

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

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

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

## UNIT 1 – Extension Activities

### School Week

#### Activity 1

##### THUMBS UP

**Materials:** Students' school timetable.

**Preparation:** Draw the children's school timetable on a piece of construction paper.

**Directions:** Ask students to write about their school timetable: We have Science lessons on Mondays. We have Music lessons on Fridays.

#### Activity 2

##### LEARN THE SONG

**Directions:** Write the lyrics of the chant Today is Monday on the board, leaving out the day and subject. Have a student write Monday in the first three blanks and Music on the last one.

Today is Monday  
 Today is (Monday).  
 Today is (Monday).  
 (Monday), (Music).  
 All you boys and girls,  
 Come and have some fun.

Write verses for the following days on the board and, as you pause after each verse, ask different students to say a day of the week and a subject out loud.

- Tuesday / Science
- Wednesday / Language
- Thursday / Maths
- Friday / History

#### Activity 3

##### CONCENTRATION

**Directions:** Write Food Items, School Objects, Animals, Numbers and Colours on the board. Ask students to sit in a circle and clap their hands to the rhythm of the game, like this: Concentration (students clap their hands three times), thinking of... (students

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

clap their hands two times), food. The student next to you, to your right, should name a food item. He then is in charge and calls out for another vocabulary set.

#### Activity 4

##### FAVOURITE SUBJECT BANNERS

**Materials:** Construction paper, white glue, shaving cream, food colouring or paint, squeeze bottles.

**Preparation:** Puffy paint: Mix together white glue and shaving cream. Divide the mixture into four parts. Add a few drops of food colouring or paint to each one. Store each colour in a squeeze bottle.

**Directions:** Call out school subjects that your class has: Language, Art, Music, Geography, etc. Have students form groups according to their favourite subjects. Distribute puffy paint and construction paper. Ask students to write the group's favourite subject in pencil across the top of the paper. Then, have them draw a picture next to the word to represent the subject. Have students go over the letters and the pictures with puffy paint to make a banner. Ask them to sign their names on their favourite subject. Finally, have them go over their names with puffy paint. Display banners in the classroom.

#### Activity 5

##### AFTER-SCHOOL ACTIVITIES

**Materials:** Construction paper.

**Preparation:** For each student: Cut 2 strips (6.5 x 8 cm) and 1 square (25 x 25 cm) from construction paper. Cut 2 slits (7 cm) in the top and the bottom.

**Directions:** Write a list of students' weekend activities on the board: football, guitar, karate, dancing lessons, etc. Have students write the days of the week on one strip of construction paper and a list of activities on the other. Help them feed their strips through the slits in their squares, inserting the days of the week at the top and the activities at the bottom. Divide the class into pairs. Have students ask each other about their activities and align their strips to illustrate their partners' answers: *What do you do on (Tuesdays)? I have (karate) lessons on Tuesdays.*

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

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

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

**Activity 6****BUTTERFLY MAGNET**

**Materials:** Coloured tissue paper, construction paper scraps, index cards, clothespin (1 per student), magnet (1 per student), transparent contact paper, glue, markers.

**Preparation: For each student:** Cut out three different-coloured squares of tissue paper (8 x 8 cm, 9 x 9 cm and 10 x 10 cm).

**Directions:** Show students how to gather squares of tissue paper in the middle and clip them together with the clothespin. Next, ask students to draw a face for the butterfly, with antennae, on construction paper and glue it to the top of the clothespin. Index Note Cards: Distribute index cards and have students draw a decorative border. Tell them to write at the top Don't forget! Then, help students cover their cards with transparent contact paper.

**Language Links:** Have students write a note on their index cards using a marker: Baseball, Tuesday, 5:30. Tell students they can use their butterfly magnets to attach their notes to the fridge at home. Messages can be wiped off with a damp cloth and changed.

