Maths for Early Learners

Teaching Guide
Nursery

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Contents

Introduction

Learning mathematics is learning an important life skill since so many common daily activities from shopping to paying taxes and planning events involve addition, subtraction, multiplication or division. It is therefore important that the basics are well taught and well learned.

The lesson plans in this teaching guide presents suggestions and ideas for teachers facing this key task of teaching young children basic mathematical concepts. Counting from 11 to 30, matching and comparing, and addition and subtraction are among the topics taught. A repetitive approach will provide reassurance for students of this age and develop their confidence as they can anticipate what they will be expected to do next.

But it is also important to make learning fun, so there are also ideas for introductory and recapitulation activities and games that will add variety and fun to the lessons while reinforcing the formal teaching and learning.

No times are given for the lessons; judge your students' progress and take as many periods as necessary to ensure that they are confident with the new material before moving on.

I hope that you will find this series of student books and the accompanying Teaching Guides easy and enjoyable to use.

Before you begin it may be helpful to read the sections that follow.

Sue Gilbert

Make a copy of this resource sheet for each student in the class.

Since it will be used for several different activities, copy it onto card rather than paper, or, if resources permit, laminate the sheets with clear plastic.

Cut up the sheets to make a complete set of 63 cards for each student.

It is useful to write the name or initials of each student on the back of each card in a set (best done before laminating). This is time-consuming initially, but will help to identify stray cards and ensure that sets remain complete.

Keep each set of cards in a strong envelope or held together with a rubber band.

11	eleven
12	twelve
13	thirteen
14	fourteen

15	fifteen
16	sixteen
17	seventeen
18	eighteen
19	nineteen
20	twenty

21	twenty-one
22	twenty-two
23	twenty-three
24	twenty-four
25	twenty-five
26	twenty-six

27	twenty-seven
28	twenty-eight
29	twenty-nine
30	thirty

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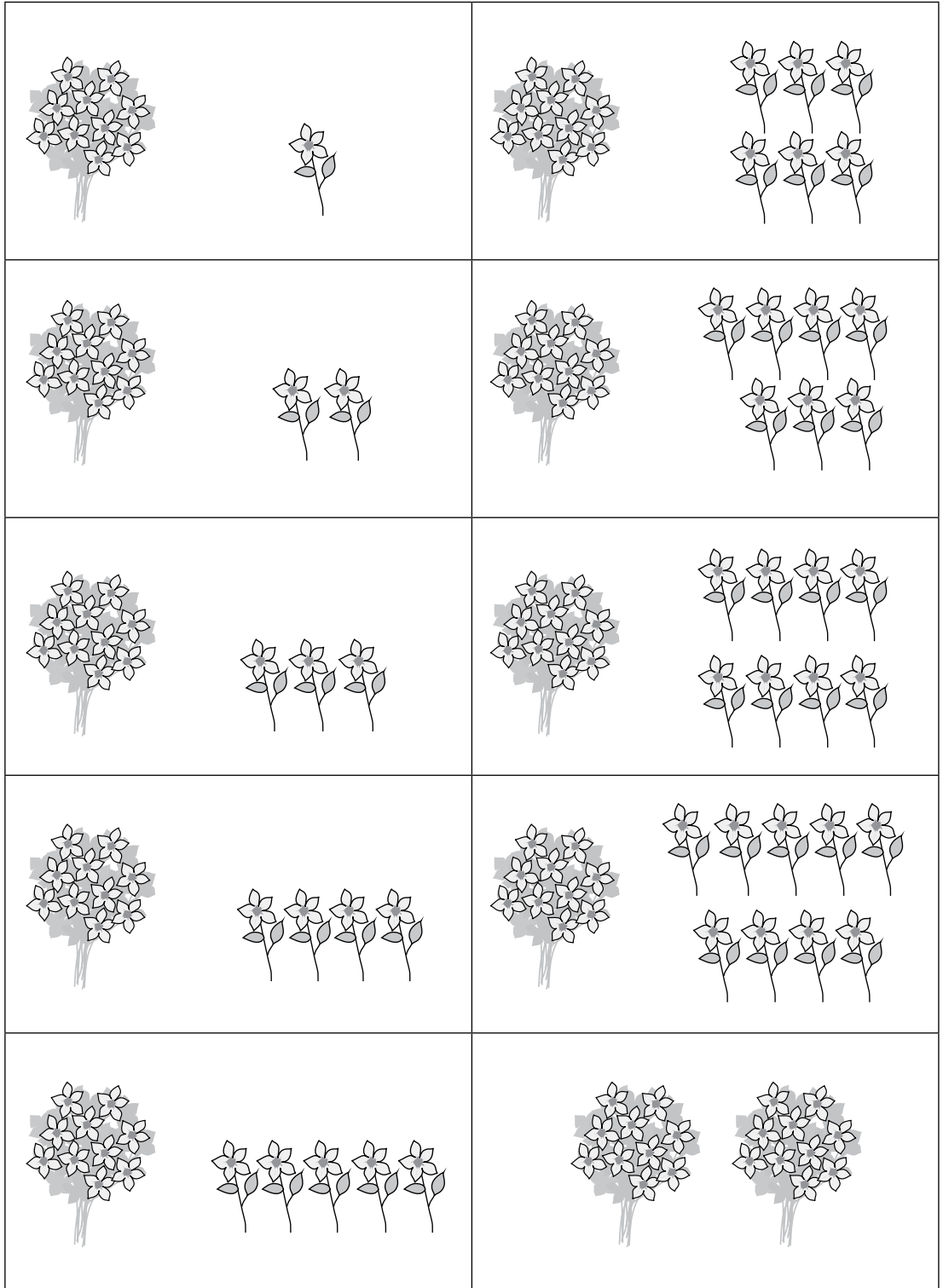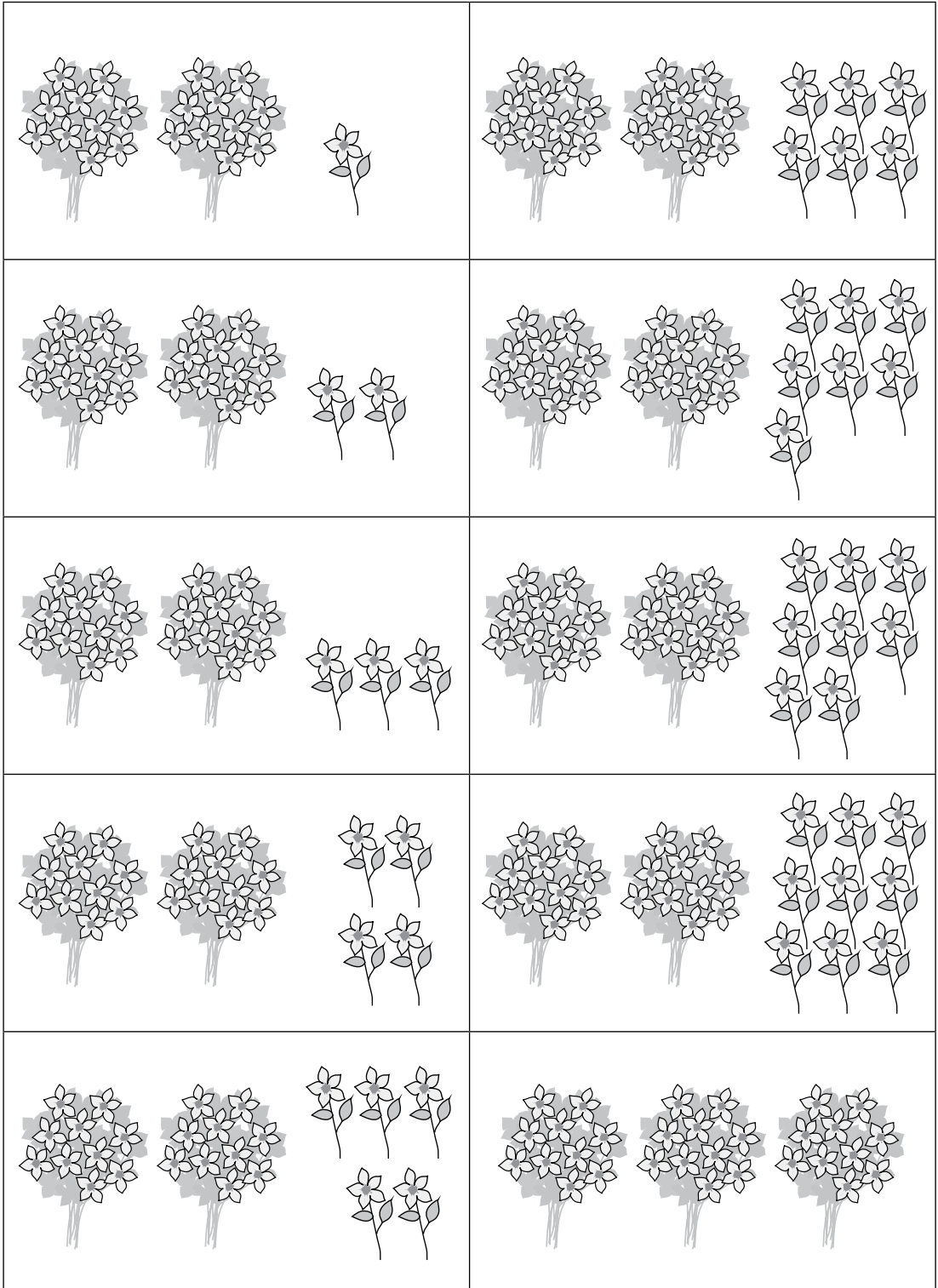
Some useful tips for teaching

Suggested activities using the cards

Note: for some of these activities it will be necessary for the teacher to select the required cards from the set before the lesson since the whole set may not be required.

1. Students can trace over the numbers and words with their finger when learning to write the numbers and words.
2. Write a selection of numbers on the board. Point to one of the numbers and ask the students to hold up the matching card. As the students learn more, they can be asked to hold up the corresponding picture or corresponding word.
3. Hold up a number of classroom items, e.g. pencils, exercise books, rulers, and ask the students to count them silently and show you the correct number or word.
4. Students can work in pairs to play number snap. Use two sets of cards. Initially use only the numbers, or the words, or the pictures. In time, students can mix the cards and say 'snap' for any match of number / word / picture.
5. Students can work in pairs to compare numbers. Each student has has a [ile of number cards, face down. Each student turns over the card on the top of his / her pile. The student whose card shows the largest number, wins. This can also be done with the smaller number as the winning number.
6. The students can play memory matching in pairs. Place two sets of number cards face down in regular rows and columns. The first student turns over one card and says what it shows, and then does the same with a second card; both cards should be laid flat on the table in their places. If the numbers on the cards are the same, the student keeps the two cards. If they show different numbers, the cards must be turned back and the second student takes a turn. It is very important that the cards are kept in the same places throughout the game (even when gaps are created by matching pairs being removed) since the game relies on remembering the positions of the cards.
7. The game can be varied by using the word or picture cards, or combinations, so that a match could be made between, for example, a word and a picture showing the corresponding number of items.
8. Students can work in pairs to guess a number. The first student selects a number card and has to help the second student to guess the number he has chosen. For example:

   Student A selects 15.
   Student B guesses 27.
   Student A says 'smaller'.
   Student B guesses 22.
   Student A says 'smaller' … until the correct number is guessed.

(This activity can be played with the teacher and students initially, with the teacher taking the part of Student A and asking individual students to guess. Students will need to listen carefully to the preceding guesses in order to guess correctly.)

