



Using songs: a lesson plan for 'What's Your Phone Number?'

Lesson overview

In this lesson, students will learn how to tell someone their own phone number and how to ask somebody for *their* number. These days, many children have their own phones, so this is a really useful activity. Even students who don't have a phone will enjoy this lesson, learning language that helps them create links in the wider world. It's also a great way of practicing the numbers.

Target language

Vocabulary: phone numbers

The question *What's your phone number?*

The fun sound *ring-a-ling-a-ling!*

Materials

- ✓ Three sets of number cards, 1–9 These will be used to make phone numbers on the board where students can all see them
- ✓ A soft toy or puppet. You will use this to model the language
- ✓ Paper strips. One paper strip per student to write a phone number on
- ✓ A pencil or pen for each student
- ✓ One copy of the 'Ring-a-ling-a-ling-Bingo' sheet per student
- ✓ A bag or box of some sort to draw number cards from when you play the game.
- ✓ The song 'What's Your Phone Number?'
- ✓ The 'What's Your Phone Number?' song sheet.

Stages

A. Warm up

Play the song 'What's Your Phone Number?' in the background as students arrive for class. Greet the class. Show students the puppet and a mobile or toy phone, telling students that the phone belongs to the puppet. Tell students how much the puppet loves his/her phone. Draw as many buttons on the board as the puppet's fictional phone number contains and ask students to call out numbers as you fill in the phone number. Practice 'asking' the puppet *What's your phone number?* together and pretending that the puppet tells you its number.



B. Vocabulary presentation

- i) Put some fictional phone numbers on the board.
- ii) Practice reading the numbers, chanting *What's your phone number?* each time.
- iii) Ask individual students to come to the front and write their own fictional numbers on the board.
- iv) The whole class asks them *What's your phone number?* and they answer. (In different locations, phone numbers might follow different patterns to the one in this lesson. Practice what will be most useful in your area.)

C. Practice activity

- i) Give each student a slip of paper and ask them to write a fictional phone number on it. Tell them they are only allowed to use each number once.
- ii) Students stand in a big circle and chorus *What's your phone number?* as you play music in the background.
- iii) When you stop the music, students take it in turns asking the student next to them, *What's your phone number?*
- iv) After each round, students pass the slips of paper to their right.
- v) Repeat steps ii) and iii) increasing the speed as you do. Students will have fun trying to keep up the pace.
- vi) Collect all the phone numbers as you will need them for the game later in the lesson.

D. Song

- i) Read the song lyrics with the students. By now they should be familiar with the numbers and the question *What's your phone number?* but will not have heard the sound *ring-a-ling-a-ling*. Have fun practicing that.
- ii) Practice the following gestures:

<i>What's</i>	hands in front, palms upward
<i>your</i>	reach towards someone with an open handed gesture
<i>phone number?</i>	tap your palm with your index finger
<i>Ring-a-ling-a-ling.</i>	shake your hand next to ear with little finger
<i>Ring-a-ling-a-ling.</i>	and thumb extended; the 'call me!' gesture
<i>555-4321</i>	Gesture the phone number with the correct number of fingers held out
- iii) Sing the song together.
- iv) Put up some other numbers on the board and sing the song again, substituting them in place of 555-4321.



E. Activity

- i) Put 6 new phone numbers on the board and read them together.
- ii) Have students stand and ask you *What's your phone number?*
- iii) Read out the numbers but occasionally read a number incorrectly. Students must say *ring-a-ling-a-ling!* as soon as you make a mistake and then sit down as fast as they can.
- iv) Continue reading the numbers going through the list again but the next time you make a mistake they say *ring-a-ling-a-ling!* and **stand up!**
- v) Ask some of the confident students to read the numbers.

F. Game

- i) You will need the slips of paper with phone numbers written on them from the activity earlier in the lesson. This game is a mini version of bingo where students choose just four numbers.
- ii) Give each student a blank 'Ring-a-ling-a-ling Bingo' sheet with 4 spaces on it and explain that they are going to create their card.
- iii) Pass around the numbers. Students write any four numbers on the mini bingo sheet.
- iv) Collect all the slips of paper and put them in the bag or box
- v) Play bingo, drawing cards out one at a time and reading the phone numbers. Encourage students to say, I got it! when they have a number. When students get all their four numbers, they should say *Ring-a-ling-a-ling bingo!*

G. Follow-up at home

Challenge your students to find some interesting and easy-to-remember phone numbers in and around their home – on signs and posters in town, in magazines and so on. Some easy-to-remember commercial phone numbers can be interesting. They should bring some numbers into class the next week.