



***Number Poems* (compiled by John Foster)**
Lesson 1 Teaching Plan – *How many?* (by Charles Thomson)

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Level of students	Junior Primary (P.2 and P.3)
Learning objectives	By the end of this lesson, students will be able to: <ol style="list-style-type: none"> 1. identify the numbers 1 – 20 in words and use them to tell quantities. 2. use the structure ‘How many ...?’ to ask about quantities. 3. use the singular and plural forms of nouns.
Main learning activities	<ol style="list-style-type: none"> 1. Students listen to the song <i>Ten Little Indians</i> and watch a video to learn the numbers 1 – 20 in words. 2. Students read the poem <i>How many?</i> and learn how to ask about quantities. 3. Students play a game ‘stationery buyer’ in which they have to listen to the instructions and take out the correct number of stationery items. 4. Students write one more stanza for the poem using the target pattern ‘How many ...?’
Teaching and learning resources	<ul style="list-style-type: none"> • YouTube video: <i>Ten Little Indians</i> <ul style="list-style-type: none"> ◆ https://www.youtube.com/watch?v=urdg94V7NLE (56’’) <p style="text-align: center;">OR</p> ◆ https://www.youtube.com/watch?v=V_UhnXIBf28 (2’ 16’’) • The poem <i>How many?</i> in <i>Number Poems</i> (pp.5–7) • PPT slides • Materials for the group activity • Worksheet 1
Duration	105 minutes

Lesson procedures and estimated duration:

Duration	Teaching and learning activities	T/L materials
15'	<ol style="list-style-type: none"> 1. T plays the song <i>Ten Little Indians</i> on YouTube. For the first time Ss just listen. For the second time Ss may join in and sing the song when they feel comfortable. For the third time the whole class sing together. 2. On the PPT slide T shows Ss pictures of the Indian boys. Ss count the number of Indian boys and practise telling the numbers 1 – 10 in words. 3. T invites ten Ss to come to the front. They squat down (or sit down if chairs are available) in a row. When the song is played, Ss stand up one by one following the lyrics. When the song is finished, T may invite ten other Ss to do the activity. 	<ul style="list-style-type: none"> • PPT slides • The song <i>Ten Little Indians</i> on YouTube https://www.youtube.com/watch?v=urdg94V7NLE OR https://www.youtube.com/watch?v=V_UhnxIBf28 (Note: The first one is an easier version.)
25'	<ol style="list-style-type: none"> 4. Ss read the poem <i>How many?</i>. For the first time T reads the text to Ss. They just listen and enjoy the poem. For the second time Ss read together with T (line by line). Then T gradually reduces his/her level of involvement in reading. 5. T reads each line of the poem and asks Ss which words are repeated. T explains the meaning of 'how many' and its use to ask about quantities. T also draws Ss' attention to the plural form of the noun used in 'how many' questions. 6. T asks Ss to find the answer to each question in the poem. With the pictorial clues of the PPT slides, T guides Ss to find out the answers. (Stanza 4 is an additional stanza which is not included in the original text.) 	<ul style="list-style-type: none"> • PPT slides • The poem <i>How many?</i>

15'	<p>7. T plays another video to teach the numbers 11 – 20.</p> <p>8. With the aid of the PPT slides, T introduces the numbers 11 – 20 in words. T guides Ss to notice the suffixes used (<i>-teen</i> and <i>-ty</i>).</p> <p>9. Ss read stanza 5 (another additional stanza) and find the answers using pictorial clues.</p>	<ul style="list-style-type: none"> • PPT slides • YouTube video https://www.youtube.com/watch?v=0KBLgJ6UCJ0
20'	<p>10. Ss play a game called '<u>stationery buyer</u>' in groups of 4-6. T may go through the names of the stationery items with Ss before the game.</p> <p>11. T demonstrates how to play the game with one group. T invites a student to come out and draw a card that shows the picture and the name of the stationery item. Then, the student will ask 'How many ... do you want?' (T can put the sentence strip on the board.) T answers the question by saying 'I want ...' Ss then need to collect the correct number of the particular stationery item from their own group. (Alternative: Ss in groups take the correct number of cards of the target stationery item.) The first group that can collect the correct number is the winner.</p> <p>12. Ss complete <u>Worksheet 1, Activity 1</u>.</p>	<ul style="list-style-type: none"> • PPT slides • Cards for the game (pictures of stationery items) • Sentence strip for the target pattern • Stationery items (prepared by Ss) OR picture cards of stationery items (prepared by T) • Worksheet 1 (Activity 1)
30'	<p>13. <u>Worksheet 1, Activity 2</u>: Ss write one more stanza for the poem. They need to use the pattern 'How many ...?' to ask questions, and numbers to give answers. They also draw pictures. Ss may brainstorm some food items, animals, stationery items and body parts which they have already learnt. For less able Ss, T may give them a word list. T reminds Ss of the use of plural forms to refer to quantities more than one.</p> <p>14. T invites some Ss to share their stanza.</p>	<ul style="list-style-type: none"> • PPT slides • Worksheet 1 (Activity 2)

