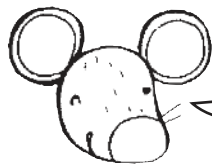
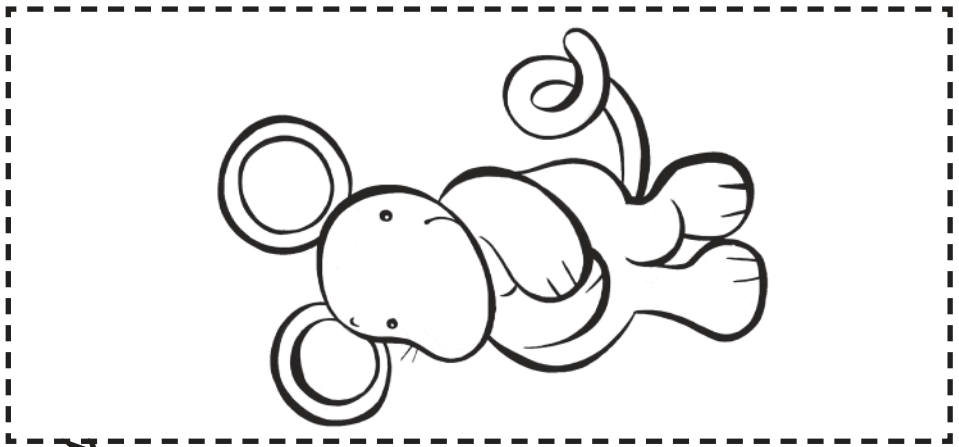
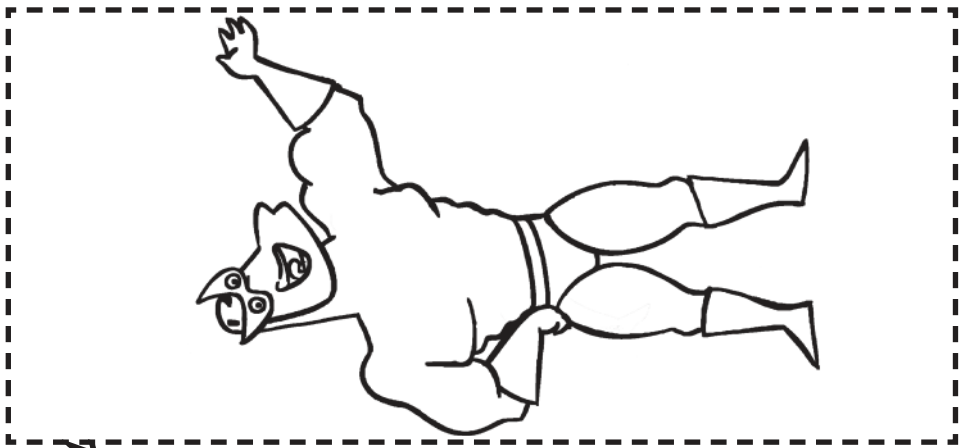
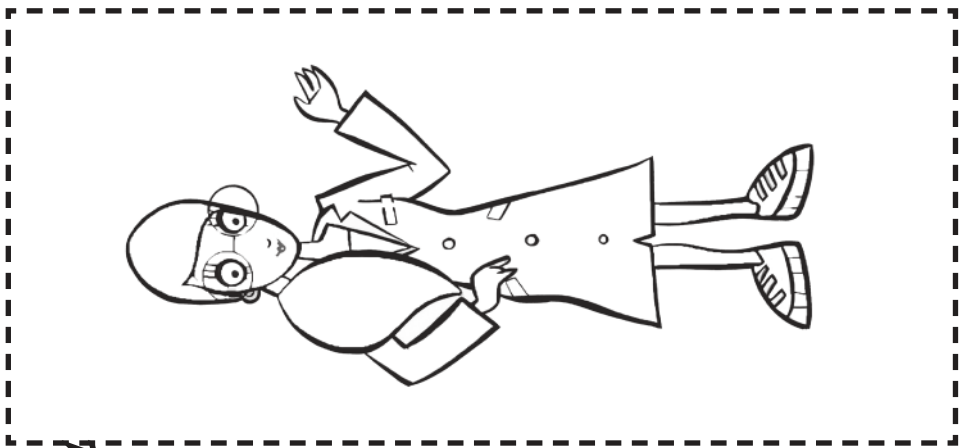


Unit  
**1**

Reinforcement worksheet 1

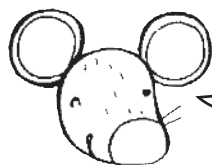


Look, colour and cut.

