

<b>R</b>	<p>R: Counting up to ten  <b>C: Decomposition of ten</b>  E: Observational skills. Orientation</p>	<i>Lesson Plan</i> <b>51</b>
<p><b>Activity</b> <b>1</b></p> <p style="text-align: right;"><i>15 min</i></p>	<p><b>Hide and seek</b> (<a href="#">R, page 53, picture 1</a>)  T: Look at the picture. Let's talk about it. (<i>Cat, mice, tree, bush, ball</i>)</p> <p>How many plants are in the picture? Shout it ...now! <i>Three</i>  How many animals are in the picture? Shout it ...now! <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></p> <p>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></p> <p>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.</p> <p>How many mice have run away if there were ten mice altogether? Shout it ...now! <i>Five</i>  How many mice would have run away if there were no mice left? <i>Ten</i></p> <p>Draw over the grey lines in colour.</p>	<p style="text-align: center;"><b>Notes</b></p> <p>The picture is displayed or projected on the wall / screen.  Pupils have copies.</p> <p>Whole class activity.  Check on picture.  Agreement, feedback, praising</p> <p>Or a ball</p> <p>Individual drawing.  Monitored, helped. Discussion on poster. Feedback, praising</p> <p>Whole class activity.  Explanation, agreement, feedback, praising</p> <p>Individual work. Monitored, helped, corrected. Praising</p>
<b>2</b>	<p><b>Three flowers</b> (<a href="#">R, page 53, picture 2</a>)</p> <p><b>Finger practice</b></p> <p>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;  the part which is green on the first flower should be green on the second flower also.</p>	<p>Picture is displayed on wall.  Pupils have their copies.  E.g. rolling a ribbon/tape or singing a song / saying a verse with finger practice</p> <p>Individual work. Monitored, helped, corrected. Praising.  (Show what to draw over)</p> <p>Check on picture.  Agreement, feedback, praising</p>

<p>30 min</p>	<p>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.</p>	
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<b>R</b>	<p>R: Counting up to ten  <b>C: Familiarisation with geometric shapes</b>                  E: Observation. Short term memory</p>	<i>Lesson Plan</i> <b>52</b>
<p><b>Activity</b> <b>1</b></p> <p><b>15 min</b></p>	<p><b>Mouse and Cheese</b> (<a href="#">R, page 54, picture 1</a>)                  T: Look at the picture. Let us talk about it. (<i>Four parts, mice, cheese, maze</i>)                  Let's say that the lines are fences which the mice cannot cross.                  Which mouse can get the cheese?</p> <p>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.</p> <p>Who found that the second mouse can get the cheese?                  Who found that the second mouse cannot get the cheese?                  Come B and show it on the poster</p> <p>Who found that the third mouse can get the cheese?                  Who found that the third mouse cannot get the cheese?                  Come A and show it on the poster</p> <p>Who found that the fourth mouse can get the cheese?                  Who found that the fourth mouse cannot get the cheese?                  Come A and show it on the poster</p> <p>Draw in the mouse's path.</p>	<p style="text-align: center;"><b>Notes</b></p> <p>Picture is displayed on wall.                  Pupils have copies.                  Whole class activity.</p> <p>Check on picture.                  Agreement, feedback, praising                  (Can)</p> <p>(Cannot)</p> <p>(Cannot)</p> <p>(Can)</p> <p>Individual work. Monitored, helped. Praising.</p>
