

OBJECTIVES: By the end of the lesson, students will have learned to name and talk about foods.

● TARGET LANGUAGE

Key language: sausage, lemonade, Happy birthday

Additional language: party, any, don't, fries

Review: food, We have ... , taking a picture, kitchen, stand, ugly, cook, present progressive, prepositions

● MATERIALS REQUIRED

Flashcards: (food) 92–97

Kid's Box AE 1 Flashcards: (food) 91, 92, 95, 96

Optional: Teacher's Resource Book 2 Unit 11 Reinforcement worksheet 1 (page 69)

Warmer

- Review the known foods, using the flashcards. Flash each one quickly. Give the flashcard to the student who says it correctly. When students have all the flashcards, each student holds it up, says the word, and comes and sticks the flashcard on the board (word side up). Arrange the flashcards around the edge of the board to make a mind map. Elicit the word for the center (Food) and write it.

Presentation

- Elicit/Teach the new food words, using the flashcards. Students repeat in chorus, in groups, in pairs. Check pronunciation of sausages, oranges. Say Which are your favorite foods? Stick the flashcards on the board around the food mind map.

SB78. ACTIVITY 1. Listen and answer.

- Books closed. Say Listen. The children are talking about some of these things (point to the board). Set the pre-listening questions: What is Mr. Star cooking? What do they have to drink? What is Eva doing? Where are they? Play the CD. Students listen for the answers. They check in pairs. Say Open your Student's Books to page 78, please. Listen again and check. (Burgers and sausages, Lemonade and fruit juice, Taking a picture, A party). Play the CD again. Check understanding of party, birthday, fries.
- Say Can you find the hidden star? Show your partner. Check with the class (on the present). Students say Here it is.

CD 3, 37

SCOTT: What are you cooking?

MR. STAR: I'm cooking burgers and sausages.

SCOTT: Are we having fries, too?

MR. STAR: Yes, we're having fries. Grandma's getting them from the kitchen. Grandpa's helping her.

SCOTT: Yum, yum. And we have lemonade to drink.

SUZY: Mommy, is there any fruit juice?

MRS. STAR: Yes, I can get it for you.

SUZY: Thanks.

SALLY: What are you doing, Eva?

eva: I'm trying to take a picture of Scott.

ALEX: Yoo hoo, Eva! We're in front of you. Take a picture of us.

SALLY: No, don't take a picture of them. Take one of Scott.

eva: I'm trying to take a picture of him. Alex, Robert, can you stand behind me, please? I don't like taking ugly pictures.

SB78. ACTIVITY 2. Listen and repeat.

- Say Now listen, point to the picture, and repeat. Play the CD. Students repeat in chorus. Listen for correct pronunciation.

CD 3, 38

Sausages, burgers, cake, watermelon, oranges, lemonade

WB78. ACTIVITY 1. Write the letters and the words.

- Say Open your Workbooks to page 78, please. Focus students on the example in the left circle. Point to the picture of under, elicit under, and say What's the first letter? Students respond u. Show them the example u. Say Do the same for the other pictures. Write the food word here. Students work in pairs. They write the first letter of each picture inside the circle, then put all the letters in order to make a food word. Then they do the same for the second circle. Monitor and help/prompt where necessary. Pairs check with pairs. Check with the class.

Key: armchair, arm, shoe, under, sock, ear, glasses – sausage; milk, apple, dress, eye, nose, egg, lizard, orange – lemonade

WB78. ACTIVITY 2. Circle the different words.

- Focus students on Activity 2 and on the example. Elicit why car is different (the others are alive). Students complete the activity in pairs. Check with the class. Listen for students' reasons if they have chosen a word different from the one you expected.

Key: 2 shoe (the others are toys), 3 armchair (the others are food), 4 orange (the others are drinks), 5 bus (the others are sports), 6 desk (the others are in a town), 7 kitchen (the others are household objects), 8 mirror (the others are rooms).

Extra activities: see page T125 (if time)

Optional activity

- Teacher's Resource Book 2 Unit 11 Reinforcement worksheet 1 (see pages 68, 69).

Ending the lesson

- Play a word game. Say It's my birthday party. I'm having burgers. Student 1: It's my birthday party. I'm having burgers and lemonade. Student 2: It's my birthday party. I'm having burgers, lemonade, and watermelon. Start another chain at the back of the class. Choose students at random to continue the chains. Listen for correct use of plurals/non-counts.

