D	R : Counting up to ten	I a man a su D1 ma
R	C: Decomposition of ton	Lesson Plan
	E: Observational skills Orientation	51
Activity		Notas
Acuvuy 1	Hide and seek (<i>R</i> , <i>page 50</i> , <i>picture 1</i>) T: Look at the picture. Let's talk about it. (<i>Cat, mice, tree, bush, ball</i>)	The picture is displayed or projected on the wall / screen. Pupils have copies.
	How many plants are in the picture? Shout itnow! <i>Three</i> How many animals are in the picture? Shout itnow! <i>Six</i> How many living things are there? <i>Nine</i> How many animals are looking to the right? <i>Two</i> How many animals are looking to the left? <i>Three</i>	Whole class activity. Check on picture. Agreement, feedback, praising
	What is in the lower right-hand corner of the picture? <i>A mouse</i> Where is the kitten? <i>It is on the fence</i> .	Or a ball
	Pixie, the mouse is in the lower left-hand corner of the picture.Where is Pixie?Find Pixie and draw a piece of cheese in front of him.	Individual drawing. Monitored, helped. Discussion on poster. Feedback, praising
	How many mice have run away if there were ten mice altogether? Shout itnow! <i>Five</i> How many mice would have run away if there were no mice left? <i>Ten</i>	Whole class activity. Explanation, agreement, feedback, praising
15 min	Draw over the grey lines in colour.	Individual work. Monitored, helped, corrected. Praising
		Distance in disculatory days and
2	Finger practice	Pupils have their copies. E.g. rolling a ribbon/tape or singing a song / saying a verse
		with finger practice
	Draw over the grey lines. Colour in on the second flower: the part which is red on the first flower should be yellow on the second flower; the part which is yellow on the first flower should be red on the second flower;	Individual work. Monitored, helped, corrected. Praising. (Show what to draw over) Check on picture. Agreement, feedback, praising
	the part which is green on the first flower should be green on the second flower also.	

	Colour in the third flower:	
	the part which is yellow on the second flower should be blue	
	on the third flower;	
	the part which is red on the second flower should be yellow	
	on the third flower;	
	the part which is green on the second flower should be green	
	on the third flower also.	
30 min		

R	R: Counting up to ten	Lesson Plan
	C: Familiarisation with geometric shapes	52
	E: Observation. Short term memory	52
Activity	· · · · · ·	Notes
1	Mouse and Cheese (R, page 51, picture 1)	Picture is displayed on wall.
_	T: Look at the picture. Let us talk about it. (Four parts, mice,	Pupils have copies.
	cheese, maze)	Whole class activity.
	Let's say that the lines are fences which the mice cannot	
	cross.	Check on picture.
	Which mouse can get the cheese?	Agreement, feedback, praising
		(Can)
	Who found that the first mouse can get the cheese?	
	Who found that the first mouse cannot get the cheese?	
	Come A and show it on the poster.	
	Who found that the second mouse can get the chaose?	
	Who found that the second mouse cannot get the cheese?	(Cannot)
	Come B and show it on the poster	
	Come D and show it on the poster	
	Who found that the third mouse can get the cheese?	(Cannot)
	Who found that the third mouse cannot get the cheese?	(Culliot)
	Come A and show it on the poster	
	1	
	Who found that the fourth mouse can get the cheese?	(Can)
	Who found that the fourth mouse cannot get the cheese?	
	Come A and show it on the poster	
	Draw in the mouse's path.	Individual work. Monitored,
15 min		helped. Praising.
2	$C_{\rm algurad}$ shapes $(B_{\rm angles}, 51_{\rm angles}, 2)$	Distura is displayed on well
2	Coloured shapes (<i>R</i> , <i>page 51</i> , <i>picture 2</i>) T: Look at the picture What een you see on it? E.g. Shapes	Picture is displayed on wall.
	forms: circles triangles and squares	r upits have copies.
	jorms, circles, triangles and squares	
	How are the circles coloured? Red and blue	Whole class activity.
	Into how many equal parts are the circles divided? In two	Agreement, feedback, praising
	equal parts. (Halved)	
	Where is the red half in each circle? Left, right, top, left,	
	bottom.	
	Look at the first circle in the row.	
	Cover it up now, and tick the circle which is exactly the	Individual colouring.
	same.	Monitored, helped, corrected.
	Which circle did you tick? <i>The fourth circle (from the left)</i>	Check on picture.
		Agreement, feedback, praising
	How are the triangles coloured? Ded will an and and	Similar procedure
	Into how many equal parts are the triangles divided? In three	Similar procedure
	and now many equal parts are the triangles divided? In Inree	
	Look at the first triangle in the row	
1	Look at the mot that that is in the row.	1