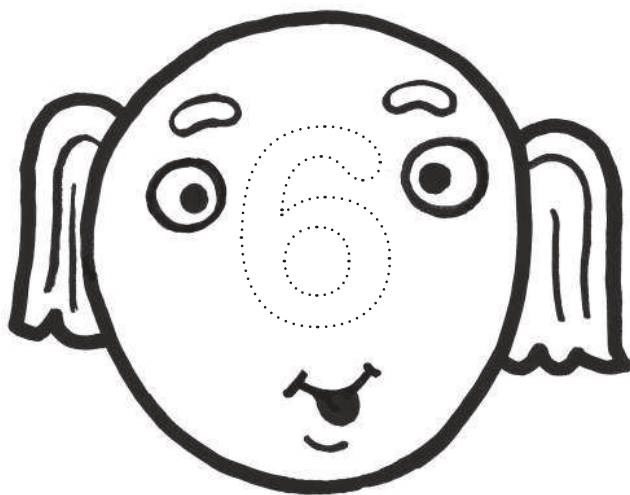
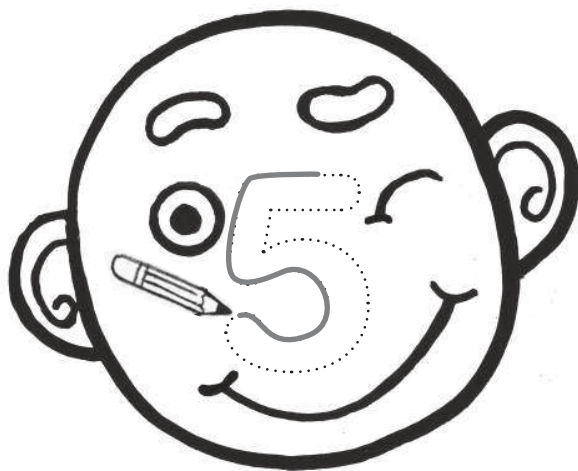
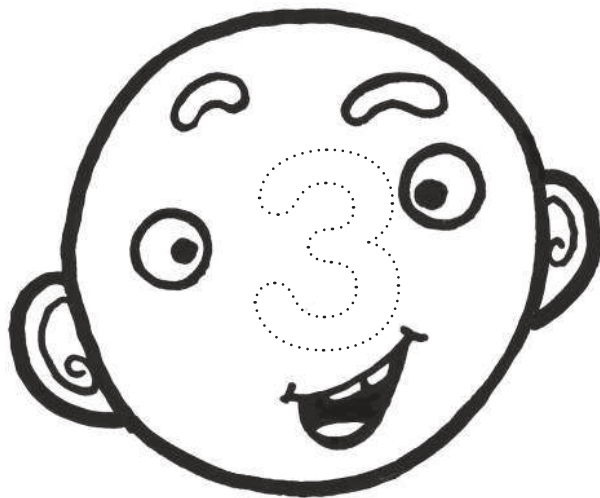
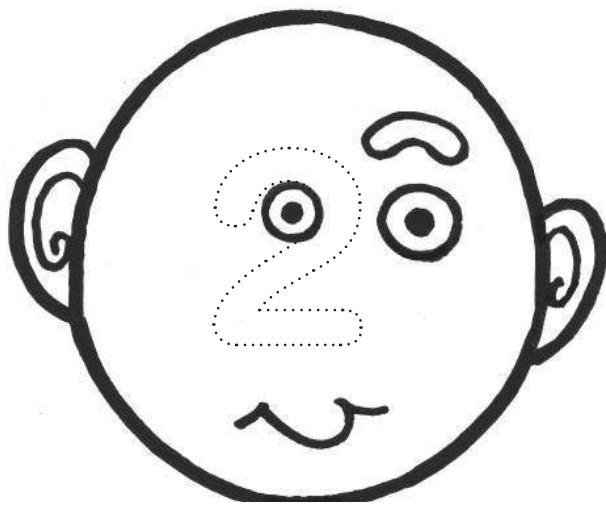
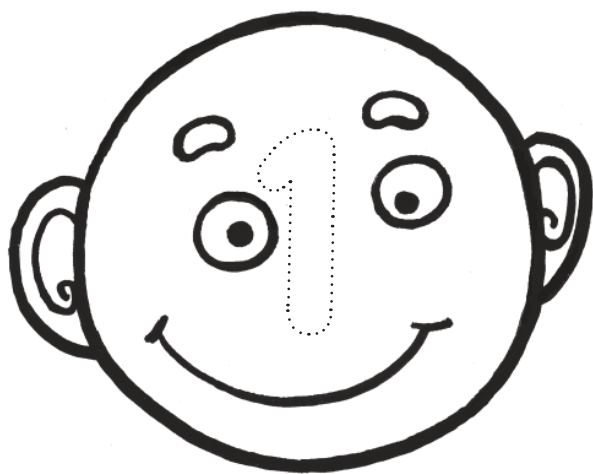


