R	R: Counting up to five **C: Shapes** E: Not, more than, less than, equal to…	*Lesson Plan* *21*
Activity **1**	**Dressmaking** *(R, page 18, picture 2)* T: Look at the picture. Let's talk about it. (Window, painting, curtain, people, material, scissors, tape measure, etc.) How many people are in the room? *Two* How many adults and how many children are there? *There is one adult in the room, Mum.* *There is one child in the room, Ann.* What are they doing? *Mum is making blouses (T-shirts). Ann is helping to her and learning from her.* How many blouses has Mother finished? *Four* How many patterns are on each blouse? *Four / Five / 8 / 10* How many of the 5 blouses are red? *Two* How many are not red? *Three* How many of the five blouses are green? *Three* How many are not green? *Two* Which blouse has a different style of neck from the other blouses? *The red one furthest from Ann* Which blouse has a different style of sleeves from the other blouses? *The green one on the left-hand side of the table* What colour is the blouse on the left-hand side of the table? *Red* **Finger practice** **Drawing** T: Look at your copy. Draw the patterns of the blouses in colour.	Whole class activity. The picture is displayed or projected on the wall / screen. General talk first, then T asks questions (one at a time). Agreement, feedback, praising Four on one side if 'W' is one pattern. / Or five 'V's. E.g. rolling a ribbon/tape or a song / verse with finger practice Each pupil has a copy. Pupils' choice. Discuss what colours go well with red and with green.
	10 min *15 min*	
2	**Decomposition of numbers** Take two nuts (acorns, coins) in your hands. How can you share them between your two hands? *Left + right: two+zero, one+one, zero+two* Now share three nuts. *Three+zero, two+one, one+two, zero+three* Now share four nuts. *Four+zero, three+one, two+two, one+three, zero+four*	Whole class activity. Demonstrate the possible cases. Agreement, feedback, praising
	25 min	

| **3** | **Colouring Snails** *(R, page 19, picture 1)*
T: Look at the picture and find your copy.

What can you see on the picture? *Snails*
How many of them have a bigger shell than the others? *Two*

Colour in four snails so that there are more brown snails than yellow snails.
How many snails did you colour brown?
Is it possible to colour two snails in yellow? *No, it isn't*
Why? *Two yellow snails allow two brown snails, so there are not more brown than yellow ones.*
Is it possible to colour four snails in brown? *Yes, it is*
Why? *Because four (brown snails) is more than zero (yellow snail)* | The picture is displayed or projected on the wall / screen. Pupils have their copies. Whole class activity.

Individual work. Monitored, helped, corrected. Discussion. Display each solution on the screen. Agreement, feedback, praising |
| *30 min* | | |

R	R: Counting up to five **C: Mental operations in context** E: Following of game rule. Cooperation	*Lesson Plan* *22*
Activity **1**	**Mental operations** T: Listen to the story and the question. Think of the answer to the question but don't say it until I ask you. Two little squirrels, Al and Bob were running in the branches of the old oak tree. Suddenly, another squirrel, Clare ran up the tree. … How many squirrels are in the tree? Knock this number … now! *(Three)* Explain your answer, … A. (E.g.) *Two and one make three.* T: Who agrees / disagrees? Who was right (Who knocked three times)? Four 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! *(One)* Explain why you clapped this number, …B. *Three went away from four rabbits, so one rabbit remained there.* Who agrees / disagrees? Who was right (clapped once)? Four turtles climb down into the lake… A turtle is already in the water. … How many turtles are there now in the lake? Show this number …now! *(Five)* Explain your answer, …C. *Four plus one is five.* Who agrees / disagrees? Who was right (showed five)? Sue had two shells, then found three additional shells on the beach. How many shells does she have now? Knock this number …now! *(Five)* Explain your answer, …D. *Two shells and three shells make five shells.* Who agrees / disagrees? Who was right (knocked five times)?	***Notes*** Whole class activity. Pupils should say whole sentences. (E.g. One taken away from two, the result is one.) Feedback, agreement, praising Feedback, praising. Repeat the procedure. Help explanation, reasoning. Let them show it with fingers. As a check, the pupils and the teacher may show it with rabbit cards or puppets. Showing with fingers allowed. Finger counting allowed.
10 min		
2	**Game 3 (Snails)** *(R, page 19, picture 2)* T: Look at the poster and find the game items on your desk. There are twelve cards: Two cards with one dot, two cards with two dots, two cards with three dots, three cards with four dots and three cards with five dots. There are counters (or buttons, coins, dried peas), five red, five green, five yellow and five blue counters for a maximum of four players.	T demonstrates this game. Game in pairs. Monitored, helped, praising. Be their judge when needed.

