

UNIT 1 – Extension Activities

School Friends

Activity 1

HELLO! WHAT'S YOUR NAME?

Materials: Construction paper (1 sheet), tape, index cards (1 per student).

Preparation: Copy the text from the rhyme *Hello! What's your name?* on a piece of construction paper. Leave enough space for an index card to fit on the blank.

Directions: Distribute index cards. Have students write their names on the index cards and decorate them. Display the rhyme on the board (see Preparation):

Hello! What's your Name?
Hello! What's your name?
How are you today?
Fine, thanks. My name is
Would you like to play?

Ask a student to tape his or her name tag on the blank space. Reread the text several times, encouraging students to join in. Change the name each time.

Activity 2

MUSICAL PUPPETS

Materials: Students' puppets. Ask students to bring a puppet they have at home or to make one themselves.

Directions: Ask students to hold their puppets. Play music and have them walk around the classroom. Pause the music and have them sit at a desk near them. Ask them to introduce themselves and their puppets to the students near them: *Hi! My name's Marta. And his name is Sam.*

Activity 3

CLASSROOM BANNER

Materials: Name tags, index cards (2 cards), hole punch, yarn.

Preparation: Write Hello! and Good-bye! on separate index cards.

Directions: Collect students' name tags. Punch holes on the top corners of the cards. Tie the cards together with yarn to make a long banner. Tie the *Hello!* card to the beginning of the banner and the *Good-bye!* one to the end. Make a sign for the top



of the banner with the name of your class. Hang the banner in the classroom.

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.

Activity 5

PUPPET TALK

Materials: Students' puppets. Ask students to bring a puppet they have at home or to make one themselves.

Directions: Have students walk around the class and have their puppets introduce themselves.

School Objects

Activity 1

BOOKMARK

Materials: Lightweight cardboard, transparent contact paper.

Preparation: For each student: Cut a strip of cardboard (15 x 8 cm) and a strip of contact paper (18 x 11 cm).

Directions: Distribute cardboard strips. Have students draw and colour a pencil, crayon, or ruler on their strips. Then, have them write their names on the back. Distribute strips of contact paper. Help students cover their bookmarks with the contact paper to protect them. Show students how to use their bookmarks to mark where they are in their Student's Books.

Language Links: Have students place their bookmarks face down on their desks. Ask a student to stand up. Have the class ask the student questions about his or her bookmark: *Is it a (pencil)? (Yes, it is.) What colour is your (pencil)? It's (red).*

Activity 2

CONCENTRATION

Materials: School supplies cards. Ask students to prepare a set of school supplies (notebook, eraser, pencil case, pen, pencil, crayon, sharpener, ruler) cards.

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 pictures match, students keep them. The student with the most matching pairs wins the game.

Activity 3**PENCIL HOLDER**

Materials: Empty tin cans (1 per student), brown shoe polish, masking tape, pieces of cloth.

Directions: Have students cover their cans with small pieces of masking tape, overlapping the pieces in different directions. Help students rub shoe polish on the tape with a piece of cloth to create a leather effect. Ask each student to write his or her name on a piece of masking tape and attach it to the bottom of his or her can. Have students store their pencils, pens, scissors, or rulers in their cans.

Language Links: Divide the class into pairs. Ask students to take turns removing a pen or a ruler from their pencil holders. Have the class ask questions about the object: *What is it? It's a (ruler). What colour is your ruler? It's blue.*

Activity 4**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.

Language Links: Have students 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: *What colour is the school bag? It's red.* Students can also use the binoculars to look at objects and count them; for example: *I see nine school bags.* Repeat with different students.

Activity 5**DRAW AND GUESS**

Directions: Draw a pencil case on the board, line by line. After each line ask: What is it? Encourage students to guess what you are drawing: *Is it a (book)?* Continue until someone guesses the item. Repeat with another school supply. Then, have students play the game in pairs.

Activity 6**ASK AND TELL**

Directions: Ask several students to bring their pencil case to the front of the class. Have the class ask each student about their pencil case: *What colour is your pencil case? It's (blue).* Repeat the activity with rulers, school bags, pens and erasers.

Colours Everywhere

Activity 1

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 school bag?*

S2: *A red pen, a green ruler and a blue sharpener. What's in your school bag?*

S1: *A black notebook, an orange pencil and a blue sharpener.*

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

Activity 2

LIGHT AND COLOUR

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. Tell students they are going to do an experiment 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 red and blue light? What happens when we mix blue and green 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.

Activity 3

LEFT BRAIN VS RIGHT BRAIN

Materials: Paper.

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

Directions: Distribute *Colour sheets*. Have students colour the words using a different colour from what each word says. For example, colour in red with a green 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

KIM'S GAME

Materials: School supplies, a piece of cloth.

Preparation: Borrow some school supplies from the class and place them on a desk or on the floor. Make sure there is more than one object in some cases so that students have to remember the colours; for example: *three sharpeners: red, blue and green*.

Directions: Determine a time limit for students to look at the objects and remember them as well as their colours. Then, cover the school supplies and ask students to write down as many objects and their corresponding colours as they can remember. Finally, uncover the objects and check the list with the class. The student with the most correct answers wins.

Variation: Determine a time limit for students to look at the objects and place the piece of cloth in front of them. As the class cannot see the school supplies, take one from the desk. Then, remove the piece of cloth and encourage students to identify the object that is missing; for example: *a red sharpener*. Repeat the procedure with different school supplies.

Activity 5

WHAT COLOUR IS IT?

Materials: Cards with pictures of school supplies.

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*.

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 school bag? 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.

Let's count to ten!

Activity 1

MINI CAKES

Materials: Mixing bowl, spoon, birthday candles, 1/3 cup soft butter, 3 cups confectioner's sugar, 1 teaspoon vanilla, 2 tablespoons milk, cupcakes (1 per student).

Directions: Blend butter and sugar. Stir in vanilla and milk. Beat until frosting is smooth. Give students the cupcakes. Have them frost their cupcakes.

Distribute candles. Ask students to put the same number of candles as their ages on the cakes.

Then, have them bring their cakes up one at a time. Lead the class in asking the students' ages:

How old are you? I'm (seven). Have the class say Happy birthday! Tell the students to make a wish and blow out the candles.

Activity 2

TAP A BALLOON

Materials: Balloons.

Directions: Divide the class into small groups and have each group stand in a circle. Ask students to tap the balloons to each other as they count 1, 2, 3... Explain that they have to tap the balloon ten times. Have them start counting again each time their balloons touch the ground.

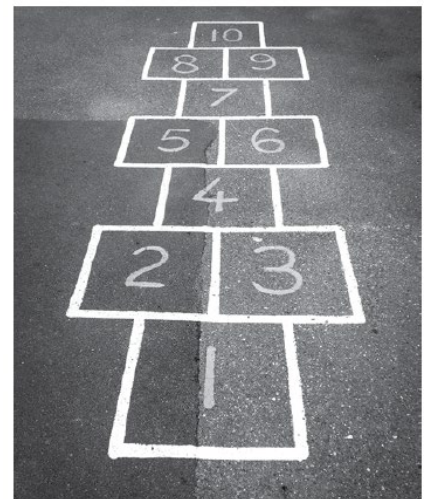
Activity 3

HOPSCOTCH

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

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. Prepare ten cards with the number on one side and write questions on the other.

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?*, 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.



Activity 4

MEMO TEST

Materials: Flashcards with numbers and school supplies.

Preparation: *Flashcards:* Prepare ten cards and write a number from one to ten in each card. 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.

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: *three black scissors*. 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.*

Activity 5

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 6

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.

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.