

UNIT 1 – Extension Activities

All about me

Activity 1

FIND THE ARTIST

Materials: Construction paper (1 sheet per student), colouring materials such as pencils, crayons, markers, etc.

Preparation: Copy the following questions and answers on the board:

(Hello! What's your name?) Hi! My name's

(How old are you?) I'm years old.

(How are you today?) I'm fine, thanks. And you?

Directions: Have students design, draw and colour a portrait of themselves. Once they finish, have them display their pictures on the floor. If your class is large, you may divide it in groups of five or six for this part of the activity. Ask them to walk around, choose one picture and guess who the student depicted is by saying the correct name. If their answer is right, they get to keep the illustration and sit on the floor. After all portraits have been collected and all students have sat in a circle, have one of them ask the questions on the board to the student sitting to his/her left. The student answering the questions should impersonate the author of the picture he/she is holding.

Activity 2

ART GALLERY

Materials: Construction paper (1 sheet per two students), colouring materials such as pencils, crayons, markers, etc., tape.

Preparation: Copy the following sentences on the board:

My name's I'm years old.

Directions: Ask students to cut the sheet of paper in two. On their piece of paper, they should write the sentences on the board and complete with their information. Have them tape their pictures and self-introductions on the walls.

Activity 3

PICK A GREETING POSTER

Materials: White or brown construction paper, coloured cardboard and colouring materials such as pencils, crayons, markers, etc., scissors and tape.

Preparation: Point out to students that when we say *Hello* or *Goodbye* we also express it with body movements such as waving, shaking hands, giving a high five or hugging, etc. Ask them to brainstorm other ways of greeting and make a list on the board. At this point, you may also find it useful to talk about register, you could even classify the student's ideas into *Formal* or *Informal*.

Explain to students that they can decide on how they would want to greet you and each other at the beginning of every class.

Directions: As a class, select eight different greetings to be displayed on posters. Each poster should illustrate different greetings. Divide the class into two groups, one will take care of the *Hello* station and the other of the *Goodbye* one. Ask them to enlist the different greetings on the poster and decorate them by using coloured codes or representative symbols for each one, for example, an open hand representing a high five.

When they finish, ask them to tape the posters on the wall, next to the door, one inside the classroom and the other outside, so that every class they can line up and choose how to greet and say goodbye.

Activity 4

CLASS CHART

Materials: Construction paper.

Preparation: Divide a piece of construction paper into three columns. Label the columns: *What's your name? How old are you? What's your favourite colour?*

Directions: Have students come up individually and fill in the chart. Then, go over the chart with the class, finding the most common name and favourite colour of the class.

My School Objects

Activity 1

PICK AND GUESS

Materials: School supplies (notebook, eraser, pencil case, pen, pencil, sharpener, marker, crayon, ruler, scissors), a piece of cloth per pair of students.

Directions: Divide the class into pairs. Have students take turns so the one to go first is blindfolded while the other student arranges and shuffles the school objects on the desk. The student who is blindfolded should pick up the objects from the desk, guess and name the school supplies one by one: *It's a (pencil). It's a (book)*. If there are any mistakes, his/her partner should correct him/her. Then they swap roles. The student with the most correct guesses wins the game.

Activity 2

CONCENTRATION

Materials: School supplies cards. Ask each student to prepare a set of school supplies (notebook, eraser, pencil case, pen, pencil, crayon, sharpener, ruler, marker) cards in different colours.

Directions: Divide the class into pairs. Have each pair shuffle together their school supplies cutouts and place them face down on a desk. Have students take turns turning over two cards and naming the school supplies: It's a (pencil). It's a (book). If the objects in the pictures match, regardless of their colour (for example: a blue pencil card can be matched to a green pencil card), students keep them. The student with the most matching pairs wins the game.

Activity 3

LEARNING TO SHARE

Materials: School supplies cards.

Preparation: Write the following interactions on the board:

S1: *Can I borrow a (pen)?*

S2: *Yes, here you are!*

S1: *Thank you!*

S1: *Can you lend me an (eraser)?*

S2: *Sorry, I haven't got any. / Sorry, I'm using it.*

Elicit to students the difference between *borrow* and *lend* and teach them how to accept or deny a request.

Directions: Ask each student to collect their own set of cards. At this point, you can make them mingle and work with a different partner than they did for the previous activity. If necessary, you could also pick a student to demonstrate the activity before they work alone.

Tell the pair to place their own cards face up on the desk. Have student A borrow/lend a school supply card, then it's student B's turn. They should swap roles in a dynamic way. Once students are familiar with the activity, they could make it more challenging by asking for objects of a particular colour, for example: *Can I borrow a (red crayon)?*.

Activity 4

CLASS CATERPILLAR

Materials: Empty tin cans (7 in total), paintbrushes, acrylic paint, pieces of cloth, any other material students would like to use to decorate, extra school supplies (1 per student), silicon adhesive (for teacher use only).

