		- – -
R	R: Counting up to seven	Lesson Plan
	C: Word problem	31
	E: Preparation for mirror symmetry	<i></i>
Activity		
1	Guests on a Sunday (R, page 28, picture 2)	Whole class activity.
	T: Look at the picture. Let's talk about it.	The picture is displayed or
	(Father, Mother, Ben and Ann are waiting for the guests.)	projected on the wall / screen.
	Listen to the story carefully and complete the picture	Free talk first, then T tells the
	and complete the protecte	story. Pupils have conies
	Three children visited Ann on Sunday. A little how arrived	
	first and gave Ann a hunch of flowers	Individual drawing One at a
	inst and gave Ann a bunch of nowers.	time Monitered help 1/
		ume. wontored, nelped (and
	I hen two girls came.	not corrected!). Praising.
	One of them had a box in her hands and the other held a ball.	Show a drawing on the
		picture.
	How many people are there now at Ann's home? Seven	
	How many adults and how many children are there?	Whole class activity.
	Two adults and five children	Check on picture.
	Which are there more of: guests or members of the family?	Agreement, feedback, praising
	How many more? One more family member than quests	
		Talk about times when their
		families naid visits and when
		they had quests at their homes
		mey nau guests at their nomes.
	Finger prostice	E a polling a ribbar / targe ar
	ringer practice	E.g. ronning a ribbon/tape or
		singing a song / saying a verse
		with finger practice
15 min		
•		Fach man it has
2	Koutes (<i>R, page 29, picture 1</i>)	Each pupil has a copy.
	1: Look at your copy.	
	In how many ways can the ant reach the ant-hill? <i>Three</i>	Individual work. Monitored,
	Draw the routes in different colours but make sure that your	helped, praising.
	lines do not touch the sides of the paths.	
20 min		
2		The mintum is disult
5	Iviugs (<i>K</i> , <i>page 29</i> , <i>picture 2</i>)	I ne picture is displayed or
	T: Look at the picture and find your copy.	projected on the wall / screen.
		Pupils have their copies.
	What can you see on the picture? Mugs	Whole class activity.
	How many mugs are coloured? Seven	
	How many mugs are not coloured?	T asks and/or explains
	Clap their number now! (Seven)	symmetry on picture.
	Draw over the grey lines.	Individual work. Monitored
		helped corrected praising
	Note where the green mugs are Now cover up the left	herped, concered, praising
	hand side of the picture	
	Colour in around a new induction the second	
	Colour in green the mugs in the matching position on the	Individual work. Monitored,
	right-hand side.	helped.

	How many green mugs did you draw? One	Discussion. Display each
	Describe its position on the right-hand side. Low-left	solution on the screen.
		Agreement, feedback, praising
	Note which mugs are not green. Colour in the mugs in the	(Pupils may try to draw them
	matching position on the right-hand side.	after covering)
30 min		
30 min	Describe its position on the right-hand side. <i>Low-left</i> Note which mugs are not green. Colour in the mugs in the matching position on the right-hand side.	solution on the screen. Agreement, feedback, praising (Pupils may try to draw them after covering)

R	R: Counting up to seven	Lesson Plan
1	C: Decomposing seven	32
Activity	E: Following of game rule. Cooperation	Notas
Activity	Mental operation	INOLES
L	T: Count out seven shells (buttons, nuts, coins). Share them	Whole class activity.
	into two groups.	
	Explain your sharing A (B, C, etc.)	
	E.g. One and six, three and four, six and one, two and five,	Agreement, feedback, praising
	Jour and inree, five and two.	Display the cases in
		Include discussion on 'zero +
		seven' and 'seven + zero'.
5 min		
2	Game 5 (Dogs) (R page 30 picture 1)	
2	T: Look at the poster and find the dice and the counters on	T demonstrates the game.
	your desk. What rules would you set for this game?	Pupils probably find out that
		the dogs move towards the
		bones due to the numbers
	Play a game in this way:	Game in pairs.
	Put your counter (dog) on your coloured squares. Throw the	Monitored, helped, praising.
	dice. Move as many steps as the number of dots on the dice.	Be their judge where needed.
	You may choose which way you want to go. If you should	
	The player who gets to one of the bones first is the winner	
	Let us modify the rules:	
	This time, you move one more than the number of dots on the	Game is for two, three or four
	If you move to a square occupied by another counter, then	players.
	that counter must move back three places.	Monitored, helped, praising.
	To get the bone, you must throw the exact number needed. If	Be their judge where needed.
	not, you lose that turn and must stay where you are until you throw the required number	
	The player who gets to one of the bones first is the winner.	
25 min		
3	Folding a dog (R. page 30, picture 2, and page 58)	Picture is displayed on wall
	T: Look at the poster and find the scissors and the paper with	Pupils have the sheets
	the shape on it.	The shape might be drawn on
	You can make a dog by cutting it out of the sheet.	the sheet.
		helped. Praising.
30 min		1 · · · · · · · · · · · · · · · · · · ·

