# Unit (3) At the ZOO

- By the end of Unit 4 the children will be able to:
- recognise and say the words: tigers, lions, kangaroos, elephants, giraffes, penguins, monkeys.
- say what they can do: I can get ready to go out.
- answer the questions: Can monkeys climb? Yes, they can. What's your favourite wild animal? I like ...
- · recognise and read Star words: has, on, I, no, like, here, the.
- recognise and read Star words: in, did, and, a, it, on.
- read and spell 'e' and 'i' CVC words: ten, pen, hen, red, bed, peg, wig, dig, big, pin, tin, sit.
- read a combination of CVC words and sight words in simple sentences.
- · recognise what different animals eat.
- · listen to a story and recall details.
- act out a small play using language from the story.

New words: tigers, tions, kangaroos, elephants, glraffes, penguins, monkeys

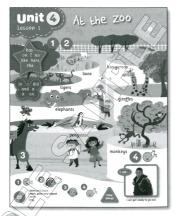
New language: Can monkeys climb? Yes, they can! I can get ready to go out,

Star words: has, on, I, no, like, here, the

Bella words: in, did, and, a, it, on Classyoom language: Open your books. Listen. Point to the pictures. What are these? Can elephants Jump? Can kangaroos jump? Can you see the lions?

Materials: CD of animal sounds from the lesson (optional), Lesson 1 flashcards/pictures, CD, Horsey puppet, Star and Bella word cards, music CD

## Unit 4 Lesson 1



#### Warm up

- If possible, play a CD that has the sounds of some of the animals from the lesson (or make the animal sounds yourself). Ask the children to imitate the sounds and try to guess the animal.
- Ask the children to open their books at page 22.
   Display the page on the Digibook or open a Pupil's Book in front of them. Point to each icon and ask What are we going to do today? Elicit chant, listen and say, listen, sing.

## 🙈 Learn new words.

Display the Diglibook or flashcards/pictures. (See Introduction page 23 for ideas on making your own picture flashcards.) Show the tigers flashcard and say tigers. The children repeat. If the children already know the word fliger and they call if out, draw their attention to the fact that we say tigers because there are more than one. Introduce lions. Hold up or display the tigers flashcard and a picture of lions. Ask the children to point to each one and say the word. Go back and forth between the flashcard and picture until the children are saying the words confidently. Introduce the rest of the words in the same way. Choose any two words in

random order and ask the children to point to them and name them. Repeat with different words until the children can name all the animals conflidently. (See Introduction page 23 for detailed tips on how to introduce, drill and practise new vocabulary.)

## 1 Listen and chant.

- Display page 22 using the Digibook or hold up a Pupil's Book in front of the children. Ask them to look at their books and say what they can see on the page.
- Play the CD. The children listen and point to the pictures in their books. Point to the pictures on the Digitbook page to demonstrate. Play the CD again. The children point and chant. Play the CD as many times as necessary for the children to point and chant confidently.



tigers, lions, kangaroos, elephants, giraffes, penguins, monkeys

## 2 Listen, point and repeat.

 Play the CD. The children point to the pictures and repeat in the pauses. Point to the Digibook page in front of the children to demonstrate.



tigers lions kangaroos elephants giraffes penguins monkeys

## 3 Listen.

Point to the picture on page 22 Ask. Can you see Jack. Lily, Bella and Horsey? Where are they now? Are they at school or at the ⟨co² Eliph zoo. Can you see the animals? How many animals can you see? Count all the animals so the children funderstand the concept. Ask Can you see the monkeys? Point to the monkeys. What can monkeys do² (Loō)k at the picture. Can they climb? Yes, they can't Ask thip children to mime climbing a tree. Say Pelint to the guaffes. Point to the elephants. Are the élephants big or small? Can you see the kangaroos?

Can the kangaroos jump? Yes, they can! Ask the children to pretend they are kangaroos and mime jumping. Ask similar questions for all the animals.

