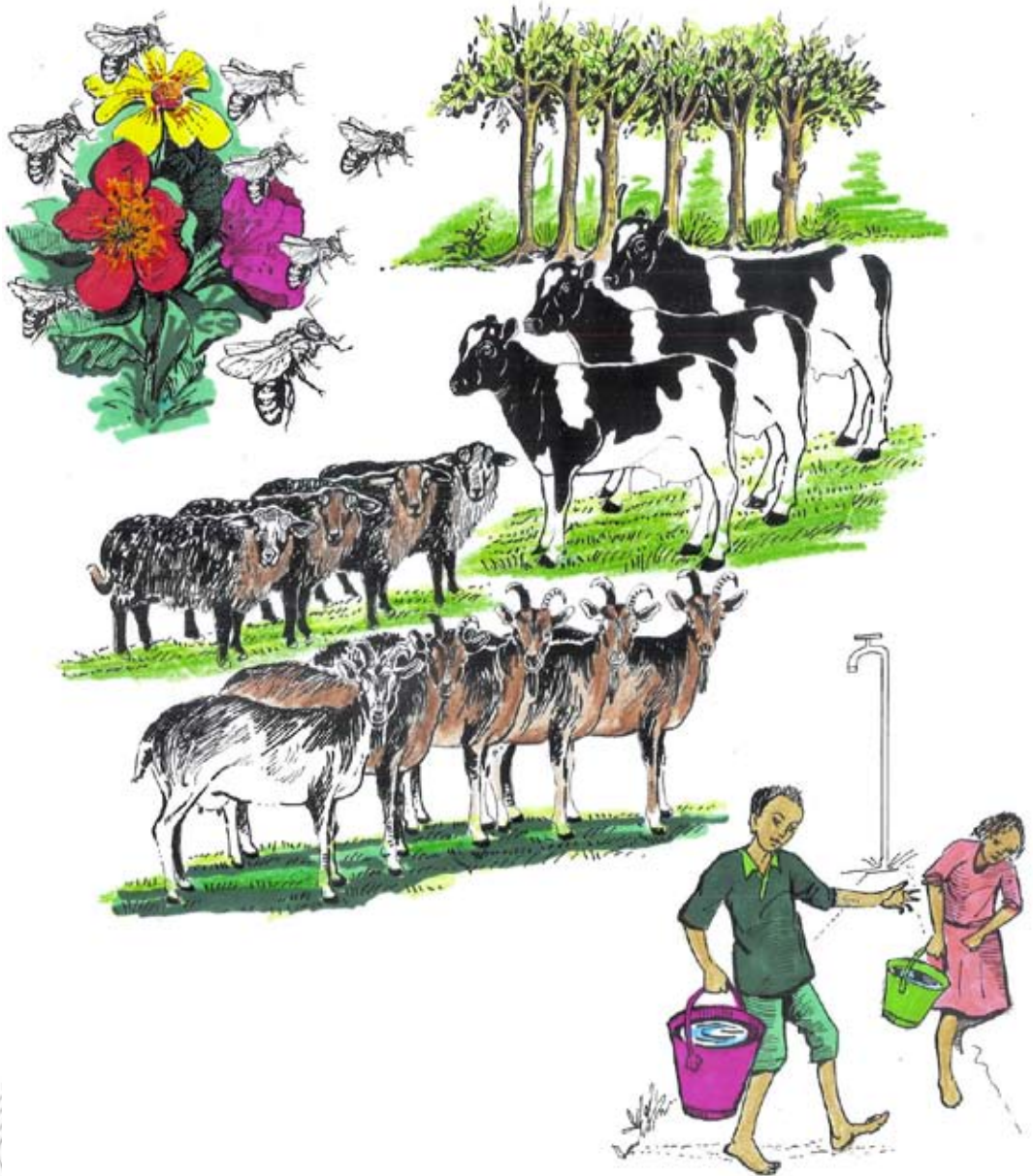


# UNIT 2: TEN ORANGES PLEASE!

## LESSON ONE

### Activity 1

**Directions:** Name and count the different animals and objects in the pictures.



## Activity 2

**Directions:** Copy the chart below into your exercise book. Count the circles. Find the same number of people, animals or objects in the drawing in Activity 1 and fill in their names. Use the Word Bank and the numbers in your exercise book to help you. The first one is done for you.

