



Target

Ss can understand and use the target language from Units 4-6.

Materials

Picture Cards 47-70, one color card (red, green, blue, yellow, pink, orange, purple, brown, black) for each student, CD, toy animals

1 Before the book

Warm-up / review

Review the colors red, green, blue, yellow, pink, orange, purple, brown and black using Picture Cards 14-22. Hold up Picture Cards 47-70 one at a time. Have Ss say the name of each card.

Divide Ss into group A and group B. Use Picture Cards 14-22. Show the class one Picture Card at a time. Have group A ask **What color?** and group B answer **It's (red).** Have groups change roles.

Play **Uncover the color** (Teacher's Guide p. 18) using the color cards and Picture Cards 47-70.

2 Open the book

Put Picture Card 55 on the board, point to it and ask **Whose dog is that?** Have Ss repeat. Point to yourself and say **It's mine.** Have Ss repeat. Have Ss turn to Student Book p. 50. Review the characters and items in the pictures. Play CD track B16. Have Ss listen and point to the pictures.



B16

Listen to the story, point and repeat.

Teacher: Whose snake is that?

Chip: It's mine.

Beth: Whose bird is that?

Toni: It's mine.

Mojo: Whose hamster is this?

Peter: It's mine.

Chip: Whose dog is that?

Chuck: It's mine.

SuperKids: Sorry.

Teacher: That's OK.

Play the CD again and press the pause button after each line for Ss to repeat.

Put Ss into groups of seven and assign each student a role. (For smaller classes, assign Ss more than one role.) Have Ss practice the dialogs. Walk around the classroom and check Ss' progress. Have more confident groups go to the front of the class to perform the story. (If possible, have Ss use toy animals.)

3 After the book

Play **What's missing?** (Teacher's Guide p. 18) using Picture Cards 47-70.

Optional

- **Bag it!** (Teacher's Guide p. 14)

Hide a toy animal in a bag. Have individual Ss feel the bag and ask **Is this a (dog)?** to try and guess the animal. Do the same with different toy animals.

- **What are they saying?** (TR 24: Teacher's Guide p. 99).

Lesson 2

Student Book p. 51

Review it!

A Listen. Number.

B Look. Write.

a n t i z j d l s



Review it!

Target

Ss can understand and use the target language from Units 4–6.

Materials

Picture Cards 47–70, CD

1 Before the book

Warm-up / review

Review the dialogs from the *Talk about it!* sections in Units 4–6.

Divide Ss into group A and group B. Have group A repeat the first part of the dialog and group B the second part. Have groups change roles and repeat as above.

Play *Who said it?* (Teacher's Guide p. 15) using dialogs from the *Talk about it!* sections in Units 4–6.

2 Open the book

A

Have Ss turn to Student Book p. 51 and look at part A. Point to each picture and ask Ss to guess what the characters are saying. Play CD track B17. Have Ss listen and number the pictures.

B17

A. Listen and number.

Number 1.

Peter: Ouch!

Mojo: Are you all right?

Peter: I think so.

(2x)

Number 2.

Beth: Sorry I'm late.

Teacher: That's OK.

(2x)

Number 3.

Donny: Can I hold your hamster?

Peter: Sure.

(2x)

Number 4.

Teacher: Whose bird is this?

Toni: It's mine.

(2x)

Number 5.

Chip: Who's next?

Beth: Me!

(2x)

Number 6.

Donny: Sorry.

Chip: That's OK.

(2x)

Check Ss' answers.

B

Have Ss look at part B. Say the sound and the name of each letter in the box. Have Ss listen and repeat. Point to picture 1. Ask **What's this?** Elicit **It's a skateboard.** Say **s, s, skateboard** and have Ss repeat. Ask Ss **What letter makes the /s/ sound?** Elicit **S**. Have Ss write the letter **s** next to the picture in the space provided. Have Ss do the same for pictures 2–9. Check Ss' answers.

