

Lesson 1

Student Book pp. 38–39



Talk about it! (Vocabulary)

Target

Ss can point to and name *dog, cat, rabbit, hamster, turtle, bird, fish and snake*.

Materials

Picture Cards 47–62, pictures of pets, CD

1 Before the book

Warm-up / review

Review the vocabulary from the previous unit using Picture Cards 47–54.

Play **What's different?** (Teacher's Guide p. 14) using Picture Cards 47–54.

Introduce vocabulary

Show Ss a picture of a pet. Say **This is (a pet dog)**. If you have a picture of your own pet, say **(His) name is (George). This is (my) pet. Today we're going to learn about pets.** Hold up Picture Cards 55–62. Say the words and have Ss repeat.

2 Open the book

Have Ss turn to Student Book pp. 38–39 and look at the pets at the bottom of the pages. Play CD track A78. Have Ss listen and point to the pictures.

A78

A. Listen and point.

dog	(2x)	turtle	(2x)
cat	(2x)	bird	(2x)
rabbit	(2x)	fish	(2x)
hamster	(2x)	snake	(2x)

Play CD track A79. Have Ss listen and repeat.

A79

A. Listen and repeat.

(Same as above, but each word is said only once with a pause for Ss to repeat.)

Play CD track A80. Have Ss listen and number the pictures.

A80

B. Listen and number.

Number 1. cat	(2x)	Number 5. snake	(2x)
Number 2. rabbit	(2x)	Number 6. dog	(2x)
Number 3. fish	(2x)	Number 7. turtle	(2x)
Number 4. hamster	(2x)	Number 8. bird	(2x)

Check Ss' answers.

Say each vocabulary word. Have Ss find and point to the pets in the main scene.

Have Ss look for the hidden bug in the main scene. (Answer: It's behind the bush.)

3 After the book

Place Picture Cards 55–62 on the board (with the picture sides showing). Say **Cat**. Have a student (S1) go to the board and turn over the card for cat. Continue with the rest of the cards.

Optional

- **Teacher's guess** (Teacher's Guide p. 14)
- **Animal sounds**

Introduce the different sounds animals make in English:

A dog says "Woof woof!" or "Bow wow!"

A cat says "Meow."

A rabbit wiggles its nose. It makes no sound.

A fish opens and closes its mouth. It makes no sound.

A bird says "Tweet tweet."

A snake says "Hisssssss."

A turtle says "Snap snap!"

A hamster says "Squeak squeak."

Have Ss listen and repeat each sound.

Activity Book p. 34 can now be assigned for homework or used in class. See answer key, Teacher's Guide p. 163.

Next lesson: Bring some toy animals to introduce Ss to the dialogs.

Lesson 2 Student Book pp. 38–39



Talk about it! (Dialogs)

Targets

- Ss can ask about and indicate possession using *Whose bird is that? It's mine.*
- Ss can ask for and give permission using *Can I hold your hamster? Sure.*
- Ss can ask and answer *Is this a snake? Yes, it is.*

Materials

Picture Cards 55–62, toy animals, CD

1 Before the book

Warm-up / review

Play **Touch and say** (Teacher's Guide p. 14) using Picture Cards 55–62.

Play **Guess** (Teacher's Guide p. 14) using Picture Cards 55–62.

Introduce dialogs

Dialog 1: Place a toy animal, e.g. a bird, at the front of the room. Stand at a distance from the toy bird, point to it and say **Whose bird is that?** Have the other Ss do the action and repeat. Walk over to the bird, pick it up and say **It's mine.** Have Ss repeat.

Dialog 2: Give another toy animal, e.g. a cat, to a student (S2). Ask S2 **Can I hold your cat?** Have Ss repeat the question. Say **Sure** and have S2 repeat. Then have the other Ss repeat. Gently take the toy animal from S2 and hold it.

Dialog 3: Hold up Picture Card 62 and point to it. Say **Is this a snake?** Have Ss repeat the question. Nod your head and say **Yes, it is.** Have Ss repeat.

2 Open the book

Have Ss turn to Student Book pp. 38–39. Introduce the main scene by playing CD track A81. Have Ss listen and point to the people or animals as they are mentioned.



