



Target

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

Materials

Reduced Picture Cards 24–51 (Teacher's Guide pp. 178–181), Picture Cards 24–51, CD

1 Before the book

Warm-up / review

Play **Snap!** (Teacher's Guide p. 19) using Reduced Picture Cards 24–51 (Teacher's Guide pp. 178–181).

Play **No. Sorry. (Go fish)** (Teacher's Guide p. 19) using Reduced Picture Cards 24–51 (Teacher's Guide pp. 178–181).

2 Open the book

Hold up Picture Card 36 and say **She's a vet.** Have Ss repeat. Hold up Picture Card 38 and ask **Is he a doctor?** Have Ss answer **No, he isn't. He's a baseball player.** Pick up something on S1's desk (e.g. a pencil) and ask **Whose pencil is this?** Have Ss answer **It's (her) pencil.** Have Ss

turn to Student Book p. 46. Review the characters and items in the pictures. Play CD track B16. Have Ss listen to the story and point to the pictures.



B16

Listen to the story, point and repeat.

Teacher: Good morning, everyone.

Peter, Toni & Beth: Good morning, Ms. Adams.

Beth: Is he a doctor?

Teacher: Yes, he is. This is Dr. Cox.

Teacher: This is Mrs. Smith. She's a magician.

Mrs. Smith: Whose lunchbox is this?

Toni: It's her lunchbox!

Teacher: That's Mr. King. He's a firefighter.

Peter: I want to be a firefighter!

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

Divide Ss into groups of five. Have Ss decide who will be which character within their groups. Have groups practice the dialogs. Have some groups say the dialogs in front of the class.

3 After the book

Play **Word race** (Teacher's Guide p. 20) using Reduced Picture Cards 24–51 (Teacher's Guide pp. 178–181).

Optional

Crossword puzzle (TR 23: Teacher's Guide p. 95)

Next lesson: Prepare several sets of **Phonics Cards Units 4–6** (TRs 14, 17 and 20: Teacher's Guide pp. 69, 79 and 89) for the activity **Say it! Bingo** (Teacher's Guide p. 20).

Lesson 2

Student Book p. 47

Review it!

A Listen. Write.

magician doctor mother juggle apples teacher

1 That's my Oh, really!

2 Is she a ?

3 She's a Wow! She's good at magic.

4 She can too. That's great!

B Listen. Write. Number.

1 ree 2 ck 3 Sund

4 padd 5 wat 6 w t

1  2  3  4  5  6 



Review it!

Target

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

Materials

CD, **Phonics Cards Units 4–6** (TRs 14, 17 and 20: Teacher's Guide pp. 69, 79 and 89)

1 Before the book

Warm-up / review

Divide Ss into group A and group B. Review the dialogs from the *Talk about it!* sections in Units 4–6. Have group A ask the questions and group B answer. Have groups change roles.

Play **Toss the animal** (Teacher's Guide p. 16) using any of the dialogs from Units 4–6.

2 Open the book

A

Have Ss turn to Student Book p. 47 and look at part A. Have Ss look at the words at the top of the page. Have individual Ss read the words. Play CD track B17. Have Ss listen and fill in the blanks (note that two words will be left unused).

B17

A. Listen and write.

- Sandy:** That's my mother. (2x)
- Chip:** Oh, really!
- Chip:** Is she a teacher? (2x)
- Sandy:** No, she isn't.
- Sandy:** She's a magician. (2x)
- Chip:** Wow! She's good at magic.
- Sandy:** She can juggle, too. (2x)
- Chip:** That's great!

Check Ss' answers by having some Ss say the dialogs.

B

Say the sounds *ay*, *th* (voiceless), *th* (voiced), *s*, *er* and *le* one at a time and have individual Ss write the letters on the board. (Note there are three spellings for the *ay* sound. Say *a_e* using different consonants and have Ss write them.) Point to the letters in random order and have Ss say the sounds. Have Ss look at part B. Play CD track B18. Have Ss fill in the blanks and number the pictures.

B18

B. Listen and write.

- Number 1. three (2x)
- Number 2. sick (2x)
- Number 3. Sunday (2x)
- Number 4. paddle (2x)
- Number 5. water (2x)
- Number 6. wait (2x)

Check Ss' answers by pointing to each picture and having individual Ss name it and write the word on the board.

3 After the book

Play **Say it! Bingo** (Teacher's Guide p. 20). Use **Phonics Cards Units 4–6** (TRs 14, 17 and 20: Teacher's Guide pp. 69, 79 and 89) and have Ss make 5 x 5 grids for this activity.