Unit  
**1**

Reinforcement worksheet 2



Trace and colour.

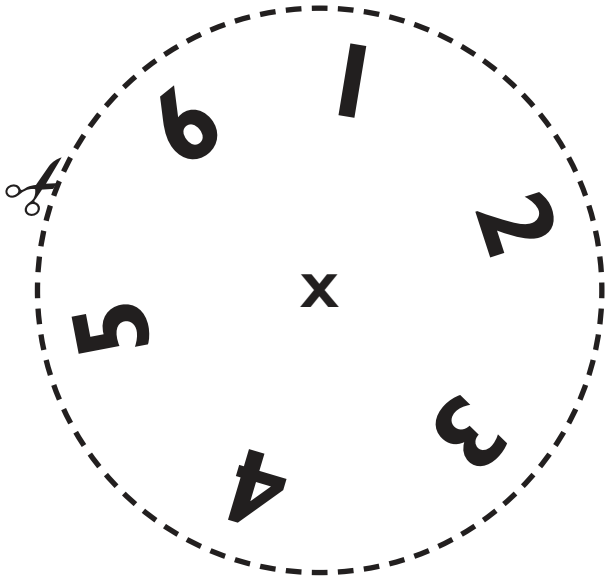
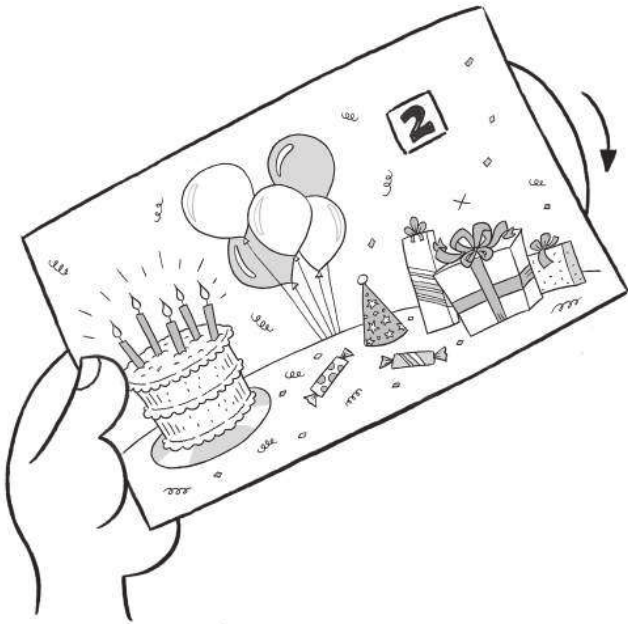