Preparation: Explain to students that they will create a classroom worm with the tin cans where they will place different school supplies for everyone to use, as well as lost and found objects, so that they have a collective pencil case.

Directions: Divide the class in seven groups. Have students work collaboratively to cover their cans with small pieces of cloth or paint them. They can even overlap different materials and techniques to decorate their tin cans. Once the different tin cans are decorated, help students stick and assemble the cans together in the shape of a caterpillar with the silicon adhesive. Let everything dry and find a visible spot to place it in the classroom. Encourage students to contribute with any school supply they would like to share with the class. They can assign a school object to each can, so that the stationery is organised and easy to find.

Activity 5

FIND SIMILARITIES

Directions: Have students draw and colour three school supplies on a white sheet of paper. Then, ask them to walk around the classroom to find a classmate with as many objects in common as possible. Explain that the colours of the school supplies have to coincide. Have students ask and answer about their objects to find things in common; for example:

S1: What's in your schoolbag?

S2: An orange sharpener, a blue notebook and a pink eraser. What's in your schoolbag?

S1: A brown book, a green pen and an orange sharpener.

Tell students to write the names of their classmates and the object(s) they have in common.

Colours Everywhere

Activity 1

BINOCULARS

Materials: Toilet paper tubes (2 per student), tape, paint or paper scraps, yarn.

Directions: Distribute toilet paper tubes. Help students tape the tubes together to make a pair of binoculars. Then, have them paint their binoculars or decorate them with coloured scraps of paper. Finally, have students attach a piece of yarn to their binoculars.

Have a student use a pair of binoculars to look at something in the classroom; for example: *I see a school bag*. Lead the class in asking the student questions about the colour to guess who it belongs to:

Class: What colour is the school bag?

S: It's red.

Class: Is it (Leo's) schoolbag?

S: Yes, it is. / No, it isn't.

Repeat with different students as a demonstration.

To make it more dynamic, ask them to work in pairs or in groups of three while you walk around the class and monitor their work.

Activity 2

WHAT COLOUR IS IT?

Materials: School supplies cards.

Preparation: Prepare cards with pictures of school supplies and paint the pictures with different colours (5 school supplies cards per colour); for example: Blue: an eraser, a pencil, a sharpener, a book and a pencil case. Students can also use their own cards (see *My School Objects* section, Activity 2), just make sure they write their names on the back of the cards, so they can collect them after the activity.

Directions: Give a card to each student and explain that they have to form groups according to colours. Tell them to walk around the classroom asking about the school objects they have in their cards and their colours. Write the questions on the board to guide them: *What's in your schoolbag? What colour is it?* As students find other classmates with objects of the same colour, they stay together and continue asking the questions to the rest until the group is complete. The first group to have all the members together is the winner. Finally, have students mention the school supplies they have got in their cards.

Activity 3

BRAIN TWISTER

Materials: Paper.

Preparation: *Colour sheets:* Write the following colours in block letters so that the outline can be coloured in: *brown, pink, white, orange, green, black, yellow.*

Directions: Distribute Colour sheets. Have students colour the words using a different colour from what each word says. For example, colour in green with a blue marker, and so on. Divide the class into pairs. Have students exchange sheets with their partners. Next, ask them to take turns trying to say the colour of each word on the sheet, rather than reading the word itself. Tell students to do this as quickly as possible. Finally, conduct a class discussion on how easy or difficult the task was. Lead students in explaining why the task may be difficult: The right side of the brain is competing with the left side – the right side is better at identifying colour and the left side is better at processing language. Most people are left brained so it's easier to read the word than to say the colour.

Activity 4**CARDS SEARCH**

Materials: School supplies cards.

Preparation: Borrow some school supplies cards from the class.

Directions: If possible, ask the students to wait outside the classroom for a couple of minutes while you hide the cards around the room. If not, you may ask them to close their eyes while you do this. Once the room is ready for the card search, you let them in / ask them to open their eyes. On the board, write the number of cards hidden around (at least 10 cards). At this point you can divide the class into two groups. As students find the cards, they should go to the front of the classroom and state the card they have found: *It's a red eraser*. If the answer is correct, they win a point. The group to find all the cards and win the most points is the winner.

Activity 5**MIXING COLOURS**

Materials: Three flashlights, three rubber bands, three pieces of red, yellow and blue cellophane (large enough to fit over the end of the flashlight).

Directions: Divide the class into three groups. Ask students if they remember the *CLIL Section* and the *Steam Project* they did while working on Unit 1 in the Student's Book. Tell them they are going to continue experimenting with colours. This time, they have to see if mixing coloured light is the same as mixing coloured paint. Write the following questions on the board: *What happens when we mix red and green light? What happens when we mix blue and red light? What happens when we mix blue and yellow light? What happens when we mix all three colours? Is mixing coloured paint the same as mixing coloured light?*

Darken the room. Tell the groups to cover the flashlight with the different combinations of coloured cellophane. Have them use rubber bands to secure the cellophane in place. Tell them to shine the flashlight on the wall for each combination and answer the questions on the board.

