

My First Number Book

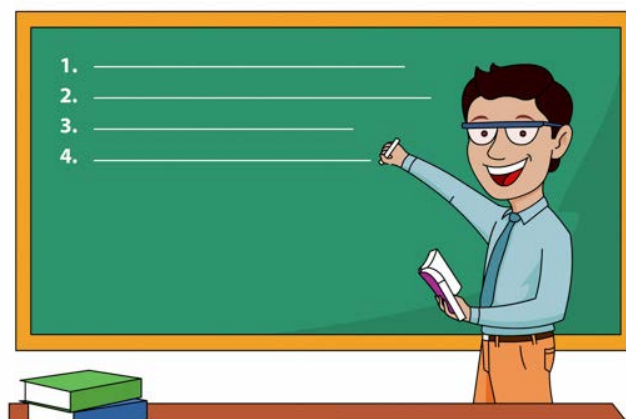
Teaching Notes

Lesson One - 1 (page 6)

1. Write **1** on the board (or a piece of paper).
2. Say "**1** (one)"
3. Pupils repeat after you.
4. Point to the number **1** and say "**1** (one)" and get the class to repeat after you.
Note: Don't ask the pupils to write the number yet.
5. Hold up one pencil. The class or individual pupils call out the number **1**.
6. Refer to page 6. Say: "**1** (one)"
7. Pupils point to the number and say: "**1** (one)"
8. Now help pupils to identify **1** in the picture.
9. Then say: "*Show me 1.*"
10. Ask the pupils to talk about the pictures.
11. Explain the activity by working through the example.

Let's Write (page 7)

1. Before asking pupils to write the number, demonstrate on the board.
2. Next, half turn your back to the class (as shown in the picture below), almost as if you were going to write on the board, and trace the number in the air with your fingers.



3. Get the class to do it with you as you describe the hand movement.
4. Then pupils say the number: "**1** (one)"



5. Now you can play the related [writing video clip](#) for pupils.

Note: *The other units are taught in this method.*

Special Tips

1. Useful phrases:

Here is a list of useful phrases for the teacher to use in classroom routines in English.

Sit down, please.

Quiet, please!

Bring me/ give it to me.

Put it here/there.

Here you are.

Open the door, please.

Come here, please.

Come in.

Stand up.

Close the door, please.

Go out.

Show me... .

Pay attention.

Stop now.

Open your books.

Repeat.

Hello!

Give me

Let's sing a song/ read a story.

Say it with me.

Listen to me.

Ready.

Pencils down.

Good morning.

Good-bye.

Go to your seat.

Go to

Right (Correct).

Let's Start.

All together.

Now in group/pairs.

Now you.

Yes, that's right.

No, that's not right.

Hands down.

All right.

Good, very good.

Ok.

In English please.

It's time for a song.

Write on the board.

Who wants to ... ?

It's your turn now.

Wait.

Look at the picture.

What's the matter?

Say it again.

Put up your hand.

Tell me

What's next?

Good afternoon.

Wrong

2. The following patterns are used in this book:

1. *I'm (I am)*

2. *Who are you?*

3. *Show me*

4. *This is a/an*

5. *It is a/an*

6. *I like*

7. *I have*


8. *Look at*

9. *What is this?*

10. *a is for apple*

11. *Is it a...?*

12. *Yes/No.*

- 
3. Educational Flash Games: A collection of joyful educational computer games are presented in the multimedia CD of this book which can be played in the classroom.

Eight Approaches to Language Teaching

Adapted from "Techniques and Principles in Language Teaching" by Diane Larsen Freeman

1. The **Grammar-Translation Method**

Goals

To be able to read literature in target language; learn grammar rules and vocabulary; develop mental acuity.

Roles

Teacher has authority; students follow instructions to learn what teacher knows.

Teaching/Learning Process

Students learn by translating from one language to the other, often translating reading passages in the target language to the native language. Grammar is usually learned deductively on the basis of grammar rules and examples. Students memorize the rules, then apply them to other examples. They learn paradigms such as verb conjugations, and they learn the native language equivalents of vocabulary words.

Interaction: Student-Teacher & Student-Student

Most interaction is teacher-to-student; student-initiated interaction and student-student interaction is minimal.

Dealing with Feelings

There are no principles of the method which relate to this area.

View of Language, Culture

Literary language seen as superior to spoken language; culture equated with literature and fine arts.



Aspects of Language, the Approach Emphasizes

Vocabulary, grammar emphasized; reading, writing are primary skills; pronunciation and other speaking/listening skills not emphasized.

Role of Student's Native Language

Native language provides key to meanings in target language; native language is used freely in class.

Means for Evaluation

Tests require translation from native to target and target to native language; applying grammar rules, answering questions about foreign culture.

Response to Students' Errors

Heavy emphasis placed on correct answers; teacher supplies correct answers when students cannot.

2. The *Direct Method*

Goals

To communicate in target language; to think in target language.

