

Lesson 1: Topic and Vocabulary Presentation

Lesson Objectives

- Introduce the unit topic.
- Familiarize children with the new words.
- Practice listening skills.
- Develop fine motor skills through tracing.

Vocabulary

- New: five, six, seven, eight, nine, ten
- Review: one, two, three, four

Materials

- CD1, CPT
- Dora and Boots puppets
- Student Book page 4, Activity Book page 4
- Unit 1 flashcards
- Optional: two sponge balls (or small balls made of crumpled up paper)



Warm Up 1.3

- Present the Boots and Dora puppets and elicit their names. Act out a dialogue between the puppets saying *Hello. How are you? / I'm fine. Thank you! / Goodbye.* Repeat, having the class respond for one of the puppets.
- Play the *Hello! How Are You?* song from page 3. As the audio plays, use the puppets on your hands to wave hello to children. Encourage children to listen to the song and clap. In the third verse of the song, say your own name.

Student Book page 4

1 Watch the video.

- Say *It's video time!* Bring the children together so they can all see and hear the video. Play the video and tell the children to watch and listen.
- Play the video again and encourage the children to show the equivalent number of fingers as they say the numbers.
- You can play the video as many times as you wish. Encourage children to repeat the new words.
- Now use the flashcards to practice the vocabulary again. First, choose a child to be your helper. Show one flashcard at a time. Say the number and encourage the class to repeat the word after you. Hand the flashcard to your helper before you show a new one.

2 Listen, point, and say. Listen and find. 1.5-1.6

- Focus children on the Student Book page. Tell children that Dora and Boots are performing on a stage. Elicit what Boots is doing (juggling three apples).
- Tell children to look at the numbers in the balloons. Review numbers 1-4. Play audio 1.5 and hold your book up as you point to numbers 5-10 across the bottom of the page.
- Play the audio again and encourage children to count the numbers on their fingers as they repeat them.
- Say *Look at the big picture again.* Play audio 1.6. Pause after *Find five* and point to the number 5 balloon in the picture. Continue playing the audio. Pause after each number to check that all children are pointing to the right balloon in the picture.

Transcript

five, six, seven, eight, nine, ten
five, six, seven, eight, nine, ten

Transcript

Look at the big picture.
What can you find?
Five. Find five.
Six. Find six.
Seven. Find seven.
Eight. Find eight.
Nine. Find nine.
Ten. Find ten.

Optional Activities

- Revise the colors with the numbers. Ask volunteers to call out a number from 5 to 10. Elicit what the color of that number is in the circle at the bottom of the Student Book page.
- Stick the flashcards for numbers 5-10 on the board. Choose two children to stand in front of the board, each holding a sponge or paper ball. Call out a number for children to hit with their ball. Repeat with different children and numbers. This could also be a team game.

Activity Book page 4

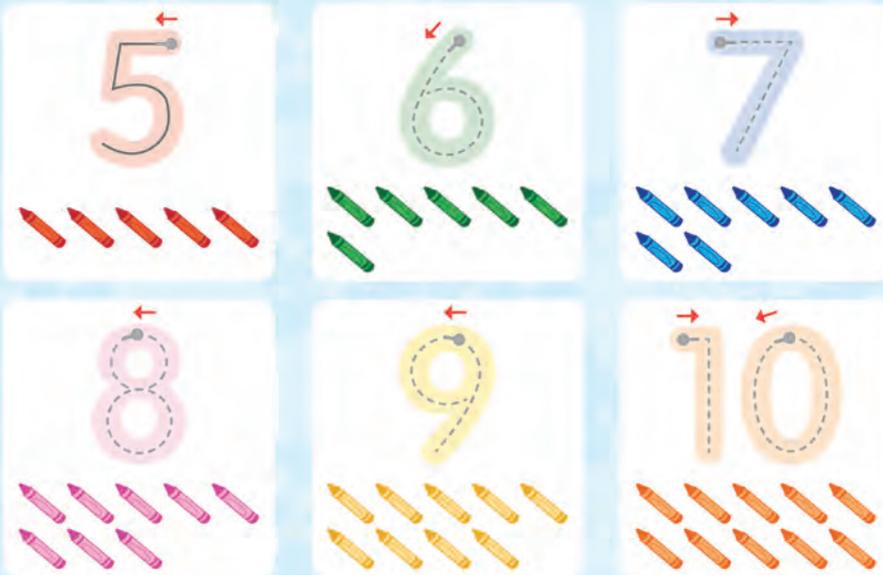
1 Trace and say.

