

Lesson 1

Lesson aims

To present and practice new vocabulary.

Target language

cow, duck, goat, horse, sheep

Recycled language

hen

Materials

Multi-ROM, Flashcards (Animals), coins or erasers, soft/paper ball

Starting the lesson

- Ask students to recall what they have learned so far. Name different categories (e.g., Colors, Numbers, Family, Parts of the body and Face) and ask them to call out words they know that belong to these categories.

SB pages 36-37

- Remind students (L1) of the Quest so far. Where did we last see Lindy and Joe? (They were at a beach party.) Who's now with Lindy and Joe? (Pippin and Grandpa.) Where are the characters going? (To Princess Emily's castle.)
- Ask questions about the main illustration. Remind students of the word *hen* and ask, *How many (hens)? (Three.)* Ask students what they think is happening in the main illustration. Explain (L1) that the farmer is giving Grandpa and the children a horse. Ask why they think the farmer is doing this (to help them get to the castle faster).

Presentation

- Give students a few minutes to look through Unit 5 and ask what they think they will learn (about animals). Indicate the farm on pp. 36–37 and say, *This is a farm.* Point to the farmer and say, *He's a farmer.*
- Stick the flashcards on the board. Point to each in turn and say the name of the animal. Now say the animals, and students find them in their books.

1 Listen and say.

- Point to the animals at the bottom of the page and ask for each, *What's this?* Play T50, and students say the missing words in each line, until at the end they are saying all the words. They use the pictures at the bottom of p. 36 for reference.

cow... horse... goat... hen... sheep... duck...

T50

cow, horse, goat, hen, sheep, duck

Listen and say the missing words.

cow, horse, goat, hen, sheep, ...

cow, horse, goat, hen, ..., ...

cow, horse, goat, ..., ..., ..., ...

cow, horse, ..., ..., ..., ..., ...

cow, ..., ..., ..., ..., ..., ...

Game

- Students use small coins or erasers to cover three of the animals in Activity 1. Call out the words in turn. When you say an animal that a student covered, they circle it. A student wins when all three animals he/she covered have been said.

2 Listen and number.

- Play T51, and students number the animals as they are mentioned. Play the recording again, and students join in with the animal noises.

Joe Lindy! It's a farm.

T51

Lindy Look at the animals.

Joe Look, Lindy! It's a cow. It's black and white.

Lindy And look! It's a goat.

Joe It's a duck.

Lindy Look at the hen.

Joe Awww, sheep!

Pippin What's this?

Lindy It's a gray horse.

Farmer This is MY horse. Here you are. It's for you.

Grandpa Oh, thank you.

Pippin Giddiyup! Yippeeeee!

Ending the lesson

- Invite students to the board to mime the animals learned in this lesson. Ask them to add animal sounds.

OPTIONAL ACTIVITIES

Farm sounds

Divide students into six groups (see ideas for group formation on pp. XII and XIII) and give each an animal flashcard. Call out the word *cow*. All students in the group with the *cow* flashcard make a *moo* sound. Continue with the other animals, encouraging students to use the correct sound for each animal.

Team game

Play *Basketball* (see p. T83).

WB page 100

1 What's missing? Write. Then draw.

- Students read the words in the word bank, find the corresponding animals in the picture and write the words in the boxes next to the correct numbers. They then decide which animal is missing from the picture (a sheep). Students draw the sheep in the picture.

Lesson 2

Lesson aims

To review the vocabulary from Lesson 1 with a chant; to present the new structure.

Target language

black, gray, white; Is it a (cow)? Is it (big)? It's (small).

Recycled language

Animals, Colors; It's a (duck).

Materials

Multi-ROM, Flashcards (Animals), A3 paper, cutouts of farm animals, glue, scissors, colored pencils and markers

Starting the lesson

- Stick the flashcards around the classroom. Say, *Point to the duck*. Continue with the other animals.

SB pages 36-37

Presentation

- Hold up objects that are black, gray and white and say the words several times. Ask students to repeat.

3 Listen and answer. Then chant.

- Explain (L1) that students will listen to a chant about the animals in the farm. Play T52, pausing before the answers so students can answer. Play it again, and students join in.
- Give each student one of the animals from the chant. Play T52 and ask students to stand up when their animal is mentioned and make the appropriate animal noise.