	This game is for two, three or four players. The snail-shells have various numbers of white dots (places). Let's list the snails by their dots. *One snail has one dot, four snails have two dots, two of them have three dots, one snail has four dots and one snail has five dots.* Rule: Shuffle the cards and lay them face down in a pile. Take turns in picking up the top card. Look at the number of dots shown on the card and put one counter on the snail which has the same number of dots on its shell. The winner is the player who can lay down the most counters. If you run out of cards, re-shuffle those already used and start taking cards from the new pile. If you draw a card which means that your counter can only be put on a snail-shell which is already full, then you must miss a turn. Pupil A, let's play a game. … Now play a game with your partner.	
30 min	For another game you will need more counters. This time the game is to lay down as many counters as there are dots on the card. You can put counters on a snail-shell only if: You can put a counter on all the spaces, You do not leave a space without a counter.	(Play this version if you have time.)

R	R: Counting and operations up to five **C: Counting up to six** E: Drawing the ∩ line. Nearer, farther	*Lesson Plan* *23*
Activity **1** *10 min*	**Song or ditty for counting** T: Let's sing (tell) this song (ditty) together. Repeat it, (e.g.) row A (B). X, (Y) repeat it. **Counting out six items** T: Let's put down six peas (coins) onto the desk. Listen, let's do it together and count out together. … One, two, three, four, five, six. Count up to six now with your fingers. **Drawing six sticks** T: Ben has learned to count even further, up to six. Draw in some red sticks so as to make six sticks in all.	*Notes* Whole class activity T observes who cannot yet count up to six (seven, eight, nine and ten). Monitored, helped, corrected Praising. T demonstrates it and observes Ps. Individual work. Monitored, helped, corrected. Discussion on BB. Agreement, feedback, praising
2 *15 min*	**Farm-yard** *(R, page 20, picture 1)* T: Look at this picture. Draw over the grey lines in colour. What colours did you use for the fence and the henhouses? Let's talk about the picture. Count the vertical planks on the left. Show me …now! *Five* Count the horizontal planks. Show me …now! *Six* What animals can you see in the picture? *Cockerel, hens, chicks, geese, ducklings and kittens.* What is there one of in the picture? *A cockerel* What are there two of in the picture? *Two geese* What are there three of in the picture? *Three hens* What are there four of in the picture? *Four chicks* What are there five of in the picture? *Five ducklings (and visible eggs)* What are there six of in the picture? *Six kittens* Etc.	The picture is displayed or projected on the wall / screen. Individual drawing on copies. Monitored, helped, corrected, praising. Whole class discussion about the picture. Agreement, feedback, praising .
3 	**By the water** *(R, page 20, picture 2)* T: Look at the picture. Let's talk about it. Which animals live beside water? *Ducks, frogs, storks, turtles, etc.* How many trees do you see in the picture? Show it …now! *(Six)* How many pine-trees are there? Show it …now! *(Five)* How many other types of tree are there? Show it …now! *(One)* How many hay-stacks can you see? *Six*	Picture is displayed on wall. Pupils have copies of the picture. Whole class activity. Agreement, feedback, praising

	How many are closer? *Two* How many are farther away? *Four* How many ducklings are in the water? *Three* How many ducklings are on the bank? *Three* How many ducklings are there in total? *Six* Six storks come regularly to the lake. How many storks can you see? *One* How many might have flown away? *Five* Six frogs live in and by the water. How many frogs can you see? *Three* How many might be hidden beneath the water? *Three* Six turtles live in the lake. How many turtles can you see? *One* How many might be hidden in the water? Etc. **Drawing ∩ lines over** Try to find ∩ lines on the picture. Draw over them in brown.	
30 min		Individual work. Monitored, helped, corrected. Praising

R	R: Counting and operations up to five **C: Counting up to six** E: Preparation for writing. Ordinal numbers	*Lesson Plan* *24*
Activity **1**		*Notes*