<b>2</b>	<p><b>Coloured shapes</b> (<a href="#">R, page 54, picture 2</a>)                  T: Look at the picture. What can you see on it? E.g. <i>Shapes, forms; circles, triangles and squares</i></p> <p>How are the circles coloured? <i>Red and blue</i>                  Into how many equal parts are the circles divided? <i>In two equal parts. (Halved)</i>                  Where is the red half in each circle? <i>Left, right, top, left, bottom.</i>                  Look at the first circle in the row.                  Cover it up ...now, and tick the circle which is exactly the same.                  Which circle did you tick? <i>The fourth circle (from the left)</i></p> <p>How are the triangles coloured? <i>Red, yellow and green</i>                  Into how many equal parts are the triangles divided? <i>In three equal parts.</i>                  Look at the first triangle in the row.</p>	<p>Picture is displayed on wall.                  Pupils have copies.</p> <p>Whole class activity.                  Agreement, feedback, praising</p> <p>Individual colouring.                  Monitored, helped, corrected.                  Check on picture.                  Agreement, feedback, praising</p> <p>Similar procedure</p>

<p>30 min</p>	<p>Cover it up ...now, and circle the triangle which is exactly the same. Which triangle did you circle? <i>The third triangle (from the left)</i></p> <p>How are the squares coloured? <i>Red, yellow, green and blue</i> Into how many equal parts are the squares divided? <i>In four equal parts.</i> Where is the yellow quarter on each? <i>Top-left, top-left, top, 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></p> <p>How many circles are there? <i>Five</i> How many circles and triangles are there altogether? <i>Ten</i> How many circles and squares are there altogether? <i>Ten</i> How many triangles and squares are there altogether? <i>Ten</i></p> <p>How many shapes are in the first column? <i>Three</i> How many shapes are there in the first two columns? <i>Six</i> How many shapes are there in the first three columns? <i>Nine</i></p> <p>How many half circles are there in the first row? <i>Ten</i></p>	<p>Whole class activity. Check on picture. Agreement, feedback, praising</p>
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<b>R</b>	<p>R: Counting up to ten  <b>C: Geometric shapes</b>  E: Ability to analyse</p>	<p><i>Lesson Plan</i>  <b>53</b></p>
<p><b>Activity</b>  <b>1</b></p> <p style="text-align: right;"><i>15 min</i></p>	<p><b>Shapes in Shapes</b> (<a href="#">R, page 55, picture 1</a>)  T: Look at this picture. Let us talk about it. (<i>Four large shapes, small shapes inside. Circle, triangle, quadrilateral, trapezoid, parallelogram, rectangle, deltoid, rhombus, square, pentagon, hexagon</i>)  How many triangles do you see in the picture? Shout it ...now! <i>Four (Three small and a large triangles. One, two, one, zero in order)</i>  How many circles do you see? Show it ...now! (<i>Five</i>) (<i>Two, zero, two, one in order</i>)  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, three, three in order)</i>  How many more should be drawn to make ten altogether? <i>One more</i>  What are there more of: quadrilaterals or triangles?  <i>Quadrilaterals</i>  How many more? <i>Five more quadrilaterals than triangles</i>    Are there more circles or more quadrilaterals? <i>There are more quadrilaterals than circles</i>  How many more? <i>Four more quadrilaterals than circles</i></p>	<p><b>Notes</b></p> <p><a href="#">POSTER 22</a>  Poster is displayed on wall.  Pupils have copies of the picture.  Whole class activity.  Check on poster.  Agreement, feedback, praising  (Ask them for whole sentence answers.)</p>
<p style="text-align: center;"><b>2</b></p> <p style="text-align: right;"><i>30 min</i></p>	<p><b>Paper mouse</b> (<a href="#">R, page 55, picture 2</a>)  Look at the picture.  You can make a little mouse out of paper.  Cut out the shape shown on the picture from a strip of paper.  Draw the mouth and eyes on the shape.  Fold over the top and stick the folded part as shown.  Fold up the ears on the sides and curve the tail.    Now the mouse is complete!  Make up a story about your mouse.</p>	<p>Picture is displayed on wall.  Pupils have copies.    Individual work.  (Or cut the shapes for them in advance.)  Monitored, helped, praising</p>