		Cover it up now, and circle the triangle which is exactly	
		the same. Which triangle did you circle? <i>The third triangle (from the</i>	
		left)	
		How are the squares coloured? <i>Red, yellow, green and blue</i>	
		Into how many equal parts are the squares divided? In four	
		equal parts. Where is the vallow question on each? The left ten left ten	
		<i>left, top-left</i>	
		Look at the first square in the row.	
		Cover it up now, and circle the square which is exactly the	
		same.	
		Which square did you circle? <i>The fifth square (from the left)</i>	
		How many circles are there? <i>Five</i>	Whole class activity.
		How many circles and triangles are there altogether? Ten	Check on picture.
		How many circles and squares are there altogether? Ten	Agreement, feedback, praising
		How many triangles and squares are there altogether? Ten	
		How many shapes are in the first column? <i>Three</i>	
		How many shapes are there in the first two columns? Six	
ĺ		How many shapes are there in the first three columns? <i>Nine</i>	
ĺ			
ĺ		How many half circles are there in the first row? Ten	
Ĺ	30 min		

D	R. Counting up to ten	Lasson Dlan
K	C: Geometric shapes	Lesson Fian
	E: Ability to analyse	53
Activity		Notes
1	Shapes in Shapes (R, page 52, picture 1)	POSTER 22
-	T: Look at this picture. Let us talk about it. (Four large	Poster is displayed on wall.
	shapes, small shapes inside. Circle, triangle, quadrilateral,	Pupils have copies of the
	trapezoid, parallelogram, rectangle, deltoid, rhombus,	picture.
	square, pentagon, hexagon)	Whole class activity.
	How many triangles do you see in the picture? Shout it	Check on poster.
	now! Four (Inree small and a large triangles. One, two,	Agreement, feedback, praising
		(Ask them for whole sentence
	How many circles do you see? Show itnow! (Five) (Two, zero, two, one in order)	answers.)
	Which are there more of, triangles or circles? <i>Circles</i> How many more? <i>Two more circles than triangles</i>	
	How many triangles would there be if we were to draw in as many as there are already? <i>Eight</i>	
	How many more circles should be drawn to make ten altogether? <i>Five more</i>	
	How many quadrilaterals are in the picture? <i>Nine (One, two,</i>	
	three, three in order)	
	How many more should be drawn to make ten altogether?	
	One more	
	What are there more of: quadrilaterals or triangles?	
	Quadrilaterals	
	How many more? Five more quadrilaterals than triangles	
	Are there more circles or more quadrilaterals? <i>There are</i>	
	more quadrilaterals than circles	
	How many more? Four more quadrilaterals than circles	
15 min		
•		
2	Look at the picture	Picture is displayed on wall.
	You can make a little mouse out of paper	Fupils have copies.
	Cut out the shape shown on the picture from a strip of paper.	Individual work.
	Draw the mouth and eyes on the shape.	(Or cut the shapes for them in
	Fold over the top and stick the folded part as shown.	advance.)
	Fold up the ears on the sides and curve the tail.	Monitored, helped, praising
	Now the mouse is complete!	
30 min	make up a story about your mouse.	