Lindy	What's this? [neigh]	Pippin	No, it's white.	T52
Joe	Is it a sheep?	Joe	What's this? [moo]	
Lindy	No, it's a horse.	Pippin	Is it a goat?	
Joe	Is it white?	Joe	No, it's a cow.	
Lindy	No, it's gray.	Pippin	Is it small?	
Joe	Is it small?	Joe	No, it's big.	
Lindy	No, it's big!	Pippin	Is it yellow?	
Pippin	What's this? [quack]	Joe	No, it's black and white.	
Lindy	Is it a hen?	Chorus	What's this? [baa]	
Pippin	No, it's a duck!		Is it a sheep? Yes! Neigh, quack, moo, baa! (x4)	
Lindy	Is it big?			
Pippin	No, it's small.			
Lindy	Is it red?			

4 Listen and ✓. What's missing?

- Ask students to name the animals in the activity. Play T53. Students listen to the questions and check the animals as they are mentioned. Play it again for students to confirm their answers. Then they tell you which animal is missing (the hen).

1 Is it white?

No. It's brown.

Is it big?

Yes!

Is it a cow?

Yes. It's a cow.

2 Is it gray?

No. It's white.

Is it big?

Yes.

Is it a horse? **T53**

Yes! It's a horse!

3 Is it yellow?

Yes.

Is it big?

No. It's small.

Is it a duck?

Yes! It's a duck!

Quest song

- Ask students (L1) to recall which of Princess Emily's things they found in Units 1-4 (*the present, the photo, the key and the sunglasses*). Explain that they are now going to find another Quest item. Ask them to look at the main illustration and guess what the item might be. Then play the Quest song (T54) so students can learn the name of the Quest item (*a duck*). Ask students why Princess Emily likes the duck (it is a rubber duck, maybe Emily plays with it).
- Ask students to find the duck on the page (it is actually a rubber duck, in the pond). Then they find the sticker in the back of the Student Book. Follow the sticker ritual from Unit 1 (p. T5) and have students stick it over the grayscale duck. Play T54 again, and students join in.

Stand up, jump up, come on a quest,
Come on a quest today.

T54

Turn around, sit down, come on a quest,
Look for a duck today.

A treasure chest, a present, a photo, a key, sunglasses
and... a duck.

Find a duck today!

Ending the lesson

- Divide the class into groups. Students draw a farm scene on an A3 sheet of paper. They then draw or stick cutouts of farm animals in the scene. Students label their drawings *My farm*. Invite some groups to the board to describe their artwork.

OPTIONAL ACTIVITY

Flashcard game

Play *Yes or no* (see p. T84).

WB page 101

2 Read and color.

- Students read the sentences and color the animals.

3 Look at Activity 2. Then read and write Yes or No.

- Students look at the partial pictures of the animals, then find the animals in Activity 2 that correspond with them. Students read the questions and write *Yes* or *No*.

Lesson 3

Lesson aims

To extend the unit vocabulary; to practice the vocabulary with a song.

Target language

fat, thin; It has (four legs).

Recycled language

Animals, Body parts, Colors, Numbers

Materials

Multi-ROM, Flashcards (Animals), A4 paper

Starting the lesson

- Call students to the board to mime an animal. Stick the flashcards on the board as each animal is guessed. Then describe one of the animals using *It's big/small. It's (yellow)*. Students then guess the animal.
- Now hand out the flashcards to six students. Students guess which animal each student has by asking, *Is it (big)? Is it (white)?*

SB page 38

Presentation

- Ask students which animals they can see in the illustration. Say sentences about the animals (e.g., *It's brown*). Students name all the animals which are brown. Continue with the other colors.
- Remind students of the words *dog, frog* and *cat* by using the illustration in the book or by miming and making animal sounds. Then teach *fat* and *thin* by drawing examples on the board using animals. Students repeat the new words several times.
- Show the horse flashcard and ask, *How many legs?* Say, *It has four legs*. Continue with the other animals.

5 Listen and circle. Then sing.

- Play T55. Students listen and find the animals in the picture that are being described. Play it again, and students circle the animals.
- Ask students to tell you which animals in the picture are not mentioned in the song (the horse and the goat). Ask them to help you describe these animals using the language from the song (*It's big. It's brown. It has four legs. It's a horse!*!).
- Play T55 again, and students join in.

Max I'm Max.

Maisie And I'm Maisie.

Max and Maisie We're animal crazy.

T55

Maisie What's this? (x2)

It's small and gray.
It has four legs.

Max It's a cat.

Max I'm Max.

Maisie And I'm Maisie.

Max and Maisie We're animal crazy.

Max What's this? (x2)

It's thin and brown.
It has four legs.

Maisie It's a dog.

Max I'm Max.

