

# Lesson 1: Topic and Vocabulary Presentation

## Lesson Objectives

- Introduce the unit topic.
- Familiarize children with the new words.

## Vocabulary

New: 11, 12, 13, 14, 15, 16, 17, 18, 19, 20

## Materials

- CD1, CPT
- Dora and Boots puppets
- Student Book page 4, Activity Book page 4
- Unit 1 flashcards
- Pencils

## Warm Up

- Introduce the Dora and Boots puppets by making them say hello to each other.
- Turn to a child. Have Dora say *Hello, I'm Dora. What's your name?* Repeat with the Boots puppet and another child. Encourage children to respond *Hello, Dora* or *Hello, Boots. I'm (child's name).*
- Say *Hello* to the class and tell them *It's English time.*
- Play the *Hello!* song from page 3. As the audio plays, use the Boots and Dora puppets on your hands to wave hello and goodbye 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 children together so they can all see and hear the video. Play the video and tell children to watch and listen.
- Play the video again and encourage children to say some of the words.
- Play the video as many times as you wish.
- Show one flashcard at a time. Say the word and tell the class to repeat it. Ask children to clap the number of times shown on the flashcard.

### 2 Listen, point, and say. Listen and find. 1.5–1.6

- Focus children on the Student Book page. Ask *Where's Dora?* Tell them that Dora and Boots are in a cave.
- Tell children to look at the numbers at the bottom of the page. Write the numbers on the board. Play the audio



(1.5) and show children how to point to each number by pointing on the board.

- Play the audio again. Encourage children to say the words and point to the numbers in their books.
- Say *Look at the big picture again.* Play the second part of the audio (1.6) and pause after *Can you find eleven?* Show children that 11 is not in the picture. Tell them to shake their heads “no” because 11 is missing. Continue playing the audio and pause after *Can you find twelve?* Show children how to point to the number 12 in the big picture. Continue playing the audio. Pause after each question to check that all children are pointing to the correct item in the big picture or shaking their heads “no.”

### Transcript

Eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty  
Nineteen, thirteen, eleven, twenty, seventeen, fourteen, eighteen, sixteen, twelve, fifteen

### Transcript

Look at the big picture. What numbers can you find?  
Can you find eleven?  
Can you find twelve?  
Can you find thirteen?  
Can you find fourteen?  
Can you find fifteen?  
Can you find sixteen?  
Can you find seventeen?  
Can you find eighteen?  
Can you find nineteen?  
Can you find twenty?

## Activity Book page 4

### 1 Trace and say. Then find and circle.

- Tell children to look at the numbers. Say each number for children to repeat. Show children how to trace the dotted lines with their fingers. Then, tell them to trace over the numbers with a pencil.
- Focus children on the big picture. Tell them to circle the numbers they can find in the big picture. Ask *Which numbers did you circle?* Ask volunteers to answer.

### Optional Activity

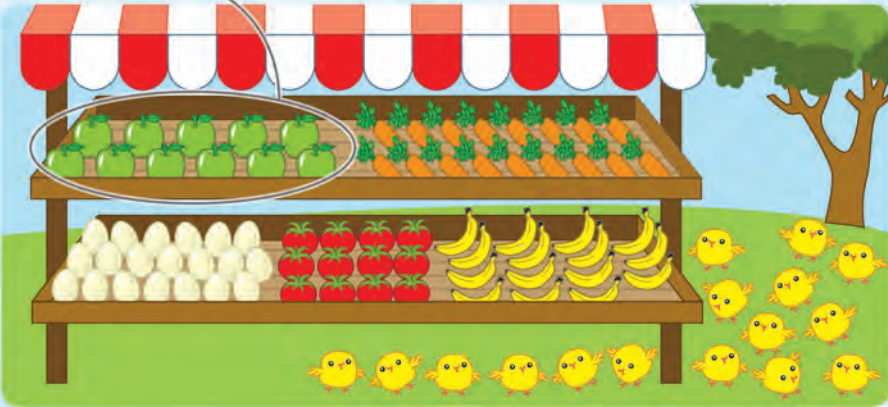
Review the numbers with the flashcards. Give each number flashcard to a student. Ask them to stand in the front of the room. Work together with the rest of the class to arrange the students in number order 11–20. Play again with different students.

