

Lesson 1

Student Book pp. 34–35



Talk about it! (Vocabulary)

Target

Ss can point to and name *kites, video games, board games, toy cars, comic books, yo-yos, balloons and rockets*.

Materials

Picture Cards 25–47, some toys (e.g. kites, model cars), CD

1 Before the book

Warm-up / review

Review some vocabulary from previous units using Picture Cards 25–39.

Play **Touch and say** (Teacher's Guide p. 14) using Picture Cards 25–39.

Introduce vocabulary

Bring in as many toys, e.g. kites, model cars as possible. Put the toys near you and point to them. Say **These are toys. Today we are going to talk about things in a toy store.** Hold up Picture Cards 40–47 and say the words. Emphasize the final *s* sound in each word. Have Ss repeat.

2 Open the book

Have Ss turn to Student Book pp. 34–35 and look at the toys at the bottom of the pages. Play CD track A71. Have Ss listen and point to the pictures.

A71

A. Listen and point.

kites	(2x)	comic books	(2x)
video games	(2x)	yo-yos	(2x)
board games	(2x)	balloons	(2x)
toy cars	(2x)	rockets	(2x)

Play CD track A72. Have Ss listen and repeat.

A72

A. Listen and repeat.

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

Play CD track A73. Have Ss listen and number the items.

A73

B. Listen and number.

Number 1. kites	(2x)	Number 5. balloons	(2x)
Number 2. toy cars	(2x)	Number 6. yo-yos	(2x)
Number 3. video games	(2x)	Number 7. board games	(2x)
Number 4. rockets	(2x)	Number 8. comic books	(2x)

Check Ss' answers by saying each vocabulary word and having Ss find and point to the toys in the main scene. Point to the pictures in random order and have Ss say the words.

Have Ss look for the hidden iguana in the main scene. (Answer: It's on the green bicycle.)

3 After the book

Place Picture Cards 40–47 on the floor (with the picture sides showing). Say to a student (S1) **Run to the balloons picture, pick it up and say it.** Have S1 run to the balloons card, pick it up, say **Balloons** and then put it back down. Continue with other Ss using different cards.

Optional

Uncover the color (Teacher's Guide p. 16)

Activity Book p. 30 can now be assigned for homework or used in class. See answer key, Teacher's Guide p. 156.

Next lesson: Bring a selection of toys to introduce the dialogs.

Lesson 2 Student Book pp. 34–35



Talk about it! (Dialogs)

Targets

- Ss can ask about something using *Which toy car do you want?* and respond with *The red one.*
- Ss can ask for and give something using *May I have that comic book, please?* *Here you are.*

Materials

Picture Cards 40–47, selection of toys, CD

1 Before the book

Warm-up / review

Play **Pass the card** (Teacher's Guide p. 15) using Picture Cards 40–47.

Play **Run to it!** (Teacher's Guide p. 15) using Picture Cards 40–47.

Introduce dialogs

Dialog 1: Put the selection of toys at the front of the room. Choose an individual student. Ask **Which ____ do you want?** Have Ss repeat. Have student point to the item in question. Ask **What color?** to elicit *red*. Say **The red one.** Have Ss repeat. Repeat with individual Ss.

Dialog 2: Ask **May I have that ____, please?** Have Ss repeat. Have individual Ss ask you and say **Here you are.** Have Ss repeat. Repeat with other Ss.

Dialog 3: Hold up a familiar item. Ask **What's this?** Elicit **It's a ____.** Hold up two items. Ask **What are these?** Have Ss hold up two items and repeat. Say **They're ____.** Have Ss repeat. Repeat with other Ss.

2 Open the book

Have Ss turn to Student Book pp. 34–35. Introduce the main scene by playing CD track A74. Have Ss listen and point to the people, animals or items as they are mentioned.



A74

C. Listen to the story.

The SuperKids are in a toy store. It has great toys. Point to the rockets. Find Mojo. He's flying on a balloon. How many balloons? Seven balloons. Look at Pluto. She wants a toy car. Point to Peter. He likes board games. How many board games? 1, 2, 3, 4, 5. Five board games. There's Toni. She's holding a red video game. Do you have a video game? Point to the kites. Look at Chip. He wants a comic book. Look at Jupiter. He's pointing to the yo-yos. How many yo-yos? Ooh, I don't know. Do you like toys?

Point to Donny and ask **Who's he?** Elicit **Donny.** Point to Pluto and ask **Who's she?** Elicit **Pluto.** Continue with the rest of the SuperKids and the other characters in the same way.