Play the CD. The children listen and point in their books.
 Point to the pictures on the Digibook page or Pupil's.
 Book page to demonstrate. Mime the action words and prompt the children to do the same. (This is a listening activity, so the children are not asked to reepeat.)



Lily: Look at the animals Tigers and lions! Horsey: What are they?

Jack: They're kangaroos! They can jump!

Bella: Look at the elephants! Jack: I like the giraffes!

Horsey: Oh penguins! They can swim! Lily: Can you see the monkeys?



- Introduce the lyrics of the song slowly, line by line. (See Introduction page 27 for tips on how to introduce and practise songs.)
- Play thé CD. The children listen and mime the actions.
   Play the CD again. The children sing along. Put the class into two groups: one sings the questions and the other sings the answers.



What can animals do, do, do? What can they do in the zoo, zoo, zoo? What can animals do, do, do? What can they do in the zoo, zoo, zoo?

Can penguins swim? Yes, they can! Can penguins swim? Yes, they can! [chorus]

Can kangaroos jump? Yes, they can! Can kangaroos jump? Yes, they can!

[chorus]

Can monkeys climb? Yes, they can! Can monkeys climb? Yes, they can!

What can animals do, do, do?
What can they do in the zoo, zoo, zoo?
What can animals do, do, do?
What can they do in the zoo, zoo, zoo?

Pretend that you are taking Horsey out to the 200. Horsey acts clumsy and cannot seem to get ready. Ask a volunteer to come and show him how to get ready to go out. Prompt the child to mime getting dressed, brushing hair, putting on a jacket and backpack. Encourage all the children to mime getting ready to go out. Prompt them to say I can get ready to go out.



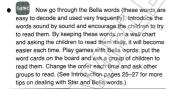


## Star and Bella words

• Drill the new Star words. Show the here word card. (See Introduction page 23 for ideas on making your own word cards.) Say the word and the children repeat. Repeat with the other new words. Put all the word cards on the wall. Say Point to (here) Repeat with the other Star words. Put the word cards on the wall but spaced out. Play music and let the children dance. Stop the music. Say a Star word and the children point to the correct word card, with your help at first and then on their own. You will soon see which children are not recognising the Star words – they may need extra help. To help with their fluency in reading, it is important that the children recognise these words by sight and do not try to sound them out. Repeat this activity with the Star words from previous units.



Play games with Star words (see page 65).



## Extra activities:

 See Introduction page 28 for flashcard games to review new vocabulary.

Show the children how to make animals with coloured pijasticine. Make a zoo on the teacher's de'sk and make sure each child has placed an animal in /t. Show Horsey around the zoo and the children say the names of the animals. You can use toy animals for this

too. Groups can also make zoos on their tables and invite each other to see. Another option is to make a zoo using pictures on a big chart.

#### Extending the topic:

Start a discussion about what animals can do, e.g. ask the children if they think elephánts can swim. Surprise them by saying that they can. Discuss whether other animals can swim or not./6g could show the children films with elephants and offer animals swimming. Discuss which animals can jump, run, fly, climb, crawl, leap. etc.

## Unit 4 Lesson /2/



New language: Monkeys eat fruit. They like bananas! Grammar: present simple with They. They eat fruit. They like bananas.

Classroom language: Open your books. Listen. What do monkeys eat? What's your favourite wild animal? Materials: Lesson 1 flashcards/pictures, CD, Horsey puppet



#### Warm up

- Display the Lesson 1 flashcards/pictures.

  Play the animals chant. The children chant and point to the flashcards/pictures.
- Open a Pupil's Book at page 23 and show the children the icons for the lesson. Ask What are we going to do today? Elicit listen and say, listen, play.



#### Learn new language.

The children open their books at page 23. Display page 23 using the Digibook or hold up a Pupil's Book in front of the children. Ask the children to look at the pictures and say what they can see. Ask What do monkeys eat? Monkeys eat fruit. What do monkeys like very, very much? They like bananas. Use Horsey puppet to practise the two sentences. Pretend Horsey does not know and have him say incorrect sentences. Let the children repeat the sentences to him several times.