goats	○ ○ ○ ○ ○
?	○ ○ ○ ○ ○ ○ ○ ○
?	○ ○ ○ ○
?	○ ○ ○ ○ ○ ○
?	○ ○
?	○ ○ ○

Word Bank – People, Objects and Animals					
bees	children	cows	goats	sheep	trees

### Activity 3

**Directions:** Study the chart below. Write the number and the matching number word in your exercise book.

**Example:** 14, fourteen

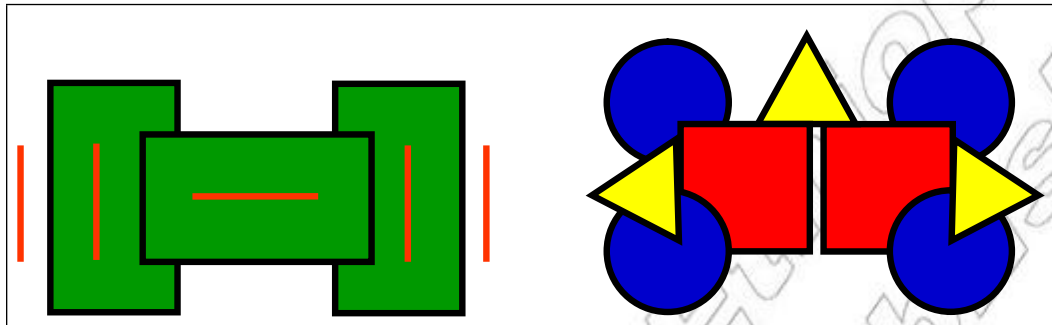
1	two
2	ten
3	three
4	one
5	four
6	seven
7	nine
8	five
9	eight
10	six

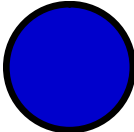

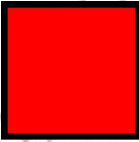


11	fourteen
12	nineteen
13	eleven
14	twenty
15	twelve
16	eighteen
17	thirteen
18	sixteen
19	fifteen
20	seventeen

# LESSON TWO

## Activity 1

**Directions:** Count the shapes in the pictures. Write the number word and the name of the shape in your exercise book. Use the Word Bank to help you write the names of shapes.



Word Bank - Shapes				
				
circle	line	square	triangle	rectangle

## Activity 2

**Directions:** Follow these directions to draw a picture in your exercise book:

1. Draw a square.
2. Draw a circle beside the square.
3. Draw a triangle on top of the square.
4. Draw a line between the square and the circle.
5. Write your name under the circle.

### Activity 3

**Directions:** In your exercise book draw the number of shapes your teacher asks you to draw. Write the number correctly.

### Activity 4

**Directions:** Use the Substitution Table to write ten sentences about different shapes. Then draw the number of shapes you write about.

**Example:** I can draw seventeen circles.



Substitution Table

I can draw	eleven twelve thirteen fourteen fifteen sixteen seventeen eighteen nineteen twenty	lines. circles. triangles. squares. rectangles.
------------	---	---

# LESSON THREE

## Activity 1

Directions: Use the chart below to count.

### Counting Chart

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
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100


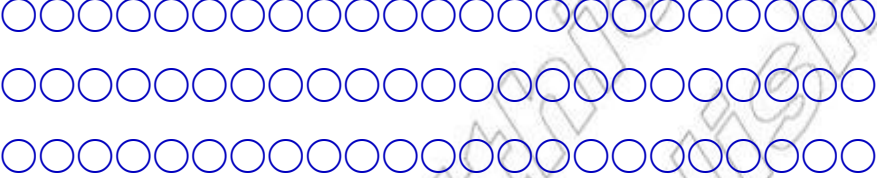
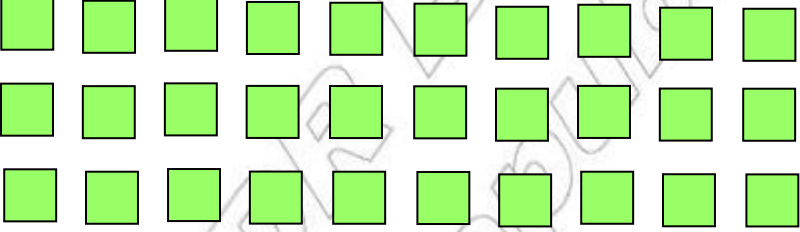


## Activity 2

Directions: Count the circles in the chart together out loud.