**Activity 7****PICTURE DICTIONARY**

**Materials:** Construction paper, white slips of paper, magazines, glue, markers.

**Directions:** Invite students to mention the subjects they have and write the words on the board. Divide the class into groups and have them find pictures related to the subjects in the magazines. When students find a picture, they cut it out and write the corresponding word on a piece of paper. Determine a time limit and walk around the classroom to help them with vocabulary if necessary. Then, stick a piece of construction paper and write Our Subjects as heading. Divide the construction paper in columns and write the names of the subjects at the top of each of them. Invite students to show their pictures and say the corresponding words. Write the words related to each subject on the board. Once all the groups have shared their pictures, invite the class to put the words connected with each subject in alphabetical order. Finally, invite different volunteers to stick the pictures and words alphabetically under the correct subject on the piece of construction paper. Display the poster on a classroom wall.

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

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

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

**Alphabet Land****Activity 1****SPELL AND WRITE**

**Directions:** Spell out the following words and have students write them in their notebooks: blue, green, red, yellow, book, crayon, eraser, pencil and pencil case. Encourage students to come up and write the words on the board to check spelling.

**Activity 2****PAIRWORK**

**Directions:** Divide the class into pairs. Have students play I Spy with their partners using their school objects. When students identify the word, have their classmates ask them to spell it.

**Activity 3****PLAY-DOUGH ALPHABET**

**Materials:** Mixing bowl, measuring cup, spoon, 1 cup flour, 1 cup water, 1 cup salt, food colouring (red, blue, yellow, green).

**Preparation:** Mix flour and salt in the mixing bowl. Add water and knead dough. Separate the dough into four balls and add a different food colouring to each one.

**Directions:** Give students different coloured pieces of dough. Have students make the letters of their names with the dough.

**Language Links:** Invite a student to spell out his or her name using the dough letters. Have the class ask the student questions: *What colour is the (J)?*

**Activity 4****MAGAZINE LETTER COLLAGE**

**Materials:** Magazines, glue, paper, coloured pencils or markers.

**Directions:** Distribute magazines and paper. Ask students to cut out letters in a variety of colours and sizes from the magazines. Have them use the letters to create figures, scenes or a design on their pieces of paper. Then, have them glue the letters in place. Invite students to add details to their pictures with coloured pencils or markers.

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

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

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

**Activity 5****ABC QUILT**

**Materials:** Construction paper (pink, yellow, white, blue and green), hole punch and yarn. **Preparation:** For each student: Cut a square out of construction paper (15 x 15 cm). **Directions:** Assign a letter of the alphabet to each student and have them write their letters on their squares in both upper and lower case. Then, ask them to draw a picture of something that begins with that letter on the same squares. Have students line up in alphabetical order. Ask them to describe their pictures: *A is for apple. B is for...* Punch a hole in each corner of the picture squares. Tie the squares together in alphabetical order with yarn to make a quilt. Display the finished quilt in the classroom.

**Activity 6****HUMAN TIC-TAC-TOE**

**Preparation:** Arrange nine chairs into a three by three grid on the classroom floor. Make two grids if necessary. Prepare cards with words related to vocabulary you want students to revise; for example: *numbers, colours, school objects, school subjects, animals, etc.*

**Directions:** Divide the class into two or four teams, X's and O's, and ask them to form lines. Have the first student of one team choose a chair and sit down. Tell the student to take a card and read the word aloud. Ask the student to spell the word. If the student spells the word correctly, she / he remains seated. If not, the student stands up and goes to the end of the team's line. Repeat the same procedure with a member of the other team and continue until one team has managed to sit three of its members forming a vertical, horizontal or diagonal line. Give that team a point. If neither team wins, clear the chairs and start again with the next student in line from the second team.

**Activity 7****SPELLING RACE**

**Materials:** Index cards, marker, tape.

**Preparation:** Write words that begin with different letters on index cards. Prepare as many cards as you can and include various words that begin with the same letter.