## Listen, point and repeat.

 Play the CD. The children listen and repeat in the pauses. Point to the text word by word and repeat the sentences. Elicit the Star word as you come to it.



Monkeys eat fruit. They like bananas!



Play the CD. Ask the children fo listen and point to the pictures. Point to the page in fronts them to demonstrate. (This is a listening activity, so the children are not asked to repeat but if they do, do not stop them.) Pause to ask questions, e.g. What are Lily's favourite animals? What do, frojikey's eat? Why is Horsey sad?



Bella: What's your favourite animal, Lily?
Lily: I like the monkeys. They're very funny. Monkeys eat fruit. They like bananas.

Horsey: They like my bananas! Don't eat my bananas!

## 7 Play.

Play Animal groups. Whisper the fibrile of an animal to each child. Tell them to walk ardund the classroom pretending to be their animal and try to find the rest of their group, i.e. the differ, children who are the same animal. When the group is complete, they come to you and say (lions). Ask each group to stand together and mime their animal. Ask the rest of the class What are they? Elicit. They are filons).



#### About me!

◆(Ask\*eách child about their favourite wild animals. Prompt the children to answer using a complete sentence, e.g., I like kangaroos. Encourage the children to give reasons why they prefer a certain animal if they can, e.g. They can jump. They're big. Accept and praise all answers. (See Introduction page 25 for tips on how to discuss About mel tooics.)

### Extra activity:

 Ask the children about their favourite wild animals and make a bar chart to show how many children like each animal. Decide which wild animal is the class favourite.

## Unit 4 Lesson 3



New language: 'e' and 't' CVC words: ten, pen, he'n, red, bed, peg, wig, dig, big, pin, tin, sit
Classroom language: What's this sound? Sey, the sounds together. What sound does the letter e make?
What sound does the letter i make?
What sound does the letter i make?

page 23 for ideas on making your own cards.), CD

### Warm up

- Ask the class to stand up. Say a variety of CVC words and ask the children to jump if they hear the vowel /æ/ in the word. Repeat with /e/ and /ɪ/ sounds.
- Open a Pupil's Book at page 24 and show the children the cons for the lesson. Ask What are we going to do today? Elicit listen, listen and say.



#### Learn CVC words.

 Write t and e on the board and elicit the sounds. Ask the children to try to say the two sounds together. Say that e will make you smile and get them to say te, Add the letter and prompt the children to say the wiret (a). Point to each letter and say the sound (-6-n, Then read the word ten altogether. Show the number (6 has)beard and say We've just read ten! Introduce, 2ph; and, 2ph; and say We've just read ten! Introduce, 2ph; and, 3ph; an in the same way. Dnill the three words. Agk the children to close their eyes. Remove and change the intill als sounds on the board. The children read and then add a different intillal letter. Point to the words at transform and sak the children to read them. Continue driving until the children are gradually familiar wifu, the three words. Introduce the rest of the words in the same yay. (See Introduction page 27 for detailed tips of how to introduce and practise CVC words.)

To practise the new vocabulary, play Slow reveal using the flashcards (see Introduction page 25). The children say the words then point to the word cards.



The children open their books at page 24. Play the CD. The children listen to the chant and point to the letters in the squares, and then to the complete word.



t-e-n ten

p-e-n pen h-e-n hen

r-e-d red

b-e-d bed

р-е-д ред

w-i-g wig

d–i–g dig b–i–a bia

p–i–n pin

t-i-n tin s-i-t sit

## **2** Listen and repeat.

 Play the CD again. The children listen and repeat, blending the sounds as they do so.



See track 49 above

## 3 Listen, point and say.

- Say the word ten. Then tell the children that they are going to try to say each sound alone. Say the word really slowly and stop at each sound to elicit. Practise the concept with the other words. A way to make this fun is to ask the children to say the word with three claps or three jumps.
- Play the CD. The children listen and point.
- Play the CD again. The children listen and repeat, segmenting the sounds. They hold up their fingers and touch each finger as they say the sounds.