Roles

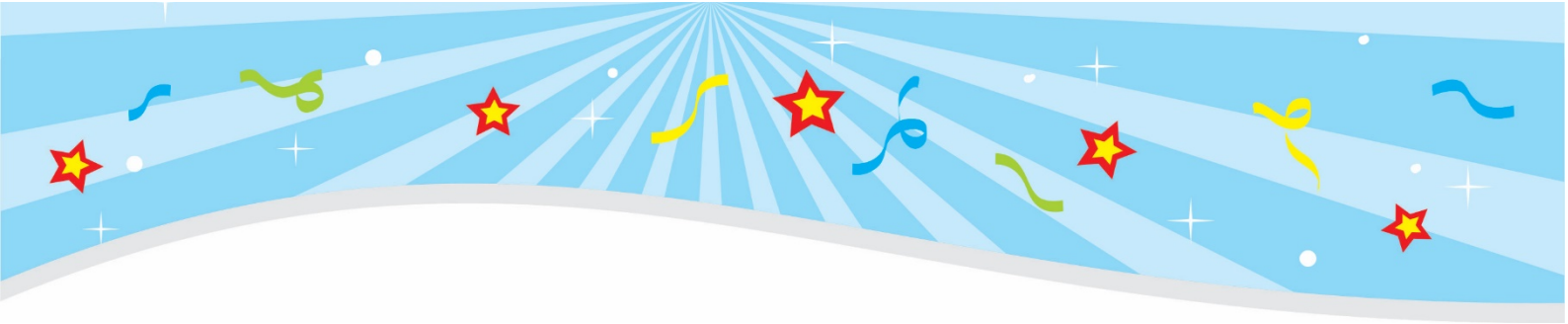
Teacher directs class activities, but students and teacher are partners in teaching/learning process.

Teaching/Learning Process

Students are taught to associate meaning and target language directly. New target language words or phrases are introduced through the use of realia, pictures, or pantomime, never the native language. Students speak in the target language a great deal and communicate as if in real situations. Grammar rules are learned inductively-by generalizing from examples. Students practice new vocabulary using words in sentences.

Interaction: Student-Teacher & Student-Student

Both teacher and students initiate interaction, though student-initiated interaction, with teacher or among each other, is usually teacher-directed.



Dealing with Feelings

n/a

View of Language, Culture

Language is primarily spoken, not written. Students study common, everyday speech in the target language. Aspects of foreign culture are studied as history, geography, daily life.

Aspects of Language, the Approach Emphasizes

Vocabulary emphasized over grammar; oral communication considered basic, with reading, writing based on oral practice; pronunciation emphasized from outset.

Role of Student's Native Language

Not used in the classroom.

Means for Evaluation

Students tested through actual use, such as in oral interviews and assigned written paragraphs.

Response to Students' Errors

Self-correction encouraged whenever possible.

3. The *Audio-Lingual Method*

Goals

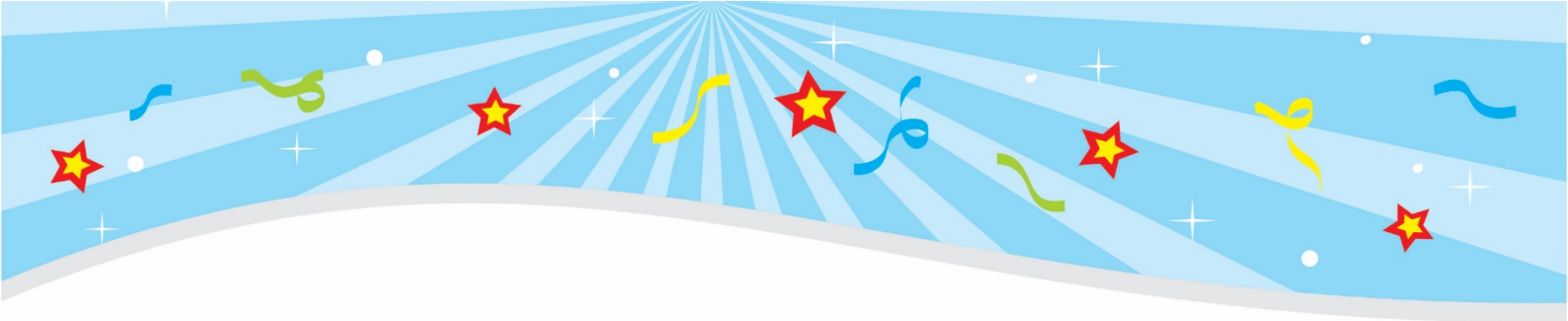
Use the target language communicatively, overlearn it, so as to be able to use it automatically by forming new habits in the target language and overcoming native language habits.

Roles

Teacher directs, controls students' language behavior, provides good model for imitation; students repeat, respond as quickly and accurately as possible.

Teaching/Learning Process

New vocabulary, structures presented through dialogs, which are learned through imitation, repetition. Drills are based on patterns in dialog. Student's correct responses are positively



reinforced; grammar is included from models. Cultural information is contextualized in the dialogs or presented by the teacher. Reading, writing tasks are based on oral work.

Interaction: Student-Teacher & Student-Student

Students interact during chain drills or when taking roles in dialogs, all at teacher's direction: Most interaction is between teacher and student, initiated by teacher.

Dealing with Feelings

n/a

View of Language, Culture

Descriptive linguistics influence: every language seen as having its own unique system of phonological, morphological, and syntactic patterns. Method emphasizes everyday speech and uses a graded syllabus from simple to difficult linguistic structures. Culture comprises everyday language and behavior.

Aspects of Language, the Approach Emphasizes

Language structures emphasized; vocabulary contextualized in dialogs but is limited because syntactic patterns are foremost; natural priority of skills- listening, speaking, reading, writing, with emphasis on first two; pronunciation taught from beginning often with language lab work and minimal pair drills.

Role of Student's Native Language

Students' native language habits are considered as interfering, thus native language is not used in classroom. Contrastive analysis is considered helpful for determining points of interference.

Means for Evaluation

Discrete-point tests in which students distinguish between words or provide an appropriate verb for a sentence, etc.

Response to Students' Errors

Teachers strive to prevent student errors by predicting trouble spots and tightly controlling what they teach students to say.



