

4 Extension Activities

Animal Talk

Activity 1

TOSS A BALL

Materials: Ball.

Directions: Toss a ball to a student. Say: *A (fish) can swim. Can you (swim)?* Have the student respond: *Yes, I can.* or *No, I can't.* Then, have that student toss the ball to another student and ask a similar question, changing the animal and / or the verb. Continue until every student has had a turn.

Activity 2

FIND A PARTNER

Materials: Pet photos cutouts from magazines.

Directions: Have students take pet photos cutouts from magazines and pick one, without showing it to anyone. Tell them to walk around the room and ask other students questions to guess their animals.

A: *What can it do?*

B: *It can (swim).*

A: *Is it a (fish)?*

B: *(Yes, it is.)*

When students find someone with the same cutout, have them sit together. Then, ask pairs of students to tell you what their animal can do.

Activity 3

ANIMAL COLLAGES

Materials: Paint, construction paper (2 sheets per student), sponges, forks, paint brushes, glue.

Directions: Divide the class into groups. Give each group a sheet of construction paper. Tell groups to paint the entire paper using sponges, forks and paint brushes to

create different patterns. When the paper has dried, help groups draw a rectangle in the centre of their piece of paper and cut it out to make a frame. Then, tell students to draw animal shapes on the rectangle and cut them out. Have them glue their frames onto a separate piece of construction paper and glue the animal shapes inside the frame to make a collage.



Language Links: Invite students to come up and talk about what the animals illustrated in their collages can and can't do. Then, have them write sentences in their notebooks to describe the animals.

Activity 4

GUESS

Directions: Have students write a description of their pets and what they can and can't do, without mentioning the animal: *My pet is small. It has got small ears and a short tail. It can run very fast but it can't fly.* Then, divide the class into small groups and ask them to read their descriptions aloud so that their classmates identify and write down the pets; for example: *Matías has got a hamster. Lola has got a dog.* Once all the students have read their descriptions aloud, they check how many correct answers each of them wrote.

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Activity 5

ANIMAL POSTERS

Materials: Construction paper.

Directions: Ask students to say how their pets move. Ask: *What can your pets do?* Lead the class in responding: *They can swim, walk, fly, hop.* Write the verbs on the board and ask students to name pets that can hop; for example: *rabbit*. Then, encourage them to add more examples: *frog, kangaroo*. Repeat with the other verbs.

Distribute construction paper. Help students fold their papers lengthwise into four columns. Have them copy the words on the board across the top of each column on their pieces of paper. Then, have them draw pictures of the animals in the corresponding columns.

Language Links: Tell students to label their pictures. Invite students to come up and share their posters with the class. Have them point to the pet and say: *It's (a rabbit). It (can hop).*

Activity 6

STRANGE PETS

Directions: Ask students to invent a pet by mixing body parts of different animals. Have them write a description and include the special abilities their pets have got; for example: *My pet is very big and it has got strong wings. It can fly very high and it can take me on its back.* Have them draw a picture on a separate sheet of paper. Then, invite students to the front to show their special pets and talk about them. Encourage their classmates to ask for more information; for example: *Can your pet swim?*

The Olympic Games

Activity 1

TEAM GAME

Materials: Photos cutouts of athletes practising different sports.

Preparation: Prepare a poster with the photos cutouts.

Directions: Give students five minutes to memorise what the athletes on the poster are doing. Then, cover the poster. Divide the class into two teams. Lead the first team in asking a question and the second team in responding: *Number 1. What can he do? He can play football.* Then, have teams take turns asking and answering questions about the other activities. Give teams one point for each correct question and two points for each correct answer. The team with the most points wins.

Activity 2

WRITING

Materials: Cutouts from magazines with people doing sports.

Directions: Have students write sentences in their notebooks describing what the characters can do. Then, have students work in pairs asking and answering questions about what each person can do without showing the pictures: *Can the person run?*

Activity 3

PAPER DOLLS

Materials: Construction paper, markers, glitter.

Preparation: Cut construction paper into strips (10 x 40 cm).

Directions: Help students fold their construction paper strips into eight equal parts, accordion style. Then, instruct them to draw a doll outline and cut it out, without

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cutting on the folds.

Tell students to open up their paper dolls. Have them choose a different sport for each doll and draw the sports clothes on each one.