	D. Counting and anomations up to source	I DI
R	K: Counting and operations up to seven	Lesson Plan
	C: Counting up to eight	33
	E: Drawing ~ lines. The seasons	
Activity		Notes
1	Song or ditty for counting T: Let's sing (tell) this song (ditty) together	
	Repeat it (e_{α}) row A (B) X (Y) repeat it	T observes who cannot yet
	переш п, (е.д.) то и п (в). л, (т) тереш п.	count up to eight (nine and
		ten)
	Counting out eight items	
	T: Let us put down eight peas (coins) onto the desk. Let us do	Monitored, helped, corrected.
	it together and all count out loud One, two, three, four,	Praising.
	five, six, seven, eight.	T shows it and observes Ps.
	Count up to eight now with your fingers.	
	Drawing eight sticks	Individual work
	T: Ben has learned to count even further, up to eight. Draw	Monitored helped corrected
	five blue sticks first, then draw some red sticks to make eight	Discussion on BB
	sticks in all. How many red sticks did you draw? Three	Agreement, feedback, praising
10 min		
2	Winter (<i>R</i> , page 31, picture 1)	The poster is displayed or
	T: Look at this picture. What season is it? <i>Winter</i>	projected on the wall / screen.
	What does the family do in winter?	Talk about winter and the
	Let us list the seasons now! Spring, Summer, Autumn and	other seasons.
	Winter.	
	How many people are on the picture? <i>Eight</i>	Counting together if needed
	How many children are there? Six	Agreement, feedback,
	How many adults are there? <i>Two</i>	praising.
	How many people are facing to the right on the picture? Six	
	How many are looking to the left? Two	Help them if needed.
	How many trees are on the picture? <i>Eight</i>	
	How many trees do not have leaves? <i>Three</i>	
	Why? Because their leaves have fallen down in the autumn	(Deciduous and evergreen
	How many trees do have leaves? Five	trees)
	How many people are sledging? Shout it now! One	
	How many of them are not sledging? Clap it now! (Seven)	
	How many people are skiing? Knock it now! (Four)	
	How many people are not skiing? Shout it now! Four	
	How many people are building a snowman? Two	
	How many are not? Clap it now! (Six)	
	What is there one of in the nicture? One snowman one	
	sledge one adult man one adult woman one snowball etc.	
	What are there two of in the nicture? Two adults	
	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>	

	What are there six of in the nicture? Six shildren	
	what are there six of in the picture? Six children	
	what are there seven of in the picture? Seven children or	
	women	
	What are there eight of in the picture? <i>Eight people</i>	
	Who is wearing a red scarf? <i>The sledging child</i>	
	What colour is Father's hat? <i>He is not wearing a hat</i>	Laughing
	Find \sim lines in the nicture. Draw over them in blue	Individual drawing on copies
	The mes in the picture. Draw over them in orde.	Monitored helped praising
	How money lines did you find? From	A grade and foodbools grade a
25 .	How many ~ mes did you find? Four	Agreement, leedback, praising
25 min		
3	Animals (R, page 31, picture 2)	Picture is displayed on wall.
	T: Look at the picture. Let us talk about it. (Swallow, fox.	Pupils have copies of the
	stork cockerel hedgehog dog cat bird)	nicture
	How many animals are on the nicture? Show it now!	Whole class activity
	(E_{i}^{*}, L_{i})	whole class activity.
	(Eigni)	
	How many of them sleep (hibernate) through the winter?	(Discussion about others)
	One, the hedgehog	Agreement, feedback, praising
	How many of them do not sleep through the winter? Seven	
	How many birds are in the picture? <i>Four</i>	Listing
	How many four-legged animals are there? Four	e
	How many of them are domestic animals? <i>Three</i>	
	How many are not domestic? <i>Five</i>	
	How many migrate? Two	The swellow and the stork
	How many migrate? Two	The swallow and the stork
	Which animals are looking to the right of the picture? The	
	swallow and the cockerel	
	which animals are looking to the left of the picture? The fox,	
	stork, hedgehog and the bird	
30 min		