4. The *Silent Method*

Goals

To use language for self-expression; to develop independence from the teacher, to develop inner criteria for correctness.

Roles

Teaching should be subordinated to learning. Teachers should give students only what they absolutely need to promote their learning. Learners are responsible for their own learning.

Teaching/Learning Process

Students begin with sounds, introduced through association of sounds in native language to a sound-color chart. Teacher then sets up situations, often using Cuisenaire rods, to focus students' attention on structures. Students interact as the situation requires. Teachers see students' errors as clues to where the target language is unclear, and they adjust instruction accordingly. Students are urged to take responsibility for their learning. Additional learning is thought to take place during sleep.

Interaction: Student-Teacher & Student-Student

The teacher is silent much of the time, but very active setting up situations, listening to students, speaking only to give clues, not to model speech. Student-student interaction is encouraged.

Dealing with Feelings

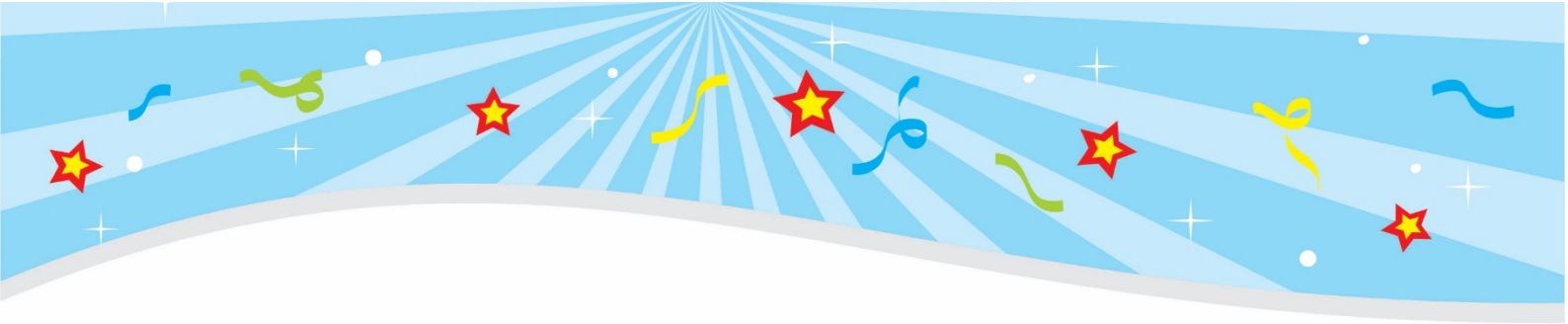
Teachers monitor students' feelings and actively try to prevent their feelings from interfering with their learning. Students express their feelings during feedback sessions after class.

View of Language, Culture

Language and culture are inseparable, and each language is seen to be unique despite similarities in structure other languages.

Aspects of Language, the Approach Emphasizes

All four skill areas worked from beginning (reading, writing, speaking, listening); pronunciation especially, because sounds are basic and carry the melody of the language. Structural patterns are practiced in meaningful interactions. Syllabus develops according to learning abilities and needs. Reading and writing exercises reinforce oral learning.



Role of Student's Native Language

Although translation is not used at all, the native language is considered a resource because of the overlap that is bound to exist between the two languages. The teacher should take into account what the students already know.

Means for Evaluation

Assessment is continual; but only to determine continually changing learning needs. Teachers observe students' ability to transfer what they have learned to new contexts. To encourage the development of inner criteria, neither praise nor criticism is offered. Students are expected to learn at different rates, and to make progress, not necessarily speak perfectly in the beginning.

Response to Students' Errors

Errors are inevitable, a natural, indispensable part of learning.

5. Suggestopedia

Goals

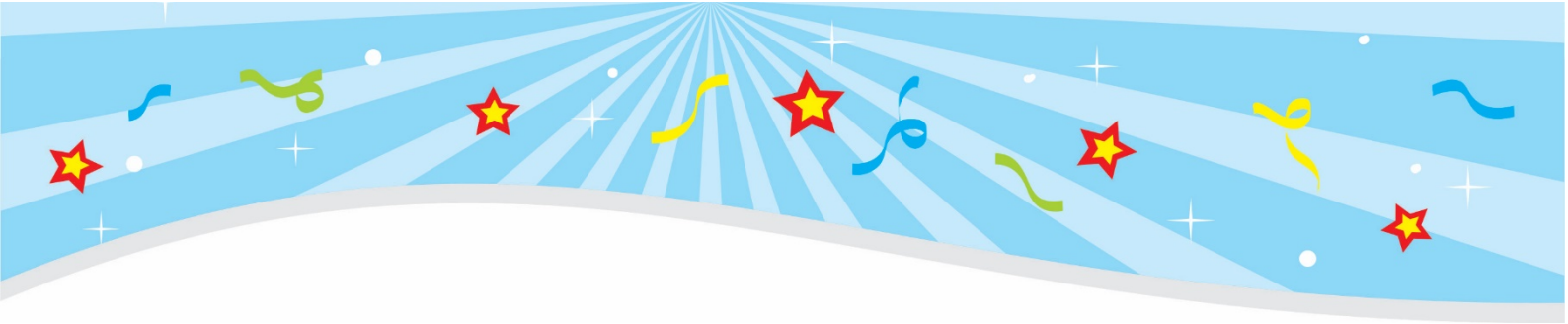
To learn, at accelerated pace, a foreign language for everyday communication by tapping mental powers, overcoming psychological barriers.

Roles

Teacher has authority, commands trust and respect of students; teacher "desuggests" negative feelings and limits to learning; if teacher succeeds in assuming this role, students assume childlike role, spontaneous and uninhibited.