3 After the book

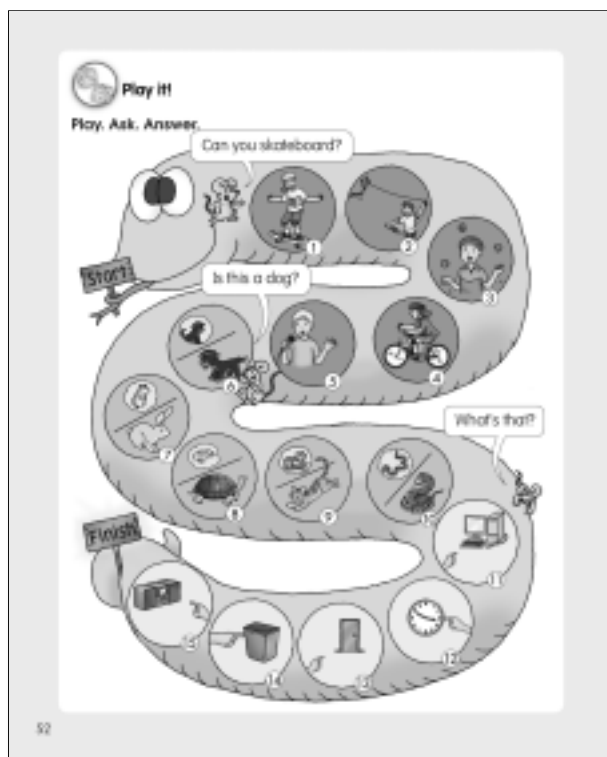
Play **Role-play** (Teacher's Guide p. 15) using the dialogs from Units 4–6.

Optional

- **Grid bingo** (Teacher's Guide p. 18)
- **Word search** (TR 25: Teacher's Guide p. 100)

Lesson 3

Student Book p. 52



Play it!

Target

Ss can understand and use the target language from Units 4–6.

Materials

Reduced Picture Cards 47–70 (Teacher's Guide pp. 182–184), **Classroom item: Make a die** (TR 3: Teacher's Guide p. 36)

1 Before the book

Warm-up / review

Play **Follow the path** (Teacher's Guide p. 18) using Reduced Picture Cards 47–70 (Teacher's Guide pp. 182–184).

2 Open the book

Have Ss turn to Student Book p. 52. Review the characters, pets and items on the page. Model the dialogs for each color section. Point to space 1 (purple section) and have a student (S1) ask **Can you skateboard?** Have the other Ss answer **Yes, I can / no, I can't**. Continue with spaces 2–5 in the same way. Have Ss take turns asking questions. Point to space 6 (pink section) and have a student (S2) ask **Is this a (dog)?** Have the other Ss answer **Yes, it is**. Continue with spaces 7–10 in the same way. Have Ss take turns

asking questions. Point to space 11 (yellow section) and have a student (S3) ask **What's that?** Have the other Ss answer **It's a (computer)**. Continue with spaces 12–15 in the same way. Ask **What's this?** for spaces 12 and 14. Have Ss take turns asking questions. Put Ss into groups of three or four and hand out a die (TR 3: Teacher's Guide p. 36) to each group. Have Ss use their erasers as game markers and put them on the Start space. Have Ss take turns rolling the die and answering questions from the other Ss in their group about the items on the spaces where they land. Have Ss who can't answer a question or who answer a question incorrectly move their markers back one space. Walk around the classroom and check Ss' progress.

Language Note

For a list of useful game language to teach Ss, see Teacher's Guide p. 60.

3 After the book

Play **Line by line** (Teacher's Guide p. 19).

Optional

• Say that item!

Have Ss make statements about the items in the spaces on the game board.

Purple: *I can / can't* ____.

Pink: *This is a* ____.

Yellow: *This is / that's a* ____.

• Do it! Dominoes (TR 26: Teacher's Guide p. 101)

Activity Book p. 46 can now be assigned for homework or used in class. See answer key, Teacher's Guide p. 167. Test 2 (Teacher's Guide pp. 192–193) can now be done in class.

Next lesson: Bring a jacket and some clothing items (cap, jacket, pants, sandals, shoes, socks, skirt, T-shirt) for Discover it! 1 to introduce Ss to the vocabulary.