Activity **1**	**Visiting the Grandparents** *(R, page 21, picture 1)* T: Look at this picture. Let's talk about it. Talk about your grandparents X, Y, etc. What is the weather like in the picture? *Light rain* What is the weather like here today? (Sun shining or cloudy, dry or raining, snowing, hot or cold, chilly, freezing, windy, etc.)	POSTER 15 Poster is displayed on wall. Pupils have copies of the picture. Whole class activity. Talk about clothes which are suited to the different weathers.
	How many people are in the picture? Knock the number …now! *(Six)* How many adults and how many children are there? *There are four adults and two children.* How many people have umbrellas? Clap it …now! *(Two)* Who has an umbrella, …A? *Dad and Mum.* How many people have a rain-coat? Show it …now! *(Three)* Who are wearing rain-coats? *Grandma, Daddy and Mummy*	A pupil counts them on the poster. T demonstrates it. Agreement, feedback, praising Agreement, feedback, praising
	How many windows can you see on the house *(Six)* How many of them are in the roof of the house? *(Three)* How many of them are in the wall of the house? *(Three)*	
	How many animals can you count in the picture? Shout the number …now! *(Six)* How many of them are two-legged? *Five (ducklings)* How many of them are four-legged? *One (dog)*	In chorus. Agreement, feedback, praising
	Who is first in the line of visitors?, …A? *Ann* Who is second? Shout it …now! *Ben* Who is third? Shout it …now! *Mum* Who is fourth? Shout it …now! *Dad* Who is second from the end of the row? Shout it …now! *Mum* Who is fourth from the end of the row? Shout it …now! *Ann* Who is first from the end of the row? Shout it now! *Dad* Who is third from the end of the row? Shout it …now! *Ben*	Check on poster.
	Who is standing beside Ben? *Ann and Mum* Who is standing in front of Father? *Mum*	
10 min	Draw a flower to the right of the gate. Draw a bird above the little window in the middle. Find ∩ lines on the picture and draw over them in colour.	Individual work. One instruction at a time. Monitored, helped. Display and check on poster. Agreement, feedback, praising
15 min		

| 2 | **Toadstools** *(R, page 21, picture 2)*
 T: Look at the picture.
 How many toadstools are there in the first row? *Six*
 How many of them have a brown stalk? *Two*
 Draw over the caps of the toadstools.
 Colour in the caps so that there are the same number of red caps as yellow caps.
 How many red and how many yellow caps are there? *Three / three*

 How many toadstools are there in the second row? *Six*
 How many of them have a green stalk? *Five*
 Draw over the caps of the toadstools.
 Colour in the caps so that there are fewer yellow caps than red caps.
 How many yellow and red caps are there?
 Two yellow and four red caps or
 One yellow and five red caps (or
 Zero yellow and six red caps). | Picture is displayed. Pupils have own copies.
 Whole class activity
 (Questions about positions)
 Individual work.
 Monitored, helped.
 Check on picture.
 Agreement, feedback, praising

 Demonstrate all the cases. |
| *30 min* | | |

R	R: Counting up to six **C: Preparation for operations up to six** E: Decomposition of six. Ordinal numbers	*Lesson Plan* *25*
Activity *1*	**Items in three rows** *(R, page 22, picture 1)* T: Let's look at this picture. How many rows can you see? *Three* Try to memorize the items in the first row. … Try to remember the items in the first row. List the items, A (B, C, etc.). *Umbrella, flower, snowman, toadstool, spade, turtle* Well, let's check our memories. How many items are in this row? *Six* How many animals are there? *One (the turtle)* How many living things are there? *Three (flower, toadstool, turtle)* Name the second item from the left. *Flower* What is the position of the snowman from the right? *Fourth* Try to memorize the items in the second row. … Try to remember the items in the second row. List the items, A (B, C, etc.). *Stork, frog, house, tree, ladybird, glove* Well, let's check our memories. How many items are in this row? *Six* How many animals are there? *Three (stork, frog, ladybird)* How many living things are there? *Four (stork, frog, tree, ladybird)* How many plants are there? *One (tree)* What is the place of the ladybird from the right? *Second* From the left? *Fifth* Name the first item from the left. …now! *Stork* From the right. …now! *Glove* Try to memorize the items in the third row. … Try to remember the items in the third row. List the items, A (B, C, etc.). *fish, cockerel, pine-tree, ball, tree, grass* Well, let's check. How many items are in this row? *Six* How many animals are there? *Two (fish, cockerel)* How many living things are there? *Five (fish, cockerel, pine-tree, tree, grass)* What is second from the right? *Tree* What is sixth from the right? *Fish* Name the third item from the right …now! *Ball* How many animals are there in the three rows altogether? *Six (turtle, stork, frog, ladybird, fish and cockerel)*	*Notes* POSTER 16 Whole class activity. Poster is displayed on wall. T covers it. Uncovering, then check on the poster. Agreement, feedback, praising Etc. Similar procedure Etc. Similar procedure Etc. Whole class activity on poster