### Goodbye 1.4

- Say *It's time to say goodbye!* Give the puppets to two helpers.
- Play the *Goodbye!* song for children to listen and sing along. Ask your helpers to make the puppets wave goodbye. Show them where to put the puppets away. Encourage the other children to wave goodbye and sing.

3 Match and circle. Say.

11 12 15 16 17 20



Lesson 2 Vocabulary Practice  
11, 12, 13, 14, 15, 16, 17, 18, 19, 20



2 Find the same. Circle and say.

- Write the number 13 on the board. Say *thirteen*. Write another number 13 on the board. Ask *Same?* Like you are asking a question. Say *Yes, same number*.
- Write the number 18 underneath the 13 on the board. Point to 13 then to 18. Ask *Same?* Shake your head and say *No*.
- Point to the first number above the line in the book on page 5. Say *twelve*. Then point to the numbers beneath the line. Ask *Same?* Shake your head and say *No* until you get to the 12. Say *Yes, same number*. Have students circle the 12 below the line and say twelve.
- Repeat with the remaining numbers above the line.

**TEACHING TIP:** The first time you do a new type of activity, you may want to do additional examples with children. This will build their confidence. To extend this activity, you can write additional numbers on the board for students to find under the line.

Lesson 2: Vocabulary Practice

Lesson Objectives

- Practice the vocabulary.
- Develop fine motor skills through circling.
- Develop counting skills.

Vocabulary

11, 12, 13, 14, 15, 16, 17, 18, 19, 20

Materials

- CD1, CPT
- Dora and Boots puppets
- Student Book page 5, Activity Book page 5
- Unit 1 flashcards
- Pencils

Warm Up

- Repeat the *Hello* routine introduced in Lesson 1 of this unit.
- Review the numbers. Stick the flashcards to the board in random order. Draw ten blanks under the flashcards. Ask two volunteers to stick the numbers in order 11–20 in the blanks. Encourage the rest of the class to help them.

**TEACHING TIP:** If many children want to volunteer, let different pairs come up to move two numbers into the correct places.

Student Book page 5

3 Match and circle. Say.

- Focus children’s attention on the page. Point to the numbers at the top. Prompt children to say each number.
- Count the apples together. Say *eleven* and circle the apples. Ask children to point to the number 11 at the top of the page, and use your finger to trace the line between the number and the circled apples.
- Count the carrots together and ask the children to circle them. Say *seventeen*. Ask children to point to the number 17 above and then draw a line between the number and the circled carrots when everyone has pointed to the correct number.
- Repeat the procedure with the remaining items.

ANSWERS

11 apples, 17 carrots, 20 eggs, 12 tomatoes, 15 bananas, 16 chicks

Optional Activity

Give children extra practice by selecting 3–5 flashcards and taping them to the board. Find items from the classroom for each number, such as 11 crayons, 13 pencils, etc. Count the items together and ask volunteers to come up and point to the correct flashcard on the board.

Optional Activity

Practice number recognition by covering a flashcard with a sheet of paper and holding it up in front of the class. Start to move the paper down very slowly and ask the children *What is it?* Continue sliding the paper down the flash card, waiting for children to identify the correct number. When it has been identified, reveal the flashcard completely. The whole class says the number several times while jumping up and down. This will help keep the children moving and engaged.

Goodbye

- Follow the *Goodbye* routine introduced in Lesson 1 of this unit.
- Be sure to choose two different children to put the puppets away.



# Lesson 3: Language Presentation and Song

## Lesson Objectives

- Present the new structure *How many ... ? There are ...*
- Review the unit vocabulary.
- Practice listening skills.
- Enjoy singing a song.

