

Ten fat sausages

Liz Rhodes shows how this traditional song can be used to stimulate observation and discussion with a year 1 class

Learning objectives

- Recognising musical notation.
- Sounds 's' and 'p'.
- Alliteration.
- Number bonds to 10.
- Words for unspecified amounts.
- Know all the words for the four rules.
- Adding two numbers.
- Giving change.

You will need

- A big book copy of Ten Fat Sausages.
- A recorder.
- Pre-cut brightly coloured card to use as labels.
- Plastic coins.
- Large sheets of bright paper to display four rules words.
- Storyboard sheets (A3 divided into six).

DAY ONE

Shared reading

Show the children the front cover. Who is the man with the sausages? Is he a butcher, a dog catcher or a hot dog seller? Apart from cats and dogs, who likes sausages? What are sausages? Why are they made in strings?

Look at the back cover. Do the children know what the two lines of annotation at the bottom of the page are?

Explain that the book can be sung, and that the two lines show us what notes we should sing, with the words underneath.

Ask the children to clap the rhythm with you as you all say the words together (the second bar is incorrectly printed, so you should add a dot after each of the crotchets above 'siz' and 'in').

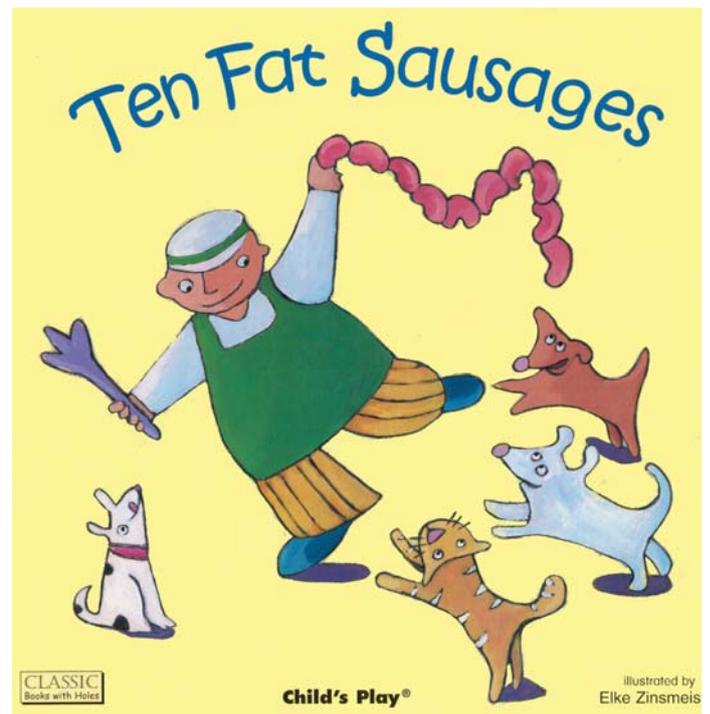
Show the class that 'ten fat' are taken at the regular beat, but 'sau-sa' goes twice as quickly so there are two little notes instead of one big one.

The pitch (how high or low you sing the note) is shown by how far up or down the lines you go. Demonstrate high and low notes by singing and pointing out how the written notes are higher or lower. (It isn't necessary at this stage to discuss the treble clef, time signature, the rest or the flat, but if the children ask, then you can briefly say what they mean.)

Look at the first spread (0 and 10). Where do the children think the hot dog stall is? In the park? At the fairground? What sort of day is it? Wet? Windy? Hot? What season is it?

How can you tell? Why are they called 'hot dogs'? Perhaps it's because when they're in a roll with ketchup and mustard on, they look like dachshunds, which are very long and are also known as 'sausage dogs'.

Point out that usually the name of a food tells us what is in it. How confusing! Count the sausages. Has the seller got enough rolls to put them in? Count them.



Why do the children think there are two circles at the bottom of the spread with 0 and 10 in them?

What are the two little pots with 'S' and 'P' on them? Read the sign. What else would people want to know about the hot dogs? How much they cost.

All together read or sing the two lines at the bottom of the page and encourage the children to clap when they say 'Pop!' and 'Bang!'.

Word level

Ask the children to help you make lists of words beginning with 'S' and 'P'. Emphasise both the letters' sounds and their names. When you have plenty of words, try to make up some silly alliterative sentences, for example 'Six sausages sizzled sweetly'.

Remind the children of the tongue-twister 'Peter Piper picked a peck of pickled pepper'. Can they think of any others ('She sells sea shells' or 'Round the ragged rocks')?

Independent activity

Ask each child to make up and illustrate a tongue-twister. The

main words should all begin with the same letter. They can either use their own words or the ones you have all chosen together.

Plenary

Ask the children to share their work. You could use any good tongue-twisters to make a display.

DAY TWO

Shared reading

Start where you left off yesterday (0-10). How many sausages have gone? Two. Now turn over. What do the children notice about the numbers at the bottom of the page?

Two and eight are in green circles. What do they add up to? 10 and 0 are in pink circles. What do they add up to?

Explain that we are looking for pairs of numbers that make 10. Can the children think of any others?