Ask students to outline the corresponding clothes with a marker and decorate their dolls with glitter.



Language Links: Point to different dolls and ask: *What can (he) do? Can (he skate)?* Then, point to dolls doing the same sport: *What can they do?* Finally, ask students about their abilities: *What about you? Can you (skate)?*

Activity 4

FAVOURITE SPORTS GRAPH

Materials: Construction paper.

Preparation: Sports Graph: Divide a piece of construction paper into 8 columns. Write the name of a sport at the bottom of each column. Paper squares: Cut construction paper into 5 cm squares (1 per student).

Directions: Display the Sports Graph. Point to each sport and read it with the class. Distribute paper squares. Have students draw a picture of themselves doing the sport. Ask each student to glue the square in the appropriate column on the graph and say *(Football) is my favourite sport*. Then, lead students into counting the squares in each column.

Language Links: Write on the board: *I can, I can't*. Ask students to draw two columns in their notebooks and copy the phrases onto the columns. Then, tell them to list sports from the graph in the columns. Divide the class into pairs and have students read their lists to their partners. *I can swim and dance but I can't play the guitar*.

Activity 5

OLYMPIC ATHLETES

Directions: Ask the class to mention the sports that are included in the Olympic Games. Write a list on the board and encourage students to find information about the best athletes in each category: *(Rafael Nadal) can play tennis excellently*. Then, have some volunteers answer if they can play the sports that are mentioned: *Can you play tennis?*

Special Abilities

Activity 1

I CAN BOOKLETS

Materials: Paper (4 pieces per student), construction paper, stapler.

Directions: Distribute paper. Ask students to draw four things they can do, each on a different piece of paper. Have them write a sentence describing what they can do at the bottom of each page: *I can play the guitar*. Help students with vocabulary if necessary. Then, have them make a book cover from construction paper and staple the pages together. Write the title *I can* on the cover. Divide the class into groups. Have students show their books to the members of the other groups and ask them about their abilities; for example: *Can you play the guitar?*

Activity 2

SUPER POWERS

Directions: Ask students to imagine they have got two super powers; for example, they can fly and run very fast. Have them draw themselves using their super powers and write a description of their physical

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appearance and abilities. Then, tell students to work in pairs and take turns to ask and answer about their powers: S1: *What can you do?* S2: *I can fly.* S1: *Have you got wings?* S2: *No, I haven't. I've got a special suit.* S1: *Can you breathe underwater?* S2: *No, I can't. I can run very fast.* Encourage students to talk about what they can do excellently by using their powers together.

Activity 3

MY FRIENDS' ABILITIES

Directions: Ask students to think about special abilities three of their friends have got and tell them to write sentences. Then, invite students to work in pairs asking and answering about their friends' abilities: S1: *Can your friend play tennis?* S2: *No, she can't. But she can play basketball very well.* Finally, have some volunteers report their classmates' answers: *Mia's friend can't play tennis but she can play basketball very well.*

Activity 4

SPECIAL TALENTS

Preparation: Draw a table on the board with two columns: *Abilities* and *People*. Complete the column of *Abilities* with some verbs; for example: *sing well, play basketball excellently, dance very well, paint excellently.*

Directions: Have students copy the table. Ask them to work in pairs and complete it with famous people who can do the actions; for example: *sing well - Beyonce.* Walk around the classroom to monitor and encourage students to discuss their ideas. Finally, invite volunteers to share their answers and have the rest of the class vote for the best representative of each category.

Activity 5

CLASS SURVEY

Directions: Have the class brainstorm actions and write the words on the board. Then, divide the board into two columns: *Can* and *Can't*. Ask students to write the words in the corresponding column according to their abilities. Then, have them walk in the classroom asking and answering *Yes / No questions* to check the abilities they have in common: *Can you climb a tree?* Tell them to write down the names of their classmates and then, invite them to report their findings to the class: *Juana, Santi and Elena can climb trees.*

Activity 6

CHALLENGES

Materials: Slips of paper, a bag or box.

Preparation: Prepare slips of paper with *I can...* statements and put them in a bag.

Directions: Divide the class into groups and ask students to stand in lines. Have the first student from a group take a slip of paper and read the sentence aloud; for example: *I can whistle my favourite song.* If the student carries out the action, the group gets a point. If the student cannot perform the action, a student from the other group can try and get a point for her / his group. Continue with the same procedure until all the students in the lines have participated.

