

English Ready

22482VIC Course in Initial EAL

VU23493 Recognise, copy and use numbers and money from 1 to 50

Numbers



Name _____

Teacher _____

Class _____

Date _____

This workbook is designed to be used with the support of a teacher.

Design team: Vicki Hambling, Sue Paull, Frida Dean, Glenise Kleehammer and Mary Wallace

Illustrations: Madelena Scott

Image acknowledgements

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1 Instructions



Project and mime each instruction.

1.



listen

2.



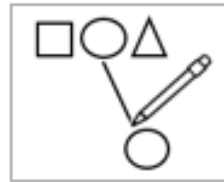
say

3.



copy

4.



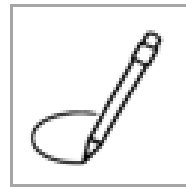
match

5.



colour

6.



circle

7.



read

8.



trace

9.



point

10.



clap

2 Meet the students and teachers.



Project the page. Students point to the students and teacher. Name the characters. Create sentences.
e.g. *Zarni is a student.*

Students



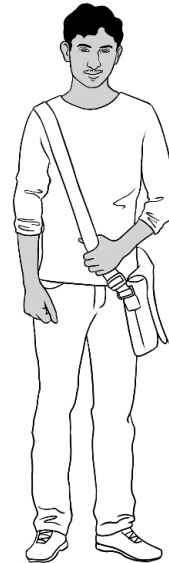
1. Zarni



2. San



3. Jamila



4. Rahim



5. Ming

Teachers



6. Rosie



7. Wendy

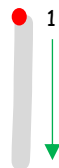
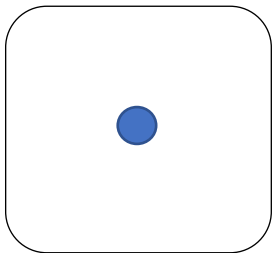
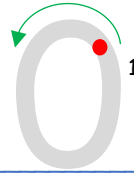
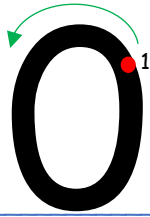
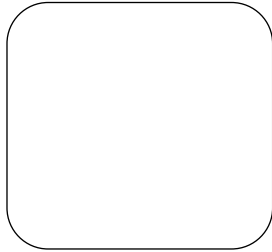


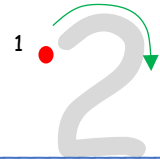
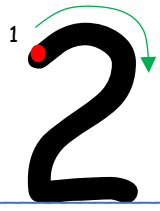
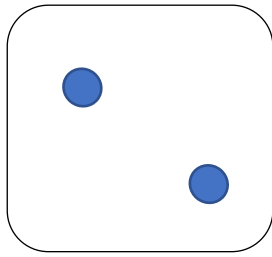
8. Peter

3 Trace and copy numbers.



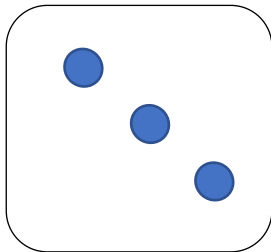
Trace the grey numbers. Copy the numbers on the lines below the traced numbers.





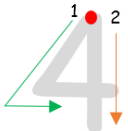
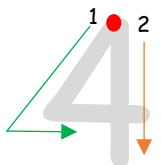
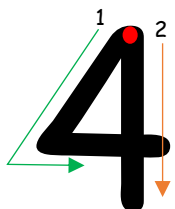
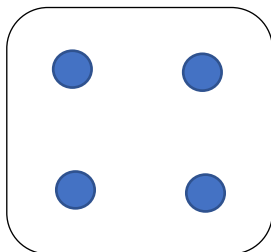
2 2 2 2 2 2 2

2



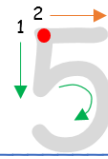
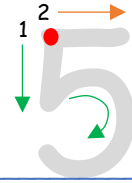
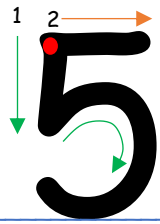
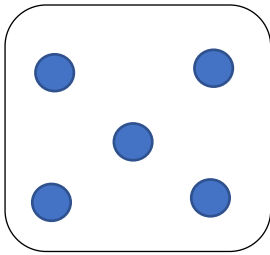
3 3 3 3 3 3 3

3



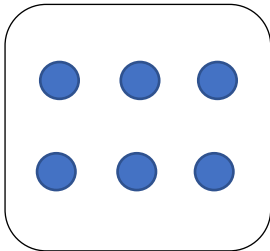
4 4 4 4 4 4 4

4



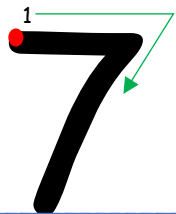
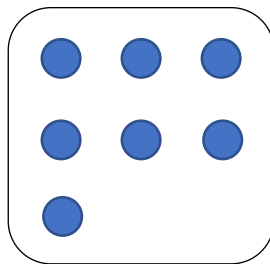
5 5 5 5 5 5 5

5



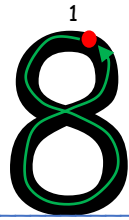
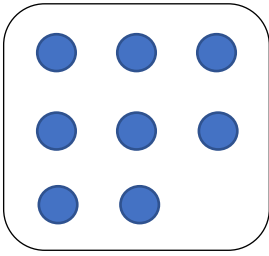
6 6 6 6 6 6 6

6



7 7 7 7 7 7 7

7



8

8

8

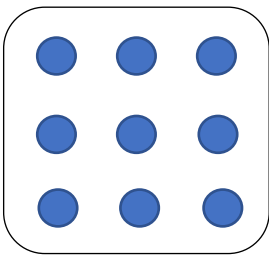
8

8

8

8

8



9

9

9

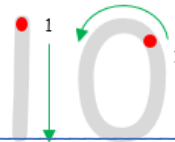
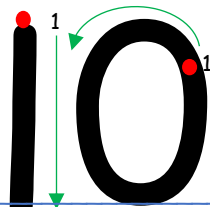
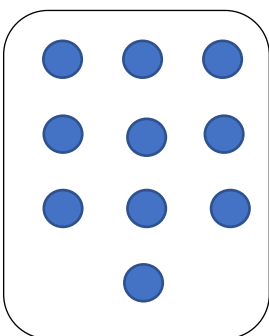
9

