praising.</p> <p>Pupils have copies.</p> <p>Individual work. Monitored, helped by T. Ask some pupils as you walk around, then ask some in front of the class. Agreement, feedback, praising</p> <p>Preparation for operations. Individual work. Monitored, helped. Discussion: A pupil answers in whole sentence. Display, agreement, feedback, praising</p> <p>Monitor and correct individually where needed.</p> <p>Whole class activity. Agreement, feedback, praising</p>

20 min	<p>E: Mum is on the left hand side of the picture. T: Who is on the right hand side of the picture, ...F? F: Dad is on the right hand side of the picture.</p>	
25 min	<p>2 Flowers (R, page 11, picture 2) T: Let's look at the picture. What is missing from the flowers? <i>The stalks.</i> Draw in the stalks of the flowers.</p> <p>How many blue (yellow) flowers are there? <i>Three (Two)</i> What colour flowers are there more of? <i>There is one more blue flower than yellow flowers.</i> How would you continue the drawing of the flowers? Why? Draw the next flower.</p> <p>T: Who agrees? Who disagrees?</p>	<p>Whole class preparation on the large poster, then individual work. Monitored, helped. Praising. Whole class discussion. Agreement, feedback, praising</p> <p>Individual work. ...</p> <p>Feedback. Praising.</p> <p>Individual work. Monitored (helped). Agreement, feedback, praising Whole class answer. Individually. Monitored (help) Agreement, feedback, praising</p>
30 min	<p>3 Leaves (R, page 11, picture 3) T: Now let's look at the next picture. What can you see in this picture? <i>Leaves</i> Find this sheet on your desk. Join up the leaves of the same shape. Colour in the 'blank' leaves. What could have happened to the leaves? <i>Fallen from trees</i></p>	<p>The picture is displayed / projected on wall. Individual work. Each pupil has a copy. Monitor and help their drawing. Discussion on the large poster. Agreement, feedback, praising</p>

R	R: Counting up to five C: Comparison of sets. Orientation E: Preparation for operations.	<i>Lesson Plan</i> 8
<p>Activity 1</p> <p><i>5 min</i></p> <p><i>10 min</i></p> <p><i>15 min</i></p> <p><i>25 min</i></p>	<p>Animals in the Forest (R, page 12, picture 1) T: Look at this picture. What can you see on it?</p> <p>Count the squirrels, A. A: There are two squirrels. T: Who agrees / disagrees? Knock this number on you table ... now!</p> <p>Count the rabbits / hedgehogs / turtles / frogs / bushes / trees. X: There are four / five / one / three / four / three, rabbits, etc T: Who agrees / disagrees? Clap / show / shout / jump / laugh / cough the number...now!</p> <p>How many animals are there altogether around the pond? <i>Three</i> There were five frogs beside the pond. How many have hopped into the water? <i>Two</i> How do you know this?</p> <p>What is there one (two / three / four / five) of in the picture? X: One turtle / two squirrels / three frogs and trees / four rabbits and bushes / five hedgehogs.</p> <p>Which animal is there most of, A? <i>Hedgehog (five)</i> Which animal is there fewest of, B? <i>Turtle (one)</i></p> <p>Which animal are there more of: rabbits or squirrels? <i>Rabbits</i> How many more? <i>Two more</i> How do you know this? Which animal are there less of: hedgehogs or rabbits? <i>Rabbits</i> How many less? <i>One less</i> How do you know this?</p> <p>On your sheet, draw one strawberry for each hedgehog.</p> <p>How many strawberries have you drawn? <i>Five</i> How did you get this number?</p> <p>Each squirrel dropped two acorns from the tree. Draw the acorns. How many acorns have you drawn? <i>Four</i> Explain why.</p>	<p>Notes</p> <p>POSTER 3 Poster is displayed on wall. Whole class activity. T calls pupils, one at a time. Each pupil should say whole sentences (with numerals and positions e.g. left / right, above / below, between, beside). Agreement, praising.</p> <p>Help explanation, reasoning.</p> <p>Pupils have copies of the picture, blank sheets and colour pencils on their tables. Agreement, feedback, praising</p> <p>Help explanation, reasoning.</p> <p>Individual work. Observe. Help their finger and hand fine motor movement. Agreement, feedback, praising</p> <p>Individually. Monitored, helped. Agreement, feedback, praising Display for discussion.</p>

