

Physical Appearance

Activity 1

TOUCH YOUR HEAD, TOUCH YOUR EYES

Directions: Give instructions to the students and ask them to follow them: *If you've got red hair, touch your head. If you've got blond hair, touch your head. If you've got blue eyes, touch your eyes. If you've got green eyes, touch your eyes.*

Activity 2

PAIRWORK

Directions: Divide the class into pairs. Have them ask and answer questions: *What colour is your mum's hair? Her hair is blonde. What colour are your dad's eyes? His eyes are brown.*

Activity 3

DANCE AND FREEZE

Materials: Music (any kind).

Directions: Play music and have students move freely. Pause the music, say *Freeze* and have students stop moving. Ask students to find classmates with, for example, blue eyes. Play the music again and ask them to find classmates with red hair, etc. Repeat with other commands several times. Then, ask students to go back to their seats and ask them to write sentences about their classmates: *Mora's hair is red and her eyes are green. Pedro's hair is dark and his eyes are brown., etc.*

Activity 4

SPEECH BUBBLES

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

Preparation: Ask students to bring photos of themselves and other members of their family.

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 glue speech bubbles onto their photos.



Activity 5

MAGAZINE RACE

Materials: Magazines.

Directions: Distribute magazines. Describe a person: *I'm thinking of a (woman). (Her) hair is (long and brown) and (her) eyes are (green).* 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: *(Her) hair is (long and brown) and (her) eyes are (green).* Repeat the activity with different descriptions.

Activity 6

RUN AROUND!

Directions: Have students sit in a circle. Give instructions: *Run around if you have got (blond) hair and (brown) eyes.* Students matching each description must jump up and run around the circle clockwise until they reach their original position.

Activity 7

SILLY FACES

Materials: Paper plates (1 per student), paint, magazines, glue, scraps of yarn or crepe paper, index cards (1 per student).

Directions: Tell students to paint their paper plates. Then, have them cut out facial features from magazines and glue them onto their plates. Next, ask students to write a label for their faces on an index card and decorate it: *(Tommy's) face*. Display students' work around the classroom.

Language Links: Divide the class into pairs. Have students take turns describing a face while their partners guess whose it is: *Her hair is long and blue and her eyes are purple. It's Tommy's face.*

Activity 8

PICTURE DICTIONARY

Materials: White sheets of 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.

This is My Family

Activity 1

MAKE-BELIEVE FAMILIES

Directions: Divide the class into small groups. Have students pretend they are a family. Ask them to assign the role of each family member

and invent a name for each of them. Then, have one of the '*children*' from each group introduce the other family members.

Activity 2

SHOW AND TELL

Materials: Students' family photos.

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

Activity 3

FAMILY PICTURES

Materials: Magazines.

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 4

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.



Language Links:

Display students' mobiles at the front of the class. Have students come up one at a time and introduce each family member: *This is my (father). (His) name is (David).*

Activity 5

FAMILY VASE

Materials: Coloured construction paper, glue, paper, modelling clay, tape, straws (1 per student), cans (1 per student).

Directions: Distribute materials. Ask students to draw the faces of their family members on a sheet of paper and cut them out. Then, have them draw one flower for each member of their family on construction paper. Next, ask students to cut out the flowers and glue, in the centre of each of them, a picture of a family member. Help them tape a straw to the back of each flower. Then, have them decorate their cans with scraps of coloured construction paper. Finally, help them fill their cans with modelling clay and place the flowers in them.

Language Links:

Ask students to work in pairs and take turns to describe their family members:

This is my brother.

His name is Bruno.

His hair is curly and dark. His eyes are blue.



Make Calculations

Activity 1

MATHS SPIN

Directions: Write the numbers 1-19 across the board. Have one student stand under each number. Call out an equation: *Three plus four*. Have the student standing under the number that solves the equation spin around. Repeat with subtraction equations and alternate students.

Activity 2

ADD IT UP

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. Display students' work around the classroom.



Language Links: Lead students in adding up numbers on the hands. Then, flip the flaps so they can check their answers.

Activity 3

MATHS RACE

Preparation: Prepare big slips of paper with incomplete equations (one set per group); for example: $3 \times \underline{\quad} = 12$; $\underline{\quad} + 4 = 17$; $19 - \underline{\quad} = 6$, etc.

Directions: 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 $3 \times \underline{\quad} = 12$, students must write: *three x four = twelve*. 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.

2 Extension Activities

Activity 4

HOW MANY EYES ALL TOGETHER?

Materials: Students' photos of themselves and other family members.

Directions: Write the following on the board: _____ + _____ = _____

Ask two students to display their photos on the board. Point to one picture and ask: *How many (eyes) all together?* Have the class respond chorally: (*Two.*) Have a volunteer write (2) in the first blank. Repeat with the other photo and have the volunteer write the response in the second blank. Ask: *How many (eyes) all together?* Have the class count the eyes and have the volunteer write the answer in the third blank. Repeat with other parts of the body, like heads or items shown in the pictures, like animals, school objects, family members, etc.