Teaching/Learning Process

Students learn in a relaxing environment. They choose a new identity (name occupation) in the target language and culture. They use texts of dialogs accompanied by translations and notes in their native language. Each dialog is presented during two musical concerts; once with the teacher matching his or her voice to the rhythm and pitch of the music while students follow along. The second time, the teacher reads normally and students relax and listen. At night and on walking, the students read it over. Then students gain facility with the new material through activities such as dramatization, games, songs, and question-and-answer sessions.



Interaction: Student-Teacher & Student-Student

At first, teacher initiates all interaction and students respond only nonverbally or with a few words in target language that they have practiced. Eventually, students initiate interaction. Students interact with each other throughout, as directed by teacher.

Dealing with Feelings

Great importance is placed on students' feelings in making them feel confident and relaxed, in "desuggesting" their psychological barriers.

View of Language, Culture

Language is one plane; nonverbal parts of messages are another. Culture includes everyday life and fine arts.

Aspects of Language, the Approach Emphasizes

Vocabulary emphasized, some explicit grammar. Students focus on communicative use rather than form; reading, writing also have place.

Role of Student's Native Language

Translation clarifies dialogs' meaning: teacher uses native language, more at first than later, when necessary.

Means for Evaluation

Students' normal in-class performance is evaluated. There are no tests, which would threaten relaxed environment.

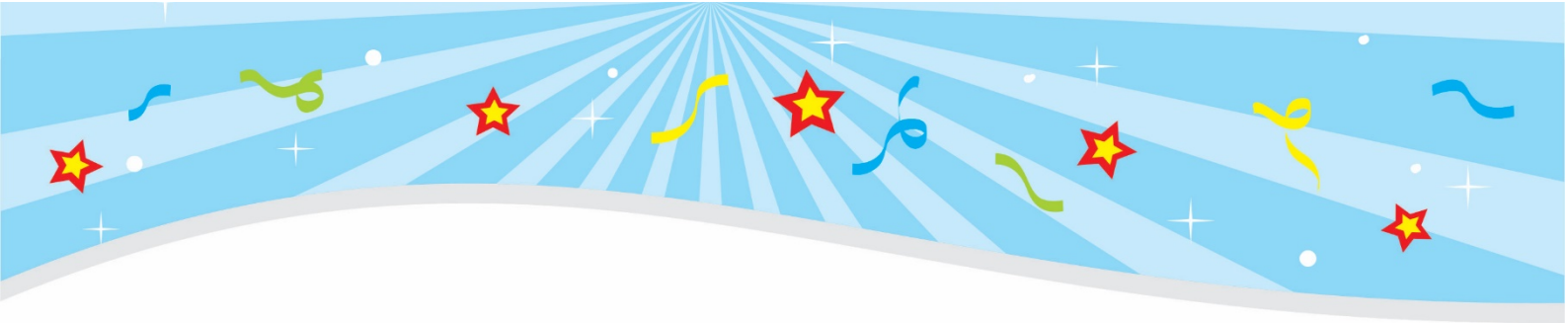
Response to Students' Errors

Errors are not immediately corrected; teacher models correct forms later during class.

6. Community *Language Learning*

Goals

To learn language communicatively, to take responsibility for learning, to approach the task non-defensively, never separating intellect from feelings.



Roles

Teacher acts as counselor, supporting students with understanding of their struggle to master language in often threatening new learning situation. Student is at first a dependent client of the counselor and becomes increasingly independent through five specified stages.

Teaching/Learning Process

Effective learning requires six elements: security, aggression (students have opportunities to assert, involve themselves), attention, reflection (students think about both the language and their experience learning it), retention, and discrimination (sorting out differences among target language forms).

Interaction: Student-Teacher & Student-Student

Both students and teacher make decisions in the class. Sometimes the teacher directs action, other times the students interact independently. A spirit of cooperation is encouraged.

Dealing with Feelings

Teacher routinely probes for students' feelings about learning and shows understanding, helping them overcome negative feelings.

View of Language, Culture

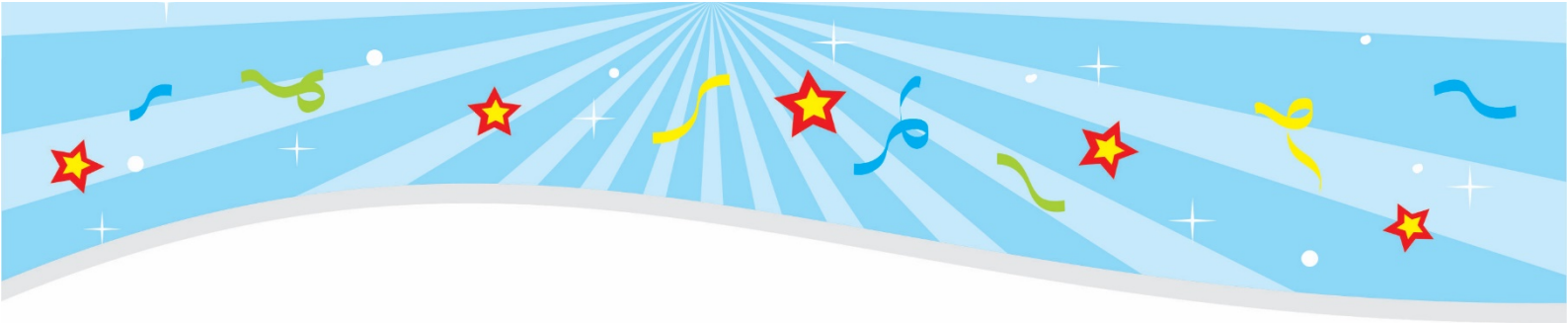
Language is for communication, a medium of interpersonal sharing and belonging, and creative thinking. Culture is integrated with language.