OBJECTIVES: By the end of the lesson, students will have talked and read more about birthdays.

• TARGET LANGUAGE

Key language: Look at them/her/him/us/me/you

Additional language: at the bus stop, playground, present, Smile at me

Review: Happy birthday, party, cook, taking pictures, nice, new, bike, number, colors, bus, shoe, skirt, swim, can, tree

• MATERIALS REQUIRED

Photocopiable 11 (see page T111), copied onto thin cardboard, one copy for each student, scissors, glue, colored tissue paper, crayons, glitter, a birthday card

Optional: Teacher's Resource Book 2 Unit 11 Reinforcement worksheet 2 (page 70)

Warmer

- Review the object pronouns: us, me, them, you, him, her. Say, e.g., *Look at Juan. Look at him.* Repeat for other students in the class. Invite a group of students to the front to practice *Look at them.* Include yourself for *Look at us.* Point clearly at each person/group of people referred to by the pronoun to make the meaning clear.

SB79. ACTIVITY 3. Listen and point. Chant.

- Say *Open your Student's Books to page 79, please.* Elicit what students can see in the pictures. Review bus, skirt, shoe, tree, swim. Say *Listen and point.* Play the CD. Students point to the pictures. Elicit the letter for each section of the chant. Check understanding, e.g., *Look at him. What can he do? Look at her. What's she wearing?* Play the CD again. Students repeat the chant in sections. Students stand up. They repeat it in chorus. Students practice. You can record students and play the chant for them to listen to / watch.

Key: d, e, a, f, b, c

CD 3, 39

Look at them,
Five young men.
Look at him,
He can swim.
Look at her,
In her new skirt.
Look at you,
And your nice clean shoe.
Look at us,
On a big red bus.
Look at me,
I'm under a tree.

SB79. ACTIVITY 4. Read and write. **S**

- Focus students on the picture in Activity 4. Elicit what the text is about (a birthday party). Say *Quickly read the text (point to the text) and find out what they are eating at the party.* Students read and check (Mango ice cream). Students read the text again, figuring out what the pictures are. Ask more questions to check comprehension, e.g., *What is Mom doing? What does the birthday cake have in it?* Make sure you

involve all students when asking questions. Say *Now read the text again and write the words.* Students work individually and write their answers in their notebooks. They check in pairs. Give pairs time to check and review their answers. Check with the class.

Key: 1 chair 2 balloons 3 kitchen 4 drinks 5 cake

Photocopiable 11: see pages T99 and T111

WB79. ACTIVITY 3. Listen and draw.

- Say *Open your Workbooks to page 79, please.* Elicit what students can see. Say *Listen and look. Don't draw.* Play the CD. Students listen, look, and point. They don't draw the pictures. Play the CD again. Pause after each one for students to draw the picture as directed. Limit the time for the drawing each time: allow the same time for each one, e.g., 30 seconds. Pairs check with pairs.

CD 3, 40

A girl's standing under a tree. Draw two flowers next to her. A boy's standing at the bus stop. Draw a bike in front of him. Some children are playing in the park. Draw a ball between them.

I'm standing in the playground. Draw a school behind me.

WB79. ACTIVITY 4. Write the words.

- Focus students on Activity 4. Elicit the example. Check understanding with a quick pointing game, as in the Warmer. Students work in pairs. They complete the sentences with words from the box. Monitor students as they are working. Encourage pairs to ask other pairs. Check with the class. Get students to point each time to check the concept.

Key: 2 you, 3 me, 4 her, 5 us, 6 it

Extra activity: see page T125 (if time)

Optional activity

- Teacher's Resource Book 2 Unit 11 Reinforcement worksheet 2 (see page 70).

Ending the lesson

- Say the chant again from Student's Book page 79 Activity 3. Select: five boys (look at them), one boy (look at him), one girl (look at her), one girl (look at you), four boys and girls (look at us), one girl (look at me). The rest of the class say the first four verses of the chant and point to the groups as they say it. The groups/individuals mime as necessary. The last two groups do the last two verses of the chant themselves and mime.

OBJECTIVES: By the end of the lesson, students will be able to make offers, using *Would you like ... ?* and respond appropriately.