Activity 5

BINGO

Preparation: Draw a grid with two lines and three columns on the board and have the class copy it. Or, prepare cards with the grids (1 per student). Prepare slips of paper with additions, subtractions, multiplications and divisions, making sure the results involve numbers 1 to 19. Put the slips of paper in a bag.

Direction: Ask students to write a number from 1 to 19 in each square. Then, have a volunteer take a slip of paper and read the equation aloud. Have students solve the equation to check if the result is in their grid and cross out the corresponding number. Continue with the same procedure. The first student to cross out all the numbers has to shout *Bingo!* and wins the game.

Activity 6

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: *five plus three equals eight*. 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.

Find Out

Activity 1

GUESS WHO?

Materials: Magazines.

Directions: Divide the class into small groups. Distribute magazines and have them cut out ten pictures of people. Then, ask them to place the pictures in two lines. Explain that one student has to secretly pick one person in the pictures and the rest of the group has to ask *Yes / No* questions to identify who the person is: *Are you a woman / man? Have you got straight hair? Have you got brown eyes?* The student who guesses correctly takes the card and chooses another person so that the rest of the group asks questions to guess.

2 Extension Activities

Activity 2

IDENTIKIT

Directions: Ask students to draw a face and create a strange character on a white sheet of paper. Encourage them to include more than one feature and different colours; for example: *a head with four ears, two noses, a small mouth, six eyes and green hair*. Then, have students write a description on another sheet of paper. Encourage them to include as many details as possible: *My monster's hair is green. Her mouth is small and her two noses are big...* Stick all the pictures on the board and collect students' descriptions. Redistribute them and tell the class to read the clues to identify the corresponding picture. When students find the monster, they sit down.

Variation: Collect all the pictures of the monsters and redistribute them. Have students walk around the classroom asking questions to find their monster; for example: *Is your monster's hair green? No, it isn't*. If they get a negative answer, they continue asking questions to other classmates. Tell students to answer the questions without showing the pictures. When they find their monster, they sit down and write a description.

Activity 3

SCRAMBLED QUESTIONS

Preparation: Prepare questions on slips of paper and cut out the words to make cards. Put all the cards mixed in an envelope (1 per group).

Directions: Divide the class into groups and hand an envelope to each of them. Explain to students that they have to arrange the words to make questions; for example: *What's your name? How old are you? What colour hair have you got? What colour are your eyes? How many brothers have you got? How old is your sister? What's your friend's name?*, etc. The first group to form all the questions correctly earns a point. Check the questions with the class and

award a point for each correct question. Finally, the groups ask the questions to students from other groups. If the students answer correctly, they get a point for their group.

Activity 4

HOW MANY CAN YOU FIND?

Materials: photos of people in Unit 2 Student's Book.

Directions: Have students open their books in Unit 2. Explain that they have to focus on the people that appear in the photos. Ask questions about specific characteristics so that students count the people in the unit; for example: *How many people have got long hair / curly hair / brown eyes?* Invite volunteers to ask questions to the rest of the class.

Variation: Ask students to find a specific number of people with certain features; for example: *Find three people with white hair. Find five people with long straight hair. Find seven people with brown eyes*. Have students write the number of the pages and encourage them to describe the people in more detail.

Activity 5

SPOT THE DIFFERENCES

Materials: White sheets of paper (1 per student), crayons or coloured pencils.

Directions: Ask students to draw two similar faces with three different characteristics. Then, have students work in pairs and exchange their pictures. Tell them to write sentences with the differences to compare the faces. Write an example on the board: *In picture 1, (her hair is long) and in picture 2, (her hair is short)*. Finally, display all the pictures on the classroom walls so that students can find more differences and write descriptions.

2 Extension Activities

Activity 6

WHO IS MY TWIN?

Materials: Index cards.

Preparation: Write the same physical characteristics on two separate cards; for example: *short dark hair; big green 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 short dark hair? When the pairs get together, have them write a description: We've both got...*

Activity 7

WHO'S WHO?

Materials: Photos of families and construction paper (1 per group).

Directions: Cut out different family photos from magazines. Give one photo to each group and have them glue the family on the construction paper. Ask them to invent names for the family members and write them next to each person. Then, tell students to choose one member of the family from the photo and include a paragraph under the photo as if the person was describing her / his family; for example: *My family is very big. My grandmother is very nice. Her hair is...* When the groups have finished their descriptions, invite them to exchange the construction papers with other groups. Encourage students to identify who wrote the description and explain the family relationships: *Tom is describing his family. Sue is his grandmother...*