Say **Let's listen.** Play CD tracks A75–A77. For each dialog, have Ss first listen and point to the character speaking and then repeat the dialog.



A75

D. Dialog 1.

Listen and point.

Donny: Which toy car do you want?

Pluto: The red one.

Now listen and repeat.

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



A76

D. Dialog 2.

Listen and point.

Chip: May I have that comic book, please?

Clerk: Here you are.

Now listen and repeat.

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



A77

D. Dialog 3.

Listen and point.

Jupiter: What are these?

Beth: They're yo-yos.

Now listen and repeat.

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

Have Ss practice the dialogs in pairs.

3 After the book

Use the toys from the first part of the lesson. Have some pairs act out dialogs 1 and 2 using gestures. Place Picture Cards 40–47 on the board. Now review the words *bats*, *helmets*, *soccer balls* and *gloves*. Draw a picture of two bats on the board. Say **What are these?** Elicit **bats.** Ask the

same question to elicit **helmets**, **soccer balls** and **gloves**. Have Ss practice dialog 3 in pairs, using the new vocabulary and bats, helmets, soccer balls and gloves. Have confident student pairs go to the front of the room to perform the dialogs.

Optional

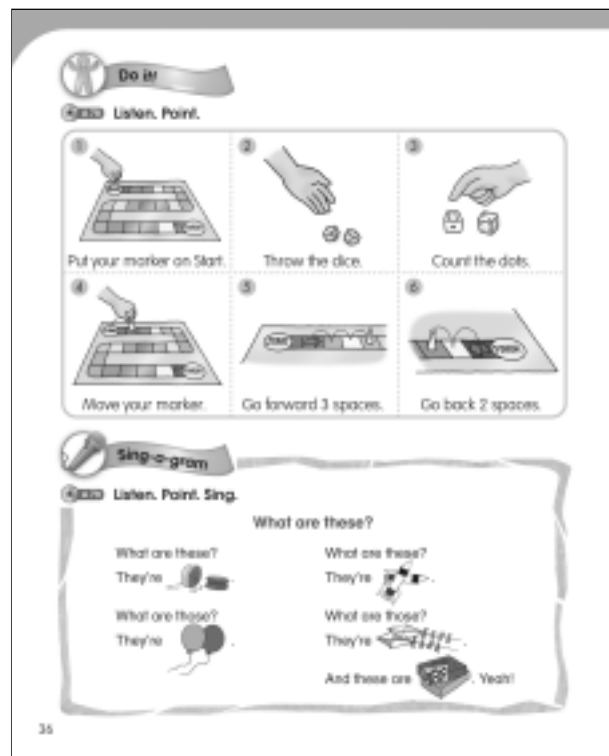
- **Pass it quick!** (Teacher's Guide p. 16)
- **Who said it?** (Teacher's Guide p. 16)

Activity Book p. 31 can now be assigned for homework or used in class. See answer key, Teacher's Guide p. 157.

Next lesson: Bring in a board game and some dice in order to introduce the different commands.

Lesson 3

Student Book p. 36



Do it!



Sing-a-gram

Target

Ss can understand and respond to commands to *Put your marker on Start*, *Throw the dice*, *Count the dots*, *Move your marker*, *Go forward 3 spaces* and *Go back 2 spaces*.

Materials

Picture Cards 40–47, board game and dice, **TPR Cards Unit 5** (TR 17: Teacher's Guide p. 77), CD

1 Before the book

Warm-up / review

Play **Memory list** (Teacher's Guide p. 14).

Play **Pick it up!** (Teacher's Guide p. 14) using Picture Cards 40–47.

Introduce commands

Show the board game, together with some dice. Say **Put your marker on Start**. Demonstrate the action. Repeat **Put your marker on Start**. Have Ss do the action along with you. Introduce **Throw the dice** in the same way, using the die. Have Ss do the action with their pretend dice. Give the commands **Put your marker on Start** and **Throw the dice** without doing the actions. Have Ss do the actions. Introduce the rest of the commands in the same way. Use the TPR Cards to give the commands in random order. Have Ss do all the actions.

2 Open the book

Do it!

Have Ss turn to Student Book p. 36. Play CD track A78.

Have Ss listen to the commands and point to the pictures.



Listen and point.