9

9

9

9



10

10

10

10

10

10

10

10

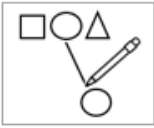
4 Numbers 1 - 10






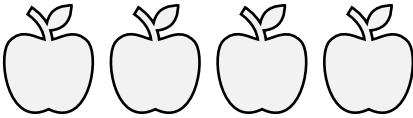
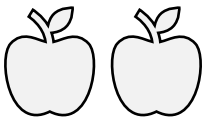
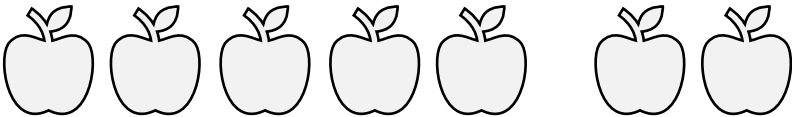

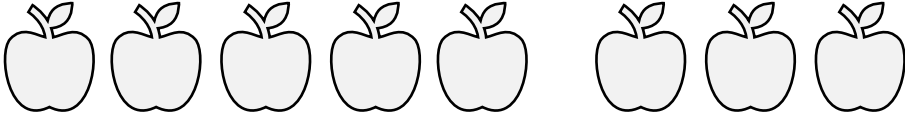
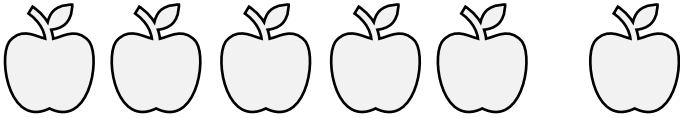
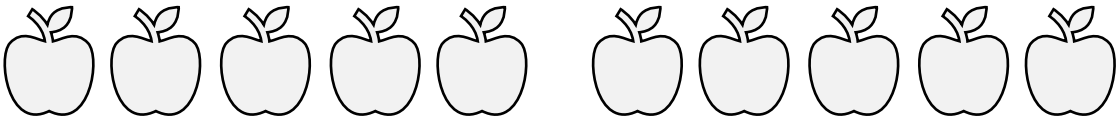

How many apples?




0	
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	



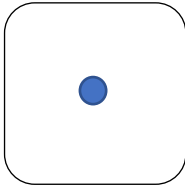
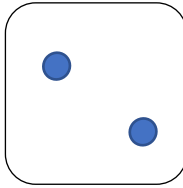
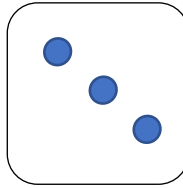
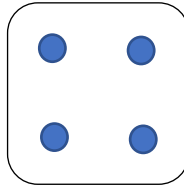
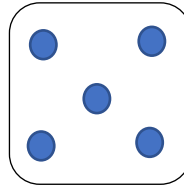
Match.
Listen to the teacher and circle different numbers.

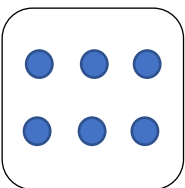
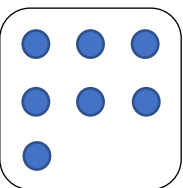
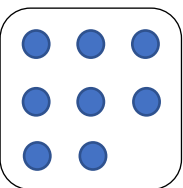
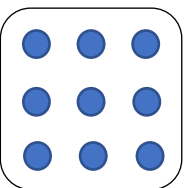
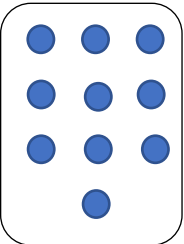
0	
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

1.  Listen, repeat all numbers.
Count from 1 to 10, 5 to 9 etc.
Point to specific numbers.

2.  Copy and say the numbers aloud.



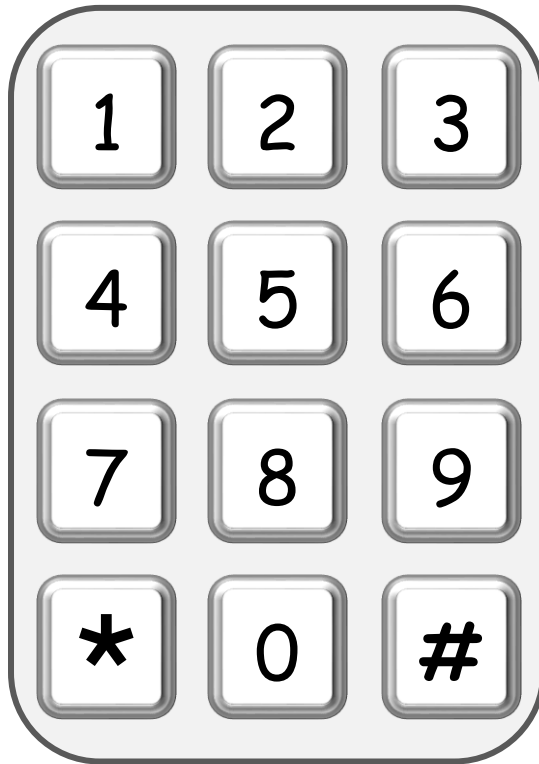
				
1	2	3	4	5

				
6	7	8	9	10

1.



Listen, repeat and point to the numbers.



2.



Say the numbers aloud while copying.

1	2	3	4	5
6	7	8	9	10



Point to different coins and notes.

How many dollars?



\$1

one dollar



\$2

two dollars



\$5

five dollars



\$10

ten dollars

1.



Point to the dollar sign.
Note the position of the dollar sign **before** the number.



\$2

\$10

\$1

\$5

2.



\$1	\$2	\$5	\$10
\$	\$	\$	\$



Introduce the plus symbol.
Read a sum as \$1 plus \$1 is \$2.

	<p style="text-align: center;">+</p>	<p style="text-align: right;">\$2 \$2</p>
	<p style="text-align: center;">+</p>	<p style="text-align: right;">\$3 \$</p>
	<p style="text-align: center;">+</p>	<p style="text-align: right;">\$4 \$</p>
	<p style="text-align: center;">+</p>	<p style="text-align: right;">\$5 \$</p>
	<p style="text-align: center;">+</p>	<p style="text-align: right;">\$6 \$</p>
	<p style="text-align: center;">+</p>	<p style="text-align: right;">\$7 \$</p>



Point to coins, notes and the dollar symbol.

