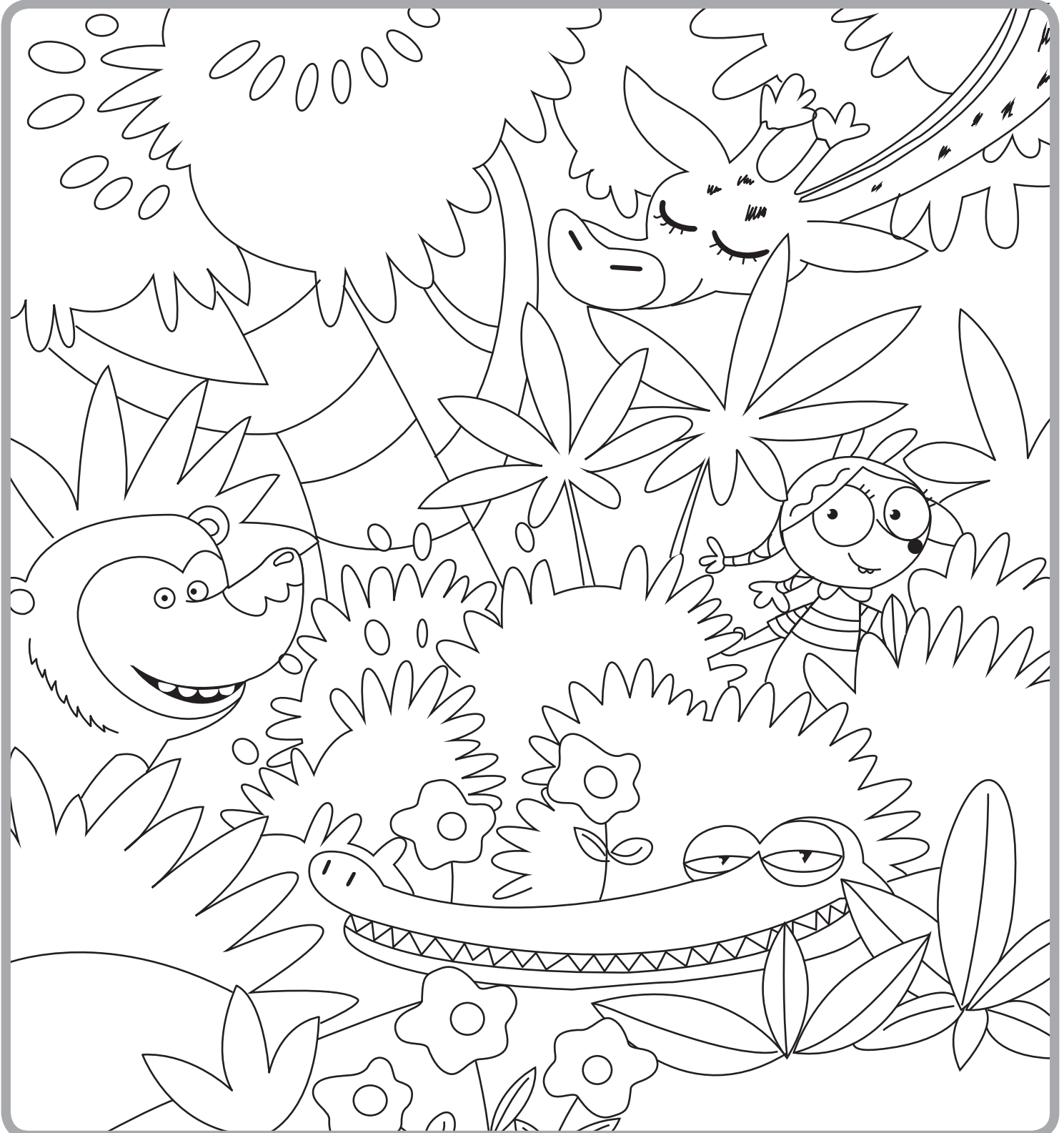


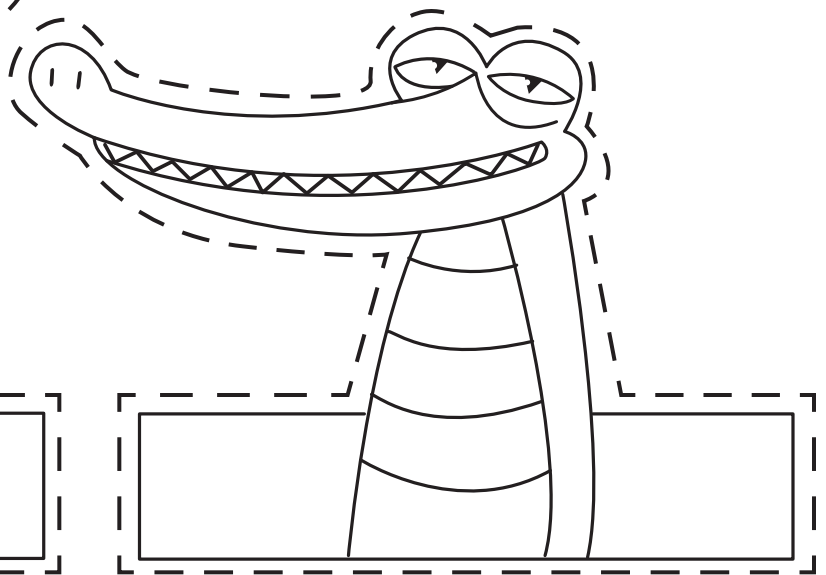
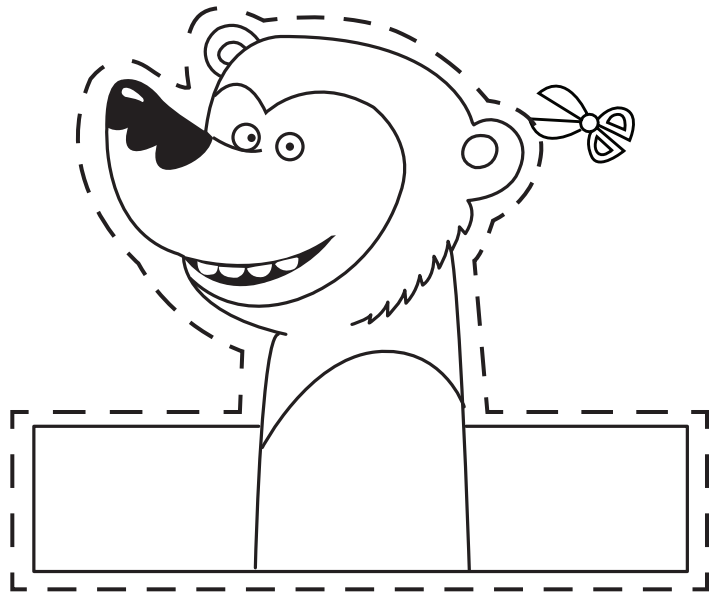
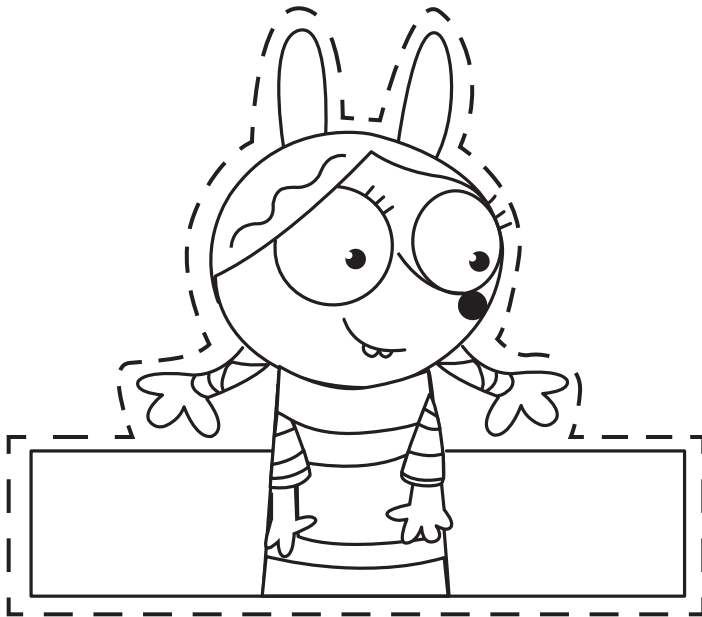
What Animal Can I Be?

