

<b>R</b>	R: Counting up to seven C: <b>Word problem</b> E: Preparation for mirror symmetry	<i>Lesson Plan</i> <i>31</i>
<p><b>Activity</b> <b>1</b></p> <p><b>15 min</b></p>	<p><b>Guests on a Sunday</b> (<a href="#">R, page 33, picture 1</a>) T: Look at the picture. Let's talk about it. (Father, Mother, Ben and Ann are waiting for the guests.) Listen to the story carefully and complete the picture</p> <p>Three children visited Ann on Sunday. A little boy arrived first and gave Ann a bunch of flowers.</p> <p>Then two girls came. One of them had a box in her hands and the other held a ball.</p> <p>How many people are there now at Ann's home? <i>Seven</i> How many adults and how many children are there? <i>Two adults and five children</i> Which are there more of: guests or members of the family? How many more? <i>One more family member than guests</i></p> <p><b>Finger practice</b></p>	<p>Whole class activity. The picture is displayed or projected on the wall / screen. Free talk first, then T tells the story. Pupils have copies.</p> <p>Individual drawing. One at a time. Monitored, helped (and not corrected!). Praising. Show a drawing on the picture.</p> <p>Whole class activity. Check on picture. Agreement, feedback, praising</p> <p>Talk about times when their families paid visits and when they had guests at their homes.</p> <p>E.g. rolling a ribbon/tape or singing a song / saying a verse with finger practice</p>
<p><b>2</b></p> <p><b>20 min</b></p>	<p><b>Routes</b> (<a href="#">R, page 33, picture 2</a>) T: Look at your copy. In how many ways can the ant reach the ant-hill? <i>Three</i> Draw the routes in different colours but make sure that your lines do not touch the sides of the paths.</p>	<p>Each pupil has a copy.</p> <p>Individual work. Monitored, helped, praising.</p>
<p><b>3</b></p>	<p><b>Mugs</b> (<a href="#">R, page 33, picture 3</a>) T: Look at the picture and find your copy.</p> <p>What can you see on the picture? <i>Mugs</i> How many mugs are coloured? <i>Seven</i> How many mugs are not coloured? Clap their number ...now! (<i>Seven</i>)</p> <p>Draw over the grey lines.</p> <p>Note where the green mugs are. ... Now cover up the left-hand side of the picture. Colour in green the mugs in the matching position on the right-hand side.</p>	<p>The picture is displayed or projected on the wall / screen. Pupils have their copies. Whole class activity.</p> <p>T asks and/or explains symmetry on picture.</p> <p>Individual work. Monitored, helped, corrected, praising</p> <p>Individual work. Monitored, helped.</p>

<p>30 min</p>	<p>How many green mugs did you draw? <i>One</i> Describe its position on the right-hand side. <i>Low-left</i></p> <p>Note which mugs are not green. Colour in the mugs in the matching position on the right-hand side.</p>	<p>Discussion. Display each solution on the screen. Agreement, feedback, praising (Pupils may try to draw them after covering)</p>
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<b>R</b>	<p>R: Counting and operations up to seven  <b>C: Counting up to eight</b>  E: Drawing ~ lines. The seasons</p>	<i>Lesson Plan</i> <b>33</b>
<p><b>Activity</b> <b>1</b></p> <p style="text-align: right;"><i>10 min</i></p>	<p><b>Song or ditty for counting</b>  T: Let's sing (tell) this song (ditty) together.  Repeat it, (e.g.) row A (B). X, (Y) repeat it.</p> <p><b>Counting out eight items</b>  T: Let us put down eight peas (coins) onto the desk. Let us do it together and all count out loud. ... One, two, three, four, five, six, seven, eight.  Count up to eight now with your fingers.</p> <p><b>Drawing eight sticks</b>  T: Ben has learned to count even further, up to eight. Draw five blue sticks first, then draw some red sticks to make eight sticks in all. How many red sticks did you draw? <i>Three</i></p>	<p style="text-align: center;"><b>Notes</b></p> <p>Whole class activity  T observes who cannot yet count up to eight (nine and ten).</p> <p>Monitored, helped, corrected.  Praising.  T shows it and observes Ps.</p> <p>Individual work.  Monitored, helped, corrected.  Discussion on BB.  Agreement, feedback, praising</p>
<p><b>2</b></p>	<p><b>Winter</b> (<a href="#">R, page 35, picture 1</a>)  T: Look at this picture. What season is it? <i>Winter</i>  What does the family do in winter?  Let us list the seasons ...now! <i>Spring, Summer, Autumn and Winter.</i></p> <p>How many people are on the picture? <i>Eight</i>  How many children are there? <i>Six</i>  How many adults are there? <i>Two</i>  How many people are facing to the right on the picture? <i>Six</i>  How many are looking to the left? <i>Two</i>  How many trees are on the picture? <i>Eight</i>  How many trees do not have leaves? <i>Three</i>  Why? <i>Because their leaves have fallen down in the autumn</i>  How many trees do have leaves? <i>Five</i></p> <p>How many people are sledging? Shout it ...now! <i>One</i>  How many of them are not sledging? Clap it ...now! (<i>Seven</i>)  How many people are skiing? Knock it ...now! (<i>Four</i>)  How many people are not skiing? Shout it ...now! <i>Four</i>  How many people are building a snowman? ... <i>Two</i>  How many are not? Clap it ...now! (<i>Six</i>)</p> <p>What is there one of in the picture? <i>One snowman, one sledge, one adult man, one adult woman, one snowball, etc.</i>  What are there two of in the picture? <i>Two adults</i>  What are there three of in the picture? <i>Three leafless trees</i>  What are there four of in the picture? <i>Four skiing people</i>  What are there five of in the picture? <i>Five pine-trees</i></p>	<p>The poster is displayed or projected on the wall / screen.  Talk about winter and the other seasons.</p> <p>Counting together if needed  Agreement, feedback, praising.</p> <p>Help them if needed.</p> <p>(Deciduous and evergreen trees)</p>

