

Unit 1 Ten pencils

LESSON 1: Sing and learn

Materials

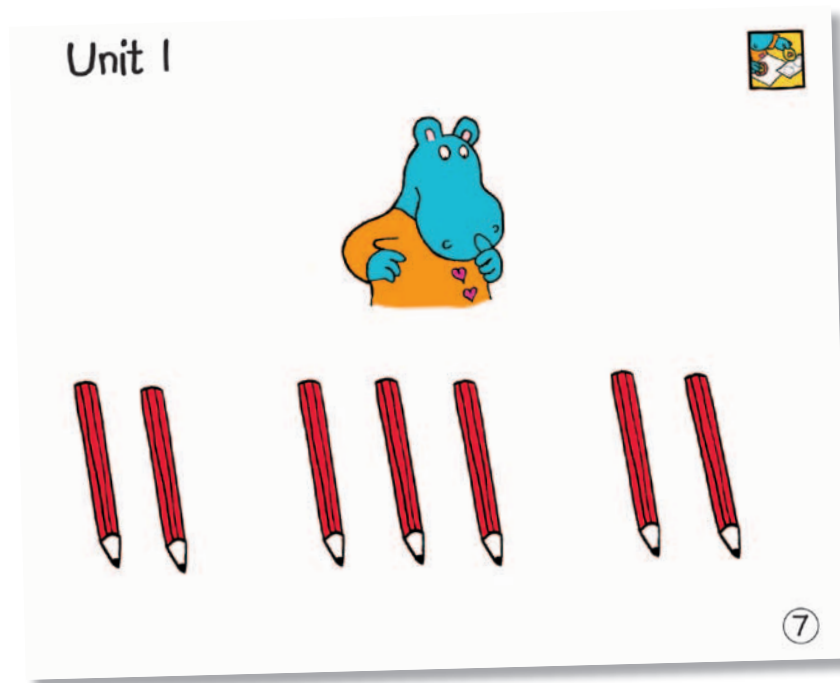
- **Flashcards:**
 - pencil
 - crayon
 - pen
 - book
- CD and player
- The Hippo puppet
- A bag
- Five crayons
- Five pens
- Five books
- Ten pencils
- Pupil's Book page 7 and stickers for each child

Main language

pencil, crayon, pen, book, numbers 1–10

Revised language

Numbers 1–5



Song text

*I have ten pencils in my bag,
 All standing in a row.
 I count them up and put them in,
 To show where they should go.*

*Pencil 1, pencil 2, pencil 3, pencil 4,
 Pencil 5, 6, 7, 8, 9, 10.
 I have all of the pencils in my bag,
 But I count them all over again.*

Hello time

Sing the *I can say hello* song (track 02) to start the lesson. If you wish, use some of the assembly ideas outlined in the Introduction to the Teacher's Book (page 12).

Vocabulary and song time presentation

Greet the children with the puppet. Use the puppet to bring the flashcards of the school vocabulary out of the bag and to present them to the children. Encourage the children to repeat the vocabulary. Lay the flashcards on the floor face up. Look into the bag again and take out the five crayons, pens and books and the ten pencils. Hold up the crayons and say *How many crayons?* Count them out. Say *1 ... 2 ... 3 ... 4 ... 5*. Repeat the procedure with the pens and books. Then hold up the pencils and say *How many pencils?* Count them out. Say *1 ... 2 ... 3 ... 4 ... 5 ... 6 ... 7 ... 8 ... 9 ... 10. Ten pencils. I have ten pencils.* Count them out again, encouraging the children to join in. Lay the pencils in a row on the floor.

Song time

Sing the *Ten pencils* song (track 04) and point to each of the pencils on the floor during the chorus. Sing the song again and encourage the children to join in by counting on their fingers.

Worksheet presentation

Show the children Pupil's Book page 7. Point to the picture of the pencils and elicit *Pencils*. Say *Look! Pencil 1, pencil 2, pencil ... Oh, dear! Where is pencil 3?* Continue in this way until the children realise that pencils 3, 7 and 10 are missing. Point to the stickers of the three pencils. Say *Use the stickers*.

Move to the tables

Point to and count five children. Say *Count to five. 1, 2, 3, 4, 5. Say Good. Go to your table, please.* Repeat the procedure until all of the children are sitting at the tables. Hand out the worksheets. Say *Use the stickers*.

e Table time

Play the *Ten pencils* song (track 04). The children stick the stickers of the pencils onto the worksheet as they hear them mentioned in the song. You may have to pause the song to give them time. As the children finish, count the pencils together.