1.	
2.	
3.	
4.	
5.	
6.	

\$3

\$5

\$2

\$7

\$4

\$6


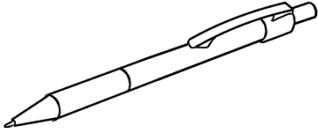
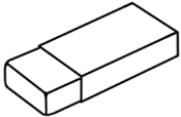


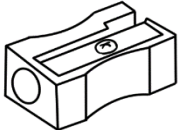
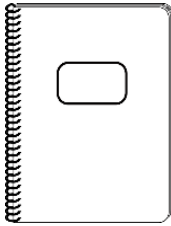

Teach the items, then ask questions. e.g. *What's number 1?*
 Give colouring instructions. e.g. *Colour the pencil blue.*

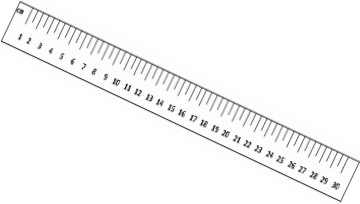
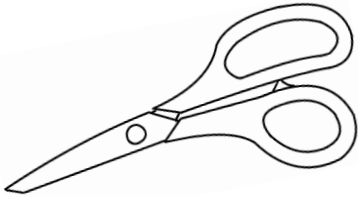
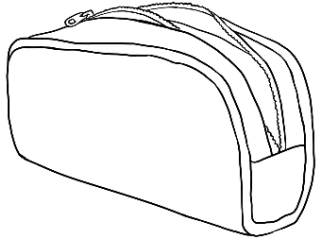


What is number 1?



<p>1.</p>  <p>pencil</p>	<p>2.</p>  <p>pen</p>	<p>3.</p>  <p>rubber</p>
---	---	---

<p>4.</p>  <p>sharpener</p>	<p>5.</p>  <p>notebook</p>	<p>6.</p>  <p>glue</p>
--	---	---

<p>7.</p>  <p>ruler</p>	<p>8.</p>  <p>scissors</p>	<p>9.</p>  <p>pencil case</p>
--	--	--



Point to specific objects and prices; point to the dollar symbol.
Ask questions. e.g. *How much is the pen?*
How much are the scissors?

Pen and Pencil Shop

\$5

\$8

\$1

\$3

\$9

\$2

\$10

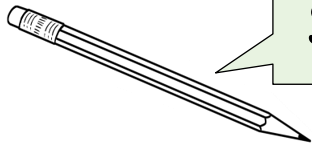
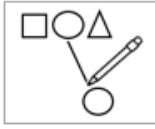
\$4

\$6

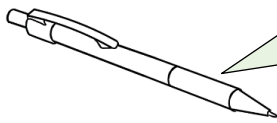
\$7

cm

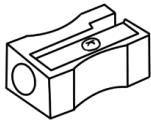
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30



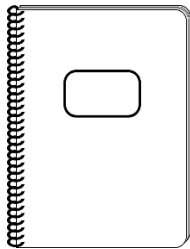
\$2



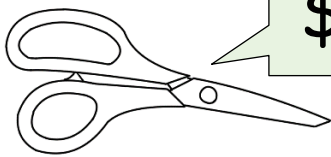
\$3



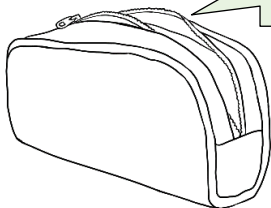
\$4



\$5

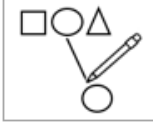


\$9



\$10

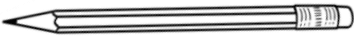
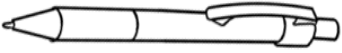
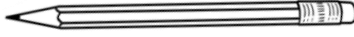
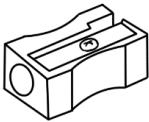
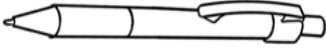
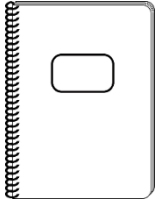




Point to the plus sign.

How many dollars?



1.	 \$2  + \$3 <hr style="width: 100px; margin-left: auto; margin-right: 0;"/> \$5
2.	 \$2  + \$4 <hr style="width: 100px; margin-left: auto; margin-right: 0;"/> \$6
3.	 \$3  + \$5 <hr style="width: 100px; margin-left: auto; margin-right: 0;"/> \$8

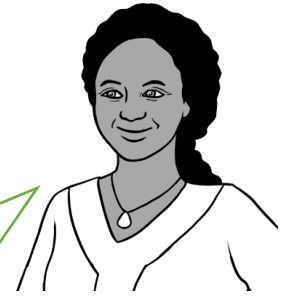




Copy the number of objects.

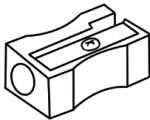
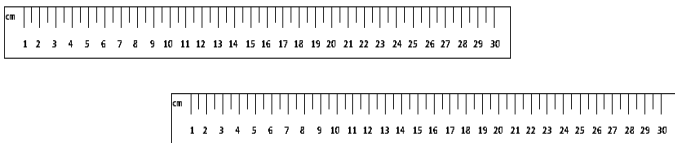
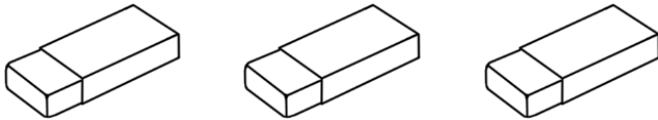
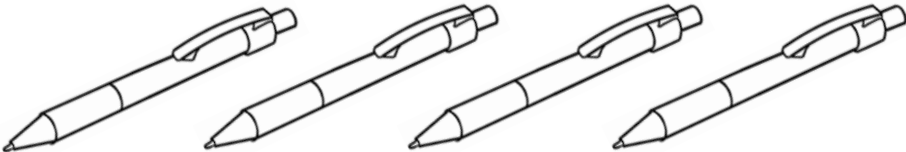
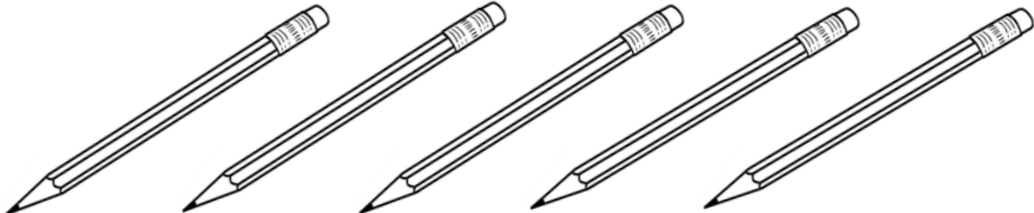


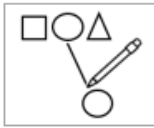
Do you have a pen?