<b>R</b>	<p>R: Counting up to ten  <b>C: Mental operations</b>  E: Cooperation. Following of game rules</p>	<i>Lesson Plan 54</i>
<p><b>Activity 1</b></p> <p style="text-align: right;"><i>10 min</i></p>	<p><b>Mental operation</b></p> <p>a) Ann and Ben harvested apple. Ann collected six boxes of apples and Ben collected four boxes.  How many apples did they collect altogether? <i>Ten boxes</i>  Explain it, A. <i>Six boxes and four boxes make ten boxes.</i></p> <p>Put six red coins and four blue coins on your desk.  How many more red coins are there than blue coins? <i>Two more</i></p> <p>b) Mary found nine chestnuts. How many other chestnuts should she collect to have nine chestnuts in total? <i>None / zero</i>  Explain it, C. E.g. <i>Nine chestnuts equal to nine chestnuts.</i></p> <p>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! <i>Ten</i>  Explain it, D. <i>One and four and five make ten altogether.</i></p>	<p><b>Notes</b></p> <p>Whole class activity.  Explaining, reasoning  Agreement, feedback, praising  (Volunteers or chosen)</p> <p>Also explain it using pairing.</p> <p>Similar procedure  Laughing</p>
<b>2</b>	<p><b>Game 9 (Mice) (<a href="#">R, page 56</a>)</b></p> <p>T: Look at the poster and find the two dice and the counters on your desk. This is a game for two, three or four players.</p> <p>First, pupil A, help me show the game to the class.</p> <p>Rules:  Take two dice and as many counters of different colours as there are players.</p> <p>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.</p> <p>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.</p> <p>If you land on a space which is occupied by another player, you move one space ahead.</p>	<p>The picture is displayed or projected on the wall / screen.  Pupils have their copies.</p> <p>T demonstrates the game.</p> <p>Then games in pairs.  Monitored, helped, praising.  Be their judge where needed.</p>

<p>30 min</p>	<p>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.</p> <p>The winner is the player who enters the mouse-hole first.</p> <p>Now play the game with your partner.</p>	
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<b>R</b>	<p>R: Counting up to ten  <b>C: Ordinal numbers. Drawing circle line</b>  E: Preparation for writing. Observational skills</p>	<i>Lesson Plan</i> <b>55</b>
<p><b>Activity</b> <b>1</b></p> <p style="text-align: right;"><i>15 min</i></p>	<p><b>Books</b> (<a href="#">R, page 57, picture 1</a>)</p> <p>T: Let's look at this picture. Talk about it. (<i>Clock, ball, traffic light, family, car, van, lorry, vehicle, zebra crossing, road, pavement, shop-window, brick</i>)</p> <p>How many people are in the picture? Shout it ...now! <i>Four (Mother, Father, Ann and Ben)</i></p> <p>How many vehicles are there? Shout it ...now! <i>Five</i></p> <p>How many cars are facing left? Clap it ...now! (<i>Three</i>)</p> <p>How many cars are facing right? Shout it ...now! <i>Two</i></p> <p>What colour is the first car going left? Shout it ...now! <i>Yellow</i></p> <p>What colour is the second car going right? Shout it ...now! <i>Blue</i></p> <p>How many balls are in the shop-window? Knock it ...now! (<i>Three</i>)</p> <p>How many balls have been sold if there were ten balls before? Count it with coins or your fingers. Show it ...now! (<i>Seven</i>)</p> <p>How many clocks are in the shop-window? Show it ...now! (<i>One</i>)</p> <p>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! <i>Nine</i></p> <p>What do you think is going to happen soon? Tell us about it ...<i>A. The traffic light will turn green for pedestrians. The cars before the zebra-crossing must stop. The family may cross the road.</i></p> <p>Find the circle lines on the picture. Draw over them in colour.</p>	<p style="text-align: center;"><b>Notes</b></p> <p><b><u>POSTER 7</u></b></p> <p>Poster is displayed on wall. Pupils have their copies.</p> <p>Whole class activity. Count altogether if needed. Check it on poster. Agreement, feedback, praising Talk about codes for traffic and pedestrians.</p> <p>Individual work. Help each pupil with pencil holding and one movement. Check the circles on poster. Agreement, feedback, praising</p>