	How many plants are there in the three rows altogether? *Six (Flower, mushroom, two trees, pine-tree and grass)* Name the living things in the three rows. *Flower, mushroom, turtle, stork, frog, tree, ladybird, fish, cockerel, pine-tree, tree, grass* How many of the animals live beside water? *Three (turtle, stork and frog)* What is fourth from the right in the middle row? *House* Which item could I be thinking of? On its right is an animal and on its left is a plant. *The spade (fifth in first row)*	(Six plus six items)	
20 min			
2 *30 min*	**Tortoise** *(R, page 22, picture 2)* T: Find the green paper and the walnut shell on your desk. You can make a tortoise from these. Find the scissors and the glue. Listen to my instructions carefully and follow them. Cut out the shape of a tortoise from the paper. Put glue on the side of the walnut shell and stick the paper tortoise to it. Draw in the eyes and the mouth.	Picture is displayed on the wall T might have drawn the shape on the sheet. Individual work. Monitored, helped, corrected. Praising.	

R	R: Counting up to six **C: Completing and taking away** E: Observations. Shapes	*Lesson Plan* *26*
Activity **1**	**By the Lake** *(R, page 23, picture 1)* T: Look at the picture. Let's talk about it. (Lake, trees, bushes, reed, grass, birds, frogs, lizard, turtles, fox and squirrel) How many trees can you see on the picture? *Four* How many bushes are there? *Two* How many reed heads can you count? *Five* How many frogs can you count? *Four* How many ducks are there? Shout it …now! *(Five)* How many pheasants? Show it …now! *(Two)* How many turtles? Shout it …now! *(Two)* How many storks? Clap it …now! *(One)* How many foxes? Show it …now! *(One)* How many squirrels? Knock it …now! *(One)* How many lizards? *One* There are more than six swallows. Nod if this is true and wave your hand if it is false. (Let's talk about what the different animals are doing.) **Story** T: Listen carefully to the story. Draw in the missing things which will make the story true. Circle the creature which did not appear in the story. It is a beautiful summer morning. Mother duck and her **five** ducklings are having a swim. *(Drawing one duckling)* A fish is leaping up from the water *(Drawing the fish)* Three frogs were sun-bathing on a clump of weeds but one of them has caught sight of a stork and at this very moment it is jumping into the water. *(Drawing a frog on a clump of weeds)* There are three bushes and three trees at the side of the lake. *(Drawing a bush)* The grass has grown into a lovely shade of green. A squirrel and two birds are having a rest on the tree. *(Drawing a bird on the tree)* Six swallows are flying round and round above the lake. *(Circling two swallows)* *(Circling the two turtles, the fox, the lizard and the pheasant on the ground)*	POSTER 5 Whole class activity. The poster is displayed or projected on the wall / screen. Pupils have their copies. Free talk first, then T asks questions. Agreement, feedback, praising (Six plus two) Observational and comprehension skills are developed. One sentence at a time. Individual work. Monitored, helped, corrected. (Might be discussed after each sentence.) Circling, completing on screen too. Agreement, feedback, praising Let the pupils complete the story with the missing (circled) animals.
20 min		