**Directions:** Stick all the cards scattered on the board. Divide the class into three teams and have them stand in lines at the back of the classroom. Explain that you are going to say a letter and they have to find a word on the board, take it and return to their



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

lines. The first student to get back to the line with the word has to spell it. If the student spells the word correctly, the group gets the card. If not, the student who got second to her / his line can spell the word in her / his card. Continue with the same procedure until there are no more cards on the board. The group with more cards is the winner.

**Variation:** Instead of playing inside the classroom, take the class to the playground and place the cards on the floor. Have students stand in lines at a distance so that they cannot read the words until it is their turn to find one.

### About Us

#### Activity 1

##### STORY PICTURES

**Materials:** Paper, paint.

**Directions:** Distribute paper and paint. Have students paint pictures of their friends. Encourage them to describe their pictures: *This is Lisa. She is ten years old. She has got blue eyes and curly hair. Her favourite subject is Art. She has got a brother and two pets: a parrot and a tortoise.* Then, ask them to read their sentences out loud and share their pictures with the class.

#### Activity 2

##### MAKE AN ADDRESS BOOK

**Materials:** Paper, rubber bands.

**Directions:** Have students fold four sheets of paper in half and cut along the folds. Ask them to fold each half in half again and tie a rubber band around the middle. Have students design a cover for their address book. Then, ask them to write My Personal Details on the first page. Tell them to write headings for any personal information they wish to include and fill in the details. Next, have students write a letter of the alphabet at the top of the next 26 pages. Divide the class into two groups. Have students make address book entries for their classmates in the other group. Ask them to divide each page that corresponds to the classmates' last names in half and write the headings Name, Address, Telephone Number and E-mail in each section. Then, have students find out information from their classmates and complete their entries. Students can finish their address book in their free time.

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

**Optional:** Have students write information about their favourite places in their city or town on the remaining pages. They can draw pictures, write a description of each place, and find out and write the address or describe its location.

### Activity 3

#### OUR ALBUM

**Materials:** Students' photos, paper, construction paper, stapler. Preparation: Make a cover for the book with construction paper. Write Our Album on the cover.

**Directions:** Invite students to go to the front and show their photos. Encourage them to give personal information and talk about themselves. Ask the class about the photo:

*Where is she / he? Is she / he with her / his family? How old is she / he in the photo?*

Write students' answers on the board. Give each student a piece of paper. Divide the class into pairs. Have them glue their photographs on the paper and write a description below. Collect students' work. Staple the pages inside the cover.

### Activity 4

#### MY COLOURFUL PORTRAIT

**Materials:** Paper, paint, paintbrushes, index cards (1 per student).

**Directions:** Distribute materials. Tell the class to paint a picture of themselves using colours that they like. Then, have students write a description on an index card saying why they like those colours; for example: I'm in the garden. I like green because I love nature. My clothing items are blue and orange because these are my favourite colours. They are happy and warm colours. Display the paintings around the classroom. Collect and redistribute the index cards and have students match them with the corresponding paintings.

### Activity 5

#### 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.

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

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.

## Activity 6

### GUESS

**Directions:** Invite students to draw four school objects and colour them. Then, explain that they are going to try to guess their classmates' objects by asking questions, one for each object: *Have you got a ruler? No, I haven't. Have you got a pencil case? Yes, I have.* When the answer is positive, students have to ask about the colour of the object: *Is your pencil case green? Yes, it is.* Tell students to ask the questions to three classmates and write down the objects they have guessed. Then, invite some volunteers to share the results with the class: *(Manu) has got a (red sharpener).*

## Activity 7

### OUR CLASS

**Materials:** Construction paper, index cards (1 per student), square pieces of paper (5 x 5 cm) (1 per student).

**Directions:** Write the following file on the board:

Name: .....  
Surname: .....  
Age: .....  
City / Country: .....  
Family: .....  
Pets: .....  
Special ability: .....  
Favourite subject: .....

**Variation:** Use the information in the cards to ask questions to the class and test their memory: Can Bruno run fast? Has Camila got two brothers? Invite some volunteers to take on your role and ask the questions to their classmates.