A81

C. Listen to the story.

It's Pet Day at school. Where's Toni? Point to Toni. Toni has a bird. What color? Blue. Where's the hamster? Point to the hamster. It's Peter's hamster. Where's Mojo? Mojo is on Chip's shoulder. He's having fun! Chip is holding a snake. What a big snake! What color? Green. Look at the fish. Point to the fish. 1, 2, 3... 4, 5! Where's the dog? Point to the dog. What color? Black. What a nice dog! Pet Day is great!

Point to Donny and ask **Who's he?** Elicit **Donny**. Point to Toni and ask **Who's she?** Elicit **Toni**. Continue with the rest of the SuperKids and the other characters in the same way. Say **Let's listen**. Play CD tracks A82–A84. For each dialog, have Ss first listen and point to the character speaking and then repeat the dialog.



A82

D. Dialog 1.

Listen and point.

Donny: Whose bird is that?

Toni: It's mine.

Now listen and repeat.

(Same as above, but each line is said once with a pause for Ss to repeat.)



A83

D. Dialog 2.

Listen and point.

Beth: Can I hold your hamster?

Peter: Sure.

Now listen and repeat.

(Same as above, but each line is said once with a pause for Ss to repeat.)



A84

D. Dialog 3.

Listen and point.

Mojo: Is this a snake?

Chip: Yes, it is.

Now listen and repeat.

(Same as above, but each line is said once with a pause for Ss to repeat.)

Put Ss into pairs and have them practice the dialogs.

3 After the book

Hold up Picture Cards 55–62 one at a time. Have Ss substitute different pets into dialogs 1 and 2.

Optional

- **Role-play** (Teacher's Guide p. 15)
Put Ss into pairs and have them perform dialogs 1 and 2 using either the Picture Cards or toy animals.

Activity Book p. 35 can now be assigned for homework or used in class. See answer key, Teacher's Guide p. 163.

Next lesson: Bring some toy animals (e.g. hamster, fish, rabbit, cat, dog) and have Ss bring their favorite toy animals from home.

Lesson 3

Student Book p. 40

The page is divided into two main sections. The top section, 'Do it!', has a 'Listen. Point.' instruction and six numbered illustrations with corresponding commands: 1. Pick up the hamster. (Illustration of a girl picking up a hamster from a box), 2. Put down the hamster. (Illustration of a girl putting a hamster down), 3. Feed the fish. (Illustration of a girl feeding a fish in a bowl), 4. Pet the rabbit. (Illustration of a boy petting a rabbit in a cage), 5. Brush the cat. (Illustration of a girl brushing a cat), 6. Walk the dog. (Illustration of a boy walking a dog on a leash). The bottom section, 'Sing-a-gram', has a 'Listen. Point. Sing.' instruction and a list of questions with animal illustrations: 'Is this a snake?' (snake), 'Is this a cat?' (cat), 'Is this a dog?' (dog), 'Is this a rabbit?' (rabbit), 'Is this a hamster?' (hamster), 'Is this a fish?' (fish). The page number 40 is in the bottom left corner.



Do it!



Sing-a-gram

Target

Ss can understand and respond to commands to *Pick up the hamster, Put down the hamster, Feed the fish, Pet the rabbit, Brush the cat and Walk the dog.*

Materials

Ss' toy animals, toy animals (e.g. hamster, fish, rabbit, cat, dog), CD, **TPR Cards Unit 5** (TR 18: Teacher's Guide p. 83)

1 Before the book

Warm-up / review

Play **What can you say?** (Teacher's Guide p. 14) using Student Book pp. 38–39.

Divide Ss into group A and group B and have them listen and repeat dialogs 1 and 2 from Student Book pp. 38–39. Have groups change roles.

Put Ss into pairs and have them practice the dialogs using their own toy animals.

Introduce commands

Show Ss one of the toy animals. Say **Pick up the (hamster).** Pick up the hamster. Repeat **Pick up the hamster.** Have Ss do the action along with you. Give the command **Pick up the hamster** without doing the action. Have Ss do the action. Do the same with the rest of the commands. Use toy animals when possible.