<p>2</p> <p>30 min</p>	<p>Hedgehogs and strawberries (R, page 12, picture 2) T: Look at the picture. Join up each circle of hedgehogs to the circle which contains the same number of strawberries.</p>	<p>The picture is displayed or projected on the wall / screen. Pupils have copies. Individual work. Monitored, helped. Feedback, agreement, praising</p>
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R	R: Counting up to five. C: Observational and manual skills E: Comparisons. Orientation. Preparation for operations	<i>Lesson Plan</i> 9
<p>Activity 1</p> <p style="text-align: right;"><i>5 min</i></p> <p style="text-align: right;"><i>15 min</i></p>	<p>What could have happened? (R, page 13, picture 1) T: Look at this picture. Let's discuss it.</p> <p>T: How many animals are in the picture? <i>Five</i> Let's list them. (T points to each)</p> <p>How many trees are there, ...A? A: There are two trees. T: How many bushes are there, ... B? B: There is one bush. T: How many cabbages are there, ... C? C: There are five cabbages. T: How many rungs does the ladder have, ... D? D: The ladder has five rungs. T: How many posts does the fence have, ...E? E: The fence has four posts.</p> <p>Interlude: Finger practice (ribbon, tape, 'piano playing')</p> <p>T: Draw over the sides and rungs of the ladder. Draw over the posts of the fence.</p> <p>Draw as many toadstools as there are animals. How many toadstools did you draw? <i>Five</i></p> <p>Draw as many apples on the tree on the right as there are animals running away to the right. Draw as many apples under the trees as there are animals running away to the left. How many apples did you draw altogether?</p> <p>Colour in red the middle rung of the ladder.</p> <p>How many rungs are above the red rung? <i>Two</i> How many rungs are below the red rung? <i>Two</i></p>	<p>Notes</p> <p>Picture is displayed on wall. Pupils have copies of the picture. Whole class activity. Counting and listing the animals, in chorus. A pupil counts them on the picture, one pupil at a time. Agreement, feedback, praising</p> <p>Individual work. One instruction at a time. Monitored, helped. Whole class discussion. Agreement, feedback, (self-) correction, praising.</p> <p>Decide if individual trial or whole class activity is better. Agreement, feedback, praising</p> <p>Preparation for addition (3+2)</p> <p>Individual work. Monitored, helped. Whole class. One question at a time.</p>
<p style="text-align: right;">2</p> <p style="text-align: right;"><i>25 min</i></p>	<p>Making a hedgehog (R, page 13, picture 2) T: Look at the picture. You can make a hedgehog out of a horse-chestnut and toothpicks.</p> <p>Draw a stick lying horizontally behind the hedgehog. Draw three sticks in front of the hedgehog. How many sticks have you drawn altogether?</p>	<p>Whole class discussion, then individual work. Monitored. Help their fine motor activity. Praising. Individual work. Monitored, helped. Praising. Agreement, feedback, praising</p>