• TARGET LANGUAGE

Key language: *Would you like some/a ... or some/a ... ? Yes, I'd love some/one. I'd like a/some ... What would you like to drink/eat?*

Additional language: *It's not your turn, a lot, too, Wait a moment*

Review: *Can I have ... ? Here you are. Oh, sorry, favorite, please, food*

• MATERIALS REQUIRED

Flashcards: (food) 92–97 and 64

Kid's Box AE 1 Flashcards: (food) 91, 92, 95, 96

Optional: Kid's Box AE Teacher's Resource Book 2 Unit 11

Extension worksheet 1 (page 71)

Warmer

- Elicit the food, using the flashcards. Hold out a flashcard, e.g., watermelon, to a student. Say *Would you like some watermelon?* Students respond *Yes, please* or *No, thanks*, as they wish. Offer the other foods to students in this way. Students with flashcards then make offers to others in the class, using the model. Help students notice when to use *Would you like some ... ?* and when to use *Would you like a ... ?* Display the flashcards on the board.

SB80. ACTIVITY 5. Listen and answer.

- Books closed. Say *Listen. The toys are talking about food.* Set the pre-listening question: *What would Maskman like to eat and drink? (Four things.)* Point to the board. Play the CD. Students listen for the answers. They check in pairs. Say *Open your Student's Books to page 80, please. Listen again and check* (sausage, burger, fries, lemonade). Play the CD again. Check comprehension by asking, e.g., *Who would like some fruit juice? What would Monty like to eat? What does he say?* Elicit the key language, e.g., *Would you like a burger or a sausage? I'd like a sausage, please.*

CD 3, 41

Toys in the toy box,
Come alive.

Walk and talk,

On the count of five.

One, two, three, four, five.

TREVOR: Monty, what would you like to eat? Would you like a burger or a sausage?

MONTY: I'd like a sausage, please, Trevor.

TREVOR: Here you are.

MONTY: Thanks.

MASKMAN: Can I have a sausage and a burger, please?

MARIE: One minute, please, Maskman. It's not your turn.

MONTY: Uh, here you are, Maskman. Would you like some fries, too?

MASKMAN: Yes, I'd love some. A lot, please, Monty.

TREVOR: Marie, what would you like to drink?

MARIE: I'd like some fruit juice, please, Trevor.

MASKMAN: Can I have some lemonade, please?

TREVOR: Maskman, please. Would you like to wait a minute? It's not your turn.

MASKMAN: Oh, sorry.

MONTY: Would you like some fries too, Trevor? ... Please.

TREVOR: Uh ... Well ... OK, Monty. Fries aren't my favorite food, but ... for you.

SB80. ACTIVITY 6. Listen and repeat.

- Say *Now listen and repeat.* Play the CD. Students repeat in chorus, then in groups. Listen for correct pronunciation and for a rise/fall in the question. Make pairs. Students take turns making offers and responding, using the model.

CD 3, 42

TREVOR: Would you like a burger or a sausage?

MONTY: I'd like a sausage, please, Trevor.

TREVOR: Here you are.

MASKMAN: Can I have some lemonade, please?

WB80. ACTIVITY 5. Write the sentences.

- Say *Open your Workbooks to page 80, please.* Elicit what students have to do (write the words in the right order). They work in pairs, saying the offers and responses before writing. Check with the class.

Key: 2 I'd like some cake, please. 3 Would you like to play with us? 4 I'd like to play Ping-Pong.

WB80. ACTIVITY 6. Read and write the information.

- Focus students on the first sentence (*May ...*) Say *What would she like to eat? What would she like to drink? (Chicken and fries, Orange juice).* Elicit where students write this in the grid. They work in pairs, reading the sentences and completing the grid. Check by drawing the grid on the board and eliciting what to write where.

Key:

Name	Food	Drink	Game
May	chicken and fries	orange juice	badminton
Sam	sausages and tomatoes	water	field hockey
Ben	meatballs and potatoes	lemonade	field hockey
Anna	carrots and rice	lemonade	badminton

Extra activities: see page T126 (if time)

Optional activity

- Teacher's Resource Book 2 Unit 11 Extension worksheet 1 (see pages 68 and 71).

Ending the lesson

- Review the spelling of food vocabulary.

Say, e.g.

Class responds:

Give me a b	b
Give me an r	r
Give me an e	e
Give me an a	a
Give me a d	d
What does that spell?	bread
What does that spell?	bread

OBJECTIVES: By the end of the lesson, students will have had more practice making and responding to offers and will have sung a song.

