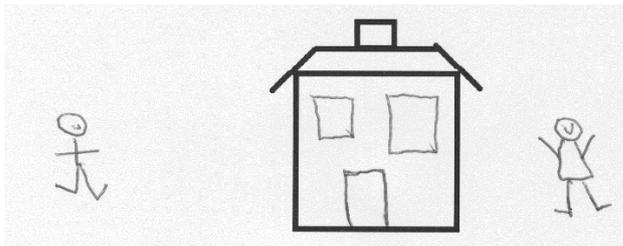


## Working with numbers

A list of different ways to work with numbers.

- Play Bingo. The kids can draw a board in their notebooks (3x3 or 4x4). Write the numbers they can use on the board (for example 1-12, 30-59, depending on which numbers you want to practise).
- Count down (or first up and then down) either together or with choir reading. For example when you finish the lesson (100 90 80 ... or 20 19 18 ... or 10 9 8 ...)
- You or a kid read 5-10 numbers to the class. The kids write them down in their notebooks. Then the kids raise their hands to say the numbers they have written down, one at a time and you write them on the board (followed by choir reading).
- Write 10 or 20 numbers on the board. Choir read them and then challenge someone to read the numbers while you time them. After that let them practise in pairs and then let someone else read them (faster?). Practise again and then someone else. Finish by saying that now everyone does it faster than before.
- Draw some simple pictures on the board. Tell the kids to copy the pictures in their notebooks.

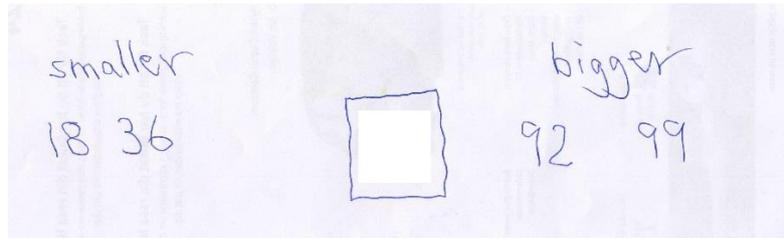


Now give instructions: **Write number 26 to the right of the boy, number 99 in the big window** etc. After about 10 numbers let the kids say where the numbers are. For example, point to the left of the boy and ask: **Is there a number here/Which number is written here?** or ask **Did you write a number in the house? Where? Which number?** etc.

- Let students work in pairs. Write about 10 numbers on the board. One student sits with his/her back against the board. The other student reads the numbers to his/her companion who writes them. Then you write new numbers, and the students change roles.
- In the dice game 100, the students work in pairs and count in English (if they use their first language, threaten to interrupt the exercise!). The goal is to count up to 100. You can roll the dice as many times as you want in each round. An example: A student gets 5 and rolls the dice once more and gets a 4. He/She then says 5 plus 4 is 9. The student continues to roll the dice and adds the new numbers as long as he/she wants. He/She can stop at any time and then keep the points until it's his/her turn next time.

**BUT** the student who gets a ONE loses all his/her points in that round. The trick is to know when to stop and save your points before you get a ONE and lose all.

The first student to reach 100 is the winner.



- Think of a number between for example 1 and 100. Ask the students to guess the number you are thinking of. Write the numbers that the students say: **36, no that's not correct, I'm thinking of a bigger number** etc. Chorus read the numbers when they have guessed the correct one. Then, let a student think of a number and work in the same way. Finally, let the students work in pairs. Depending on their command of the language it might be a good idea to write sentences on the board.  
**No, it's (a little) bigger than 32.**  
**No it's (much) smaller than 32.**