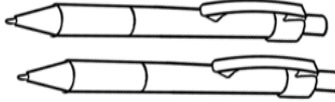
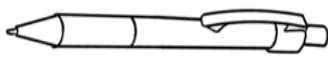


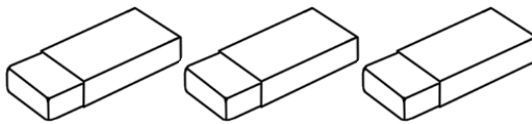
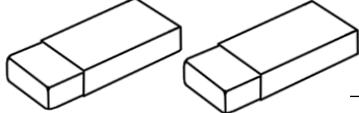
Yes. I have 4 pens.

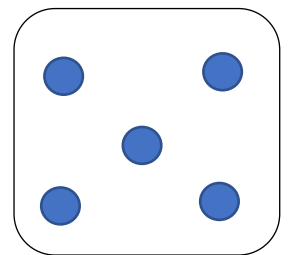
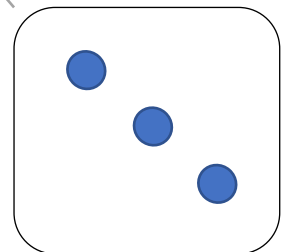
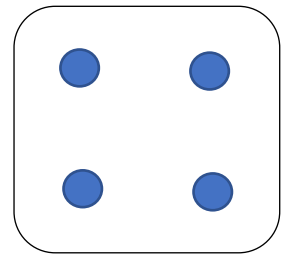


	1 <u>1</u>
	2 —
	3 —
	4 —
	5 —



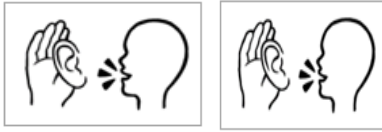
Point to the plus sign.

1.	  2 $+ 1$ <hr style="width: 10%; margin-left: auto; margin-right: 0;"/> 3
2.	  2 $+ 2$ <hr style="width: 10%; margin-left: auto; margin-right: 0;"/> 4
3.	  3 $+ 2$ <hr style="width: 10%; margin-left: auto; margin-right: 0;"/> 5



5 Numbers 1 - 12

1.



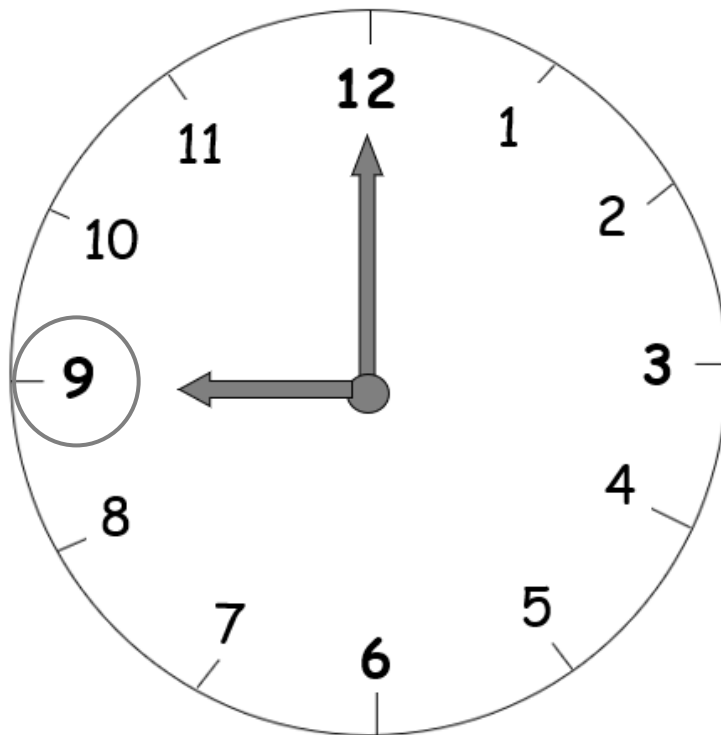
Listen and say the numbers from 1 to 12, 5 to 12, 8 to 12 etc. Point to specific numbers.

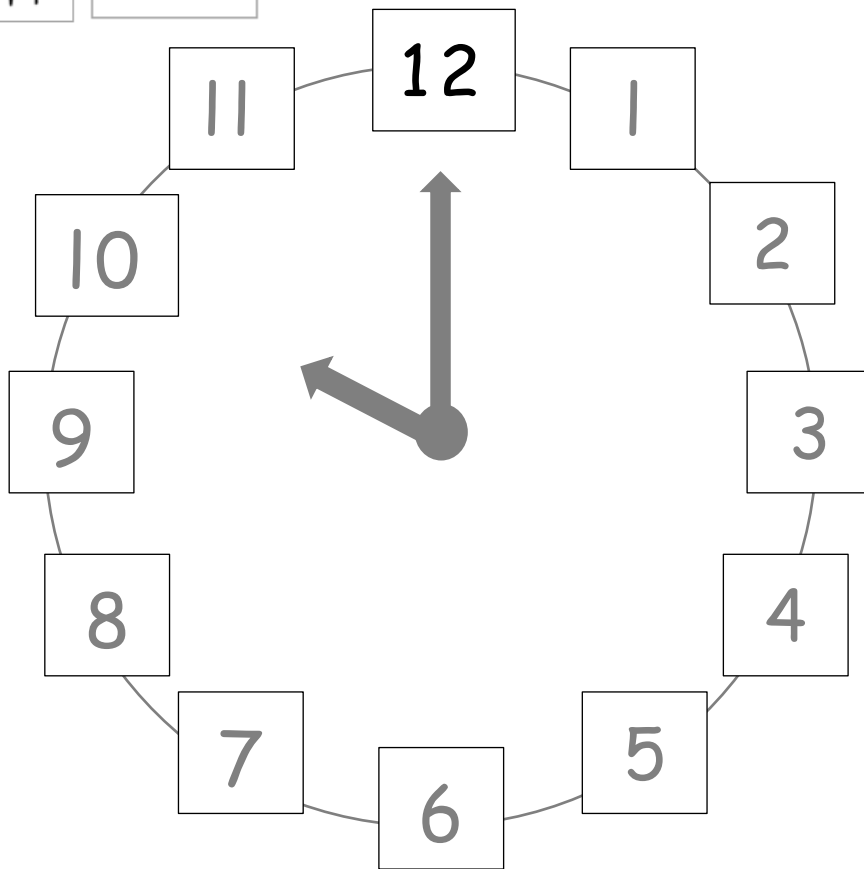
1	2	3	4	5
6	7	8	9	10
11	12			

2.