25 min	<p>What are there six of in the picture? <i>Six children</i></p> <p>What are there seven of in the picture? <i>Seven children or women</i></p> <p>What are there eight of in the picture? <i>Eight people</i></p> <p>Who is wearing a red scarf? <i>The sledging child</i></p> <p>What colour is Father's hat? <i>He is not wearing a hat</i></p> <p>Find ~ lines in the picture. Draw over them in blue.</p> <p>How many ~ lines did you find? <i>Four</i></p>	<p>Laughing</p> <p>Individual drawing on copies. Monitored, helped, praising Agreement, feedback, praising</p>
30 min	<p><b>3</b> <b>Animals</b> (<a href="#">R, page 35, picture 2</a>)</p> <p>T: Look at the picture. Let us talk about it. (<i>Swallow, fox, stork, cockerel, hedgehog, dog, cat, bird</i>)</p> <p>How many animals are on the picture? Show it ...now! (<i>Eight</i>)</p> <p>How many of them sleep (hibernate) through the winter? <i>One, the hedgehog</i></p> <p>How many of them do not sleep through the winter? <i>Seven</i></p> <p>How many birds are in the picture? <i>Four</i></p> <p>How many four-legged animals are there? <i>Four</i></p> <p>How many of them are domestic animals? <i>Three</i></p> <p>How many are not domestic? <i>Five</i></p> <p>How many migrate? <i>Two</i></p> <p>Which animals are looking to the right of the picture? <i>The swallow and the cockerel</i></p> <p>Which animals are looking to the left of the picture? <i>The fox, stork, hedgehog and the bird</i></p>	<p>Picture is displayed on wall. Pupils have copies of the picture. Whole class activity.</p> <p>(Discussion about others) Agreement, feedback, praising</p> <p>Listing</p> <p>The swallow and the stork</p>

