

NUMBER FLASHCARDS

Modulo 3

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Previous Knowledges

- Identifying colors
- Instructions (classroom language)

Target class

- The 1° class of Primary School

Time

- Four lessons of one hour each

Communicative functions

- Identifying numbers from 1 to 10
- Counting and expressing quantity

Objectives

- Using the English language as you communicate for appropriating reality
- Developing the mnemonic ability
- Stimulating curiosity and creativeness
- Learning to decode the various language
- Developing the comparative and reflexive abilities
- Knowing how to interact in situations of game
- Acquiring lexicon about numbers
- Integrating the sequential didactic run with T.I.C.

Final linguistic competences

- Listening: listening to memorize and repeat
- Reading: Identifying numbers
- Oral production: Counting, recognizing and expressing quantity
- Written production: Associating quantity and number, drawing

Activities

- Singing, miming
- Drawing, coloring, connecting, pointing out, connecting himself to a site to play with numbers

Tecniques

- Plenary, pair work, group work, drama

Method learned

- Communicative approach, T.P.R.

Materials

- Blackboard, flashcards, cassettes, Pc, colored cardboard, scissors, glue

Lesson plan

1. Warm up

In this phase, the teacher has to motivate her students and so she presents a puppet



and explains that his name is ONE and he is looking for his brothers.

“Do we help One to look for?” Okay, but to do it, we have know their names...”

2. Presentation

- The teacher presents the number flashcards from 1 to 5 and via via names them

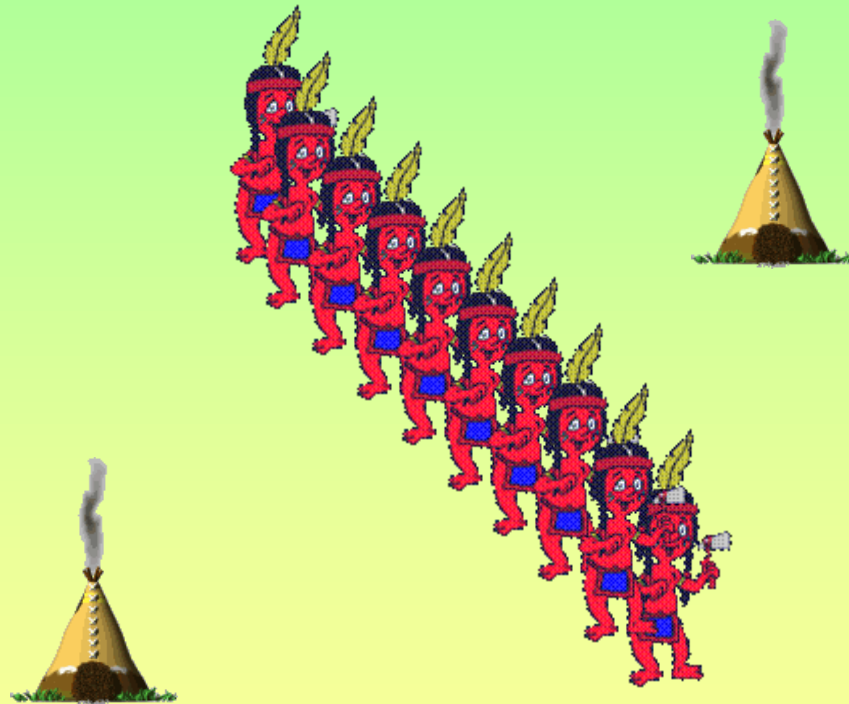


- Then she proposes a game for pupils to memorize the number words: the class is divided in two teams, the teacher shows them some flashcards and wins who first names it correctly
- In order to check the classmates' pronuntiation, the teacher asks them to repeat

- The teacher proposes a song:

Ten little indians

One little
two little
three little indians
Four little
five little
six little indians
Seven little
eight little
nine little indians
Ten little indians...
boys and girls!!!



3. Practice

- Game: How many times?
The pupils are in circle and the teacher claps her hands a tot times, then asks to the pupils “How many times?” Who guesses, he conducts the game
- Game: Guess the number
The class is divided into 2 groups and 2 players are near the blackboard: the teacher writes a number on the blackboard and they have name the right number.

4. Reinforce

- Game: Number chains
The class is divided into 2 teams and the players are numbered from 1 to 9: the first one lances the ball to the second one, saying quickly his number and so on. Who is wrong stays firm for a turn.

2nd step

1. Warm up

- The teacher proposes the song to create the motivation and to activate the memory

2. Presentation

- The teacher proposes the number from 6 to 10 using by the flashcards.
- She proposes the same games so that the pupils memorize the new numbers

3. Practice

- Game: Which does it miss?

The teacher puts on the blackboard the number flashcards and the pupils are on the back; she removes one and they guess which miss

- Game: **Numbers softball**

The pupils are separated in two teams, one in front of the other. On the shoulders of everyone there is a leaflet with a number: they are thrown a soft ball, who is struck he has to say his own number, who is wrong he is eliminated.

The team that has preserved the most greater number of players is the winner

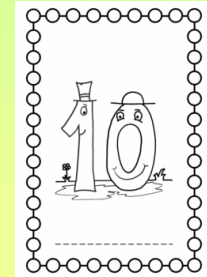
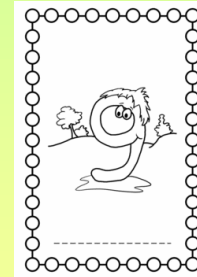
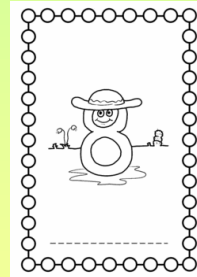
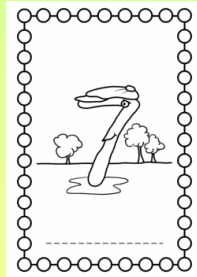
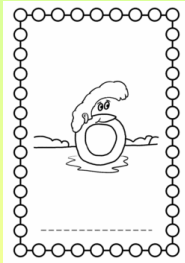
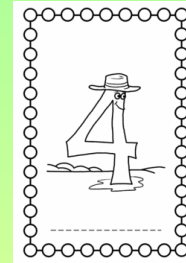
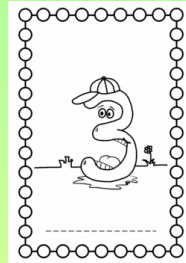
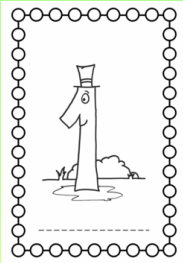
4. Reinforce

- Now it's a computer time: the pupils can reinforce their learning using by another tool and with a very simple and useful [game](#)
- It's possible to continue with a PC game with this [one](#)



5. Assessment

- The teacher can verify the pupils' learning using by flashcards that they have to color and asking each one what number is it


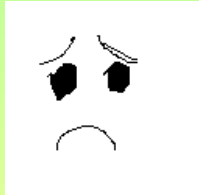


6. Evaluation

At the end of this linguistic iter, the teacher can evaluate the total work using by a grate of evaluation with the observations as she has always annotated

	Always	Often	Sometimes	Rarely	Never
Interest					
Attention					
Share					
Autonomy					
Collaboration					
Pleasure					
Level of linguistic abilities	Excellent	Very good	Good	Enough	Not enough

- The pupils can evaluate their work using by a chart in which they tick “like” – “I hate”

I LIKE	I HATE
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