Objective
Talk about the number of things you see, using the language *There are [3 horses].*

How many horses are there?

There are 3 horses.

Review / Speak 37

Language

New: Three are [3] horses.

Review: pencil, box, in, chicken, cow, horse, duck, donkey, goat, 6 (six), 7 (seven)

Recycle: numbers 1 (one) – 5 (five), banana, shoe, doll, ball, dog, cat

Receptive: What is this?; Is it in the box?; Good!; These are [chickens]; What are these?; Very good!; How many [horses] are there?; That's right!; Listen.; Now you say it.

Resources
- Video: Routine and SC 3, 5
- Audio: TR 2–5, 38, 41
- Picture Cards 103–108
- Teacher's Resource CD-ROM: Worksheet 2.4.7 *(optional)*

Materials
- newspaper
- a box
- between two and seven familiar items, such as balls, pencils, dolls, shoes, and bananas
- crayons *(optional)*
- a blindfold *(optional)*

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1 Warm Up

- Have children sing the **Hello Song** (Audio: TR 2 / Video: Routine).
- Sing the **Unit 4 Song: Ali Baba Has a Big Farm** (Audio: TR 38 / Video: SC 3) with children. Use the song gestures while you sing. Encourage children to use them as well.
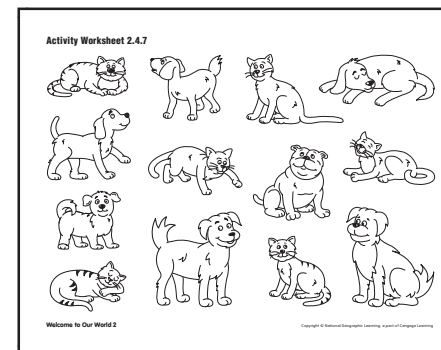
2 Review

- Make seven paper balls out of newspaper. Count the balls with children, holding up each one as you count it.
- Hold up a box. Ask *What is this?* Place the box about one meter away from yourself. Throw the paper balls into the box one at a time. After each throw, ask *Is it in the box?* Make sure a few of the balls miss the box. Then, have children help you count the balls in the box.
- Give each child a chance to throw the balls into the box. Then, have the child count how many balls he or she threw in the box. **NOTE:** This activity can be made easier by bringing the box closer to the child or more difficult by putting it farther away.

3 Use Language

NOTE: In earlier lessons of this unit, children have learned the singular form of words for animals, such as *horse, cow,* and *duck.* In this lesson, children will learn the plural form of animal words, such as *horses, cows,* and *ducks.*

- **Bookwork** Show children the picture on p. 37. Ask children to name the animals they see (chicken, duck, cow, horse).
- Hold up the *chicken* picture card. Ask *What is this?* Say *Good!* Then show children the chickens on p. 30. Say *These are chickens.* Make sure children hear the *–s* at the end of the word. Have children repeat the word *chickens* several times.
- Repeat this activity with the *goat* picture card and the photo of the goats on p. 34, and with the *horse* picture card and the photo of the horses on p. 35. Show children the *duck* picture card, and ask *What is this?* Point to the ducks in the picture, and say *Ducks.* Have children repeat the word three times. Make sure they are pronouncing the *–s* at the end of *ducks.* Repeat this activity with the *cow* picture card and the cows in the picture.

- Now point to the chickens on p. 37, and ask *What are these?* When children say *chickens*, say *Very good!* Repeat this with the other animals in the picture.
- Point to the horses in the picture, and ask *How many horses are there?* (3) Say *That's right! There are three horses.*
- Say *Listen.* Play the audio of the dialogue two times (Audio: TR 41).

  Frog: *How many horses are there?*
  Monkey: *There are three horses.*

  Video Option Use the video (SC 5) to present the language model.

- Repeat the answer *There are three horses.*
- Point to children and say *Now you say it.* Ask *How many horses are there?* Encourage each child to answer with the language *There are three horses.*
- Ask *How many cows are there?* Give children a chance to count and then answer using the language *There are two cows.* Repeat this activity with the ducks and the chickens in the picture.

- Ask children the question about things other than farm animals. Put groups of objects on a table and ask *How many [balls] are there?* Do this with items children are familiar with, such as balls, pencils, dolls, shoes, and bananas. Make sure children hear the *–s* at the end of the word in the question. Have children answer with *There are [three] [balls].*

  NOTE: Be sure that each group of items has between two and seven of the item.

- Play the **Transition Song** (Audio: TR 3 / Video: Routine) as you give a copy of Worksheet 2.4.7 and crayons to each child.

Activity Worksheet 2.4.7

Welcome to Our World 2

- **Worksheet** Give each child a copy of Worksheet 2.4.7 and crayons. Point to one of the dogs, and ask *What is this?*

  Challenge! Point to two dogs and ask *What are these?* See if children remember to add the *–s* to the end of the word *dog.* If they do not, model saying *dogs*, emphasizing the *–s* at the end of the word.

- Point to one of the cats and ask *What is this?* Point to two cats and ask *What are these?* Again, see if children remember to add the *–s* to the end of cat. Model saying *Cats* if they do not.
- Have children color the picture.
- Ask *How many dogs are there?* Have children count the dogs. Ask the question again, and have them answer using the language *There are seven dogs.*
- Then ask *How many cats are there?* Have children count the cats. Ask the question again, and have them answer using the language *There are six cats.*

4 End the Lesson

- Sing the **Clean Up Song** (Audio: TR 4 / Video: Routine) while children help you clean up the materials used in the lesson.
- Sing the **Goodbye Song** (Audio: TR 5 / Video: Routine). Have children wave goodbye to each other as they sing

Additional Activities

- Put children in a line. Whisper a sentence with the target phrase to the first child. For example: *There are six chickens.* Have that child whisper the sentence to the next child. Continue until the last child in line hears the sentence. That child says the sentence out loud. Is it the same sentence you whispered to the first child?

- Put as many as four items, such as small balls or pencils, in a box. Show children one of the balls, and say *There are [balls] in the box. How many [balls] are there?* Put a blindfold on a child, and have the child try to figure out how many balls there are. Ask *How many [balls] are there?* Have children respond using the language *There are [seven][balls].* Give each child a turn, changing the number of items in the box each time.