

UNIT 2 – Extension Activities

They Way we Look

Activity 1

TEACHER SAYS...

Preparation: Elicit to students that fair hair means having blond or red hair, as well as dark hair may mean having black or brown hair.

Directions: Have students sit in a circle. Give them instructions for them to follow: *Stand up if you've got fair hair! Stand up if you've got curly hair! Stand up if you've got blue eyes!*

Variation:

- Once students are familiar with the activity, you may use more specific terms, such as: *Stand up if you've got straight red hair!*
- To make the activity more challenging, you can tell students they should stand up only if you say *Teacher says... Stand up if you've got long brown hair!*

Activity 2

FIND

Materials: Music (any kind).

Directions: Play music and have students move freely. Pause the music and have students stop moving. Ask students to find classmates with, for example, green eyes. Play the music again and ask them to find classmates with dark hair, etc. Repeat with other commands several times.

Variation:

- Once students have grasped the idea, you can combine characteristics and tell them, for example, to find a classmate with blue eyes, and short fair hair.

Activity 3

FREEZE AND CHAT

Materials: Music (any kind).

Directions: Play music and have students move freely again. Pause the music, say *Freeze* and have students pair up. Ask students to describe themselves to their partners, for example: *I've got brown eyes and long wavy fair hair.*

Activity 4**DANCE AND GUESS**

Materials: Music (any kind), a piece of cloth (to cover the eyes).

Preparation: Prior to blindfolding students, ask them to stand in a circle and have a look at their partners, in order to memorise as many physical characteristics of others as they can.

Directions: Help students cover their eyes with the piece of cloth. Play music and have students move freely again. Make sure they don't crash into each other while mingling. Pause the music and have students pair up. Ask them to describe themselves to their partners so the other guesses.

S1: I've got green eyes and long straight brown hair.

S2: Are you Ariana?

S1: Yes, I am. / No, I'm not.

Activity 5**MAGAZINE RACE**

Materials: Magazines.

Directions: Distribute magazines. Describe a person: *I'm thinking of a (man). (His) hair is (short and fair) and (his) eyes are (brown).* Have students look through their magazines for a picture of a person who fits the description. The first student to find a matching picture stands up and displays it. Lead the class in describing the person: (His) hair is (short and fair) and (his) eyes are (brown). Repeat the activity with different descriptions.

Activity 6**SPEECH BUBBLES**

Materials: Paper, students' photos of themselves and other family members, masking tape.

Preparation: Ask students to bring photos of themselves and other members of their family. Point out that these should be pictures their families can dispose of.

Directions: Distribute paper. Show students how to cut out speech bubbles. Write the following phrases on the board and have students copy them onto separate speech bubbles.

I have got eyes.

I have got hair.

Ask students to look at their photos and fill in the blanks with the corresponding colours. Then, have them stick the speech bubbles onto their photos using the masking tape.

Activity 7

GUESS THE CHARACTER

Materials: Magazines, sheet of paper (1 per 2 students), pencils, coloured pencils / pens / markers, scissors, glue.

Preparation: Have students pair up. Distribute magazines and ask students to have their school supplies at hand. Point out that they may draw and colour and / or cut out pictures from the magazines for this activity. Explain that, together, they will make a grid with 12 boxes, and that they have to stick / draw and colour the bust of different people and assign a random name to each person.

While students work in pairs, write the following prompts on the board: *Are you a man/woman? Have you got (long brown) hair? Have you got (green) eyes?*

Directions: Once students finish their grids, ask them to play a guessing game, where one student asks questions to guess the character his/her partner has chosen, for example:

S1: *Are you a (man)?*

S2: *Yes, I am.*

S1: *Have you got (long brown) hair?*

S1: *No, I haven't. I've got long fair hair.*

S2: *Have you got (green) eyes?*

S1: *Yes, I have.*

S2: *Are you (Chad)?*

S1: *Yes, I am!*

My Unique Family

Activity 1

SHOW AND TELL

Materials: Students' family photos (see activity 6 from section *They Way We Look*).