<b>R</b>	<p>R: Counting and operations. More, less, equal  <b>C: Counting up to eight</b>  E: Preparation for writing. The seasons</p>	<i>Lesson Plan</i> <b>34</b>
<p><b>Activity</b> <b>1</b></p> <p style="text-align: right;"><i>10 min</i></p>	<p><b>Spring</b> (<a href="#">R, page 36, picture 1</a>)  T: Look at this picture. Let's talk about it. (<i>Tulips, violets, snowdrops, ladybirds, bees, butterflies</i>)  What happens in spring-time?</p> <p>How many butterflies are in the picture? Shout it ...now!  <i>Three</i>  How many bees are in the picture? Clap it ...now! (<i>Three</i>)  Which are there more of? <i>There are the same number of butterflies and bees</i></p> <p>How many ladybirds are there? Knock it ...now! (<i>Two</i>)  Which are there more of: butterflies or ladybirds? Shout it ...now! <i>There are more butterflies than ladybirds</i>  How many more? <i>There is one more butterfly than ladybird</i></p> <p>How many insects are there altogether? <i>Eight</i>  How many flowers are in the picture? <i>Eight</i>  Which are there fewer of: insects or flowers? <i>Their number is equal to each other. There are the same number of insects and flowers</i></p> <p>For which flower is there the same number of butterflies?  <i>The violets</i></p>	<p style="text-align: center;"><b>Notes</b></p> <p><a href="#">POSTER 19</a>  Poster is displayed on wall.  Pupils have copies of the picture. Whole class activity.</p> <p>Then a pupil counts them on the poster. T demonstrates.  Agreement, feedback, praising  Illustrate it by matching, too!</p> <p>In whole sentences, together with T.  Check it by matching, too!  Agreement, feedback, praising</p>
<p style="text-align: center;"><b>2</b></p> <p style="text-align: right;"><i>25 min</i></p>	<p><b>Easter eggs</b> (<a href="#">R, page 36, picture 2</a>)  T: Look at the picture. Let us talk about it.  How many Easter eggs are there in the row? <i>Six</i></p> <p>Draw over the grey lines.</p> <p>Colour the eggs red, blue and yellow to make the patterns look different.</p>	<p>Picture is displayed. Pupils have own copies.</p> <p>Individual work. Monitored, helped, corrected.</p> <p>Individual work. Monitored.  Display all the six possible cases which keep the pattern and involve two different colours.  (Try to make pupils check for themselves from the picture. Observe who is already able to do that.)  Agreement, feedback, praising</p>

<p><b>3</b></p> <p><i>30 min</i></p>	<p><b>Ann's clothes</b> (<a href="#">R, page 36, picture 3</a>)  T: Look at this picture. Let's talk about it. (<i>Girl, Ann, sweater, cap, Wellington boots, snowboots, glove, coat, swimming costume, skirt, sandals</i>)  How many items of clothing are on the picture? Count as many as you can.  Let us count the items altogether.</p> <p>Which of them might be worn by Ann in spring (summer, autumn, winter)?</p>	<p>Picture is displayed. Pupils have own copies.  Whole class activity.</p> <p>Count loudly altogether on the picture. Observe their existing counting knowledge. Praising only.  There are 14 items if we count each shoe and also the underwear. (11 if the shoes are counted in pairs.)</p>
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<b>R</b>	<p>R: Counting up to eight  <b>C: Adding, completing and taking away</b>  E: Observational and mental skills</p>	<i>Lesson Plan</i> <b>36</b>
<p><b>Activity</b> <b>1</b></p> <p style="text-align: right;"><i>10 min</i></p>	<p><b>Mental operations</b>  T: Listen to the story and the questions. Think of the answer to each question but don't say it until I ask you.  a) Four children have been sitting on the chairs... then another four children joined them.  How many children are there now?  Knock this number ... now! (<i>Eight</i>)  Who agrees / disagrees?  Who was right (Who knocked eight)?  Let us show this. Come A, B, C and D and sit down. Come E, F, G and H. Count them X.</p> <p>b) Eight rabbits were playing in the clearing, then three of them ran away to the wood. How many rabbits are there in the clearing now?  Clap this number ... now! (<i>Five</i>)  Explain it, ...B. <i>There were eight rabbits; three went away, so five rabbits remained.</i>  Who agrees / disagrees?  Who was right (clapped five)?  Let us show it. ...</p> <p>c) Seven turtles are climbing into the lake... A turtle is already in the water. ... How many turtles are there altogether?  Show this number ...now! (<i>Eight</i>)  Explain it, ...C. <i>Seven plus one is eight.</i>  Who agrees / disagrees?  Who was right (showed eight)?  Let us show it ...</p> <p>d) Sue had two shells, then found six additional shells on the beach. How many shells does she have now?  Knock this number ...now! (<i>Eight</i>)  Explain it, ...D. <i>Two shells and six shells make eight shells.</i>  Who agrees / disagrees?  Who was right (showed eight)?  Show this with shells on your desk ...</p>	<p style="text-align: center;"><b>Notes</b></p> <p>Whole class activity.  Allow enough time for thinking. Let pupils count with their fingers (or other things)</p> <p>Feedback, agreement, praising</p> <p>Repeat the procedure.</p> <p>Help explanation, reasoning.  Let them show it with fingers.</p> <p>Showing with fingers allowed.</p> <p>Finger counting allowed.</p>