Give instructions to circle numbers. e.g. Circle 9.
Count from ___ to ___. e.g. Count from 3 to 12.





Listen, say and point to different numbers. Copy the numbers.

1	2	3	4	5	6
1					
7	8	9	10	11	12



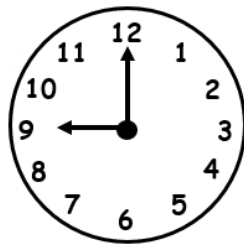
1.



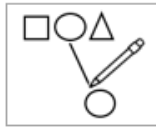
What is the time?



9 o'clock



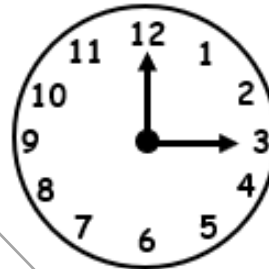
2.

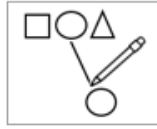


1 o'clock

2 o'clock

3 o'clock

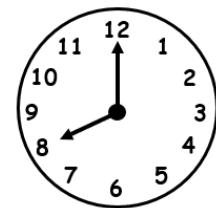
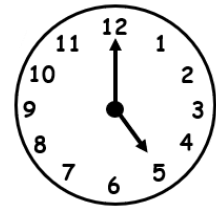




What is the time?



4 o'clock	
5 o'clock	
6 o'clock	
7 o'clock	
8 o'clock	
9 o'clock	



6 Numbers 1 - 20

1.



Give instructions to colour some boxes.
e.g. Colour box 5.

1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20

2.



Say and copy the numbers.

11 12 13 14 15

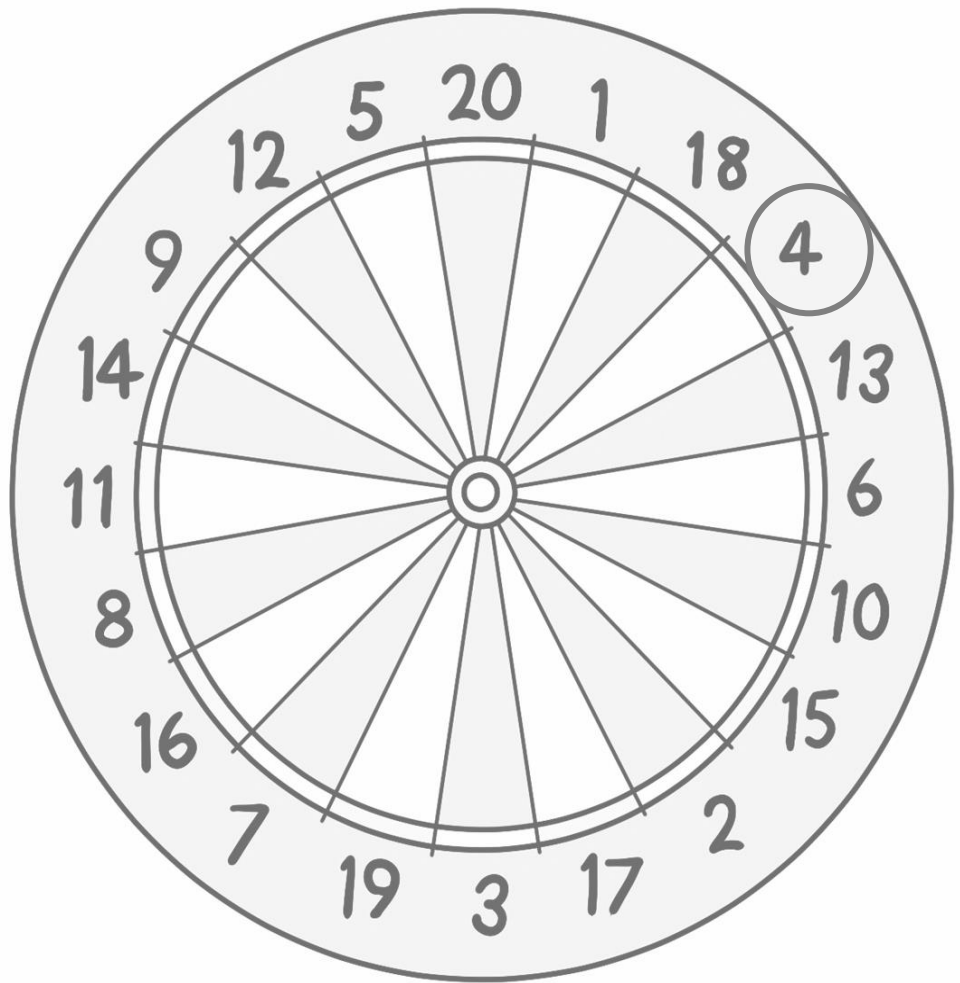
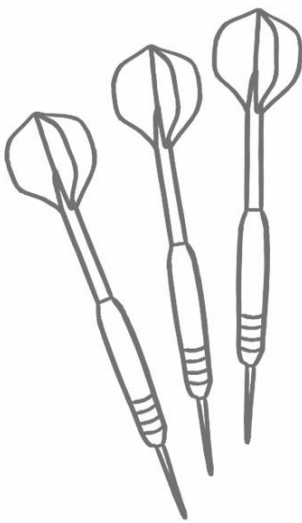
11

16 17 18 19 20

1.