R	R: Counting and operations. More, less, equal	Lesson Plan
	C: Counting up to eight	31
	E: Preparation for writing. The seasons	54
Activity		Notes
1	Spring (R, page 32, picture 1)	POSTER 19
_	T: Look at this picture. Let's talk about it. (Tulips, violets,	Poster is displayed on wall.
	snowdrops, ladybirds, bees, butterflies)	Pupils have copies of the
	What happens in spring-time?	picture. Whole class activity
	How many butterflies are in the picture? Shout it now!	Then a pupil counts them on
	Three	the poster T demonstrates
	How many bees are in the picture? Clap it now! (Three)	Agreement feedback praising
	Which are there more of? <i>There are the same number of</i>	Illustrate it by matching tool
	butterflies and bees	mustrate it by matching, too:
	How many ladybirds are there? Knock it now! (Two)	In whole sentences, together
	Which are there more of butterflies or ladybirds? Shout it	with T.
	now! There are more butterflies than ladybirds	Check it by matching, too!
	How many more? There is one more butterfly than ladybird	Agreement, feedback, praising
	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? Their number	
	is equal to each other. There are the same number of insects	
	and flowers	
	and flowers	
	For which flower is there the same number of butterflies?	
	The violets	
10 min		
10 min		
2	Easter eggs (R, page 32, picture 2)	Picture is displayed. Pupils
	T: Look at the picture. Let us talk about it.	have own copies.
	How many Easter eggs are there in the row? Six	
	Draw over the grey lines.	Individual work. Monitored,
		helped, corrected.
	Colour the eggs red, blue and yellow to make the patterns	Individual work. Monitored.
	look different.	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.)
25 min		Agreement, feedback, praising

3	Ann's clothes (<i>R</i> , page 33, picture 1)	Picture is displayed. Pupils
	T: Look at this picture. Let's talk about it. (Girl, Ann,	have own copies.
	sweater, cap, Wellington boots, snowboots, glove, coat, swimming costume skirt sandals)	Whole class activity.
	How many items of clothing are on the nicture? Count as	Count loudly altogether on the
	many as you can	risture. Observe their evicting
	many as you can.	picture. Observe their existing
	Let us count the items altogether.	counting knowledge. Praising
		only.
		There are 14 items if we count
		each shoe and also the
		underween (11 if the shees are
		underwear. (11 if the shoes are
		counted in pairs.)
	Which of them might be worn by Ann in spring (summer,	
	autumn. winter)?	
30 min		
<i>30 min</i>		