Activity 7

FAMILY RECORDS

Preparation: Write the following prompts on the board: *mum / run 30 km; brother / swim 2 hs; grandad / read 20 books in a year; sister / make a 100 piece puzzle in a day; dad / cook 30 pizzas in a day; grandma / walk 10 km in a week.*

Directions: Have students use the prompts to make complete sentences using *can* or *can't*; for example: *My mum can run 30 km.* Explain that if the sentence is negative,

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they have to write the correct information: *My mum can't run 30 km. She can run 10 km.* Then, have students work in pairs and compare their ideas. Finally, invite some volunteers to share the information with the rest of the class.

Have students draw their own number machines. Divide the class into pairs and tell students to take turns asking their classmates equations: *If you put in ..., what comes out?*



Figure Out

Activity 1

LINE UP

Materials: Number Cards, Word Cards.

Preparation: Number Cards: Write the following on separate index cards: 10, 20, 30, 40, 50, 60, 70, 80, 90, 100. For Word Cards: Write the numbers above as words on another set of cards.

Directions: Distribute Number Cards. Call out numbers at random and have students holding the corresponding cards come up. Then, tell them to arrange themselves in numerical order. Redistribute the cards and repeat the activity. Repeat the activity with Word Cards.

Activity 2

NUMBER MACHINES

Materials: Paper.

Preparation: Cut paper into small squares (5 x 5 cm).

Directions: Draw a number machine on the board. Tell students that the machine adds or subtracts numbers. With a marker, trace the route number 5 takes through the tubes into the machine and out the other side. Ask: *What is the new number?* Encourage students to respond 15. Replace number 5 with 27. Ask: *If you put in 27, what comes out?* Encourage students to respond 37. Repeat, replacing the plus sign with a minus sign.

Activity 3

GEOMETRIC ART

Materials: Paper in different colours, paper, fine markers.

Directions: Have students cut paper in different colours into geometric shapes: triangles, rectangles, stars, squares and circles. Ask them to use the shapes to make a picture of something, experimenting with the arrangement of the shapes on white paper. When students are satisfied with their design, have them glue the pieces in place and add details with markers.

Language Links: Have students work in pairs and exchange their pictures. Encourage them to count the geometric shapes and write sentences: *I can see (thirty squares).*

Activity 4

COUNTING

Materials: Plastic cups, bags of small candy or other small objects (1 bag per student), large plate, paper.

Directions: Divide the class into groups of six. Have students estimate how many pieces of candy are in each other's bags and write their estimates on a piece of paper.

Tell students to count their candy pieces and place them in a plastic cup. Have them write the total on a piece of paper and put it under their cups. Then, have students count the pieces of candy in each cup before checking the total under the cup. The student with the closest estimate wins.

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Next, have all the groups place their candy on a big plate. Ask the class to estimate how many candy pieces there are in total and write their estimates on the board. Tell each group to read out the number on the pieces of paper under the cups and write the numbers on the board. Then, add the numbers up with the class. The student with the closest answer wins. Finally, have students eat their candy.

Variation: Hand the cards to each group and ask them to write the numbers in words on a sheet of paper. Determine a time limit and invite volunteers from the groups to write the numbers and the words on the board to check.

Activity 5

SKIP COUNTING

Directions: Divide the class into groups and have them sit in circles. Explain that they are going to count to 99 in different ways. Give an instruction and check that the groups can count until they reach 99; for example: *Skip count by 5s to 99*. When the groups make a mistake, stop the game and award a point to the group that has counted to the highest number. Then, give another instruction: *Skip count by 15*. Continue with the same procedure and ask for more challenging ways of counting; for example: *Skip count backwards by 4*.

Activity 6

NUMBERS IN WORDS

Materials: cards with numbers (1 set per group), tape.

Preparation: Write different numbers on the cards and make a list to keep a record of the numbers you include.

Directions: Divide the class into groups and ask the students to stand in a line at the back of the classroom. Then, place the cards on the front desks of each group. Explain that you are going to say a number and they have to find the correct card and stick it on the board. The first student to put the correct card earns a point. At the end of the game, the group with most of the points wins.