Unit  
**1**

**Extension worksheet 1**



  **Make and play.**



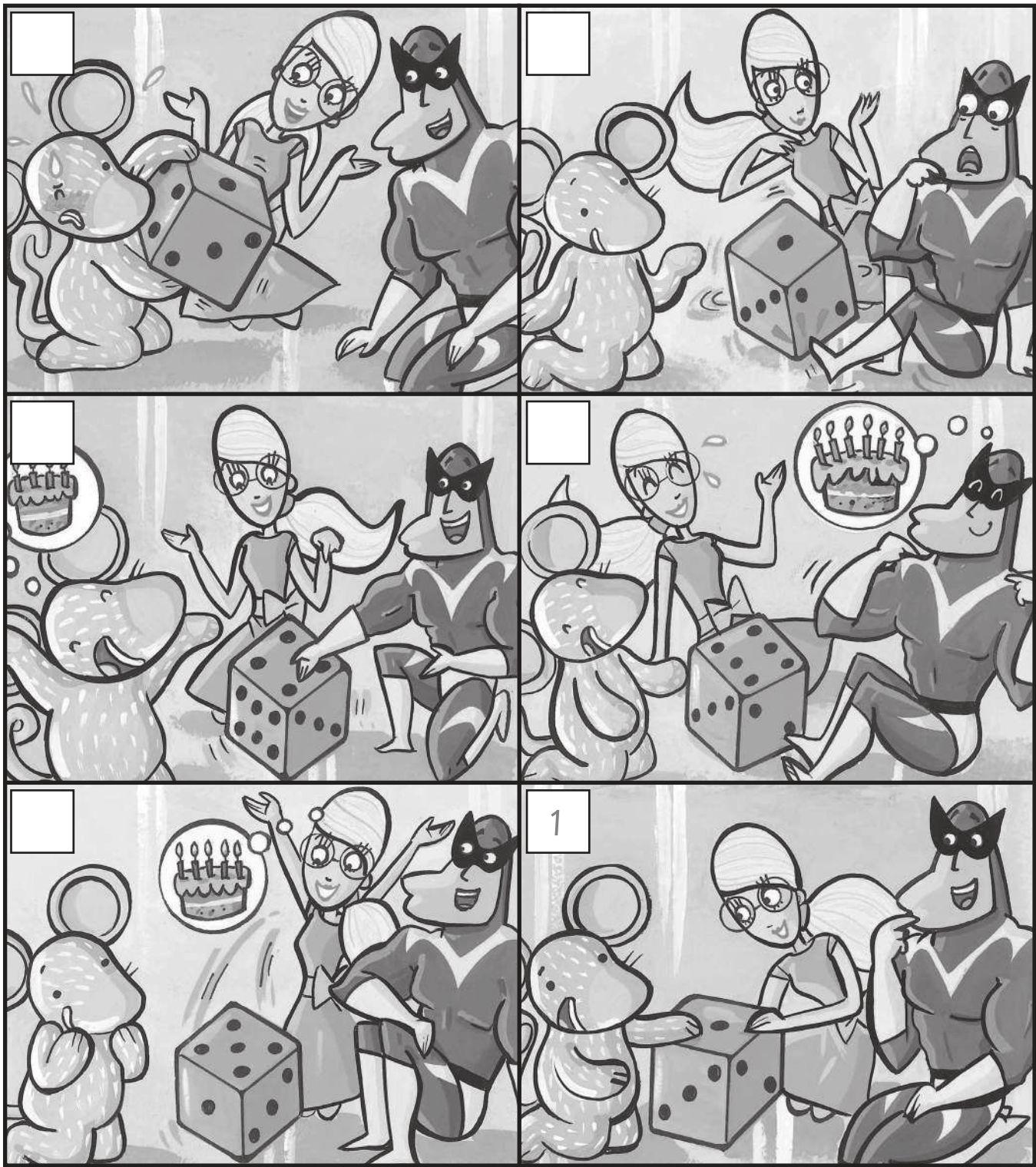


Unit  
**1**

Extension worksheet 2

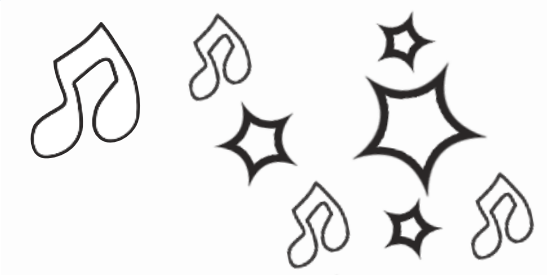


Listen, point and write.





# Song worksheet



Play, point and sing.

An owl wearing a shirt with the number 1, standing with its arms slightly out.

An owl wearing a shirt with the number 2, perched on a branch and looking forward.

An owl wearing a shirt with the number 3, perched on a branch and singing with its mouth open.

An owl wearing a shirt with the number 4, perched on a branch and singing with its mouth open.

An owl wearing a shirt with the number 5, perched on a branch and looking to the side.

An owl wearing a shirt with the number 6, perched on a branch and singing with its mouth open.