(
R	R: Counting	Lesson Plan
	C: Preparation for operations up to eight	35
	E: Observational skills. Comprehension. Visualisation	
Activity		Notes
1	Summer holidays (<i>R, page 33, picture 2</i>)	Picture is displayed on wall.
	T: Let's look at this picture. Talk about the picture.	Pupils have their copies.
	What do families do in the summer? Talk about your last	Whole class activity.
	summer holiday.	
	How many people are in the picture? <i>Eight</i>	Count altogether if needed.
	How many are in the water? Shout it now! Three	Check it on picture.
	How many are on the beach? Shout it now! <i>Five</i>	Agreement feedback praising
	How many are building a sand-castle? Clap it now! (Two)	rigreement, reedbuck, pruising
	How many are sunbathing? Shout it now! (One)	(At least one)
	How many are not sunbathing? Knock it now! (Seven)	(At most seven)
	5 5 ()	(rit most seven)
	How many adults are there? <i>Three</i>	Similar procedure
	How many children are there? <i>Five</i>	Summer Proceeders
	Which are the more of? <i>Children</i>	
	How many more? <i>Two more</i>	Also check it by matching
	,	Theo check it by matching.
	Drawing over ~ lines	Individual work, Monitored
	Draw over the grey lines in blue	helped, corrected.
	Completing the picture	
	Listen carefully and complete the picture according to the	Individual work
	story.	
	Three bathers are playing with the ball.	There is nothing to complete
		(Laughing)
	Mother has put up a parasol over her head.	Drawing Monitored helped
	Ann and her friend have built a sand-castle which has eight	corrected
	towers	Check on poster
	Ben and his father are flying a kite	A groomont foodback preising
	The kite has a long coloured tail	Agreement, recuback, praising
	Everybody enjoys the holiday	
20 min		
20 min		
2	Fish $(R \text{ page } 34 \text{ picture } 1)$	
	T: Look at the nicture and find your conv	Picture is displayed on the
	Colour in eight of the fish in the nicture	wall Pupils have copies
	colour in eight of the fish in the picture.	Individual work
		Monitored helped corrected
		Praising
		i iaisiiig.
30 min		

	D. Counting up to sight	I DI
R	R: Counting up to eight	Lesson Plan
	C: Adding, completing and taking away	36
A	E: Observational and mental skills	
Activity		Notes
1	Mental operations	
	1: Listen to the story and the questions. Think of the answer	Whole class activity.
	to each question but don't say it until I ask you.	Allow enough time for
	a) Four children have been sitting on the chairs then	thinking. Let pupils count with
	another four children joined them.	their fingers (or other things)
	How many children are there now?	
	Knock this number now! (Eight)	
	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.	Feedback, agreement, praising
	b) Eight rabbits were playing in the clearing, then three of	Repeat the procedure.
	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. There were eight rabbits; three went away,	Help explanation, reasoning.
	so five rabbits remained.	Let them show it with fingers.
	Who agrees / disagrees?	
	Who was right (clapped five)?	
	Let us show it	
	c) Seven turtles are climbing into the lake A turtle is	
	already in the water How many turtles are there	
	altogether?	Showing with fingers allowed.
	Show this number now! (<i>Eight</i>)	
	Explain it,C. Seven plus one is eight.	
	Who agrees / disagrees?	
	Who was right (showed eight)?	
	Let us show it	
	d) Sue had two shells, then found six additional shells on the	Finger counting allowed.
	beach. How many shells does she have now?	-
	Knock this number now! (Eight)	
	Explain it,D. Two shells and six shells make eight shells.	
	Who agrees / disagrees?	
	Who was right (showed eight)?	
	Show this with shells on your desk	
10 min		

2	Harvesting grapes (<i>R</i> , page 34, picture 2) 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? In the autumn What happens to the trees in autumn? Their leaves fall down (except evergreen trees) How many trees can you see in the picture? One How many people are in the picture? Six	The picture is displayed or projected on the wall / screen. Talk about what the family does in the autumn. Free talk first, then T asks questions. Agreement, feedback, praising
	 How many have gone into the wine-press building? One How many have stayed outside? Five How many children are there? Shout itnow! Two How many adults are there? Show itnow! (Four) How many people would there be if two more came to help? Shout itnow! Eight How many leaves are in the picture? Clap itnow! (Eight) 	Observational and comprehension skills are developed.
20 min	How many more buckets are needed to make eight buckets in all? Show itnow! (<i>Five</i>) Draw the missing buckets.	Reasoning. Pupils have their copies Individual work. Monitored, helped, corrected. Agreement, feedback, praising
3	Fruits (<i>R</i> , <i>page 35</i> , <i>picture 1</i>) 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>	The picture is displayed or projected on the wall / screen. Pupils have their copies.
	How many of them ripen in summer? <i>Five (strawberry, water melon, cherry, apricot, tomato)</i>In which row are there more pieces of fruit: in the top row or	(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
	 in the bottom row? The same number of pieces in the two rows (four - four) How many of these fruits grow on trees? Five (apple, plum, walnut, cherry and apricot) How many of them grow on plants? Three (strawberry, water melon and tomato) 	vegetable in cooking; there are summer apples, etc.)
30 min	Which fruit do you like most? Why is it important to eat fruit?	Discussion on healthy eating

