



# Using songs: a lesson plan for 'How Many?'

## Lesson overview

This song is about counting from 1–10. It's a great song that works really well with actions and all sorts of counting games and personalisation activities. Of course, learning to count in a foreign language is a source of pride for students. It should also be fun! This is very useful language that students can use immediately in the classroom or at home. That's the sort of language we like to teach in *Everybody Up!*

## Target language

**Vocabulary:** The numbers 1–10  
The question *How many?*

## Materials

- ✓ Number cards 1–10.
- ✓ Some small countable objects, like blocks, buttons or dried beans. (Avoid items that will roll off your students' desks.)
- ✓ A paper or plastic cup for each student
- ✓ A glass or ceramic jar
- ✓ The song 'How Many?'
- ✓ The 'How Many?' song sheet

## Stages

### A. Warm up

Play the song 'How Many?' in the background as students arrive for class. Attach the number cards to the board or in places around the classroom for students to look at and think about while they wait for the class to start. Enthusiastically count various things around the classroom including the students, the chairs and desks, school supplies. Anything and everything will do! Repeat the phrase *How many?* to yourself as you find new items to count. Have fun!

### B. Vocabulary presentation

As the students spot the cards around the room, introduce the numbers 1–10. Then, using your fingers as you count, encourage the students to count with you. Once the students are familiar with the numbers, hold up the number cards one at a time asking *How many?* Students answer, calling out the numbers. Then do the same with fingers, prompting students to say the numbers together as a class.



### C. Practice activity

- i) Take the number cards from the board one by one, in no particular order, calling out the numbers together with the students. As you remove the cards, mark the position of the card which has been taken away with a line drawn on the board.
- ii) Shuffle the cards then, one by one, show the cards to the class, saying the numbers together.
- iii) Ask a student to help you to replace the first card in the correct position on the board.
- iv) Clap out the blank spaces the correct number of times for each blank space, saying the numbers on the board, only reading the places where there is a card in place. This will help the students to connect the numbers and their meaning.  
(For example, 1 clap, 2 claps, "Three!", 4 claps, 5 claps, "Six!", 7 claps, 8 claps, 9 claps, 10 claps.)
- v) Continue to replace claps with numbers as you add more cards to the row until your students are counting together confidently.

### D. Song

- i) Look together at the art that accompanies the song lyrics and count together. Practice saying *How many?* By now the students should be familiar with the target language.
- ii) Play the song once and sing together, with everyone holding up their fingers as they do.
- iii) Then ask a group of 10 students to come to the front of the classroom and line up in front of the other students, kneeling on the ground. Give each student a number card and play the song again.
- iv) When the student hears their number on their card they have to stand up quickly and sit down again. Higher levels, or groups who are more familiar with the song, will have fun adding different actions as they count. For example:

1, 2, 3!	clapping on their legs
4, 5, 6!	pointing both hands in the air
7, 8, 9, 10!	running on the spot
How many?	showing each other various numbers of fingers while asking and answering



### E. Activity

- i) Give each student 10 countable items, such as buttons or beans, and a paper or plastic cup.
- ii) Show students one of the number cards asking *How many?* The students call out the number and count the correct number of items into their cup.
- iii) Each time, empty the cup and start again. Repeat this 4 or 5 times.
- iv) Now put the students in pairs. They take turns secretly putting numbers of items into their cups and keeping the remaining items in their hand. Then they ask *How many?* Their partner then guesses the number of items in the cup.

### F. Game

- i) Students face the front of the classroom, all standing up.
- ii) Each student places a number of items in their cup, concealing how many they put in by keeping the remainder in their hand.
- iii) Shuffle the number cards and explain to the students that the students with that number of items in their cup must sit down as they are 'out'.
- iv) Turn over the top card and show it to the class. Students say the number aloud, with those who have that number of items in their cup sitting down.
- v) The last student standing is the winner. There may be more than one winner.
- vi) Ask students to collect all the cups and items and bring them to you.

### G. Review activity

- i) Students turn to face the back of the classroom, away from the teacher.
- ii) Without the students being able to see you, one by one, drop a certain number of items into a glass jar.
- iii) The students turn and face you, holding up what they think is the correct number of fingers for the number of items that they heard dropping into the jar.
- iv) Count the items together, congratulating the students who have the correct 'answer'. This activity can be done a number of times, with students writing the numbers of items dropped each time on a strip of paper.

### H. Follow-up at home

Challenge your students to count various things at home and use the expression *How many?* Tell them that next week you will ask them how many times and in what situations they talked about numbers and counted items.