Maisie And I'm Maisie.

Max and Maisie We're animal crazy.

Max What's this? (x2)

It's small and white.
It has two legs.

Maisie It's a duck.

Max I'm Max.

Maisie And I'm Maisie.

Max and Maisie We're animal crazy.

Maisie What's this? (x2)

It's fat and green.
It has four legs.

Max It's a frog.

Max I'm Max.

Maisie And I'm Maisie.

Max and Maisie We're animal crazy.

6 Look and play.

- Draw students' attention to the boy and the girl. Explain (L1) that they are playing a guessing game and that students are going to do the same in pairs.
- Divide students into pairs (see ideas for dividing the class on pp. XII and XIII). Explain the game: Student A describes an animal at the bottom of the page, and Student B guesses which animal it is.
- Demonstrate the activity with one or two students before they start working in pairs. You can write some key words on the board to help them play the game. Monitor pairs to help with pronunciation and accuracy.

Ending the lesson

- Play the song (T55) again. Write the words *frog, cat, dog* and *duck* on the board and ask students to number them in the order they are mentioned in the song. You could also divide the class into two groups (see ideas for group formation on pp. XII and XIII). One group sings while the other group mimes the correct animal for each verse.

OPTIONAL ACTIVITY

Guess the animal

Give each student an A4 sheet of paper. Ask them to draw a picture of an animal they know in English. Students keep his/her drawing secret and choose a partner. They try to guess which animal was drawn by asking, *Is it a (horse)?*

Lesson 4

Lesson aims

To develop reading, listening and speaking skills.

Recycled language

Animals; *It's (small/black). It has (four legs). Is it a (cat)?*

Materials

Multi-ROM, Flashcards (Animals), A4 paper

Starting the lesson

- Give four students a word written on an A4 sheet of paper: *frog, dog, duck* and *cat*. Point to a student, and the rest of the class mimes that animal. Then play the song (T55) from Lesson 3. Students point to the correct word when that animal is mentioned.
- Draw some pictures of creatures on the board with various numbers of arms or legs. Ask, *How many arms/legs does it have? (It has eight legs.)*

SB page 3q

7 Play the game. Ask and answer.

- Play a game of *Bingo*. Students choose four animals on the *Bingo* game board and use a pencil to circle their chosen animals. Describe an animal on the game board (e.g., *It's big; It's gray; It has four legs*). Students guess the animal you have described (*Is it a horse?*). If you say yes, students write an X over that animal in pencil. The winner is the first student to cross over all the animals they had circled.
- Ask students to erase the *Bingo* board and play the game again, now with a partner. Divide students into pairs (see ideas for dividing the class on pp. XII and XIII).
- Draw their attention to the language in the speech bubbles. You can write some key language on the board to guide them. Monitor pairs to help with pronunciation and accuracy. To extend the activity, you can ask students to write descriptions of the animals in their notebooks.

Extra!

- Prepare a chart on the board for students to complete. Stick the flashcards at the top of the board, in a horizontal row, and draw lines between them to form columns. Then, on the first column on the left, write three simple questions: *Color? Big or small? How many legs?*

- Demonstrate the activity with one of the flashcards. For *duck*, write *white, small* and *two*. Describe the animal as you write (*It's white; It's small; It has two legs*). Invite students to come to the board, write the answer for one of the questions and use it to make a sentence.

8 Read. Then look and write.

- Students read the sentences and complete them with one of the animals in the activity. To extend the activity, you can ask students to write sentences similar to the ones in the activity in their notebooks. When they have finished, they exchange notebooks with a partner, so that he/she can complete the sentences. Ask some students to share their new sentences with the class.

Game

- Students use the *Bingo* board from Activity 7 to play *Tic-tac-toe* in pairs.
- Explain (L1) the rules of the game. Students decide who is going to be the O and who is going to be the X. Student A chooses a square and describes the animal in it (*It's small; It's black; It has four legs; It's a cat*). If the description is correct, he/she writes an X or an O over the animal; if it is incorrect, Student B gets the square. Then it is Student B's turn. The winner is the first student to get three squares in a row.

Ending the lesson

- Whisper an animal on each student's ear. Include all the animals students have seen in the unit so far (duck, horse, goat, cow, hen, sheep, frog, cat and dog). Then explain (L1) that they are animals in a farm, but that they are lost and must find the other animals. Students are not allowed to speak, they can only make animal sounds (e.g., *Moooo!*). They walk around the classroom, making the animal sounds, and when they find a member of their animal group, they hold hands and form a chain. After all the students have found their group, ask them to say which animal they are.