Kinaesthetic learning

Kinaesthetic learning is learning by doing. This means that the brain not only remembers information that has been learned, it also remembers a physical action associated with the information, and this reinforces the learning and the recall of the information.

Some simple kinaesthetic learning techniques which can be applied to learning to write the numbers and words are suggested below:

1. Write the number / word as large as possible on the border or on a large sheet of card.

2. Ask the students to trace the number / word in the air. It is important that this is done using the whole arm, moving from the shoulder.
3. Bring a sand tray to the class and ask the students to come one by one and trace the target number / word on the surface of the same.
4. Supply each student with a 10 × 10 cm square of velvet and ask them to trace the target number / word on the surface of the velvet.
5. Ask the students to use their right forefinger (if right-handed) to write the number / word in the palm of their left hand (adapt instruction for left-handed students).
6. If finger paints are available, students can write the target number / word using finger paint on old sheets of newspaper.

Learning to write

Bad writing habits are difficult to overcome, so please ensure that the students are sitting correctly when they write, that their exercise book or paper is straight in front of them and that they are using the correct pencil grip.
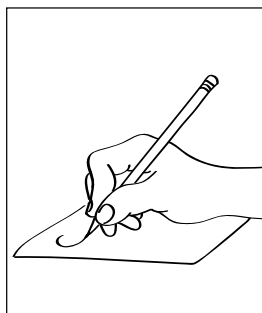
At this stage it is easier for them to use thicker pencils. If possible, supply them with triangular (prism shaped) pencils which are easier to hold and rubber pencil grips are also very useful in ensuring that the pencil is held correctly.

Developing the fine motor control skills needed for writing is linked to the development of the gross motor skills, so before students attempt to write with pencils, give them sheets of old newspaper and wax crayons to practise writing large numbers and words. You can also supply each student with a mini-whiteboard made by inserting a sheet of plain white A4 paper into a plastic envelope. Each student will also require a board marker and an eraser made from a small piece of sponge, some tissues or kitchen roll. The student can practise writing the numbers / words on the plastic surface and then erase them.

Making mistakes

We all make mistakes, but there are some children who are unduly worried about doing so. To help them overcome this fear, make some mistakes of your own. For example, write a number the wrong way around, misspell one of the number words or mismatch a picture and number. The students will enjoy pointing out your error and you will be able to ask them to help you correct it. Seeing teacher make a mistake and correct it easily will be reassuring for less confident students.

Instructions for the ball game

Use a fairly largre, soft ball.

Ask the students to form a large circle. Begin by saying the first number in the sequence and throwing the ball to one of the students. The student should catch the ball, say the next number, and throw the ball to another student who must catch the ball and say the next number, etc. If a student fails to catch the ball, cannot continue the sequence, or says the wrong number, s/he should sit down for one minute before rejoining the game.

Using songs and rhymes

There are many English rhymes and songs that involve counting and numbers and the children will enjoy singing the songs or repeating the rhymes. Use them at the beginning or end of a lesson.

Many of these are available on tapes and CDs, and with excellent animation on DVDs and You Tube clips. They include:

One finger, one thumb, keep moving
1, 2, 3, 4, 5, Once I caught a fish alive
The animals went in two by two
One man went to mow a meadow
Five little speckled frogs
Five fat sausages
Ten green bottles hanging on the wall
Two little dickie birds sitting on a wall
One, two, buckle my shoe
Baa, baa black sheep
Hickory dickory dock, the mouse ran up the clock
Three little kittens had lost their mittens
Five currant buns in a baker's shop

Note on materials

Practical work is of great importance in making classroom maths relevant to the world outside. Although most activities suggested in this book require only basic classroom materials, there are a few that call for a wider range of materials. The teacher should therefore begin a collection of items that can be used for practical classroom activities.

Items such as plastic bottle tops, buttons, large beads, clean yoghurt pots, plastic bottles of different shapes and sizes, clean, empty packets from toothpaste, soap, tissues, cereal and other food items, boxes and cardboard tubes from kitchen and toilet rolls (these can be sterilized by placing them in a microwave oven for a minute or two), will all be useful for introductory and recapitulation activities. Begin the collection well in advance of a lesson. A list of specific materials is given at the start of each lesson plan so that these can be prepared in advance. Ask the students to contribute to the collection so that gradually a useful and sizeable collection will be readily available.

Please ensure that all visual aids are large enough and clear enough to be seen by the students sitting furthest away from the teacher. When small items are used, make it clear to the students that they should not be placed in the mouth, nose, ears, etc. and always collect all the materials at the end of the lesson.

Unit 1 Review

Teaching objectives

- to help students count up to ten items in a set
- to revise numbers 1–10
- to help students match a set of items to the corresponding number

Learning outcomes

Students should be able to:

- count accurately up to ten items.
- recognise numbers 1–10.
- match a set of items to the corresponding numeral by colouring a box containing the number.

Materials required

a set of pictures of 1 to 10 items or shapes, e.g. 5 red stars, 8 flowers, 3 circles, etc.; flashcards of numbers 1–10; Blutak, masking tape, or other adhesive material; paper and paints or coloured pencils or crayons; tape / CD / DVD / You Tube clip of *One man went to mow a meadow / Nick Nack Paddy Wack* or any other counting to ten song

Introduction

Begin by revising counting from 1–10 either round the class or by playing the ball game in a circle.

Revise the numbers 1–10 by holding up flashcards of the numbers and asking the students to say the number.

Divide the board into two columns. Display one of the drawings you have prepared on one side of the board and two number flashcards on the other side, one of which should match the number of items (as on pages 4 and 5 of the students book). Ask the students to look at the drawing and count the objects. Ask a volunteer to come to the board and point to the correct number and then draw a circle around it. Repeat this using other pictures and numbers.

Student activity

Ask the students to open their books at page 4. Look at the pictures in turn and talk about the objects and the colours. Explain that the task is almost the same as the one they have just done on the board, but they should colour the correct box rather than circle it. Do the first example together before giving the students a set amount of time to complete the work on pages 4 and 5. After the set time, check their work as a class.

Recapitulation

Sing one of the songs you have prepared.

| **Lesson 2** | Tracing and writing numbers | pages 6–7 |

Teaching objectives

•   to practise writing the numerals 1–10

Learning outcomes

Students should be able to:

•   demonstrate the correct pencil grip and posture.
•   write the numerals 1–10 with increasing accuracy.

Materials required

mini-whiteboards, markers and erasers; tape / CD / DVD / You Tube clip of *Ten green bottles*

Introduction

Give each student a mini-whiteboard, marker and eraser. Explain that you are going to say a number or hold up a number of items (e.g. pencils or fingers) and they should write the number and hold up their work for you to see. This activity will enable the teacher to identify any student who is having difficulty writing numerals 1–10 and to provide extra support at a convenient time.

Student activity

Ask the students to open their books at pages 6–7.

Explain that they are going to practise writing the numbers 1–10, first by tracing and then by writing in the empty boxes. Make sure, before they start, that they are all sitting straight and holding their books and pencils correctly. Explain that it is better to work slowly and produce neat, careful work rather than rush and make mistakes. Monitor their progress as they complete the task and praise all good work and effort.

Recapitulation

Sing *Ten green bottles*.

| **Lesson 3** | Forward counting, numbers before, after, and in between | pages 8–9 |

Teaching objectives
- to revise counting forwards from 1–10
- to revise the meanings of the terms before, after, and in between
- to help students find and write the numbers before, after or in between two given numbers

Learning outcomes
Students should be able to:

- count forwards from 1–10.
- write numbers from 1–10 in ascending order.
- use the terms before, after, and in between correctly.
- find and write the numbers before, after or in between two given numbers.

Materials required
a soft ball; flashcards of numbers 1–10; student cards of numbers 1–10; tape / CD / DVD / You Tube clip of *One, two, buckle my shoe*

Introduction
Begin by playing the ball game in a circle to revise counting forwards from 1–10.

Give each student a set of cards 1–10 and ask them to arrange them on their desk in the correct ascending order. Walk around the room to check their work.

Fix the flashcards 1–10 on the board and revise the meanings of before and after by asking the students to tell you which number comes before or after a number that you point to.

To revise in between, fix two flashcards, e.g. 4 and 6 on the board (or hold one in each hand) and ask the students to tell you which number comes between them.

Student activity
When the students are working confidently, ask them to open their books at pages 8–9. Ask them to look first at the number line and move a finger from one number to the next as they read the numbers. Work through each exercise in turn orally and ask the students to trace the dot-to-dot puzzle with a finger before giving them a set amount of time to complete the exercises on the two pages. Encourage them to ask for help if they are unsure what each task requires.

After the set time, check their work as a class.

Recapitulation

Sing the song *One, two, buckle my shoe*. You may wish to work with the students, or ask the students to work in groups, to make up your own words to this rhyme, e.g. *One, two, red and blue, Three, four, I'd like some more, etc.*

Lesson 4	Counting backwards, numbers in between	pages 10–11

Teaching objectives
- to revise counting backwards from 10–0
- to revise the meaning of the term in between
- to help students find and write the number in between two given numbers

Learning outcomes
Students should be able to:
- count backwards from 10–0.
- write numbers 10–1 in descending order.
- use the term in between correctly.
- find and write the number in between two given numbers.

Materials required
a soft ball; flashcards of numbers 1–10; student cards of numbers 1–10; tape / CD / DVD / You Tube clip of *There were ten in a bed*

Introduction
Begin by playing the ball game in a circle to revise counting backwards from 10–0.

Give each student a set of cards 1–10 and ask them to arrange them on their desk in the correct descending order. Walk around the room to check their work.

Ask student volunteers to fix the flashcards 0–10 on the board in reverse order.

To revise in between, fix two flashcards, e.g. 9 and 7 on the board (or hold one in each hand) and ask the students to tell you which number comes between them.

Student activity
When the students are working confidently, ask them to open their books at pages 10–11. Ask them to look first at the number line and move a finger from one number to the next as they read the numbers. Work through each exercise in turn orally before giving them a set amount of time to complete the exercises on the two pages. Encourage them to ask for help if they are unsure what each task requires.

After the set time, check their work as a class.

Recapitulation
Sing the song *There were ten in a bed*; you may wish to ask ten students to act it out as you sing.

Unit 2 More and fewer

Teaching objectives
- to explain that the word more can be used to mean additional / extra
- to help students add 1, 2 or 3 more to a given number of items

Learning outcomes
Students should be able to:
- use the word more correctly to mean in addition.
- add 1, 2 or 3 more to a given number of items.

Materials required
a selection of sets of 5 items, e.g. textbooks, pencil cases, paper cups

Introduction
Show the students three of the first set of five items, e.g. three paper cups. Ask the students to count them. Add another paper cup to the set and explain that you are 'adding one more'.

Ask the students to count the cups again (4). Ask a volunteer to come and add one more to the set and count the cups again (5).

Now show the students three items from a different set, e.g. textbooks. Count the books and then ask a volunteer to add two more to the set. Count the books (5). Repeat this with the other sets of items you have prepared, asking volunteers to add 1, 2 or 3 more to the set. As they work, elicit from the students that adding more means adding extra items, so the number of items gets larger.

Draw two circles on the board and ask a volunteer to draw 1, 2 or 3 more circles. Repeat this with other shapes.

Student activity
Ask the students to open their books at page 12 and look at the first exercise. Ask them to count the balls (2) and then ask them to draw one more ball. Ask them to count the balls again (3), and to write the number in the box. Explain the remaining two tasks and give the students a set amount of time to complete them. Provide any help required and at the end of the set time, check their answers as a class.