-e-n ten

h-e-n hen

r-e-d red b-e-d bed

p-e-g peg

w-i-q wiq

d-i-q diq

b-i-a bia

p-i-n pin t-i-n tin

s-i-t sit



- Play the CD to the first pause. The children listen. They then find the word being sounded out each time and say its number in the pause.
- . Explain to the children that they will look at each row of pictures in turn, i.e. the first three answers will be in the first row



h-e-n hen t-e-n ten

p-e-n pen

b-e-d bed r-e-d red

p-e/a pea

b-i-g big

w–j–g wig d-i/g/dig

s-i-t sit p-i-n pin t-i-n tin

Answers: 3, 1, 2, 5, 4, 6, 9, 7, 8, 12, 10, 11

#### Extra activities:

- Put the word cards of the words on the board. Say the word seaments to the children but not the words. They listen and point to the correct word. This activity shows which children are able to make the sounds into words inside their heads.
- Put the word cards in random order on the board. Say the words to individual children and ask them to come up to the front and touch the correct word. Include words that may look like the target words, e.g. dip, her and see which children pay attention to each and every sound of the word.
- Do a matching activity on the board using picture and word cards. The children stick the words under the correct pictures.

## Unit 4 Lesson 4



New language: CVC words in sentences
Classroom language: What can you see in the picture?
Let's read.

Materials: Lesson 3 word cards, CD

#### Warm up

- Put the word cards on the walls. Say a word. The children turn and point to this word. Go faster and faster for more fun.
- Point to the Star and Bella words and ask the children to say them.
- Open a Pupil's Book at page 25 and show the children the icons for the lesson. Ask What are we going to do today? Elicit listen, say, listen and say.



## Listen and point to the words.

The children open their books at page 25. Display the page using the Digibook or hold up a Pupil's Book in front of the children. Ask them to look at the picture frames and say what they can see. Play the CD. The children listen to the story and mirne the actions. Play the CD again. The children listen and point to the words.



Ed has a big map.

Ed dias and dias

A hen in a bed, ten pens, a pin in a tin and

A map in a cap!

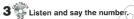
It's wet. Sit on the mat

I did it!

## 2 Point and repeat.

 The children point to each word and repeat. Point to the words on the Digibook page to demonstrate.

Optional play the CD again and pause for the children to point and repeat.



- Play the CD up to the first pause. Ask the children to listen and try to find the frame and say its humber. Invite a volunteer to point to the number on the Digitook page. Ask the children to call out the number as they point in their books.
- Continue with the rest of the sentingres\_Each time, ask the children to call out the number. You can put the class into groups of four and selk-each group to call out the answer for one sentende. This ayolds the quickest children calling out the answors.ever time.



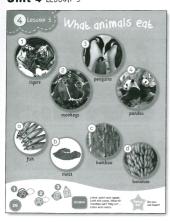
A map in a capi /
Ed has a big map.
A hen in a bed ten pens, a pin in a tin and ...
I did it!
If's wel. Sit on the mat.
Eddigs and digs.

Answers: 4, 1, 3, 6, 5, 2

#### Extra activities:

- Write the sentences from the lesson on the board. Give out the word cards to the children. Ask them to read each word on the board. The child with the matching word card comes up to the front and puts it under the correct word each time. This activity will help the children focus on the words and it is less challenging for the children who are still finding it difficult to recognise or read the words.
- Write one of the sentences on the board in jumbled order. Ask volunteers to come up to the front and put them in the correct order. Ask the children to read the sentences together.

### Unit 4 lesson 5



New language: They/(Tigers) eat fish/meat/bamboo/

Classroom language: Open your books. Listen and point. What do (tigers) eat? Match the tigers to the meat: Do you eat meat?