2	**Houses, doors and windows** *(R, page 23, picture 2)*	The picyure is displayed or
	T: Look at the picture and find your copy.	projected on the wall / screen.
	How many houses are in the two rows? *(Three houses are in each row, six houses altogether)*	Pupils have their copies.
	Use the first row.	
	Draw on every house the same number of doors of the same shape and in the same position as the door on the house in the middle of the row.	Individual work. Monitored, helped, corrected.
	Now, draw one window less on the house on the left, and one window more on the house on the right, than there are on the house in the middle of the row. The windows must all be the same shape as that on the house in the middle.	Discussion. Display each solution on the screen. Agreement, feedback, praising
	How many doors did you draw on each of the two next houses? Where did you draw them? *One on each, on the right of the house.*	
	How many windows did you draw on the first and on the third houses? *One window on the first house and three windows on the third house.*	
	How many windows are there now altogether in the first row? *(Six)*	
		Similar procedure
	Now, do the same drawing in the second row.	
	Copy the doors of the middle house on the next houses, with the same shape and position.	
	Draw one window less on the house on the left, and one window more on the house on the right, with the same shape.	
	How many doors did you draw on each of the two next houses? Where did you draw them? *One on each, to the middle of the house.*	
	How many windows did you draw on the first and on the third houses? *None on the first house and two windows on the third house.*	
30 min	How many windows are there now altogether in the second row? *(Three)*	

R	R: Counting up to six **C: Mental operations in context** E: Following game rule. Cooperation	*Lesson Plan* *27*
Activity **1**		*Notes*
	Mental operations T: Listen to the story and the question. Find out the answer to the question but don't say it until you are asked. a) Four children were sitting on the chairs… then two children joined them. How many children are there now? Knock this number … now! *(Six)* Who agrees / disagrees? Who was right (Who knocked six)? Let us show this. Come A, B, C and D and sit down. Come E and F. Count them X. b) Six 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! *(Three)* Explain it, …B. *Three went away from six rabbits, so three rabbits remained.* Who agrees / disagrees? Who was right (clapped three)? Let us show it. … c) Five turtles are climbing into the lake… A turtle is already in the water. … How many turtles are there altogether? Show this number …now! *(Six)* Explain it, …C. *Five plus one is six.* Who agrees / disagrees? Who was right (showed six)? Let us show it … d) Sue had two shells, then she found three additional shells on the beach. How many shells does she have now? Knock this number …now! *(Five)* Explain it, …D. *Two shells and three shells make five shells.* Who agrees / disagrees? Who was right (showed five)? Show this with shells on your desk …	Whole class activity. Feedback, agreement, praising Repeat the procedure. Help explanation, reasoning. Let them show it with fingers. Showing with fingers allowed. Finger counting allowed. Individually. Monitored, helped, praising.
10 min		
2	**Game 4 (Turtles)** *(R, page 24, picture 1)* T: Look at the poster and find the game items on your desk. There are twelve cards: Two cards with one dot, two cards with two dots, three cards with three dots, three cards with four dots and two cards with five dots. There are counters (or buttons, coins, dried peas), five red, five yellow, five blue and five brown counters for maximum	T demonstrates this game. Recognize different placings of dots. Game in pairs, threes or fours.

four players. This game is for two, three or four players. Rule: Put one of your counters on your chosen turtle. Shuffle the cards and lay them face down in a pile on the table. Take turns to pick a card from the top of the pile. Look at the number of dots on the card. Turtles are slow creatures so you must move your counter one less than the number shown. When you have gone all the way round the board, you can only move back onto your turtle if the number is one less than the number shown on your card. If not, you lose that turn and must wait until you pick a card which shows exactly the number you need. If you land on a space occupied by another counter, you can 'bump' that and the player of that counter has to start the game all over again. Always put back the used cards face down under the pile of cards. The player who is the first to move back to his original position is the winner. Come A, let's play a game. … Now play a game with your partner(s). Here is another way to play the game. If you have gone all the way round the board and you do not pick the correct card to finish, instead of missing that turn you have to go round the board again.	Monitored, helped, praising. Be their judge where needed. Clarify it by demonstration of some examples. (Playing with 2 or more counters might be too difficult yet for them.) (If you have time for this version)
30 min	

