

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

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## UNIT 4 – Extension Activities

### I love my Friends!

#### Activity 1

##### HAPPINESS IS...

**Directions:** Write the following nouns on the board: happiness, sadness, love, fear, loneliness. Have each student choose a noun and write a short definition for it. Invite individual students to read out their definitions, without saying the noun. Have the class guess the noun.

#### Activity 2

##### MAKE A SELF-PORTRAIT

**Materials:** Paper, acrylic paint, cotton buds.

**Directions:** Distribute materials. Have students make a self-portrait using only the cotton buds and paint. Tell them to write a paragraph below the portrait describing their physical appearance and personality.

#### Activity 3

##### MAKE A COLLAGE

**Materials:** Construction paper, magazines.

**Directions:** Distribute magazines and construction paper. Have students choose a friend or family member. Tell them to cut out pictures from magazines that remind them of that person: something about his or her likes, hobbies, pets, hair colour, etc., and glue them onto construction paper to make a collage. Ask students to display their collages and describe what they represent.

#### Activity 4

##### GOOD FRIEND GUIDES

**Materials:** Paper.

**Directions:** Distribute paper. Have students fold a piece of paper in half to make a booklet. Inside their booklets have them write a list of eight guidelines –four affirmative and four negative– for being a good friend. Tell students not to write don't in front of the

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negative guidelines: listen to your friends when they have problems, make fun of your friends. On the front of their booklets, have students illustrate the guideline they think is the most important. Divide the class into pairs. Have students exchange guides. Tell them to read their classmates' guidelines, decide which ones are negative and write don't in front of them. Then, have students match the corresponding guidelines with the picture their partner drew.

## Activity 5

### MAKE A FRIENDSHIP CHARM BRACELET

**Materials:** Paper, construction paper, markers, glitter, sequins, glue, small box, string.

**Preparation:** Name Cards: Write students' names on separate squares of paper. Put squares in the box.

**Directions:** Have students draw shapes and symbols they associate with friendship on cardboard. Have them cut out their pictures. Tell students to colour their shapes or symbols with brightly coloured markers and / or glue glitter or sequins on them. Then, have students glue their charms onto a piece of string to make a bracelet. Have each student pick a Name Card from the box and present their friendship charm bracelet to that student. Help students tie their bracelets around their wrists.



## Activity 6

### SPECIAL FRIENDS

**Materials:** Construction paper (1 per group), magazines, markers, coloured pencils.

**Directions:** Invite the class to brainstorm personality adjectives and write them on the board. Ask students to choose three of the qualities they value in a friend. Then, divide the class into groups and have them discuss their ideas and decide on the three adjectives that represent the most important characteristics. Write on the board: *A special friend is...* Tell students to copy and complete the phrase in the piece of construction paper, and draw and cut out pictures from magazines to illustrate their ideas. Finally, invite the groups to share their ideas with the rest of the class. Display their work on the classroom walls.

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**Activity 7****WHAT'S YOUR BEST FRIEND LIKE?****Materials:** Cards with personality adjectives.**Preparation:** Cut out square pieces of construction paper and write an adjective in each of them: shy, sociable, lazy, hardworking, obedient, disobedient, tidy, messy, honest, dishonest.**Directions:** Stick the cards with the words facing the board. Divide the class into groups and have students from one group turn over a pair of cards to find the opposite adjectives. If the cards match, take them from the board and award a point to the group. Ask students to use one of the adjectives to describe a friend to get an extra point; for example: *My friend is very sociable. She talks to everyone.* Continue with the same procedure until all the cards are removed from the board.**Let's Make New Friends****Activity 1****GUESS WHO!****Materials:** Small box, sentence strips.**Preparation:** Write sentences with information about the students in the class in strips of paper. For example: *She lives downtown. She likes horses.***Directions:** Store the sentence strips in a box and invite students to take one and read the information, without saying the name. Have the class identify the student.**Activity 2****NAME POETRY****Materials:** Paper.**Directions:** Distribute paper. Ask students to write their names vertically down the side. Have them write a poem, making each line start with a letter of their names: *Ask my name, Night or day, And Ana I will say.***Activity 3****SILHOUETTE RIDDLES****Materials:** Construction paper (1 large piece per student), torch or overhead projector, black crayons.

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**Directions:** Attach the construction paper to the wall. Have a student sit sideways in front of the paper. Switch off the light and shine the torch on the student so that the shadow of her / his profile is projected onto the paper. Then, trace around the shadow, making sure to include hair and facial features. Repeat with all the students in the class. Next, have students colour their silhouettes black. Ask them to write a description of themselves under the silhouettes. Finally, redistribute the pictures. Have students come one at a time and read out the description they have. Encourage the class to guess which student wrote each description.