- Tell children to look at the picture. Trace the dotted lines for number 1 with your finger and say *One*. Then give out pencils and tell children to trace over the numbers with a pencil.
- Point to each number in turn and say it out loud. Have children repeat after you. Point to the numbers again. This time children should call out the numbers.

Goodbye 1.4

- Say *It's time to say goodbye!* Play the *Goodbye!* song for children to listen. Pretend to walk away from children and use the puppets to wave goodbye. Put the puppets in their box or in a bag as the song ends. Play the song again and have two helpers use the puppets. Ask the rest of the children to sing and wave goodbye.

3 Trace and say.



Lesson 2 Vocabulary Practice
5, 6, 7, 8, 9, 10



Optional Activity

Invite children to point to a number for the rest of the class to say. Children can do this in pairs, too.

Activity Book page 5

2 Match and color. Say.

TEACHING TIP: Before the children do the task, review the colors red, green, blue, pink, yellow, and orange. Hold up a colored pencil or crayon and have children call out the color.

- Focus children's attention on the numbers at the bottom of the page. Ask *What colors can you see?*
- Point to the example and have children say the number and color, *Five, orange.*
- Go through all the numbers asking children to call out the number and color.
- Hand out colored pencils. Tell children to match and color in the numbers.

Optional Activity

Say the pairs of numbers and colors on Student Book page 5: *Five – red, Six – green, Seven – blue, Eight – pink, Nine – yellow, Ten – orange.* Have children repeat after you. Then call out a number, e.g., *Seven!* Children should call out the corresponding color, e.g., *Blue!* You can make this more challenging by calling a number or color in random order. Children must be alert. For example:

Teacher: *Ten!*

Children: *Orange!*

Teacher: *Green!*

Children: *Six!*

Teacher: *Pink!*

Children: *Eight!*

Teacher: *Five!*

Children: *Red!*

Goodbye 1.4

- Follow the *Goodbye* routine from Lesson 1 of the unit.

Lesson 2: Vocabulary Practice

Lesson Objectives

Practice the new words.
Develop fine motor skills through tracing and coloring.

Vocabulary

five, six, seven, eight, nine, ten

Materials

CD1, CPT
Dora and Boots puppets
Student Book page 5, Activity Book page 5
Unit 1 flashcards
Colored pencils or crayons

Warm Up 1.3

- Repeat the *Hello* routine from Lesson 1 of this unit.
- Review numbers 5–10. Put the six flashcards on the board. Point to each number and encourage children to say each one. Mix up the order of the cards. Invite children to point to a flashcard in random order and ask the rest of the class to say the number.

Optional Activity

If your students need more help to remember the numbers, play *Hungry Puppy*. Draw the outline of a large puppy on the board and tell children this is *Puppy*. Explain that he's hungry and he loves eating English words. Hold up the flashcards one by one and elicit the number from the whole class. When they say it loudly and clearly, ask a volunteer to "feed" the flashcard to *Puppy* by sticking it inside his tummy.

Student Book page 5

3 Trace and say.

- Focus children's attention on the page. Ask them to use their fingers to show you how they are going to trace each number. Correct children tracing in the wrong direction.
- Tell children to trace the numbers with their pencils.

Optional Activity

Trace a number from 5 to 10 in the air with your index finger. Do this with your back to the children so they see it from the correct angle. Elicit the number. Invite different children to trace a different number for the class to call it out. If children do well, review the numbers 1–4 with the flashcards and include them in the activity. Another option is to have children work in pairs and trace numbers on each other's backs.

Lesson 3: Language Presentation and Song

Lesson Objectives

- Present the new structure *There are (ten) balloons.*
- Review the unit vocabulary.
- Practice listening skills.
- Enjoy singing a song.
- Develop fine motor skills by tracing items in a picture.

