

MODULE THREE

C NUMBERS

Aim : Introduction to numbers

Function : Identifying numbers

Objectives : Listen and pronounce numbers correctly

Listen and identify numbers by saying out their names

Listen and identify numbers by circling the correct numbers

Listen and identify numbers by colouring the correct numbers

Listen, count and colour the correct number of objects dictated

Aids : Flashcards C

Worksheets C1, C2, C3

Teacher's Activity:

Step One

Introduce numbers one to ten using Flashcards C. The flashcards can be reproduced in the form of posters. At the same time, revise colours by mentioning the colours of the books on the cards. Count together with the learners and make them repeat after you.

Ask your learners questions like:

How many eyes do you have? (pointing at your eyes)

Eyes ... How many?

Step Two

Distribute Worksheet C1. Go through the numbers in the worksheet several times. Get the learners ready with their coloured pencils and explain that they are to follow your instructions. They are required to listen to the number to colour, using the colour specified. Make sure that the learners understand your instructions and they are ready with their coloured pencils. Repeat the instructions several times. Go around to make sure that the learners are using the correct colour to colour the correct number.

Script

Are you ready with your coloured pencils?

Now, listen and colour the numbers.

1. Use red to colour number 3.
2. Colour number 5 brown.
3. Number 7 is green.
4. Number 2 is yellow.
5. Number 8 is red.
6. Number 4 is green.
7. Number 10 is blue.
8. Number 6 is yellow.
9. Number 9 is black.
10. Number 1 is blue.

Step Three

Distribute Worksheet C2. Go through the numbers haphazardly. Have the learners repeat after you. Make sure that learners pronounce the numbers correctly. Explain

the activity to the learners. Say the number while the learners circle it. Pause between statements to check on the learners' understanding and allow time for them to circle the numbers.

Script

Get your coloured pencils ready.

Now, listen and circle the numbers.

1. Use red to circle number 2.
2. Use green to circle number 8.
3. Use black to circle number 4.
4. Use blue to circle number 5.
5. Use brown to circle number 10.
6. Use yellow to circle number 7.

* Be sure to pause after each statement. Repeat it if necessary. Go through the answers with the class. You may ask for volunteers.

Step Four

Distribute Worksheets C3. Go through and count all the objects with the learners. Explain how the activity works. Say out the number and the colour of the objects to be coloured while the learners listen and carry out the actions. Remember to give enough time for the learners to do their colouring. Do not rush them.

Script

Now, you're going to listen and count the number of objects to colour before you colour them.

Listen carefully.

1. There are four blue books.

Let's count together ... one, two, three, four. Four blue books.

2. There are three green pencils

Let's count together ... one, two, three. How many green pencils? Yes, three green pencils.

3. ... one brown desk

4. ... eight red erasers

5. ... ten yellow bottles

6. ... five black sharpeners

7. ... two yellow rulers

8. ... six red handkerchiefs

9. ... seven blue pens

10. ... six brown chairs

* At the end of the exercise, ask learners questions like:

“What colour are the books? How many are there?”

Step Five

Distribute Worksheet C4. Introduce the word *rod* to the class. Give instruction while the learners colour the rods. Pause after each instruction and point at the rod. Check that all the learners are colouring the correct rods.

Script

Are you ready?

Now, you are going to listen and colour the rods.

Number 2 is yellow.

Number 5 is red

(point at the rods – allow time to colour)

Look! It's a chair and a desk.

Let's colour again.

Colour number 1 black.

Colour number three green.

Colour number four brown.

What is it?

It's a ... tree.

Next, colour number 1 black.

Colour number 2 yellow.

Colour number 4 brown.

And ... number 5 red.

What is it?

It's a ... house.

* Let the learners guess what the last two objects are although the words *tree* and *house* have not yet been introduced.

Step Six

Introduce the number game. Prepare a few sets of number cards. The number of sets to be prepared depends on the number of learners in the class. Each set consists of 10 cards, numbered 1 to 10. Call out a series of numbers while the learners arrange

themselves in a line following the sequence desired. The rule of the game is that the learners are not allowed to speak. There should be no sounds at all. Gestures are allowed.

For example,

You : 2...4...6...8...10

Learners : (move around and arrange themselves in a line following the sequence 2,4,6,8,10)

REACTIONS OF THE CHILDREN AND TEACHER TO MODULE THREE

This module deals with numbers. I decided to teach the first ten numbers only as I did not want to overload the learners. I made them recite the numbers several times. When I realised that they were bored, I changed my plan and taught them to sing ‘One little, two little, three little kittens’, using the tune of “Ten Little Indian Boys”. I decided to use kittens instead of Indian boys as I remembered that all of them had kittens at home. I discovered this from the ice breaking session. They became cheerful again and sang very well. Then I went on teaching them to count.

The next activity (worksheet C1) was spiced with a little element of suspense. When reading out the statements, I had pauses before the number and colour, which drove them to guess. I did not have to tell them to guess- it happened naturally. The first two statements were read out in a normal manner: “Use red . . . to colour number 3.” “Colour number 5 . . . brown.” I only started using the element of suspense in the third sentence and it went on till the end. The first two statements were structured differently just to give the introduction to the exercise. StatementS 3 to 10 were structured in the same pattern, which enabled the learners to do the guessing. The session went like this: “Number . . . 7 is . . . green. Number . . . 2 is . . . yellow.” The learners started guessing the numbers and colours I was going to read out, when I reached statement 5. Those who guessed right were very happy and those who guessed wrong had fun, too. When I reached statement 8, I changed my plan again. I made the learners determine the next number and colour. With this activity, the learners were not only listening to me but they were also listening to each other to get the numbers and colours correctly. I changed my plans to cater to the needs of the learners.

After the exciting happenings in the previous activity, I did the same for the next activity in which Worksheet C2 was used. I started the first statement and left the rest to the learners to determine the colours to be used and the numbers to be circled. I gave each learner a chance to fill the gaps in the statements. The exercise went on like this: "Use _____ to circle number _____." They enjoyed this exercise, too.

I decided to have a short break before going into the next activity. In the next activity, three skills were used simultaneously. The learners were made to listen, count and colour. Despite the long time taken to complete this part, the learners did not show any signs of feeling bored or restless. I sensed that they really enjoyed colouring. One thing I realised was all of them had difficulty when colouring pictures with tiny parts, such as the legs of a desk. This could be due to not having fully mastered the control of their hand movements and the holding of the pencil.

The exercise in worksheet C4 required the learners to colour the rods according to their numbers. This gave them practice in identifying the written form of numbers one to five. At the end of the colouring session, they discovered that they were actually colouring pictures of a chair, a desk, a tree and a house. Since the last two objects were not introduced to the learners earlier, they guessed them in their mother tongue. I agreed with their answers but told them the words used in English. Surprisingly, one of the learners were very observant and said, "Teacher, this tree." (she was pointing at number three on her worksheet) I responded, "Yes... that is 'three' (I exaggerated the pronunciation of 'th' in three) but this is 'tree'. Can you hear the difference?" I made them practise pronouncing the two words. It was not an easy task for them because such difference in pronunciation does not exist in their mother tongue.

Before ending the session, I introduced a game of listening to numbers. I gave each of them a number card. They had fun moving around pretending to be mute. Success in playing the game showed that the learners managed to learn the numbers well.