

Name: \_\_\_\_\_

Class: \_\_\_\_\_

Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

## UNIT 3 – Extension Activities

### Seasons

#### Activity 1

##### GO TO THE CORNER

**Materials:** Seasons labels: Write the seasons on 4 separate pieces of paper.

**Directions:** Attach a Season label to each corner of the room. Ask a question related to a season: When do leaves change colour? Have students respond and walk to the corresponding corner: Autumn.

#### Activity 2

##### SPRING FUN

**Preparation:** Prepare a Weather poster: Draw a sun in the middle of a large piece of construction paper to make a summer poster. For the remaining seasons draw a flower (spring), a leaf (autumn), and a snowflake (winter).

**Directions:** Display your Weather poster and ask about it: *What do you do in spring, Ana?* Students answer your question: *I plant flowers.* Repeat with other students and seasons.

#### Activity 3

##### CRITICAL THINKING

**Directions:** Write the following on the board: go for a walk, ride bikes, swim in the lake, eat ice cream, have picnics, pick apples, play football, birds fly away, build a snowman, go ice-skating, plant flowers, wear raincoats, throw snowballs, use an umbrella. Have students classify the phrases into Summer, Autumn, Winter or Spring activities.

#### Activity 4

##### THE FOUR SEASONS

**Materials:** audio file of Vivaldi's The Four Seasons, paper, watercolours, paintbrushes.

**Directions:** Play Vivaldi's The Four Seasons. Tell students it is about the four seasons of the year. Ask them to think about how the seasons are represented by the music. Encourage them to move freely to the music.

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

**Language Links:** Play a section of the music piece again. Ask students to pretend they are animals. Have them act out what they would do in each season. Pause the music and say Freeze! Lead the class into asking individual students: What are you? What are you doing? What season is it? Distribute watercolours, paper and paintbrushes. Have students fold their paper into quarters. Tell them to write the name of a season in each section. Play the music again. Have students paint the season freely, using appropriate colours.

### Activity 5

#### A TREE FOR ALL SEASONS

**Materials:** Construction paper (blue, brown, white), glue, tissue paper (light and dark green, brown, pink), yarn, cotton balls, paper.

**Directions:** Distribute brown construction paper and have students draw and cut out a tree trunk and branches and glue them on a piece of paper. Then, have them carry out the following steps:

Spring: Cut out leaves from light green tissue paper and glue them on the branches. Roll up pink tissue paper balls and stick them on for blossom. Make a nest from brown construction paper. Stick on pieces of yarn to represent straw. Cut out paper eggs and glue them in the nest.

Summer: Cut bigger leaf shapes from dark green tissue paper. Draw and cut out a mother bird and baby birds in the nest.

Autumn: Make birds flying away. Glue on different coloured leaves. Add red apples to the tree.

Winter: Add cotton to ground to represent snow.

**Language Links:** Have students describe the changes in the trees and the birds in each season.

### Activity 6

#### MY FAVOURITE SEASON

**Materials:** A4 sheet of paper, crayons, coloured pencils.

**Directions:** Ask some volunteers about their favourite season. Encourage them to give reasons for their preference by mentioning the activities that they usually do; for example: *My favourite season is summer. I usually go swimming and I fish in the river.* Then, have students write about their favourite seasons and ask them to include four activities they usually do. Finally, tell them to write at the top of the sheet of paper: *My*

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

*favourite season is (summer).* Ask them to divide the sheet of paper into four squares to draw the activities and write the sentences under each picture. Display students' works on the classroom walls.

### Activity 7

#### WEATHER GRAPH

**Materials:** Coloured construction paper, glue.

**Preparation:** Weather graph: Divide the construction paper into 5 columns. Draw a weather symbol at the bottom of each: sun, raindrop, cloud, snowflake, wind. Cut ten 5-cm squares from different-coloured paper.

**Directions:** Display Weather graph. Ask: *What's the weather like today?* Have students look out the window and answer: *It's (raining).* Then, invite a student to glue a coloured square above the corresponding weather symbol. Repeat the activity every day for a month. Then, have the students look at the Weather graph. Distribute paper and have them draw the five weather symbols. Ask: *How many (sunny) days?* Count the number of sunny days with students and have them record the answer on their paper.

### Activity 8

#### THE WEATHER SHOW

**Materials:** Construction paper, paint, cereal box, 2 paper towel tubes, coloured paper, tape.

**Preparation:** Cut out a panel in the shape of a TV screen from the part of a cereal box. Stand the box horizontally and cut out the bottom section. Then, cut a hole on each side of the top section for the paper towel tubes to slot into. Paint the box or cover it with coloured paper.

**Directions:** Have students draw a picture of themselves and their families doing an activity in sunny, rainy, windy or snowy weather. Ask them to write a sentence to describe the weather and what they do on days like that: *It's a windy day. I fly kites on windy days.* Tape students' pictures together to make a long mural. Then, tape each end of the mural to a paper towel tube. Roll the mural around one of the tubes until one picture is showing. Insert the rolled-up mural into the bottom of the box. Slot the tops of the tubes into the holes in the box so that the picture shows through the screen.