P	R: Counting up to ten	Lesson Plan
IN	C: Mental operations	51
	E: Cooperation. Following of game rules	54
Activity		Notes
1	Mental operation	
-	a) Ann and Ben harvested apple. Ann collected six boxes of	Whole class activity.
	apples and Ben collected four boxes.	Explaining reasoning
	How many apples did they collect altogether? <i>Ten boxes</i>	Agreement, feedback, praising
	Explain it, A. Six boxes and four boxes make ten boxes.	(Volunteers or chosen)
		(volunteers of enosen)
	Put six red coins and four blue coins on your desk.	
	How many more red coins are there than blue coins? <i>Two</i>	Also explain it using pairing
	more	
	b) Mary found nine chestnuts. How many other chestnuts	Similar procedure
	should she collect to have nine chestnuts in total? None /	Laughing
	zero	
	Explain it, C. E.g. Nine chestnuts equal to nine chestnuts.	
	c) Mickey Monkey ate one banana first, then four bananas	
	and then five bananas. How many bananas has Mickey eaten?	
	Model it with counters.	
	Shout it now! Ten	
	Explain it, D. One and four and five make ten altogether.	
10 min		
2	Game 9 (Mice) (R, page 53, picture 1)	The picture is displayed or
	T: Look at the poster and find the two dice and the counters	projected on the wall / screen.
	on your desk. This is a game for two, three or four players.	Pupils have their copies.
	First, pupil A, help me show the game to the class.	T demonstrates the game.
	Rules:	Then games in pairs.
	Take two dice and as many counters of different colours as	Monitored, helped, praising.
	there are players.	Be their judge where needed.
	The mice would like to get to the mouse-hole as fast as	
	possible.	
	Put a counter on your chosen mouse.	
	Throw both dice.	
	You may choose either of the numbers shown on the dice to	
	move your counter.	
	If you land on a space which has an arrow pointing away	
	from it, you must move your counter in the direction of the	
	arrow: forwards or backwards.	
	If you land on a space which is occupied by another player,	
	you move one space ahead.	

	You can only enter the mouse-hole by throwing exactly the number needed. If not, you lose that turn and must wait for your next turn.	
	The winner is the player who enters the mouse-hole first.	
	Now play the game with your partner.	
30 min		

R	R: Counting up to ten	Lesson Plan
	C: Ordinal numbers. Drawing circle line	55
	E: Preparation for writing. Observational skills	55
Activity		Notes
1	Books (R, page 53, picture 2)	POSTER 7
_	T: Let's look at this picture. Talk about it. (Clock, ball, traffic	Poster is displayed on wall
	light, family, car, van, lorry, vehicle, zebra crossing, road.	Pupils have their copies
	pavement. shop-window. brick)	r upits have then copies.
	How many people are in the picture? Shout it now! Four	Whole class activity
	(Mother Father Ann and Ben)	Count altogether if needed
	How many vehicles are there? Shout it now! <i>Five</i>	Charles it on poster
	How many cars are facing left? Clan it now! (Three)	A successful for the set of the s
	How many cars are facing right? Shout it now! Two	Agreement, leedback, praising
	How many cars are facing right: Shout it now! Two	Talk about codes for traffic
	What a low is the first are going left? Shout it now!	and pedestrians.
	What colour is the first car going left? Shout it now!	
	Velocity is the second car aging right? Shout it rows	
	what colour is the second car going right? Shout it now!	
	Diue	
	How many halls are in the shop window? Vnoak it now!	
	(Three)	
	(Inree)	
	How many balls have been sold if there were ten balls	
	before? Count it with coins or your fingers. Show it now!	
	(Seven)	
	How many clocks are in the shap window? Show it now!	
	How many clocks are in the shop-window? Show it now!	
	(One)	
	How many more clocks should we put there if we want ten	
	clocks to be in the window? Find it out with coins. Shout it	
	now! Nine	
	What do you think is sains to hannes and 9	
	w hat do you think is going to happen soon?	
	Tell us about itA. The traffic light will turn green for	
	pedestrians. The cars before the zebra-crossing must stop.	
	The family may cross the road.	
	Find the simple lines on the misture Duran even them in 1	
	Find the circle lines on the picture. Draw over them in colour.	Individual work. Help each
		pupil with pencil holding and
		one movement.
		Check the circles on poster.
		Agreement, feedback, praising
15 min		