Aspects of Language, the Approach Emphasizes

At first, since students design syllabus, they determine aspects of language studied; later teacher may bring in published texts. Particular grammar, pronunciation points are treated, and particular vocabulary based on students' expressed needs. Understanding and speaking are emphasized, though reading and writing have a place.

Role of Student's Native Language

Use of native language enhances students' security. Students have conversations in their native language; target language translations of these become the text around which subsequent activities revolve. Also, instructions and sessions for expressing feelings are in native language. Target language is used progressively more. Where students do not share the same native language, the target language is used from outset, though alternatives such as pantomime are also used.



Means for Evaluation

No specific means are recommended, but adherence to principles is urged. Teacher would help students prepare for any test required by school, integrative tests would be preferred over discrete-point tests; self-evaluation would be encouraged, promoting students' awareness of their own progress.

Response to Students' Errors

Nonthreatening style is encouraged; modeling of correct forms.

7. Total Physical Response Method

Goals

To provide an enjoyable learning experience, having a minimum of the stress that typically accompanies learning a foreign language.

Roles

At first the teacher gives commands and students follow them. Once students are "ready to speak", they take on directing roles.

Teaching/Learning Process

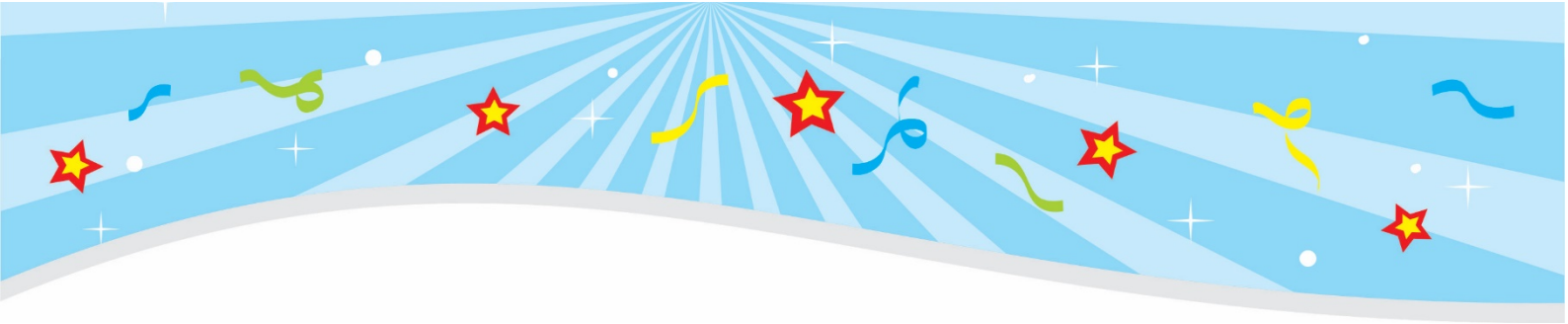
Lessons begin with commands by the teacher; students demonstrate their understanding by acting these out; teachers recombine their instructions in novel and often humorous ways; eventually students follow suit. Activities later include games and skits.

Interaction: Student-Teacher & Student-Student

Teacher interacts with individual students and with the group, starting with the teacher speaking and the students responding nonverbally. Later this is reversed; students issue commands to teacher as well as each other.

Dealing with Feelings

The method was developed principally to reduce the stress associated with language learning; students are not forced to speak before they are ready and learning is made as enjoyable as possible, stimulating feelings of success and low anxiety.



View of Language, Culture

Oral modality is primary; culture is the lifestyle of native speakers of the target language.

Aspects of Language, the Approach Emphasizes

Grammatical structures and vocabulary are emphasized, imbedded in imperatives. Understanding precedes production; spoken language precedes the written word.

Role of Student's Native Language

Method is introduced in student's native language, but rarely used later in course. Meaning is made clear through actions.

Means for Evaluation

Teachers can evaluate students through simple observation of their actions. Formal evaluation is achieved by commanding a student to perform a series of actions.

Response to Students' Errors

Students are expected to make errors once they begin speaking. Teachers only correct major errors, and do this unobtrusively. "Fine-tuning" occurs later.

8. The *Communicative* Approach

Goals

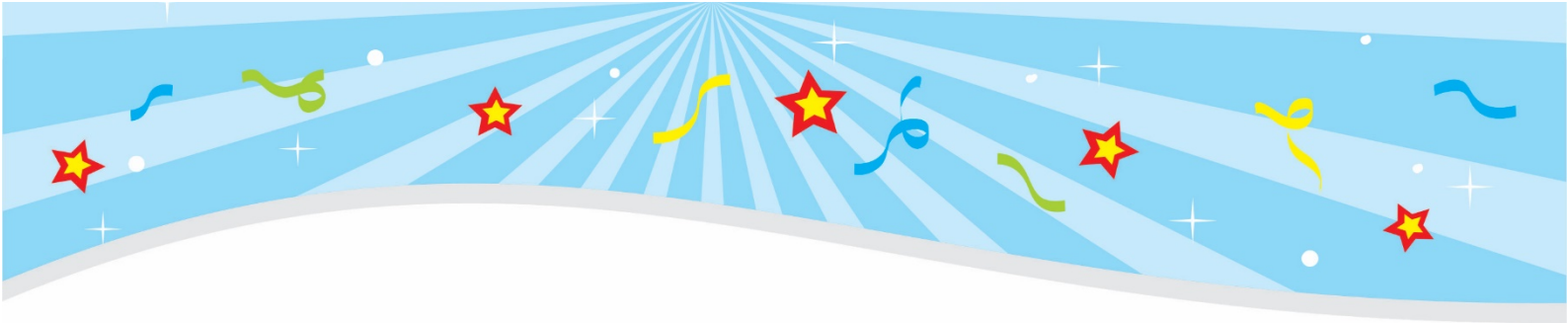
To become communicatively competent, able to use the language appropriate for a given social context; to manage the process of negotiating meaning with interlocutors.