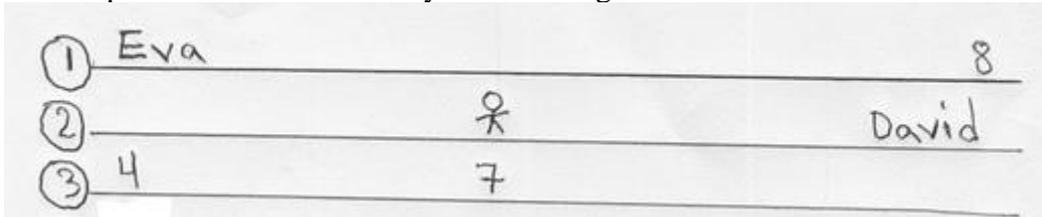
With numbers written on pieces of cardboard (see chapter Making your own material) you can do a lot of activities. With the numbers 1-10 or 11-20 you can do the following:

- Show one number at the time to the class without seeing which number yourself. Ask: **Is this number 8?** The class answers yes or no. After a while, let a student do the same.
- 3-4 students stand in front of the class. You give them a number each. They take turns to guess their numbers. **Do I have number 4?/ Is this number 4?** The first student to guess his number "wins".
- Find-your-partner-exercises are easy to make with numbers. If you want to practise 1-10 in a class of 30 students you make 3 copies of the 1-10 sheet in this document. Cut them up and give each student a piece of paper. The task is to find your partner(-s), i.e. a person with the same number. **Which number do you have? I have \_\_\_\_ . And which number do you have?** etc.

When a pair have found each other, they sit down to make it easier for the ones still looking. Afterwards you can ask them about their numbers, perhaps with some support written on the board. **I have number 8. Peter and Linda have number 8 too.**

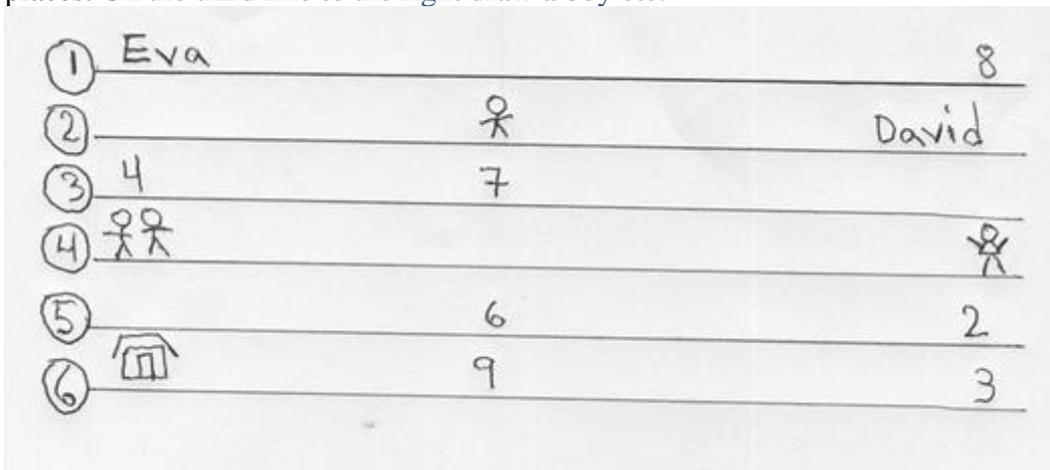
## Working with cardinal numbers

Draw a picture on the board. Maybe something like this:



Write *first*, *second* and *third* to the left of the lines. Point and talk about what the students see. Look here and the first line to the left. Here we have a girl's name, Eva. In the middle of the first line we don't have anything, but on the right ... etc.

Maybe next time you have six lines instead and you start with blank lines. The students can number 6 lines in their notebook and then you tell them things to write and draw in different places. On the third line to the right draw a boy etc.



### Variation:

#### Write this on the board:

1. ARGENTINA
2. BOLIVIA
3. ENGLAND

Tell the students to write down the letters you talk about.

An example of how you can word:

Take the second letter in the second word. (O)

Take the last letter in the third word. (D)

Take the third letter in the first word. (G)

The letters you have form the name of an animal. Which one?

1

2

3

4

5

6

7

8

9

10

10	11	12
13	14	15
16	17	18
19	20	