R	R: Counting and operations up to six **C: Counting up to seven** E: Drawing the ∪ line. Ordinals	*Lesson Plan* *28*
Activity **1** *10 min*	**Song or ditty for counting** T: Let's sing (tell) this song (ditty) together. **Counting out seven items** T: Let's put down seven peas (coins) onto the desk. Listen, let's do it together and count out together. … One, two, three, four, five, six, seven. Count up to seven now with your fingers. **Drawing seven sticks** T: Ben has learned to count even further, up to seven. Draw some red sticks to make seven sticks in all.	*Notes* Whole class activity T observes who cannot yet count up to seven (eight, nine and ten). Monitored, helped, corrected Praising. T shows correct number and observes Ps. Individual work. Monitored, helped, corrected. Discussion on BB. Agreement, feedback, praising
2 *15 min*	**Laying the Table** *(R, page 24, picture 2)* T: Look at this picture. Look for ∪ lines on the picture. Draw over them in colour. Let's talk about the picture. What items are shown? *(Plates, glasses, forks, spoons, knives, vase, flowers, table-cloth)* What is there one of in the picture? *A vase and a table-cloth* What are there two of in the picture? *Two forks* What are there three of in the picture? *Three knives* What are there four of in the picture? *Four spoons* What are there five of in the picture? *Five tulips* What are there six of in the picture? *Six glasses* What are there seven of in the picture? *Seven plates* The table has been laid for seven people. How many spoons are missing? Show it …now! *(Three)* How many knives are missing? Show it …now! *(Four)* How many forks are missing? Show it …now! *(Five)* How many plates are missing? Show it …now! *(Zero)* How many glasses are missing? Show it …now! *(One)* How many flowers are in the vase? *Five* How many more flowers should be put into the vase to make seven altogether? Shout it …now! *Two*	POSTER 17 The poster is displayed or projected on the wall / screen. Individual drawing on copies. Monitored, helped, corrected, praising. Whole class discussion about the picture. Agreement, feedback, praising . Laughing

3	**Tulips** *(R, page 25, picture 1)* T: Look at the picture. Complete the tulips to make each one look like the first tulip. Colour in red the second tulip from the left. Colour in yellow the third tulip from the right. Colour in green the leaves of the tulip in the middle.	Picture is displayed on wall. Pupils have copies of the picture. Individual work. Drawing over the grey lines. Monitored, helped, corrected.
22 min		
4	**Dogs** *(R, page 25, picture 2)* T: Look at the picture. Draw over the grey lines in brown. Complete the dogs' heads.	Picture is displayed on wall. Pupils have copies of the picture. Individual work. Monitored, helped, corrected.
30 min		

R	R: Counting up to seven **C: Counting and operations** E: Classification of animals and things	*Lesson Plan* *29*
Activity **1**		*Notes*
	Animals and food *(R, page 26, picture 1)* T: Look at this picture. Let's talk about it. What kind of animals do you see on the picture? *Rabbit, dog, goat, swallow, frog, fox, cockerel and fly* Which of them are domestic animals? *Tame rabbit, dog, goat and cockerel* Which of them are wild animals? *Wild rabbit, swallow, frog, fox and fly* How many animals are on the right-hand side of the picture? Knock the number …now! *(Four)* How many animals are on the left-hand side of the picture? Clap it …now! *(Three)* How many animals are in the middle? Show it …now! *(One)* How many animals are there altogether? *Eight* How many of the animals are two-legged? *Two* How many of the animals are four-legged? *Five* How many of the animals are six-legged? *One (fly)* What do these animals eat? Join up each animal to the food it eats. What did you join together? *The swallow and the frog to the fly. The dog and the fox to the bone. The rabbit and the goat to the grass. The cockerel to the ear of wheat.*	Picture is displayed on wall. Pupils have copies of the picture. Whole class activity. Talk about meat eating (carnivorous) and plant eating (herbivorous) animals, and on food animals eat. Agreement, feedback, praising See who can count up to 8. Individual work on copies. Monitored, helped. Discussion on the screen. Agreement, feedback, praising
15 min		
2	**Things** *(R, page 26, picture 2)* T: Look at the picture. How many things are to the left of the ear of wheat in the picture? Count them A. *Seven* Show this number …now! How many things are in the upper row? Clap their number …now! *(Three)* List them …now! *Bread ... apple ...croissant* How many things are in the lower row? Knock their number …now! *(Four)* List them …now! *Cheese ... glove ...knife ... hamburger* How many of these things can you eat? *Five* Tick them. Let us list them on the poster. *Bread, apple, croissant, cheese and hamburger* How many of them cannot be eaten? *Two (Glove, knife)*	Picture is displayed. Pupils have own copies. Whole class activity Agreement, feedback, praising Point to them in order on the picture. (Talking about edible things) Individual work. Monitored, helped. Check on picture. Agreement, feedback, praising