***Number Poems* (compiled by John Foster)**
Lesson 2 Teaching Plan – *Zoo Dream* (by John Foster)

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Level of students	Junior Primary (P.2 and P.3)
Learning objectives	By the end of this lesson, students will be able to: 1. identify the names of the animals found in the poem. 2. use the correct number to tell the quantity of animals.
Main learning activities	1. T identifies the title of the text <i>Zoo Dream</i> . 2. T does picture reading of the text with Ss and asks Ss to count the number of the animals. 3. T reads the text with Ss. 4. Ss complete Worksheet 2 and identify the names of the animals.
Teaching and learning resources	<ul style="list-style-type: none"> The poem <i>Zoo Dream</i> in <i>Number Poems</i> (pp.8–11) PPT slides for Ss' recognition of the animal names Worksheet 2
Duration	40 minutes

Lesson procedures and estimated duration:

Duration	Teaching and learning activities	T/L materials
5'	1. T asks Ss where they can find animals and elicit responses from them. 2. T asks Ss what animals they can find in a zoo or in H.K. Ocean Park and elicit responses from them. 3. T tries to activate Ss' own knowledge about animals commonly found in a zoo.	<ul style="list-style-type: none"> PPT slides

15'	<p>4. T shows Ss the title of the poem, i.e. 'Zoo Dream' and asks Ss to guess what the poem is about.</p> <p>5. T shows the pictures in the poem.</p> <p>6. T asks Ss if they can tell the names of some of the animals in the picture.</p> <p>7. T asks individual Ss to count the number of each kind of animal (and tell what colours they are, if they are able to).</p> <p>8. T asks a few more students the same question for assessment of their understanding.</p>	<ul style="list-style-type: none"> • PPT slides • The poem <i>Zoo Dream</i>
15'	<p>9. T reads the poem <i>Zoo Dream</i> to Ss. T mimes the body actions while reading. Ss listen.</p> <p>10. T reads the poem again. T pauses after each line. Ss follow and read.</p> <p>11. T shows the pictures and the names of the animals taken from the text one by one to the students.</p> <p>12. T helps students with the pronunciations.</p>	<ul style="list-style-type: none"> • PPT slides • The poem <i>Zoo Dream</i>
5'	<p>13. T hands out Worksheet 2 and asks Ss to match the animal names with the correct pictures.</p> <p>14. T checks answers with Ss.</p>	<ul style="list-style-type: none"> • Worksheet 2

***Number Poems* (compiled by John Foster)**
Lesson 3 Teaching Plan – *Zoo Dream* (by John Foster)

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Level of students	Junior Primary (P.2 and P.3)
Learning objectives	By the end of this lesson, students will be able to: 1. use singular and plural forms of the target animal names. 2. demonstrate awareness of alliteration. 3. use the structure ‘How many ... can you see?’ and ‘I can see...’ to ask and talk about the number of animals in the zoo.
Main learning activities	1. Ss read the text <i>Zoo Dream</i> . 2. Ss identify the animals and their numbers. 3. Through a self-discovery activity, Ss notice and learn the singular and plural forms of the animal names. 4. Ss play the “Red/Green Flag Raising Game” to consolidate their learning of the singular or plural forms. 5. Ss complete Worksheet 3 and the information gap activity in which they exchange information about numbers of animals.
Teaching and learning resources	<ul style="list-style-type: none"> • The poem <i>Zoo Dream</i> in <i>Number Poems</i> (pp.8–11) • PPT slides • Red/Green flags • Worksheet 3
Duration	50 minutes

Lesson procedures and estimated duration:

Duration	Teaching and learning activities	T/L materials
15’	1. T asks Ss to read aloud the text <i>Zoo Dream</i> . 2. Shared reading: T reads aloud the text again. The numbers are covered. Ss use the pictorial cues to tell the numbers.	<ul style="list-style-type: none"> • PPT slides • The poem <i>Zoo Dream</i>