○	○	○	○	○	○	○	○	○	○
○	○	○	○	○	○	○	○	○	○
○	○	○	○	○	○	○	○	○	○
○	○	○	○	○	○	○	○	○	○
○	○	○	○	○	○	○	○	○	○
○	○	○	○	○	○	○	○	○	○
○	○	○	○	○	○	○	○	○	○
○	○	○	○	○	○	○	○	○	○
○	○	○	○	○	○	○	○	○	○
○	○	○	○	○	○	○	○	○	○

### Activity 3

**Directions:** Write numbers 1–5 in your exercise book. Draw one of each shape next to its number. Count the shapes and write the number of each shape next to the shape in your exercise book.

1.	
2.	
3.	
4.	
5.	

## LESSON FOUR

### Activity 1

**Directions:** Use the counting charts below to help you count together out loud.

#### Count in 2s to 100

2	4	6	8	10	12	14	16	18	20
22	24	26	28	30	32	34	36	38	40
42	44	46	48	50	52	54	56	58	60
62	64	66	68	70	72	74	76	78	80
82	84	86	88	90	92	94	96	98	100

#### Count in 5s to 100

5	10	15	20	25	30	35	40	45	50
55	60	65	70	75	80	85	90	95	100

#### Count in 10s to 100

10	20	30	40	50	60	70	80	90	100
----	----	----	----	----	----	----	----	----	-----



## Activity 2

**Directions:** Sing the “Counting Song” together out loud.

### Counting Song

I can count to 100. 1-2-3-4-5.  
That takes too long. I'll stop  
And count in twos instead.  
I can count to 100. 2-4-6-8-10.  
That takes too long. I'll stop  
And count in fives instead.  
I can count to 100. 5-10-15- I said.  
That takes too long, I'll stop  
And count in tens instead.  
I can count to 100. 10-20-30 and so on.  
That doesn't take too long. I'll soon be done!

## LESSON FIVE

### Activity 1

**Directions:** Read the story, “Who Gets More?” silently. Pay attention to the number of small stones each child picks up. Who do you think collects more stones, Mekdes or Mesfin?

### Who Gets More?

Mesfin and Mekdes are brother and sister. For five days they pick up small stones on their way home from school. They want to find out who can pick up more stones each day.

On Monday Mesfin picks up seventeen small stones, and Mekdes picks up twenty small stones. On Tuesday Mesfin picks up eight stones, and Mekdes picks up three stones.

On Wednesday Mesfin looks carefully. He wants to find many stones. He picks up thirty-nine small stones! Mekdes picks up some stones, but she does not get as many as Mesfin. Mekdes picks up thirty-two stones.

On Thursday Mesfin picks up twelve stones, and Mekdes picks up fourteen stones. On Friday Mesfin picks up nineteen stones. Mekdes picks up as many small stones as Mesfin picks up on Friday.

## Activity 2

**Directions:** Copy the chart into your exercise book. Read the story again. Write the number of small stones that Mesfin and Mekdes pick up each day. Circle the higher number for each day.

	Monday	Tuesday	Wednesday	Thursday	Friday
Mesfin					
Mekdes					

## Activity 3

**Directions:** With a partner add the numbers to find out who has more small stones, Mesfin or Mekdes.

## Activity 4

**Directions:** In your exercise book write answers to each of the following questions. Share your answers in a small group.

1. Why do you think Mesfin and Mekdes collect the small stones?
2. Do you play a game with a brother, a sister or a friend on the way home from school?
3. What game do you play?
4. Do you collect things?
5. What do you collect?
6. How many items do you have in your collection?

## LESSON SIX

### Activity

**Directions:** Write a shopping list with six items in your exercise book. Write the number or amount of each item you want to buy. Use the Word Bank if needed.

**Example:** 5 kg coffee  
1 chicken

Word Bank – Shopping Items		
potato	onion	tomato
egg	chicken	cooking oil
garlic	coffee	bean
sugar	carrot	salt
pepper	milk	cabbage

Word Bank – Quantity		
grammes	kilogrammes	litres

## LESSON SEVEN

### Activity I

**Directions:** Read the dialogue in your small group of three students.

### Haile and Abana Go to the Market

Abana	I am so excited! Grandfather is coming to visit. We must go shopping. We have a list.
Haile	Let's go to the market. Look! There is the shopkeeper.
Shopkeeper	Hello! How can I help you today?
Abana	I'd like some potatoes, please.
Shopkeeper	How many do you want?
Abana	I'd like two kilos, please.
Shopkeeper	Here are two kilos of potatoes.
Haile	Can I have eight onions, please?
Shopkeeper	Yes, I will put them in the bag. It is heavy.
Abana	Do you have any tomatoes?
Shopkeeper	No, I don't have any tomatoes today.
Abana	We can find tomatoes at another stall.
Haile	Can I have five eggs, please?
Shopkeeper	Yes, be careful because eggs can break.
Haile	Can I have one kilo of cooking oil?
Shopkeeper	I'm sorry. You cannot buy cooking oil in kilos. Cooking oil is a liquid. Here is one litre of cooking oil.
Haile and Abana	Thank you for helping us today. Have a nice day.