## Vocabulary

- 11–20
- Review: *bongo*

## Language

*How many ... ? There are ...*

## Materials

- CD1, CPT
- Dora and Boots puppets
- Student Book page 6, Activity Book page 6
- Colored pencils



## Warm Up

- Follow the *Hello* routine described in Lesson 1 of this unit.
- Put the flashcards for numbers 11–20 up around the classroom. Divide the class into as many groups as there are flashcards and tell each group to stand by their flashcard.
- Name two flashcards. Children in those two groups have to move to change places with each other. Continue playing until all the numbers have been practiced several times.

## Student Book page 6

### 4 Look and listen. Point and sing.

1.7

- Focus children's attention on the page. Say *Look! Here's Dora! Here's Big Red Chicken! Here are the chicks! How many chicks? There are eleven chicks!*
- Point to some of the things in the picture to prepare children for the song: the chicks, the flashlights, the books, the stars, the crayons, and the lunchboxes. Say the words and encourage children to repeat.
- Say *It's song time!* Tell them to listen for the things in the 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 should point to the objects they hear in the picture.
- Pause the audio after the first verse to demonstrate how to point to each item. Then play the rest of the song.

**TEACHING TIP:** If you have more time, you can do this activity twice. Children will become more confident the more times they hear the song, joining in more each time.

- Play the audio again and encourage children to sing some of the words this time. Praise children for their good singing.

### Transcript

How many (chicks)?  
How many (chicks)?  
There are (11)!

Verse 2: (crayons, 12)

Verse 3: (books, 13)

Verse 4: (stars, 14)

### Review Word

- Say *Look at the picture again. Find the bongo.* Encourage children to look carefully at the picture to find the bongo.
- Congratulate children when they find it and mime playing a bongo drum on a desk or table.

### Optional Activity

Put the flashcards on the board. Say *How many chicks?* Call a volunteer to the front to point to the flashcard of the number 11. Say *Yes! There are 11.* Then say *How many crayons?* Call a different child to the front to point to the flashcard of the number 12. Repeat with the other items.

## Activity Book page 6

### 3 Color and count. Say.

- Focus children's attention on the picture. Tell them that they are going to finish coloring the picture.
- Hand out colored pencils.
- Point to the first item, chicks. Ask *How many chicks?* Encourage students to count and answer *There are 11.*
- Ask children to color the chicks and check that children are holding their pencils properly.
- Repeat with the remaining items.


### Optional Activity

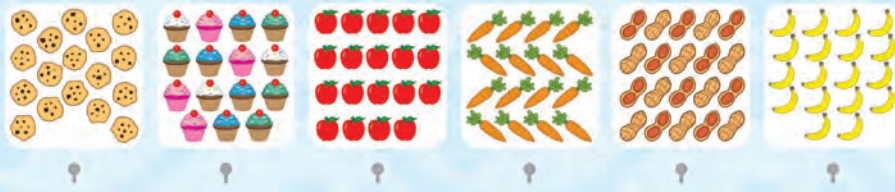
Practice the new language by drawing items that the children know on the board. Draw the items in groups of 11–20. Point to the first group of items. Say *How many (apples)?* Encourage students to answer using the new language *There are (13).* Continue with the rest of the items on the board.

**TEACHING TIP:** If you have time, ask a volunteer to come and draw a group of items on the board. Help to make sure the child draws an appropriate number of the item. Help the child ask the class *How many (bananas)?* Encourage the class to answer *There are (14).* Asking the children to draw and lead will boost their confidence.

### Goodbye

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

5 Listen and match. Say. 



Lesson 4 Language Practice How many cookies? There are 17.  
Vocabulary Practice 11, 12, 13, 14, 15, 16, 17, 18, 19, 20



**Transcript**

**Boy** How many cookies?

**Girl** There are 17.

**Boy** How many cakes?

**Girl** There are 15.

**Boy** How many apples?

**Girl** There are 19.

**Girl** How many carrots?

**Boy** There are 16.

**Girl** How many nuts?

**Boy** There are 20.

**Girl** How many bananas?

**Boy** There are 18.

**ANSWERS**

15 cakes, 16 carrots, 17 cookies,  
18 bananas, 19 apples, 20 nuts

**Optional Activity**

Give more listening practice, by sticking the flashcards for numbers 15–20 at different places around the room. Tell children to stand in the middle of the room, and say a question and answer from the Student Book page aloud: *How many cakes? There are 15.* Tell students to run or walk quickly to the correct flashcard. Repeat with the remaining items.