Roles

Teacher facilitates student's learning by managing classroom activities, setting up communicative situations. Students are communicators, actively engaged in negotiating meaning.

Teaching/Learning Process

Activities are communicative – they represent an information gap that needs to be filled; speakers have a choice of what to say and how to say it; they receive feedback from the listener that will verify that a purpose has been achieved. Authentic materials are used. Students usually work in small groups.



Interaction: Student-Teacher & Student-Student

Teacher initiates interactions between students and participates sometimes. Students interact a great deal with each other in many configurations.

Dealing with Feelings

Emphasis on developing motivation to learn through establishing meaningful, purposeful things to do with the target language. Individuality is encouraged, as well as cooperation with peers, which both contribute to sense of emotional security with the target language.

View of Language, Culture

Language is for communication. Linguistic competence must be coupled with an ability to convey intended meaning appropriately in different social contexts. Culture is the everyday lifestyle of native speakers of the target language. Nonverbal behavior is important.

Aspects of Language, the Approach Emphasizes

Functions are emphasized over forms, with simple forms learned for each function at first, then more complex forms. Students work at discourse level. They work on speaking, listening, reading, and writing from the beginning. Consistent focus on negotiated meaning.

Role of Student's Native Language

Students' native language usually plays no role.

Means for Evaluation

Informal evaluation takes place when teacher advises or communicates; formal evaluation is by means of an integrative test with a real communicative function.

Response to Students' Errors

Errors of form are considered natural; students with incomplete knowledge of English can still succeed as communicators.

My First Number book

روش تدریس "اولین کتاب اعداد من"

Lesson One - 1 (page 6)

۱. روی تخته وایت‌برد (یا کاغذ بزرگ) عدد 1 را بنویسید.

۲. بگویید "one".

۳. دانش‌آموزان اسم عدد 1 (one) را بعد از شما تکرار می‌کنند.

۴. به عدد 1 اشاره کنید و بگویید 1 (one) و از دانش‌آموزان بخواهید آن را بعد از شما تکرار کنند.

توجه: در این مرحله از دانش‌آموزان نخواهید که عدد را بنویسند.

۵. از دانش‌آموزان بخواهید به صفحه‌ی ۶ کتابشان توجه کنند. بگویید: "1 (one)"

۶. دانش‌آموزان به عدد اشاره می‌کنند و می‌گویند: "1 (one)"

۷. اکنون به دانش‌آموزان کمک کنید به تصویر توجه کنند و عدد 1 که قسمتی از سر و گردن زرافه را تشکیل می‌دهد شناسایی کنند.

۸. از دانش‌آموزان بپرسید: "پسری که در داستان است چه کاری می‌کند؟"

پرسید: "چند برگ در دست آن پسر است؟"

۹. به سر و گردن زرافه اشاره کنید و بگویید: "1 (one)"

دانش‌آموزان بعد از شما تکرار می‌کنند:

Teacher: "1 (one)".

Class: "1 (one)".

۱۰. یک مداد را در بالا نگه دارید و بگویید "1 (one)"

دانش‌آموزان بعد از شما تکرار می‌کنند:

Teacher: "1 (one)".

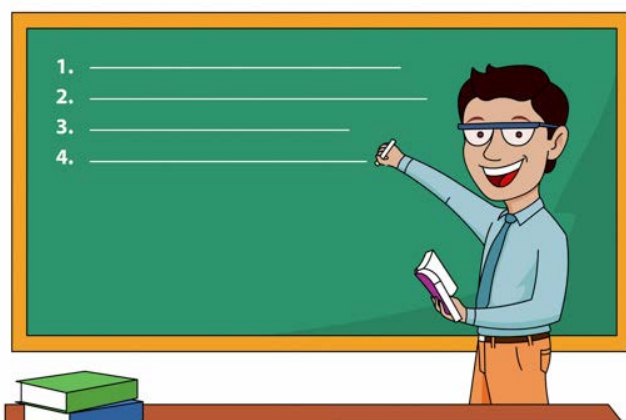
Class: "1 (one)".

۱۱. دانش‌آموزان در حالی که نشسته‌اند این تمرین را انجام می‌دهند. به عنوان مثال دانش‌آموزی یک خط‌کش را نشان

می‌دهد و می‌گوید "1 (one)". دانش‌آموزی دیگر یک کتاب را در دست می‌گیرد و می‌گوید "1 (one)".

۱۲. قبل از اینکه دانش‌آموزان تمرین ۱ صفحه‌ی ۶ کتاب را انجام دهند، طرز نوشتن عدد 1 را روی تخته وایت‌برد (یا کاغذ بزرگ) نشان دهید.

۱۳. سپس در حالتی شبیه به تصویر زیر (یعنی حالت ۱۸۰ درجه نسبت به دانش‌آموزان) عدد 1 را در فضا ترسیم کنید. طوری عمل کنید که گویی واقعاً دارید عدد 1 را با انگشتان خود می‌نویسید.
توجه: هنگام نوشتن مطلب روی تخته، پشت معلم نباید به طور کامل به طرف کلاس باشد.



