



● ● ● Lesson Activity Resource Pack for Taipei County
Elementary School English Teachers

Designer: 羅瑜琪 Rachel 忠義國小

Name of Activity: Learning Math in English

Target learners: 4th graders

Time required: 60 mins

Aims

1. Students should be able to count and read from 11-20.
(They learned numbers 1-10 when they were 3rd graders.)
2. Students should be able to say the sentence “What’s ___ plus ___?” to solve addition math questions

Materials required & pre-lesson preparation

1. flash cards of numbers from 1-20 (pictures and words)
2. addition chart worksheet

In class procedure

Warm-Up

Review numbers 1-10

1. Sing the song of “Ten Little Indians”.
2. Counting forwards and backwards with their fingers.
3. Check their memory of how to spell numbers.

Presentation

1. Introducing New Words

Paste and read the flashcards of numbers 1-10 (both pictures and words) on the board.

Paste the new words numbers 11-20 right under 1-10.

Ask the students to compare the similarity and difference of the paired numbers.

Underline the same part.

one	two	three	four	five	six	seven	eight	nine	ten
eleven	<u>twelve</u>	<u>thirteen</u>	<u>fourteen</u>	<u>fifteen</u>	<u>sixteen</u>	<u>seventeen</u>	<u>eighteen</u>	<u>nineteen</u>	<u>twenty</u>

This helps the students to build their new spelling ability from their previous experience.

2. Introducing Target Sentence

“What’s ___ plus ___?”

“It’s ___.”

a. Practice the phrase (not the sentence) “ ___ plus ___”

Teacher demonstrates a few examples. Students answer the number only.

E.g. “7 plus 6?” “Thirteen.” “8 plus 3?” “Eleven.”

b. Extend the phrase into sentence. Use the examples of (a).

E.g. “What’s 7 plus 6?” “It’s thirteen.” “What’s 8 plus 3?” “It’s eleven.”



Practice

Listen and Tell

- Divide the class into 2 teams. Students take turns to play.
- One representative from each team stands at the front and faces the board with a chalk. Teacher stands between these two and faces the whole class.
- Teacher randomly picks two flash cards (e.g. 7 and 6) and shows them to the whole class (not to the 2 in front). The whole class say “ What’s 7 plus 6?” The 2 students have to quickly write down the math sentence ($7+6=13$) and answer “It’s thirteen.” The student who’s faster and correct gets one point.

Production

Worksheet Practice

- Teacher demonstrates how to use this chart to practice saying the target sentences.
- For students who still have trouble memorizing the vocabulary, it’s ok for them to note the Arabic numerals beside each word (but it’s only allowed at the beginning stage). Others have to read and write only in words. This makes the slow learners feel more comfortable in a mixed-level class.
- Divide the class to several groups. Group members take turns to ask questions (pick any numbers they want). Other group members answer and fill in the grid. Take turns to ask and answer till all the grids are completed.
- Teacher walks around and monitors to facilitate the group discussion and to note down problems or errors the students made. Discuss these problems later with the whole class.

Wrap-Up

- Check if all the students have completed the chart.
- Discuss the problems and errors teacher noted down during the group work stage.
- Honor and reward the group with the best performance (the fastest to finish their task, which set a good cooperative model,...etc.)

Follow up

Below is the worksheet used in the production stage.



Addition Chart

PLUS	one	two	three	four	five	six	seven	eight	nine	ten
one										
two										twelve
Three										
four			seven							
five										
six										
seven										
eight	nine									
nine						fifteen				
ten										twenty



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