



24

**Target**

Ss can understand and use the target language from Units 1–3.

**Materials**

Picture Cards 1–24, Reduced Picture Cards 1–24 (Teacher's Guide pp. 170–172), CD, hat

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

Hold up Picture Cards 1–24, one at a time. Have Ss say the name of each card.

Play **Find it and swat it!** (Teacher's Guide p. 14) using Reduced Picture Cards 1–24 (Teacher's Guide pp. 170–172).

**2 Open the book**

Ask a student (S1) **How are you?** Have S1 answer **I'm (great). And you?** Say **I'm OK, thanks.** Ask Ss **What's the weather like?** Have Ss answer **It's (sunny).** Hold up Picture Card 17. Ask individual Ss **Are you scared?** Have them answer **Yes, I am / no, I'm not.**

Have Ss turn to Student Book p. 24. Review the characters and items in the pictures. Play CD track A49. Have Ss listen and point to the pictures.

**A. Listen to the story, point and repeat.**

**Pluto:** Hi, Peter. How are you?

**Peter:** I'm great. And you?

**Pluto:** I'm OK, thanks. Come in.

**Pluto:** What's the weather like?

**Peter:** It's snowy.

**Peter:** Are you scared?

**Mojo:** Yes, I am.

**Mojo:** What's that?

**Pluto:** This is my cat.

**Cat:** Meow!

**Mojo:** That hat is a cat!

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

Put Ss into groups of four and have Ss in each group take the roles of Pluto, Peter, Mojo and Pluto's cat. Use the hat to represent Pluto's cat. 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.

**3 After the book**

Do **What are they saying?** (TR 10: Teacher's Guide p. 55).

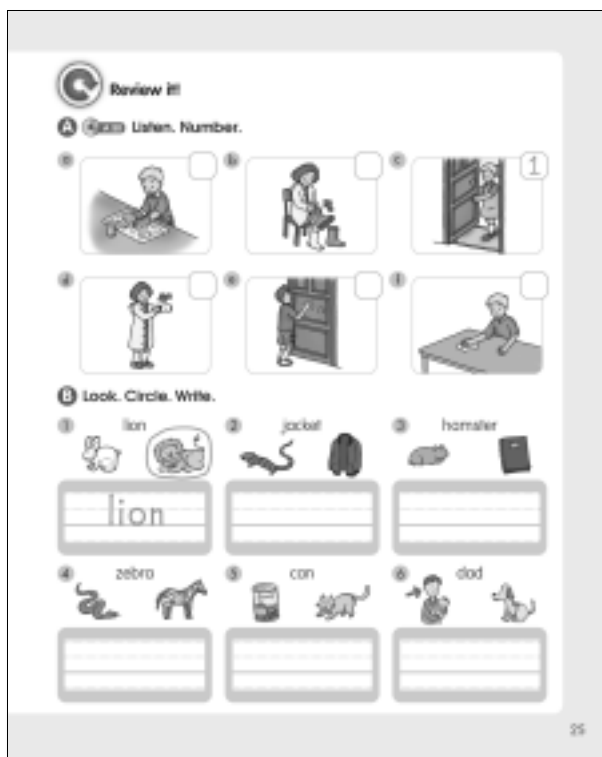
**Optional****Questions on the page**

Point to the items on the page and ask questions, e.g. *Who's he / she? Where are they? What's the weather like?* Have individual Ss answer.

# Lesson

2

Student Book p. 25



## Review it!

### Target

Ss can understand and use the target language from Units 1–3.

### Materials

TPR Cards Units 1–3 (multiple copies), Reduced Picture Cards 1–24 (Teacher's Guide pp. 170–172) (one set for each group), CD

## 1 Before the book

### Warm-up / review

Use the TPR Cards from Units 1–3. Give all commands unit by unit, first in order, then in random order. Have Ss do the actions. Do some actions in random order. Have Ss guess what the commands are.

Play **On the table** (Teacher's Guide p. 14) using Reduced Picture Cards 1–24 (Teacher's Guide pp. 170–172).

Have volunteers write the upper and lower case letters of the alphabet on the board. Point to each letter. Elicit the sound. Have Ss connect the upper case letters and the corresponding lower case letters. Write the words from the **Read it!** section in Unit 3 in random order on the board. Point to the words and have Ss read them out. Name the words in random order. Have individual Ss circle the corresponding words on the board.

## 2 Open the book

### A

Have Ss turn to Student Book p. 25 and look at part A. Give different commands and have Ss find and point to the correct picture each time. Play CD track A50. Have Ss listen and number the pictures.



### A. Listen and number.

- Number 1. Open the door. (2x)
- Number 2. Put on your boots. (2x)
- Number 3. Put on your raincoat. (2x)
- Number 4. Knock on the door. (2x)
- Number 5. Wipe the table. (2x)
- Number 6. Wash the dishes. (2x)

Check Ss' answers.