2	Animals (<i>R</i> , page 54, picture 1) T: Look at the picture and find your copy. Draw over the grey lines.	Picture is displayed on wall. Pupils have copies. Individual work. Monitored, helped, corrected.
	there.	Praising.
	Or copy the animals of the upper row to the lower row.	
	Name the animals of the upper row. <i>Bear, Cat, Hen, Hedgehog</i> .	
25 min		
3	 Sequence of solids Put a pyramid, a cube and cylinder in order. Continue the sequence. How did you continue it, A? <i>Pyramid, cube, cylinder, pyramid, cube, cylinder</i> B? <i>Cube, pyramid, cube, cylinder, cube, pyramid</i> C? <i>Cylinder, cube, pyramid, pyramid, cube, cylinder</i> 	Pupils have enough solids to work with. Individual work. Monitored. Discussion. Feedback. Praising for any (reasoned) pattern.
30 min		

R	R: Counting up to ten	Lesson Plan
N	C: Basics of mathematical operations up to ten	56
	E: Observational skills. Orientation. Drawing circles	50
Activity	 E: Observational skills. Orientation. Drawing circles Nine ladybirds (<i>R</i>, page 56, picture 2) T: Look at the picture. Draw over the grey lines in red. How many ladybirds are in the picture? Countand shout itnow! Nine How many of them are in each row? Shout itnow! Three Draw four dots on the ladybird in the middle of the top row. Draw one less dots on the ladybird to the right of it. How many dots have you drawn on it? Three In the top row, draw one dot more on the first ladybird than there are on the ladybird beside it. How many dots have you drawn on the first ladybird in the top row? Five Draw two dots on the ladybird to the left of it. How many dots have you drawn? Zero Draw two dots more on the middle ladybird. How many dots have you drawn? Four Draw as many dots on each of the ladybirds in the bottom row as there are altogether on the two ladybirds above it. How many dots have you drawn on the first ladybird in the bottom row? Five (Five and zero make five) How many dots have you drawn on the middle ladybird in the bottom row? Five (Five and zero make five) 	30NotesPicture is displayed on wall.Pupils have copies.Individual work. Monitored,helped, corrected. Praising.Whole class activity.Check on picture.Agreement, feedback, praisingIndividual work. Monitored,helped.Check on picture.Agreement, feedback, praisingLaughing
	the bottom row? <i>Six (Four and two make six)</i> How many dots have you drawn on the last ladybird in the bottom row? <i>Seven (Three and four make seven)</i>	
10 min		
2	Mosaics (R, page 55, picture 1)	Picture is displayed on wall. Pupils have their copies
	Finger practice	E.g. rolling a ribbon/tape or singing a song / saying a verse with finger practice
	Draw over the grey lines.	Individual work. Monitored, helped, corrected. Praising.
20 min	Which missing part goes where? Join them up.	(Show what to draw over) Check on picture. Agreement, feedback, praising
20 mm		a, receiver, pressing

3	 Sequence of things T: Put a shell, a dice and a nut in this order on your desk. Continue the sequence. What is your sequence, A? Shell, dice, nut, dice, shell, dice, nut, dice, shell, dice, nut, dice What is your sequence, B? Shell, dice, nut, nut, dice, shell, shell, dice, nut, nut, dice, shell What is your sequence, C? Shell, dice, nut, shell, dice, nut, shell, dice, nut, shell, dice, nut 	Pupils have enough items. Individual work. Monitored. Discuss each pattern. Praising for any (reasoned) pattern.
	Number sequences up and down T: Follow me with the sequence One, two, three, four, five, six, seven, eight, nine, ten, (eleven, twelve,) Ten, nine, eight seven, six, five, four, three, two, one, (zero) One, two, three, three, two, one, one, two, three, three, two, one,	Whole class activity in chorus.
30 min		

