

4 Numbers

This chapter begins with suggestions for number presentation chants, and then moves on to work with numbers in different ways, including common pronunciation problems. Some of the chants complement what the children may be studying in math, such as the concept of odd and even numbers. There are also simple math puzzles in some chants, with suggestions for using the number cards (see below).

For children who struggle with math, the possibility to work with numbers through chants may help them to feel positive about the subject.

PREPARATION

First write down the numbers one through ten. Note that only the number *seven* has two syllables, with the stress on the first syllable. All the other numbers have one syllable only.

Make a list of rhyming words for each number. Include names when possible. For example:

one: *fun, sun, run, gun, son*
two: *you, glue, shoe, blue, Sue*
three: *me, tree, bee, sea, flea, Lee*
four: *door, more, store, sore*
five: *alive, drive, hive, Clive*
six: *sticks, mix, chicks, kicks, licks*
seven: *eleven, heaven, Kevin*
eight: *late, hate, date, gate, Kate*
nine: *fine, mine, shine, line*
ten: *men, pen, again, Ken, Jen*

Then write down the numbers eleven through twenty and group them according to the syllable count:

1 syllable: *twelve*
2 syllables: *thirteen, fourteen, fifteen, sixteen, eighteen, nineteen, twenty*
3 syllables: *eleven, seventeen*

Make a list of rhyming words for each number. (Rhymes for *eleven, twelve* and *twenty* are more difficult.) For example:

eleven: *seven, heaven, Kevin*
twelve: *shelve*
Any *-teen* number: *clean, teen, seen, Jean, bean, mean*
twenty: *plenty*

Make a list of words used to describe numbers. Include simple words relating to math and group them according to the syllable count. For example:

1 syllable: *odd, large, small, big, high, low, wrong, long, right, add*

2 syllables: *even, lucky, correct, subtract, divide, favorite*

3 syllables: *unlucky, telephone, multiply*

Look for rhyming words for these words too, for example:

odd: *Todd, I-Pod*

large: *barge*

small: *tall*

big: *pig*

high: *cry*

low: *no, go, Joe*

wrong: *long, song*

right: *night, flight, sight, might*

add: *bad, sad, lad, glad*

lucky: *ducky*

even: *Steven*

divide: *hide, side, bride*

telephone: *all alone*

multiply: *please don't cry*

Now you are ready to create your chants.

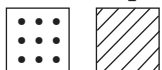
Number cards

In this chapter, there are suggestions for using the number cards (Worksheets 4.1 and 4.2 at the back of the book). The first time you use the cards, the children will need scissors to cut them out (unless you are able to do this before the lesson). It may also help in a big class if all the children color each number the same way so that you can easily see if everyone is holding up the correct card. To do this, you can give a coloring dictation. For the numbers 1–10, you could call out for example:

1 pink, 2 blue, 3 green, etc.

If your children don't have ten different colors, you could use the opportunity to teach the words:

dots stripes



and vary the patterns in that way. For example:

1 pink, 2 blue, 3 pink spots

For the numbers 11–20, give different colors for each digit. For example:

11 Color the first '1' blue and the second 1 red.

12 Color the '1' green and the '2' orange.

13 Color the '1' green and the '3' purple. etc.

If the children color the cards, they may want to use their own set each time you use them. They could write their names on the back and you could clip them together, take them in, and give them out for use in another lesson.

The 'Materials' section for each chant shows when there is a suggestion to use the cards.

4.1 One to ten

LEVEL	1
AIMS	Language: numbers 1–10. Other: rhythm and co-ordination.
DESCRIPTION	The children learn a vocabulary chant.
MATERIALS	If your coursebook has large number flashcards, you could use these for presenting the numbers.
IN CLASS	<p>1 If the class have already learnt the numbers 1–10, you could encourage them to join in as you repeat each part of the chant. If you are using the chant to present the numbers, you may want to point to flashcards or numbers on the board as you demonstrate the chant slowly but rhythmically.</p> <p> <i>One, [Clap] two, [Clap], three, four, five, [Clap]</i> <i>Six, seven, eight, nine, ten. [Clap Clap Clap]</i> <i>One, [Clap] two, [Clap], three, four, five, [Clap]</i> <i>Six, seven, eight, nine, ten. [Clap Clap Clap]</i> </p> <p> <i>One, two, three, four, five, six, seven,</i> <i>Eight, [Clap] nine, [Clap] ten. [Clap Clap Clap]</i> <i>One, two, three, four, five, six, seven,</i> <i>Eight, [Clap] nine, [Clap] ten. [Clap Clap Clap]</i> </p> <p>2 Invite the class to join in with the chant. Start slowly but rhythmically and gradually increase the speed.</p> <p>3 Now create your own chant by changing the clapping pattern. Notice that there are four main stresses in each line of the model, but you can experiment by placing the claps in different places, for example:</p> <p> <i>One, two, three, four, five, [Clap Clap Clap]</i> <i>Six, seven, eight, nine, ten. [Clap Clap Clap]</i> </p>

VARIATION

Divide the class into two groups to perform any version of the chant. One group says the words while the other group claps. Swap roles and repeat so that everybody practices the numbers and the rhythm.

4.2 Ten to twenty**LEVEL**

1

AIMS**Language:** numbers 10–20.**DESCRIPTION**

The children learn a vocabulary chant.

IN CLASS

- 1 Ask the children to choose a number between ten and twenty and to write it down on a piece of paper. Ask them to listen and count how many times they hear their number. Demonstrate the chant slowly but rhythmically.

After ten: eleven, twelve.

Thirteen, fourteen, fifteen, sixteen.

After ten: eleven, twelve,

Thirteen, fourteen, fifteen, sixteen.

Seventeen, eighteen, nineteen, twenty.

Seventeen, eighteen, nineteen, twenty.

Thirteen, fourteen, fifteen, sixteen,

Seventeen, eighteen, nineteen, twenty.

- 2 To check answers, ask about each number but in a random order. (This makes sure that everybody listens all the time because they don't know which number is coming next.) Say: *Number (14), how many times?*
- 3 If any children who chose the same number do not agree, tell everyone to swap papers and listen again to check. Demonstrate the chant again.
Answers: 10–12 (2 times each), 13–20 (3 times each)
- 4 If you do not need to work on spelling with the class, write the chant on the board in numbers as a quick prompt. If you have time for spelling work, you could dictate the chant for the children to write in words or invite volunteers who chose a particular number to write the words on the board.
- 5 Practice saying the chant as a class.