

CLIL LESSON PLAN

CALCULATING AND COUNTING RHYMES

LESSON 2: SOLVING PROBLEMS

AIMS:

- To develop the children's understanding of the concept of number from 1-10.
- To use the vocabulary involved in addition and subtraction calculations in practical activities.
- To work on mental arithmetic.
- To use developing mathematical ideas and methods to predict and solve practical problems.

OBJECTIVES:**TEACHING OBJECTIVES**

What I plan to teach

LEARNING OUTCOMES

What children will be able to do at the end of the lesson.

A. CONTENT

- Revision of numbers from 1-10.
- Concept of quantity till 10 objects.
- Addition.
- Subtraction.

A. CONTENT

- Recite the numbers in order, counting forwards and back from 0-10.
- To relate addition to counting on and combining 2 groups of objects.
- To understand subtraction as taking away.

B. COGNITION

- Comparison of quantities.
- Ordering of quantities.
- Partition of quantities.
- Solving mathematical problems.
- Recording mental additions using the + and = signs.
- Recording mental subtractions

B. COGNITION

- Count reliably up to ten everyday objects.
- Order numbers, up to 10.
- Compare two groups of objects, saying when they have equal numbers, 'more than' or 'less than'.

using the - and = signs.

- Begin to use the vocabulary involved in addition and subtraction in practical activities.
- Understand subtraction as how many more to make...
- Solve mental additions and subtractions.

C. COMMUNICATION

C.1 Language of learning:

- Numerals 0-10.
- Main vocabulary included in the activities: bowl, die, dice, pebbles, spots, coat-hanger, pegs, plates.

C.2 Language for learning:

- Language for identification: What number is it?
- Language for prediction and solving mathematical problems: Do you need to add or take away to match the dice? How many do we need to make ten? How many altogether? ... and ... make .. altogether.
- ... add.... is ..., ... addequalsHow many pegs are at this end? How many pegs are at the other end? If there are 10 bottles and 3 fall, how many will be left?, take away equals
- Language to understand instructions in games: Roll the die please, Whose turn is it?, Which number have you roll? Where are there more? Could you write down the number sentence on the board please?

C.3 Language through learning:

- Vocabulary that comes through the lesson, such as instructions not related to the lesson or language used to encourage children: Well done!, Excellent!, Good try!, Try again please!, .

D. CULTURE/CITIZENSHIP

- Show interest in knowing some typical English counting rhymes.
- Counting in daily situations.
- Work on social skills.