Vocabulary

- five, six, seven, eight, nine, ten*
- Review: *one, two, three, four, balloon*

Language

- There are (ten) balloons.*

Materials

- CD1, CPT
- Dora and Boots puppets
- Student Book page 6, Activity Book page 6
- Ten colored pencils (or crayons, or other objects), a cloth bag

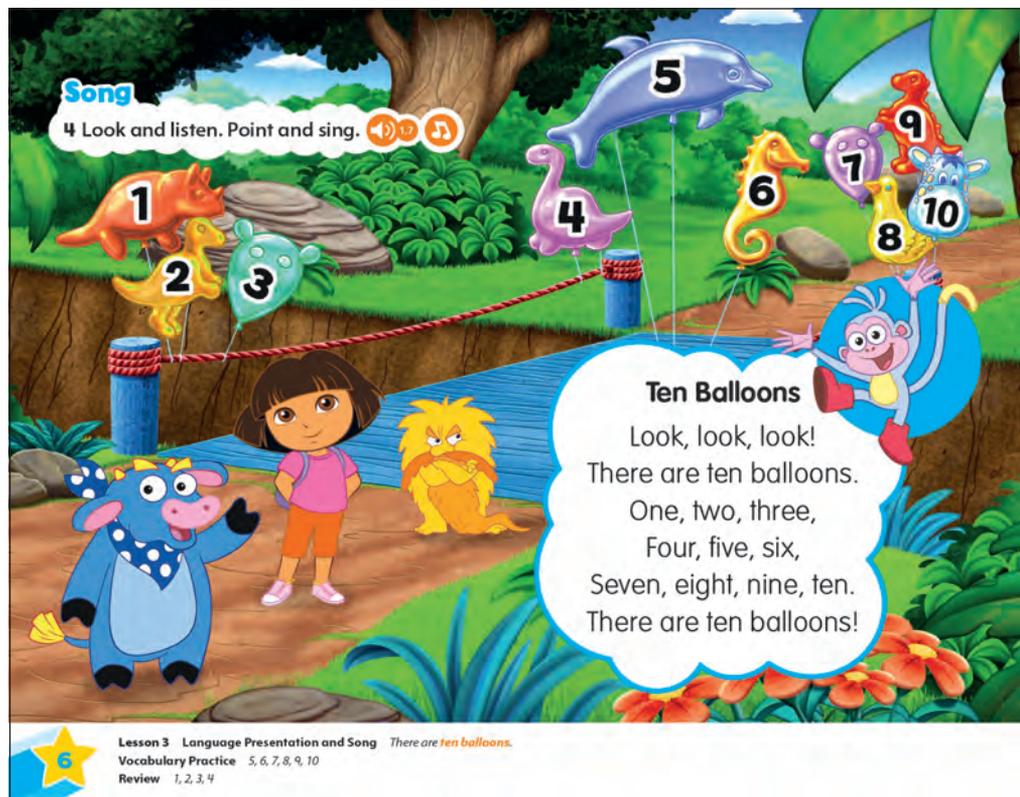
Warm Up 1.3

- Follow the *Hello* routine from Lesson 1 of this unit.
- Review numbers 1–10 by showing the ten crayons or colored pencils. Count them one by one with children.
- Then put the pencils in a cloth bag, turn your back and choose a number of crayons. Turn around and ask children to guess how many pencils you are holding. Elicit numbers and then show them the pencils. Invite different children to choose a number of pencils for the rest of the class to guess.

Student Book page 6

4 Look and listen. Point and sing. 1.7

- Focus children's attention on the page. Elicit the characters in the picture. Say *Look! Here's Dora! Here's Boots.* Tell children that Dora and Boots are in the park.
- Point to the balloons in the picture and elicit *balloon*. Elicit the animal shapes in the balloons. Point and say *Look! It's a dinosaur. A bear. A dolphin. A seahorse.* Don't expect children to repeat the words and accept their answers in L1.
- Say *It's song time!* Tell children that they are going to listen to a song. Play the song for the class to listen to first and enjoy.



- Explain that they will hear the song again and this time they need to point to the balloons in the picture. Tell them to listen for the numbers in the song.
- Play the audio again and encourage children to sing some of the words this time. Praise children for their good singing.