Goodbye time

Say *It's time to say goodbye*. Sing the *I can say goodbye* song (track 03) and encourage the children to wave to Hippo as she goes back into the bag.

Extra activities

- 1. Game** Choose ten volunteers and stand them in a row. Explain that they are your pencils and ask them to stand up tall like a pencil. Play the *Ten pencils* song (track 04) again, but this time point to and count out the children you have lined up. You may then like to ask for another volunteer to count out the children as you play the song again. Encourage the rest of the class to join in. Repeat with another ten volunteers.
- 2. Game** The children sit in a circle. Divide the class into two teams. Show them the flashcards of the school items. Say *Pencil, crayon, pen, book. Pencil, crayon, pen, book*. Shuffle the flashcards and lay them on the floor again face down. Point to one of the flashcards and say *Pencil, crayon, pen or book?* One member from each team makes a guess. Turn the card over and elicit the item of vocabulary. If a child has guessed correctly, give a point to his/her team. Repeat with the other flashcards. If you wish, you can reshuffle them after a flashcard has been chosen. The winning team is the team with the most points.

Unit 1 Ten pencils

LESSON 2: Listen and learn

Materials

- **Flashcards:**
 pencil
 crayon
 pen
 book
- CD and player
- The Hippo puppet
- A bag
- Ten pencils
- Story poster 1

Extra materials

2. Craft paper, paper for each child, pencils, crayons, scissors, glue

Main language

pencil, crayon, pen, book, numbers 1–10

Revised language

Numbers 1–5



Hello time

Sing the *I can say hello* song (track 02) to start the lesson. If you wish, use some of the assembly ideas outlined in the Introduction to the Teacher's Book (page 12).

Story time presentation

Greet the children with the puppet. Use the puppet to bring the flashcards out of the bag and to revise the vocabulary briefly. Move the puppet so that it looks as if she is whispering in your ear. Bring the ten pencils out of the bag. Take out Story poster 1 from the bag. Say *Hippo has a story about pencils. Listen* (point to your ears). *Look* (point to your eyes). *Are you ready? Good.*

Story time

Tell the story or play the CD track 05. As the children listen, point to the corresponding pictures on Story poster 1.

1
Hippo, Monkey, Dog and Cat like school. They go to school every day.

2
At school, Monkey opens his bag. He takes out his crayons, he takes out his pen and he takes out his book, but ... Oh, dear! Where are his pencils? Monkey looks in the bag again. 'No pencils. Oh, dear!' Monkey says. 'What's the matter, Monkey?' says Hippo. 'Oh, dear!' says Monkey. 'No pencils.'

3
'We can help,' says Hippo. Hippo, Dog and Cat give Monkey some pencils.

4
'Oh, now I have 1 ... 2 ... 3 ... 4 ... 5 ... 6 ... 7 ... 8 ... 9 ... 10. Ten pencils. Thank you, Hippo. Thank you, Dog. Thank you, Cat.'

Story time activity

Repeat the story. Encourage the children to join in with the counting.

Song time revision

Sing the *Ten pencils* song (track 04) again. Line ten pencils up on the floor and point to each of them as the song plays. Encourage the children to join in.

Goodbye time

Say *It's time to say goodbye*. Sing the *I can say goodbye* song (track 03) and encourage the children to wave to Hippo as she goes back into the bag.

Extra activities

1. Game The children sit in a circle. Hold up the classroom flashcards and elicit *Pencil, Crayon, Pen* and *Book*. Give four children a flashcard each and ask them to hold the flashcards up so that the class can see them. Say *Where is the pencil?* and look puzzled as you try to find the pencil. Say *Oh, dear! Where is the pencil?* Choose a volunteer and say *Bring me the pencil, please*. As the child gives you the pencil, say *Thank you. Well done!* Repeat the procedure until you have all of the flashcards.

2. Craft The children choose a classroom item to draw, colour and cut out. Make sure that they draw their chosen item big enough to then be stuck on a mural. Gather the finished pictures and glue them onto four separate pieces of craft paper to make four murals. If there are more than ten of any item, make two murals for that item. Ask the children to help you count the items on each mural.