● TARGET LANGUAGE

Additional language: great big, Don't give any to me, coconut
Review: Would you like ... or ... ? I'd like ... , pencils, food, adjectives, Can you say that again, please? Sorry?

● MATERIALS REQUIRED

Flashcards: (food) 92–97 and 64

Kid's Box AE 1 Flashcards: (food) 91, 92, 95, 96

Optional: Kid's Box AE Teacher's Resource Book 2 Unit 11 song worksheet (page 73)

Warmer

- Prompt students to make offers and respond, using the flashcards. Hold up two food flashcards, picture side up, e.g., bananas and apples. Say Question? Would ... ? Elicit the question from a student: Would you like bananas or apples? Elicit the response from another student, e.g., I'd like apples, please. Using other pairs of food or drink flashcards, elicit more offers and responses from students in the class.

SB81. ACTIVITY 7. Listen and point. Sing.

- Say Open your Student's Books to page 81, please. Elicit who they can see and what food and drink they can see. Say Listen and point to the toys and the food they'd like. Play the CD. Students listen and point. Play the CD again. Check with the class. Repeat lines 1, 3, 5, 7, 9 of the song. Students raise their hands if they'd like this, too. Count which is the most popular. Play the CD again. Encourage students to sing.

CD 3, 43

I'd like a great big chocolate cake,

And I'd like one for me.

I'd like a nice long sausage,

And I'd like one for me.

I'd like a burger and some fries,

And I'd like some for me.

I'd like a drink of lemonade,

And I'd like some for me.

I'd like colored pencils,

I'd like colored pencils,

I'd like a box of colored pencils,

Don't give any to me!

[Repeat verses 2 and 3]

CD 3, 44

Now sing the song again. (Karaoke version)

SB81. ACTIVITY 8. Ask and answer.

- Students work in pairs. They take turns asking each other would like questions, like the ones in the speech bubbles.

WB81. ACTIVITY 7. Listen and draw lines. There is one example.

- Say Open your Workbooks to page 81, please. Look at the pictures. What can you see? Elicit the names of the things

students know in the large picture (e.g., cake, burger, fries, ice cream).

- Say Listen. Play the example on the CD (the first four lines). Hold up the Workbook page and mime drawing the example line Jill to the girl with the sausage.
- Say Listen and draw lines. Use a pencil. Tell students that they will not hear about all the children in the pictures. Play the rest of the CD. Students listen and draw lines. They check in pairs. Play the CD again. Check by asking, e.g., Who's Mark? (the boy eating ice cream). Elicit who wasn't mentioned (Dan).

Key: 1 boy eating some ice cream – Mark, 2 boy eating a burger – Tom, 3 girl eating fries – May, 4 boy eating cake – Hugo, 5 girl eating a kiwi – Kim

CD 3, 45

Is this a picture of your friends at your birthday?

Yes. They're eating lunch. Look, there's Jill.

What's Jill eating? Are they sausages?

Yes, she eats a lot of sausages!

Can you see the line? This is an example. Now you listen and draw lines.

1. Can you see Mark?

Who's Mark?

He's there. He's eating ice cream.

Oh, yes. It looks great. I love ice cream.

So do I!

2. Look, there's Tom. He's eating a burger.

It's a very big burger!

Yes, Tom loves them.

3. There's May.

Is that May, there? What's she eating? Are they fries?

Yes, she loves fries. She eats lots of them!

Me, too.

4. Where's your friend Hugo?

Hugo's there. He's eating some cake.

Is it a chocolate cake?

Yes, it is.

Mmm!

5. And there's my friend Kim.

Kim's eating fruit.

Yes, she is. What is it?

It's a kiwi. You like them.

Oh, yes. I do!

Extra activities: see page T126 (if time)

Optional activity

- Hand out copies of the Unit 11 song worksheet from Teacher's Resource Book 2. Play the song again for students to complete the lyrics (see pages 68 and 73 of the Teacher's Resource Book).

Ending the lesson

- Sing the song again from Student's Book Activity 7. Divide the class into two groups: A and B. A sings the odd lines and B the even ones (the responses). Students only sing if they would like the food, drink, or pencils. If they don't want them, they don't sing. Groups swap roles and repeat.

OBJECTIVES: By the end of the lesson, students will have learned to identify and say the short ir/ur /ɜ:/ vowel sound and have done a menu role play.