D	R: Counting up to ten	Lesson Plan
N	C: Orientation in space. Sequences	<i>Eesson 1 tan</i>
	E: Observation. Distances: shorter. longer. shortest	57
Activity		Notes
1	 Going Home from School (<i>R</i>, page 55, picture 2) T: Look at the picture. Let us talk about it. (House, school, street, zebra-crossing) Four children go home from school. They cross the street only on the pedestrian crossings. Who goes where? Draw their routes using to the information I will give you: 	POSTER 8 Poster is displayed on wall. Whole class activity. Pupils have copies.
	Ann lives in a house with a red roof and a brown door. Let us find her home. <i>Top row, second house on the picture</i> Draw in red her route from the school to her home. How many crossings has she crossed? <i>Three</i> Brian's house has been painted red recently. Draw his route in blue.	Whole class search first on the poster, then individual drawing. Monitored, helped. Check on poster. Agreement, feedback, praising Individually.
	Where is that house? <i>Bottom row, third house</i> How many crossings has he crossed? Shout itnow! <i>One</i> Chuck lives in a single-storey building. Even if he goes the shorter way home, he has to cross the road three times.	Whole class first.
	Let us find his nome. <i>Top row, first or second house</i> . But we know that Chuck has no sister <i>The first house then (in the top row)</i> Draw his route in green.	Extra praising for the alternatives. Whole class first.
	The house where Dora lives stands between two red houses (and its roof is yellow). Which way does she go home if she is in a hurry?	Search on poster. (The two routes seem to be
	Draw her route in brown.	approximately the same length)
	Who lives closest to the school? <i>Brian</i> Who lives furthest away? <i>Chuck</i>	Whole class activity. Check on poster. Agreement, feedback, praising
15 min		Ask some additional questions with the words 'longer', 'shorter', 'longest', 'shortest'.
2	Cat from bag (<i>R</i> , page 56, picture 1) T: Look at the picture. Talk about it. (<i>Paper bag, cat, etc</i>) How many whiskers does this cat have? Six	Picture is displayed on wall. Pupils have copies. Whole class activity. Agreement, feedback, praising
	Let us count the white strips on the tail togethernow!	In choir.

Lesson Plan 57

	One, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve.	Observe who cannot count up to ten and who can count up to
	Find a paper bag on your desk.	twelve.
	You can make a cat out of that paper bag.	
	Draw the two eyes, the nose and the mouth on one side of the	
	bag.	Individual work. Monitored,
	Cut out the eye shapes.	helped, corrected. Praising.
	Stick a white piece of sheet inside.	
	Complete drawing of the eyes.	
	The whiskers could be bristles from a broom.	
	Take a long strip of paper; make the tail of the cat.	
	Stick the strip on the other side of the bag to make the tail of	
	the cat.	
	Sequences	
	Two, four,six, eight, ten, (twelve, fourteen,)	Whole class initiative during
	Ten, eight,six, four, two, (zero)	or after the manual activity.
	One, three,, five, seven, nine, (eleven, thirteen,)	Praising.
	Nine, seven, five, three, one	Observe their abilities.
30 min		