Unit 1 Ten pencils

LESSON 3: Do and learn

Materials

- **Flashcards:**
 pencil
 crayon
 pen
 book
- CD and player
- The Hippo puppet
- A bag
- Ten pencils
- Story poster 1
- Pupil's Book page 9 and a pencil for each child

Extra materials

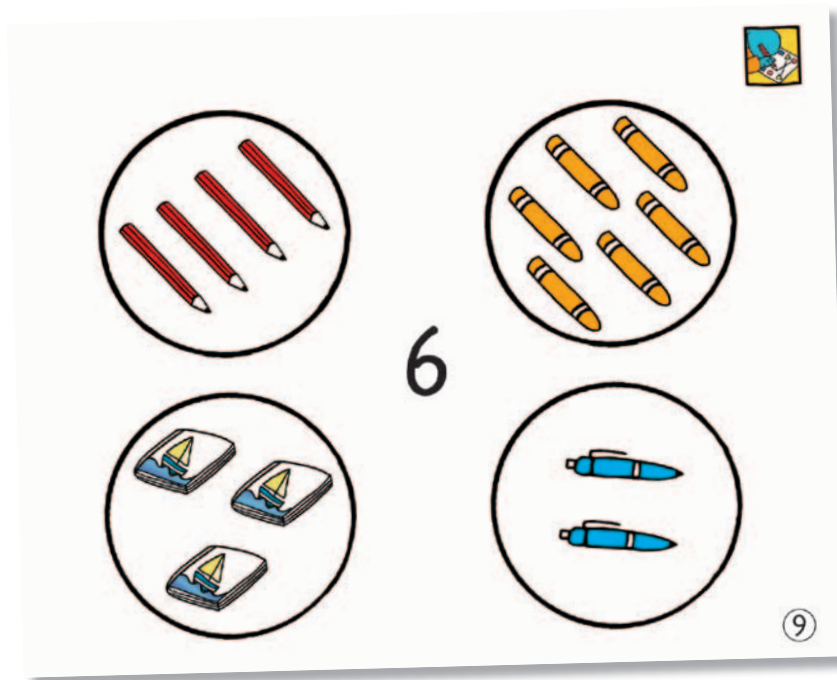
2. A pencil, crayon, pen and book

Main language

pencil, crayon, pen, book, numbers 1–10

Revised language

Numbers 1–5



Hello time

Sing the *I can say hello* song (track 02) to start the lesson. If you wish, use some of the assembly ideas outlined in the Introduction to the Teacher's Book (page 12).

Song time revision

Sit in the circle with the children and greet the children with the puppet. Use the Hippo puppet to bring the flashcards out of the bag to revise *Pencil*, *Book*, *Crayons* and *Pen*. Use real objects from the classroom to reinforce the vocabulary. Take the ten pencils out of the bag and count them out with the children. Sing the *Ten pencils* song (track 04) again.

Story time revision

Using the story poster, retell the story. Pause to elicit key words. Choose four volunteers to be Hippo, Monkey, Dog and Cat, and to act out the story as they hear it again. Encourage the rest of the class to join in with the words they know.

Worksheet presentation

Show the children Pupil's Book page 9. Point to the pictures and elicit the vocabulary. Say *How many pencils?* Count the pencils, encouraging the children to join in, and elicit *Four*. Repeat the procedure with the other pictures. Point to the number 6 in the centre of the page and elicit *Six*. Explain that the children should draw a line from the picture with six items to the number 6. Point to the pencils and say *Six pencils? ... No*. Do the same with the books and the pens. Point to the crayons and say *Six crayons?* Give the children time to count and say *Yes. Six crayons. Draw a line to match*.

Move to the tables

Point to and count five children. Say *Count to six*. Start counting to six and encourage the children to join in with you. Say *Good. Go to your table, please*. Repeat the procedure until all of the children are sitting at the tables. Hand out the worksheets. Say *Draw a line to match*.

Table time

The children count the classroom items and draw a line from the crayons to the number 6. As a child finishes, encourage him/her to count the items to you.

Goodbye time

Say *It's time to say goodbye*. Sing the *I can say goodbye* song (track 03) and encourage the children to join in.

Extra activities

1. Game The children stand in a circle. Choose four volunteers and give each child one of the classroom flashcards. Each of the volunteers stands in a corner (or area) of the room with their flashcards held up so that everyone can see them. Choose a volunteer from the circle and say *Go to the crayon*. The child goes to the corner where the flashcard of the crayon is and sits down. Repeat the procedure with the rest of the class so that there are children sitting in each of the four areas. Call them back by groups. Say *Pencils, come here, please*. As they come back, applaud them and say *Well done!*

2. Game Divide the class into two teams. The children sit in a circle. Lay the flashcards on the floor. Lay a pen, pencil, crayon and book to one side. Ask a volunteer from one team to come out and place the real item on the correct flashcard. As they do so, they should name the item. If they do this correctly, they win a point for their team. Repeat the procedure with a volunteer from the other team. The winning team is the team with the most points.

