

Color and say  

## Who lives in the jungle?

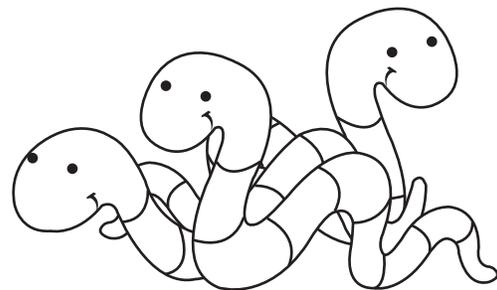
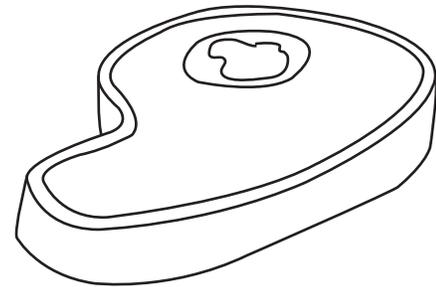
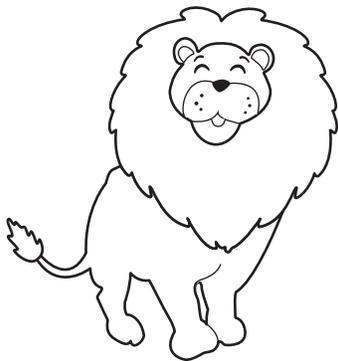
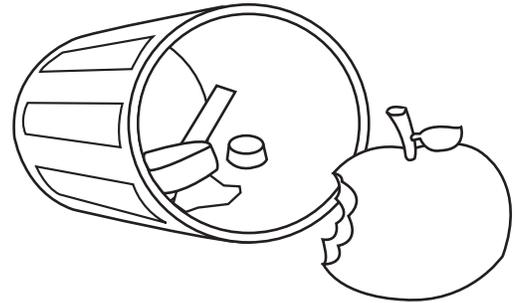
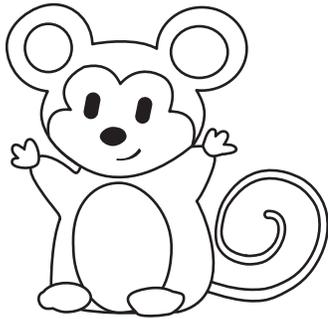
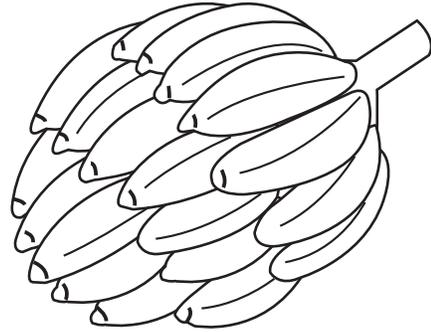
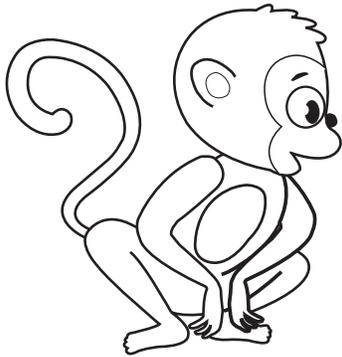


Draw and write.

