

# 3

## Numbers 1–5

### Lesson 1

**Objective:** to learn to count from 1–5

**Vocabulary:** numbers 1–5

**Vocabulary review:** red, yellow, green, blue

**Language:** Look, 3 bees.

**Materials:** flashcards: Unit 3 (numbers 1–5), Unit 1 (banana), Unit 2 (colours); Class CD 1

#### Warm-up 1 Track 17

- Sing the song from Unit 2, Lesson 2 to revise the colours.
- Play the game in Unit 2, Lesson 1, Exercise 6.

#### 1 Listen and point. Then say. 1 Track 19

- Use the flashcards to present the numbers 1–5. Hold them up one by one and say the words. Count on your fingers for each number. Ask the children to repeat and to hold up the correct number of fingers each time.
- Ask the children to open their books at page 14. Open your own book and hold it up to demonstrate. Tell them to look at the pictures.
- Play the CD and ask the children to point to the pictures as they listen.
- Play the CD again. Stop after each word and ask the children to repeat.
- Hold up each flashcard again in random order and elicit the word from individual children.

#### CD 1 Track 19

one, two, three, four, five

#### 2 Look and listen. 1 Track 20

- Ask the children to look at the pictures of the story. Encourage them to point and name the characters and objects.
- Ask them to tell you what is happening in the story (L1).
- Play the CD; the children listen to the story and point to the correct objects.

# 3

## Numbers 1–5

#### 1 Listen and point. Then say.



#### 2 Look and listen.



#### 3 Listen again and say.

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#### CD 1 Track 20

**Narrator:** In the jungle ...

**Trumpet:** Paco, look! 1, 2, 3, 4, 5 bananas!

**Cabu:** Trumpet! Bees! 1, 2, 3 bees!

**Paco:** 4 bees.

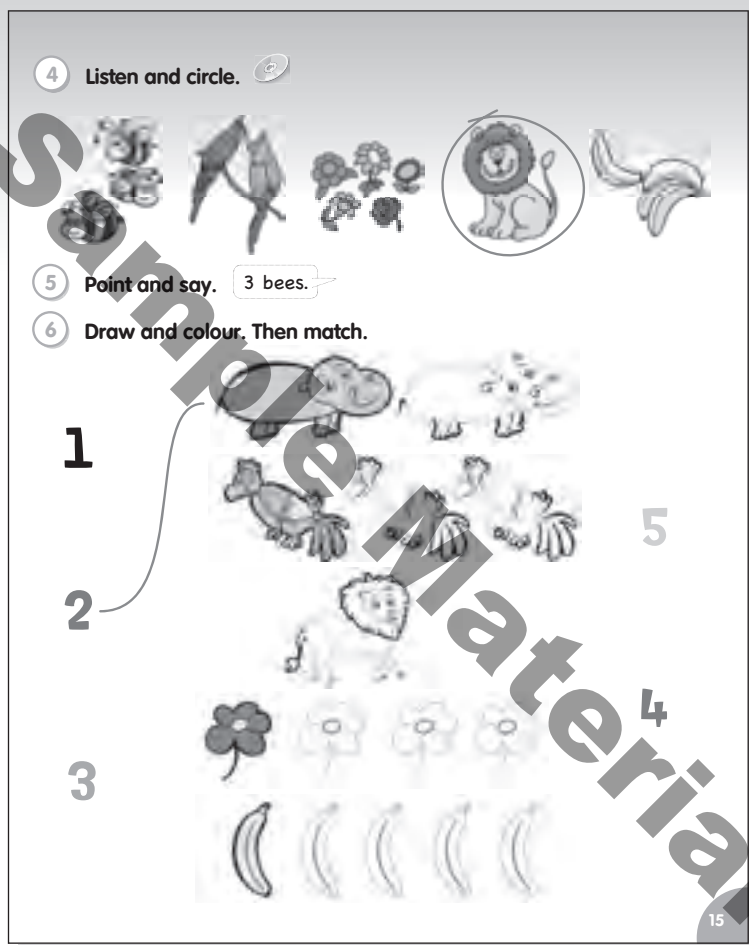
**Cabu:** Look! 5 bees!

#### 3 Listen again and say. 1 Track 21

- Play the story again. Pause after each line for the children to repeat.
- Put them into three groups and invite them to use their character masks and act out the story. Play the CD again. Ask them to hold up the correct number of fingers for each number they hear.

#### CD 1 Track 21

See Track 20 in Exercise 2.



## 6 Draw and colour. Then match.

- Ask the children to look at the pictures. Elicit what they can see: *two hippos, three parrots, etc.*
- Tell them to complete all the drawings by tracing over the dotted lines. If time is short, tell them to colour the pictures for homework.
- Now ask the children to listen to you and complete. Say: *Two ...* and elicit: *hippos*. Tell them to follow the example line from the picture to the number 2. Now say: *Four ...* Elicit *flowers* and tell the children to draw a line to the number.
- Let them finish individually.

## Activity Book page 6

### 1 Find, count and circle. Say.

**Note:** You can use this activity in class or assign it as homework and check it in the next lesson.

- Ask the children to open their Activity Books at page 6.
- Point to the small pictures on the left and ask the children to name the pictures: *a hippo, a parrot, an elephant, a flower, a lion*.
- Now tell them to look at the big picture. Ask them to count how many hippos they can see. Elicit the number *1*. Point to the example, which has a circle round the number *1*.
- Explain that they have to count the other animals in the picture and circle the correct number.
- Check answers when they have finished. Ask: *How many (parrots)?* to elicit the answers.