**Activity Book** page 7

**4 Count and write. Say.**

- Focus the class on the Activity Book page. Review the numbers at the top of the page by saying each number and clapping that many times as a class.
- Focus children on the pictures underneath the numbers. Point to the first picture and say *Cookies*. Ask *How many cookies?* Count together and encourage the children to answer *There are seventeen.*
- Write the number 17 on the board slowly. Prompt the children to write the number in their books underneath the cookies. Then ask again *How many cookies?* Ask children to answer *There are 17.*
- Repeat with the remaining items.

**Optional Activity**

Play the *Warm Up* game again with a different number of a different item in the plastic jar. Make sure to compliment and encourage all the children even if they do not guess correctly.

**Goodbye**

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

**Lesson 4: Language Practice**

**Lesson Objectives**

- Practice the new structure *How many ...? There are ...*
- Review the unit vocabulary.
- Practice listening skills.
- Develop visual perceptual skills.

**Vocabulary**

11–20

**Language**

*How many ...? There are ...*

**Materials**

- CD1, CPT
- Dora and Boots puppets
- Student Book page 7, Activity Book page 7
- Unit 1 flashcards
- Colored pencils and pencils

**Warm Up**

- Follow the *Hello* routine described in Lesson 1 of this unit.
- Put 19 colored pencils into a clear plastic jar or box. Hold the jar up so all children can see it. Ask *How many pencils?* Shake the jar and walk it around the classroom so all children get a chance to look at it closely and quickly.
- Ask each child *How many pencils?* Write their guesses on the board. When all children have guessed, count the

pencils together as a class. Say *There are 19.* Clap for any students who guessed correctly.

**Student Book** page 7

**5 Listen and match. Say.**  1.8

- Focus children's attention on the page. Ask the children if they can identify the numbers at the top of the page. Ask a volunteer to point to the first number and say it aloud. Repeat with all the numbers.
- Ask the children if they can identify the items at the bottom of the page. Ask a volunteer to point to the item, *cookies*, and say the word aloud. Repeat with all items.
- Tell children that they are going to listen to the audio to find out which items to match with each number.
- Play the first item in the audio and then pause.
- Ask *How many cakes?* Encourage students to answer *There are 15.* Draw a line with your finger from the number 15 to the picture of the cakes. Have students trace the example line in their books.
- Repeat with the remaining items.

**TEACHING TIP:** Build children's confidence by first doing an activity with the children matching with their fingers. Then repeat the activity with pencils.



# Lesson 5: Story

## Lesson Objectives

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

## Vocabulary

Story words: *dark, energy, night light, mountain, library, path*

## Language

*Turn, turn, turn!*  
*We did it!*

## Materials

- CD1, CPT
- Dora and Boots puppets
- Student Book pages 8–9, Activity Book page 8
- Unit 1 flashcards
- Colored pencils

## Warm Up

- Follow the *Hello* routine from Lesson 1 of this unit.
- Close the window blinds or curtains in the classroom. Point to the classroom lights. Say *light*. Ask the class to repeat *light*.
- Turn the classroom lights off. Ask *Light?* Say *No. Dark*.
- Turn the classroom lights off and on a few times saying *Light* and *Dark* and asking the children to repeat.

**TEACHING TIP:** To further engage the children, let them take turns coming up to turn the lights on and off while the rest of the class says *Light* and *Dark*.

## Story Summary

The lights are off for Power Off Day to save energy. But the chicks in the library are afraid of the dark, and they can't have story time without any lights! Dora and Boots need to take Night Light to the library to help the chicks have story time. They choose the correct paths to journey through the cave and ride Donkey up the mountain to get to the library. Dora turns Night Light's handle to light up the library and help the chicks have story time.