<p>3</p> <p>30 min</p>	<p>Joining up dots (R, page 13, picture 3)</p> <p>T: Look at the picture. Let's join up the blue dots with horizontal and vertical blue lines. ...</p> <p>Now do it yourself on your sheet.</p> <p>Join up the red dots with horizontal and vertical red lines.</p> <p>Which is the longest line of all? (Accept both longest section and longest 'route'.)</p>	<p>Whole class discussion (T shows how to do it), then individual work. Monitored, helped. Praising.</p> <p>Whole class. Agreement, feedback, praising.</p>
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R	R: Counting up to five C: Orientation, comparison E: More than, less than, equal to, in front of, between, after...	<i>Lesson Plan</i> 10
Activity 1	<p>Playing the family: Going home (R, page 14, picture 1)</p> <p>T: Let's look at this picture. Pupils A, B, C, D and E, come here and turn toward the class. Let's count them. (In chorus) (To the players:) Stand in this order in line (T places them: the smallest boy -as Buster, waiting for the family-, then the players of Ann, Ben, Mum and Dad who face towards Buster and home). Introduce yourselves. A: I am Buster, the dog (Woof-woof!) B: I am Ann. C: I am Ben. D: I am Mum. E: I am Dad.</p> <p>T: How many people are in front of Mother? <i>Two</i> How many people are behind Mum? <i>One</i> How many people are in front of Father? <i>Three</i> How many people are behind Dad? <i>Zero (Nil, None, Nobody)</i></p> <p>Who is between Ann and Mum? <i>Ben</i> Who is between Buster and Ben? <i>Ann</i> Who is between Ben and Mum? <i>Nobody</i> Who is between Ann and Dad? <i>Ben and Mum</i> Who is between Buster and Dad? <i>Ann, Ben and Mum</i></p> <p>Who is in front of Ann? <i>Buster</i> Who is in front of Dad? <i>Mum, Ben, Ann and Buster</i> Who is behind Buster? <i>Nobody</i> Who is above Ben? <i>Nobody</i> Who is under Ann? <i>Nobody</i> Which person is the first in this queue? <i>Ann</i> Who is the last person in the queue? <i>Dad</i></p> <p>Where are there more people, ahead of or after Ben? <i>More people are after Ben than ahead of Ben. Two are after and one is ahead of Ben. Two is more than one. One is less than two.</i></p> <p>Play with the class: T: Raise your left hand above your head, ...now! Raise your right leg, ...now! Show me your right hand. ... Show me more than four fingers, ...now! (<i>Five</i>) Show me less than two fingers, ...now! (<i>One or zero</i>)</p> <p>20 min Show me as many fingers as I am jumping, ...now! (Etc.)</p>	<p>Notes</p> <p>Whole class activity Ps play roles of the family: Mum, Dad, Ann, Ben and Buster (e.g. they wear pictures on labels or face masks) – appropriate heights and sexes.</p> <p>One question at a time. One answer, then agreement by class, feedback to and by T, praising by T.</p> <p>(Laughing)</p> <p>(Laughing)</p> <p>T leads Ps to construct different sentences. Agreement, feedback, praising</p> <p>Check Ps and correct where needed. Praising</p> <p>Discuss 1 or 0. Agreement, feedback, praising. E.g. It is equal to three.</p>

<p>2</p> <p>30 min</p>	<p>Placing, drawing items</p> <p>T: Find the sheet, the colour pencils and the nuts (or coins / pebbles / puppets) on your desk. Listen to my instructions carefully and follow them.</p> <p>Put your hands on the desk. Let me see. Put your right hand under the desk. Put a nut beside (to the left hand side of) the sheet.</p> <p>Put two (one, three, etc.) nuts above (below) the first (second, etc.) line on the sheet.</p> <p>Put a nut, a pebble, a nut again, a pebble again and a nut again in this order on the second line. How many items were placed on this line? <i>Five</i> How many nuts and how many pebbles are there? <i>Three and two.</i> How would you continue the pattern? <i>Pebble, nut, etc.</i></p> <p>Draw one blue square on the first line. Draw two green triangles on the second line. Draw three red circles on the third line. Draw four plums on the fourth line.</p> <p>Draw a square on the fifth line at its right end. Draw four cherries on this line from its left end. Etc.</p> <p>Draw a red, a blue, a red, a blue and a red circle in order. How would you continue this sequence? Continue it.</p>	<p>Whole class activity. Monitor, correct where needed. Praising (It is an experiment, where T is the observer.) Individual work. Monitored, helped. Praising. There are five parallel lines on the sheet.</p> <p>Monitored, helped.</p> <p>Individual work. Observe and correct Ps. Help their finger and hand fine motor movement. Praising. Demonstration by T after each task. Who was correct? Self-checking. Feedback, praising.</p>
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