OPTIONAL ACTIVITY

Team game

Play *Parachute* (see p. T84).

Lesson 5

Lesson aims

To consolidate the unit language with a story.

Target language

bad

Recycled language

Animals; wings; Is it a (sheep)? It has (four legs).

Materials

Multi-ROM, Flashcards (Animals), strips of paper with sentences about the animals, speech bubbles with the lines of the story

Starting the lesson

- Choose two to four animals of different colors, numbers of legs, sizes, etc. and write the animal words or stick the flashcards of these animals on the board. Write sentences about the animals on strips of paper (e.g., *It has two legs*). Be sure that the sentences are true about only one of the animals, otherwise write the same sentence more than once. Show the sentences in turn, and students stick them below the correct animal.

SB page 40

- Ask questions (L1) about the story from Unit 4. Who were the main characters in the story? (Princess Emily and two police officers.) Who did the princess want the police officers to find? (Pippin.) Is Princess Emily happy at the end of the story? (No, she's sad.)

9

Listen and read. Then act.

- Allow students a few minutes to study the frames. Remind students of the word *wings* using mime and teach the word *bad* using a thumbs-down gesture and, if necessary, L1 translation.
- Before playing the story, ask the questions below. You can ask and discuss them in English or in L1:
 - What are Lindy and Joe looking at? [A map.]
 - What is Joe doing? [Open discussion.]
 - Is Lindy scared? [Yes.]
 - What do you think Joe is going to do? [Open discussion.]
 - (Pointing to Pippin.) Who's this? [Pippin.]
 - Why do you think Lindy looks angry? [Open discussion.]
- Play T56, and students follow along in their books. Play it again, pausing after each line for students to repeat.
- To check students' understanding of the story, ask the following questions. You can ask and discuss them in English or in L1:

- What did Lindy hear? [A big animal.]
- Which animal sound did they hear? [A duck.]
Is it a duck? [No.]
- Which animal sound can you hear now? [A cow.]
Is it really a cow? [No.]
- Which animal sound can you hear? [A sheep.]
Is it a sheep? [No.]
- Who was making the animal noises? [Pippin.]
- Does Lindy think Pippin is a good parrot? [No, she thinks he's bad.]

- Be sure students understand that Pippin was being naughty by making the animal sounds to scare Lindy and Joe. Ask students if they think Pippin's behavior is good.
- Invite students to the front of the classroom to act out the story. You can play T55 and pause after each line for students to repeat, or have them say the lines from memory. Encourage tone of voice and expressions to match those in the pictures. Alternatively, you could have other students read the lines while the first ones act it out. With shyer groups, you can ask volunteers to roleplay the story from their seats.

Extra!

- Prepare speech bubbles with the lines of the story and hand them out to different students. Play T55 again. When their line is playing, students jump up and go to the front of the classroom. They arrange themselves in order and hold up their speech bubbles.

Ending the lesson

- Read the story, making deliberate mistakes (e.g., say *It's a small animal* instead of *It's a big animal* in Frame 1). Students clap when you make a mistake, and they then correct it.

OPTIONAL ACTIVITY

New frame

Divide the class into groups (see ideas for group formation on pp. XII and XIII). Each group thinks of a new frame for the story. Write groups' ideas on the board. The class votes for the best frame.

WB page 102

4 Read and match.

- Students read the sentences and match them to the correct animal.

Lesson 6

Lesson aims

To integrate other areas of the curriculum into the English class; to develop the cross-curricular topic through a short project.

Cross-curricular focus

Science – nocturnal and diurnal animals

Target language

bat, fox, owl

Recycled language

Animals, Body parts, Colors

Receptive language

It's awake; in the day, at night

Materials

Multi-ROM; Flashcards (Animals); several pictures of animals that are awake during the day and night, A3 paper, scissors, glue, colored pencils and markers, slips of paper with the animal words, a bag

Starting the lesson

- Begin the lesson by playing *Teacher says* (similar to *Simon says*). Use instructions like *Touch your (eyes)*, *Point to something (red)*, *Sit down*, *Slap your hands*, etc. Students only follow the instructions if they are preceded by *Teacher says*.

SB page 41

Presentation

- Ask students (L1) which animals they have seen or heard at night. Suggest bats, foxes and owls. Show some animal pictures you have brought to class. Sort the animals into groups of day (diurnal) animals and night (nocturnal) animals by drawing a sun and a moon on the board and sticking the pictures below. You can also use flashcards of the animals from this unit.