۱۴. از دانش‌آموزان بخواهید نوشتن عدد 1 را در فضا مانند شما انجام دهند. این کار باعث می‌شود نیمکره‌ی چپ مغز که مربوط به یادگیری است، با نیمکره‌ی راست که مربوط به عمل است هماهنگ شود.

۱۵. روی تخته در مورد نحوه‌ی نوشتن عدد 1 توضیح دهید.

ویدیو آموزشی: برای آموزش بهتر و موثرتر می‌توانید ویدیو آموزشی جذاب و سرگرم‌کننده‌ی مربوط به نوشتن عدد 1 را که در داخل سی‌دی مالتی‌مدیا این مجموعه ارائه شده است، برای دانش‌آموزان پخش نمایید. این ویدیوها علاوه بر عوض کردن فضای کلاس در آموزش هر چه بهتر نوشتن 1 به کودک بسیار موثر می‌باشند.

توجه: سایر درس‌های کتاب به همین روش (مانند درس ۱) تدریس می‌شوند.

بیست نکته‌ی طلایی در تدریس زبان انگلیسی به کودکان و نوجوانان

۱. آموزش زبان بایستی پیگیرانه و جلسه‌های کوتاه مدت و پیش از آنکه کودک اظهار خستگی نماید باشد. مدت هر جلسه برای کودکان پیش‌دبستانی می‌تواند بین ده تا پانزده دقیقه و برای کودکان دبستانی بین بیست تا سی دقیقه باشد.
۲. صبر و استقامتی که هنگام آموزش زبان مادری ضروری است در آموزش زبان انگلیسی نیز ضرورت دارد.
۳. انباشتن مطالب و مجبور کردن کودک به فراگیری زیاد باعث می‌شود که کودک از آموختن دلسرد و دلزده شود.
۴. قبل از اینکه مطلب جذابیت خود را از دست بدهد باید دست از کار کشید.
۵. تا هنگامی که درسی خوب فرا گرفته نشده نباید درس جدید را شروع کرد.
۶. همیشه قبل از شروع درس جدید کلیه‌ی مطالب مربوط به درس‌های قبل را مرور نمایید.
۷. در هر جلسه فقط تعداد معدودی مطلب آموزش داده شود.
۸. اگر کودک درسی را در مدت کوتاهی یاد گرفت، درس بعدی را در همان جلسه شروع نکنید. به جای این کار می‌توانید درس‌های قبل را دوره کنید. اگر زبان‌آموز درسی را در یک جلسه یاد نگرفت، جلسه‌ی بعد را هم به یادگیری همان درس اختصاص دهید.
۹. هرگز مطلبی را ترجمه نکنید. بلکه از طریق ایماء و اشاره و تصویر، مفاهیم را انتقال دهید.
۱۰. هدف از آموزش زبان انگلیسی به کودکان و نوجوانان، ایجاد عادت صحیح جهت کسب مهارت‌های زبانی است. بنابراین فراگیری زبان انگلیسی به صورت صحیح مستلزم تمرین است، نه توضیح.
۱۱. تمرین باید به صورت شفاهی باشد، یعنی از طریق گوش کردن و صحبت کردن. خواندن و نوشتن در مراحل بعد است. دانش‌آموزان در مرحله‌ی اول الگوی مربوط به درس را از طریق شنیدن دریافت می‌کنند (این الگو می‌تواند یک عبارت یا جمله باشد). در مرحله‌ی دوم دانش‌آموزان مطابق الگو صحبت می‌کنند. در مرحله‌ی سوم آن را می‌خوانند و در پایان می‌نویسند.
۱۲. مرور پیوسته ضروری است.
۱۳. سریع یا آهسته صحبت نکنید، به طور طبیعی صحبت کنید.
۱۴. خیلی با صدای بلند صحبت نکنید، به طور طبیعی صحبت کنید.
۱۵. در آموزش زبان انگلیسی صبر و حوصله داشته باشید.

۱۶. از آموختن قواعد زبان به کودکان خودداری نمایید.

۱۷. اکثر مطالب بایستی به زبان انگلیسی تدریس شود، اما هر جا نیاز به زبان مادری احساس می‌شود مدرسین لازم است از این زبان استفاده کنند.

۱۸. برای بالا بردن کیفیت آموزش زبان انگلیسی و جذابیت کار، از تکنیک‌های آموزشی صحیح مانند پانتومیم، سرود آموزشی، سوالات فردی و گروهی، فیلم آموزشی و سی‌دی صوتی با توجه به نیاز دانش‌آموزان استفاده شود.

۱۹. هنگام ارائه‌ی دستورالعمل مربوط به بازی‌های آموزشی و آموزش نوشتن از زبان مادری استفاده کنید.

۲۰. اشتباهات دانش‌آموزان را به طور غیرمستقیم تصحیح نمایید.

عبارت‌های مفید

Sit down, please.
Quiet, please!
Bring me/ give it to me.
Put it here/there.
Here you are.
Open the door, please.
Come here, please.
Come in.
Stand up.
Close the door, please.
Go out.
Show me... .
Pay attention.
Stop now.
Open your books.
Repeat.
Hello!
Give me

Let's sing a song/ read a story.
Say it with me.
Listen to me.
Ready.
Pencils down.
Good morning.
Good-bye.
Go to your seat.
Go to
Right (Correct).
Let's Start.
All together.
Now in group/pairs.
Now you.
Yes, that's right.
No, that's not right.
Hands down.