## Activity 2

**Directions:** Use the Substitution Table below to make a new shopping list of five (5) items. Write the shopping list in your exercise book. Remember to add **-s/-es** for more than one.

Substitution Table

How many?		How much?		Amount	Item
1	2	3	4	—	banana
5	6	7	8	gramme of	bean
9	10	11	12	kilo of	berbere
13	14	15	16	litre of	chicken
17	18	19	20		coffee
30	40	50	60		cooking oil
70	80	90	100		egg
					milk
					onion
					orange
					pea
					potato
					tomato

## Activity 3

**Directions:** Read your shopping list from Activity 2 to your partner. Write down the list your partner reads to you.

## LESSON EIGHT

### Activity I

**Directions:** Study the picture. With a partner ask for the items shown in the picture. Your partner will ask how much or how many you want. Use the language pattern:

I'd like some \_\_\_\_\_, please.

How many do you want?

I'd like \_\_\_\_\_, please.



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## Activity 2

**Directions:** Copy the shopping list chart into your exercise book. Mark with a  $\checkmark$  the items that are in the shop in Activity One and with **X** the items that are not in the shop.

Shopping List	$\checkmark$	X
oranges		
cabbage		
tomatoes		
carrots		
beans		
potatoes		
bread		
eggs		
milk		
cooking oil		

## Activity 3

**Directions:** Copy the sentences into your exercise book. Fill in the gaps with the word **some** or **any**.

1. Do you have \_\_\_\_\_ eggs?  
Sorry. I don't have \_\_\_\_\_ eggs today.
2. I'd like \_\_\_\_\_ bananas, please.  
How many?  
I'd like one kilo, please.
3. I'm hungry. Please give me \_\_\_\_\_ bread and \_\_\_\_\_ tea.



4. What do you want?

Do you have \_\_\_\_\_ bananas?

Yes. Here are \_\_\_\_\_ bananas.

5. I don't have \_\_\_\_\_ vegetables. Please go to the shop for me. I need \_\_\_\_\_ onions and \_\_\_\_\_ carrots.

Yes, mother.

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## LESSON NINE

### Activity 1

**Directions:** Copy the chart into your exercise book. In your small group list under each heading the names of items you can buy in that container. A few examples are given.

Sack	Bottle	Can	Pot	Packet
teff			honey	biscuits

### Activity 2

**Directions:** Copy the gap sentences into your exercise book. Complete each sentence with the name and quantity of a food item.

1. I'd like some coffee beans. Please give me a \_\_\_\_\_ of \_\_\_\_\_.
2. I need a \_\_\_\_\_ of \_\_\_\_\_. There isn't any jam at my house.
3. How much flour do you need? I need a \_\_\_\_\_ of \_\_\_\_\_.
4. How much cooking oil do you want? I want a \_\_\_\_\_ of \_\_\_\_\_.
5. There aren't any tomatoes in the market. Please give me a \_\_\_\_\_ of \_\_\_\_\_.

## LESSON TEN

### Activity I

**Directions:** Listen as your teacher reads the poem, “Stone Soup.”

#### Stone Soup

A stranger walks up the village street.  
He has no money nor food to eat.  
“Let’s make stone soup,” he does exclaim!  
“Bring a pot of water and start the flame.

“I’ll drop this big stone into the pot.  
Now we need to make it hot.  
Just add a few onions, carrots and meat,  
We’ll have a fine soup for all to eat.”

The villagers add more than that.  
Potatoes, tomatoes, milk and fat.  
The soup boils and bubbles until it is done.  
There is enough soup for everyone!

“What is this?” the villagers cry.  
Stomachs full, they sit and sigh.  
“This good soup again we’ll try.”  
“It’s called stone soup,” the stranger replies.

“Whenever strangers ask to eat,  
Make this fine soup with vegetables and meat.  
Tell those strangers to have a seat  
And serve them stone soup for a special treat.”