## Activity 4

### NEW AT SCHOOL

**Materials:** A4 sheet of paper (1 per student), magazines, crayons, glue.

**Directions:** Tell the class to imagine that there is a new student at school. Invite them to find a picture of a child and glue it on the white sheet of paper. Ask students to write about the new classmate in a separate piece of paper. Have them invent a name for the new student and write a description of her / his physical appearance. Encourage students to include personal characteristics. Write the following questions on the board as a guide: *What's her / his name? How old is she / he? What does she / he look like? What's she / he like? What does she / he usually wear?* Collect all the pictures and stick them on the board. Ask students to hand in their descriptions and redistribute them. Tell the class to read the descriptions and find the corresponding pictures on the board.

## Activity 5

### WORD CHAINS

**Materials:** Per student: 5 construction paper strips (8 x 20 cm), glue.

**Directions:** Distribute materials. On each strip, have students write about their personal characteristics: *I'm generous. I share my school objects.* Have them decorate each strip with appropriate pictures. Next, tell them to link the strips together and glue them in place to make a paper chain. Finally, have students exchange their chains and invite different volunteers to share their classmates' characteristics with the class: *Facu is generous. He shares his school objects.*



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## Clothes and Accesories

### Activity 1

#### PUT IT ON!

**Materials:** Adult-sized clothes, 2 boxes.

**Preparation:** Place clothing items into the boxes. Include one article of each kind of clothing in each box.

**Directions:** Divide the class into two teams. Ask a member from each team to come to the front and stand next to one of the boxes. Say: *Put on the shirt*. Students look in their boxes, put on the shirts and button them up completely. Lead the teams in cheering their members: *Put on the shirt!* The first student to finish gets a point for her / his team. Then, give students commands for taking the clothes off: *Take off the shirt*. The first team to get ten points wins.

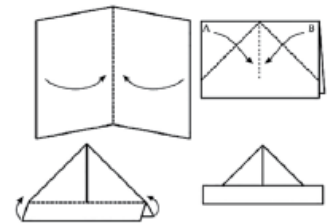
### Activity 2

#### HAT SHOP

**Materials:** Ribbon, yarn, buttons, pasta, scraps of fabric, glitter, construction paper, glue.

**Directions:** Distribute construction paper. Give students directions and demonstrate how to make a hat. First, fold a piece of paper in half. Then, fold corners A and B to meet at the centre. Finally, fold the bottom edges up. Distribute materials. Have students paint and decorate their hats. Help students to make other accessories. Necklaces: Help students string pasta on yarn. Belts: Show students how to glue precut shapes or pasta on strips of construction paper.

**Language Links:** Display students' work on a table to make a shop. Have students roleplay buying different items at the shop: *Have you got a red hat?*



### Activity 3

#### MY CLOSET

**Materials:** Hole punch. For each student: 1 straw, 1 shoebox, 5 paper clips, 1 piece of construction paper.

**Preparation:** Punch a hole on both sides of each shoebox (see illustration).



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**Directions:** Distribute shoeboxes. Show students how to put a straw through the holes to make a rod to hang their clothes on. Ask students to draw, colour and cut out five clothing items. Help them punch a hole at the top of each item and bend a paper clip to use as a hanger. Then, have students hang up their paper clothes in their closets.

**Language Links:** Have students describe the pieces of clothes hanging in their closets: *There are blue jeans. There's a red shirt.* Divide the class into pairs. Have students guess what clothes their classmates have in their closets: *Are there any (red shorts) in your closet?*



## Activity 4

### BEST-DRESSED CLOWNS

**Materials:** Paper, paint, yarn scraps, sequins, glue, small Styrofoam balls.

**Preparation:** Cut Styrofoam balls in half.

**Directions:** Ask students to paint a picture of a clown in brightly coloured clothes, juggling. Then, have them decorate their pictures with sequins and yarn scraps. Show students how to glue on the Styrofoam balls to look like juggling balls. Have them paint the balls in colours.

**Language Links:** Invite students to come to the front one at a time with their pictures. Lead the class into asking: *What does your clown usually wear?* Have students answer: *My clown usually wears a black hat, a green shirt, yellow trousers and red shoes. He has got red hair and blue eyes.* Next, describe one of the clowns and have the class identify the corresponding picture. Encourage the student who identifies the picture to describe another clown to the rest of the class.

