Counting 1-50

- **Ducks**
  - 30 30 30 30 30
  - Thirty

- **Balls**
  - 40 40 40 40 40
  - Forty

- **Flowers**
  - 50 50 50 50 50
  - Fifty

*Prepare lots of cut-out apples with magnetic strips attached on the back. Draw three trees on the board, and write down “30” “40” and “50” below each tree. Invite children to place equal numbers of apples in the tree according to the number below the tree.

*Useful phrase: “How many apples does the tree have?”*
Practice the numbers.

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>11</th>
<th>21</th>
<th>31</th>
<th>41</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>one</td>
<td>eleven</td>
<td>twenty-one</td>
<td>thirty-one</td>
<td>forty-one</td>
</tr>
<tr>
<td>2</td>
<td>two</td>
<td>twelve</td>
<td>twenty-two</td>
<td>thirty-two</td>
<td>forty-two</td>
</tr>
<tr>
<td>3</td>
<td>three</td>
<td>thirteen</td>
<td>twenty-three</td>
<td>thirty-three</td>
<td>forty-three</td>
</tr>
<tr>
<td>4</td>
<td>four</td>
<td>fourteen</td>
<td>twenty-four</td>
<td>thirty-four</td>
<td>forty-four</td>
</tr>
<tr>
<td>5</td>
<td>five</td>
<td>fifteen</td>
<td>twenty-five</td>
<td>thirty-five</td>
<td>forty-five</td>
</tr>
<tr>
<td>6</td>
<td>six</td>
<td>sixteen</td>
<td>twenty-six</td>
<td>thirty-six</td>
<td>forty-six</td>
</tr>
<tr>
<td>7</td>
<td>seven</td>
<td>seventeen</td>
<td>twenty-seven</td>
<td>thirty-seven</td>
<td>forty-seven</td>
</tr>
<tr>
<td>8</td>
<td>eight</td>
<td>eighteen</td>
<td>twenty-eight</td>
<td>thirty-eight</td>
<td>forty-eight</td>
</tr>
<tr>
<td>9</td>
<td>nine</td>
<td>nineteen</td>
<td>twenty-nine</td>
<td>thirty-nine</td>
<td>forty-nine</td>
</tr>
<tr>
<td>10</td>
<td>ten</td>
<td>twenty</td>
<td>thirty</td>
<td>forty</td>
<td>fifty</td>
</tr>
</tbody>
</table>

* Have children take turns to write down numbers from 1 to 50 on the board.
Trace and say the numbers. Answer the questions.

- twenty-one
- twenty-two
- twenty-three
- twenty-four
- twenty-five
- twenty-six
- twenty-seven
- twenty-eight
- twenty-nine
- thirty

What number comes before twenty-three? __________

What number comes before twenty-nine? __________

- Write down numbers in English from 21 to 29 on cards. Put the cards into a box. Have children take turns to draw a card from the box. Ask the class or invite volunteers to answer the questions, “What number comes before this number?” or “What number comes after this number?”
- Useful phrases: “What number comes before twenty-two?” “What number comes after twenty-five?”
Write the numbers 1-40 in the boxes. Answer the questions.

thirty-one
thirty-two
thirty-three
thirty-four
thirty-five
thirty-six
thirty-seven
thirty-eight
thirty-nine
forty

What number comes after thirty-seven? ___________
What number comes after twenty-four? ___________

* Draw forty small objects on the board. Write down numbers in English from 31 to 39 on the cards. Put the cards into a box. Invite children or have children take turns to draw a card from the box and ask them to count and circle the correct number of objects on the board.
Count the apples. Keep track by coloring the counter on the side.

Prepare some cut-out animals, like birds or fish, with magnetic strips on the back. Place all the cutouts on the board randomly. Invite a volunteer to come forward to group the cutouts in 5's. And ask him/her, “How many birds are there in total?” Help him/her to count and answer the question.

Useful phrases: “How many birds are there in total?” “There are ____ birds in total.”
How tall are they?

Monster 1 is ______ cm tall. Monster 2 is ______ cm tall.

* Prepare a ruler. Invite two volunteers to come forward. Ask them to bring something with them, e.g. a pencil box or a pen, anything on their tables or with them. Have them measure the thing, and ask, “How long/tall/wide is this ____?” And the other one has to answer, “This ____ is ____ cm long/tall/wide.”
* Useful phrases: “How long/tall/wide is this ____?” “This ____ is ____ cm long/tall/wide.”
Connect the dots to finish the picture.
Count and write down the answers below.

• Write down numbers from 1 to 50 on cards, and put the cards into a box. Prepare marbles/buttons. Invite two volunteers to come forward. Ask one child to draw a card from the box, and read the number loudly. Then ask the other child to put the correct number of marbles/buttons in the box. Ask the class to count the marbles/buttons out loud together.