	D : Counting up to eight	
R	C. Montel encretions	Lesson Plan
	C: Mental operations	37
A adiavita	E. Panimarisation with the concept of zero	Notor
Acuvuy	Animals and $\log (R - nage 35 - nicture 2)$	Inoles
1	Look at the picture What can you see on it? (Bird ladyhird	Picture is displayed on wall.
	Look at the picture. What can you see on it? (<i>Bira, taayotra,</i>	Pupils have copies.
	Cal, Jrog, splaer, auck, ani, shall)	
	How many legs does each creature have? (The pigeon and the duckling have two legs. The set and the free have four	Whole class discussion first.
	the auckling have two tegs. The cal and the frog have jour	Agreement, feedback, praising
	eight loss. The snail has no loss)	
	eight legs. The shall hus no legs.)	
	Draw as many sticks in the box as there are legs on the	Individual work
	creature	Monitored helped
	How many sticks did you draw in each box?	Check on picture
		Agreement feedback praising
		reconcile, recoback, praising
	How many animals are there altogether? <i>Eight</i>	Whole class activity.
	How many of them are looking to the right? Six (or five)	Reasoning on picture.
	How many of them are looking to the left? One	Agreement, feedback, praising
	Which animals have two legs? Pigeon and duck	8 · · · · , · · · · · , · · · · · 6
	Which animals have four legs? <i>Cat and frog</i>	
	Which animals have six legs? Ladybird and ant	
	Which animals have eight legs? Spider	
	Which animal has as many legs as the frog? <i>Cat</i>	
	Which animal has as many legs as the ladybird? Ant	
	now many legs does a shall have? It has not got any legs. It	T explains the concept of zero
	nus zero iegs.	/ nil if pupils have not
	How many logs doos a hird have? Two	encountered it before.
	How many hirds have four legs altogether? Two hirds	W7h - 1 1
10	now many onus have rour regs allogether: Two onus	whole class reasoning
10 min		
2	Animals from plasticine $(R, page 36, picture 1)$	Whole class talking first
	T: Look at the picture. What can you see in it? (<i>Rird dog</i>	whole class taiking mot.
	turtle cat mouse)	
	You can make different animals from plasticine. Form one of	Individual or paired work
	these or make another of your favourite animals	Monitored, helped, Praising
30 min		

D	R: Counting and operations up to eight	Lesson Plan
N	C: Preparation for the concept of even numbers	38
	E: Ability to cooperate and to follow rules	50
Activity		Notes
1	Song or ditty for counting	
	Counting out eight items 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.	Whole class activity T observes who cannot yet count up to eight (nine and ten). Monitored, helped, corrected Praising. T shows, and observes Ps.
10 min	 Mental operations 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? Seven (Two and three is five; Five and two is seven) b) Ian has eight marbles in his hand. He gives two marbles to his sister. How many marbles remain in his hand? Six 	Individual or whole class. Reasoning with coins. Agreement, feedback, praising
_		
2	Game 6 (Birds) (<i>R</i> , <i>page 36</i> , <i>picture 2</i>) 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.	Picture is displayed on wall. Pupils have copies of the picture.
	 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. If you step on a space which is occupied by another pair of feet, then the other bird must move forward one space. 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. 	(i.e. the last number thrown was even) T demonstrates the game. Game in pairs Monitored, helped, praising. Be their judge where needed. Game in threes or fours.
30 min		