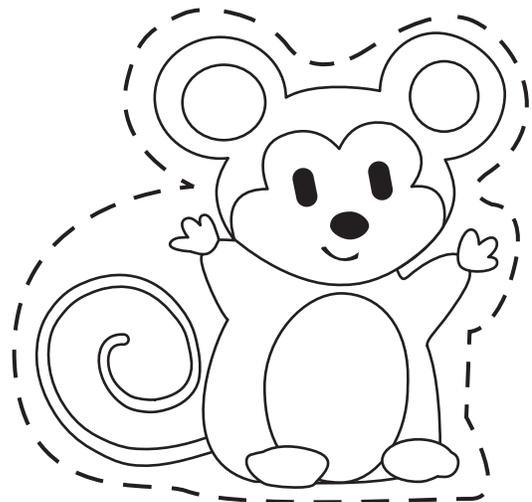
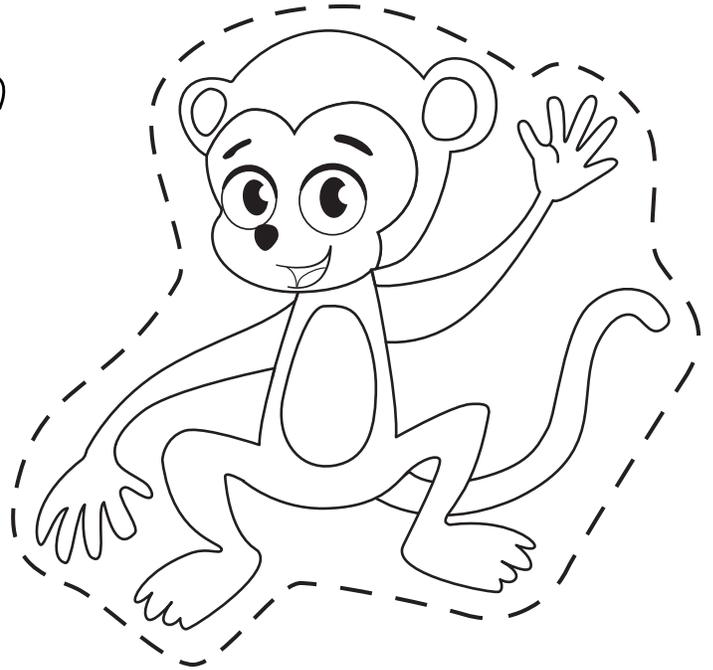
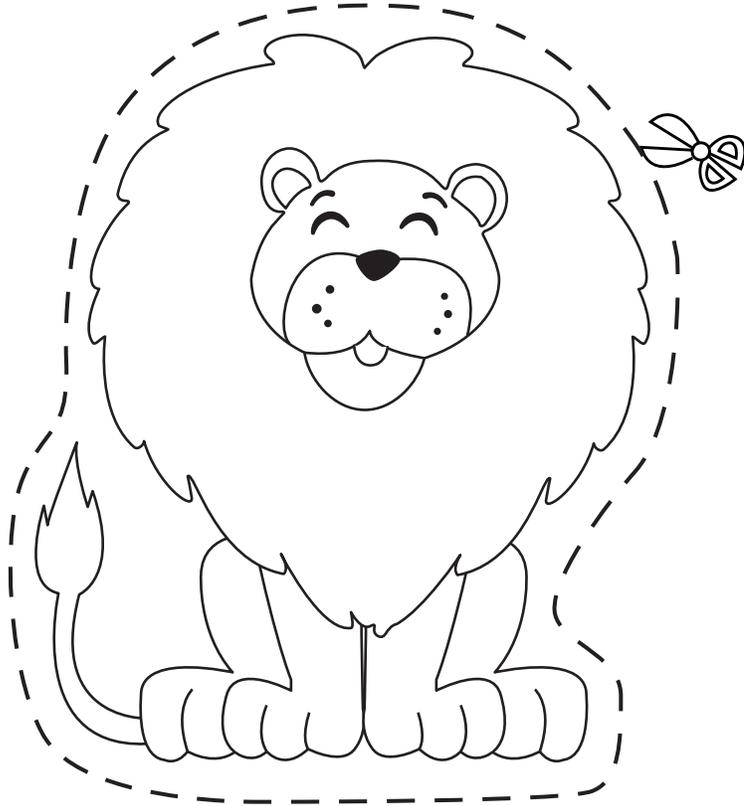


I'm happy \_\_\_\_\_.

Color and cut. Play.



Color and cut. Play.



**Pre-reading**

**Materials:** colored pencils, Class CD

**Preparation:** Print out and make copies of the template (1 per student).

**Instructions:**

Distribute copies of the template (see Preparation). Draw students' attention to the picture. Ask *What place is this? What animals can you see in the picture?* Encourage students to say *The jungle*, and name the animals. Tell them that the story is related to an animal that lives in the jungle. Tell students to color only the animals that live in the jungle. Help them say where the other animals live. Let them know that some of the animals in the picture are going to appear in the story. Play Track XX and have students listen to and read the story in their Student's Book to check their answer. Encourage them to point to the characters in their books when they are mentioned in the story. Keep students' work in their portfolios.