D	R: Counting up to ten	Laggar Dlan
K	C: Verbal reasoning	Lesson Flan
	E: Observational skills. Sequences	58
Activity	E. Observational skins. Sequences	Notas
Activity 1	Holidays (R. page 56 picture 2)	Picture is displayed on well
1	T: Look at this picture. Let us talk about it <i>(Four pictures</i>)	Children have copies
	holiday Faster painted egg equ de cologne Christmas	Cilluren nave copies.
	presents birthday cake candle Mothering Sunday flower)	Whole class activity
	How many people are in the first picture? Shout it now!	Check on picture
	Four	A groomont foodback projeing
	How many females and how many males are there? Clap and	(Ask them for whole sentence
	knock now (Two / two)	(Ask them for whole sentence
	How many adults are there? Shout itnow! Two	answers.)
	How many children are there? Show it now! (Two)	
	The girl's name is Kate and her mother is Molly. Who is the	
	boy? Ben	
	What do you think they are doing? Kate has Easter eggs for	
	evervone. Ben is holding a bottle.	Discuss customs in Britain
	When do you think it might be happening? At Easter. In the	(E.g. painting eggs rolling
	spring.	eggs etc)
		6558, 660)
	Who are in the other pictures? Ann, Ben, Mum and Dad	
	What is the holiday in the second picture? <i>Christmas</i>	
	How do you celebrate Christmas?	
	How many candles are alight on the Christmas tree? Five	
	(and a star)	
	During which season is Christmas? Winter	
	What day do you think is being celebrated in the third	
	picture? Ben's birthday	
	How old is he? Five years old (Five candles are on the cake)	
	How many candles should be put on your next birthday cake?	
	What day do you think is being celebrated in the fourth	
	picture? Mothering Sunday (Mothers' Day)	
	When is this day held? On the third Sunday before Easter	
	Which flower would you like to give to your mother on	
	Mothers' Day?	
	How do you celebrate holidays?	
15 .		
15 min		

2	Balls (<i>R</i> , <i>page 57</i> , <i>picture 1</i>) Look at the picture. Draw over the grey lines.	Picture is displayed on wall. Pupils have copies. Individual work. Monitored, helped, corrected. Praising
	The children were given balls for their holiday. Look at the picture on the left. How many balls did they receive? Shout itnow! <i>Six</i> How many balls do they have altogether if they had four balls before? <i>Ten</i>	Whole class activity. Check on picture. Agreement, feedback, praising
	Look at the picture on the right.	
	Which new ball have they taken away to play with? Come A and show it on the picture. (<i>The red ball with two blue stripes and the blue ball with black dots</i>) How many balls were taken away? <i>Two</i>	(With index stick or laser)
	Tick these balls in the picture on the left.	Individually
	Which old balls did they put in their place? Come B and show them on the picture. (<i>The red ball with two pink stripes and the yellow ball with black dots</i>) How many balls were put there? <i>Two</i>	
25 min	Tick these balls in the picture on the right.	Individually
3	Sequence of colour coins Put a red, a white and a green coin in this order on your desk. Continue the sequence.	Pupils have enough coins. Individual work. Monitored.
	What is your sequence, A? <i>Red, white, green, red, white, green, red, white, green, red, white, green</i> What is your sequence, B?	Discuss each pattern. Praising for any (reasoned) pattern.
	Red, white, green, green, white, red, red, white, green, green, white, red What is your sequence, C? Red, white, green, white, red, white, green, white, red, white, green, white	
20	Number sequences One, two, three, four, one, two, three, four, <i>one, two, three, four, one, two, three, four,</i> One, two, three, four, four, three, two, one, <i> one, two, three, four, four, three, two, one,</i> One, two, three, four, three, two, one, <i>two, three, four, three, two, one,</i>	Whole class activity in chorus.
30 min		