## 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

**Story**

6 Watch the video. 7 Listen to the story. Act. 1.9

## Dora's Night Light Adventure

**1** Save Energy

The lights are off. Boots needs Dora's help.

**2**

It's dark. Let's help the chicks!

**3**

We need to get to the library.

**4**

Which path through the cave? 14!

★ Lesson 5 Story

and hear the video. You can use the Dora or Boots puppets to do this.

- Ensure 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 each question the Storyteller asks to allow time for the children to answer.

**TEACHING TIP:** To make it easier for children to understand the Storyteller's introduction, you can rephrase it and repeat it for them, or you could play it several times before showing the full video again.

- When the children are ready, play the video again, pausing to review the numbers in the cave and to let the children help pick paths.
- Encourage children to say some of the key repeated words from the story, like *Turn, turn, turn!* and *We did it!*
- Pause the video during the Storyteller's Wrap Up to give children time to answer his questions about the story.

## Activity Book page 8

### 5 What's missing? Draw and say.

- Focus children's attention on the big picture on the page. Tell them that this is a picture of Dora, Boots, and Night Light in the cave. Say *Two things are missing from this picture. What's missing?*
- Focus children's attention on the four pictures on the right. Review the things

in the pictures, pointing and repeating: 12, 17, *Night Light, Map*.

- Ask *What's missing?* And ask about each item. When children identify 17, ask them to draw it in the correct place on the path.
- Repeat with the remaining items, asking children to draw *Night Light* in Dora's hand.

**TEACHING TIP:** Before letting children draw, ask them to point to the places where the missing items should go. Make sure everyone knows the correct spots before they draw so that all children feel proud of their pictures.

### ANSWER

17 missing from right path, *Night Light* missing from Dora's hand

### Optional Activity

Create a "classroom cave" for students to navigate. Use blocks, chairs, tables, or just pieces of paper on the floor to create three paths: two blocked and one clear. Ask children to help you, if appropriate. Place one flashcard at the end of each path. Ask the children to gather at the start of the paths. Ask *Which path?* Children should call out the number of the clear path. Have the class walk down the clear path to get to the flashcard. Play again, changing the flashcards each time.

### Goodbye

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



We need to get up the mountain. Careful!



We made it to the library. Hurray!



Night Light can help us. Turn, turn, turn!



We did it! We helped the chicks!

Lesson 6 Story and Role-play  
Value Save Energy



**TEACHING TIP:** You can repeat the audio and the actions again. Encourage the children to join in by saying some words. Doing this slowly will give shy children more confidence.

### Value

- Look at story frame 1 together. Tell children that Dora turns off lights on Power Off Day to save energy.
- Use the puppets to practice turning off the classroom lights. With the children, say *Save energy, Dora!* And have the Dora puppet turn off the lights. Then do the same with the Boots puppet.
- Ask *How can you save energy?* Provide some examples, such as turning off lights when leaving the room, turning off a TV or music player, etc.

### Activity Book page 9

#### 6 Color. Draw ☺ or ☹.

- Focus children's attention on the pictures on page 9. Ask children which picture shows someone saving energy.
- Explain that children should only color the picture of the child saving energy. Ask children to point at the correct picture before coloring.
- As children work, check they are coloring the correct picture.
- Tell children to trace the smiley face in the circle under the first picture. Tell them to trace the frowny face under the second picture.

#### ANSWERS

The first picture shows the value.

#### Optional Activity

As children work on coloring their pictures, play a game where you "save energy." Call on children by name to "save energy" and come turn off the classroom lights for 10 seconds at a time. Say (child's name), *save energy!* And have that child hurry forward to turn off the lights.

#### Goodbye

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

## Lesson 6: Story, Role-play, and Value

### Lesson Objectives

- Tell a story through actions and mime.
- Develop listening skills.
- Explore the value of saving energy.
- Develop fine motor skills by coloring and drawing.