Transcript

Look, look, look!
There are ten balloons.
One, two, three,
Four, five, six,
Seven, eight, nine, ten.
There are ten balloons!

Optional Activity

Sing the song again without the audio. Ask children to replace *balloons* with *pencils*. As you sing the song, hold up the correct number of pencils. Then invite ten helpers to the front. Give a pencil to each helper. As you sing the song again, the helpers hold up their pencils in order. Make sure that they keep their pencils held up so at the end there are ten pencils in the air. You can also use crayons or other classroom objects.

Activity Book page 6

3 How many? Trace and count.

- Focus children's attention on the picture. Tell them that they are going to trace the numbers in the balloons.
- First, have children count the balloons with you. Say *There are ten balloons!* and ask children to repeat.
- Then ask children to trace the numbers in the balloons.

TEACHING TIP: Put fast finishers in pairs and have them count the balloons together, pointing in their books.

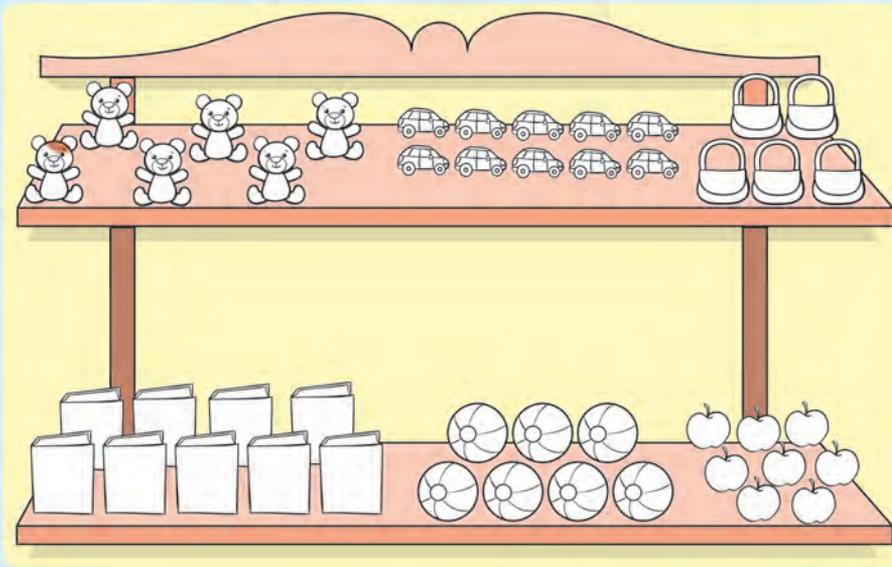
Optional Activity

Hand out colored pencils (crayons or other objects you have available) so all children have ten in front of them. Call out sentences with random numbers from 2 to 10, e.g., *There are seven pencils.* Each time, children count and set aside the number of pencils you said. Go around and check they all have the correct number of pencils. Repeat with different numbers. You can also invite helpers to hold up a number of pencils at the front of the class. Count the pencils, encouraging the class to count along with you. Say *There are (seven) pencils.* and have children repeat.

Goodbye 1.4

- Follow the *Goodbye* routine from Lesson 1 of this unit.

5 Listen and color. Say. 



Lesson 4 Language Practice *There are nine books.*
Vocabulary Practice 5, 6, 7, 8, 9, 10
Review books, bags, teddy bears, balls, cars, apples and colors



Lesson 4: Language Practice

Lesson Objectives

Practice the new structure *There are (nine books).*

Review the unit vocabulary.

Practice listening skills.

Develop fine motor skills by coloring in items and circling numbers.

Vocabulary

five, six, seven, eight, nine, ten

Review: *books, bags, teddy bears, balls, cars, apples and colors*

Language

There are (nine books).

Materials

CD1, CPT

Dora and Boots puppets

Student Book page 7, Activity Book page 7

Unit 1 flashcards

Colored pencils

Warm Up 1.3

- Follow the *Hello* routine from Lesson 1 of this unit.
- Draw six different items from Level 1 across the board, e.g., a ball, a doll, a kite, a dog, a cookie, and a book. Stick a number flashcard face down under each item. Point to the ball. Ask children to guess how many balls there

are. Encourage them to say *There are (six) balls*. Children can guess different numbers for their answers. Turn over the flashcard and see who guessed correctly. Repeat with the rest of the items.

