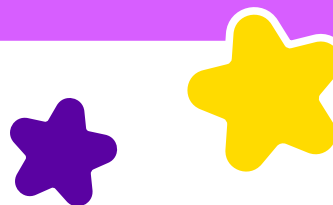
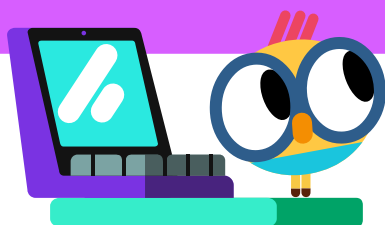


LESSON PLAN: NUMBERS 11-20

11

AGE GROUP: Preschool (3-5 years old)**DURATION:** 60 minutes**LEARNING OBJECTIVE:** Students will learn key words related to numbers from 11-20**KEY WORDS:** Eleven - twelve - thirteen - fourteen - fifteen - sixteen - seventeen - eighteen - nineteen - twentyLINGOKIDS' RESOURCES
CONNECTED TO THIS TOPIC

Click the links below to access the resources. They are also available in the app along with other games connected to this lesson's topic. Please note that some resources might be above pre-A1 level, and the songs, and it is up to the teacher to decide which resources would best suit their students' needs. The songs, stories, and videos are complimentary, not necessary for this lesson.

COUNTDOWN

14 12
13

LESSON PLAN

PRESENTATION (15 MINUTES)

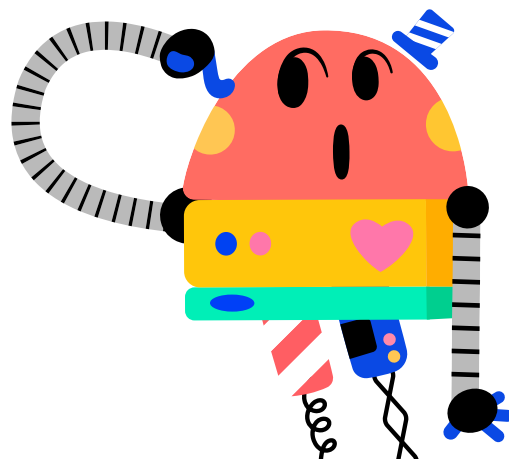
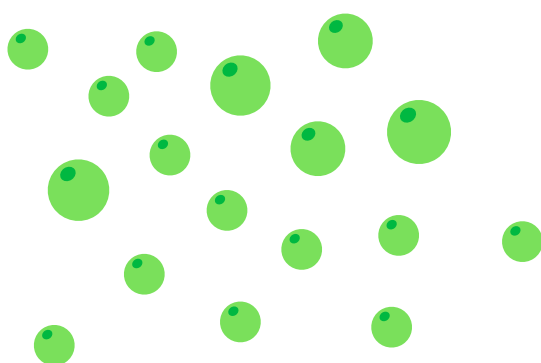


- Ask for two volunteers and have them stand in front of the classroom and ask them to extend their arms in front of them with their hands open, and fingers widely separated.
- Mold your students fingers to create numbers from 11-20. Bring some fingers down, leave some up. In English, count how many fingers are standing between your volunteers' hands and ask your students to help you count them if they want.
- After a few rounds of molding their fingers and counting your volunteers' standing fingers, ask your students: 'What topic do you think we will be learning about today?' Wait for them to say 'Numbers 11-20'.

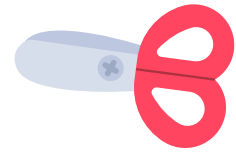
GUIDED PRACTICE (20 MINUTES)



- Divide the class into groups of 4 people each, more or less.
- Give a set of printed **flashcards** to each group and ask them to spread them out on the floor facing up. You can decide if you are giving them the flashcards with the name on it, or without it.
- Give each group one set of balled-up socks/store-bought bean bags/a tied balloon with rice in it/not too bouncy ball.
- In turns, tell your students to throw the bean bag or other item to land on one of the flashcards and say the name of it. If they guess correctly, they can keep the **flashcard**, if they don't, they leave it on the floor until someone else guesses it correctly.



ACTIVITY TO ASSESS/ENSURE UNDERSTANDING (20 MINUTES)



You will need two sets of **flashcards** (per group) printed on construction paper, and scissors for your students to cut them out.

- Divide the class into groups of 4 people each, more or less.
- Provide each team with the two copies of the **flashcards** printed on construction paper, and ask your students to cut them out.
- Taking turns, students will flip two cards each around and say the name of the number represented out loud.
- If a student has two cards with the same number in it, the student that flipped them will keep the set and will have another turn to play. If the cards don't match, the next student will get a go.
- The goal is to find all the pairs. The student with the most number of pairs at the end of the game, wins.

TIDY UP (5 MINUTES)

16 16

Allow for students to clean up the classroom, put materials away, and get ready for the next class.

EXTENSION ACTIVITIES

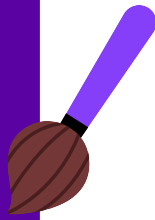
THESE ACTIVITIES ARE COMPLEMENTARY TO THIS LESSON PLAN AND WILL HELP YOUR STUDENTS REVIEW THEIR KNOWLEDGE ABOUT THIS SPECIFIC TOPIC.



OBSERVATION

I spy: There are different variations to play this game. See below our suggestions which can be played individually, in partners, or in small groups. Chose the option that better suits your mood:

- Tell your students a word and they have to find it on their 'I spy' boards. The first student that finds it wins.
- Set a 3 minute countdown and project it for everyone to see. Students will have the given time to find -and circle- all the pictures linked to this lesson's vocabulary.
- Describe a word and by looking at their boards, the students have to guess what you are referring to. The first student to guess the word, wins.



CRAFT

Popsicle number puzzle: For this activity you will need: popsicle sticks, masking tape, markers, and water-based paint.

- Give each student 10 popsicle sticks and tape them together to create a stable, flat surface to paint on. Add an extra piece of the tape covering the lower end of the popsicle stick line.
- Let your students have fun and paint whatever they want. When the paint is dry, remove the tape you put covering the ends of the popsicle sticks.
- Shout out numbers 11-20 and ask your students to listen to them. Show the **flashcards** after telling them the number.
- Ask them to write each number at the end of each popsicle stick.
- You can now remove the tape holding the popsicles together. Jumble them up and if you put the popsicle sticks following from 11-20, the puzzle will be complete!

MOVEMENT

Number jump: For this activity you will need chalk and an outdoors space.

- Write numbers 11-20 on the floor of the recess area.
- Ask your students to stand in a line one next to the other.
- Tell them a **specific instruction** (in your students' mother tongue) and a number (in English). For example: 'Hop on one foot to number thirteen!', 'Hop on both feet to number twenty!', etc.

20