# Teacher's notes

## Reinforcement worksheet 1

- Pupils decorate and colour the bag. Encourage them to be creative and to use different patterns and colours. Pupils cut out the bag. Show them how to fold over the flap to make a pocket. Use staples or sticky tape to fasten the sides of the flap into place, being careful to leave a space at the top for pupils to insert the objects. Pupils colour the flap. Pupils then colour and cut out the objects and put them into the pocket.
- Pupils work in pairs, A and B. Pupil A names one of the objects and Pupil B puts it into the pocket. Pupils A and B exchange roles.
- **Optional follow-up activity:** Pupils work in small groups. The rest of the group close their eyes, while Pupil A puts only four objects into the pocket. The other pupils must guess which object is missing and lay their guess on the desk hidden under their hand. Pupil A names each object as he/she takes it out. If a pupil has the named object under his/her hand, he/she is 'out'. The winner is the pupil whose object is not named.
- **Optional audio activity:** Pupils listen to the audio (Track 6). Pupils place the objects in the pocket as they are named. Check they are doing this correctly.

**Key:** pencil, book, chair, eraser, table.

## Reinforcement worksheet 2

- Pupils look at the classroom scene and count how many pictures there are of each object. Guide pupils through the example by getting them to find and circle all five pencils. They write the numbers in the boxes. Pupils then colour in the scene.
- Pupils work in pairs, A and B. Pupil A says a number and Pupil B says the name of the corresponding object(s). Pupils A and B exchange roles.
- **Optional follow-up activity:** Pupils work in small groups. One pupil asks *What's this?* and starts to draw one of the classroom objects. The first to guess the correct object is the next to draw. To extend this activity, Pupil A gives his/her picture to another member of the group and asks *Where's this?* Pupil B points to the object on the worksheet.
- **Optional audio activity:** Pupils listen to the audio (Track 7) and check their answers.

**Key:** 5 pencils, 4 books, 3 erasers, 6 bags, 2 tables, 6 chairs.

## Extension worksheet 1

- Copy onto thin card for best results. Pupils colour and cut out the spinner. Help them make a hole in the centre of the spinner and show them how to push a pencil through it. Demonstrate how to play "Spin the spinner" by doing the action that the spinner lands on. Pupils spin their spinners and do the actions. They can record their game in the chart by crossing out a number each time they land on that particular action. Ask pupils which action was first to reach six spins.
- **Optional follow-up activity:** In pairs, both pupils spin their spinners. If the two spinners land on the same action, pupils both name the action and do it together; if different, they each say their action but do not do it.

## Extension worksheet 2

- Pupils look at the frames and remember the story. They circle the image they think is missing from each frame. They then listen to the story (Track 8) and check their answers.

**Key:** 1 A, 2 A, 3 B, 4 A, 5 B, 6 B.

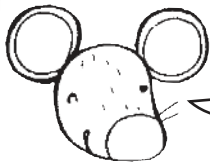
- Check pupils' answers, then ask them to draw in the missing objects.
- **Optional follow-up activity:** Point at frame one. Say *Two ch...* to elicit chairs. Do the same with the objects in the other frames (*three er...*, *four p...*, *five b...*). Pupils can also do this in pairs.

## Song worksheet

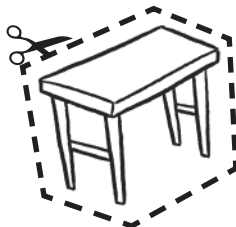
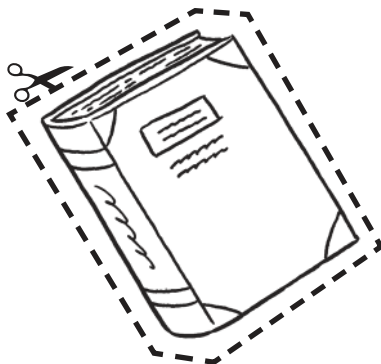
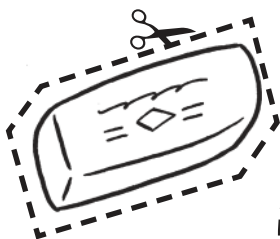
- Prepare a set of cards in advance on thin card for best results. Shuffle the cards. As you show the class each card, give instructions, e.g. *Maskman says stand up!* Then give an instruction without the words *Maskman says*. Whoever carries out the action is eliminated.
- Play the song (Track 9). Pupils join in with the actions.
- **Optional follow-up activity:** Pupils cut out their own sets of cards and play in groups. They take it in turns to give instructions.