Directions: Have students come up one at a time with their family photos. Lead the class in asking questions about the photos: *Who's she? What's her name? What colour are her eyes?*

Activity 2

FAMILY PICTURES

Materials: Magazines, scissors, glue, construction paper.

Preparation: Cut out pictures of families of different sizes from magazines. Glue the pictures onto construction paper.

Directions: Display pictures of families. Point to each family and ask: *How many people are there in this family? How many boys? How many girls?* Have the class respond chorally.

Activity 3

MAKE-BELIEVE FAMILIES

Material: Cut out pictures of families (from activity 2 above)

Directions: Divide the class into small groups, secretly assign a picture of a family per group. Ask them to decide which role each person in the picture takes in the family: *I think this is the father.* Have students pretend they are the family in the picture. Tell them to distribute roles and to impersonate the family members. Then, have each of the students in the group introduce themselves among his/her family and give a brief physical description. The rest of the groups should listen and guess which family picture the leading group is representing.

Activity 4

FINDING MY TWIN

Materials: Index cards.

Preparation: Write the same physical characteristics on two separate cards; for example: *long fair hair; (big) brown eyes* (1 set of cards per pair).

Directions: Divide the class into pairs and give a card to each student. Tell them to find their twin by asking and answering questions about the information on their cards: *Have you got long fair hair?* When the pairs get together, have them write a description: *We've both got...*

Activity 5

FAMILY MOBILE

Materials: Construction paper, yarn, hole punch, coat hangers (1 per student).

Preparation: Cut construction paper into squares (10 x 10 cm).

Directions: Distribute materials. Ask students to draw and colour pictures of family members on separate squares of construction paper and cut them out. Punch a hole at the top of each picture. Then, tie the pictures to the coat hangers with yarn.

Display students' mobiles at the front of the class. Ask students to work in pairs and take turns to describe their family members: *This is my sister. Her name is Martina. Her hair is long, wavy and dark. Her eyes are green.*

Activity 6

PICTURE DICTIONARY

Materials: Construction paper, magazines, scissors, glue.

Directions: Brainstorm vocabulary related to physical appearance with the class. Organise the words on the board in relation to the parts of the body: *eyes*, *hair*. Then, have students find pictures illustrating the words. Ask them to write two lists with the headings: *eyes* and *hair* and add the words and the pictures. Encourage them to write the vocabulary in alphabetical order.

Variation: Depending on how advanced or curious the class is, encourage them to include other categories such as *body parts*, physical descriptors related to body image, for example: *tall*, *short*, *big / small (eyes)*. Explain to them that the idea is to enlarge the picture dictionary throughout the rest of the units.

It's All about Numbers!

Activity 1

ADD IT UP AND FIND

Materials: Glue, paper.

Directions: Distribute paper. Have each student trace around one hand and cut it out. Tell students to write a different number from 0 to 6 on each finger of their hand cutouts. Then, have students add up the numbers and write the answer in the middle of their cutouts. Next, ask them to cut out a small paper square and glue it over the answer as a flap. Ask students to go around the classroom trying to find a partner with the same result. Lead students in adding up numbers on the hands. Then, flip the flaps so they can check their answers. When they have found a partner with the same result, ask them to analyse whether they included the same numbers or not and whether the order is the same or if it alters the result or not (it doesn't in this case, as they are adding only)

Activity 2

GIANT DICE

Materials: a cube-shaped cardboard box, construction paper (2 of different colours), glue, scissors.

Preparation: Cover the box with one piece of construction paper. Use the other piece of construction paper to make circles for the numbers and cut them out. Glue the circles (1- 6) on each side to represent the numbers.

Directions: Have students sit in a circle. Tell them that they are going to add and subtract by using the numbers in the dice. Ask a volunteer to throw the dice twice and add the numbers; for

example: *six plus four equals ten*. Then, ask the next student to throw the dice and add the new number to the previous result. Continue with the same procedure by asking students to add or subtract numbers.