Recapitulation
Play a game: divide the students into two or three teams and draw a column on the board for each team. Explain that you are going to show them a number of items and tell them how many more they should add to them. For example, show them 2

pencils and say 'two more'. The team can work together to find the answer and then a student from each team should come to the board and write the new total in his / her team's column.

| **Lesson 6** | More and fewer | page 13 |

Teaching objectives
- to explain the use of the words more and fewer for comparing quantities
- to help students use the words more and fewer correctly
- to compare different quantities of similar items

Learning outcomes
Students should be able to:
- use the words more and fewer correctly.
- to compare different quantities of similar items.

Materials required
sets of different quantities of similar items, e.g. 10 textbooks and 4 exercise books, 6 blue pencils and 2 red pencils, 4 balls and 9 toy cars, etc.

Note: the term fewer is used to talk about items which are countable. Often the term less is misused in place of fewer. Less is correctly used with amounts that are uncountable. For example, there can be less food but fewer cakes (the cakes can be counted) or less traffic but fewer cars (the cars can be counted), etc.

Introduction
To teach more, show the student one of the sets of items you have prepared, e.g. two red pencils. Ask them to count the pencils and write the number (2) on the board. Now show them the six blue pencils, ask them to count them and write the number (6) on the board. Ask the students which number is larger (6) and explain that the larger number tells you that you have more blue pencils than red pencils. Repeat this with another set of items you have prepared, and elicit from the students which of the two groups contains more items.

Ask a student to come to the board and draw a group of triangles on the board (between 1 and 5). Ask a volunteer to come and draw a group that contains more triangles.

When you are confident that the students understand the concept of more, teach the term fewer. Give one student a set of seven toy cars and ask him / her to count them. Write the number on the board. Give a second student a set of four balls and ask him / her to count them. Write the number on the board. Ask the students which number is smaller and explain that the smaller number tells you that there are fewer balls than toy cars. Repeat this with another set of items you have prepared, and elicit from the students which of the two groups contains fewer items.

Student activity

Ask the students to open their books at page 13 and look at the first example. Before you read the text, and before the students count the apples, ask them to point to the plate which has more (or fewer) apples. When they have chosen, ask them to count the apples on each plate to see if their guess was correct.

Ask them to look at the two baskets of mangoes and do the same, and finally to do the same with the baskets of apples.

Recapitulation

Play a game: explain that you are going to show them two sets of items and when you say either 'more' or 'fewer' the students must point to the correct set of items. By observing their reactions you should be able to identify any student who is having difficulty with this, and supply extra help.

Lesson 7	Sorting by shape and colour	pages 14–15

Teaching objectives

- to help students sort similar items by shape / type
- to help students colour items belonging to the same set in the same colour

Learning outcomes

Students should be able to:

- sort similar items by shape and colour.
- colour items belonging to the same set in the same colour.

Materials required

large cut-out shapes, e.g. 4 circles, 4 triangles, 4 rectangles, 3 flowers, 3 cats, etc.; coloured markers or large crayons; Blutak, masking tape or similar adhesive material; red, blue, pink, and yellow crayons or coloured pencils; paper and coloured pencils or crayons

Introduction

Fix two sets of shapes on the board in random order. Ask the students how many different shapes they can identify and ask a volunteer to come and arrange the shapes in two different sets according to shape. When this has been done ask another volunteer to come and colour all the items from the first set in a colour of his / her choice. Then ask a second volunteer to colour the other set in a different colour. Repeat this with the other sets you have prepared.

Student activity

Ask the students to open their books at page 14. Ask them to look at the first task and to tell you how many different creatures they can see (2). Ask them to count how many octopuses there are, and how many fish. Explain that they are going to make two sets by colouring the fish red and the octopuses blue. Make sure that each student has the correct coloured pencils or crayons and remind them to work carefully, before giving them a set amount of time to do this.

At the end of the set amount of time, ask them to look at the second task and to decide how many different types of flowers they can see (2). If necessary, teach them the names rose and sunflower and make sure they are able to identify each. Explain the task, make sure they each have pink and yellow coloured pencils or crayons and give them a set amount of time to complete the task.

At the end of the set time, ask the students to look at the task at the top of page 15. Ask them to name each item (cucumber, banana, carrot, apple, potato, grapes) and ask them to suggest a way to make two equal sets from the six items. Listen to their ideas and if necessary elicit that three are fruits and three are vegetables. Ask them to circle the fruits.

Finally look at the pictures of the children and establish that one group is sitting and the other is standing. Ask the students to circle the group of students who are sitting.

Recapitulation

Give each student a sheet of paper and coloured pencils or crayons and ask them to draw two sets of 3 or 4 items each and colour them using two different colours. Before they begin, discuss some possible ideas, e.g. dogs and cats, trees and flowers, balloons and balls, footballs and cricket balls, girls and boys, etc. Display their work in the classroom.

Lesson 8	Sorting summer things and winter things	pages 16–17

Teaching objectives

• to explore the differences between winter and summer activities, clothes, etc.

Learning outcomes

Students should be able to:

• distinguish correctly between winter and summer activities, clothes, etc.

Materials required

samples or pictures of winter clothing, e.g. gloves, woollen hats, sweaters, scarves, boots, etc. and of summer clothing, e.g. sun hats, sandals, sunglasses, swimsuits, cotton T-shirts, etc.; large pictures of winter landscape and summer landscape; masking tape, or similar adhesive material; a pair of scissors for each student; glue, sheets of paper with coloured pencils or crayons, or sugar paper and coloured chalks

Introduction

Display the pictures of the winter and summer landscapes and talk to the students about the differences between winter and summer—the weather, clothing, food, activities, etc.

Show them the selection of clothing (or pictures) that you have prepared and ask volunteers to come and place one item at a time in front of either the summer or winter picture.

Student activity

Ask the students to open their books at pages 16–17 and decide which page represents winter, and which summer. Ask them to turn to page 99 (at the end of the book) and help them to remove the whole page from the book. Look at each item and discuss whether it is a winter or a summer item. Explain the task and make sure that each

student has access to a pair of scissors and glue. Give them a set amount of time to complete the activity.

Recapitulation

Give each student a sheet of paper and coloured pencils or crayons, or sugar paper and chalks, and ask them to draw either a winter or a summer scene. Use their work to make a classroom display.

Unit 4 Counting 11 to 13

Teaching objectives
- to explain that eleven means a group of ten and one extra one
- to help students count up to eleven items
- to explain that the number 11 represents a group of ten and one extra one
- to demonstrate and practise how to write the number 11
- to explain that eleven is the word form of the number 11

Learning outcomes
Students should be able to:

- explain that eleven means one group of ten and one extra one.
- count up to eleven items.
- write the number 11 by following verbal instructions and by tracing.
- write the number 11 to represent one group of ten and one extra one.
- recognize that the word eleven means the same as the number 11.

Materials required
a selection of groups of 10 plus extra items, e.g. a bundle of 10 pencils and a few extra pencils, 10 exercise books held together with an elastic band and a few extra exercise books, 10 plastic bottle tops / buttons in a clear plastic bag and a few extra bottle tops / buttons, etc.; a sheet of A4 size paper folded or divided into 4 sections for each student; coloured pencils or crayons

Introduction
Draw two boxes next to each other on the board. Above the one on the left (as you face the board) write tens and above the other write ones.

Ask the students to clap their hands ten times. When they have finished, ask them how many sets of ten claps they did and write 1 in the tens box, explaining that they clapped one set of ten times. Ask them how many extra claps they did, and write 0 in the ones box. Ask them to read the number in the boxes (10) and explain that this number means one set of ten and no extras.

Draw a second pair of boxes on the board below the first pair. Now ask the students to clap ten times and then add one extra clap. When they have finished, ask the same questions to establish that they clapped one set of ten times and one extra, and complete the boxes with 1 and 1. Ask if anybody knows the number you have written. If necessary, explain that it is eleven and it represents one set of ten and one extra. Put out the sets of items you have prepared and ask a volunteer to come and make a set of 11 pencils. When s/he has made the set, count them with the students (1, 2, 3, 4, 5, 6, 7, 8, 9, 10, and one more makes 11). Repeat this with the other items, each time pointing out that 11 is one set of ten plus one extra item.

Student activity

Ask the students to open their books at page 18. Talk a little about basketball and how it is played. Do any of the students like to watch or play basketball?

Count the small basketballs and establish that there is a set of ten basketballs. Ask the students to draw round the set of ten. Ask them how many extra balls there are (1) and establish that a set of ten plus one extra makes 11, and then count all the basketballs.

Ask the students to look at the bottom of page 19 and help them to read the word eleven. Then ask them to trace carefully the large number 11 in the box at the top of the page, first with a finger and then using a pencil. Remind them to start at the red dot each time and move their pencil in the direction of the arrow.

Give them a set amount of time to trace the other numbers and to write 11 in the empty boxes. When they finish this they should colour the picture of the basketball on page 18.

Recapitulation

Give each student a sheet of paper and coloured pencils or crayons. Explain that in the top left hand section they are going to draw a set of ten items and write the number 10, and in the top right hand section they are going to draw a set of eleven (10 + 1) items. Discuss some possibilities before beginning the work.

Make sure each student writes his / her name on the back of the sheet and collect the sheets after the lesson so that they can be completed with drawings of 12 and 13 items after subsequent lessons.

Lesson 10	Twelve	pages 20–21

Teaching objectives
- to explain that twelve means a group of ten and two extra ones
- to help students count up to twelve items
- to explain that the number 12 represents one group of ten and two extra ones
- to demonstrate and practise how to write the number 12
- to explain that twelve is the word form of the number 12

Learning outcomes

Students should be able to:

- explain that twelve means one group of ten and two extra ones.
- count up to twelve items.
- write the number 12 by following verbal instructions and by tracing.
- write the number 12 to represent one group of ten and two extra ones.
- recognize that the word twelve means the same as the number 12.

Materials required

a selection of groups of 10 plus extra items, e.g. a bundle of 10 pencils and a few extra pencils, 10 exercise books held together with an elastic band and a few extra exercise books, 10 plastic bottle tops / buttons in a clear plastic bag and a few extra bottle tops / buttons, etc.; a sheet of A4 size paper folded or divided into 4 sections for each student; coloured pencils or crayons

Introduction

Begin by writing the numbers 10 and 11 on the board and asking the students to tell you what each number represents (one set of ten and no extras; one set of ten and one extra).

Draw two boxes next to each other as for the previous lesson.

Ask the students to nod their heads ten times and then nod two more times. When they have finished, ask them how many sets of ten nods they did and write 1 in the tens box, explaining that they nodded one set of ten times. Ask them how many extra nods they did, and write 2 in the ones box. Ask if anybody knows the number you have written. If necessary, explain that it is twelve and it represents one set of ten and two extra ones.

Put out the sets of items you have prepared and ask a volunteer to come and make a set of 12 bottle tops. When s/he has made the set, count them with the students (1, 2, 3, 4, 5, 6, 7, 8, 9, 10, and two more make 12). Repeat this with the other items, each time pointing out that 12 is one set of ten plus two extra items.

Student activity

Ask the students to open their books at page 20. Talk a little about snails; they are often found in the garden; they have antennae; they have a spiral shell and are said to carry their home on their back; in France they are eaten; etc.

Ask the students to count ten of the small snails and draw a circle around the set. Ask them how many extra snails there are (2) and establish that a set of ten plus two extra ones makes 12, and then count all the snails.