<p>2</p> <p>20 min</p>	<p><b>Harvesting grapes</b> (<a href="#">R, page 38, picture 1</a>)  T: Look at the picture. Let's talk about it.  (Autumn, house, tree, leaves, grandparents, family, dog, grapes, buckets)  In which season are grapes harvested? <i>In the autumn</i>  What happens to the trees in autumn? <i>Their leaves fall down (except evergreen trees)</i>  How many trees can you see in the picture? <i>One</i>  How many people are in the picture? <i>Six</i>  How many have gone into the wine-press building? <i>One</i>  How many have stayed outside? <i>Five</i>  How many children are there? Shout it ...now! <i>Two</i>  How many adults are there? Show it ...now! (<i>Four</i>)  How many people would there be if two more came to help? Shout it ...now! <i>Eight</i>  How many leaves are in the picture? Clap it ...now! (<i>Eight</i>)  How many more buckets are needed to make eight buckets in all? Show it ...now! (<i>Five</i>)  Draw the missing buckets.</p>	<p>The picture is displayed or projected on the wall / screen. Talk about what the family does in the autumn.</p> <p>Free talk first, then T asks questions.  Agreement, feedback, praising</p> <p>Observational and comprehension skills are developed.</p> <p>Reasoning.</p> <p>Pupils have their copies  Individual work. Monitored, helped, corrected.  Agreement, feedback, praising</p>
<p>3</p> <p>30 min</p>	<p><b>Fruits</b> (<a href="#">R, page 38, picture 2</a>)  T: Look at the picture and find your copy.  How many pieces of fruit are in the picture? <i>Eight</i>  How many of them ripen in autumn? <i>Three (apple, plum, walnut)</i>  How many of them ripen in summer? <i>Five (strawberry, water melon, cherry, apricot, tomato)</i></p> <p>In which row are there more pieces of fruit: in the top row or in the bottom row? <i>The same number of pieces in the two rows (four - four)</i>  How many of these fruits grow on trees? <i>Five (apple, plum, walnut, cherry and apricot)</i>  How many of them grow on plants? <i>Three (strawberry, water melon and tomato)</i></p> <p>Which fruit do you like most?  Why is it important to eat fruit?</p>	<p>The picture is displayed or projected on the wall / screen. Pupils have their copies.</p> <p>(Consider different answers, e.g. Some varieties of strawberry may ripen in spring; the tomato is a fruit but is often referred to as a vegetable in cooking; there are summer apples, etc.)</p> <p>Discussion on healthy eating</p>

<b>R</b>	<p>R: Counting up to eight  <b>C: Mental operations</b>  E: Familiarisation with the concept of zero</p>	<i>Lesson Plan</i> <i>37</i>
<p><b>Activity</b> <b>1</b></p> <p style="text-align: right;"><i>10 min</i></p>	<p><b>Animals and legs</b> (<a href="#">R, page 39, picture 1</a>)  Look at the picture. What can you see on it? (<i>Bird, ladybird, cat, frog, spider, duck, ant, snail</i>)  How many legs does each creature have? (<i>The pigeon and the duckling have two legs. The cat and the frog have four legs. The ladybird and the ant have six legs. The spider has eight legs. The snail has no legs.</i>)</p> <p>Draw as many sticks in the box as there are legs on the creature.  How many sticks did you draw in each box?</p> <p>How many animals are there altogether? <i>Eight</i>  How many of them are looking to the right? <i>Six (or five)</i>  How many of them are looking to the left? <i>One</i>  Which animals have two legs? <i>Pigeon and duck</i>  Which animals have four legs? <i>Cat and frog</i>  Which animals have six legs? <i>Ladybird and ant</i>  Which animals have eight legs? <i>Spider</i></p> <p>Which animal has as many legs as the frog? <i>Cat</i>  Which animal has as many legs as the ladybird? <i>Ant</i></p> <p>How many legs does a snail have? <i>It has not got any legs. It has zero legs.</i></p> <p>How many legs does a bird have? <i>Two</i>  How many birds have four legs altogether? <i>Two birds</i></p>	<p style="text-align: center;"><b>Notes</b></p> <p>Picture is displayed on wall.  Pupils have copies.</p> <p>Whole class discussion first.  Agreement, feedback, praising</p> <p>Individual work.  Monitored, helped.  Check on picture.  Agreement, feedback, praising</p> <p>Whole class activity.  Reasoning on picture.  Agreement, feedback, praising</p> <p>T explains the concept of zero / nil if pupils have not encountered it before.</p> <p>Whole class reasoning</p>
<p><b>2</b></p> <p style="text-align: right;"><i>30 min</i></p>	<p><b>Animals from plasticine</b> (<a href="#">R, page 39, picture 2</a>)  T: Look at the picture. What can you see in it? (<i>Bird, dog, turtle, cat, mouse</i>)  You can make different animals from plasticine. Form one of these or make another of your favourite animals.</p>	<p>Whole class talking first.</p> <p>Individual or paired work.  Monitored, helped. Praising</p>