Student Book page 7

5 Listen and color. Say. 1.8

- Focus children's attention on the page. Elicit what the items are (teddy bears, cars, bags, books, balls, apples). Tell the children that they are going to listen to the audio to find out what colors to use for the pictures.
- First, ask the children to count the items in English quietly. You can do this as a group, too.
- Then hand out the colored pencils. Play the first two lines of the audio and pause. Elicit the number and color: *six, brown*. Give children time to color the teddy bears brown.
- Pause after each pair of sentences to check that everyone chose the correct colored pencil and to give children time to color the items.
- Next, point to the first picture and choose children to say *There are six teddy bears*. Ask *What color?* and have them call it out. Repeat for the other items.

Transcript

*There are six teddy bears.
 Color the six teddy bears brown.
 There are ten cars.
 Color the ten cars orange.*

*There are five bags.
 Color the five bags green.
 There are nine books.
 Color the nine books yellow.
 There are seven balls.
 Color the seven balls blue.
 There are eight apples.
 Color the eight apples red.*

Optional Activity

If there's time, do a simple picture dictation. Ask children first to listen to you carefully without drawing. Say a few sentences, e.g., *There are (four balls). One ball is blue. One ball is green. Two balls are red*. Then ask children to listen again and this time draw what they hear on a piece of paper. Repeat the instructions slowly as many times as necessary. Hold up the correct number of fingers as you mention the numbers.

Activity Book page 7

4 Count and circle. Say.

- Focus children's attention on the picture. Tell them that they are going to count the items and circle the correct number. First, elicit what items they can see: *teddy bears, cars, bags, books, balls, apples*.
- Count the teddy bears with children. Point to the example number six.
- Ask children to count the items and circle the correct number. Monitor and help if necessary.

TEACHING TIP: Children will probably count in their native language and translate the number in English. It's OK to allow this, but challenge them to count in English if they can.

- Check answers by asking different children to stand up and count the items. Write the numbers on the board.
- Draw a simple outline of the items and their corresponding numbers to practice the structure. Say *There are (six teddy bears)*. Say the sentences for children to repeat after you. As a challenge, point to the items in random order and ask children to say *There are (number) (item)*.

Optional Activity

To test children's memory, erase the numbers from the board and ask children to close their books. Point to an item, e.g., the book, and see if children can remember how many there are.

Goodbye 1.4

- Follow the *Goodbye* routine from Lesson 1 of this unit.

Lesson 5: Story

Lesson Objectives

- Understand a story.
- Familiarize children with key language and events in the story.
- Develop noticing skills.
- Review the unit structure and vocabulary.

Vocabulary

Story words: *door, knock, bridge, show*

Language

Where is (Benny)? Let's ... , We did it!

Materials

- CD1, CPT
- Dora and Boots puppets
- Student Book pages 8–9, Activity Book page 8
- Unit 1 flashcards
- Five school bags

Warm Up 1.3

- Follow the *Hello* routine from Lesson 1 of this unit.
- Place the five school bags at the front of the class. Put a number flashcard in front of each bag. Hold out the Dora puppet and ask children to close their eyes. Place the puppet quickly in one of the bags. Then ask *Where is Dora?* Choose children to call out a number and ask a helper to check inside the bag. Repeat with the Boots puppet and different numbers.

Story Summary

Today is the Big Rainforest Talent Show and Dora and Boots are looking for Benny. They see him in his hot air balloon; he is wearing his pointy hat for the talent show. Benny's hat pops the balloon! Boots and Dora grab the balloon's ladder as it flies away. They land but they are lost. Map tells them they need to go through the Knock-Knock Doors and over Troll Bridge to get to the Talent Show. At the Knock-Knock Doors they count the knocks and get through the doors. At Troll Bridge they match Troll's balloon animals to the foods the animals like to eat. After they cross Troll Bridge, they arrive at the show. Benny tells knock-knock jokes and everyone laughs.