Unit 1 Ten pencils

LESSON 4: Say and learn

Materials

- **Flashcards:**
 pencil
 crayon
 pen
 book
- CD and player
- The Hippo puppet
- A bag
- Ten pencils
- Story poster 1
- Pupil's Book page 11 and a pencil for each child

Extra materials

1. Ten crayons

Main language

pencil, crayon, pen, book, numbers 1–10

Revised language

Numbers 1–5



Hello time

Sing the *I can say hello* song (track 02) to start the lesson. If you wish, use some of the assembly ideas outlined in the Introduction to the Teacher's Book (page 12).

Song time revision

Greet the children with the puppet. Bring the flashcards out of the bag and elicit the vocabulary. Bring the pencils out of the bag and count to ten with the class. Sing the *Ten pencils* song (track 04).

Talk time

Make Hippo whisper in your ear. Say *Oh, dear! Hippo wants to count to ten, but she has a problem. Hippo does not have ten fingers.* Ask for a volunteer to help Hippo to count to ten. The child can come to the front and hold up ten fingers. Invite all of the children to hold up their hands and count to ten together with Hippo.

Story time revision

Say *Listen to the story again. Listen* (point to your ears). *Look* (point to your eyes). *Are you ready? Good.* Retell the story or play the CD (track 05). Point to the corresponding pictures on the story poster. Pause to elicit key words and phrases.

Worksheet presentation

Show the children Pupil's Book page 11. Point to the picture and elicit the names of the characters. Explain that there are some pencils hidden in the picture. The children must circle the pencils and write the number in the box. Say *Circle and write the number.*

Move to the tables

Point to five children. Say *Count to seven.* Start counting to seven and encourage the children to join in with you. Say *Good. Go to your table, please.* Repeat the procedure until all of the children are sitting at the tables. Hand out the worksheets. Say *Circle and write the number.*

Table time

The children circle the pencils and write the number. As a child finishes, encourage him/her to count the pencils.

Answer: 7 pencils

Goodbye time

Say *It's time to say goodbye.* Sing the *I can say goodbye* song (track 03) and encourage the children to join in.

Extra activities

1. Game Stand in a circle with the children. Hand out a random number of crayons – fewer than seven. Invite the children holding the crayons to come into the middle of the circle. Say *Let's count to ten.* With the class, count the children holding the crayons. When you get to the final number, say *Oh, dear! Oh, dear!* and pretend you have made a mistake. Scratch your head as if trying to remember where you put the missing crayons. Find some of the missing crayons somewhere odd, like behind your back, and start the process again. Repeat the procedure until there are finally ten crayons.

2. Game The children sit in a circle. Hide the flashcards of the pencil, pen, crayons and book round the classroom, but in places where the children will be able to find them. Say *Oh, dear! Where is my pencil? Where is my pen? Where are my crayons? Where is my book?* Ask for a volunteer to help you find one of your missing flashcards. When they have found one, encourage them to tell you the name of the flashcard. Say *Well done!* Ask other volunteers to help you find the remaining missing flashcards.