Variation: Divide the class into groups. Have a student throw the dice and say the number. Ask the groups to write possible equations that would give this result. Determine a time limit and invite the groups to share their equations. The group with the most possible correct calculations is the winner.

Activity 3

CALCULATIONS RACE

Preparation: Prepare big slips of paper with incomplete equations (one set per group); for example: $13 - \underline{\quad} = 8$; $\underline{\quad} + 9 = 17$; $4 \times \underline{\quad} = 12$, etc.

Direction: Divide the class into three groups and ask students to stand in lines at the back of the classroom. Place the slips of paper for each group with the equations face down on the front desks. Explain to the class that they have to go to the front, take a slip of paper and write and solve the equation in letters on the board; for example: if the equation is $13 - \underline{\quad} = 8$, students must write: thirteen - five = eight. Once a student solves the equation, the next student in the line continues. The first group to write and solve all the equations on the board is the winner.

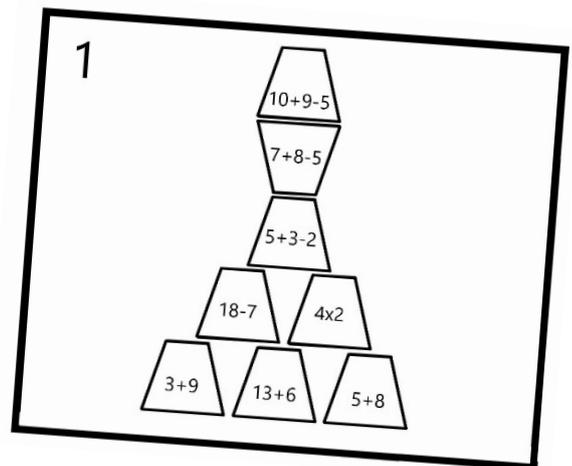
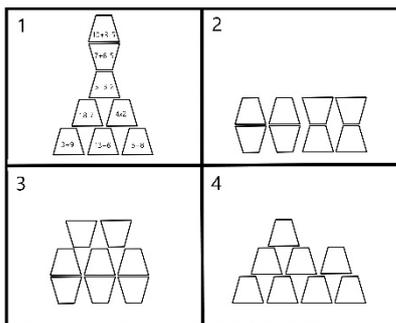
Activity 4

ADDING AND STACKING

Material: 19 paper or plastic cups per group, marker, challenges cards.

Preparation: Prior to preparing the material, you will have to decide how many groups will be working simultaneously, to have the needed number of cups. Once that is decided, ask each group to bring the cups to class.

Prepare challenges cards (as many as you consider appropriate, see the picture below for an example). Distribute the same number of challenges cards to each group.



Divide the class into groups of four. Ask them to write a number from 1 to 19 on each cup.

Every set must have four different patterns (challenges) for students to form by stacking cups.

Directions: Have students do the calculations represented in each drawing of a cup, to find the cup with the result imprinted on it and place it in the position the instructions indicate. Using pattern 1 as an example (see picture above): Students should have the base of the pyramid formed by cups showing numbers 12, 19 and 13.

Every time a pattern is finished, monitor, and award a point if it is correct. The group to form all the patterns first is the winner.

Activity 5

MATHS PUZZLE

Material: Pictures (1 per group), 1 sheet of paper / construction paper, scissors, marker, glue.

Preparation: Prior to preparing the material, you will have to decide how many groups will be working simultaneously, to have the needed number of puzzles.

Prepare puzzles by cutting the pictures into smaller squares. On the sheet of paper / construction paper draw a grid with as many squares as your puzzle contains pieces. Each square in the grid will contain a calculation that students will have to solve, bearing in mind that the results of the calculations should not be over 19. At the same time, every piece of the puzzle should carry the result of its corresponding calculation written on its back.

Directions: Divide the class into groups of four. Have students do the calculations represented in each square of the grid, to find its matching piece. Encourage students to glue the puzzle together on the grid only when they have finished and the image is clear, so as to avoid making a mistake and not being able to mend it. The group to correctly assemble the puzzle first is the winner.