<p>2</p> <p>25 min</p>	<p><b>Animals</b> (<a href="#">R, page 57, picture 2</a>)  T: Look at the picture and find your copy.  Draw over the grey lines.</p> <p>Draw animals in the lower row, using the circles already there.  Or copy the animals of the upper row to the lower row.</p> <p>Name the animals of the upper row. <i>Bear, Cat, Hen, Hedgehog.</i></p>	<p>Picture is displayed on wall.  Pupils have copies.  Individual work.  Monitored, helped, corrected.  Praising.</p>
<p>3</p> <p>30 min</p>	<p><b>Sequence of solids</b>  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></p>	<p>Pupils have enough solids to work with.  Individual work. Monitored.  Discussion. Feedback.  Praising for any (reasoned) pattern.</p>



<p>3</p> <p>30 min</p>	<p><b>Sequence of things</b>  T: Put a shell, a dice and a nut in this order on your desk.  Continue the sequence.  What is your sequence, A?  <i>Shell, dice, nut, dice, shell, dice, nut, dice, shell, dice, nut, dice...</i>  What is your sequence, B?  <i>Shell, dice, nut, nut, dice, shell, shell, dice, nut, nut, dice, shell...</i>  What is your sequence, C?  <i>Shell, dice, nut, shell, dice, nut, shell, dice, nut, shell, dice, nut...</i></p> <p><b>Number sequences up and down</b>  T: Follow me with the sequence  One, two, ... <i>three, four, five, six, seven, eight, nine, ten, (eleven, twelve, ...)</i>  Ten, nine, eight ... <i>seven, six, five, four, three, two, one, (zero)</i>  One, two, three, three, two, one, .. <i>one, two, three, three, two, one, ...</i></p>	<p>Pupils have enough items.  Individual work. Monitored.</p> <p>Discuss each pattern.  Praising for any (reasoned) pattern.</p> <p>Whole class activity in chorus.</p>
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30 min	<p><i>One, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve.</i></p> <p>Find a paper bag on your desk. You can make a cat out of that paper bag.</p> <p>Draw the two eyes, the nose and the mouth on one side of the bag. Cut out the eye shapes. Stick a white piece of sheet inside. Complete drawing of the eyes. The whiskers could be bristles from a broom.</p> <p>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.</p> <p><b>Sequences</b> Two, four, ...<i>six, eight, ten, (twelve, fourteen, ...)</i> Ten, eight, ...<i>six, four, two, (zero)</i> One, three, ...<i>five, seven, nine, (eleven, thirteen, ...)</i> Nine, seven, ...<i>five, three, one</i></p>	<p>Observe who cannot count up to ten and who can count up to twelve.</p> <p>Individual work. Monitored, helped, corrected. Praising.</p> <p>Whole class initiative during or after the manual activity. Praising. Observe their abilities.</p>
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<b>R</b>	<p>R: Counting up to ten  <b>C: Verbal reasoning</b>  E: Observational skills. Sequences</p>	<i>Lesson Plan</i> <b>58</b>
<p><b>Activity</b> <b>1</b></p> <p style="text-align: right;"><i>15 min</i></p>	<p><b>Holidays</b> (<a href="#">R, page 60, picture 1</a>)  T: Look at this picture. Let us talk about it. (<i>Four pictures, holiday, Easter, painted egg, eau de cologne, Christmas, presents, birthday, cake, candle, Mothering Sunday, flower</i>)  How many people are in the first picture? Shout it ...now!  <i>Four</i>  How many females and how many males are there? Clap and knock ...now. (<i>Two / two</i>)  How many adults are there? Shout it ...now! <i>Two</i>  How many children are there? Show it ...now! (<i>Two</i>)  The girl's name is Kate and her mother is Molly. Who is the boy? <i>Ben</i>  What do you think they are doing? <i>Kate has Easter eggs for everyone. Ben is holding a bottle.