1. *Put your marker on Start.* (2x)
2. *Throw the dice.* (2x)
3. *Count the dots.* (2x)
4. *Move your marker.* (2x)
5. *Go forward 3 spaces.* (2x)
6. *Go back 2 spaces.* (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 do the actions.

Introduce the Sing-a-gram

Use Picture Cards 45, 46, 47, 40 and 42 to elicit **yo-yos**, **balloons**, **rockets**, **kites** and **board games**. Put Picture Cards 45, 46, 47, 40 and 42 on the board (with the picture sides showing). Play CD track A79. Have Ss listen and point to the toys on the page. (Note: The *Sing-a-gram* will be reviewed and taught in more detail in Lesson 4.)



Listen and point. Sing

- Girl:** *What are these?*
Boy: *They're yo-yos.*
Girl: *What are those?*
Boy: *They're balloons.*
Girl: *What are these?*
Boy: *They're rockets.*
Girl: *What are those?*
Boy: *They're kites.*
All: *And these are board games. Yeah!*

Play the CD again. Have five Ss go to the front and each hold one of the Picture Cards on the board. Have them raise their cards when they hear the words being sung.

3 After the book

Put Ss into small groups. Use the game board from Recycle it! 1 (Student Book p. 26). Have Ss play it again without the teacher giving the commands.

Optional

- **Listen and point** (Teacher's Guide p. 16)
- **Draw and do** (Teacher's Guide p. 17)

Activity Book p. 32 can now be assigned for homework or used in class. See answer key, Teacher's Guide p. 157.

Lesson

4

Student Book p. 37



Build it!



Sing-a-gram

Targets

- Ss can make statements using *These / those are* _____.
- Ss can ask and answer using *What are these / those? They're* _____.
- Ss can sing the *What are these?* song.

Materials

Reduced Picture Cards 40–47 (Teacher's Guide p. 175),
CD

1 Before the book

Warm-up / review

Play **Reduced picture cards bingo** (Teacher's Guide p. 14) using Reduced Picture Cards 40–47 (Teacher's Guide p. 175).

Introduce grammar

Photocopy Reduced Picture Cards 40–47 (Teacher's Guide p. 175) for each student.

Have Ss place their cards, picture sides showing, in front of them. Hold up Reduced Picture Card 40 and touch the picture of *kites*. Say ***These are kites***. Prompt Ss to touch their *kites* cards and repeat. Put Reduced Picture Card 40 on the board and go to the Ss' side of the room.

Point to Reduced Picture Card 40 from a distance. Say ***Those are kites***. Prompt Ss to point to Reduced Picture Card 40 and repeat. Continue as above with the rest of the cards. Draw a large question mark on the board. Point to the question mark and touch Reduced Picture Card 40. Ask ***What are these?*** Prompt Ss to touch their *kites* card and repeat. Say ***They're kites***. Have Ss repeat. Point to the question mark and put Reduced Picture Card 40 on the board. Go to the Ss' side of the room and point to it from a distance. Ask ***What are those?*** Have Ss point to Reduced Picture Card 40 and repeat. Say ***They're kites***. Have Ss repeat. Continue as above with the rest of the cards. Have volunteers take T's role, in turn, and have them ask ***What are these / those?*** Have the rest of the Ss answer accordingly.

2 Open the book

A

Have Ss turn to Student Book p. 37 and look at part A. Note that the contraction *They're* (*They are*) is used to be more consistent with natural spoken English. Play CD track A80. Have Ss listen and repeat.



A. Listen and repeat.

Beth: *These are yo-yos. (pause)*
Donny: *Those are kites. (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 A81. Have Ss listen and repeat.



B. Listen and repeat.

Jupiter: *What are these? (pause)*
Beth: *They're yo-yos. (pause)*
Pluto: *What are those? (pause)*
Donny: *They're kites. (pause)*

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

C

Have Ss look at part C. Play CD track A82. Have Ss listen and check (✓) the correct pictures.



C. Listen and check.

1. Those are board games. (2x)
2. These are toy cars. (2x)
3. What are these?] (2x)
They're balloons.
4. What are those?] (2x)
They're yo-yos.

Check Ss' answers by having individual Ss raise their hands, point to the correct pictures and say the statements or dialogs.

Sing-a-gram

Have Ss look at the *What are these?* song at the bottom of p. 36 in the Student Book. Play CD track A79. Encourage Ss to point to and say the names of the toys when they hear the words in the song.