Unit  
**2**

Reinforcement worksheet 1

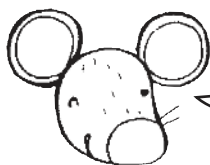


Make and play.



Unit  
**2**

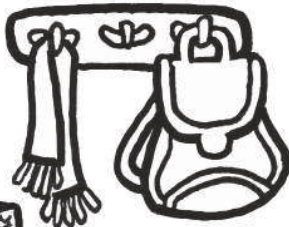
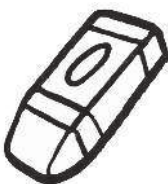
Reinforcement worksheet 2



Count. Write the number.



5



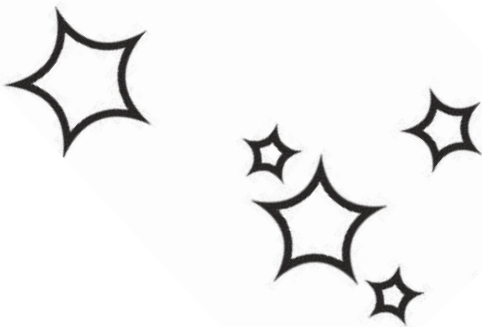









Unit  
**2**

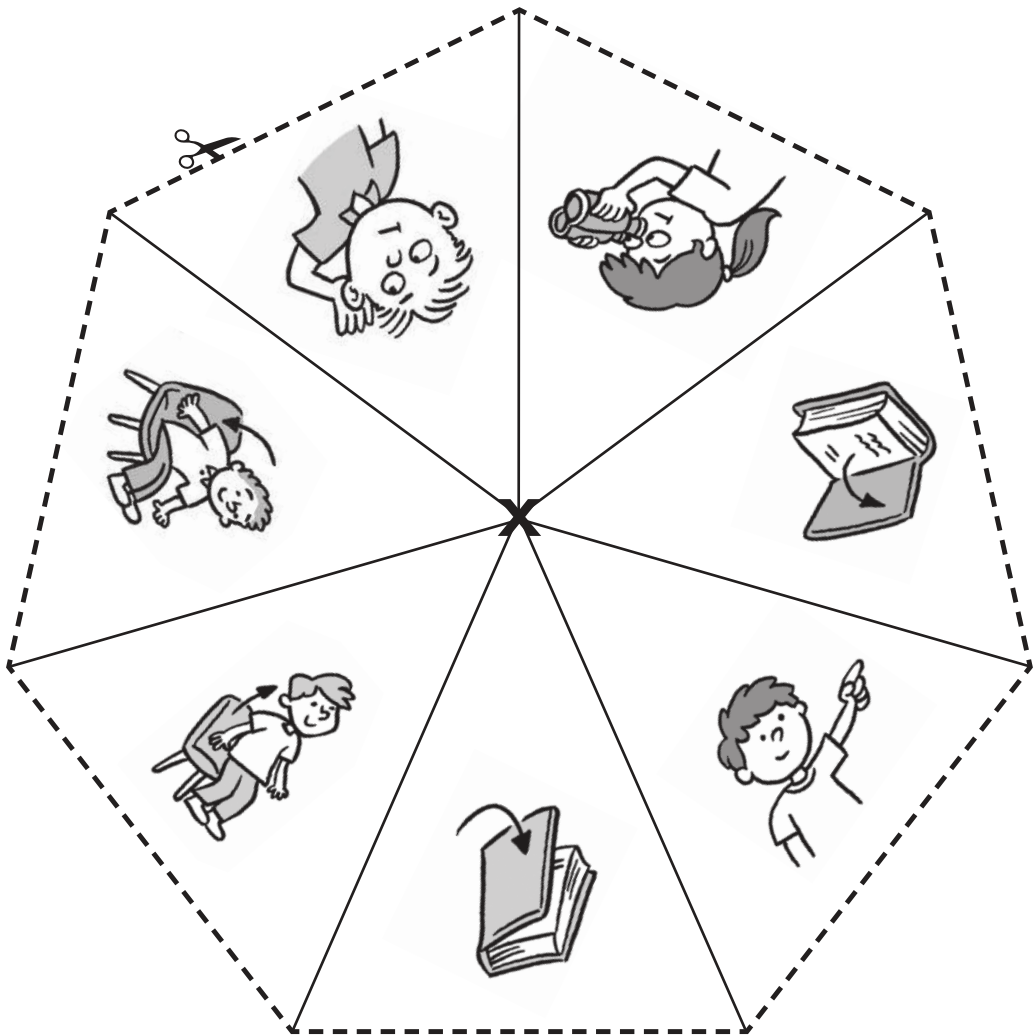
Extension worksheet 1



  Make and play.