Ask the students to look at the bottom of page 21 and help them to read the word twelve. Then ask them to trace carefully the large number 12 in the box at the top of the page, first with a finger and then using a pencil. Remind them to start at the red dot each time and move their pencil in the direction of the arrow. Emphasize that the numbers must be written in the order shown, the number of tens coming before the number of ones.

Give them a set amount of time to trace the other numbers and to write 12 in the empty boxes. When they finish this they should colour the picture of the snail on page 20.

Recapitulation

Give the students the drawing work that they started in the previous lesson and ask them to draw and colour a set of 12 items in the lower left-hand section. Collect their work at the end of the lesson.

Lesson 11	Thirteen	pages 22–23

Teaching objectives

- to explain that thirteen means a group of ten and three extra ones
- to help students count up to thirteen items
- to explain that the number 13 represents one group of ten and three extra ones
- to demonstrate and practise how to write the number 13
- to explain that thirteen is the word form of the number 13

Learning outcomes

Students should be able to:

- explain that thirteen means one group of ten and three extra ones.
- count up to thirteen items.
- write the number 13 by following verbal instructions and by tracing.
- write the number 13 to represent one group of ten and three extra ones.
- recognize that the word thirteen means the same as the number 13.

Materials required

a selection of groups of 10 plus extra items, e.g. a bundle of 10 pencils and a few extra pencils, 10 exercise books held together with an elastic band and a few extra exercise books, 10 plastic bottle tops/buttons in a clear plastic bag and a few extra bottle tops/buttons, etc.; a sheet of A4 size paper folded or divided into 4 sections for each student; coloured pencils or crayons

Introduction

This lesson can be introduced in the same way as lesson 10.

Student activity

Ask the students to open their books at pages 22–23 and proceed as for lesson 10.

Talk about the sunflowers and make sure the students circle a group of ten small flowers and count the extra flowers to make one set of ten and three extra ones (13).

Recapitulation

Give the students the drawing work and ask them to complete it by drawing and colouring a set of 13 items in the remaining section. Display their work in the classroom.

Teaching objectives

- to help students identify the numbers 11, 12, and 13
- to revise the colours blue, yellow and green
- to help students follow a key to colour numbered sections of a picture in a given colour

Learning outcomes

Students should be able to:

- correctly identify the numbers 11, 12 and 13.
- identify the colours blue, yellow and green correctly.
- follow a key to colour numbered sections of a picture in given colours.

Materials required

a selection of blue, yellow and green items; flashcards of the numbers 11, 12, and 13; yellow, blue and green coloured pencils or crayons for each student; student number, picture and word cards for 11–13

Introduction

Revise the colours by showing the students the items you have prepared and asking them to tell you the colour of each item. Alternatively, hold up an item and make a true or false statement concerning the colour of the item; ask the students to say yes or no. For example, hold up a blue book and say 'This is a red book'. If the statement is false, ask a student to tell you the correct colour.

To check learning of the numerals 11, 12 and 13, hold up the numerals in turn and ask the students to tell you the numbers.

Student activity

Ask the students to open their books at page 24 and talk about parrots. Does any student have a pet parrot at home? Explain the task and make sure each student has yellow, blue and green coloured pencils or crayons. Remind them to work carefully and give them a set amount of time to complete the work. As they work, comment on neat, careful colouring.

Recapitulation

Give each student a set of student cards and ask them to arrange them in sets by matching word, picture and number.

Teaching objectives

- to help students count a number of items up to and including 13
- to help students colour a given number (up to 13) of items.

Learning outcomes

Students should be able to:

- count a number of items up to and including 13.
- colour a given number (up to 13) of items.

Materials required

coloured pencils or crayons; mini-whiteboards, markers and erasers

Introduction

Draw on the board a set of 11 shapes, e.g. circles, stars, rectangles, etc.

Ask a volunteer to come and count the shapes and write the number at the side of the drawing.

Next draw a set of 14 or 15 shapes on the board and ask a volunteer to count 12 of them, writing an X in each shape as s/he counts them. Elicit from the students that not all of the shapes have been counted (some do not have an X in them) and there are more than 12 shapes on the board.

Quickly shade each of the 12 marked shapes.

Student activity

Ask the students to open their books at page 25 and explain each of the tasks. Make sure each student has access to coloured pencils or crayons before giving them a set amount of time to complete the tasks.

Recapitulation

Give each student a mini-whiteboard, marker and eraser. Explain that you are going to describe a number and ask them to write the correct numeral. For example, if you say 'one set of ten and two extra ones' they should write 12.

This activity will enable you to identify any student who is having difficulty with the concept of tens and units.

Unit 5 One more (add)

Teaching objectives

- to help students add two numbers up to a total of 8

Learning outcomes

Students should be able to:

- add two numbers up to a total of 8.

Materials required

sets of up to 7 items, e.g. toy cars, rulers, plastic flowers, mugs, etc.; sheets of paper; crayons or coloured pencils

Introduction

Place three of one of the sets of items you have prepared, e.g. three toy cars, on a table and ask the students to count them. Place two more of the items on the table, slightly apart from the others and ask the students to count those. Finally, leaving the items in their original places, ask the students to count all the items. Point to the groups of items as you explain that 'three cars, and two more cars make five cars altogether.'

Repeat this with the other sets of items you have prepared and encourage the students to say the addition sentence with you for each sum.

Draw a simple addition picture on the board, for example, 3 flowers and 1 flower, with a box under each part of the sum including one for the total (as on page 26).

Work through the sum with the students, writing the numbers in the boxes as you do. You could ask a volunteer to come to the board and draw the group of 5 flowers above the total box.

Student activity

Ask the students to open their books at page 26 and work through the example with the students, saying the addition sum 'I flower and 2 flowers make 3 flowers,' as you do.

Work through the next sum with the students and ask them to say the addition sentence when they have completed it.

Ask the students to look at page 27 and make sure they understand the task before asking them to complete the exercises. After a set amount of time, check their answers and ask for addition sentences.

Recapitulation

Give each student a sheet of paper and coloured pencils or crayons and ask them to draw and write their own addition sums. Before they begin, discuss some possible sums.

| **Lesson 15** | How many altogether? | pages 28–30 |

Teaching objectives

•   to help students add two numbers to a total of 8

Learning outcomes

Students should be able to:

•   add two numbers to a total of 8.

Materials required

3 or 4 sets of simple drawings based on those shown on page 28, e.g. a circle containing 2 crosses, a circle containing 5 crosses and a third circle showing 7 crosses, etc.; Blutak, masking tape or similar adhesive material; sets of 8 small items, e.g. wooden blocks, plastic bottle tops, plastic building blocks, buttons, straws, etc. for each student

Introduction

Arrange the drawings you have prepared on the board in the same way as those shown on page 28. Look at the first pair of drawings on the right side and ask the students to add the items by counting. Write the total beside the pair of drawings. Ask a volunteer to find the corresponding drawing on the left side of the board and to draw a line connecting the two sets of drawings. Ask a student to tell you the addition sentence for the sum. Repeat this activity with the other sets of pictures.

Student activity

Ask the students to open their books at page 28. Explain that the task is the same as that you have completed on the board and give them a set amount of time to complete the work. At the end of the set time, go through the answers and ask for a sentence for each sum.

Ask the students to look at the first exercise on page 29 and work through it with them. Look at the first exercise. When they have counted the bees, ask them to match with the total number of bees given on the left hand side of the page. Give them a set amount of time to complete the other two questions and then check their answers as a class.

Work through the questions on page 30 with the students.

Recapitulation

Give each student a set of small items and explain that you are going to give them two numbers to make a sum, e.g. 4 and 2; they should use the items to make the sum and then count them to tell you the answer. Ask them to raise their hands when they know the answer rather than shout out, and encourage them to give you a full sentence when they answer. For example, 4 buttons and 2 buttons make 6 buttons.

Lesson 16	How many altogether?	page 31

Teaching objectives
- to help students add two numbers up to a total of 7
- to help students select the correct answer to a simple addition sum

Learning outcomes

Students should be able to:
- correctly add two numbers up to a total of 7.
- select the correct answer to a simple addition sum.

Materials required

mini-whiteboards, markers and erasers

Introduction

On the board draw some simple shapes to make sums like those shown on page 31, e.g. 1 triangle and 4 triangles. Opposite the sum, write the numbers 4, 5 and 6.

Ask the students to count each set of triangles (1 triangle, 4 triangles) and then count them all to find the total. Ask a student volunteer to come to the board and circle the correct answer and tell the students, 'There are 5 triangles altogether.'

Repeat this with other shape drawings and other totals.

Student activity

Ask the students to open their books at page 31 and work through the example together.

Make sure the students understand the task and give them a set amount of time to complete the other sums on the page. At the end of the set time check their work as a class and ask them to make a sentence for each sum, ending with the word 'altogether'.

Recapitulation

Give each student a mini-whiteboard, marker and eraser. Draw a simple shape sum on the board and ask them to write how many altogether, and hold up the board. This will enable you to identify any student who is having difficulty with adding up, and provide extra support.

Lesson 17	Fourteen	pages 32–33

Teaching objectives

- to explain that fourteen means a group of ten and four extra ones
- to help students count up to fourteen items
- to explain that the number 14 represents one group of ten and four extra ones
- to demonstrate and practise how to write the number 14
- to explain that fourteen is the word form of the number 14

Learning outcomes

Students should be able to:

- explain that fourteen means one group of ten and four extra ones.
- count up to fourteen items.
- write the number14 by following verbal instructions and by tracing.
- write the number 14 to represent one group of ten and four extra ones.
- recognize that the word fourteen means the same as the number 14.

Materials required

a selection of groups of 10 plus extra items, e.g. a bundle of 10 pencils and a few extra pencils, 10 exercise books held together with an elastic band and a few extra exercise books, 10 plastic bottle tops / buttons in a clear plastic bag and a few extra bottle tops / buttons, etc.; a sheet of A4 size paper folded or divided into 4 sections for each student; coloured pencils or crayons

Introduction

Draw two pairs of boxes on the board headed tens and ones. In the first set write the number 13 and ask the students to tell you the name of the number (13) and what the numbers represent (one set of ten and three extra ones).

Ask a volunteer to come to the board and write in the second set of boxes the number that represents one set of ten and four extra ones, (14). When this has been done correctly, ask if any student knows the name of the number, or tell them that it is fourteen.

Ask one or two students to make a set of fourteen using the items you have prepared.

Student activity

Ask the students to open their books at pages 32–33 and proceed as for lesson 10.

Talk about the socks and how socks come in twos, or pairs. Make sure the students circle a group of ten socks and count the extras to make one set of ten and four extra ones (14).

Recapitulation

Give the students the paper and coloured pencils or crayons and ask them to draw a set of 14 items in the first section and write the number 14.

Lesson 18	Fifteen	pages 34–35

Teaching objectives

• to explain that fifteen means a group of ten and five extra ones
• to help students count up to fifteen items
• to explain that the number 15 represents one group of ten and five extra ones
• to demonstrate and practise how to write the numeral 15
• to explain that fifteen is the word form of the number 15

Learning outcomes

Students should be able to:

• explain that fifteen means one group of ten and five extra ones.
• count up to fifteen items.
• write the number 15 by following verbal instructions and by tracing.
• write the number 15 to represent one group of ten and five extra ones.
• recognize that the word fifteen means the same as the number15.

Materials required

a selection of groups of 10 plus extra items, e.g. a bundle of 10 pencils and a few extra pencils, 10 exercise books held together with an elastic band and a few extra exercise books, 10 plastic bottle tops / buttons in a clear plastic bag and a few extra bottle tops / buttons, etc.; sheets of A4 size papers folded or divided into 4 sections for each student; coloured pencils or crayons

This lesson can follow the structure of lesson 17.