Story

6 Watch the video. 7 Listen to the story. Act. 1.3

The Talent Show

1



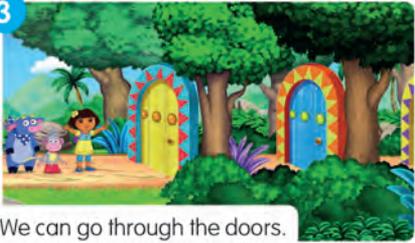
Where is Benny?

2



We need him for the Talent Show.

3



We can go through the doors.

4



Knock three times.

Lesson 5 Story

Student Book pages 8–9

6 Watch the video.

- Say *It's story time with Dora!* and bring children together so they can all see and hear the CPT. You can position the Dora and Boots puppets to watch as well.
- Ensure the children are all sitting quietly and say *Let's listen and watch.* Play the video for the first time for children to enjoy.
- Play the video again, but this time pause after one or two scenes in the animation to check that everyone has understood.

TEACHING TIP: To make it easier for the children to understand the Storyteller's introduction, you can rephrase it and repeat it for them yourself.

- After the Storyteller's question, pause so children can say what Dora had to do to get to the Talent Show.

Optional Activity

Play the video once more, pausing it to ask some simple questions about what children can see, e.g., *Who's this? What's this? What color is this?*

Activity Book page 8

5 Follow the path. Circle the correct pictures.

- Focus children's attention on the Activity Book page. Tell them that they need to find their way out of the maze by circling the pictures they saw in the story. Point to the pictures one by one and elicit if they're in the story.
- Look at the example together. Then invite children to show how they are going to continue through the maze.
- Tell children to follow the path and circle the correct pictures along the way. Monitor and help if necessary. Check answers.

ANSWERS

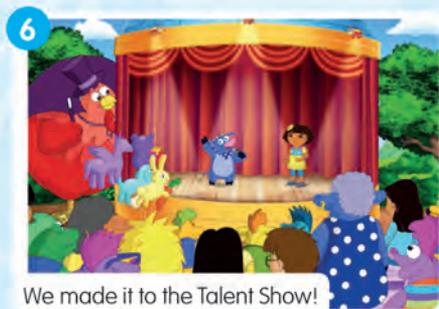
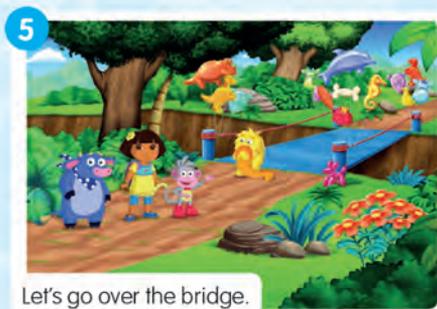
Children should also circle the three Knock-Knock Doors, the balloons, and Benny.

Optional Activity

Invite children to explain how each character and item was used in the story. Encourage them to use words in English they remember.

Goodbye 1.4

- Follow the *Goodbye* routine from Lesson 1 of this unit.



Lesson 6 Story and Role-play
Value Cheer for Others



Dora We made it to the Talent Show!

Action: Children jump up and down.

Dora Let's clap for Benny. Clap!

Action: Children clap.

Dora The show was great. We did it!

Action: Children clap and raise their arms in the air.

TEACHING TIP: Giving children actions to do can help them understand the story better. Even if they are shy about doing the actions, they can benefit from seeing others do them.

Value

- Look at story frame 7 together. Tell the children that Benny is performing, and the other characters are clapping. Explain that they are cheering for him.
- Review the final part of the video from Lesson 5 and invite children to answer the Storyteller's question *How do you cheer for others?* Do children clap, whistle, or shout something when they cheer?
- Ask the children when they cheer for other people. Provide some examples to get the children to think about their ideas, e.g., at a sports game, when watching a performance, or when someone does something special. Use examples of times the children have cheered others at school.

Lesson 6: Story, Role-play, and Value

Lesson Objectives

- Tell a story through actions and mime.
- Develop listening skills.
- Explore the value of cheering for others.
- Develop fine motor skills by tracing and matching.

Vocabulary

Story words: *door, knock, bridge, show*

Language

Where is (Benny)? Let's ... , We did it!