## Activity 2

**Directions:** There are five parts to the poem, “Stone Soup.” Write the sentences in the chart below in your exercise book in the order the actions happen in the poem.

The villagers eat the soup.	A stranger comes to the village.	The villagers bring vegetables to put in the pot.
The stranger tells the villagers to make stone soup for other hungry strangers.		The stranger drops a stone into the pot.

## LESSON ELEVEN

### Activity 1

**Directions:** Read the conversation silently as you listen to your teacher read it out loud.

<b>Stranger</b>	Hello! My name is Hagos. I am a stranger. I am hungry.
<b>Villager</b>	Hello! My name is Yasin. I am a villager from Afar. What would you like to eat?
<b>Stranger</b>	I have a stone. I can make stone soup.
<b>Villager</b>	I like to eat soup. How do you make stone soup?
<b>Stranger</b>	I have a pot. All I need is water and charcoal to make my stone hot, but stone soup tastes better if I can add vegetables and meat.
<b>Villager</b>	My brother has some charcoal. I have potatoes. My friend has carrots and onions. My father has a chicken.
<b>Stranger</b>	We can make soup for all the people in this village. Tell them to bring what they have. I need fourteen potatoes, fifteen onions, seventeen carrots, thirteen tomatoes, three cabbages, two litres of water and one litre of milk. I need two chickens.
<b>Villager</b>	Here come the villagers with all you need. Now we can make stone soup!
<b>Stranger</b>	This soup smells delicious. Let's eat!

## Activity 2

**Directions:** Copy the chart below into your exercise book. Look at the conversation in Activity 1 to find out the correct amount of each food. In your exercise book write this number beside the name of the food.

Stone Soup Ingredients

Number	Food Item	Number	Food Item
	cabbages		potatoes
	carrots		tomatoes
	chickens		litres of water
	litres of milk		onions

## LESSON TWELVE

### Activity 1

**Directions:** Read the conversation from Lesson Eleven with a partner. Take turns being the stranger and the villager.

### Activity 2

**Directions:** With a partner retell the story, “Stone Soup.” Say what happens first, next, then, after that and finally. Your teacher will select students to tell different parts of the story.

### Activity 3


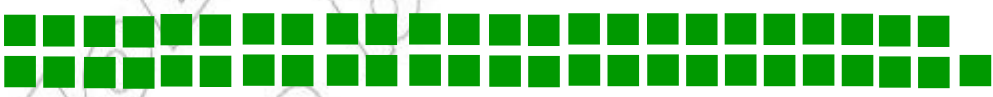
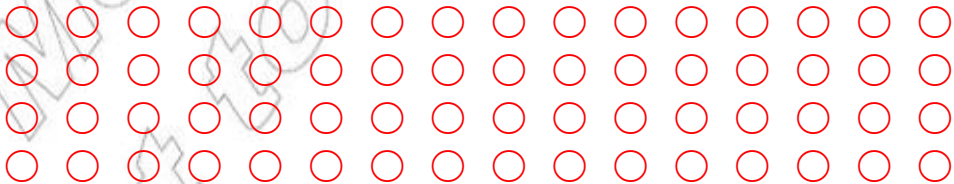
**Directions:** Copy the gap sentences into your exercise book and fill in the gaps with the number words for each number. If you cannot remember how to write the number words, look for them in the Substitution Table in Lesson Two.

1. \_\_\_\_\_ (19) villagers make stone soup.
2. The stranger talks to \_\_\_\_\_ (16) villagers.
3. The villagers put \_\_\_\_\_ (17) carrots in the soup.
4. There are \_\_\_\_\_ (13) tomatoes in the soup.
5. The stranger says, "Please bring me \_\_\_\_\_ (15) onions."

## LESSON THIRTEEN

### Activity 1

**Directions:** Count the shapes. In your exercise book draw the shape and write the total number for each set of shapes.

1.	
2.	
3.	

## Activity 2

**Directions:** Copy the chart into your exercise book. For each letter write a word that names something you can buy at the market and that begins with that letter. Two are done for you.

I'm going to market and I will buy . . . .

a <i>avocadoes</i>	b <i>bananas</i>	c	d	e	f	g
h	i	j	k	l	m	n
o	p	q	r	s	t	u
v	w	x	y	z		

## Activity 3

**Directions:** Play the game, "I'm going to market and I will buy ..." using the words in your chart.

## Activity 4

**Directions:** With your teacher play a game about making stone soup.