### B

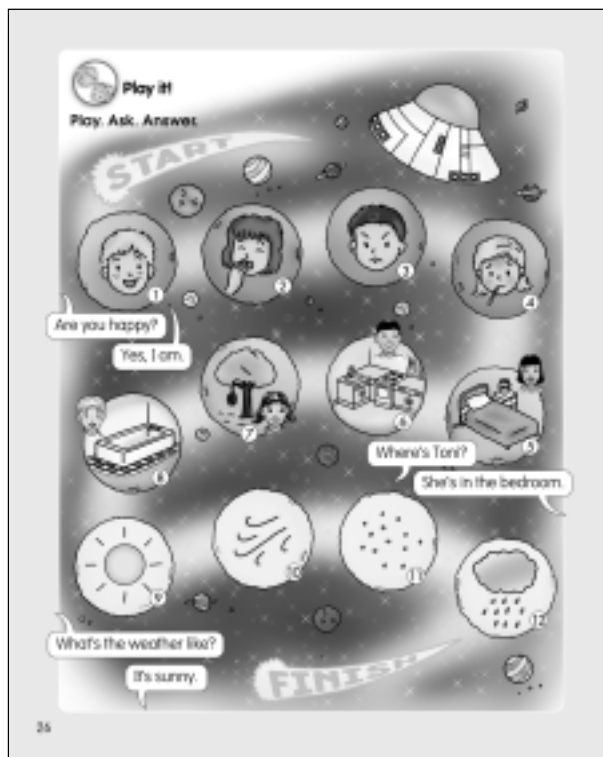
Have Ss look at part B. Point to each picture on the page and ask **What's this?** Elicit **Rabbit**. Ask **What's this?** Elicit **Lion**. Point to the word and say **Lion**. [Ss: **Lion**.] Say **Circle the lion**. Show Ss your finger circling the correct picture as an example. Give Ss time to circle. Say **Now write lion**. Have Ss do 2–6. Walk around the classroom and check Ss' progress. Check Ss' answers.

## 3 After the book

### Optional

- **Unscramble it!** (Teacher's Guide p. 19)  
Use the words and phrases from the **Read it!** section.
- **Word search** (TR 11: Teacher's Guide p. 56)

**Next lesson:** Bring some dice (one for each pair or group) in order to play the board game.



## Play it!

### Target

Ss can understand and use the target language from Units 1–3.

### Materials

Reduced Picture Cards 1–24 (Teacher's Guide pp. 170–172) (two or three sets), dice (one for each pair or group)

## 1 Before the book

### Warm-up / review

Play **Partner search** (Teacher's Guide p. 14) using Reduced Picture Cards 1–24 (Teacher's Guide pp. 170–172).

## 2 Open the book

Have Ss turn to Student Book p. 26. Review the characters and items in the spaces. Model the dialogs for each color section. Point to space 1 (red section) and have a student (S1) ask **Are you happy?** Have the other Ss answer **Yes, I am.** Continue with spaces 2–4 in the same way. Have Ss take turns asking questions. Point to space 5 (yellow section) and have another student (S2) ask **Where's Toni?** Have the other Ss answer **She's in the bedroom.** Continue with spaces 6–8 in the same way. Have Ss take turns asking questions. Point to space 9 (blue section) and have

a student (S3) ask **What's the weather like?** Have the other Ss answer **It's sunny.** Continue with spaces 10–12 in the same way. Have Ss take turns asking questions.

Put Ss into groups of three or four and hand out a die to each group. Have Ss use their erasers as game markers and put them on the Start space. (See Language note below for useful game language.) Begin playing. 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. The game ends when all Ss reach the Finish space. Walk around the classroom and check Ss' progress.

### Language note

Teach Ss the following useful game language:

*Let's start.*

*Whose turn is it?*

*It's (S1's name)'s turn.*

*It's my turn.*

*It's your turn.*

*Throw the die.*

*Move (number) spaces.*

*Go back one space.*

*I did it!*

## 3 After the book

### Optional

#### • Say that item!

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

Red: *I'm \_\_\_\_.*

Yellow: *He's / she's in the \_\_\_\_.*

Blue: *It's \_\_\_\_.*

#### • Play in pairs!

Put Ss into pairs. Have three pairs play together as a group. If there is an odd number of Ss, have one set of Ss play in threes. Have each pair say the correct dialog each time they land on a space.

#### • Do it! Dominoes (TR 12: Teacher's Guide p. 57)

#### • My choice (Teacher's Guide p. 18)

Activity Book p. 22 can now be assigned for homework or used in class. See answer key, Teacher's Guide p. 154. Test 1 (Teacher's Guide pp. 182–183) can now be done in class.

**Next lesson:** Bring some pictures of winter, spring, summer and fall to introduce the different seasons.