Recapitulation

Give the students the paper and coloured pencils or crayons and ask them to draw a set of 15 items in the second section and write the number 15.

Lesson 19	Sixteen	pages 36–37

Teaching objectives

• to explain that sixteen means a group of ten and six extra ones
• to help students count up to sixteen items
• to explain that the number 16 represents one group of ten and six extra ones

- to demonstrate and practise how to write the number 16
- to explain that sixteen is the word form of the number16

Learning outcomes

Students should be able to:

- explain that sixteen means one group of ten and six extra ones.
- count up to sixteen items.
- write the number 16 by following verbal instructions and by tracing.
- write the number 16 to represent one group of ten and six extra ones.
- recognize that the word sixteen means the same as the number16.

Materials required

a selection of groups of 10 plus extra items, e.g. a bundle of 10 pencils and a few extra pencils, 10 exercise books held together with an elastic band and a few extra exercise books, 10 plastic bottle tops / buttons in a clear plastic bag and a few extra bottle tops / buttons, etc.; sheets of A4 size papers folded or divided into 4 sections for each student; coloured pencils or crayons

This lesson can follow the structure of lesson 17.

Recapitulation

Give the students the paper and coloured pencils or crayons and ask them to draw a set of 16 items in the second section and write the number 16.

Lesson 20	Seventeen	pages 38–39

Teaching objectives

- to explain that seventeen means a group of ten and seven extra ones
- to help students count up to seventeen items
- to explain that the number 17 represents one group of ten and seven extra ones
- to demonstrate and practise how to write the number 17
- to explain that seventeen is the word form of the number 17

Learning outcomes

Students should be able to:

- explain that seventeen means one group of ten and seven extra ones.
- count up to seventeen items.
- write the number 17 by following verbal instructions and by tracing.
- write the numeral 17 to represent one group of ten and seven extra ones.
- recognize that the word seventeen means the same as the number 17.

Materials required

a selection of groups of 10 plus extra items, e.g. a bundle of 10 pencils and a few extra pencils, 10 exercise books held together with an elastic band and a few extra exercise books, 10 plastic bottle tops / buttons in a clear plastic bag and a few extra bottle tops / buttons, etc.; sheets of A4 size papers folded or divided into 4 sections for each student; coloured pencils or crayons

This lesson can follow the structure of lesson 17.

Recapitulation

Give the students the paper and coloured pencils or crayons and ask them to draw a set of 17 items in the second section and write the number 17. Use the students' work to make a classroom display.

| **Lesson 21** | **Counting 14–17** | pages 40–41 |

Teaching objectives
*   to practise counting 14–17 items
*   to practise writing the numbers 14–17
*   to match a number of items with the correct number
*   to revise the terms more and fewer

Learning outcomes

Students should be able to:
*   count 14–17 items accurately.
*   write the numbers 14–17 correctly.
*   correctly match a number of items with the correct number.
*   compare sets of items using the terms more and fewer correctly.

Materials required

a soft ball; a set for each pair of students of of 14, 15, 16, or 17 small items, e.g. bottle tops, buttons, wooden beads, plastic building blocks, counters, etc., each in a numbered plastic bag; (keep a written record of how many items are in each bag, e.g. bag 7 has 15 items); a large plastic plate or small tray for each pair of students; a copy of the worksheet given on page 25 for each pair of students.

Introduction

Ask the students to stand in a circle and play the ball game to practise counting fluently from 1–17.

Draw sets of 1–17 crosses, circles, stars, etc. on the board and ask the students to count them with you. When one set has been counted, ask a student to draw a circle round the set of ten and then count the extra items to check the initial count.

Bag	Number of Items	Bag	Number of Items

Bag	Number of Items	Bag	Number of Items

Student activity

Ask the students to open their books at page 40. Ask them to name the vegetables and talk a little about the importance of eating fruits and vegetables in order to grow healthy and strong. Explain the task and give the students a set amount of time to complete it before checking their answers. Advise the students to make a group of ten and count the extra ones if they want to check their answers.

Ask the students to tell you, for example, whether there are more carrots than potatoes, or fewer cucumbers than tomatoes.

Ask the students to look at page 41 and work through the first exercise, drawing a line from the candles to the correct answer. Ask the students to count the remaining items and match each set to the correct number.

Recapitulation

Ask the students to work in pairs or groups of three. Give each set a large plastic plate or small tray, a worksheet and one set of items. Explain that they should first find the number on the label on the bag and write it in the first column on the worksheet. Next demonstrate how they should empty the contents of the bag onto the plastic plate, taking care not to drop any on the floor. The students should then count the items back into the bag and write the number of items in the second column.

When they have finished they should exchange bags with another pair.

Stress the importance of writing the number of the set and of not dropping any of the items. It will not be possible for the students to count every set, but give them enough time to count 5 or 6 sets.

To check their answers, ask the pairs who counted the items in a particular bag to tell you the total and check this against your written record.

Lesson 22	Solid shapes	pages 42–43

Teaching objectives

- revise the solid shapes cube, cuboid, cone and sphere
- introduce the solid shape cylinder
- help students identify solid shapes in everyday items

Learning outcomes

Students should be able to:

- identify by name a cube, cuboid, cylinder, cone, and sphere.
- identify solid shapes in everyday items.
- use solid shapes to construct models.

Materials required

flashcards of the five solid shapes; set of solid shapes or objects in which the solid shapes can be identified, e.g. food packages, cardboard tubes, plastic pipes, balls, a globe, etc; Blutak, masking tape or similar adhesive material; junk modelling materials; glue; paint

Introduction

The solid shapes cube, cuboid, cone and sphere were taught in Book 1 (see Teaching Guide 1, unit 10, lesson 27). Use the flashcards of the cube, cuboid, cone and sphere, one at a time, to revise the names of the shapes and the characteristics of each shape. Show the students the objects you have prepared and ask them to match each with the correct solid shape. Show the students the picture of the cylinder and teach them the name. Discuss the characteristics of a cylinder—two circular ends and a curved surface. If possible show them a variety of different shaped cylindrical items so that they understand that cylinders can be long and narrow, (like a drinking straw), or wide and short, (like a can of tuna).

When you have introduced all the shapes, ask student volunteers to come and select from the collection of items an example of a solid shape that you name.

Student activity

Ask the students to open their books at page 42 and look at the shapes at the top of the page. Ask them to tell you the colour of the shape you name and also to point to the shape that you name.

Ask them to look at the lower half of the page and identify the shapes that have been used to construct the model.

Ask the students to look at page 43 and to identify the objects on the right of the page (party hat, measuring cylinder, ball, box). Explain the task and give the students a set amount of time to complete it before checking their work as a class.

Recapitulation

Ask the students to work in groups. Give each set a selection of junk modelling materials and ask them to make models using solid shapes, and paint them. When they are finished ask the groups to show their models to the other members of the class and talk about the solid shapes they have used.

Lesson 23	Take away 1	page 44

Teaching objectives

- to revise the concept of fewer
- to help students take 1 away from a given number (up to 5) of items

Learning outcomes

Students should be able to:

- use the term fewer correctly.
- give the correct answer to taking 1 away from up to five items.

Materials required

2 sets of items, one containing fewer than the other, e.g. a bundle of 12 pencils and a bundle of 3 pencils, a pile of 10 books and a pile of 2 books; sets of 5 items, e.g. mugs, toy cars, balls, etc.; tape / CD / DVD / You tube clip of *Ten green bottles*

Introduction

To revise the term fewer, show the students the sets of items you have prepared, e.g. the books and ask them to tell you which set contains fewer items. To introduce the idea of take away, ask them what you would have to do to the larger set to make it the same size as the smaller set and encourage them to tell you that you would have to take some of them away.

Next show them one of the sets of five items you have prepared; ask them to count how many items in the set (five).

Ask a student to come and take away one of the items, count the new total (four) and establish that when you take away, there are fewer items. Ask another student to take away another of the items and establish that the new total (three) is fewer. Repeat this until there are no items left.

Student activity

Ask the students to open their books at page 44. Ask them to look at the first task, and count the total number of apples. Explain that the black line means that one has been taken away (to be eaten by Bunty) and ask the students to tell you the new total.

Repeat this for the second task.

Ask the students to look at the third task and count the apples. Elicit that they need to draw a line through one of the apples to show that it has been taken away. Ask them to do this and then tell you the new total.

Recapitulation

Sing *Ten green bottles*; make sure the students relate the song to the idea of taking one away each time.

Lesson 24	Taking away 1, 2, and 3	page 45

Teaching objectives

• to help students take 1, 2 or 3 away from a given number of items

Learning outcomes

Students should be able to:

• correctly take 1, 2 or 3 away from a given number of items.

Materials required

sets of 6 items; paper and coloured pencils, crayons or paints, or coloured sugar paper and chalks

Introduction

Proceed as for the previous lesson, but this time ask students to take 1, 2, and 3 items from the sets you have prepared; reinforce each time that taking away leaves fewer items.

Student activity

Ask the students to open their books at page 45.

Look at the first picture and ask the students to tell you the total number of fish, how many are taken away, and the new total. Repeat this for each of the other examples.

Recapitulation

Give the students the paper and coloured pencils, crayons or paints and ask each of them to draw their own take away picture, like those on page 45. Before they begin, talk about possible items (up to 6) that they could draw. As they work, show each of them how to write the sum in numbers under their picture. Use their work to make a classroom display.

Unit 9 Counting 18 to 20

Lesson 25	Eighteen	pages 46–47

Teaching objectives
- to explain that eighteen means a group of ten and eight extra ones
- to help students count up to eighteen items
- to explain that the number 18 represents one group of ten and eight extra ones
- to demonstrate and practise how to write the number 18
- to explain that eighteen is the word form of the number 18

Learning outcomes
Students should be able to:

- explain that the eighteen means one group of ten and eight extra ones.
- count up to eighteen items.
- write the number18 by following verbal instructions and by tracing.
- write the number18 to represent one group of ten and eight extra ones.
- recognize that the word eighteen means the same as the number 18.

Materials required
as for lesson 9 but the paper should be divided into three sections only
This lesson can follow the structure of lesson 17.

Recapitulation
Give the students the paper and coloured pencils or crayons and ask them to draw a set of 18 items in the first section and write the number 18.

Lesson 26	Nineteen	pages 48–49

Teaching objectives
- to explain that nineteen means a group of ten and nine extra ones
- to help students count up to nineteen items
- to explain that the number 19 represents one group of ten and nine extra ones
- to demonstrate and practise how to write the number19
- to explain that nineteen is the word form of the number 19

Learning outcomes
Students should be able to:

- explain that nineteen means one group of ten and nine extra ones.
- count up to nineteen items.
- write the number19 by following verbal instructions and by tracing.
- write the number 19 to represent one group of ten and nine extra ones.
- recognize that the word nineteen means the same as the number 19.

Materials required

as for the previous lesson

This lesson can follow the structure of lesson 17.

Recapitulation

Give the students the paper and coloured pencils or crayons and ask them to draw a set of 19 items in the second section and write the number 19.

Lesson 27	Twenty	pages 50–51

Teaching objectives

• to explain that twenty means two groups of ten and no extra ones
• to help students count up to twenty items
• to explain that the number 20 represents two groups of ten and no extra ones
• to demonstrate and practise how to write the numeral 20
• to explain that twenty is the word form of the number 20

Learning outcomes

Students should be able to:

• explain that twenty means two groups of ten and no extra ones.
• count up to twenty items.
• write the number 20 by following verbal instructions and by tracing.
• write the number 20 to represent two groups of ten and no extra ones.
• recognize that the word twenty means the same as the number 20.