### Vocabulary

Story words: *dark, energy, night light, mountain, library, path*

### Language

*Turn, turn, turn!*  
*We did it!*

### Materials

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

### Warm Up

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

### 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. Use the puppets to point to each of the

pictures on the 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 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 children can copy you if they need to.
- Next, say *Let's act!* Show the storycards one at a time while playing the audio. Pause after each frame to do the actions. Encourage children to copy your actions.

### Transcript

**Narrator** The lights are off. Boots needs Dora's help.

*Action: Children raise hands asking for help like Boots.*

**Dora** It's dark. Let's help the chicks!

*Action: Children make a "come on" motion with one hand.*

**Dora** We need to get to the library.

*Action: Children run in place.*

**Dora** Which path through the cave? 14!

*Action: Children clap 14 times.*

**Dora** We need to get up the mountain. Careful!

*Action: Children tiptoe in place carefully.*

**Dora** We made it to the library. Hurray!

*Action: Children raise one hand as though they're holding Night Light like Dora.*

**Dora** Night Light can help us. Turn, turn, turn!

*Action: Children crank Night Light's handle around and around.*

**Dora** We did it! We helped the chicks!

*Action: Children jump with arms in the air, as if cheering.*



# Lesson 7: Action Song

## Lesson Objectives

- Familiarize children with the new language using a song.
- Practice actions for the song.
- Develop fine motor skills by drawing lines.
- Reinforce the value of saving energy.

## Language

*Turn off the light!*

## Materials

- CD1, CPT
- Dora and Boots puppets
- Student Book page 10, Activity Book page 10
- Pencils

## Warm Up

- Follow the *Hello* routine from Lesson 1 of this unit.
- Remind children of the value of saving energy. Say *We need to save energy!* Tell the class to say *Save energy, Dora!* And use the Dora puppet to turn off the classroom light. Repeat with the Boots puppet.

## Student Book page 10

### 8 Listen. Sing and act. 1.10

- Say *It's song time!* and focus children on the Student Book page. Say *The song is Turn off the light!*
- Point to each child in the picture and say *It's a boy/girl. He's/She's turning off the light. He's/she's saving energy.*
- Model the sentences in the song. Point to each word and say it as children repeat after you.
- Play the audio and mime the actions for children.
- Play the song several times, so that children can learn the actions, too. Encourage them to sing some of the words.

**TEACHING TIP:** Children may only sing a few words the first few times you play the song. Encourage them to produce more language by modelling the song lyrics again and asking them to repeat between times playing the song. Help them feel more confident by focusing on one or two lines to sing each time.

## Transcript

*Turn Off the Light!*

*When we go, we ...*

*Turn off the light,*

*Action: Child uses first one hand and then the other to mime turning off a light switch.*



*Turn off the light,  
Turn off the light.*

*When we go, we ...  
Turn off the light,  
And save energy!*

*We say goodbye and  
Action: Child points to self, then points to other children, then mimes turning off a light switch.  
Turn off the light,  
Turn off the light,  
Turn off the light.*

*We say goodbye and  
Action: Child gestures "we" at all classmates and mimes turning off a light switch.  
Turn off the light,  
And save energy!*

**TEACHING TIP:** To encourage children to produce the new language, sing the song again without music, whispering. Model the actions yourself.

## Activity Book page 10

### 7 Match and say.

- Focus children's attention on the page. Tell them that all these children are saving energy by turning off lights.
- Say *Let's match the pictures.* Point to the first picture in the top row. Ask *Which picture matches?* Point to each picture in the bottom row, shaking your head "no," until you get to the correct picture. Say *Yes, this matches!* Use your finger to draw a line between the pictures. Ask

children to do the same and then draw the line using a pencil.

- Repeat with the remaining pictures.