● TARGET LANGUAGE

Key language: the phoneme /ɜ:/ as in *purple, bird, girl*

Additional language: *menu*

Review: thirteen, skirt, shirt, burger, *What would you like to eat/drink? I'd like ... , please.* food and drink, young

● MATERIALS REQUIRED

Extra activity 1: thin cardboard, one piece for each pair of students, colored markers/crayons, samples of menus

Optional: *Kid's Box AE 2 Interactive DVD: The playroom* "The Hokey Cokey" and "Duck Duck Goose"

Warmer

- Elicit the following words from students (point/mime): *bird, skirt, shirt, burger*. Write them on the board. Repeat the four words and then say *Today's sound is ...* Wait for students to say /ɜ:/.

SB82. ACTIVITY 9. Monty's phonics.

- Say *Open your Student's Books to page 82, please.* Point to the small pictures and say them, emphasizing the vowel sound /ɜ:. Students practice pronunciation of each word. Point to the large picture and say *What color is the bird? (Purple) Whose birthday is it? (The girl's)*. Say *Now listen to Monty, point, and repeat.*
- Play the CD again. This time, students repeat in groups and then in pairs. They try saying the tongue twister as fast as they can. Ask volunteers to say it quickly to the class. Write the tongue twister on the board and elicit the /ɜ:/ sounds. Underline them. Point out that the sound /ɜ:/ is usually represented by the letters *ir* or *ur* (and less often by *er*, e.g., *were*).

CD 3, 46

MONTY: Hi, I'm Monty! Repeat after me!

/ɜ/, /ɜ/, purple

/ɜ/, /ɜ/, bird

/ɜ/, /ɜ/, girl

A purple bird for the birthday girl!

A purple bird for the birthday girl!

A purple bird for the birthday girl!

SB82. ACTIVITY 10. Look at the menu. Ask and answer.

- Focus students on Activity 10. Elicit/Teach *Menu*. Invite two students to read aloud the speech bubbles from the page. Repeat with other pairs of students in open pairs: students choose items from the menu. When the class understands what to do, students do the activity in closed pairs, taking turns asking and answering. Monitor and give ideas. Invite pairs to do their dialogs for the class.

WB82. ACTIVITY 8. Listen and write the words.

- Say *Open your Workbooks to page 82, please.* Say *Look at the pictures. All the words have the sound /ɜ:/. Look and think. Give students time to guess what each word is and how to say it.*
- Play the example on the CD and point to the answer on the first line. Play the rest of the CD, pausing for students to repeat the word and to write. They check answers in pairs.
- Play the CD again. Correct as a class.

Key: 2 girl, 3 birthday, 4 skirt, 5 bird, 6 shirt, 7 thirteen, 8 burger

CD 3, 47

- purple
- girl
- birthday
- skirt
- bird
- shirt
- thirteen
- burger

WB82. ACTIVITY 9. Look at the letters. Write words.

- Write *Happy birthday, Scott. It's your party today!* on the board. Point to the letters *s-h-i-r-t* and point to the example word *shirt* underneath. Say *Can you make another word from the letters?* Let students talk together and suggest other words. Say *Look at Activity 9. Write the words you can think of there.* Students work in pairs and make as many words as they can. Give a time limit. Check with the class.

Note: If you have mostly kinesthetic learners, then let them write each letter of the sentences on a separate piece of paper and move them around to make words. They will find this much easier.

Extra activities: see page T126 (if time)

Optional activity

- Watch the DVD clips "The Hokey Cokey" and "Duck Duck Goose" from the "playroom" section of the *Interactive DVD*. Play one or both games with your students. See pages 33, 35, and 36 of the DVD booklet.

Ending the lesson

- Do the tongue twister with the class again. Students stand up and say it in chorus. Invite pairs of students to say it as fast as they can. Go around the class.

OBJECTIVES: By the end of the lesson, students will have read a story and reviewed language from the unit.

