


## How Many Behind?

**Focus** Intent listening and concentration; animals and their sounds

**Level** 

**Duration** 5 minutes

**Materials** None

**Rationale** *Intense silence:* All the words spoken by either the teacher or the pupils will be heard completely and go deep into the linguistic memory.

### Preparation

Teach or revise some names of animals, for example, *cats, dogs, cows and birds.*

### Procedure

- 1 Invite one pupil to come to the front of the classroom. The pupil faces the board, with his or her eyes closed.
- 2 Choose an animal. Invite some pupils to stand behind the pupil who is facing the board. Make the sound of the chosen animal for these pupils to imitate. When, for example, four animals are standing in a row, ask the child at the board:  
*How many mice are there behind you?*
- 3 If the pupil's guess is right, he or she may have another go. Otherwise it's somebody else's turn.

### Extension

Two rows may be formed behind the pupil, one on the left, and one on the right. Then the question is:

*How many mice are there on the left and how many mice are there on the right behind you?*

You may finish this activity by inviting the whole class to come to the front very quietly and stand behind the pupil and make an animal sound. A good laugh will be the result.

**NOTE:** The names of the animal sounds can also be taught:

A cat: *Miaow.* A dog: *Woof woof.* A mouse: *Squeak squeak.* A cow: *Moo moo.* A donkey: *Hee-haw, hee-haw.* A snake: *Ssssssss.* A cock: *Cock-a-doodle-doo.* A hen: *Cluck cluck.* A bird: *Chirp chirp.* A sheep: *Baa baa.*

## Instant Homework

**Focus** Cardinal numbers; fluency skills; tasks to be carried out at home

**Level** 

**Duration** 20 minutes

**Materials** None

**Rationale** *Autonomy:* These little tasks, to be done at home, give a certain feeling of independence.  
*Responsibility:* Pupils will be really involved as the results will be part of the next lesson.

### Preparation

Teach or recycle cardinal numerals and the names of some objects you can find in your house. Prepare a couple of easy tasks: see Procedure below.

### Procedure

#### Lesson 1

- 1 Give each of six pupils one of the following tasks:
  - Count all the windows you can find in your house.
  - Count all the spoons you can find in your house.
  - Count all the taps you can find in your house.
  - Count all the shoes you can find in your house.
  - Count all the chairs you can find in your house.
  - Count all the doors you can find in your house.

#### Lesson 2

- 2 The next lesson these six pupils stand in front of the class and explain their tasks and give the answers.
- 3 On the board, you write, for example:
 

RITA: 14 windows  
PETER: 34 spoons  
GIOVANNI: 5 taps
- 4 Next the pupils in the class start asking questions:
 

**PUPIL:** *How many windows are there in your house, Rita?*  
**RITA:** *In my house there are 14 windows.*
- 5 Pupils write the results in their notebooks:  
*In Rita's house there are fourteen windows.*
- 6 Invite six new pupils to count objects in their house for the next lesson. This time they can choose themselves which objects to count. They may come up with a few surprises.