Materials required

2 sets of 10 items, e.g. 2 bundles of 10 pencils, 2 bunches of 10 balloons, etc.; a ball; paper and coloured pencils or crayons from previous lesson

Introduction

Draw two sets of boxes on the board, headed tens and units, as in previous lessons. Write the number 19 in the first set of boxes and elicit from the students that it means one set of ten and nine extra ones.

Now write the number 20 in the second set of boxes and ask the students to tell you what it represents. If necessary, explain that it stands for two complete sets of ten and no extra ones. Explain that the number is twenty.

Show the students the materials you have prepared; count each bundle in turn to establish that there are two sets of ten, and then count all of the items, from 1–20.

Ask the students to clap twenty times, counting in two sets of ten claps.

This lesson can continue following the structure for lesson 17.

Recapitulation

Ask the students to form a circle and play the ball game to practise counting from 1–20.

Give the students the paper and coloured pencils or crayons and ask them to draw a set of 20 items in the last section and write the number 20.

| **Lesson 28** | Counting 18–20 | pages 52–53 |

Teaching objectives

- to practise counting 18–20 items
- to practise writing the numbers 18–20
- to practise drawing and counting 20 items

Learning outcomes

Students should be able to:

- count 18–20 items accurately.
- write the numbers 18–20 correctly.
- accurately draw and count 20 items.

Materials required

mini-whiteboards, markers and erasers

Introduction

Draw on the board a set of 18 shapes, e.g. circles, stars, rectangles, etc. Ask a volunteer to come and count the shapes and write the number at the side of the drawing.

Ask a volunteer to come and draw 18, 19 or 20 shapes on the board.

Student activity

Ask the students to open their books at pages 52–53 and explain each of the tasks. Make sure each student has access to coloured pencils or crayons before giving them a set amount of time to complete the tasks.

Recapitulation

Give each student a mini-whiteboard, marker and eraser. Explain that you are going to describe a number between 10 and 20 and ask them to write the correct numeral. For example, if you say 'one set of ten and six extra ones' they should write 16.

This activity will enable you to identify any student who is having difficulty with the concept of tens and units.

Unit 10 Patterns

Teaching objectives
- to revise how patterns can be created by alternating colours or shapes
- to help students complete patterns of alternating colours or shapes

Learning outcomes
Students should be able to:
- describe a pattern of repeating shapes.
- complete a pattern of two elements by choosing the next shape or colour.
- create their own patterns using two elements.

Materials required
coloured board pens; a selection of pairs of items that can be used to make patterns, e.g. red and blue pencils, different types of balls, different coloured exercise books, etc; coloured pencils or crayons

Introduction
Use the coloured marker pens to draw a simple pattern of eight shapes in alternating colours on the board, e.g. red circle, blue circle. Ask the students to describe what they see as you point to each circle. Can they tell you what you should draw next in the line?

Repeat this with other shapes and colours.

Make a pattern with a set of the items you have prepared, e.g. football, cricket ball. Ask the students to describe each item as you point to it. Ask a student volunteer to add the next item to the line.

Revise the term pattern for items arranged in this way.

Student activity
Ask the students to open their books at page 54.
Look at each pattern in turn and ask the students to describe each element of the pattern and predict what should come next. Ask them to complete the colouring tasks for patterns 3 and 4.

Recapitulation
Ask the students to draw their own patterns in the spaces on page 55. When they have finished, ask each student to explain one of his / her patterns to the rest of the class.

Lesson 30	Day and Night	pages 56–57

Teaching objectives
- to explore the meaning of the terms day and night
- to help students distinguish between day time activities and night time activities

Learning outcomes
Students should be able to:
- use the terms day and night correctly.
- distinguish between day time activities and night time activities.

Materials required
a selection of items, or pictures of items, associated with night and day, e.g. pyjamas, a torch, a hot water bottle, an alarm clock, a skipping rope, a lunch box, etc.; sheets of paper; coloured pencils or crayons

Introduction
Ask the students to open their books at page 56. If necessary, teach the terms day and night and use the pictures as a starting point to talk about the differences between day and night and day time and night time activities. Ask the students to tell you some of the things they do in the day / at night, the different clothes they wear, etc.

Student activity
Ask the students to look at page 57. Discuss each picture in turn and relate it to the appropriate time of day. Explain the task and give the students a set amount of time to complete it before checking their work as a class.

Recapitulation
Give each student paper and coloured pencils or crayons and ask them to draw either a night scene or a day scene. Discuss some ideas of what they will include before they begin. Their work can be used to make a classroom display.

Unit 12 Addition

Teaching objectives
- to revise the meaning of the term more
- to practise adding up to 4 items to a given number

Learning outcomes
Students should be able to:
- use the term more correctly.
- accurately add up to 4 items to a given number.

Materials required
a number line from 0–10 drawn on the board; student number cards 1–10

Introduction
Draw a number of shapes or simple objects on the board, e.g. six flowers. Ask the students to count the number of flowers. Draw two more flowers next to them (as on page 58) and ask the students to tell you if there are more or fewer flowers (more). Explain that to get more items you need to add. Ask the students to count the flowers and tell you the new total.

Draw another set of items on the board, e.g. four circles. Count them and ask a student volunteer to draw three more circles next to them. Explain to the students that you have added three circles to the original four and ask them to tell you the new total. Point out that when you add, the total is always more than the original number.

Use the number line to show the students the two addition sums that they have just done.

Student activity
Ask the students to open their books at page 58 and look at the first picture. Ask the students to count the first group of aubergines (5) and to tell you how many are to be added (1). Ask them to tell you the new total (6). Show them this sum on the number line.

Look at the other tasks on pages 58–59 and make sure the students know the original number of items and how many are to be added for each task. Give the students a set amount of time to complete the work and then check their answers as a class.

Recapitulation
Give each student a set of number cards. Explain that you are going to draw an addition sum on the board and they should work out the new total and hold up the correct number card. This will help you to identify any students who are experiencing difficulty and provide extra help.

Lesson 32	Twenty-one	pages 60–61

Teaching objectives
- to explain that twenty-one means two groups of ten and one extra one
- to help students count up to twenty-one items
- to explain that the number 21 represents two groups of ten and one extra one
- to demonstrate and practise how to write the number 21
- to explain that twenty-one is the word form of the number 21

Learning outcomes
Students should be able to:

- explain that twenty-one means two groups of ten and one extra one.
- count up to twenty-one items.
- write the number 21 by following verbal instructions and by tracing.
- write the number 21 to represent two groups of ten and one extra one.
- recognize that the word twenty-one means the same as the number 21.

Materials required
2 sets of 10 items plus one extra, e.g. 2 piles of 10 building blocks and 1 extra block; mini-whiteboards, markers and erasers

Introduction
Draw two sets of boxes headed tens and units on the board.

Show the students the two sets of ten items you have prepared and ask them to tell you how many items altogether (20). Ask a volunteer to write the number in the first set of boxes and elicit that the number tells us there are two complete sets of ten and no extra ones.

Show the students the two sets of ten and the extra one and ask a volunteer to write the new number in the second set of boxes. Elicit or explain that the new number is twenty-one.

Student activity
Ask the students to open their books at pages 60–61.

This lesson can follow the structure of lesson 27.

Explain that the number twenty-one is always written with a hyphen.

Recapitulation
Give each student a mini-whiteboard, marker and eraser. Explain that you are going to describe a number and they should write it in number form, and hold up their work for you to see. For example, if you say 1 ten and 4 extra ones, they should write 14. Do this for numbers from 0 to 21.

Teaching objectives

- to explain that twenty-two means two groups of ten and two extra ones
- to help students count up to twenty-two items
- to explain that the number 22 represents two groups of ten and two extra ones
- to demonstrate and practise how to write the number 22
- to explain that twenty-two is the word form of the number 22

Learning outcomes

Students should be able to:

- explain that twenty-two means two groups of ten and two extra ones.
- count up to twenty-two items.
- write the number 22 by following verbal instructions and by tracing.
- write the number 22 to represent two groups of ten and two extra ones.
- recognize that the word twenty-two means the same as the number 22.

Materials required

a piece of A4-sized paper folded into four sections for each students; coloured pencils or crayons

This lesson can follow the structure for lesson 32; give as much or as little introduction as you judge necessary.

Recapitulation

Give each student a piece of paper and coloured pencils or crayons. Ask them to draw pictures for 21 and 22 items in the first two sections and write the numbers 21 and 22.

| **Lesson 34** | Twenty-three | pages 64–65 |

Teaching objectives

- to explain that twenty-three means two groups of ten and three extra ones
- to help students count up to twenty-three items
- to explain that the number twenty-three represents two groups of ten and three extra ones
- to demonstrate and practise how to write the numeral 23
- to explain that twenty-three is the word form of the number 23

Learning outcomes

Students should be able to:

- explain that twenty-three means two groups of ten and three extra ones.
- count up to twenty-three items.
- write the numeral 23 by following verbal instructions and by tracing.
- write the numeral 23 to represent two groups of ten and three extra ones.
- recognize that the word twenty-three means the same as the numeral 23.

Materials required

as for lesson 33

This lesson can follow the structure for lesson 32; give as much or as little introduction as you judge necessary.

Recapitulation

Give each student his / her piece of paper and coloured pencils or crayons. Ask them to draw pictures for 23 items in the third section and write the number 23.

Lesson 35	Twenty-four	pages 66–67

Teaching objectives

- to explain that twenty-four means two groups of ten and four extra ones
- to help students count up to twenty-four items
- to explain that the number 24 represents two groups of ten and four extra ones
- to demonstrate and practise how to write the numeral 24
- to explain that twenty-four is the word form of the number 24

Learning outcomes

Students should be able to:

- explain that twenty-four means two groups of ten and four extra ones.
- count up to twenty-four items.
- write the numeral 24 by following verbal instructions and by tracing.
- write the numeral 24 to represent two groups of ten and four extra ones.
- recognize that the word twenty-four means the same as the numeral 24.

Materials required

as for lesson 33

This lesson can follow the structure for lesson 32; give as much or as little introduction as you judge necessary.

Recapitulation

Give each student his / her piece of paper and coloured pencils or crayons. Ask them to draw a picture for 24 items in the final section and write the number 24.

| **Lesson 36** | Counting 21–24 | pages 68–69 |

Teaching objectives

• to practise counting 21–24 items
• to practise writing the numerals 21–24
• to help students complete a colour-by-number task

Learning outcomes

Students should be able to:

• count 21–24 items accurately.
• write the numerals 21–24 correctly.
• complete a colour-by-number task accurately.

Materials required

coloured pencils or crayons

This lesson can follow the structure of lesson 28.

Recapitulation

Explain the task on page 69 and ask the students to complete it carefully.

| **Lesson 37** | Twenty-five | pages 70–71 |

Teaching objectives
• to explain that twenty-five means two groups of ten and five extra ones
• to help students count up to twenty-five items
• to explain that the number 25 represents two groups of ten and five extra ones
• to demonstrate and practise how to write the number 25
• to explain that twenty-five is the word form of the number 25

Learning outcomes
Students should be able to:

• explain that twenty-five means two groups of ten and five extra ones.
• count up to twenty-five items.
• write the number 25 by following verbal instructions and by tracing.
• write the number 25 to represent two groups of ten and five extra ones.
• recognize that the word twenty-five means the same as the number 25.