● TARGET LANGUAGE

Key language: language from the unit

Review: food, pronouns, present progressive, *Let's make ... , I'd like ... , Happy birthday, Can you get me ... ? favorite, today, can*

● MATERIALS REQUIRED

Flashcards: (food) 92–97 and 64

Kid's Box AE 1 Flashcards: (food) 91, 92, 95, 96: an apple, a banana, chocolate, ice cream

Optional: Kid's Box AE 2 Teacher's Resource Book Unit 11

Extension worksheet 2 (page 72) and/or animated version of the Unit 11 story from Kid's Box AE 2 Interactive DVD (Suzy's room section)

Warmer

- Review the food words, using the flashcards. Look at one in secret. Say, e.g., *You can eat this*. Students take turns guessing. Repeat, including food and drink. Students take turns choosing a flashcard and the class guesses.

Story

SB83. ACTIVITY 11. Listen to the story.

- Say *Open your Student's Books to page 83, please*. Elicit who they can see (Trevor, Monty, Maskman, and Marie) and what they're doing (making a cake). Elicit why they're making a cake (for someone's birthday). Set the pre-listening questions: *Whose birthday is it? What cake is Monty making? What does Marie say?* Play the CD. Students listen and look. They check in pairs. Check with the class (Marie's, lemon cake, "Would you like to come to the café with me?"). Play the CD again. Students listen and repeat. Encourage them to say it with intonation and feeling.
- Check comprehension by holding up your book, pointing to pictures in turn, and asking, e.g., *What cake would Trevor like? (pencil cake). What would Maskman like to eat? (burgers and fries). Who's coming? (Marie)*.

CD 3, 48

Toys in the toy box,
Come alive.

Walk and talk,

On the count of five.

One, two, three, four, five.

NARRATOR: It's Marie's birthday today.

TREVOR: Let's have a party for Marie! Let's make her a pencil cake!

MONTY: No, Trevor. Marie would like a lemon cake.

MASKMAN: Let's have burgers and fries to eat!

MONTY: No, Maskman. It isn't your birthday.

MONTY: Let's make the cake now!

MASKMAN: Shh! Marie's coming!

MONTY: Now we can't make her a cake.

MONTY, TREVOR, AND MASKMAN: Happy birthday, Marie!

MARIE: Thanks, boys! Would you like to come to the café with me?

TREVOR: Can I have some pencil cake, please?

SB83. ACTIVITY 12. Act out the story.

- Divide the class into groups of four. Students decide their roles (Trevor, Monty, Maskman, or Marie). Play the CD again. Stop after each frame for students to repeat in role. Students practice their story in groups with mime. More confident groups of students can change some of the words, e.g., *chocolate cake*. Invite one or two groups to role-play their story to the class.

WB83. MY PICTURE DICTIONARY.

- Say *Open your Workbooks to page 83, please*. Students prepare the food and drink stickers. Say *Which food or drink is it? Listen.* Play number 1 on the CD and elicit the food (*cake*). Ask students to hold up the correct sticker. They all stick the sticker in the first square.
- Play the rest of the CD. Students lay the stickers out on their desk in the correct order. Monitor around the class to check before they stick them in their books.
- Point to the example word on the line in square 1 (*cake*). Say *Now write the words.* Students write the food or drink under each sticker. Write the words on the board in random order if they are having difficulty. Play the CD again if necessary.

Key: 2 sausage, 3 lemonade, 4 watermelon, 5 burger, 6 orange

CD 3, 49

Stick the cake on number 1. Stick the orange on number 6. Stick the lemonade on number 3. Stick the sausage on number 2. Stick the burger on number 5. Stick the watermelon on number 4.

WB83. MY PROGRESS.

- Focus students on the activity. Say *Let's read the sentences together.* Read the first sentence. Focus students on Student's Book page 82 Activity 10. Elicit some of the dialogs. Say *Good, you can ask for food and drink.* Focus students on the words in My picture dictionary. Say *What kind of food and drink is it? Do we eat it every day?* Elicit that it's party/birthday food. Say *You can talk about this.* Students work in pairs. They take turns reading aloud a *can do* sentence from their books and doing / talking about what it says.
- Say *Now check or put an X.* Demonstrate the activity again if necessary. Encourage students to practice so that they can check both the statements and color the star.

Extra activities: see page T126 (if time)

Optional activities

- Unit 11 Extension worksheet 2 (see pages 68 and 72 of the Teacher's Resource Book).
- The animated version of the story from Kid's Box AE 2 Interactive DVD (Suzy's room section). See pages 41–46 of the Teacher's booklet for the Interactive DVD.

Ending the lesson

- Ask students which chant/song/game they'd like to do again from the unit. Do it together to end the lesson.