R	R: Counting and operation up to eight	Lesson Plan
1	C: Counting up to nine	30
	E: Composition of nine. Writing the line J	59
Activity		Notes
1	Zoo (<i>R</i> , <i>page 37</i> , <i>picture 1</i>)	
	T: Look at this picture. Let's talk about it.	Picture is displayed on wall.
	What kind of animals do you see on the picture? <i>Giraffes</i>	Pupils have copies of the
	and elephants	picture. Whole class activity.
		Talk about the animals of this
		country, other countries, other
		continents.
	Ben has learned to count even further.	
	Let us count the circles on the black / white board allogether	
	now! One, two, three, jour, jive, six, seven, eight, hine	In chorus
	Show nine fingers now!	
	Show hine hingershow!	Or counting in chorus again if
	Draw in the correct number of red sticks to make nine sticks	Individual completing of
	altogether	sticks
	How many sticks did you draw? Six	Agreement feedback praising
		recuback, plaising
	How many animals are in the picture?	Whole class activity
	Shout the number now! Nine	Check on picture.
	How many giraffes are there? Clap it now! (Five)	Agreement, feedback, praising
	How many elephants are there? Show it now! (Four)	
	How many animals are there altogether? <i>Eight</i>	
	There are nine giraffes in the Zoo.	
	How many have gone into the stable? Four	
	How many giraffes are looking to the left? Four	
	Which giraffe from the left is the tellest? The fourth one	
	which ghane from the left is the tallest? The journ one	Etc. Ordinal numbers
	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>	
	······································	
	Find J lines on the picture and draw over them in colour.	Individual work on copies.
		Monitored, helped, corrected.
15 min		
2	Coat-hooks (R, page 37, picture 2)	Picture is displayed. Pupils
	T: Look at the picture.	have own copies.
	Let us count the coat-hooks together now!	Whole class activity
	Drow over the grow lines	Individual work
	Draw over the grey lines.	Monitored helped
	Law a red scarr on the coat-nook which is second from the	Check on picture
	Draw a blue scarf on the coat-book which is third from the	Agreement feedback praising
	right.	

	Draw two green hats, each on a different coat-hook.	
30 min	How many coat-hooks are empty? <i>Five</i>	Whole class activity. Agreement, feedback, praising
	·	

П	R: Counting and operations	Lasson Dlan
K	C: Counting up to nine	Lesson I tun
	E: Positions. Ordinal numbers	40
Activity		Notes
1	In the Playground (<i>R, page 38, picture 1</i>) T: Let us look at this picture.	POSTER 20 Poster is displayed on wall. Free talking first on playing and social behaviour.
	 How many children are in the picture? Shout it now! <i>Nine</i> How many boys are there? Knock itnow! (<i>Five</i>) How many girls are there? Clap itnow! (<i>Four</i>) How many children are playing with the ball? Show it with your fingersnow! (<i>Three</i>) How many children are not playing with the ball? Show itnow! (<i>Six</i>) How many children are swinging? Shout itnow! <i>Two</i> How many children are playing in the sand? Knock itnow! <i>One</i> How many children are not playing in the sand? Count them. <i>Eight</i> How many children are looking to the right? Knock it 	Whole class activity. Agreement, feedback, praising
	now! (<i>Two</i>) How many children are looking to the left? Clap itnow! (<i>Five</i>)	
	In which part of the picture is the sand-pit? The sand-pit is in the bottom left part of the picture. In which part of the picture is the slide? The slide is in the bottom right part of the picture. In which part of the picture is the swing? The swing is in the top right part of the picture. In which part of the picture. In which part of the picture.	
	 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> 	Accept any relevant answer
15 min	How many children will be in the play-ground if three children leave and two children arrive? <i>Eight</i>	Explanation step by step. Show it with pupils, too.

2	Umbrellas (R, page 38, picture 2)	Picture is displayed on the
	T: Look at the picture.	wall
	Draw over the grey lines in brown.	
		Individual work.
	Colour red the umbrella in the middle.	Monitored, helped, corrected.
	Colour yellow the umbrella which is second on the left of the	(Ask on their position)
	red one.	Check on picture.
	Colour blue the umbrella which is third on the right of the red	Agreement, feedback, praising
	one.	
	Colour green the umbrella which is between the red one and	
	the yellow one.	
	There were nine umbrellas altogether. How many have been	Whole class activity.
	taken away?	Agreement, feedback, praising
30 min		