Materials

- CD1, CPT
- Dora and Boots puppets
- Student Book pages 8–9, Activity Book page 9
- Unit 1 storycards
- Pencils

Warm Up 1.3

- Follow the *Hello* routine from Lesson 1 of this unit.
- Ask children to tell you what they remember about the video they saw in the previous lesson. Stick the storycards in random order on the board to refresh their memory. Elicit that the characters were at a talent show. Ask children to stand up and mime being at a talent show. For example, they can dance, sing, or do something funny.

Student Book pages 8–9

7 Listen to the story. Act. 1.9

- Say *It's story time with Dora!* Tell children to open their books to the story page. Ask children to say what objects and characters they can see in each picture.
- Then say *Let's listen to the story* and play the audio for the first time for children to enjoy.
- Play the audio again and tell children to point to the pictures as they listen. You can do this yourself at the same time, so the children can copy you if they need.
- Next say *Let's act!* Then read out the story yourself, miming actions for *Where is Benny?* (raise your shoulders and look puzzled); knocking and clapping; and raising your arms in the air for *We did it!* Encourage children to copy you.
- Play the audio again and do the actions with the children. Encourage them to say *We did it!* all together.

Transcript

Dora Where is Benny?

Action: Children shrug their shoulders and look puzzled.

Dora We need him for the Talent Show.

Action: Children raise their arms in the air for Talent Show.

Dora We can go through the doors.

Action: Children pretend walking through the doors.

Dora Knock three times.

Action: Children knock three times.

Dora Let's go over the bridge.

Action: Children pretend walking over the bridge.

Activity Book page 9

6 Trace the correct picture. Match or .

- Focus the children's attention on page 9 of the Activity Book. Elicit what they can see in the pictures.
- Explain that in one of the pictures the boy is cheering for his friends. Ask *Which one?* and have the children point to the correct picture. Say *Yes, he's cheering for his friends!* Invite the children to cheer and clap.
- Then hand out pencils. Ask children to trace the circle around the boy who's cheering and match the picture with the happy face. They then match the first picture with the sad face.

Goodbye 1.4

- Follow the *Goodbye* routine from Lesson 1 of this unit.

Lesson 7: Action Song

Lesson Objectives

- Familiarize children with the language of an action using a song.
- Practice actions for the song.
- Develop fine motor skills by coloring a picture.

Vocabulary

Review: numbers 1–10

Language

point, count

Materials

- CD1, CPT
- Dora and Boots puppets
- Student Book page 10, Activity Book page 10
- Unit 1 flashcards
- Colored pencils
- Optional: a soft ball



Warm Up 1.3

- Follow the *Hello* routine from Lesson 1 of this unit.
- Write numbers 1–10 across the board in order. Count from 1 to 10 with the class. Then ask children to close their eyes and erase a number. Say *Look! What's missing?* and elicit the number. Write the missing number again. Repeat several times, asking different children to erase a number for the class to call out. After several minutes, write the numbers in scrambled order on the board to make it more difficult.

TEACHING TIP: Giving children some responsibility in a task makes the task more personal and gives them a sense of achievement. It also helps them become more responsible and independent.

Student Book page 10

8 Listen. Sing and act. 1.10

- Say *It's song time!* and, if possible, allow the children to stand up. Gather the class around the board and show page 10 of the Student Book. Tell the children that they are going to sing a song about counting. Point to the picture and ask children *What is he counting?* (apples). Say *The song is called Count With Me.*

- Play the audio and mime the actions for the children. Mime pointing and counting the apples. Play the song again and have the children mime as they sing along with you. Choose a helper to point to the apples as you count.

TEACHING TIP: Play the songs several times so that the children can learn the actions, too. Encourage them to sing some of the words also.

Activity Book page 10

7 Color the apples. Count and say.

- Focus the children's attention on page 10 of the Activity Book. Tell them that it is the picture from the Student Book.
- Look at an apple in the Student Book picture and ask *What color is it?* Elicit the answer: *Red and green.* Hand out the colored pencils and ask children to color the apples. They can use red, green, or any color they want.
- When children have finished coloring, count the apples together. Ask them to point to the apples in their book as they count them. Invite them to repeat in pairs.

TEACHING TIP: Get children used to doing simple tasks in pairs. This will ensure that they are all getting the practice they need and it also promotes teamwork. Furthermore, it's a good opportunity for you to walk around and monitor children more closely.