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R	R: Counting up to ten	Lesson Plan
	C: Mental operations	59
	E: Counting down. Cooperation. Following of game rules	
Activity		Notes
1	 Mental operation a) Ann, Ben and Celia collected shells. Each of them collected three shells. How many shells had they collected altogether? <i>Nine</i> Explain it, A. <i>Three shells plus three shells plus three shells make nine shells</i>. Show it on your desk. b) Mary found ten acorns. She was just putting them on a tree-stump when a squirrel came and took away three of them. How many acorns remained? <i>Seven</i> Explain it, B. E.g. <i>Three acorns taken away from ten acorns equals seven acorns</i>. 	Whole class activity. Explaining, reasoning Agreement, feedback, praising (Volunteers or chosen) Individually. Monitored, helped, corrected. Praising Similar procedure
	 Show it. c) Mickey Monkey had ten bananas. He ate two bananas first, then three bananas and then one banana. How many bananas has Mickey eaten? Show itnow! Six Explain it, C. Two and three and one make six. How many bananas remained? Show it with counters. Shout itnow! Four Explain it, D. Six taken away from ten makes four. Up and down Let us step upstairs two at a time. Two, four, six, eight, ten, (twelve, fourteen,) Let us step downstairs two at a time, starting from ten. Ten, eight, six, four, two, (zero) Let us step upstairs two at a time, starting from one. One, three, five, seven, nine, (eleven,) 	Whole class activity in chorus. Help them.
	Let us step downstairs two at a time, starting from nine.	
	Nine, seven, <i>five, three, one</i>	
10 min		
2	 Game 10 (Kittens) (<i>R, page 57, picture 2</i>) T: Look at the picture and find the dice and the counters on your desk. This game is for two, three or four players. First, pupil A, we'll show the game to the class. Rules: Take a dice and as many coloured counters (or buttons, etc.) as there are players. 	Picture is displayed on wall.Pupils have their copies.T demonstrates the game.Then games in pairs.Monitored, helped, praising.Be their judge where needed.
	The kittens would like to get to the milk but cannot cross the	

	brown fence.	
	Put a counter on your coloured square.	
	Throw the dice.	
	You may move your counter either the number of spaces	
	thrown or that number less than six.	
	You may go whichever way you want but you must not cross	
	the brown line.	
	If you land on a square which is occupied by another player,	
	then that player misses one turn.	
	You can get to the milk only by throwing the exact number	
	needed	
	Otherwise you lose that turn and must wait for your next	
	furn	
	The winner is the player whose kitten gets to the milk first.	
	Now play the game with your partner.	
30 min		

R	R: Counting up to ten	Lesson Plan
	C: Manual skills	60
	E: Imagination. Observational skills	
Activity 1	Zoo (<u><i>R</i></u> , <u>page 58</u> , <u>template</u> and the A3 sheet with the enlarged shapes) T: Let us look at this picture. Talk about the zoo, wild animals, domestic animals.	<i>Notes</i> Picture is displayed on wall. Pupils have their copies. Page 62 Whole class activity. Count together if needed.
	How many animals are in the picture? Count them. Shout the number now! <i>Ten</i>	Check it on picture. Agreement, feedback, praising
	How many birds are among them? Shout it now! One	
	How many four-legged animals are there? Clap itnow! (<i>Eight</i>)	
	Name the first animal. Shout itnow! <i>Bird</i> Name the first animal in the second row. Shout itnow!	
	Name the other animal in the second row. Shout it now! Giraffe	
	Name the fourth animal. Shout itnow! <i>Bull (Cow)</i> Name the fifth animal. Shout itnow! <i>Horse (Foal / colt / filly</i>	
	Name the animal under the horse. Shout itnow! <i>Butterfly</i> Name the animal under the bull. Shout itnow! <i>Dog</i> Name the animal in the middle of the bottom row. Shout it	
	Name the first animal in the bottom row. Shout itnow! <i>Cat (wild cat)</i>	
	Name the last animal. Shout it now! Dog	
	You can cut out and fold the animals out of paper.	(Or they can use the enlarged shapes, previously cut out.)
	Let us guess which animal can be made from which shape on this page. In order on the page:	Page 63 is displayed.
	The elephant, the bird, the butterfly, the smaller dog, the horse, the cat, no matching animal, the bigger dog, the bull, the turtle and the giraffe.	List from page 63 in order.
30 min	Let us start with the bird	Show them how to fold. (Start together, then continuing individually.) Monitored, helped, praising