2 Open the book

Do it!

Have Ss turn to Student Book p. 40. Play CD track A85. Have Ss listen to the commands and point to the pictures.



Listen and point.

1. Pick up the hamster. (2x)
2. Put down the hamster. (2x)
3. Feed the fish. (2x)
4. Pet the rabbit. (2x)
5. Brush the cat. (2x)
6. Walk the dog. (2x)

Play the CD again and have Ss listen and do the actions.

Say commands in random order using the TPR Cards. Have Ss point to the pictures in their books.

Use the TPR Cards to say the commands in random order again, and have Ss imagine they have pets and do the actions.

Introduce the Sing-a-gram

Review vocabulary words. Show Ss Picture Card 55. Say **This is a dog.** Have Ss listen and repeat. Continue with Picture Cards 56–62. Write a large check (✓) and 'X' on the board. Hold up Picture Card 57 and ask **Is this a cat?** Say **No, it's not.** Have Ss repeat. Place the card under the 'X'. Hold up Picture Card 56 and ask **Is this a cat?** Elicit **Yes, it is.** Place the card under the check. Play CD track A86. Have Ss listen and point to the pets on the page. (Note: The *Sing-a-gram* will be reviewed and taught in more detail in Lesson 4.)

Listen and point. Sing

- Boy 1:** Is this a snake?
Girl 1: No, it's not.
Girl 1: Is this a turtle?
Boy 2: No, it's not.
Boy 2: Is this a cat?
Girl 2: Yes, it is. This is a cat.
Girl 2: Is this a hamster?
Boy 1: No, it's not.
Boy 1: Is this a bird?
Girl 1: No, it's not.
Girl 1: Is this a dog?
Boy 2: Yes, it is. This is a dog.

Play the CD again and have Ss nod when they hear *Yes* and shake their heads when they hear *No*.

3 After the book

Mix up the TPR Cards and give the commands in random order. Have Ss do the actions as a class.

Divide Ss into two or more groups. Give different commands to each group. Give two commands in a row, e.g. **Brush the cat. Walk the dog.** Have Ss wait until they hear both commands and then respond to them in the correct order.

Show Ss various toy animals, e.g. a dog, a cat, a rabbit. Have Ss say the name of each animal. Give individual Ss commands they can do with the toy animals, e.g. **Pet the (dog), Pick up the (rabbit).**

Optional

- **On the table** (Teacher's Guide p. 16)
- **Expansions** (Teacher's Guide p. 16)
Use the commands to **Pick up** _____ and to **Put down** _____.

Activity Book p. 36 can now be assigned for homework or used in class. See answer key, Teacher's Guide p. 163.

Next lesson: Bring a large envelope or bag to play **Slow motion**.

Lesson**4**

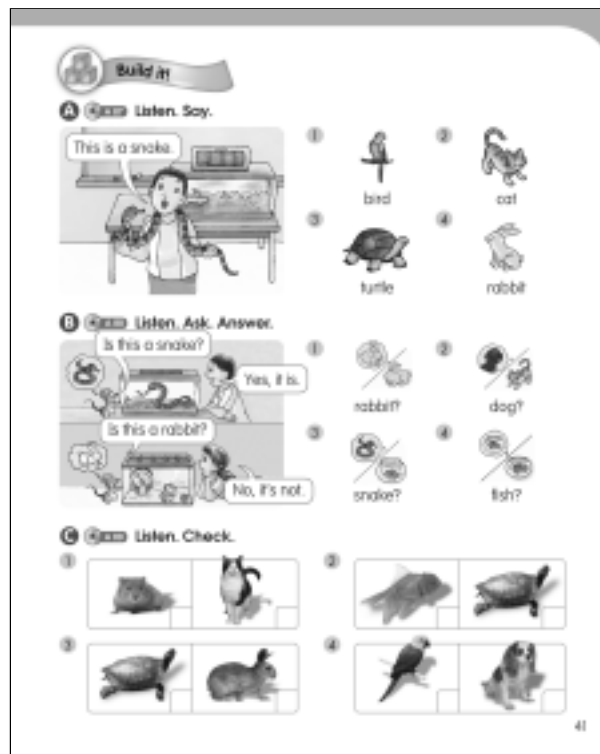
Student Book p. 41

**Build it!****Sing-a-gram****Targets**

- Ss can make statements using *This is a* _____.
- Ss can ask and answer *Is this a* _____? *Yes, it is / no, it's not.*
- Ss can sing the *Is this a snake?* song.