The hot dog seller has changed his sign. Why? Because he doesn't have so many hot dogs left. 'Lots' means more than 'plenty'. Has he still got enough rolls? Count them. What has changed in the picture on the left hand side?

Whose is the black and brown ball? The children should notice that the number in the circle on the left shows how many children have hot dogs (and these can be counted), while the number in the circle on the right shows how many sausages are still cooking. The two numbers always add up to 10. Count the sausages and say or sing the rhyme.

Word level

We have had 'lots' and 'plenty'. Can the children think of other words which mean unspecified amounts? When you have made a small list, get the class to put them in order from smallest to largest.

Independent activity

Explain that the class is going to make labels for the things you can buy in five different kinds of shop. Each label will have the name, picture and price of the object.

Nothing should cost more than 10p, and you could have groups to work on a toy shop, a greengrocer, a post office, a supermarket and a bakery. Talk about the kind of things you might find in each shop and write these on the board to help with spellings. The labels should be written on pre-cut pieces of brightly coloured card. Model one or two, so that the children can see how to make them clearly. Each group should make at least fourteen labels.

Plenary

Ask the children to share their work and make sure that they put the labels for each separate shop in the same container.

Ask for suggestions about what else each shop might sell.

DAY THREE

Shared reading

Start on the spread two, 0, 10, eight and say or sing the 'Eight

fat sausages' verse. Turn over. How many sausages are left now? Four have gone and six are left. Look at the two purple circles: $4 + 6 = 10$. Each matching pair of circles adds up to 10. The notice says 'Some hot dogs still left!'. Are there enough rolls left? Ask the children what else they can see. Where is the cat going?

Word level

Ask the children to think of all the words which can be used in adding: for example add, and, plus, sum, total, altogether, more than.

Use these words to make a wall display, to which you will add in the next two days.

Independent activity

Tell the five groups which were working together yesterday that they are going to buy and sell the objects they made labels for. Suggest that they work in pairs and buy two objects at a time. They will have to add together the prices and then pay with the plastic coins.

Remind the children that they should pay with as few coins as possible. The pairs should swap places so that everyone has a chance to be both the buyer and seller. Model some examples: I'm buying a currant bun for 2p and an Easter biscuit for 4p. That makes 6p. I can pay with $6 \times 1p$, but how could I do it using less coins? Yes, $3 \times 2p$ would be better. But what about $5p + 1p$? That would be best because it is only two coins.

That would be best because it is only two coins.

Make sure the children understand that each coin is worth the number of pence stamped on it: they sometimes think that each coin is one unit.

Plenary

Ask the class whether they found the activity easy. If there were any problems, see if the children can suggest solutions.

DAY FOUR

Shared reading

Start on the spread four, two, 0, 10, eight, six.

Read the verse together, but before you turn over, ask the class to predict what numbers they expect to see on the next spread. 'Last few hot dogs!'. Where does 'few' come on the non-specific numbers line?

Word level

Ask the children to suggest all the words they can think of that are used when subtracting: for example less than, subtraction, difference, take away. Display these on a sheet in the same way as you did for addition.

Independent activity

Tell the children that they are going to work in the same groups again, but that this time the buyers will give too much money for the things they buy.

The shopkeeper will have to give change, which is the difference. So the currant bun and the Easter biscuit cost 6p and the buyer pays 10p.

The seller has to work out the change and, again, give the smallest possible amount of coins. The change is $(10p - 6p) 4p$.

You could use $4 \times 1p$, but $2 \times 2p$ would be better. Go through the way they should give the change, counting the coins into the other child's palm: 'That's 6p, and 2p makes 8p and 2p more makes 10p. Thank you'. Repeat this a few times and then let the children do it in their groups.

Plenary

Ask the children how they managed with the change and get volunteers to reiterate the giving change sequence.

DAY FIVE

Shared reading

Start on the spread six, four, two,

0, 10, eight, six, four. Read or sing the verse together and ask the class to predict what they will find on turning over. 'Just a couple of hot dogs left!'. What do the children understand by 'couple'? Who might get the last two hot dogs?

Read or sing the verse. Turn over. 'No more hot dogs left'. So there are now 10 happy children with their hot dogs, no rolls, six pairs of numbers each adding to 10 and a worried looking hot dog seller.

Read the verse and before turning over ask the children what might happen. 'All gone!' sign, the children have finished their hot dogs and there's nothing left except two onions. Turn over again.

Hurray! Here come fresh supplies. The children have all gone home, but the dogs are very happy.

Word level

This time make separate sheets for words relating to multiplying and dividing. For example times, product, lots of, sharing, into.

Independent activity

Give each child a storyboard sheet and ask them to show on it the maths for the hot dogs. So picture one will show 10 sausages with none gone and the numbers 10 and 0, picture two will show eight with two gone, and so on.

Plenary

Reinforce what the children have been doing and finally sing through the whole book. **5to7**

Ten Fat Sausages illustrated by Elke Zinsmeister, published by Child's Play.
ISBN 1846430089
© Child's Play