Listen and point. Sing

- Girl:** What are these?
Boy: They're yo-yos.
Girl: What are those?
Boy: They're balloons.
Girl: What are these?
Boy: They're rockets.
Girl: What are those?
Boy: They're kites.
All: And these are board games. Yeah!

Divide Ss into group A and group B. Have group A hold Reduced Picture Cards 45 and 47 of *yo-yos* and *rockets*. Put Reduced Picture Cards 46 and 40 of *balloons* and *kites* on the board. Have group A sing the questions and group B sing the answers. Make sure Ss touch the card when they say *these* and point to the card when they say *those*. Have groups change roles and sing the song again.

3 After the book

Put up Reduced Picture Cards 40–47 in different places around the classroom. Have a student (S1) stand next to one of the cards and ask **What are these?** or point to a card and ask **What are those?** Have the other Ss answer. Continue as above with different Ss.

Optional

What are these? What are those?

Put Ss into pairs. Photocopy Reduced Picture Cards 40–47 (Teacher's Guide p. 175) for each pair. Give Ss four cards each. Have Ss put their cards, face down, in front of them. Demonstrate the first dialog with one pair. [S1: (Touch one of his / her cards.) **What are these?**] [S2: **They're** ____.] Demonstrate the second dialog with another pair. [S1: (Point to one of S2's cards.) **What are those?**] [S2: **They're** ____.] Have pairs practice either the first or the second dialog using the cards. If S2

answers correctly, S2 takes the card. Have Ss change roles.

See how quickly the pair can guess correctly and pick up all the cards.

- **Out of the hat** (Teacher's Guide p. 18)

Activity Book p. 33 can now be assigned for homework or used in class. See answer key, Teacher's Guide p. 157.

Next lesson: Bring some yo-yos, balloons, books and paintbrushes to introduce the sounds of *s*, *s* and *es*.

Lesson 5

Student Book p. 38

Read it!

Listen. Point. Say.

S	S	es
yo-yos	books	paintbrushes
balloons	kites	witches

Read. Draw a line.

- Those are paintbrushes.
- These are balloons.
- These are comic books.

Listen to the review words. Circle.

-
-
-
-
-



Read it!

Targets

- Ss can recognize and say the letters and sounds of *s*, *s* and *es* words.

Materials

Yo-yos, balloons, books, paintbrushes, CD

1 Before the book

Warm-up / review

Write the letters of one of the sounds from the *Read it!* section in Unit 4 on the board. Point to each of the letters in turn and have Ss say the sounds. Have the rest of the Ss repeat. Continue with the remaining sounds from Unit 4.

Introduce the sounds of s, s and es

Show Ss 2 yo-yos. Say **yo-yos**. Have Ss repeat. Write -s on the board. Write *yo-yos* under s. Hold up a yo-yo and say the singular form of the word. Hold up two yo-yos and say the plural form of the word using the -z ending sound. Say **yo-yo-z, yo-yos**. Have Ss repeat. Repeat the procedure for balloons.

Write another -s on the board. Have Ss say the sound of the letter. [Ss: s.] Write *books* under -s. Hold up a book and say the singular form of the word. Hold up two books and say the plural form of the word using the -s ending sound. Say **book-s, books**. Have Ss repeat. Repeat the procedure for kites.

Write -es on the board. Have Ss say the sounds of the letter. [Ss: iz.] Write *paintbrushes* under -es. Hold up a paintbrush and say the singular form of the word. Hold up two paintbrushes and say the plural form of the word using the -iz ending sound. Say **paintbrush-iz, paintbrushes**. Have Ss repeat. Repeat the procedure for witches.

Pronunciation note

s /z/, s /s/, es /iz/ (See pronunciation table on Teacher's Guide p. 5.)

Speakers of some languages have trouble with the voiced final s-sound and pronounce it like a /z/. If your Ss have this problem, do minimal pair pronunciation practice with words like *his* / *hiss* (the sound a snake makes), *ice* / *eyes*, *bus* / *buzz* (the sound a bee makes), and *raise* / *race*.

2 Open the book

A

Have Ss turn to Student Book p. 38 and look at part A. Play CD track A83. Have Ss listen and point to the pictures.



A83

A. Listen and point.

z, z (2x) s, s (2x) iz, iz (2x)
z, z, yo-yos (2x) s, s, books (2x) iz, iz, paintbrushes (2x)
z, z, balloons (2x) s, s, kites (2x) iz, iz, witches (2x)

Play CD track A84. Have Ss listen and repeat.