Materials

Large envelope or bag, Picture Cards 55–62, Reduced Picture Cards 55–62 (Teacher's Guide p. 183), CD

**1 Before the book****Warm-up / review**

Hold up Picture Cards 55–62. Have Ss name the items.

Play **Slow motion** (Teacher's Guide p. 14) using Picture Cards 55–62.

Introduce grammar

Prepare a set of Reduced Picture Cards 55–62 (Teacher's Guide p. 183) for each student. Have Ss place their cards face up on their desks. Hold up Picture Card 55 and say **This is a dog.** Prompt Ss to touch their dog cards and repeat. Do the same with the rest of the cards. Hold up Picture Card 56 and ask **Is this a cat?** Prompt Ss to touch their cat cards and repeat. Nod your head and say **Yes, it is.** Have Ss repeat. Continue with the remaining cards. Introduce *No, it's not* in the same way, except shake your head when holding up each card.

2 Open the book**A**

Have Ss turn to Student Book p. 41 and look at part A. Play CD track A87. Have Ss listen and repeat.

A87**A. Listen and repeat.**

Chip: This is a snake. (pause)

Say the number of each picture in part A. Have individual Ss say the sentences. Say numbers 1–4 in random order. Have Ss say the sentence for each number.

B

Have Ss look at part B. Play CD track A88. Have Ss listen and repeat.

A88

B. Listen and repeat.**Mojo:** Is this a snake? (pause)**Chip:** Yes, it is. (pause)**Mojo:** Is this a rabbit? (pause)**Beth:** No, it's not. (pause)

Put Ss into pairs and have them practice the dialog for each picture in part B.

C

Have Ss look at the pictures in part C. Play CD track A89. Have Ss listen and check ("✓") the correct pictures.

A89

C. Listen and check.

1. This is a hamster. (2x)

2. This is a fish. (2x)

3. Is this a turtle? (2x)
Yes, it is.4. Is this a bird? (2x)
No, it's not.

Check Ss' answers.

Sing-a-gram

Have Ss look at the *Is this a snake?* song on the bottom of p. 40. Play CD track A86. Encourage Ss to point to and say the names of the pets when they hear the words in the song.

A86

Listen and point. Sing**Boy 1:** Is this a snake?**Girl 1:** No, it's not.**Girl 1:** Is this a turtle?**Boy 2:** No, it's not.**Boy 2:** Is this a cat?**Girl 2:** Yes, it is. This is a cat.**Girl 2:** Is this a hamster?**Boy 1:** No, it's not.**Boy 1:** Is this a bird?**Girl 1:** No, it's not.**Girl 1:** Is this a dog?**Boy 2:** Yes, it is. This is a dog.

Divide Ss into group A and group B. Have group A sing the questions and group B sing the answers. Have groups change roles and sing the song again.

3 After the book

Hold up Picture Cards 55–62 one at a time. Ask Ss **Is this a (dog)?** Elicit **Yes, it is / no, it's not.** Have the first student to answer the question correctly go to the front of the room and ask the next question. Continue as above with other Ss until all the cards have been used.

Optional

- Concentration** (Teacher's Guide p. 18)

Have Ss say **This is a _____** for the item shown on the card when they turn it over. Divide Ss into two groups standing in two lines, and play the game again. Have the first student (S1) in each group ask the next student (S2) **Is this a _____?** Have S2 answer **Yes, it is / no, it's not.** Have S2 then ask S3 and so on until the last student goes to the front of the line and asks S1 the question.

Activity Book p. 37 can now be assigned for homework or used in class. See answer key, Teacher's Guide p. 164.

Lesson 5

Student Book p. 42

Read it!