Give instructions to circle numbers. e.g. Circle 4.



2.



11

12

13

14

15

--	--	--	--	--

16

17

18

19

20

--	--	--	--	--



Draw a line joining the numbers 0 - 20. Then say the numbers 0 -20.

0

1 2 9 6 7

4 3 4 5 8

5 6 9

6 7

12 10 5

14 13

12 11

15 13

16 18 7 9

14

17 18 17 6

15

8 19 2

5 16

20



Copy the numbers.

1	2	3	4	5
1				

6	7	8	9	10

11	12	13	14	15

16	17	18	19	20

7 Numbers 1 - 30

1.



Give instructions to colour some numbers.
Then count from ___ to ___. e.g. from 11 to 20

1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20
21	22	23	24	25
26	27	28	29	30

2.



21	22	23	24	25
26	27	28	29	30



Draw a line joining the numbers 0 - 30.
Then say the numbers 0 -30.

0

	1	2	3	4	7	
4						
		7	6	5		8
9	8					9
		16	7			
10	11				10	5
		19				
	12		16	17		
15		13	15			18
		14			9	19
17						
	24	23	22	21		20
25						
		28	29	21		27
26	27					

30

1.



Adapt the calendar to the current month and year.
 Circle the day **before** 16. Circle the day **after** 16.
 Count from 5 to 15, 16 to 22 etc

April						
Mon	Tues	Wed	Thurs	Fri	Sat	Sun
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	★ 16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

This is my son's birthday.

2.



before	birthday ★	after
15	16	17

1.



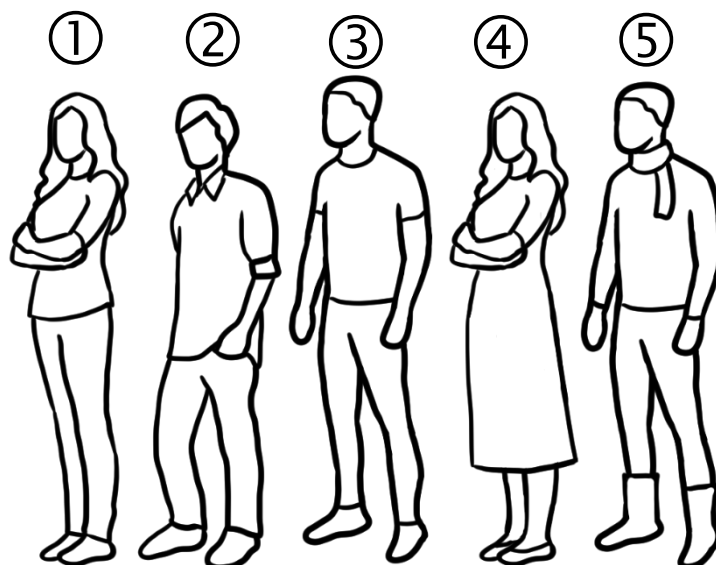
Instruct students to point to different numbers. Then ask, *What's the number after ___?* Repeat many times before asking students to circle the numbers. Repeat the exercise with numbers **before**.

May						
Mon	Tues	Wed	Thurs	Fri	Sat	Sun
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

2.



Instruct students to point to, then colour the man/woman **before** number 2, **after** number 4 etc.





8 Numbers 1 - 50

Read the numbers together. Give instructions to point to and circle some numbers.



1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20
21	22	23	24	25
26	27	28	29	30
31	32	33	34	35
36	37	38	39	40
41	42	43	44	45
46	47	48	49	50


1.  

Say and clap all the teens, then all the tens. Next, read each teen and ten. e.g. 13, 30 etc Once complete, return to p36, read and clap all numbers.

13	 
-----------	---

30	 
-----------	---

14	 
-----------	---

40	 
-----------	---

15	 
-----------	---

50	 
-----------	---

2.  

13
13

30

14

40

15

50

1.  

How many cents?




5 cents



10 cents






20 cents



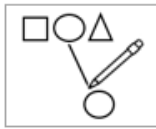
50 cents

2.  

Copy and say the number of cents.

			
5	10	20	50
5			

1.



50 cents



5 cents



10 cents



20 cents

2.









			
5	10	20	50
5			

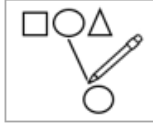


Point to and note the position of the dollar sign.



How many dollars?

	<p>\$1</p>	<p>one dollar</p>
	<p>\$2</p>	<p>two dollars</p>
	<p>\$5</p>	<p>five dollars</p>
	<p>\$10</p>	<p>ten dollars</p>
	<p>\$20</p>	<p>twenty dollars</p>
	<p>\$50</p>	<p>fifty dollars</p>



\$1
\$ ___



\$2
\$ ___



\$5
\$ ___



\$10
\$ ___



\$20
\$ ___

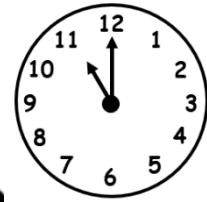


\$50
\$ ___










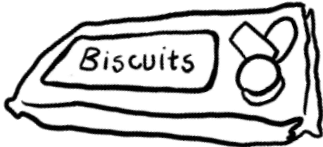



It is break time.

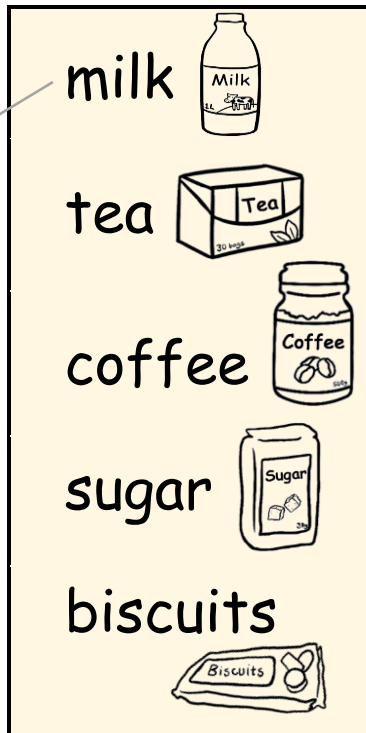
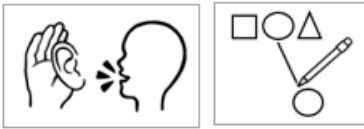


Tea or coffee?