Materials: CD, animal flashcards, Horsey puppet, food flashcards

#### Warm up

- SATRAC
- Play the What can animals do? song. The children listen and sing along.
- Play Point to the Star word game (see Introduction page 26).
- Open a Pupil's Book at page 26 and show the children the icons for the lesson. Ask What are we going to do today? Elicit listen and say, say, listen and match.

## Science

## Learn new language.

- Draw attention to the pictures of the animals. Point to each one and elicit the names. Display the animal flashcards.
- Point to each food picture underneath. Say the word and encourage the children to repeat.
- Hold up Horsey puppet and say Do you eat fish? Make Horsey shake his head and say No! Repeat with the other foods. Display the food flashcards.

## Listen, point and repeat.

- The children open their books at page 26. Display the Digibook page of hold up a Pupil's Book in front of them.
- Play the CD. The children point to the pictures of the animals and food in their books and repeat the words.
   Point to the page in front of the children to demonstrate.
   Repeat the CD a few times until the children are familiar with the second set of words.



tigers monkeys penguins pandas

fish meat bamboo bananas

## 2 Look and guess.

 Point to the picture of the tigers and ask What do tigers eat? The children look at the food below and guess, e.g.. They eat meat. Do the same with the other animals.

## 3 Listen and match.

Play the CD. The children listen and match the animals to what they eat. The idea is to train the children to concentrate on the CD and to listen for the animal names and food items. Play the CD twice or more to give the children time to decide on their answers. If you feel the children need more time at any point, pause the CD until they have matched the pictures, but do not pause for every picture as it is better for the children to not get used to you pausine the CD for them.



Girl: What do tigers eat?

Zoo-keeper: They eat meat.

Girl: Do monkeys eat meat?

Zoo-keeper: No. they don't. They like bananas.

Girl: What do penguins eat? Zoo-keeper: They eat fish.

Girl: Do pandas eat meat?

Zoo-keeper: No. they don't. They eat bamboo.

Answers: 1 b, 2 d, 3 a, 4 c



#### About me!

 Ask each child if they eat meat. Encourage them to say the reason why/why not, even if it is just the tact that they like/do not like it. Accept all answers. (See Introduction page 25 for tips on how to discuss About mel topics.)

### Extra activity:

 If possible, show the children films of different animals eating. Encourage the children to say They are lions. They eat meat.

## Unit 4 Lesson 6



New language: Do lions eat vegetables? No! Do giraffes eat leaves? Yes!

Classroom language: Where are Horsey, Bella and the children? What can you see in the picture? Point to the zoo-keeper! Look at Horsey! Is he happy? Do you eat bananas?

Materials: Lesson 5 animal flashcards, CD, Horsey puppet

#### Warm un

- Cover the flashcards of the animals with sheets of paper with holes in them showing only a small part of the animal. Groups take it in turn to identify and name the animal.
- Open a Pupil's Book at page 27. Point to each icon and ask What are we going to do today?
   Elicit listen and say, listen, act.

## 1 Listen, point and repeat.

 The children open their books at page 27. Display the page using the Digibook or hold up a Pupil's Book in front of them. Play the CD. The children repeat and point to the pictures. Point to the Digibook page or Pupil's Book to demonstrate.



Do lions eat vegetables? Nol Do giraffes eat leaves? Yes! Do elephants eat grass? Yes! Do monkeys eat fruit? Yes! I'm Horsey. I eat bananas. Thank you!



- Point to the picture frames and ask the children to say what they can see. Ask Where are Horsey, Bella and the children? Elicit zoo. Point to the zoo-keeper and say This is the zoo-keeper. She knows what animals eat. Let's listen to what they say.
- Play the CD. Ask the children to listen and point to the pictures in their books. Point to the Diglbook page or Pupil's Book to demonstrate. Use gestures and mime for no, yes, and show an unhappy face for Horsey's displeased comments. Pause after each frame to ask questions, e.g. Do lions act wegetables? What do lions eat? What does Horsey sayring tace! Is Horsey happy? Show me Horsey's grumpy face! Is Horsey happy? Now? What does he say?