Dd		Tt		Ii	
dog		turtle		iguana	
Danby		Toni		insect	
draw		two	2	igloo	

B Draw Dd, Tt or Ii.

C Trace. Write.

42

**Read it!****Targets**

- Ss can recognize and say the letters and sounds of *Dd*, *Tt* and *Ii*.
- Ss can write the letters *Dd*, *Tt* and *Ii*.

Materials

Picture Cards 55 and 59, CD

1 Before the book

Warm-up / review

Use the Alphabet Chart (Student Book pp. 82–83) to review the alphabet. Play CD track B92. Have Ss point to the letters as they sing *The Alphabet Song*.

Review the sounds of *Ss*, *Zz* and *Jj*. Have Ss write the letters on the board.

Play **Brainstorm it!** (Teacher's Guide p. 17) with *Ss*, *Zz* and *Jj* words.

Introduce the sounds of *Dd*, *Tt* and *Ii*

Write *D* and *d* on the board, saying the sound and name of the letter. Hold up Picture Card 55 and point to *d*. Say ***d, d, dog***. Have Ss listen and repeat. Write *T* and *t* on the board, saying the sound and name of the letter. Hold up Picture Card 59 and point to *t*. Say ***t, t, turtle***. Have Ss listen and repeat. Write *I* and *i* on the board, saying the sound and name of the letter. Show Ss the picture of the iguana on Student Book p. 42 and point to *i*. Say ***i, i, iguana***. Have Ss listen and repeat.

Pronunciation note

d /d/, *t* /t/, *i* /i/ (See pronunciation table on Teacher's Guide p. 5.)

Tell Ss to smile slightly when saying the *i* sound. Their lips should be loose and open just wide enough to fit a finger between them.

2 Open the book

A

Have Ss turn to Student Book p. 42 and look at part A. Play CD track A90. Have Ss listen and point to the pictures.



A90

A. Listen and point.

<i>d d D</i>	<i>t t T</i>
<i>d d dog</i>	<i>t t turtle</i>
<i>d d Donny</i>	<i>t t Toni</i>
<i>d d draw</i>	<i>t t two</i>

i i I
i i iguana
i i insect
i i igloo

Play CD track A91. Have Ss listen and repeat.



A91

A. Listen and repeat.

(Same as above, but each item is said only once with a pause for Ss to repeat.)

Have Ss look at the main scene on Student Book pp. 38–39. Have them point to and name pictures of words that start with the *d*, *t* or *i* sound. (Answers: dog, Donny, turtle, Toni, iguana, insect.)

B

Have Ss look at part B on Student Book p. 42. Point to the turtle and ask ***What's this?*** Elicit ***It's a turtle***. Say ***Draw a circle around each D and d***. Have Ss draw circles. Say ***Draw a square around each T and t***. Have Ss draw

squares. Say ***Draw a triangle around each I and i***. Have Ss draw triangles.

Have Ss check each other's answers.

C

Write *D* on the board. Have Ss watch closely. Have individual Ss write *D* on the board. Do the same for *d*, *T*, *t*, *I* and *i*. Have Ss look at part C on Student Book p. 42. Have Ss trace and write the letters on the staves. Walk around the classroom and check Ss' progress.

3 After the book

Have six Ss write *D*, *d*, *T*, *t*, *I* and *i* on the board. Point to each letter and have Ss say the sound. Have Ss draw pictures of words that begin with each sound. Have Ss share their pictures with the class.

Have Ss turn to the Alphabet Chart on pp. 82–83 in the Student Book and fill in today's letters, *d*, *t* and *i*.

Optional

- **Mini-book Unit 5** (TR 19: Teacher's Guide p. 84)
- **You say it!** (Teacher's Guide p. 17)

Tongue twisters

Have Ss repeat the following tongue twisters five times:

Toni's turtles and Donny's dogs.

An iguana and an igloo.

I can draw a turtle. Can you draw two turtles?

Start slowly and gradually increase the pace.

Activity Book p. 38 can now be assigned for homework or used in class. See answer key, Teacher's Guide p. 164.

Next lesson: Bring eight sheets of A4-sized paper.

Lesson 6

Student Book p. 43



Practice it!