 <p>milk</p>   <p>tea</p>	
  <p>coffee</p>  <p>sugar</p>  <p>biscuits</p>	 

1.



My shopping list



2.



Point to different items and prices.
Circle specific prices.

Supermarket

\$12

\$4

\$2

\$5

\$3

1.



How much is it?



\$26

2.

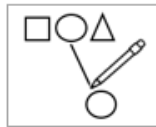


<div style="border: 1px solid black; border-radius: 10px; padding: 5px; display: inline-block;"> Supermarket </div>		
	milk	\$ 2
	tea	\$ 4
	coffee	\$ 12
	sugar	\$ 5
	biscuits	\$ 3
TOTAL		\$ 26

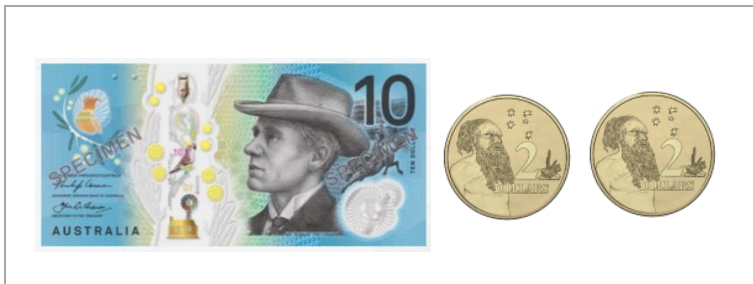


\$ 26

\$ _____



\$ 13
\$ ____



\$ 30
\$ ____



\$ 14
\$ ____



\$ 40
\$ ____



\$ 15
\$ ____



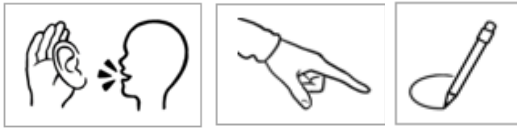
\$ 50
\$ ____



Bills

Explain: *bill = account* Project the page. Instruct students to locate, point to and circle the cost of the bill. See the Teacher resources for extended work on other numbers on the bill. e.g. Zarni's unit number, the day in June etc

1.



How much is it?



Electricity Account

Mrs Z Tun
4/50 Baker Road
Kellivale
NSW

Customer Number **642-5693**

Due Date **15 June 2023**

Amount Due **\$46.00**

2.




\$46.00	\$46.00	\$46.00
\$<u>4</u>6.00	\$<u> </u>.00	<u> </u>46.<u> </u>



Project the bill. Ask *How much is it?*
Students locate and circle the cost.

How much is it?





Gas Account

Customer Number **776-3085**

Mrs J Desta
56 North Street
Kellivale
NSW

Due Date **27 May 2023**

Amount Due **\$32.00**



\$ 32.00	\$ 32.00	\$ 32.00
\$ <u>3</u>2.00	\$ <u> </u>.00	<u> </u>32.<u> </u>

9 My numbers

Phone numbers



Copy Rahim's number.



What is your phone number Rahim?

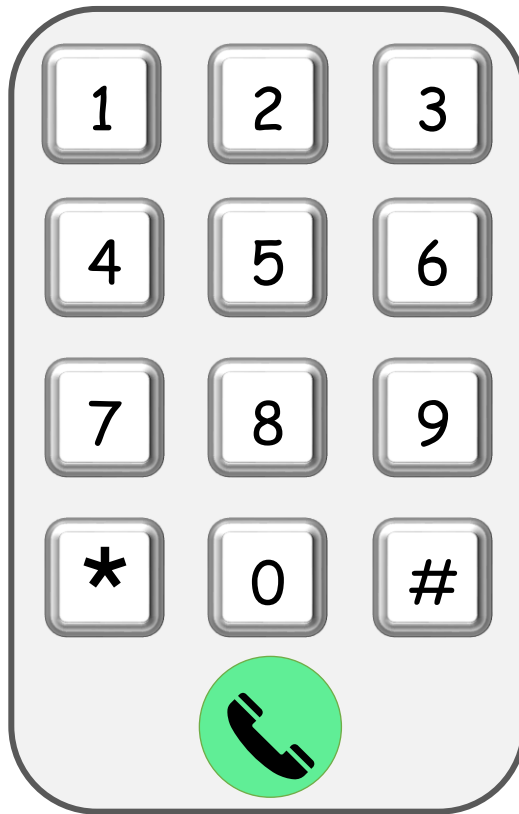
0469 883 412



0	4	6	9	8	8	3	4	1	2



Colour the numbers in Rahim's phone number.





Listening exercise. Read the phone numbers slowly. The numbers are:
 Ming 0418 335 748 Jamila 0408 629 531 Zarni 0407 326 518
 The blue lines of numbers are a guide for students.



Ming's phone number

0	1	2	3	4	5	6	7	8	9
---	---	---	---	---	---	---	---	---	---

--	--	--	--	--	--	--	--	--	--



Jamila's phone number

0	1	2	3	4	5	6	7	8	9
---	---	---	---	---	---	---	---	---	---

--	--	--	--	--	--	--	--	--	--



Zarni's phone number

0	1	2	3	4	5	6	7	8	9
---	---	---	---	---	---	---	---	---	---

--	--	--	--	--	--	--	--	--	--



What is **your** phone number?



1.



My phone number is

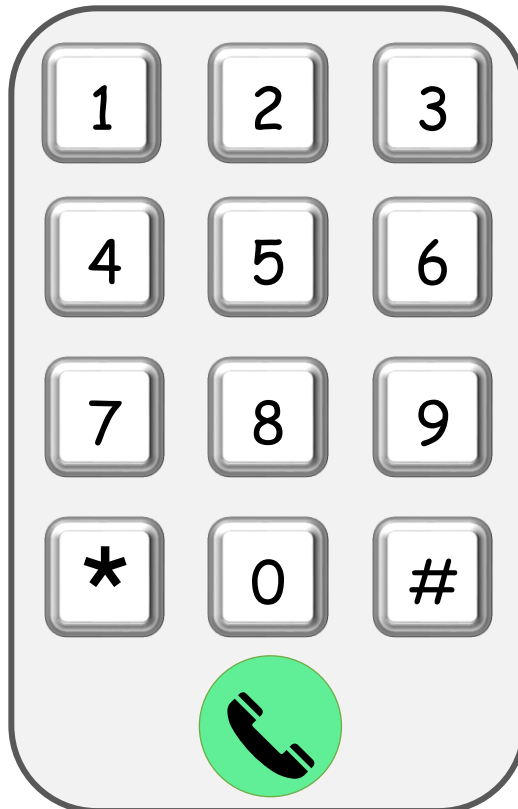
--	--	--	--	--	--	--	--	--	--	--

--	--	--	--	--	--	--	--	--	--	--

2.