Zoo-keeper: Do lions eat vegetables?
Lily: No, they don't. They eat meat!
Horsey: Monkeys eat bananas. My bananas!

Zoo-keeper: Do giraffes eat leaves? Jack: Yes, they do! Horsey: Monkeys eat barianas. My bananas!

Zoo-keeper: Do elephants eat grass?
Lily: Yes, they do!
Horsey: Monkeys eat bananas! They eat
my bananas!

Zoo keeper: Do monkeys eat fruit? Horsey: Yes, they do! My bananas! Zoo-keeper: What's your name?

Horsey: I'm Horsey! I'm a horse and I like bananas!
Zoo-keeper: Horses don't eat bananas. They

eat grass.

Horsey: Yes, horses eat grass, but I'm Horsey and I eat bananas!

Children: Here you are, Horsey! Horsey: Thank you!

## 3 Act out the story

Mime being different animals with the children. Let them move acound in diffigrent ways and make appropriate animals eat? Monkeys use tiper jandys and elephants use their trunks. Put the class inloagroups and see if they can remember which animals eat méet and which ones like grass or fruit. You doubt use Horsey puppet for this improvisation too.



## About me!

 Ask each child if they eat bananas. Encourage them to say the reason why/why not, even if it is just the fact that they like/do not like them. Accept all answers. (See Introduction page 25 for tips on how to discuss About mel topics.)

#### Extra activities:

- See Introduction pages 24–25 for more games to review spelling and vocabulary.
- Make animal masks using paper plates (see teacher's website).
- Ask each child to draw their favourite animal, what it eats and what it can do. Display the drawings in the classroom.



## Assess progress

 You can now assess the children's progress using the Unit 4 Assessment sheet on page 176.



## At the ZOO

#### Unit 4 Lesson 1

- Write ✓ if the animal is in the zoo and X if it isn't.
  - Attach a copy of page 21 on the board. Point to the icons at the bottom of the page and say We are going to write and say.
  - The children open their books at page 21. This activity might need to be done word by word with the children as reading the words may still be a bit too challenging. Point to the first word tigers. Ask the children to try to read it if they can. Prompt by saying the first half of the word. Ask the children if they can see any tigers and show them where to draw the tick in front of the words. Do the same with the other animals.
- 2 Count and write. Say, e.g. 'I can see five lions.'
  - Ask How many tigers can you see? Three! I can see three tigers. Draw attention to the example number 3 in the box. Do the same with the rest of the words.

Answers: tigers 3, lions 5, elephants 2, monkeys 4

## Unit 4 Lesson 2

- 3 Write what the animals do.
  - Open an Activity Book at page 22 in front of the children and say We are going to write.
  - Write the words climb, swim, jump and eat on the board. Encourage the children to read them. Say the words and ask the children to point.
  - The children open their books at page 22.
  - Point to the giraffes and ask What do the giraffes do?
     Elicit eat. Ask a volunteer to point to the word at the top of the page. The other children find the word and point to it in their books. Show the children where to copy the word?
  - Let the children do the rest of the activity on their own. Give one to one help to the children who need it.

Answers: giraffes eat, kangaroos jump, monkeys climb,

## **Unit 4 Lesson 3**

Say the sounds and make the word. Then spell and write.

- Open an Activity Book at page 23 in front of the children. Point to the icons and say We are going to say and write.
- The children open their books at page 23. Point to picture number 1 and ask the children to say the sounds. Ask Whist word do these sounds make? Elicit tin. Oraw attention to the example on the line. Ask the children to do the rest of the activity on their own Prompt their the sound out the letters then write the word. You can ask the class to read all the words fogether tirst. Give one to one help to the children with need to.

### Unit 4 Lesson 4

Trace. Then match the sentences and the pictures.

- Open an Activity Book at page 24 in front of the children. Point to the icons and say We are going to trace and match.
- The children open their books at page 24.
  Ask the whole class to read the first sentence. Then
  ask individual children to read it. Ask the children to
  find the picture of A hen in a bed. Tell the children to
  trace the sentence then draw their attention to the
  example matching line. Use Horsey puppet to
  demonstrate if necessary. Let the children do the rest
  of the sentences on their own. Give one to one help
  to the children who need it.