<b>R</b>	<p>R: Counting and operations up to eight  <b>C: Preparation for the concept of even numbers</b>  E: Ability to cooperate and to follow rules</p>	<p><i>Lesson Plan</i>  <b>38</b></p>
<p><b>Activity</b>  <b>1</b></p> <p style="text-align: right;"><i>10 min</i></p>	<p><b>Song or ditty for counting</b>  T: Let's sing (tell) this song (ditty) together.</p> <p><b>Counting out eight items</b>  T: Let's put down eight peas (coins) onto the desk. Listen, let's do it together and count out together. ... One, two, three, four, five, six, seven, eight.  Count up to eight now with your fingers.</p> <p><b>Mental operations</b>  a) Two apples and three plums were on the table. We put two oranges on the table. How many pieces of fruit are there now? <i>Seven (Two and three is five; Five and two is seven)</i></p> <p>b) Ian has eight marbles in his hand. He gives two marbles to his sister. How many marbles remain in his hand? <i>Six</i></p>	<p><b>Notes</b></p> <p>Whole class activity  T observes who cannot yet count up to eight (nine and ten).  Monitored, helped, corrected  Praising.  T shows, and observes Ps.</p> <p>Individual or whole class.  Reasoning with coins.  Agreement, feedback, praising</p>
<p style="text-align: center;"><b>2</b></p> <p style="text-align: right;"><i>30 min</i></p>	<p><b>Game 6 (Birds) (<a href="#">R, page 40</a>)</b>  T: Look at the picture and find the game items on your desk. There are pairs of buttons joined up with strong thread. These will be the two feet of a bird.</p> <p>Rule:  Put both feet on your coloured spaces. Play the game in pairs first.  Take turns to throw a dice. You may take one step at a time with alternate feet for the number of steps shown on the dice. But you can move only if both feet are in the same space.</p> <p>If you step on a space which is occupied by another pair of feet, then the other bird must move forward one space.</p> <p>The winner is the player who reaches his or her starting (home) position first.  You are allowed to step onto your home position only if you throw the exact number needed.</p>	<p>Picture is displayed on wall.  Pupils have copies of the picture.</p> <p>(i.e. the last number thrown was even)</p> <p>T demonstrates the game.</p> <p>Game in pairs  Monitored, helped, praising.  Be their judge where needed.  Game in threes or fours.</p>

<b>R</b>	R: Counting and operation up to eight <b>C: Counting up to nine</b> E: Composition of nine. Writing the line J	<i>Lesson Plan</i> <b>39</b>
<b>Activity</b> <b>1</b>	<p><b>Zoo</b> (<a href="#">R, page 41, picture 1</a>) T: Look at this picture. Let's talk about it. What kind of animals do you see on the picture? <i>Giraffes and elephants</i></p> <p>Ben has learned to count even further. Let us count the circles on the black / white board altogether ...now! <i>One, two, three, four, five, six, seven, eight, nine</i> Up to what number can he count? <i>Nine</i> Show nine fingers ...now!</p> <p>Draw in the correct number of red sticks to make nine sticks altogether. How many sticks did you draw? <i>Six</i></p> <p>How many animals are in the picture? Shout the number ...now! <i>Nine</i> How many giraffes are there? Clap it ...now! (<i>Five</i>) How many elephants are there? Show it ...now! (<i>Four</i>) How many animals are there altogether? <i>Eight</i></p> <p>There are nine giraffes in the Zoo. How many have gone into the stable? <i>Four</i> How many giraffes are looking to the right? <i>Four</i> How many giraffes are looking to the left? <i>One</i> Which giraffe from the left is the tallest? <i>The fourth one</i></p> <p>There are nine elephants in the Zoo. How many have gone into the elephant house? <i>Five</i> Which elephant from the right is the tallest? <i>The fourth one</i></p> <p>Find J lines on the picture and draw over them in colour.</p>	<p><b>Notes</b></p> <p>Picture is displayed on wall. Pupils have copies of the picture. Whole class activity. Talk about the animals of this country, other countries, other continents.</p> <p>In chorus</p> <p>Or counting in chorus again if needed. Individual completing of sticks. Agreement, feedback, praising</p> <p>Whole class activity Check on picture. Agreement, feedback, praising</p> <p>Etc. Ordinal numbers</p> <p>Individual work on copies. Monitored, helped, corrected.</p>
15 min	<p><b>2</b></p> <p><b>Coat-hooks</b> (<a href="#">R, page 41, picture 2</a>) T: Look at the picture. Let us count the coat-hooks together ...now!</p> <p>Draw over the grey lines. Draw a red scarf on the coat-hook which is second from the left. Draw a blue scarf on the coat-hook which is third from the right.</p>	<p>Picture is displayed. Pupils have own copies. Whole class activity</p> <p>Individual work. Monitored, helped. Check on picture. Agreement, feedback, praising</p>

