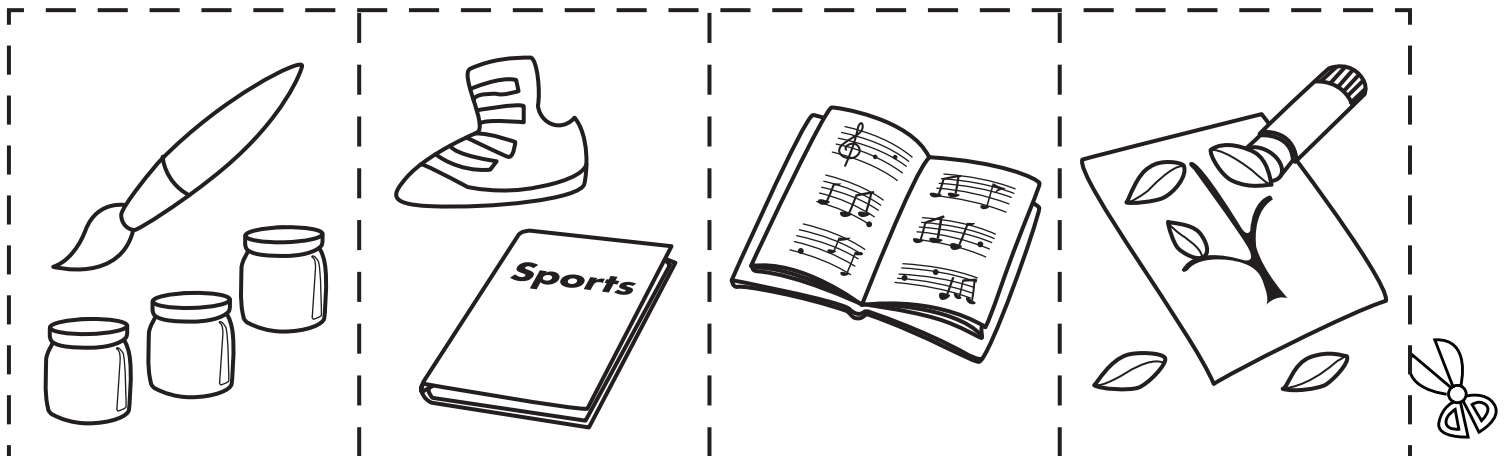


Cut and paste.  

art class	music Class	P.E. Class	science Class



Forgetful Frida

Color and cut. Act out.  



Color and cut. Act out.  