10 Listen and point. Then say.

- Point to the sun in the first group of pictures and say, *It's day*. Ask which animals students can see (*a cow, a horse and a duck*). Explain (L1) that these animals are awake during the day. Now point to the moon and say, *It's night*. Ask which animals they can see. Teach *bat, owl* and *fox*. Explain (L1) that these animals are awake at night.
- Play T57. Students point to the animals as they are mentioned. Repeat the animal words with students several times.
- Divide students into pairs (see ideas for dividing the class on p. 00). Student A says the animal words in the activity to Student B, who then points to the corresponding pictures.
- Ask students (L1) why they think nocturnal animals might survive better if they are active at night rather than during the day. Look at pictures of the nocturnal animals you have brought to class and ask which features they have in common (large eyes/ears, dark fur, etc.). Ask why these features help them stay active at night. Ask why they think a bat has such large ears and why the owl has such large eyes.

- 1 It's a cow. It's awake in the day.
- 2 It's a horse. It's awake in the day.
- 3 It's a duck. It's awake in the day.
- 4 It's a bat. It's awake at night.
- 5 It's a fox. It's awake at night.
- 6 It's an owl. It's awake at night.

T57

11 Read and find. Then circle.

- Point to the photo of the fox in Activity 11. Say, *It's awake at night*. Students read the sentences at the bottom of the page, then circle the correct animal.

Mini project

12 Choose two animals. Then make a chart.

- Divide the class into pairs. Students choose two animals to describe and compare (e.g., a bat and a fox, or a horse and a duck).
- Students use an A3 sheet of paper to make a chart to identify the differences. Instruct students to draw a line to divide the sheet into two parts. To describe each animal, they use sentences like *It has two feet/It has four feet*, or *It's black/It's red and white*. To decorate their charts, students can use the pictures you brought to class or drawings. Monitor pairs to help with accuracy.
- When students have finished, invite some volunteers to come to the board and describe their animals to the class.
- To extend the activity, students can use the Internet to research what their two animals eat, where they live, how they care for their young, etc., and to include pictures to represent the information they find out.

Ending the lesson

- Mime an animal, and students guess: *Is it a (bat)?* If a student guesses correctly, it's his/her turn to mime an animal.

OPTIONAL ACTIVITY

Team game

Play *Whoops!* (see p. T84).

WB page 102

5 Match.

- Students match the animal words to the boxes *Awake in the day* and *Awake at night*, according to the animals' habits.

Review

Lesson aims

To review the unit language with a game.

Values

Caring for animals.

Recycled language

Animals, Colors; *big, fat, small, thin; Is it a (hen)? Is it (brown)? It's (small).*

Materials

Multi-ROM, Flashcards (Animals), coins and counters, Worksheet 5, toy animals, a box

Starting the lesson

- Write the animal names on the board with the letters in mixed order. Students write the letters in the correct order and stick the correct animal flashcard next to the word.

SB page 42

1 Pairwork. Look and play.

- Divide students into pairs. (If there is an odd number of students in the group, they can work in threes.) Check they know who their partner is by asking students (L1) to hold hands with their partner to show you who he/she is.
- Each pair of students has a coin and two counters (you can use erasers, buttons or paper clips). Explain (L1) the rules of the game. Students keep their game boards secret. Student A secretly flips the coin and moves along the board (heads = one square; tails = two squares). Student B guesses the animal he/she landed on by asking questions (*Is it brown? Is it fat? Is it a hen?*). Student B can ask as many questions as he/she wants, if he/she does not mention an animal; but he/she can ask only one question using an animal word. If Student B guesses correctly, he/she then has a go. If Student B guesses incorrectly, he/she misses a turn. When students land on a question mark, they choose any animal from the board
- Students must get the exact number to finish the game. The first student to reach FINISH wins. Monitor pairs to help with pronunciation and accuracy.

2 Listen and do.

- Play T58. Students repeat the sentences and then mime the animals, making animal noises as they do so.

It's a sheep. Baa. It's a sheep.
It's a horse. Neigh. It's a horse.
It's a cow. Moo. It's a cow.
It's a duck. Quack. It's a duck.

T58

Game

- Bring several toy animals to class. Alternatively, use the animal flashcards. Put a toy animal/flashcard in a box, without students seeing it. Ask, *What's in the box?* Students guess by asking, *Is it a (horse)?* When a student guesses correctly, give him/her the toy/flashcard. Continue with another item. When all the toys/flashcards have been handed out, ask students to put them back in the box again one by one, saying the name of each animal as they drop it in the box.

