

1. Draw the pictures.

1	2	3	4	5
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1. In box five draw a red car.
2. In box three draw a blue bicycle.
3. In box two draw a green van.
4. In box four draw a yellow train.
5. In box one draw a black bus.

2. How many ...?

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|----|---------------|----------------------------|------------------------------|
| 1. | 2 2 2 | How many twos are there? | <u>There are three twos.</u> |
| 2. | 7 7 7 7 7 7 | How many sevens are there? | _____. |
| 3. | 8 8 | How many eights are there? | _____. |
| 4. | 9 9 9 9 9 9 9 | How many nines are there? | _____. |
| 5. | 4 4 4 4 4 4 | How many fours are there? | _____. |

3. Write the questions as numbers.

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|----|---------------------------------|--------------|
| 1. | Two take away one is one. | <u>2-1=1</u> |
| 2. | Six take away one is five | _____ |
| 3. | Ten take away five is five. | _____ |
| 4. | Ten take away two is eight. | _____ |
| 5. | Seven take away three is four. | _____ |
| 6. | Nine take away four is five. | _____ |
| 7. | Eight take away six is two. | _____ |
| 8. | Four take away four is nothing. | _____ |

Teacher's notes

Language focus: Numbers/colours and transport
Time (approx.): 10 minutes
Preparation: Photocopy one worksheet for each student

- Using the worksheet:**
- This worksheet can be used as revision and is best used after students have completed unit 10.
 - It can be used in the class or done for homework.
 - In Exercise 1 students read the instructions and draw the pictures in the correct box. They need to pay attention to the number of the box.
 - In Exercise 2, students count the numbers and answer the question *How many ...?* This will also act as good revision for the written forms of the numbers.
 - In Exercise 3, students have to write the sums numerically. This will help them to read the numbers and learn the verb *to take away*

Answers:

Exercise 1

Students' own drawings, but check that pictures are drawn in the correct boxes.

Exercise 2

2. There are six sevens.
3. There are two eights.
4. There are eight nines.
5. There are six fours.

Exercise 3

2. $6 - 1 = 5$
3. $10 - 5 = 5$
4. $10 - 2 = 8$
5. $7 - 3 = 4$
6. $9 - 4 = 5$
7. $8 - 2 = 6$
8. $4 - 4 = 0$

Additional ideas:

- Write some numeric sums on the board and get the students to write them out in words. For example: $3 - 1 = 2$. Students should write: *Three take away one is two.*
- Get students to write five numeric sums for their partner. They give the sums to their partner who writes the written versions of the sums.
- Either collect them for checking, or ask other students to check them.