<i>30 min</i>	Draw two green hats, each on a different coat-hook.  How many coat-hooks are empty? <i>Five</i>	Whole class activity. Agreement, feedback, praising
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<b>R</b>	<p>R: Counting and operations  <b>C: Counting up to nine</b>  E: Positions. Ordinal numbers</p>	<p><i>Lesson Plan</i>  <b>40</b></p>
<p><b>Activity</b>  <b>1</b></p> <p><i>15 min</i></p>	<p><b>In the Playground</b> (<a href="#">R, page 42, picture 1</a>)  T: Let us look at this picture.</p> <p>How many children are in the picture? Shout it ... now! <i>Nine</i>  How many boys are there? Knock it ...now! (<i>Five</i>)  How many girls are there? Clap it ...now! (<i>Four</i>)  How many children are playing with the ball?  Show it with your fingers...now! (<i>Three</i>)  How many children are not playing with the ball?  Show it ...now! (<i>Six</i>)  How many children are swinging? Shout it ...now! <i>Two</i>  How many children are not swinging? Count them. <i>Seven</i>  How many children are playing in the sand? Knock it ...now!  <i>One</i>  How many children are not playing in the sand? Count them.  <i>Eight</i></p> <p>How many children are looking to the right? Knock it ...now!  (<i>Two</i>)  How many children are looking to the left? Clap it ...now!  (<i>Five</i>)</p> <p>In which part of the picture is the sand-pit? <i>The sand-pit is in the bottom left part of the picture.</i>  In which part of the picture is the slide? <i>The slide is in the bottom right part of the picture.</i>  In which part of the picture is the swing? <i>The swing is in the top right part of the picture.</i>  In which part of the picture is the pine-tree? <i>The pine-tree is in the top left part of the picture.</i></p> <p>How many children will be on the swings if two of them leave? <i>Zero</i>  How many children will be on the slide if two of them leave?  <i>One</i>  How many children will be playing with the ball if one of them leaves? <i>Two</i></p> <p>How many children will be in the play-ground if three children leave and two children arrive? <i>Eight</i></p>	<p style="text-align: center;"><b>Notes</b></p> <p><a href="#">POSTER 20</a>  Poster is displayed on wall.  Free talking first on playing and social behaviour.</p> <p>Whole class activity.  Agreement, feedback, praising</p> <p>Accept any relevant answer</p> <p>Explanation step by step.  Show it with pupils, too.</p>

<p>2</p> <p><b>Umbrellas</b> (<a href="#">R, page 42, picture 2</a>)</p> <p>T: Look at the picture. Draw over the grey lines in brown.</p> <p>Colour red the umbrella in the middle. Colour yellow the umbrella which is second on the left of the red one. Colour blue the umbrella which is third on the right of the red one. Colour green the umbrella which is between the red one and the yellow one.</p> <p>There were nine umbrellas altogether. How many have been taken away?</p> <p><i>30 min</i></p>		<p>Picture is displayed on the wall</p> <p>Individual work. Monitored, helped, corrected. (Ask on their position) Check on picture. Agreement, feedback, praising</p> <p>Whole class activity. Agreement, feedback, praising</p>
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