						
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4 5 6	4 5 6	4 5 6	4 5 6	4 5 6	4 5 6	4 5 6

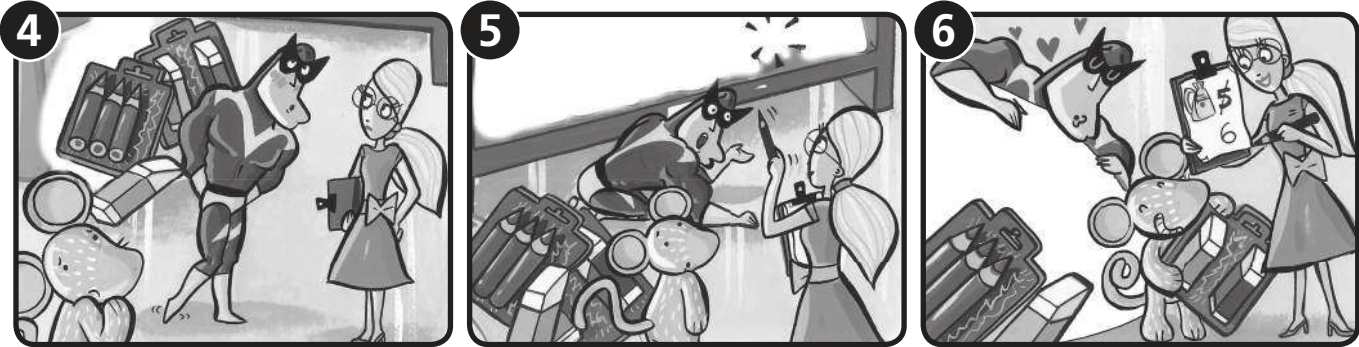
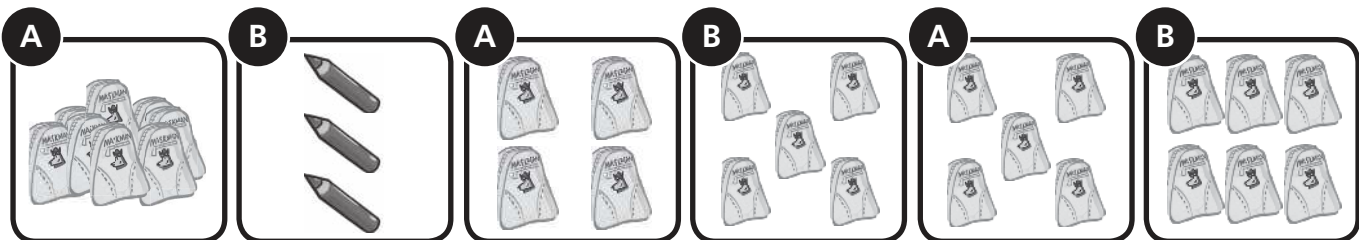
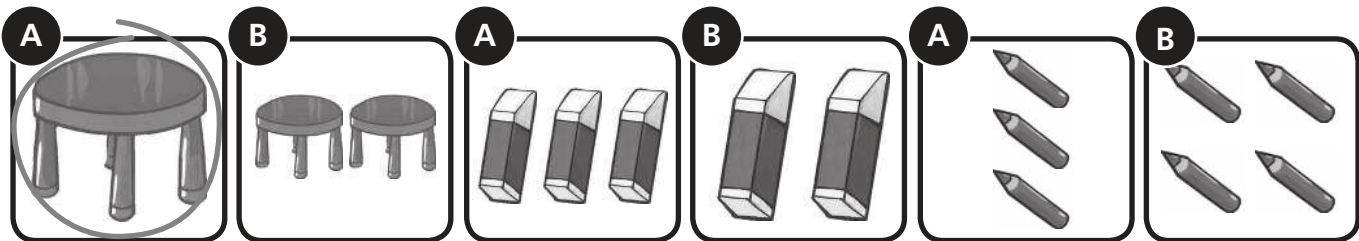


Unit  
**2**

**Extension worksheet 2**



Think and circle. Listen.



Think and draw.