Unit
1

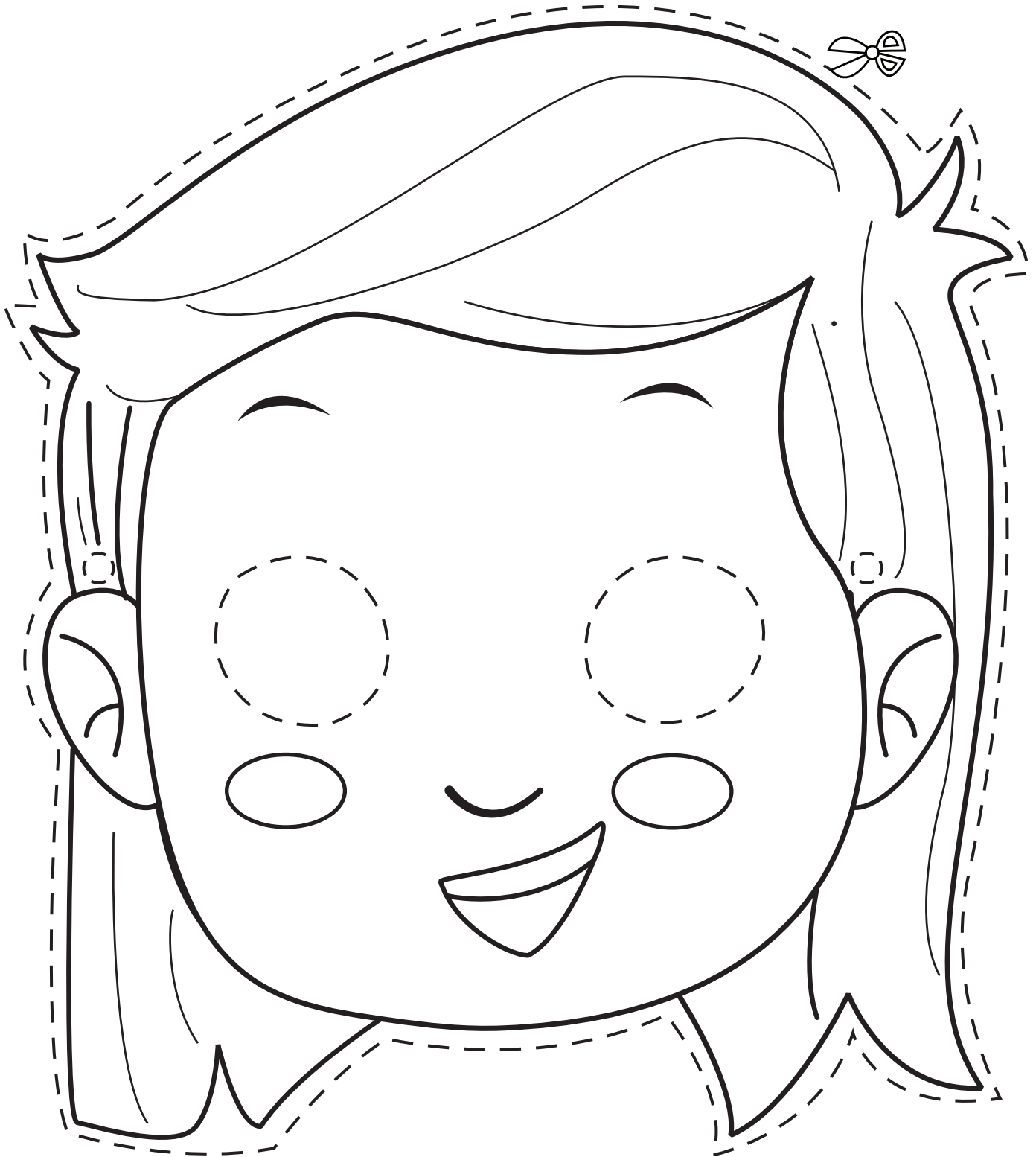
Forgetful Frida

Post-reading
Extra Activity 1

Color and cut. Act out. ✂️



Color and cut. Act out. ✂️ ✂️

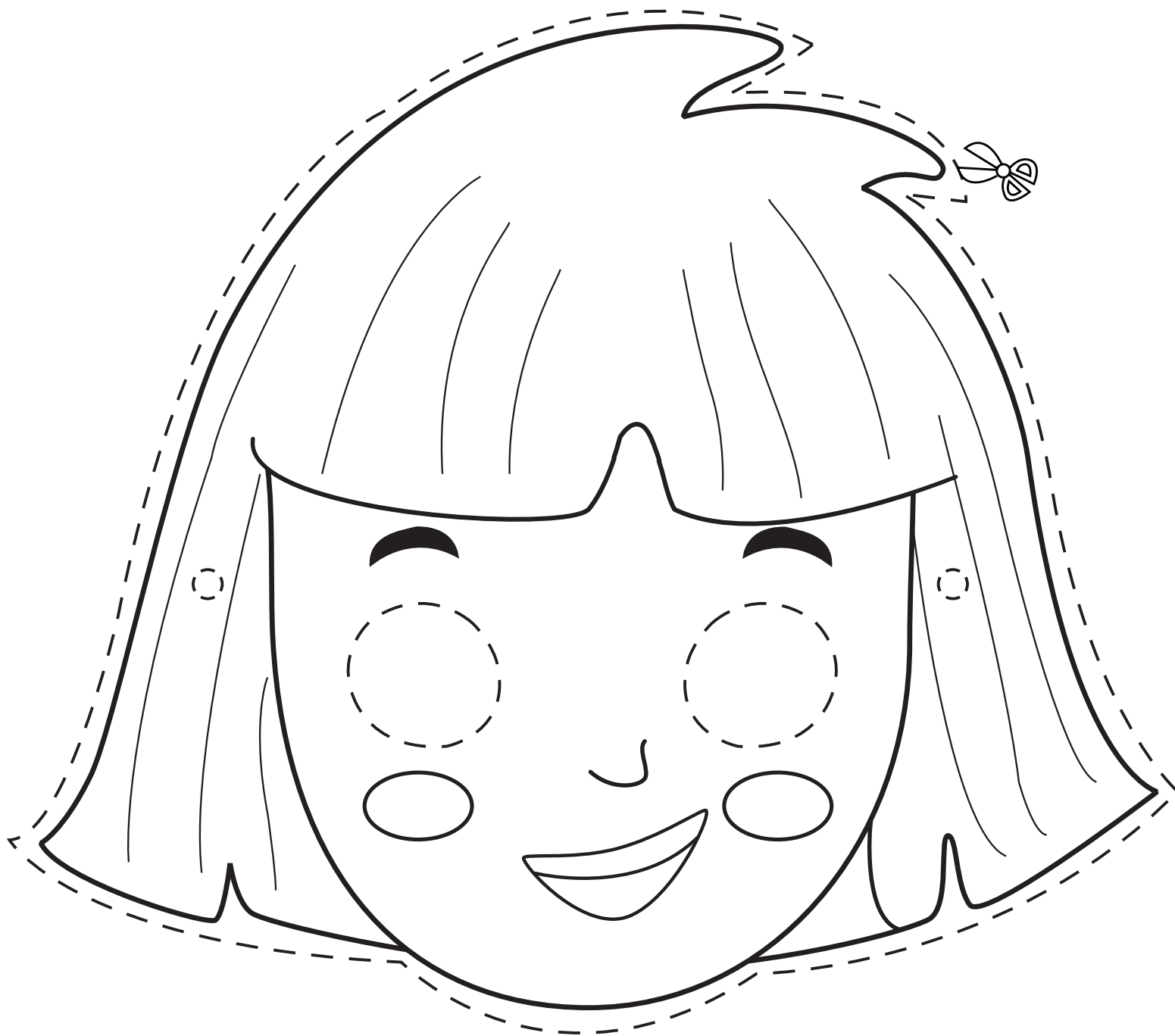


Unit
1

Forgetful Frida

Post-reading
Extra Activity 1

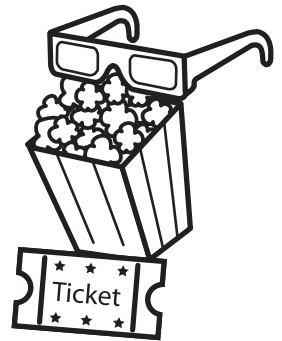
Color and cut. Act out. ✂️ ✂️



Color and cut. Act out.  



Write. Cut and paste.

**school days****weekend****Monday****Tuesday****Wednesday****Thursday****Friday****Saturday****Sunday**

Draw.



Monday



Tuesday



Wednesday



Thursday

Friday



Pre-reading

Materials: crayons, glue stick, scissors, 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 below the chart. Have them identify each object. Then help them read the names of the subjects at the top of the chart. Elicit from students which school object from the pictures they use in each class. Have students cut out the pictures. Name the classes and encourage students to hold up the cards with the objects they would use in each class. Next, have them listen to the story (Track 11) and ask them to paste the cards in the chart, according to what Frida uses in each class. Keep students' work in their portfolios.

While Reading

Materials: Class CD

Preparation: Display the Story Cards on the board.

Instructions:

Play Track 11. Have students listen to the story. Ask them to read the text in the corresponding scenes on pages 13 and 14 of the Student's Book. Tell them to point to each word, from left to right, as they listen. Next, play the track again and encourage students to read the text aloud. You can ask them to read the text aloud as a group or have some students read Frida's or her classmates' lines.

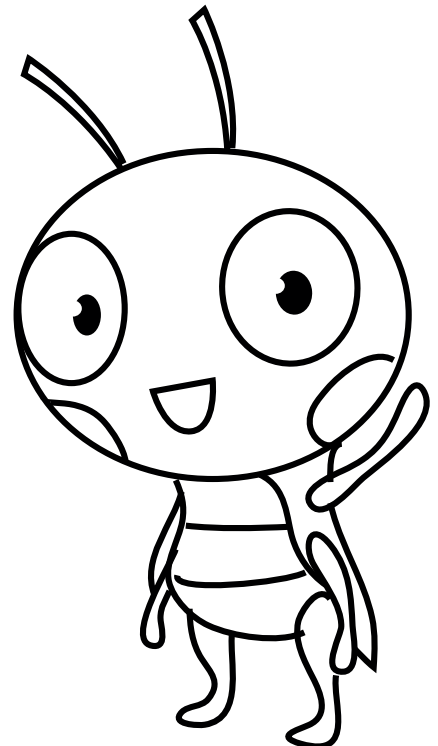
Post-reading

Materials: colored pencils, scissors, glue stick, elastic bands, hole punch, scotch tape, sticks (optional), realia (a brush, a notebook, a pencil, a glue stick and a book)

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

Instructions:

Divide the class into teams and assign each student a character of the story. Distribute the corresponding copies (see Preparation). Then have students color and cut out their masks. Next, help them cut out the eye holes. Put scotch tape around the punch marks and punch the holes for attaching the elastic band. Tie the ends of the elastic bands on each hole. Optional: You can glue a stick behind the mask and ask the students to hold the mask in front of their face. Finally, encourage students to wear their masks and act out the story, using the real objects (see Materials). Keep their work in their portfolios.



Pre-reading

Materials: colored pencils, glue stick, scissors, Class CD

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

Instructions:

Distribute copies (see Preparation). Help students read the days of the week and ask them to trace the words. Ask them to cut out the words. Then read the heading of the first frame (*School Days*). Have them paste there the days of the week that correspond to the days they go to school. Encourage them to paste them in the correct order. Next, have them do the same with the weekend days. If necessary, explain to students the meaning of *weekend*. Then play Track 11 and have them listen to the story and check which days Frida goes to school. Keep students' work in their portfolios.

While Reading

Materials: Class CD, Pre-reading activity (Extra Activity 2) page, Story Cards Unit 1

Instructions:

Play Track 11. Have students point to the corresponding words in their Pre-reading page as they hear the days mentioned. Then, play the track again and ask *What does Frida forget on Monday, Tuesday, etc.?* Help students answer *She forgets her book*. Then ask them *What class does Frida have on Thursday? What class does she have on Friday?* Display the Story Cards to help students remember and allow them to look at the story in the Student's Book.

Post-reading

Materials: colored pencils

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

Instructions:

Distribute copies (see Preparation). Have students read the days of the week aloud. Then ask them to draw pictures to represent one of the classes they have each day. Ask them to work in pairs to tell each other the class they drew saying, for example, *I have art class on Monday*. Display students' work on the classroom walls and then keep it in their portfolios.