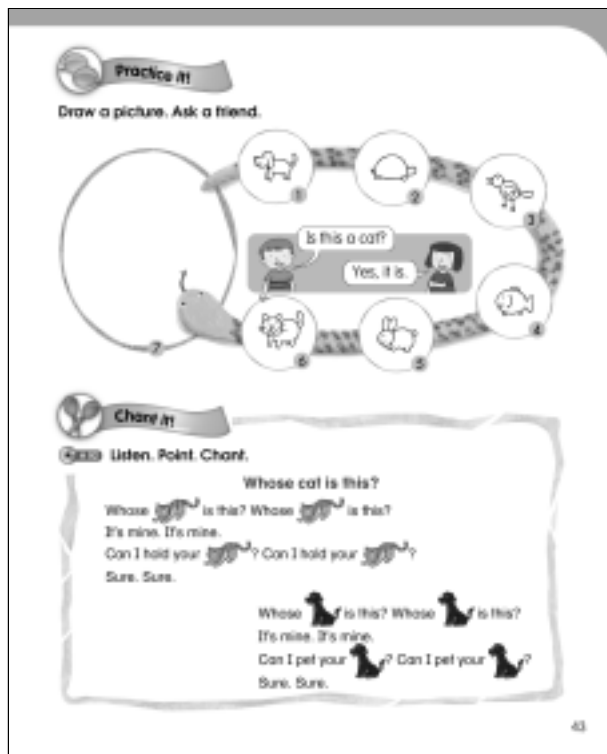
Chant it!

Targets

- Ss can understand and produce this unit's target language.
- Ss can chant the *Whose cat is this?* chant.

Materials

Picture Cards 55–62, CD, eight sheets of A4-sized paper



1 Before the book

Warm-up / review

Sing the *Sing-a-gram* together. Stack Picture Cards 55–62 on a table or desk (with the word sides showing). Have a student (S1) take a card from the stack without looking at it, show the card to the class and try to guess what pet is on the card by asking **Is this a (dog)?** Prompt the class to answer **Yes, it is / no, it's not**. Encourage S1 to continue until he / she guesses the pet. Do the same with the rest of the cards.

2 Open the book

Practice it!

Have Ss turn to Student Book p. 43. Point to the picture of the cat. Elicit from Ss **Cat**. Continue pointing to and eliciting the names of the remaining pictures. Have Ss draw a picture of a pet in the space provided. Put Ss into pairs when they've finished drawing their pets. Model the dialog first with a student (S1). Point to the first picture and ask **Is this a (snake)?** Elicit **No, it's not**. Have pairs ask and answer each other's questions about the other five items and about the picture of the pets they drew. Have Ss change partners. Walk around the classroom and check Ss' progress.

Chant it!

Play CD track A92. Have Ss listen and point to the pictures when they hear the words in the chant.



Listen and point. Chant.

Girl 1: Whose cat is this? Whose cat is this?

Girl 2: It's mine. It's mine.

Girl 1: Can I hold your cat? Can I hold your cat?

Girl 2: Sure. Sure.

Boy 1: Whose dog is this? Whose dog is this?

Boy 2: It's mine. It's mine.

Boy 1: Can I pet your dog? Can I pet your dog?

Boy 2: Sure. Sure.

Play the CD again. Have Ss chant along.

Divide Ss into group A and group B. Play the CD and have group A chant the questions and group B chant the answers. Have groups change roles and chant again.

3 After the book

Use eight sheets of A4 paper and cover about three quarters of Picture Cards 55–62 and place them on the board (with the picture sides showing). Point to one of the cards and ask **Is this a (dog)?** Have Ss answer **Yes, it is / no, it's not. It's a ____**. Have the first student who correctly identifies the card go to the board to ask **Is this a ____?** for the next card. Continue as above until all of the cards have been correctly identified.

Optional

Pet jigsaw (TR 20: Teacher's Guide p. 85)

Activity Book p. 39 can now be assigned for homework or used in class. See answer key, Teacher's Guide p. 164. Now that Ss have completed Unit 5, they can go to the *Reward!* page, Activity Book p. 70 and color number 5 orange.