Optional Activity

Ask the children to stand in a circle. Show them the soft ball and ask them to imagine it's an apple. Then throw the soft ball to a child as you say *One!* The child then says *Two!* as he/she throws it to another child. Continue until you reach ten. Have children cheer and clap. Say *We did it!* as you cheer with the puppet. Repeat. To make it more challenging you can count backwards from ten to one.

Goodbye 1.4

- Follow the *Goodbye* routine from Lesson 1 of this unit.

Wrap Up

9 Make and say.



There are 10 apples.

10 Listen and chant. Then stick.



We did it!

Lesson 8 Vocabulary and Language Review
Self-assessment

11

Lesson 8: Wrap Up

Lesson Objectives

Review the language from the unit.
Develop fine motor skills through drawing and coloring.
Round up the unit's work with a self-assessment task and chant.

Vocabulary

Review: *five, six, seven, eight, nine, ten*

Language

Review: *There are (ten apples).*

Materials

CD1, CPT
Dora and Boots puppets
Student Book page 11, Activity Book page 11
Unit 1 flashcards
Sheets of white paper, apples cut in half, bowls with red watercolor paint, green crayons or markers

Warm Up 1.3

- Follow the *Hello* routine from Lesson 1 of this unit.
- Ask five children to stand up and mime eating an apple. With the rest of the class, count the imaginary apples. Say *Let's count! One, two, three, four, five apples!* Ask children to sit down and then nominate different children to stand up. Vary the number of children from two to ten.

Student Book page 11

9 Make and say.

- Look at Student Book page 11 together and explain to children they too are going to make apple stamps, like the ones on the page.
- Show an apple half and the bowl of red watercolor paint. Demonstrate how to make an apple stamp on a sheet of paper. Then use a green crayon or marker to draw the stem and two green leaves. Hold up the apple stamp and ask children if they like it.
- Hand out the sheets of paper, apple halves, and bowls of red watercolor paint. Tell children they need to make between five and ten apple stamps on their sheet of paper, so they need to use the space well. Monitor and help while children make their apple stamps.
- Then tell children they are going to draw the stem and leaves. Hand out the green crayons or markers.
- As you go around the classroom, encourage children to point to their apple stamps and tell you how many there are, e.g., *There are (seven) apples!*
- Ask children who finish quickly to show their apples to their friends. They can count the apples together.

10 Listen and chant. Then stick.

1.11

- Tell children to hold up their apple stamps and encourage everyone to shout *We did it!* You can use the Dora and Boots puppets here to do a high five at the same time. Give a puppet

to different children and repeat the high five.

- Say *Let's chant!* and play the audio for children to chant along.
- Say *Good work class! Get a sticker for Unit 1.* Ask children to turn to the back of the book for the sticker. Tell them to stick it in the correct place on page 11. Offer help where needed.

Transcript

We did it! We did it!
We did it! We did it!
Yeah, yeah. We did it, hurray!
We did it! We did it!
We learned new words! We did it, hurray!
Yeah, yeah. We did it, hurray!

Optional Activity

Ask children to look through Unit 1 or do this as a class. Elicit all the new words they have learned. Encourage them to say what they liked best about this unit.

Activity Book page 11

8 Draw and color. Say.

- Focus children's attention on page 11 of the Activity Book. Explain that they are going to review the language they learned in this unit.
- Show how to draw a line through the dots with your finger. Count with children as you move from one number to the next. Ask children to guess what the picture is.
- Then ask children to use a pencil for drawing. As they join the dots, ask them to say the numbers. Then elicit what the picture is: *A crayon.*

Circle the stars!

- When everyone has finished say *Good job on Unit 1. Circle the stars!*
- Point to the numbers one by one and elicit them from the children. As they say a number, ask them to circle a star.

Optional Activity

Play *Run to the Card* from the Ideas Bank on page 24. You need lots of space for this and it will work better if you move tables and chairs out of the way. Display the number flashcards on different walls. Tell children to stand in the middle of the room. Call out a number. Children run to the correct flashcard each time. After a short while, change the position of the flashcards and repeat.

Goodbye 1.4

- Follow the *Goodbye* routine from Lesson 1 of this unit.