Answers: 1 b, 2 a, 3 e, 4 f, 5 c, 6 d

### Unit 4 Lesson 5

- 1 Trace the words.
- 2 Draw the missing food.
  - Write the words fish, grass, meat, leaves and bananas on the board and read them to the children.
     Elicit which animals eat which food.
  - Open an Activity Book at page 25 in front of the children. Point to the icons and say We are going to trace and draw



- The children open their books at page 25. Ask them
  to point to the words in their books and read them.
   Ask the children to trace the words.
- Point to the giraffe and ask What do giraffes eat?
   Elicit leaves. Demonstrate drawing a simple leaf on the board and ask the children to draw the leaves for the giraffes to eat. Do the same with the rest of the animals.

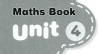
Answers: 1 leaves, 2 bananas, 3 meat, 4 fish, 5 grass

#### Unit 4 Lesson 6

- 1 Write the words.
- 2 Colour the fish to make 14. Then say the numbers.
- 3 Find and trace the word for each picture.
  - Open an Activity Book at page 26 in front of the children. Point to the icons and say We are going to write, colour and say, find and trace.
  - The children open their books at page 26. Point to picture 1 and elicit tiger. Point to the letter t and say Tiger starts with t. Can you find the word tiger above? Ask a volunteer to point to the word. The other children find and point to the word in their books. Show the children how to complete the word. Elicit the rest of the words and let the children find them on their own in their books.

Answers: 1 tiger, 2 lion, 3 monkey

- Point to the fish. Tell the children that they should count and colour the 14 fish. Point to the fish and count with the children until you reach 14. Ask the children to colour the 14 fish.
- Point to the pin picture and elicit the word. Ask first children Which one is pin? The children point to the correct word in their books. Draw attention to the example. Let the children do the rest of the activity on their own. Give one to one help to the children who need it.



## At the ZOO

### Unit 4 Lesson 1

Introduce number 13.

- Draw ten monkeys on the board and let the children count them. Elicit ten. Add one monkey at a time to review numbers 11 and 12. Draw three extra monkeys in total and say How many have we got now? Thirteen! Write number 13 on the board and let the children repeat thirteen. How do we write thirteen? One and three. Say ten plus three make thirteen. Count all the monkeys again from 1 to 13 a few times.
- Write random numbers on the board and ask children to come up to the front to touch number 13.
- Open a Maths Book at page 28 and ask the children to do the same. Point to number 13 and say thirteen.
   The children point in their books and repeat. Point to the sum and say ten plus three make thirteen. Ask the children to count the 13 monkeys in the tree.

## 1 Find 13 and colour.

 Point to the bananas. Ask the children to find the bananas that have number 13 in them and to colour them in.

#### 2 Count and write.

- Remind the children of enough and not enough. Ask
  If we've got 13 lions would 5 steaks be enough?

  Elicit no.
- Ask the children to count the lions and write number 13 in the box.
- Point to row (a) and ask the children to count the
  lowls. Elicit thirteen. Ask Are there prough for the
  lions? Yes! Show the children where to trace the
  circle around the word yes. Do one more example
  then let the children of the reset of the activity on
  their own. Give one to one belle to the children who
  need it.

Answers: a yes, b no c yes, d no

#### 3 Write.

 Point to the number line and ask the children to write the missing numbers.

### Unit 4 Lesson 2

Introduce number 14.

- Draw ten penguins on the board and lat the children count them. Elicit ten. Ask What if if draw three more penguins? Torw three more and ask How many have we got now? Elicit thrifeen, Ask What if I add one more? That's four more. How we got now? Say fourteen! Write number 14 on the board and let the children repeal fourteen. How do we write 14? One and four, Say, ten plus four make fourteen. Count all this penguins again from 1 to 14 a few times."
- Write random numbers on the board and ask children to come up to the front and touch number 14.
- Open a Maths Book at page 30 and ask the children to dot the same. Point to number 14 and say fourteen. The children point in their books and repeat. Point to the sum and say ten plus four make fourteen. Ask the children to count the 14 penguins.