### Answers

4 parrots; 3 elephants; 5 flowers; 2 lions

## Ending the lesson

- Set up a chain. Say *one* and ask another child to continue counting. Continue counting with different children until number 5. Start again asking each child to say the correct number when it's his/her turn. Keep it fast to make it fun!

### 4 Listen and circle. 1 Track 22

- Ask the children to look at the pictures in Exercise 4. Point to each picture and say: *Three bees, Two parrots, etc.* Say: *Listen and point.* Repeat in a different order and ask the children to point to the correct pictures.
- Tell the children to listen to the CD and point. Play the CD.
- Tell the children to listen again. This time they should circle the pictures. Play the CD again. Pause after *one lion* and point to the example. Pause after each line to give the children time to circle.

### CD 1 Track 22

*one lion, two parrots, three bees, four bananas, five flowers*

### 5 Point and say.

- Ask children to point to each picture in Exercise 4 and say *three bees, two parrots, etc.* Encourage them to work in pairs or in groups of three.

## Lesson 2

**Objectives:** further practice of counting from 1–5

**Language:** five yellow bananas, four yellow bananas

**Review:** Look, a banana!

**Materials:** flashcards: Unit 3 (numbers 1–5), Unit 1, Unit 2 (colours); song stickers, Class CD 1

### Warm-up

- Hold up the flashcards and elicit the numbers, colours or words from the children. Repeat, this time faster to make it fun!

### 7 Listen and stick. Then sing. 1 Track 23

- Ask the children to look at the pictures in Exercise 7. Elicit the character's names. Tell them to look at picture 1. Ask: *How many bananas?* Elicit: *Five bananas.* Repeat for the other pictures.
- Tell the children to find the stickers for this activity at the back of their Pupil's Book. Hold up your book at the correct page to help them.
- Play the CD. Pause after each verse. The children find the correct sticker and stick it on the picture. Walk around checking and helping if necessary.
- Ask: *1 How many bananas?* Elicit: *Five bananas.* Repeat for the other pictures.
- Play the CD again and encourage the children to sing along.

#### CD 1 Track 23

Five yellow bananas.

Two yellow bananas.

Five yellow bananas.

Two yellow bananas.

Look! Look!

Look! Look!

Look, it's Cabu!

Look, it's Cabu!

Four yellow bananas.

One yellow banana.

Four yellow bananas.

One yellow banana.

Look! Look!

Look! Look!

Look, it's Trumpet!

Look, it's Trumpet!

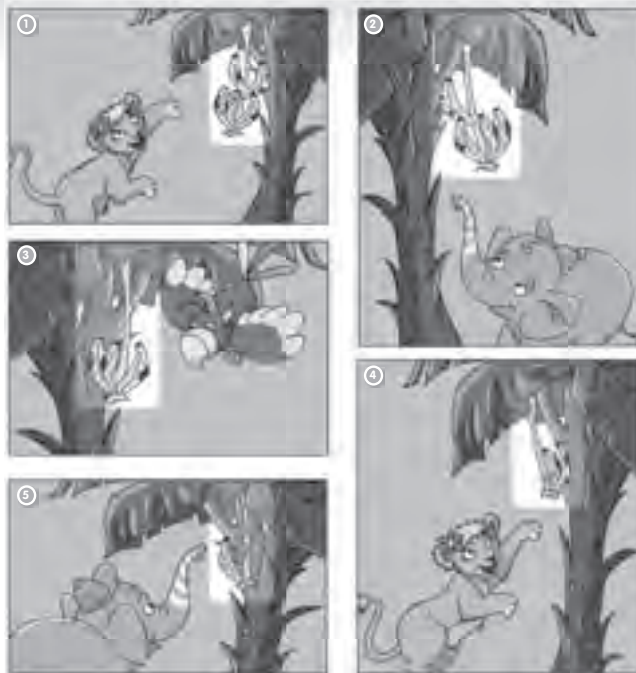
Three yellow bananas.

Three yellow bananas.

Look! Look!

Look, it's Paco!

### 7 Listen and stick. Then sing.



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### 8 Look and count. Then match and say.

- Ask the children to look at the picture in Exercise 8. Ask: *How many parrots?* Elicit: *Four parrots.* Point to the example: trace the line from the small picture of the parrot to the number 4.
- Let the children do the exercise in pairs.
- Check answers when they have finished. Ask: *How many (bees)? etc.* and elicit the answers.

#### Answers

1 bee; 2 elephants; 3 lions; 5 hippos

- 8 Look and count. Then match and say. 4 parrots.



- 9 Play.

1, 2 ...



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- Explain that they have to colour the other sections with dots in order to find the other numbers in the puzzle picture.
- When they have finished, ask individual children to point to a number and say the word.

## Ending the lesson

- Divide your class into two or more groups. Ask the children in every group to take five steps towards you counting from 1 to 5 as they do so. Mark on the floor with a coloured chalk or tape the farthest spot that a member of each group reached. The group whose member managed to get closest to you with a maximum of five steps wins.

- 9 Play.

- Ask the children to look at the photo in their book. Encourage them to stand by the board in the same way.
- Stand opposite the children and start walking heel to toe as you count your steps. Stop at 5.
- Invite the children to do the same, one at a time. Encourage them to count aloud as they take steps in your direction.

## Activity Book page 7

- 2 Colour, circle and say.

**Note:** You can use this activity in class, for example after Exercise 8 or assign it as homework and check it in the next lesson.

- Ask the children to open their Activity Books at page 7.
- Point to the numbers under the puzzle picture and ask the children to say the numbers.
- Point to the shaded area in the puzzle picture. Explain that it is shaded because it has dots in it. Ask if they can identify the number. Ask: *Is it two?* Elicit: *No. Is it four?* Elicit: *Yes.*