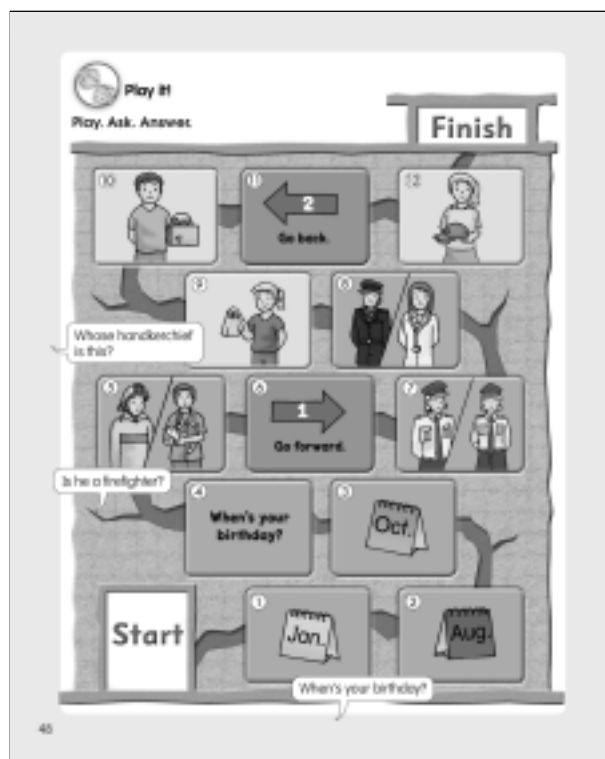
Optional

Find the same sounds! (TR 24: Teacher's Guide p. 96)

Next lesson: Bring markers and coins for the game.

Lesson 3

Student Book p. 48



Play it!

Target

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

Materials

Reduced Picture Cards 24–51 (Teacher's Guide pp. 178–181), markers, coins

1 Before the book

Warm-up / review

Divide Ss into group A and group B. Review the statements and dialogs from the *Build it!* sections in Units 4–6. Have group A ask the questions and group B answer. Have groups change roles.

Divide Ss into small groups. Play **Find it and swat it!** (Teacher's Guide p. 20) using Reduced Picture Cards 24–51 (Teacher's Guide pp. 178–181). Have Ss make statements using the words on the cards you name.

Put Ss into pairs. Play **Tic-tac-toe** (Teacher's Guide p. 19) using Reduced Picture Cards 24–51 (Teacher's Guide pp. 178–181). Have Ss make statements using the words on the cards they choose.

2 Open the book

Have Ss turn to Student Book p. 48. The game board is color coded in green, pink and yellow. Each color represents a different language pattern to be practiced. The language pattern is shown at each colored section. Point to the first space in the green section and have two Ss (S1 and S2) say the dialog. Have S1 ask **When's your birthday?** Have S2 answer **It's in January.** Do the same for the other two colored sections with different Ss. Put Ss into pairs and determine who goes first. Have Ss put their markers at Start. Have Ss in each group take turns flipping a coin and moving their markers around the game board (heads = 1 space, tails = 2 spaces). Have Ss ask the question to their partners when they land on a space and have their partners answer. Note that the fourth space has no picture, but has a question which allows Ss to answer truthfully on their own. Walk around the room and help Ss if necessary. If some groups finish before others, have them play the game again.

Language note

For a list of useful game language to teach Ss, see Teacher's Guide p. 54.

3 After the book

Play **Follow the path** (Teacher's Guide p. 20) in pairs using Reduced Picture Cards 24–51 (Teacher's Guide pp. 178–181).

Optional

• Say that space!

Have Ss make statements about the items in the spaces on which they land:

Green: *My birthday's in ____.*

Pink: *He's / she's a ____.*

Yellow: *It's his / her ____.*

• Play in pairs!

Put Ss into pairs. Have three pairs play the game together as a group, with pairs in each group competing against each other. 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.

• Answer the questions! (TR 25: Teacher's Guide p. 97)

Activity Book p. 42 can now be assigned for homework or used in class. See answer key, Teacher's Guide p. 166. Test 2 (Teacher's Guide pp. 189–190) can now be done in class.

Next lesson: Bring a calendar for Discover it! 2 to review the months of the year with Ss, and scissors and glue for each student if you choose to do the optional activity **Holidays and birthdays** (TR 26: Teacher's Guide pp. 100–101).