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**While Reading**

**Materials:** Class CD

**Instructions:**

Play Track xx. Have students listen to the story. Ask them to read the text in the corresponding scenes from the Student's Book. Tell them to point to each word, from left to right, as they listen. Next, play the track again and assign the dialogues to different teams. Ask the teams to read the dialogues aloud.

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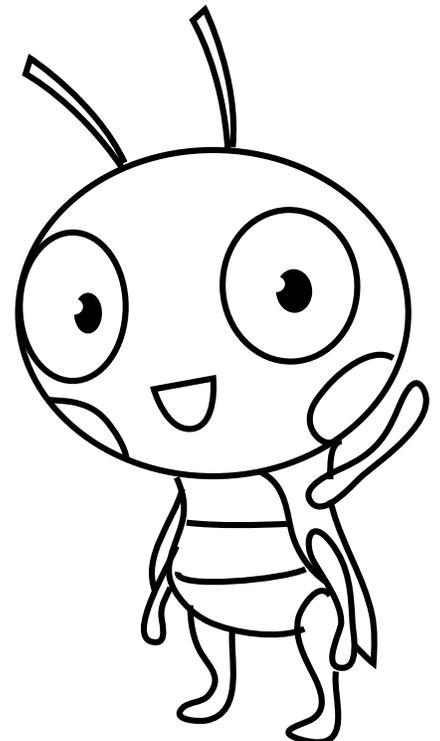
**Post-reading**

**Materials:** colored pencils, Story Cards Unit 7

**Preparation:** Print out and make copies of the template (1 per student).

**Instructions:**

Distribute the corresponding copies (see Preparation). Encourage students to retell the story. Help them remember that Marvin was only happy in the jungle. Ask *Is Marvin happy in the city? Is he happy in the forest, etc.?* Have them answer *Yes* or *No*. Next, tell them to draw themselves in the place where they are happy. Finally, help them write a word to complete the sentence. Help them write, for example *I'm happy in the city / farm / at the beach, etc.* Keep their work in their portfolios.



**Pre-reading**

**Materials:** crayons, glue, scissors, cardboard paper, Class CD

**Preparation:** Print out and make copies of the template (1 per student).

**Instructions:**

Distribute copies (see Preparation). Draw students' attention to the pictures and encourage them to identify the animals and the food. Help them with any unknown vocabulary. Next, elicit from students what each animal eats, for example, help them say *Monkeys eat bananas*. Next, ask them to color the pictures. Once students have finished, have them cut out the cards, glue them onto cardboard paper and then cut them out again. Finally, ask students to work in pairs and play memory game with their sets of cards. Tell them that they have to find two cards, one with an animal and another one with the food it likes to eat. Then, tell them that the story they are going to read about these animals and the places where they live. Encourage students to say where they think these animals live: in the jungle, in the savannah, in the city or in the forest. Then play Track XX and have students listen to the story and check their predictions. Keep students' work in their portfolios.

**While Reading**

**Materials:** Class CD, Story Cards Unit 8

**Preparation:** Display the Story Cards on the board.

**Instructions:**

Play Track xx again and have students follow the story in their Student's Book. Ask them to point to the animals as they are mentioned. Then stop the recording and point to the food each animal eats in the Story Cards. Ask students *What food is this? Does Martin like this food? Who likes this food?* Help them answer.

**Post-reading**

**Materials:** markers, glue, popsicle sticks, scissors

**Preparation:** Make copies of the template (1 per student).

**Instructions:**

Distribute copies (see Preparation). Draw students' attention to the template. Help them identify the characters. Ask them to color and cut out the pictures. Then have students glue a popsicle stick onto the back of each picture to make stick puppets. Finally, have students work in groups of four. Assign a character to each student. Encourage them to act out the story using the puppets. Monitor the activity and provide help as necessary. Keep students' work in their portfolios.