#### 1 Find 14 and circle.

 Point to the picture and ask the children to find the fish that have number 14 on them and circle them.

#### 2 Count and circle. Then write.

 Point to the giraffes and tell the children to count only the giraffes that have triangle patterns and write the number in the box in row (a). Then count the giraffes that have squares and write the number in the box in row (b). Ask the children to count all the giraffes and write the number in the box in row (c).

Answers: a 10, b 4, c 14

### 3 Write.

 Point to the number line on the giraffe's neck. Tell the children to write the missing numbers. Let the children do the activity on their own. Give one to one help to the children who need it.



#### Unit 4 Lesson 3

Introduce number 15.

- Draw ten tigers on the board and let the children count them. Elicit ten. Ask What if I draw four more tigers? Draw four more and ask How many have we got now? Elicit fourteen. Ask What if I add one more? That's five more. How many have we got now? Say fitteen! Write number 15 on the board and let the children repeat fifteen. How do we write 15? One and five. Say ten plus five make fifteen. Count all the tigers again from 1 to 15 a few times.
- Write random numbers on the board and ask children to come up to the front and touch number 15.
- Open a Maths Book at page 32 and ask the children to do the same. Point to number 15 and say *fitteen*.
   The children point in their books and repeat. Point to the sum and say ten plus five make fitteen. Ask the children to count the 15 tigers in the forest.

#### 1 Find 15 and colour.

 Point to the steaks. Ask the children to find the ones that have number 15 on them and to colour them in.

#### 2 Draw to make 15.

- Point to the tiger then point to the speech bubble.
   Read it to the children I want 15 stripes! Show the children how to draw the stripes by pointing to the example dotted stripe. Tell the children to count each one they draw until they reach 15.
- Let the children do both activities on their own. Give one to one help to the children who need it.

#### 3 Count and write.

Point to the elephants and tell the children to county
only the elephants that have big ears and write the
number in the box in row (a). Then county
elephants that have small ears and write the number
in the box in row (b). Ask the children to count all the
elephants and write the number in the box in row (c).

#### Answers: a 10, b 5, c 15

#### 4 Draw

 Point to the pattern of the elephant's body. Point to the shapes one by one-seying circle, triangle, circle... and elicit triangle, fell the children to draw a triangle in the fook one only plete the pattern. Let the children do the other pattern on their own. Give one to one help to the children who need it.

## Answers: triangle, circle

#### Unit 4 Lesson 4

- 1 Guess and circle. Then count and write.
  - Use an enlarged copy of page 34 to introduce this activity. Attach the photocopy on the board. Ask different children to guess the number of kangaroos. Make sure they are not counting: just let them look at the picture and guess which of the three numbers is correct. Ask the rest of the class what their guess is too. The children open their books at page 34. Ask them to circle the guessed number. Then allow them to count the kangaroos to check their guess. Do the same with the monkeys then let the children do the last one on their own. Some children will be tempted to count right away, but emphasise that they should not count in the guessing stage. You can play a similar game using real objects and really distinct numbers, e.g. 1/4/10 for four pencils. Make it very easy at first so the children do not feel the urge to count and have the confidence to estimate the number by just looking.

#### Answers: a 13, b 5, c 14

### 2 Count and circle.

The children count ten plus three fish. Elicit thirteen.

Ask the children to circle number 13 in their books.

Do the same with the other rows.

#### Answers: a 13, b 14, c 15

- 3 Count and colour.
  - Read through the colour code with the children. Do
    the first sum: ask Ten plus three make? and elicit
    thriteen. The children colour this section of the fish in
    the colour according to the code, i.e. red. The
    children do the other sums on their own. Go round
    helping as necessary.