	<p>3. Shared reading: T reads aloud the text again. The numbers and the animal names are covered. Ss use the pictorial cues to tell the numbers. To raise learners' awareness of alliteration, T helps Ss to guess the animal names by relating the initial sound of the body action (e.g. <i>whistling</i>) to that of the animal name (e.g. <i>whales</i>).</p> <p>4. T asks Ss to circle the number of animals in the text, e.g. <i>ten whales</i>. T then asks Ss why the animal names end with an 's', e.g. <i>whales</i>, <i>monkeys</i>, etc. T helps Ss to work out the rule on the singular and plural forms.</p>	
10'	<p>5. T introduces the 'Red/Green Flag Raising Game' for the practice of the singular forms and plural forms, and the animal names.</p> <p>6. T demonstrates how to play the game. Ss have to raise either the red flag or the green flag to show their answers.</p> <p>7. Worksheet 3, Activity 1: Based on the given pictures, Ss write the correct number and the singular/plural form of the animal name for each question.</p>	<ul style="list-style-type: none"> • PPT slides • Red/Green flags • Worksheet 3 (Activity 1)
15'	<p>8. T establishes the context: Ss are visiting Ocean Park in Hong Kong.</p> <p>9. Worksheet 3, Activity 2: T demonstrates to Ss how to complete the information gap activity. Based on the prompts given, Ss in pairs ask each other, "How many (animals) can you see?" The partner has to answer by saying "I can see (number) (animals) in ..."</p> <p>10. T assesses Ss' learning progress by observations. T then checks the answers with Ss.</p>	<ul style="list-style-type: none"> • Worksheet 3 (Activity 2)

***Number Poems* (compiled by John Foster)**
Lesson 4 Teaching Plan – *Zoo Dream* (by John Foster)

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Level of students	Junior Primary (P.2 and P.3)
Learning objectives	By the end of this lesson, students will be able to: 1. demonstrate an understanding of the body action verbs found in the poem <i>Zoo Dream</i> . 2. use the target verbs to talk about body actions.
Main learning activities	1. Ss re-read <i>Zoo Dream</i> and find out the body action verbs using alliteration as clues. T explains the meanings of the verbs with the aid of body gestures. Ss imitate the actions. 2. Ss play language games to demonstrate their understanding of the target verbs in the poem. 3. Ss complete Worksheet 4.
Teaching and learning resources	<ul style="list-style-type: none"> The poem <i>Zoo Dream</i> in <i>Number Poems</i> (pp.8–11) PPT slides Worksheet 4 YouTube video: <i>Kids vocabulary - Action Verbs</i> https://www.youtube.com/watch?v=4c6FyuetSVo
Duration	40 minutes

Lesson procedures and estimated duration:

Duration	Teaching and learning activities	T/L materials
15'	1. T reads the <i>Zoo Dream</i> chant with the Ss. The body action verbs are covered. T helps Ss to guess the verbs by relating the initial sound of the body action to that of the animal name (e.g. <i>whales</i> and <i>whistling</i>).	<ul style="list-style-type: none"> PPT slides The poem <i>Zoo Dream</i>

	<p>2. T reads the chant and demonstrates the actions (e.g. snoring, whistling). Ss join in by reading the verbs and imitating the actions. T emphasises the alliteration by putting the stress onto the initial consonant sounds. T can practise one stanza with Ss before moving on to the following one.</p> <p>3. T could assign different animals to different groups of Ss, and each group has to demonstrate the actions as the class reads through the poem.</p> <p>4. After the chanting activity, T randomly demonstrates any actions from the poem and asks Ss to tell the verbs to check their understanding.</p>	
10'	<p>5. T plays the “Spin the Wheel” game with the whole class. T spins the wheel of body action verbs. When the wheel stops at a word, Ss are asked to demonstrate the actions. Repeat the process several times.</p> <p>6. T invites one S to spin the wheel on PPTS. Then he/she has to do the action. Other Ss cannot see the spin, and will guess what the action verb is. This process may repeat several times.</p> <p>7. In groups of 4, one S spins the paper wheel of action verbs and the rest demonstrate the movements. Alternatively, one S spins the wheel and does the action, and the rest will guess what the action verb is.</p>	<ul style="list-style-type: none"> • PPT slides • A paper spinning wheel for the body action verbs
15'	<p>8. Worksheet 4, Activity 1: Ss tell what the people or the animals are doing. They have to use the body action verbs learnt from the poem. T may demonstrate each action before asking Ss to finish the exercise.</p> <p>9. Worksheet 4, Activity 2: Ss watch a video about more action verbs. Ss think of other body actions, draw pictures and write sentences.</p>	<ul style="list-style-type: none"> • Worksheet 4 • YouTube video about action verbs: https://www.youtube.com/watch?v=4c6FyuetSVo

Appendix
Number Poems (compiled by John Foster)

How many? (by Charles Thomson)

How many ears has a rabbit?
How many tails has a dog?
How many feet has a baby?
How many eyes has a frog?

How many sides has a triangle?
How many sides has a square?
How many legs has a donkey?
How many legs has a chair?

How many wheels has a lorry?
How many wheels has a bike?
How many friends have you got?
How many sweets do you like?

Zoo Dream (by John Foster)

I dreamed I went to the zoo one day.
All the animals came out to play.
There were
Ten whales whistling,
Nine hippos hopping,
Eight monkeys marching,
Seven lions laughing,
Six snakes skipping,
Five donkeys dancing,
Four crocodiles clapping,
Three rhinos roaring,
Two giraffes giggling
And one seal snoring!