Name: \_\_\_\_\_

Class: \_\_\_\_\_

Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

**Day and Night****Activity 1****MUSICAL ACTIONS**

**Materials:** Sentence strips: Cut construction paper into 10 strips. Write the following phrases on separate strips: get up, have breakfast, get dressed, go to school, have lunch, do homework, have dinner, watch TV, brush teeth, go to bed.

**Directions:** Have students stand in a circle. Give one Sentence strip to a student. Play music. Have students pass the strip around the circle. Pause the music. Have the student holding the strip make a sentence: I (get up) (in the morning). Continue with the activity changing sentence strips.

**Activity 2****EVERYDAY ACTIVITIES**

**Materials:** Mazines.

**Directions:** Divide the class into two teams. Give students pictures from different magazines. Then, ask them to close their books. Have a student mime an everyday activity. His or her team wins one point if they can identify the activity and two points for identifying the time of day: I (brush my teeth) (in the morning).

**Activity 3****FIND A PARTNER**

**Materials:** Saturday pictures: Ask students to draw pictures of activities they usually do on Saturdays, e.g.: *going to the cinema, watching TV, reading a book, going shopping.*

**Directions:** Have students walk around the room with their pictures and ask each other: What do you do on Saturdays? When they find someone who does the same thing, have them sit together. Students who don't find a partner should sit alone. Then, have one pair stand up with their pictures. Ask the class: What do they do on Saturdays?

**Activity 4****MY DAY SCROLL**

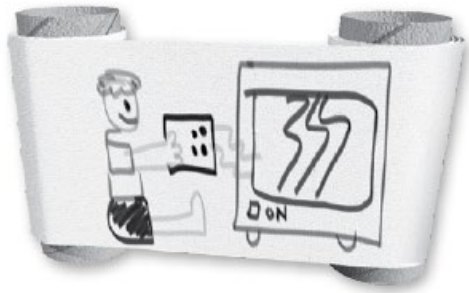
**Materials:** Toilet paper rolls (2 per student), paper, tape.

**Preparation:** For each student: Cut sheets of paper in half, lengthwise.

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

**Directions:** Help each student tape his or her paper strips together to make a long strip. Tell students to place their strips horizontally on the desk and divide them into six sections. Then, have them draw and colour a different daily routine activity in each section. Finally, tell students to tape each end of their strips to a toilet paper roll. Show them how to scroll the strip around one of the tubes until just one picture shows.

**Language Links:** Have students describe the activities on their strips as they scroll through the pictures: I take a bath in the morning.



## Activity 5

### I TAKE CARE OF MY BODY

**Materials:** Toothbrush, toothpaste, comb, brush, soap, shampoo.

**Directions:** Display and name each of the items. Have students repeat after you. Next help them talk about how we use these items to keep ourselves healthy: *I brush my teeth with a toothbrush and toothpaste. I comb my hair in the morning.* Copy the rhyme: I Take Care of My Body on the board (see below). Read the rhyme with the class. Then, lead students into acting it out.

**I Take Care of My Body**  
 I take care of my body  
 Before I go to school each day,  
 Three things I do with care,  
 I have my breakfast,  
 I brush my teeth,  
 I always comb my hair.



Name: \_\_\_\_\_

Class: \_\_\_\_\_

Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

**Activity 6****ACTIONS****Materials:** Strips of paper (1 set per group).**Preparation:** Prepare strips of paper with verbs, nouns and phrases that collocate with them: brush, clean, do, fish, go, have, have, play, read, ride / my teeth, my bedroom, my homework, in the river, to school, lunch, breakfast, games, books, my bike.**Directions:** Divide the class into groups and have them stand in lines at the back of the classroom. Hand in a strip of paper with a verb to each student. Place the strips with the words that collocate with the verbs on the first desk. Explain to students that they have to find the corresponding word or phrase that goes with the verb they have and write a sentence with the phrase on the board: *I brush my teeth in the morning. I have lunch at 12:30. I don't go to school on Sundays.*, etc. The first line to write all the sentences gets a point. Then, check the sentences with the class and award a point for each correct sentence. The winner is the group with more points.**Activity 7****HOUSEHOLD CHORE PICTURES****Materials:** Construction paper, paper.**Directions:** Have students draw and colour a picture of themselves doing an everyday household chore. Then, tell them to draw a speech bubble on a piece of paper and cut it out. Have students write a sentence in the speech bubble to go with their pictures: *I make my bed.* Ask them to write their names on the back of the speech bubble.**Language Links:** Display students' pictures around the room and redistribute speech bubbles. Have each student attach her or his speech bubble to a corresponding picture.**Activity 8****QUESTIONNAIRE****Preparation:** Draw the following table on the board and have students copy it in their notebooks:

Name: \_\_\_\_\_

Class: \_\_\_\_\_

Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Activity / Name	Pedro		
always get up early			
do homework on Sunday			
watch TV at night			

**Directions:** Tell the class to complete the table with their ideas. Then, have students walk around the classroom and ask three classmates if they do the activities they have in their tables; for example: *Do you always get up early? Do you do homework on Sunday?* Ask them to put a tick or a cross according to the answers. Then, have them write the answers in a paragraph and include the name at the end: *I don't always get up early. I do homework on Sunday.*, etc. Divide the class into groups and tell students to read the paragraphs with the activities without mentioning the name. After reading the paragraph aloud, students say the names of the three classmates that answered their questions for the rest of the group to answer: *Who is it? Pedro, Brenda or Juli?*

## Activity 9

### HOW OFTEN...?

**Materials:** A4 sheet of paper (1 per group), construction paper. Preparation: Write gapped sentences on the board:

- I \_\_\_\_\_ eat fruit.
- I \_\_\_\_\_ sleep eight hours a day.
- I \_\_\_\_\_ brush my teeth.
- I \_\_\_\_\_ physical activities.
- I \_\_\_\_\_ play video games.

**Directions:** Have students copy the sentences and ask them to complete them with the adverb of frequency that best describes their habits: *I sometimes eat fruit.* Then, divide the class into five groups and assign one sentence to each of them. Tell students to walk around the classroom and ask their classmates how often they do the activities and write the answer down: *How often do you eat fruit?* When all the groups have checked their results, have them write sentences on a white sheet of paper. Invite volunteers from the different groups to read the results aloud; for example: *Four students always eat fruit. Seven students sometimes eat fruit.* Collect all the sheets of

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

paper and glue them on a piece of construction paper and display the results on the wall. You can repeat the activity some months later to check if some of the students have changed their habits.

### Activity 10

#### TRUE OR FALSE?

**Direction:** Invite students to write six true and false sentences about their routines. Encourage them to include affirmative and negative sentences; for example: *I ride my bike on Saturday. I don't go swimming in winter.*, etc. Then, have them work in pairs taking turns to read their sentences and identify if their classmates' sentences are true or false. The student with more correct answers wins.

## Celebrations

### Activity 1

#### CELEBRATION TIME LINE

**Materials:** White construction paper (1 letter size piece per student), index cards.

**Directions:** Revise the months of the year with the class and write them on the board. Encourage students to brainstorm a list of celebrations held in their country for each month: January: Three Kings' Day. Then, talk about what they do each of these days. Ask students to choose a celebration and illustrate it on a piece of construction paper. Write the months of the year on separate index cards. Attach the cards to a wall and then, display students' pictures below the corresponding months.

**Language Links:** Ask students to write sentences to describe their pictures. Attach the sentences below the pictures. Then, have them take turns describing what they usually do to celebrate and guessing the celebration.

### Activity 2

#### SKIPPING ROPE CHANT

**Materials:** Skipping rope.

**Directions:** Take students outside. Have two students hold the ends of the skipping rope and turn it. Ask the rest of the class to stand in a single line, ready to jump in.

**Language Links:** Lead students in saying the following chant: Apple, peaches, pears and plums, Tell me when your birthday comes. Have students chant January.



Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Encourage students whose birthday falls in January to jump in one after the other and say: January. Follow the same procedure with the other months of the year. Next, have the first student in line jump in and say the month of her / his birthday: April. Then, ask the remaining students to jump in one after the other and say the rest of the months: May to December. Continue the game, alternating students holding the skipping rope.

### Activity 3

#### BIRTHDAYS

**Directions:** Explain to the class that they are going to write about their birthday celebrations. Invite students to mention what they usually do for their birthdays and write key vocabulary on the board. Ask guiding questions to help them: *Who do you celebrate your birthday with? (Family and friends) Do you play games? Do you jump on a trampoline? Do you watch films? Do you eat snacks?*, etc. Then, tell students to write about their birthdays celebrations by answering the following questions: *When do you celebrate your birthday? What's the weather usually like in that month? Who do you celebrate your birthday with? What do you do?* After writing their paragraphs, students draw a picture to illustrate their birthday celebration. Finally, invite different volunteers to read their descriptions aloud and encourage the class to ask them more questions.

### Activity 4

#### WHAT CAN YOU DO IN A MINUTE?

**Materials:** Stopwatch or watch with a minute hand.

**Directions:** Display watch. Explain to the class that they are going to calculate how long they think a minute is. Tell students to raise their hands when they think one minute has passed. Say Starting! Time the minute and tell the class when it is up. Then, have a student come to the front of the class. Ask her / him to guess how many times the class can count to 20 in one minute. Explain that a minute has 60 seconds. Write the students' estimate on the board. Then, have the class count to 20 aloud. Time students and put a tally mark on the board each time they count to 20. Finally, compare the result with their predictions.

**Language Links:** Follow the same procedure with the alphabet, days of the week, rooms in the house, etc.