Counting to Ten**Activity 1****HOPSCOTCH**

Materials: A piece of chalk or masking tape, a marker (a pebble, bottlecap, or button), school supplies cards.

Preparation: Draw a hopscotch design on the floor or use the masking tape to make the pattern: one square in the centre and, above it, two squares side by side. Write numbers 1 to 10 in the squares. With the help of students, brainstorm phrases, questions and answers they

know from this unit on the board. Prepare ten cards with the number on one side and write questions and/or words on the other. For example, if a card says *Name*, the student should use answer with a correct complete phrase to say his/her name.

Directions: Divide the class into groups. Explain to the students that they have to toss a marker into a square without touching the lines. Then, they hop through the squares and stop before the one with the marker. Have students say the number of the square where the marker is and answer one of the questions in the corresponding card; for example: *How old are you? What colour is your pencil case?, Favourite colour (What's your favourite colour?),* etc. If the answer is correct, they hop over the square and continue hopping through the rest of the hopscotch until they reach the end. Then, they must turn around and hop back, pick up the marker without touching the square and complete the course. If the students succeed, their groups get a point. You may draw more than one hopscotch so that two groups can play at the same time.

Variation: If two groups play at the same time, the group that gets its members to complete the hopscotch first is the winner. Each player has to complete the hopscotch for the following student to follow.

Activity 2

MISSING NUMBERS

Material: Coloured markers, classroom board.

Directions: On the board write numbers from 1 to 10. You can repeat numbers but write them in different colours each time. Ask them to look at the board for 1 or 2 minutes, then have them close their eyes and eraser one number. Explain to students that the objective is for them to detect the missing numbers every time they close their eyes and open them. If a repeated numbers is missing, they can point out which one it is by saying which colour it was.

Variations:

- You can make the activity more challenging if you escalate the erased numbers each time.
- Turn it into a listening activity: stand at the front of the classroom and ask students to listen carefully to the numbers you'll say, the objective is that they detect the missing number. For this variation you can choose to form sequences from lowest to highest number or viceversa, say for example: *One, Three, Seven, Nine. What's the missing number?* Students should answer: *It's five.*

Activity 3**MAGAZINE RACE**

Materials: Magazines, white sheets of paper.

Directions: Divide the class into groups. Distribute magazines and explain that they have to find and cut out the things that you mention; for example: *Find four children*. Say the words one at a time so that students search for the pictures. When a group finds the right amount of images, continue with another item: *Find five desks*. Finally, have the groups write a list of all the images they have; for example: four children, three desks; etc. The group with more images is the winner.

Activity 4**MEMO TEST**

Materials: Flashcards with numbers and school supplies.

Preparation: *Flashcards:* Prepare ten cards to write a number (symbol) from one to ten in each one. Prepare ten cards with school objects. Draw and colour school objects in each card; for example: *one red school bag, two green pencil cases, three black scissors, four orange books, five blue pencil sharpeners, six yellow books, seven purple pens, eight white rulers, nine pink erasers and ten brown notebooks*.

Variation:

- Instead of drawing and colouring the school objects, cut out pictures and glue them on the cards.
- Prepare ten cards to write a number (symbol) from one to ten in each one. Repeat with ten more cards but write the numbers in written letters this time. Prepare ten cards with school objects. Repeat with ten more cards but write the school objects and its colours in written letters.

Directions: Mix the flashcards and stick them with the numbers and pictures of the school supplies facing the board. Divide the class into two groups and explain that they have to find the card with the number and the picture of the school supplies illustrating the corresponding quantity. Invite a volunteer from one group to the front to turn over two cards. If one card shows a number and the other shows a school object, they have to check that they match. If the number and the picture is a matching pair, have the student say the number, colour and school object shown; for example: *two yellow sharpeners*. If the cards do not match, turn them over again and invite a student from another group to choose two cards and turn them over. When a group answers correctly, the student takes the cards. The group with more cards is the winner.

Variation:

- If instead of drawing the school objects and painting them with the same colour, you use pictures with different colours, ask students to say the number and school objects illustrated: two pencil cases. And you may ask about the colours of the school supplies to award an extra point to the groups if they answer correctly: *What colour are the pencil cases? One pencil case is blue and the other is orange.*
- You may ask them to write what the cards show in written letters on the board, for example: *Three blue erasers (picture showing 3 blue erasers).*

Activity 5**LINE UP**

Materials: Index cards.

Preparation: Prepare six index cards per group. Write a calculation in each card, making sure the result is a number from one to ten.

Variation: You may write the calculations in written letters, for example: *seven – three.*

Directions: Divide the class into groups and give an index card to each student. Tell them that the result of the calculation represents their age. Have them ask: *How old are you?* and, as they answer, they make a line from the lowest to the highest number. The first group to line up correctly wins.