All right.
Good, very good.
Ok.
In English please.
It's time for a song.
Write on the board.
Who wants to ... ?
It's your turn now.
Wait.
Look at the picture.
What's the matter?
Say it again.
Put up your hand.
Tell me
What's next?
Good afternoon.
Wrong



بازی‌های آموزشی کامپیوتری

مجموعه‌ای از بازی‌های آموزشی کامپیوتری (فلش) همراه با سی‌دی مالتی‌مدیا این مجموعه بصورت هدفمند ارائه شده است. این بازی‌ها علاوه بر عوض کردن فضای کلاس، در آموزش غیرمستقیم مباحث به کودک بسیار موثر می‌باشند.

My First Number Book

Mid Term Exam
(Numbers 0 - 10)

You may make copies of this material for classroom use.



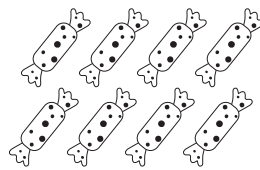
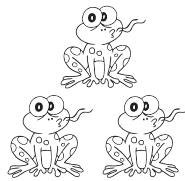
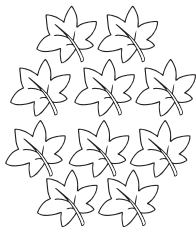
My First Number Book



Mid Term Exam

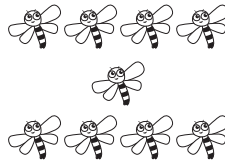
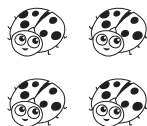
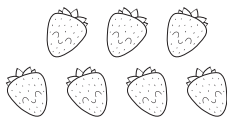
Name:

1 Look and write.



1

2 Count and match.



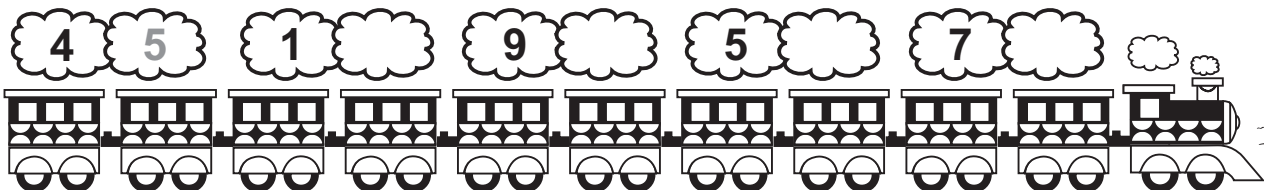
9

2

7

4

3 Write the next number.



My First Number Book

Mid Term Exam

Name:



4 How many apples? Count and write.

4 marks

Counting exercise with five plates of apples. The first plate has 2 apples, the second has 6, the third is empty, the fourth has 4, and the fifth has 5. Below each plate is a box for the answer. The first box contains the number 2.

5 Circle 4 items.

3 marks

Counting exercise with four groups of items in dashed boxes: 6 apples, 4 hearts, 6 circles, and 5 pears. The task is to circle 4 items in each group.

6 Do they match? Write v or x.

2 marks

Matching exercise with three pairs of items: a number 8 with 8 hats (one checked), a number 5 with 5 boxes, and a number 10 with 10 bows.

My First Number Book

Final Exam
(Numbers 0 - 20)

You may make copies of this material for classroom use.

My First Number Book

Final Exam

Name:



1 Count and circle.

2 marks

6	7

10	11

9	10



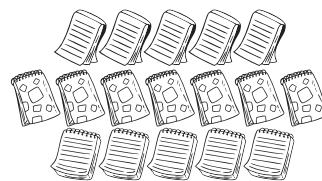
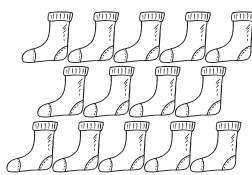
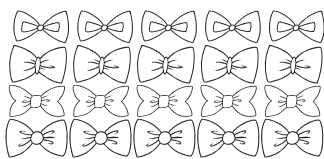
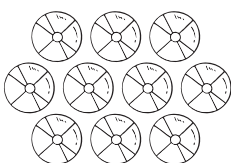
2 Circle the odd one out.

3 marks



3 Count and write the numbers.

3 marks



10



4 Do they match? Write v or x.

2 marks

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My First Number Book

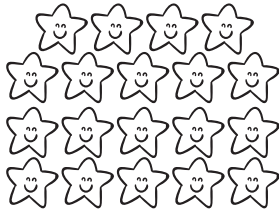


Final Exam

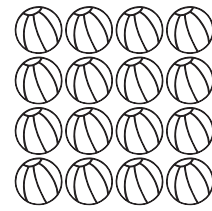
Name:

5 Count and match.

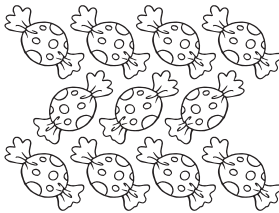
5 marks



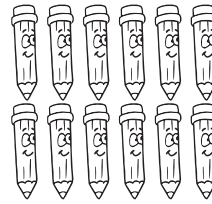
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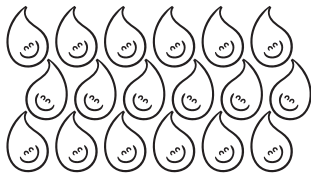
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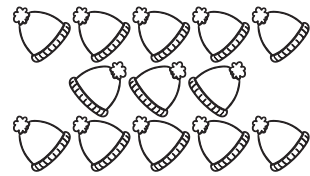
16



13



18



11

6 Write the missing numbers.

5 marks