A84

A. Listen and repeat.

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

Play the CD again. Have individual Ss repeat the items. Name the pictures in random order. Have Ss point to the pictures or words. Have Ss turn to Student Book pp. 34–35 and look at the main scene. Have them find and name pictures of words that end with the z, s or iz sound. (Answers: yo-yos, balloons, books, kites).

Introduce sight words

Write *these*, *those* and *are* on the board. Point to and say each word. Have Ss repeat. Write *These are yo-yos* and *Those are cars* on the board. Have Ss read the sentences. Point to the sentences in random order and have individual Ss read.

B

Have Ss look at part B on Student Book p. 38. Write the three sentences on the board and read one of them. Have Ss point to the corresponding picture in their books. Have a volunteer come to the board and point to that sentence. Demonstrate matching the picture and the sentence by drawing a line. Say **Match**. Have Ss draw a line from the picture to the corresponding sentence. Do the same for the remaining sentences. Point to the sentences in random order. Have Ss read them. Have individual Ss point to and read any of the sentences.

C

Have Ss look at part C on Student Book p. 38. Point to the picture of *snakes*. Say **Snakes**. Have Ss repeat. Write *snake* and *snakes* on the board. Ask **Snake or snakes? Circle the word**. Have one student come to the board and circle *snakes*. Play CD track A85.



A85

C. Listen and circle.

1. snakes (2x) 2. car (2x) 3. foxes (2x)

Continue with the other pictures. Walk around the classroom and check Ss' progress.

3 After the book

Write one of the words from the *Read it!* section on the board. Have Ss find and point to the same word in their books, then read it. Do the same for the remaining words.

Optional

- Mini-book Unit 5 (TR 18: Teacher's Guide p. 78)
- Phonics toss (Teacher's Guide p. 18)

Activity Book p. 34 can now be assigned for homework or used in class. See answer key, Teacher's Guide p. 158.

Next lesson: Bring some toy cars (including a red one) and some balloons (including a green one) to use as props.

Lesson 6

Student Book p. 39



Practice it!



Sing it!

Targets

- Ss can understand and produce this unit's target language.
- Ss can sing the *Which toy car?* song.

Materials

Picture Cards 40–47, dice (one for each pair), CD, toy cars (including a red one), balloons (including a green one)



1 Before the book

Warm-up / review

Sing the *Sing-a-gram* together.

Play **Stand up and say it!** (Teacher's Guide p. 15) using Picture Cards 40–47.

Hold up Picture Cards 40–47. Ask **What are these?** Elicit **They're (kites).**

2 Open the book

Practice it!

Have Ss turn to Student Book p. 39. Say **This is a board game.** Put Ss into pairs and hand out a die to each pair. Have Ss use their erasers as game markers and ask them to put them on the 'Start' space. Have Ss roll the die and move their markers down the game board, making a statement about the items in the spaces on which they land, e.g. **These are _____. Those are _____. When Ss finish the game, have one pair demonstrate the dialog. [S1: What are these?] [S2: They're kites.]** Play the game again, this time using the Qs and As instead of the statements. (This could also be played by putting the Ss into two teams.) Walk around the classroom and check Ss' progress.

Sing it!

Review the dialogs from the *Talk about it!* sections. Have individual Ss act out the dialogs. Play CD track A86. Have Ss listen.

A86

Listen and sing

Man: Which toy car do you want?

Girl: The red one. The red one.
May I have that red toy car?

Man: Here you are.

Girl: Thank you.

Woman: Which balloon do you want?

Boy: The green one. The green one.
May I have that green balloon?

Woman: Here you are.

Boy: Thank you.

Play the CD again. Have Ss sing along. Put Ss into groups of four, and have them sing and mime the actions. Use some items, e.g. model cars (including a red one), balloons (including a green one) as props.

3 After the book

Place Picture Cards 40–47 on the board (with the picture sides showing). Cover the pictures with some paper so that only part of them can be seen. Point to one of the cards. Ask **What are these?** Have Ss answer. Ask S1 to come to the board and take T's role. Have the rest of the Ss answer. Continue with the remaining cards.

Optional

- **These / those dice** (TR 19: Teacher's Guide p. 79)
- **Snap!** (Teacher's Guide p. 19)

Activity Book p. 35 can now be assigned for homework or used in class. See answer key, Teacher's Guide p. 158. Now that Ss have completed Unit 5, they can go to the *Reward!* page, Activity Book p. 70 and color number 5 orange.