	Circle those which are made from wheat. Which did you circle? *Bread, croissant, hamburger bread* How many of them are made of metal? *One (knife)* How many are not made from metal? *Six* *25 min*	(Talking about inedible things) Individual work. Monitored, helped, corrected. Agreement, feedback, praising Whole class activity. Agreement, feedback, praising
3 *30 min*	**Food** *(R, page 27, picture 1)* T: Look at the picture. How many things are shown on the picture? *Seven* How many of them are made from plants? *(Three)* List them. *Orange juice, pretzel, jam* Which food comes from which animal? Join up the pictures to the correct animal. What did you join together? *Milk and cheese to cow, egg to hen, sausage to pig*	Picture is displayed. Pupils have own copies. Whole class activity Agreement, feedback, praising Individual work. Monitored, helped, corrected. Agreement, feedback, praising

R	R: Counting up to seven **C: The days of the week** E: Parts of the day. Ordinal numbers	*Lesson Plan* *30*
Activity **1** *20 min*	**Parts of the Day** *(R, page 27, picture 2)* T: Let's look at this picture. Tell us about one of your days, A (B, C) What did you do first thing this morning? When did you get up, D? When do you get up, E? When did you go to bed yesterday, F? When do you go to bed? When did you wash this morning, G? When do you wash yourself? When did you brush your teeth this morning, H? When do you brush your teeth? When did you eat this morning, J? When do we generally eat? When are you in school? What does your family do in the evenings? When do we sleep? Parts of the day: *Dawn (daybreak), morning, noon (midday), afternoon, evening, night, midnight* What is happening to Ann on the upper-left picture? *She is waking up.* What is Ben doing on the upper-right picture? *He is brushing his teeth.* Why do we wash our hands before meals? *Avoiding sickness* Why do we brush our teeth after meals? *Avoiding decay* How many children are sitting at the table for morning break? Shout it … now! *Five* What are they likely to be eating? *Milk with roll (?)* How many children in the picture are playing? *Seven* How many boys are there? *Three* How many girls are there? *Four* On which side of the picture are Father and Mother? *In the left-hand side of the lower row*	***Notes*** POSTER 18 Poster is displayed on wall. Whole class activity: Talking about the daily (weekly) tasks of each member of the family. Discuss working days and holidays. Washing habits, eating habits. Agreement, feedback, praising
2	**The days of the week** *(R, page 28, picture 1)* T: Learn the names of the days of week. *Sunday, Monday, Tuesday, Wednesday, Thursday, Friday and Saturday* Look at the picture. What is the first weekday? *Monday* What is the second weekday? *Tuesday* What is the third weekday? *Wednesday* What is the fourth weekday? *Thursday* What is the fifth weekday? *Friday*	Picture is displayed on the wall Whole class activity (Naming the 'seven dwarfs') Agreement, feedback, praising

	What is the first day of the weekend? *Saturday* What is the second day of the weekend? *Sunday* What day is it today? E.g. *Tuesday* What day was it yesterday? *Monday* What day will it be tomorrow? *Wednesday* On which days do you go to school? *On weekdays: On Mondays, Tuesdays, Wednesdays, Thursdays and Fridays* On which days does your family have a rest? *On Saturdays and Sundays* In the picture, Monday is the first, Tuesday is the second and so on. Join up the first name to the single dwarf and the second name to the two dwarfs. Circle the fifth day and join it up to the five dwarfs. Name that day …now! *Friday* Circle the third day and join it up to the three dwarfs. Name that day …now! *Wednesday* Circle the seventh day and join it up to the seven dwarfs. Name that day …now! *Sunday* Circle the fourth day and join it up to the four dwarfs. Name that day …now! *Thursday* Circle the sixth day and join it up to the six dwarfs. Name that day …now! *Saturday*	Showing a calendar Individual work. Monitored, helped, corrected. Check on picture. Agreement, feedback, praising.
30 min		