Materials required
a sheet of A4 size paper folded or divided into 4 sections for each student; coloured pencils or crayons

This lesson can follow the structure for lesson 32; give as much or as little introduction as you judge necessary.

Recapitulation
Give each student a piece of paper and coloured pencils or crayons. Ask them to draw a picture for 25 items in the first section and write the number 25.

| **Lesson 38** | Twenty-six | pages 72–73 |

Teaching objectives
• to explain that twenty-six means two groups of ten and six extra ones
• to help students count up to twenty-six items
• to explain that the number 26 represents two groups of ten and six extra ones
• to demonstrate and practise how to write the number 26
• to explain that twenty-six is the word form of the number 26

Learning outcomes

Students should be able to:

- explain that twenty-six means two groups of ten and six extra ones.
- count up to twenty-six items.
- write the number 26 by following verbal instructions and by tracing.
- write the number 26 to represent two groups of ten and six extra ones.
- recognize that the word twenty-six means the same as the number 26.

Materials required

a sheet of A4 size paper folded or divided into 4 sections for each student; coloured pencils or crayons

This lesson can follow the structure for lesson 32; give as much or as little introduction as you judge necessary.

Recapitulation

Give each student his / her piece of paper and coloured pencils or crayons. Ask them to draw a picture for 26 items in the second section and write the number 26.

| **Lesson 39** | Twenty-seven | pages 74–75 |

Teaching objectives

- to explain that twenty-seven means two groups of ten and seven extra ones
- to help students count up to twenty-seven items
- to explain that the number 27 represents two groups of ten and seven extra ones
- to demonstrate and practise how to write the number 27
- to explain that twenty-seven is the word form of the number 27

Learning outcomes

Students should be able to:

- explain that twenty-seven means two groups of ten and seven extra ones.
- count up to twenty-seven items.
- write the number 27 by following verbal instructions and by tracing.
- write the number 27 to represent two groups of ten and seven extra ones.
- recognize that the word twenty-seven means the same as the number 27.

Materials required

a sheet of A4 size paper folded or divided into 4 sections for each student; coloured pencils or crayons

This lesson can follow the structure for lesson 32; give as much or as little introduction as you judge necessary.

Recapitulation

Give each student his / her piece of paper and coloured pencils or crayons. Ask them to draw a picture for 27 items in the third section and write the number 27.

Lesson 40	Twenty-eight	pages 76–77

Teaching objectives

- to explain that twenty-eight means two groups of ten and eight extra ones
- to help students count up to twenty-eight items
- to explain that the number 28 represents two groups of ten and eight extra ones
- to demonstrate and practise how to write the number 28
- to explain that twenty-eight is the word form of the number 28

Learning outcomes

Students should be able to:

- explain that twenty-eight means two groups of ten and eight extra ones.
- count up to twenty-eight items.
- write the number 28 by following verbal instructions and by tracing.
- write the number28 to represent two groups of ten and eight extra ones.
- recognize that the word twenty-eight means the same as the number 28.

Materials required

a sheet of A4 size paper folded or divided into 4 sections for each student; coloured pencils or crayons

This lesson can follow the structure for lesson 32; give as much or as little introduction as you judge necessary.

Recapitulation

Give each student his / her piece of paper and coloured pencils or crayons. Ask them to draw a picture for 28 items in the fourth section and write the number 28.

Lesson 41	Counting 25–28	pages 78–79

Teaching objectives

- to practise counting 25–28 items
- to help students match a number of items to the correct numeral

Learning outcomes

Students should be able to:

- count 25–28 items accurately.
- match a number of items to the correct numeral.

Materials required

a set of 30 small items such as bottle tops, counters, building blocks, buttons, etc. for each pair of students

Introduction

Write the numbers 25–28 on the board. Describe one of the numbers in terms of sets of tens and ones, e.g. two tens and six extra ones, and ask a student volunteer to point to the correct number on the board.

Repeat this for all four numbers.

Student activity

Ask the students to open their books at pages 78–79 and explain the task. Work through the first counting exercise together before giving the students a set amount of time to complete the other tasks. Check their answers as a class.

Recapitulation

Ask the students to work in pairs and give each pair a set of small items. Explain that you are going to say a number between 10 and 28 and they should count that many items and show the number in groups of tens and extra ones. For example, for 21 they should form 2 sets of ten and 1 extra one. Repeat this for different numbers.

Lesson 42	Subtract	pages 80–81

Teaching objectives

• to practise subtraction of up to seven items

Learning outcomes

Students should be able to:

• accurately subtract up to seven items from a given set.

Materials required

a number line drawn on the board; mini-whiteboards, markers and erasers; tape / CD / DVD / You Tube clip of *There were ten in a bed*

Introduction

Draw a number line from 0–10 on the board.

Draw a number of simple shapes or items on the board, e.g. eight triangles, and ask the students to count them. Mark the number on the number line by underlining, circling, or drawing an arrow.

Explain that you are going to take three of the triangles away and ask the students to predict whether there will be more or fewer than eight left. Cross out three of the triangles and ask the students to count the remaining triangles. Mark the new total on the number line and confirm that there are fewer triangles left. Show the students this sum by counting backwards on the number line.

If necessary, repeat this with other numbers of items.

Student activity

Ask the students to open their books at pages 80–81 and work through the first example on each page to ensure that they understand the tasks. Give them a set amount of time to complete the work and then check their answers as a group.

Recapitulation

Sing *There were ten in a bed*; establish the connection with subtraction: each time the verse is sung, one person is being taken out of the bed.

Unit 16 Counting 29 to 30

Lesson 43	Twenty-nine	pages 82–83

Teaching objectives
- to explain that twenty-nine means two groups of ten and nine extra ones
- to help students count up to twenty-nine items
- to explain that the number 29 represents two groups of ten and nine extra ones
- to demonstrate and practise how to write the number 29
- to explain that twenty-nine is the word form of the number 29

Learning outcomes
Students should be able to:

- explain that twenty-nine means two groups of ten and nine extra ones.
- count up to twenty-nine items.
- write the number 29 by following verbal instructions and by tracing.
- write the number 29 to represent two groups of ten and nine extra ones.
- recognize that the word twenty-nine means the same as the number 29.

Materials required
a sheet of A4 size paper folded or divided into 2 sections for each student; coloured pencils or crayons

This lesson can follow the structure for lesson 32; give as much or as little introduction as you judge necessary.

Recapitulation
Give each student a piece of paper and coloured pencils or crayons. Ask them to draw a picture for 29 items in the first section and write the number 29.

Lesson 44	Thirty	pages 84–85

Teaching objectives
- to explain that thirty means three groups of ten and no extra ones
- to help students count up to thirty items
- to explain that the number 30 represents three groups of ten and no extra ones
- to demonstrate and practise how to write the number 30
- to explain that thirty is the word form of the number 30

Learning outcomes

Students should be able to:

- explain that thirty means three groups of ten and no extra ones.
- count up to thirty items.
- write the number 30 by following verbal instructions and by tracing.
- write the number 30 to represent three groups of ten and no extra ones.
- recognize that the word thirty means the same as the number 30.

Materials required

2 bundles of 10 pencils and 10 extra pencils; an extra elastic band / piece of string; as for lesson 43

Introduction

Draw two sets of two boxes headed tens and ones on the board and write the number 29 in the first set. Ask the students to tell you what the number represents (29; two sets of ten and 9 extra ones).

Show the students the two bundles of ten pencils and the nine extra pencils. Tell them that you have one extra pencil to add to the nine extras and elicit from them the fact that you can now make a third bundle of ten pencils and there will be no extras. Use the elastic band or string to tie together the third bundle of ten.

Ask a volunteer to write the number on the board in the second set of boxes and explain that the number is thirty.

Student activity

Ask the students to open their books at pages 84–85 and proceed as for the previous lesson.

Recapitulation

Give each student his / her piece of paper and coloured pencils or crayons. Ask them to draw a picture for 30 items in the first section and write the number 30.

Lesson 45	Counting 29 to 30	pages 86–87

Teaching objectives

- to practise counting 29 items
- to practise writing the number 29
- to help students follow the sequence of numbers from 1–30 to complete a drawing

Learning outcomes

Students should be able to:

- count 29 items accurately.
- write the number 29.
- complete a drawing by following the sequence of numbers from 1–30 correctly.

Materials required

flashcards of numbers 1–30; masking tape or similar adhesive material; a ball

Introduction

Fix the number flashcards on the board in a random order. Ask students to take turns to arrange the numbers, one at a time, in the correct sequence.

Student activity

Ask the students to open their books at page 86. Ask the students to count the birds. Elicit from them that there is one hat for each bird and one extra hat.

Ask them to look at page 87 and trace the sequence of numbers with a finger before they use a pencil to complete the picture. Give them time to colour the picture, reminding them to colour neatly.

Recapitulation

Ask the students to form a circle to play the ball game to practise counting from 1 to 30.

Unit 17 Matching and comparison

Teaching objectives
- to revise the terms long and short and longer than and shorter than
- to help students compare objects by length

Learning outcomes

Students should be able to:

- use the terms long and short and longer than and shorter than correctly.
- compare objects by length.

Materials required

pairs of objects of different lengths, e.g. a long dupatta and a short dupatta, a long sock and a short sock, a long straw and a short straw, etc.; paper and coloured pencils or crayons

Introduction

Draw two horizontal lines of different lengths on the board and use them to revise the terms long and short. (These were taught in Book 1, Lesson 35.) Do the same with two vertical lines and ask the students to point to the long and the short line.

Show the students a pair of the items you have prepared, e.g. the two dupattas, and ask them to identify the long one and the short one. Repeat this with other pairs of items.

Student activity

Ask the students to open their books at page 88–89. If necessary teach the words fork and radish. Ask the students to point to the long fork, the short radish, the short fork and the long radish. Give them a set amount of time to complete the colouring activity, reminding them to work slowly and carefully in order to produce neat work. Reinforce this by praising and holding up examples of good work.

Recapitulation

Give each student paper and coloured pencils or crayons and ask them to draw a picture of a pair of objects, one long and one short. Before they begin, discuss ideas of objects they might draw. Display their work in the classroom.

Teaching objectives

• to revise the terms heavy and light and heavier than and lighter than
• to help students compare objects by weight

Learning outcomes

Students should be able to:

• use the terms heavy and light and heavier than and lighter than correctly.
• compare objects by weight.

Materials required

pictures of an elephant and a mouse; a selection of heavy and light objects; paper and coloured pencils or crayons

Introduction

To revise the terms heavy and light, show the students the pictures of the elephant and the mouse and ask them which is heavy and which is light. (These terms were taught in Book 1, Lesson 33.) Show them pairs of the other items you have prepared and ask them to indicate which of them is heavy and which is light.

Student activity

Ask the students to open their books at pages 90–91 and discuss the animals and their weights before asking the students to complete the colouring tasks as in the previous lesson.

Recapitulation

Give each student paper and coloured pencils or crayons and ask them to draw a picture of a pair of objects, one heavy and one light. Before they begin, discuss ideas for objects they might draw. Display their work in the classroom.

| **Lesson 48** | Counting to 30 | pages 92–94 |

Teaching objectives

• to help students count accurately up to thirty items
• to help students record a number of counted items in figures
• to help students match a number of items to the correct numeral

Learning outcomes

Students should be able to:

• count accurately up to thirty items.
• record the number of counted items in figures.
• match a number of items to the correct number.