Values

- Ask students (L1) how many of them have visited a farm or have pets at home. Discuss ways that we care for animals. Talk about feeding them regularly, grooming and making sure they have enough water to drink. Discuss ways that we benefit from farm animals or things that we get from animals (e.g., milk, eggs, meat).



Students draw an animal at home and tell someone in their family about it (*It's a goat. It has four legs. It's thin. It's gray, etc.*). Ask students to bring the drawing to class and keep its identity secret. At the next lesson they play a guessing game with a partner (*Is it big/red/fat? Is it a horse?*).

**Students can now complete Worksheet 3
(you can print it from the teacher's resource site – www.pearson.com.br/ourdiscoveryisland).**

Ending the lesson

- Do a TPR activity. Call out animal names, and students mime the animal and make the animal's sound. Students continue until you say, *Stop!* Students freeze in their positions. Count to ten. Anyone that moves before you say *Ten* must sit down.

OPTIONAL ACTIVITY

Chain game

Invite students to the board. Begin the game by saying, *On my farm there's a duck.* The second student says the same sentence and adds another animal (*On my farm there's a duck and a goat*). Continue with other animals. When a student makes a mistake, or cannot remember an animal, start the game again.

Review

Lesson aims

To personalize the unit language; to provide an opportunity for self-evaluation.

Recycled language

Animals, Body parts, Colors, Numbers; *big, small, fat, thin; It's a cow. It's (big). It has (two) (legs).*

Materials

Multi-ROM, Unit 5 stickers, A4 paper, poster board, colored pencils and markers, strips of paper with sentences about the animals

Starting the lesson

- Ask students to remember the song from Lesson 3. Challenge them to write down the four animals in the order they are mentioned. Play the song T55 so students can check his/her answers (*cat, dog, duck and frog*).

SB page 43

3 Listen and stick.

- Tell students (L1) that they will listen to a recording with a description of different farm animals. Ask them to try to guess which animals and descriptions might be included.
- Play T59 once for students to confirm their guesses. Students then find the stickers in the back of the Student Book (you can ask students to remove all the stickers first and stick them lightly on the edge of their desks, so that they do not need to get back to the sticker page during the recording). Play it again, and students stick them over the icons.
- Play T55 a third time, pausing after each line for students to repeat.

- 1 It has four legs. It's a sheep.
- 2 It's big. It's a cow.
- 3 It has long legs. It's a horse.
- 4 It has two legs. It's a hen.
- 5 It's white. It's a goat.
- 6 It's small. It's a duck.

T59

4 Draw and write.

- Students draw a farm animal in the frame. They could draw the animal in a farm scene. They then complete the sentences about the animal they have drawn by writing the correct words. Invite some students to the board to share their artwork with the class and read out the sentences.

Game

- Write several sentences on the board as headings. Write *It has two legs; It has four legs; It's brown; It's white; It's black; It's big; It's fat*, etc. Divide students into groups and give each group an A4 sheet of paper. Students copy the sentence headings and list animals below each heading that they describe. Award points for each animal listed and choose a winning group.

Ending the lesson

Project poster

- Students work in small groups (see ideas for group formation on pp. XII and XIII) to make a poster as an end-of-the-unit project. Give each group a sheet of poster board and ask students to draw pictures of different animals and write sentences describing them. Make sure students use a variety of language in their descriptions. When they finish, they can share the poster with the class. You can display their posters on the classroom walls.



Students can now go online to Tropical Island and enjoy the fun and games at home or at the school computer lab. Ask students to find the silver bucket that Pippin is holding on the Student Book (p. 38). Tell them they need to find the bucket on Tropical Island (it is next to the barn door, between the hay and the animal wash). When students click on the silver bucket, they are taken to a supplementary language game based on the vocabulary of Unit 5.

OPTIONAL ACTIVITY

Flashcard game

Play *Animal reading race* (see p. T83).

WB page I03

6 Look and write.

- Students read the sentences below the horse and the duck and fill in the gaps with words from the word box.

7 Find and Stick. Then color.

- Students find the Unit 5 sticker in the back of the Student Book. Follow the sticker ritual from Unit 1 (p. T11) and have students stick the speech bubble in the correct place to complete the picture. They can color the duck yellow.
- Then students read the three sentences in the *I can do it!* box and check the ones they can understand and use correctly. Explain (L1) that students should color in the stars at the bottom of the page to correspond with how well they think they completed the unit. Discuss with students which activities they liked best and which ones were more difficult.