</i>  When do you think it might be happening? <i>At Easter. In the spring.</i></p> <p>Who are in the other pictures? <i>Ann, Ben, Mum and Dad</i>  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? <i>Five (and a star)</i>  During which season is Christmas? <i>Winter</i></p> <p>What day do you think is being celebrated in the third picture? <i>Ben's birthday</i>  How old is he? <i>Five years old (Five candles are on the cake)</i>  How many candles should be put on your next birthday cake?</p> <p>What day do you think is being celebrated in the fourth picture? <i>Mothering Sunday (Mothers' Day)</i>  When is this day held? <i>On the third Sunday before Easter</i>  Which flower would you like to give to your mother on Mothers' Day?</p> <p>How do you celebrate holidays?</p>	<p style="text-align: center;"><b>Notes</b></p> <p>Picture is displayed on wall.  Children have copies.</p> <p>Whole class activity.  Check on picture.  Agreement, feedback, praising  (Ask them for whole sentence answers.)</p> <p>Discuss customs in Britain  (E.g. painting eggs, rolling eggs, etc)</p>

<p>2</p> <p>25 min</p>	<p><b>Balls</b> (<a href="#">R, page 60, picture 2</a>)          Look at the picture.          Draw over the grey lines.</p> <p>The children were given balls for their holiday.          Look at the picture on the left.          How many balls did they receive? Shout it ...now! <i>Six</i>          How many balls do they have altogether if they had four balls before? <i>Ten</i></p> <p>Look at the picture on the right.</p> <p>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>          Tick these balls in the picture on the left.</p> <p>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>          Tick these balls in the picture on the right.</p>	<p>Picture is displayed on wall.          Pupils have copies.          Individual work. Monitored, helped, corrected. Praising</p> <p>Whole class activity.          Check on picture.          Agreement, feedback, praising</p> <p>(With index stick or laser)</p> <p>Individually</p> <p>Individually</p>
<p>3</p> <p>30 min</p>	<p><b>Sequence of colour coins</b>          Put a red, a white and a green coin in this order on your desk.          Continue the sequence.          What is your sequence, A?  <i>Red, white, green, red, white, green, red, white, green, red, white, green...</i>          What is your sequence, B?  <i>Red, white, green, green, white, red, red, white, green, green, white, red...</i>          What is your sequence, C?  <i>Red, white, green, white, red, white, green, white, red, white, green, white...</i></p> <p><b>Number sequences</b>          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></p>	<p>Pupils have enough coins.          Individual work. Monitored.</p> <p>Discuss each pattern.          Praising for any (reasoned) pattern.</p> <p>Whole class activity in chorus.</p>

<b>R</b>	<p>R: Counting up to ten  <b>C: Mental operations</b>  E: Counting down. Cooperation. Following of game rules</p>	<p><i>Lesson Plan</i>  <b>59</b></p>
<p><b>Activity</b>  <b>1</b></p> <p style="text-align: right;"><i>10 min</i></p>	<p><b>Mental operation</b></p> <p>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.</p> <p>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>  Show it.</p> <p>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 it ...now! <i>Six</i>  Explain it, C. <i>Two and three and one make six.</i>  How many bananas remained?  Show it with counters.  Shout it ...now! <i>Four</i>  Explain it, D. <i>Six taken away from ten makes four.</i></p> <p><b>Up and down</b></p> <p>Let us step upstairs two at a time. Two, four, ... <i>six, eight, ten, (twelve, fourteen, ...)</i>  Let us step downstairs two at a time, starting from ten. Ten, eight, ... <i>six, four, two, (zero)</i>  Let us step upstairs two at a time, starting from one. One, three, ... <i>five, seven, nine, (eleven, ...)</i>  Let us step downstairs two at a time, starting from nine. Nine, seven, ... <i>five, three, one</i></p>	<p><b>Notes</b></p> <p>Whole class activity.  Explaining, reasoning  Agreement, feedback, praising  (Volunteers or chosen)  Individually. Monitored,  helped, corrected. Praising</p> <p>Similar procedure</p> <p>Whole class activity in chorus.  Help them.</p>