Students colour the numbers in their phone number.





Listening exercise. Read the phone numbers slowly.

For homework students can bring their emergency contact number to class and copy below. The blue lines of numbers are a guide for students.

My teacher's phone number

0	1	2	3	4	5	6	7	8	9
---	---	---	---	---	---	---	---	---	---

--	--	--	--	--	--	--	--	--	--

My school phone number

0	1	2	3	4	5	6	7	8	9
---	---	---	---	---	---	---	---	---	---

--	--	--	--	--	--	--	--	--	--

My emergency phone number

0	1	2	3	4	5	6	7	8	9
---	---	---	---	---	---	---	---	---	---

--	--	--	--	--	--	--	--	--	--

1.



Address



What is your address Zarni?



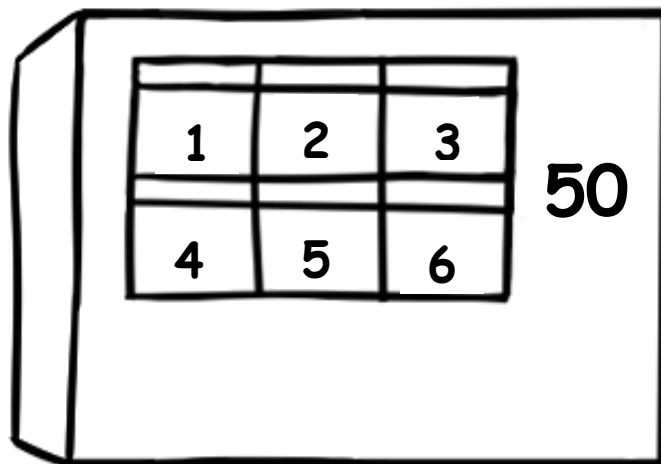
Unit 4,
50 Baker Road
Kellivale



2.



Circle the unit and street number.





Circle the numbers.

Zarni's address

Number and Street	4 / 50 Baker Road
Suburb	Kellivale
Postcode	2421



Copy or paste address from the template in the Teacher Resources.
Circle numbers in the address.

What is **your** address?



My address

Number and Street	
Suburb	
Postcode	

1.



Date of birth



What is your date of birth Zarni?

10 April 1978



2.



Project the page and practise saying the months and numbers. Circle the number of Zarni's birth month.

1	January
2	February
3	March
4	April
5	May
6	June

7	July
8	August
9	September
10	October
11	November
12	December

1.  Copy two ways of writing San's date of birth.

This is my date of birth.




10 April 1978

10 - 04 - 1978	10 / 04 / 1978
___ - 04 - ___	___ / ___ / ___

What is your date of birth?



2.  Copy twice in two ways.

My date of birth

___ - ___ - ___	___ / ___ / ___
-----------------	-----------------

___ - ___ - ___	___ / ___ / ___
-----------------	-----------------

Age



Listening exercise. Before telling students the ages let them try to guess.
Ages: San 22, Zarni 45, Rahim 19, Jamila 50



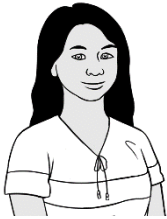
How old is your baby?

4 months old.



22 24

1.



San is _____ years old.

35 45

2.



Zarni is _____ years old.

19 22

3.



Rahim is _____ years old.

48 50

4.



Jamila is _____ years old.

ImmiCard




1.   


Circle Zarni's date of birth.



I have an ImmiCard.

Australian Migration Status
Australian Government ImmiCard





Surname
TUN

Given Names
ZARNI

Date of Birth
10-04-1978

ImmiCard

ImmiCard No
AM6249377

2.  

Zarni's date of birth

10 - 04 - 1978	10 / 04 / 1978
___ - 04 - ___	___ / ___ / ___

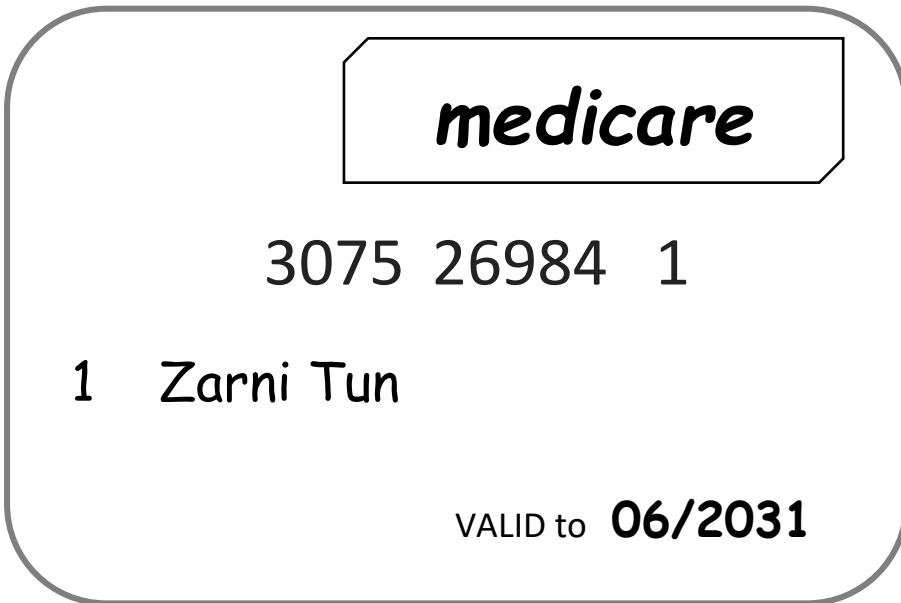
Medicare Card

1.



Project the card. Point to the medicare number and Zarni's individual number. Instruct students to circle the numbers.

I have a Medicare card.



2.



This is my Medicare number.



3	0	7	5	2	6	9	8	4	1