Materials required

flashcards of pictures and numbers from 10–30; Blutak, masking tape or similar adhesive material; student sets of number, word, and picture cards

Introduction

On one side of the board fix some picture flashcards and on the other side, in a different order, fix the corresponding numbers. Point to the first picture flashcard and ask the students to count the number of items it shows. Ask a volunteer to come and draw a line between the picture and the correct number. Repeat this for the other pairs of flashcards.

Remove these cards and fix a second set of picture cards on the board. Ask the students to count the items on the first flashcard and ask a volunteer to come and write the correct number next to it on the board.

Student activity

Ask the students to open their books at page 92 and explain the task. Give them a set amount of time to complete the work and then correct their answers as a class.

Ask them to look at pages 93–94 and explain that the task is like the first task you did on the board. Give them a set amount of time to complete the work and then correct their answers as a class.

Recapitulation

Ask the students to work in pairs. Give each student a set of student cards and ask them to combine the two sets to play Number Snap. Snap can be said for two matching numbers, words or pictures, or for any matching number / word / picture combination.

| **Lesson 49** | Day and night | page 95 |

Teaching objectives

- to revise day and night time activities

Learning outcomes

Students should be able to:

- distinguish between day time and night time activities.

Materials required

Introduction

Ask the students to look back at the pictures of day and night on page 56 of the book. Discuss the different activities that take place during each time period.

Student activity

Ask the students to open their books at page 95. Discuss each of the activities pictured before asking the students to complete the task.

Recapitulation

Play a game: explain that you are going to tell the students about some of the things you do in the daytime and at night. The students have to listen carefully and decide if what you say is true or false: if it is true they should put up their hands; if it is false they should cross their arms. Make statements such as 'I wear my pyjamas when I eat lunch'; 'I can see the moon during the day'; 'I can see the stars at night', etc.

| **Lesson 50** | Reading and writing 11–30 | pages 96–98 |

Teaching objectives

- to practise writing the numbers from 11–30 in sequence
- to help students follow a sequence of numbers from 11–30 to complete a picture

Learning outcomes

Students should be able to:

- complete a written sequence of numbers from 11–30 correctly.
- follow a sequence of numbers from 11–30 correctly to complete a picture.

Materials required

a ball; flashcards of the numbers 11–30; masking tape or similar adhesive material; sets of student cards; tape / CD / DVD / You Tube clip of students' favourite songs

Introduction

Play the ball game to revise counting from 1–30.

Fix the flashcard for number 11 at the top of the board and place the others in a random order lower down or below the board. Ask the students to take turns to come to the board and fix the numbers on the board in order to complete the number sequence to 30.

When the sequence is complete, read it through with the students.

Student activity

Ask the students to open their books at pages 96–97 and explain the task. To make sure that the students understand that they should follow the directions of the arrows and work across the two pages, complete the task orally as the students move their fingers from one square to the next before they begin to write.

Give the students a set amount of time to complete the task and encourage them to work carefully to produce neat work.

Ask them to complete the join the dots puzzle on page 98 and colour the picture carefully.

Recapitulation

Give each student a set of student cards and ask them to arrange them in order on their desk, with number, word, and picture.

Sing some of the students' favourite number songs.

Lyrics for rhymes

The animals went in two by two

The animals went in two by two, hurrah! hurrah!
The animals went in two by two, hurrah! hurrah!
The animals went in two by two, the elephant and the kangaroo
And they all went into the ark, for to get out of the rain.

The animals went in three by three, hurrah! hurrah!
The animals went in three by three, hurrah! hurrah!
The animals went in three by three, the wasp, the ant and the bumble bee
And they all went into the ark, for to get out of the rain.

The animals went in four by four, hurrah! hurrah!
The animals went in four by four, hurrah! hurrah!
The animals went in four by four, the great hippopotamus stuck in the door
And they all went into the ark, for to get out of the rain.

The animals went in five by five, hurrah! hurrah!
The animals went in five by five, hurrah! hurrah!
The animals went in five by five, they warmed each other to keep alive
And they all went into the ark, for to get out of the rain.

The animals went in six by six, hurrah! hurrah!
The animals went in six by six, hurrah! hurrah!
The animals went in six by six, they turned out the monkey because of his tricks
And they all went into the ark, for to get out of the rain

Five little speckled frogs

Five little speckled frogs
Sat on a speckled log
Eating some most delicious grubs
One jumped into the pool
Where it was nice and cool
Then there were four green speckled frogs.

The verse is then repeated, but with one fewer frog each time.
Alternatives include using the word bugs instead of grubs, and adding "Yum, yum!"
after that line.

One two three four five – once I caught a fish alive

One, two, three, four, five.
Once I caught a fish alive,
Six, seven, eight, nine, ten,
Then I let it go again.
Why did you let it go?
Because it bit my finger so.
Which finger did it bite?
This little finger on the right.

Hickory Dickory Dock,

Hickory Dickory Dock,
The mouse ran up the clock.
The clock struck one,
The mouse ran down,
Hickory Dickory Dock!

Hickory Dickory Dock,
The bird looked at the clock,
The clock struck two,
Away she flew,
Hickory Dickory Dock

Hickory Dickory Dock,
The dog barked at the clock,
The clock struck three,
Fiddle-de-dee,
Hickory Dickory Dock!

Hickory Dickory Dock,
The bear slept by the clock,
The clock struck four,
He ran out the door,
Hickory Dickory Dock!

Hickory Dickory Dock,
The bee buzzed round the clock,
The clock struck five,
She went to her hive,
Hickory Dickory Dock!

Hickory Dickory Dock,
The hen pecked at the clock,
The clock struck six,
Oh, fiddle-sticks,
Hickory Dickory Dock!

Two little dicky birds

Two little dicky birds sitting on a wall,
One named Peter, one named Paul.
Fly away Peter, fly away Paul,
Come back Peter, come back Paul!

One finger, one thumb

One finger, one thumb keep moving.
One finger, one thumb keep moving.
One finger, one thumb keep moving.
We all stay merry and bright.

One finger, one thumb, one arm,
keep moving.
One finger, one thumb, one arm,
keep moving.
One finger, one thumb, one arm,
keep moving.
We all stay merry and bright.

One finger, one thumb, one arm, one leg,
keep moving.
One finger, one thumb, one arm, one leg,
keep moving.
One finger, one thumb, one arm, one leg,
keep moving.
We all stay merry and bright.

One finger, one thumb, one arm, one leg,
one nod of the head, keep moving.
One finger, one thumb, one arm, one leg,
one nod of the head, keep moving.
One finger, one thumb, one arm, one leg,
one nod of the head, keep moving.
We all stay merry and bright.

One finger, one thumb, one arm, one leg,
one nod of the head, stand up sit down,
keep moving.
One finger, one thumb, one arm, one leg,
one nod of the head, sstand up sit down,
keep moving.
One finger, one thumb, one arm, one leg,
one nod of the head, stand up sit down,
keep moving.
We all stay merry and bright.

Ten green bottles

Ten green bottles hanging on the wall,
Ten green bottles hanging on the wall.
If one green bottle should accidentally fall,
There'd be nine green bottles a-hanging on the wall.

Nine green bottles hanging on the wall,
Nine green bottles hanging on the wall.
If one green bottle should accidentally fall,
There'd be eight green bottles a-hanging on the wall.

Eight green bottles hanging on the wall,
Eight green bottles hanging on the wall.
If one green bottle should accidentally fall,
There'd be seven green bottles a-hanging on the wall.

Seven green bottles hanging on the wall,
Seven green bottles hanging on the wall.
If one green bottle should accidentally fall,
There'd be six green bottles a-hanging on the wall.

Six green bottles hanging on the wall,
Six green bottles hanging on the wall.
If one green bottle should accidentally fall,
There'd be five green bottles a-hanging on the wall.

Five green bottles hanging on the wall,
Five green bottles hanging on the wall.
If one green bottle should accidentally fall,
There'd be four green bottles a-hanging on the wall.

Four green bottles hanging on the wall,
Four green bottles hanging on the wall.
If one green bottle should accidentally fall.
There'd be three green bottles a-hanging on the wall.

Three green bottles hanging on the wall,
Three green bottles hanging on the wall.
If one green bottle should accidentally fall,
There'd be two green bottles a-hanging on the wall.

Two green bottles hanging on the wall,
Two green bottles hanging on the wall.
If one green bottle should accidentally fall,
There'd be one green bottle a-hanging on the wall.

One green bottle hanging on the wall,
One green bottle hanging on the wall.
If that green bottle should accidentally fall,
There'd be no green bottles a-hanging on the wall.

Three little kittens they lost their mittens

Three little kittens they lost their mittens,
    And they began to cry,
Oh, mother dear, we sadly fear
    Our mittens we have lost.
What! lost your mittens, you naughty kittens!
    Then you shall have no pie.
    Mee-ow, mee-ow, mee-ow.
    No, you shall have no pie.

The three little kittens they found their mittens,
    And they began to cry,
Oh, mother dear, see here, see here,
    Our mittens we have found!
Put on your mittens, you silly kittens,
    And you shall have some pie.
    Purr-r, purr-r, purr-r,
    Oh, let us have some pie.

One man went to mow
One man went to mow,
Went to mow a meadow.
One man and his dog,
Went to mow a meadow.

Two men went to mow,
Went to mow a meadow.
Two men, one man and his dog,
Went to mow a meadow.

Three men went to mow,
Went to mow a meadow.
Three men, two men, one man
    and his dog,
Went to mow a meadow.

Four men went to mow,
Went to mow a meadow.
Four men, three men, two men,
    one man and his dog,
Went to mow a meadow.
Went to mow a meadow.

Repeat the verse as far as ten men went to mob…

Baa baa black sheep

Baa baa black sheep, have you any wool?
Yes sir, yes sir, three bags full!
One for the master, one for the dame,
And one for the little boy who lives down the lane.

Five fat sausages

Five fat sausages sizzling in a pan
one went pop the other went bang.

Four fat sausages sizzling in a pan
one went pop the other went bang.

Three fat sausages sizzling in a pan
one went pop the other went bang.

Two fat sausages sizzling in a pan
one went pop the other went bang.

One fat sausage sizzling in a pan
one went pop the other went bang.

No fat sausages sizzling in a pan.

Five currant buns in a baker's shop

Five currant buns in the baker's shop,
Big and round with a cherry on the top.
Along came a boy with a penny one day,
Bought a currant bun and took it away.

Four currant buns in the baker's shop,
Big and round with a cherry on the top.
Along came a boy with a penny one day,
Bought a currant bun and took it away.

Three currant buns in the baker's shop,
Big and round with a cherry on the top.
Along came a boy with a penny one day,
Bought a currant bun and took it away.

Two currant buns in the baker's shop,
Big and round with a cherry on the top.
Along came a boy with a penny one day,
Bought a currant bun and took it away.

One currant bun in the baker's shop,
Big and round with a cherry on the top.
Along came a boy with a penny one day,
Bought a currant bun and took it away.

No currant buns in the baker's shop,
Nothing big and round with a cherry on the top.
Along came a boy with a penny one day,
"Sorry" said the baker, "no more currant buns today."

One, two,

One, two,
Buckle my shoe;
Three, four,
Knock at the door;
Five, six,
Pick up sticks;
Seven, eight,
Lay them straight:
Nine, ten,
A big fat hen;
Eleven, twelve,
Dig and delve;
Thirteen, fourteen,
Maids a-courting;
Fifteen, sixteen,
Maids in the kitchen;
Seventeen, eighteen,
Maids a-waiting
Nineteen, twenty,
My plate's empty.