### Optional Activity

- Arrange four small boxes or bowls upside down at the front of the room. Hide the Dora puppet under one of the boxes. Place one of the unit flashcards next to each box.
- Say *We need to save energy. But where's Dora?* Encourage the children to call for Dora.
- Ask *Which box is Dora under?* [Twelve, Thirteen, etc.] Encourage the children to call out a number to guess a box, or call on a specific child to make a guess.
- When Dora is located, say *Hi, Dora! Turn off the light!* And make the puppet turn off the classroom light (or let the child who guessed correctly come forward to use the puppet to turn off the light.)
- Play again with different flashcards.

## Goodbye

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

## Wrap Up

### 9 Make and say.



10 Listen and chant. Then stick.



1.11



We did it!

Lesson 8 Vocabulary and Language Review  
Self-assessment



- Repeat with the remaining numbers.
- When the train is complete, review the numbers by chanting as you point to each car.

### 10 Listen and chant. Then stick.

1.11

- Tell children to hold up their books and encourage everyone to shout *We did it!* You can use the Dora and Boots puppets here to do a high five.
- Say *Let's chant!* and play the audio for children to chant along. Say *Good work class! Take a sticker for Unit 1.* Direct children's focus to the bottom of the page where they can see the circle for the Night Light sticker. Explain that they are going to put a sticker over this to show they finished the unit.
- Ask children to turn to the back of the book for the Night Light sticker. Tell them to carefully peel it from the page and then stick it on page 11.

### 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 with Dora and Boots.  
Yeah, yeah  
We did it, hurray!

### Activity Book page 11

### 8 What's next? Follow and say.

- Explain that children are going to review the numbers they learned in this unit.
- Say *We need to help Boots get to Dora. Ask Where is Boots? Where is Dora?* Tell children they need to move through the maze in number order 11–20.
- Point to the number 11. Say *Eleven*. Ask *Which number is next?* Point to 12 and say *Twelve*. Trace the line from 11 to 12 in the book and have children do the same.
- Continue to complete the maze and say *We did it! We helped Boots get to Dora! Hurray!*
- When children have finished, say *Good job! We did it! Let's color the stars*. Tell children to look at the stars at the bottom of the page. Explain that these stars show the numbers from the unit and they should color all the numbers they remember.
- Encourage children to choose any color they would like for their stars.

### Goodbye

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

## Lesson 8: Wrap Up

### Lesson Objectives

- Review the language from the unit.
- Develop fine motor skills through cutting, tracing, and following a maze.
- Review the unit's work with a self-assessment and chant.

### Vocabulary

11–20

### Language

*How many ... ? There are ...*

### Materials

- CD1, CPT
- Dora and Boots puppets
- Student Book page 11, Activity Book page 11
- Copies of the Unit 1 Photocopiable Worksheets A
- Copy of the Unit 1 Photocopiable Worksheet B
- Colored pencils and pencils
- Scissors
- Various decorations

### Warm Up

- Follow the *Hello* routine from Lesson 1 of this unit.
- Place the flashcards at different points in the room.
- Tell children to go to card 11. Call out the numbers in order, starting with 12 and ending with 20. Get children to run

to each numbered card as you call it out in order.

### Student Book page 11

### 9 Make and say.

- Before class, prepare the photocopyables by writing a dotted number on each train car for students to trace. Depending on the size of your class, these numbers can go from 11–20 or from 1–20. Make a photocopy and add a number for each child. Also, prepare the train engine in Unit 1 Photocopiable Worksheet Project B by decorating it and taping to a wall.
- Focus children on the page and explain that they are going to make a numbers train like the one on the page.
- Show Unit 1 Photocopiable Worksheets B and tell children that first they will trace their number, then they will cut out the car and wheels and glue the wheels to the train car.
- Walk around, helping students trace, cut, and glue as necessary. Take time to review each child's number with the child and make sure he/she knows it.
- When all the train cars have been assembled, allow children to decorate them with supplies you have available.
- When all train cars are decorated, explain that the class is going to make the numbers train by putting the cars in order. Show children the engine and ask *Which number is first?* Ask the child with the first number to come up, say their number, and tape it to the wall behind the engine.