<b>2</b>	<p><b>Game 10 (Kittens) (<a href="#">R, page 61</a>)</b></p> <p>T: Look at the picture and find the dice and the counters on your desk. This game is for two, three or four players.</p> <p>First, pupil A, we'll show the game to the class.</p> <p>Rules:  Take a dice and as many coloured counters (or buttons, etc.) as there are players.</p> <p>The kittens would like to get to the milk but cannot cross the</p>	<p>Picture is displayed on wall.  Pupils have their copies.</p> <p>T demonstrates the game.</p> <p>Then games in pairs.  Monitored, helped, praising.  Be their judge where needed.</p>



<p>30 min</p>	<p>brown fence. Put a counter on your coloured square.</p> <p>Throw the dice. You may move your counter either the number of spaces thrown or that number less than six.</p> <p>You may go whichever way you want but you must not cross the brown line.</p> <p>If you land on a square which is occupied by another player, then that player misses one turn.</p> <p>You can get to the milk only by throwing the exact number needed. Otherwise, you lose that turn and must wait for your next turn.</p> <p>The winner is the player whose kitten gets to the milk first.</p> <p>Now play the game with your partner.</p>	
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<b>R</b>	<p>R: Counting up to ten  <b>C: Manual skills</b>  E: Imagination. Observational skills</p>	<p><i>Lesson Plan</i>  <b>60</b></p>
<p><b>Activity</b>  <b>1</b></p> <p><i>30 min</i></p>	<p><b>Zoo</b> (<a href="#">R, page 62</a>, <a href="#">63</a> and the A3 sheet with the enlarged shapes)</p> <p>T: Let us look at this picture. Talk about the zoo, wild animals, domestic animals.</p> <p>.</p> <p>How many animals are in the picture? Count them.  Shout the number ...now! <i>Ten</i></p> <p>How many birds are among them? Shout it ...now! <i>One</i></p> <p>How many four-legged animals are there? Clap it ...now!  (<i>Eight</i>)</p> <p>Name the first animal. Shout it ...now! <i>Bird</i>  Name the first animal in the second row. Shout it ...now!  <i>Elephant</i>  Name the other animal in the second row. Shout it ...now!  <i>Giraffe</i>  Name the fourth animal. Shout it ...now! <i>Bull (Cow)</i>  Name the fifth animal. Shout it ...now! <i>Horse (Foal / colt /filly</i>  Name the animal under the horse. Shout it ...now! <i>Butterfly</i>  Name the animal under the bull. Shout it ...now! <i>Dog</i>  Name the animal in the middle of the bottom row. Shout it ...now! <i>Turtle (tortoise)</i>  Name the first animal in the bottom row. Shout it ...now! <i>Cat (wild cat)</i>  Name the last animal. Shout it ...now! <i>Dog</i></p> <p>You can cut out and fold the animals out of paper.</p> <p>Let us guess which animal can be made from which shape on this page. In order on the page:  <i>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.</i></p> <p>Let us start with the bird. ...</p>	<p style="text-align: center;"><b>Notes</b></p> <p>Picture is displayed on wall.  Pupils have their copies.  Page 62  Whole class activity.  Count together if needed.  Check it on picture.  Agreement, feedback, praising</p> <p>(Or they can use the enlarged shapes, previously cut out.)  Page 63 is displayed.</p> <p>List from page 63 in order.</p> <p>Show them how to fold. (Start together, then continuing individually.) Monitored, helped, praising</p>