## Activity 5

### WEATHER

**Materials:** Large piece of construction paper (1 per group), magazines, glue.

**Directions:** Divide the class into small groups. Give each group a piece of construction paper. Have students draw a vertical line down the middle of the paper. Ask them to draw a sun on one side to represent hot weather and a snowman on the other side to represent cold weather. Give students the magazines. Have them cut out pictures of clothing items and glue them on the corresponding side of the poster.

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**Language Links:** Invite students to come up, one at a time, and describe the pieces of clothes they glued on the poster: *She usually wears a pink shirt, a skirt and sandals on hot sunny days.*

## Activity 6

### PACKING LIST PIE CHART

**Materials:** Construction paper (half a sheet per group), markers.

**Directions:** Tell the class to imagine they are going on a beach holiday for one week. Elicit the types of clothes and accessories they need to take. Write a list on the board; for example: *shorts, T-shirts, sandals, bathing costume, caps, sunglasses, skirts, etc.* Divide the class into groups of six and have students choose six items from the list on the board that they consider important for that type of holiday. Write on the board: *How many (shorts) do you take?* and have students copy the question in their notebooks. Then, tell students to conduct a survey to find out how many things in their lists their classmates take. Distribute materials and show students how to transfer the information they found onto a pie chart.

**Language Links:** Have students make sentences describing what their classmates' take: *Lis takes three pairs of shoes. Vicente takes a pair of sunglasses.*

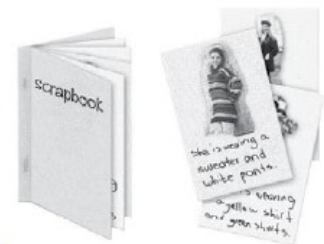
## Activity 7

### CLOTHES AROUND THE WORLD

**Materials:** Magazines with pictures of people dressed in clothes from around the world, glue, paper. Preparation: Scrapbook: For each student: Staple six pieces of paper together to make a booklet.

**Directions:** Distribute Scrapbooks and magazines. Ask students to look for pictures of people dressed in clothes from around the world and cut them out. Then, have them glue the pictures in their scrapbooks and write under the pictures what people usually wear. Provide vocabulary as necessary.

**Language Links:** Divide the class into groups. Have students present their scrapbooks to the members of the other groups and describe the clothing items.



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**Punctuation****Activity 1****ADD THE MARKS****Materials:** Cards with punctuation marks.**Preparation:** Cut out square pieces of construction paper and write punctuation marks on each of them: colon (:), comma (,), question mark (?), exclamation mark (!), period (.), and capital letter (any capital letter to stand for the mark).**Directions:** Divide the class into groups. Write sentences on the board without punctuation and have students copy them. Determine a time limit for the groups to add the corresponding punctuation marks. Then, invite a volunteer from one group to stick the cards with the punctuation marks on the sentence on the board to check. If the punctuation marks are correct, the group gets a point. If the answer is wrong, have the next group correct the sentence and award a point if they add the right punctuation marks. Continue with the same procedure until all the sentences have the correct punctuation marks. The group with more points is the winner.

Suggested sentences: *my parents work from monday to saturday do your parents work every day / don't be lazy stop watching tv all day / can you help me tidy my room please / do you keep secrets / I want to buy new clothes a shirt shorts and sandals*

**Activity 2****PUZZLED SENTENCES****Materials:** Pieces of different coloured papers with words. (1 set per group)**Preparation:** Write sentences in strips of different coloured paper without punctuation marks and cut out the words in different shapes to make puzzles.**Directions:** Divide the class into groups and hand them the sets of scrambled sentences. Ask students to order the words of the same pieces of coloured paper to make sentences. When they have the complete sentences, have students add the corresponding punctuation marks. Then, invite different students from the groups to write the sentences on the board to check their answers. Award a point for each correct sentence.



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**Activity 3****DICTATION**

**Directions:** Dictate different types of sentences and have students write them down.

Ask them to check the punctuation marks and then, compare their sentences with their classmates. Finally, invite different volunteers to the front and write the sentences on the board to check.

**Activity 4****CORRECT THE MISTAKES**

**Directions:** Invite students to choose six sentences from Unit 4, Planet Warriors 2

Student's Book and write them with wrong punctuation marks. First, write examples on the board to model the activity. Encourage students to correct the sentences orally and then, have them copy other sentences from the book. Tell them to work in pairs and exchange their sentences to correct the punctuation marks.