Unit 1 Ten pencils

LESSON 5: Moving on

Materials

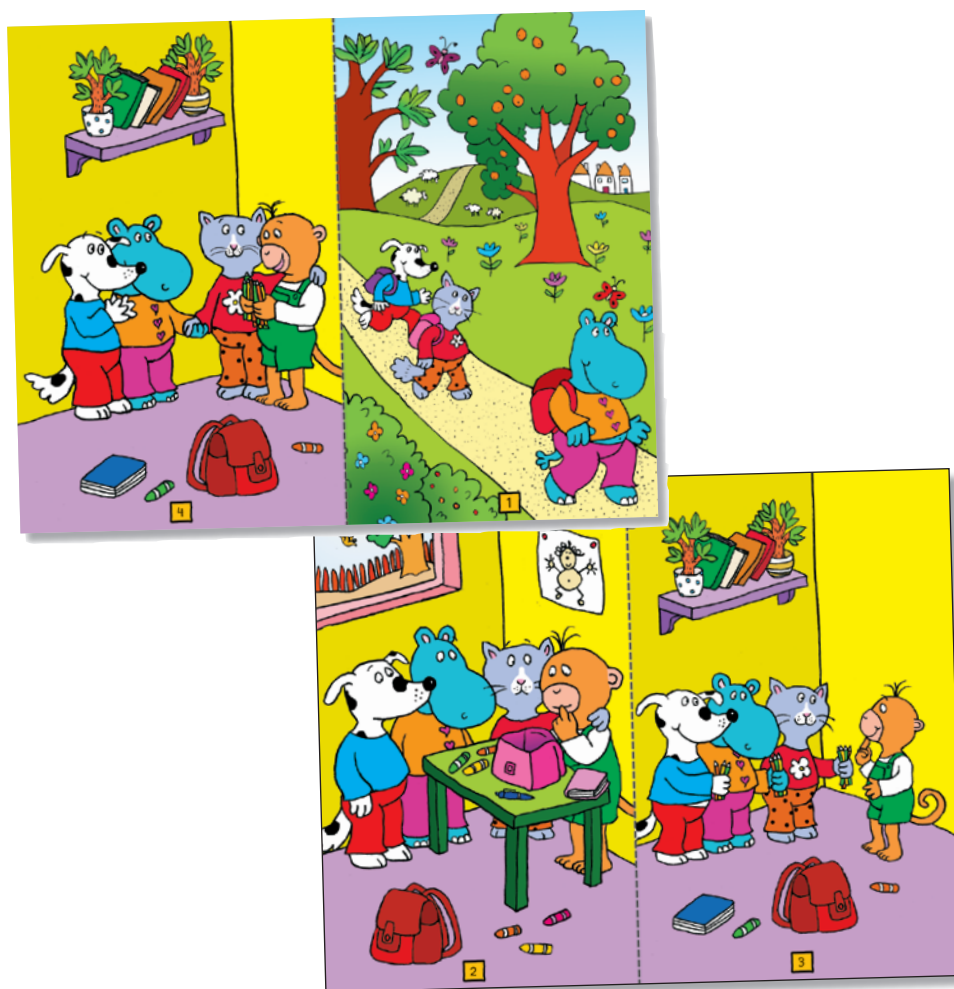
- **Flashcards:**
 pencil
 crayon
 pen
 book
- CD and player
- The Hippo puppet
- A bag
- Ten pencils
- Books, pens, crayons and pencils
- Pupil's Book page 13 and sticker for each child

Main language

pencil, crayon, pen, book, numbers 1–10

Revised language

Numbers 1–5



Hello time

Sing the *I can say hello* song (track 02) to start the lesson. If you wish, use some of the assembly ideas outlined in the Introduction to the Teacher's Book (page 12).

Song time revision

Greet the children with the puppet. Bring the flashcards out of the bag and elicit the vocabulary. Bring the pencils out of the bag. Ask the children to count the pencils with Hippo. Say *Count the pencils with Hippo. 1 ... 2 ... 3 ... 4 ... 5 ... 6 ... 7 ... 8 ... 9 ... 10.* Sing the *Ten pencils* song (track 04).

Talk time

Sit in a circle with the children. Lay out piles of items, e.g. two books, three pens, four crayons, one pencil. Invite a volunteer to come to the front and choose one of the groups of items, count them and say how many there are.

Make a storybook (presentation)

Make Hippo whisper in your ear. Look inside the bag again and bring out a copy of Pupil's Book page 13. Look happy and surprised and say *Thank you, Hippo. Thank you. Look, children!* Look very excited as you fold your story worksheet and show it to the children. Say *Look! A storybook.* Show the children the pictures in the storybook. As you show them page 1, say *Oh, dear! Where's Monkey?* Show the children the sticker of Monkey. Say *Use the sticker.*

Move to the tables

Point to five children and count them. Demonstrate and say *Walk to the tables and count to ten.* (Taking steps) *1 ... 2 ... 3 ... 4 ... 5 ... 6 ... 7 ... 8 ... 9 ... 10.* *Go to your table, please.* Repeat the procedure until all of the children are sitting at the tables. Hand out the story worksheets. Say *Fold in. Use the sticker.*

Make a storybook

The children fold their story worksheets and stick the sticker. As a child finishes, ask him/her to sit back down in the circle again with their storybook.

Story time revision

Say *Listen* (point to your ears). *Look* (point to your eyes). *Are you ready? Good.* Using one of the children's storybooks, retell the story or play the CD track 05. Encourage the children to join in as much as they can.

Goodbye time

Say *It's time to say goodbye.* Sing the *I can say goodbye* song (track 03) and encourage the children to join in.

Extra activities

- 1. Story activity** Ask a volunteer to come out to the front to help you retell the story. Invite others to do the same. Give lots of praise and encouragement.
- 2. Game** Stand in a circle. Explain that the circle is the school bag and all the children are pencils. Ask a volunteer to count five pencils, choosing five children, and invite them into the 'bag' (the centre of the circle). The rest of the class can join in if you wish. Ask for a new volunteer. Increase the number to six, then seven, then eight, then nine, then ten.