Look and color. Say.   



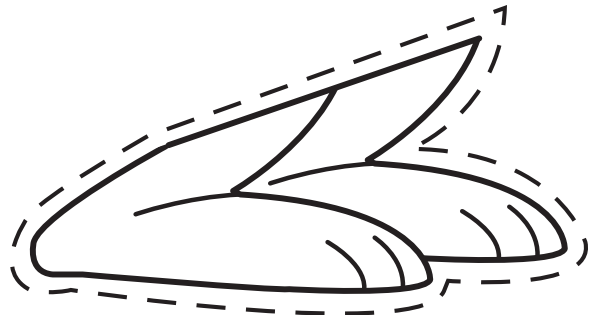
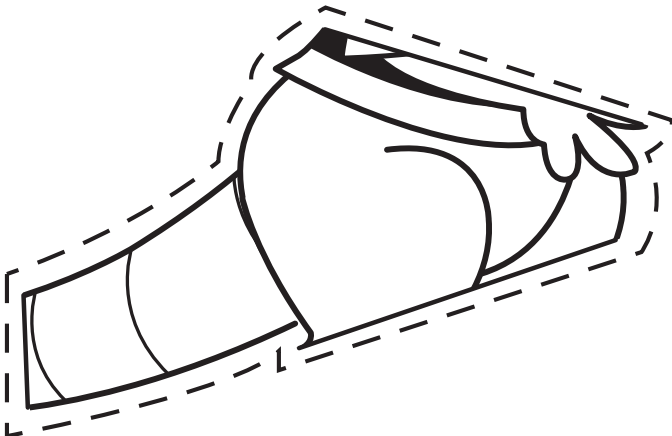
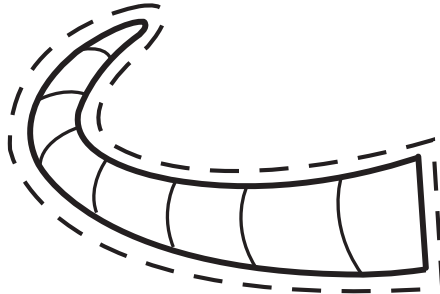
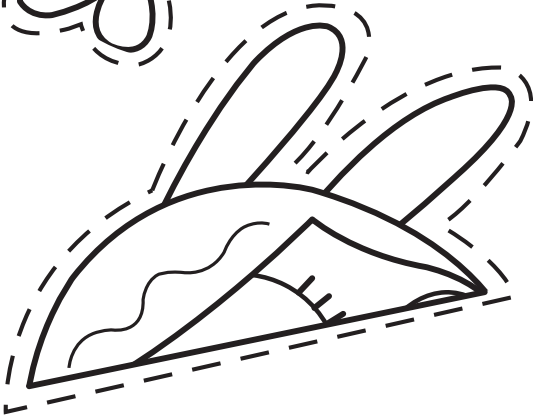
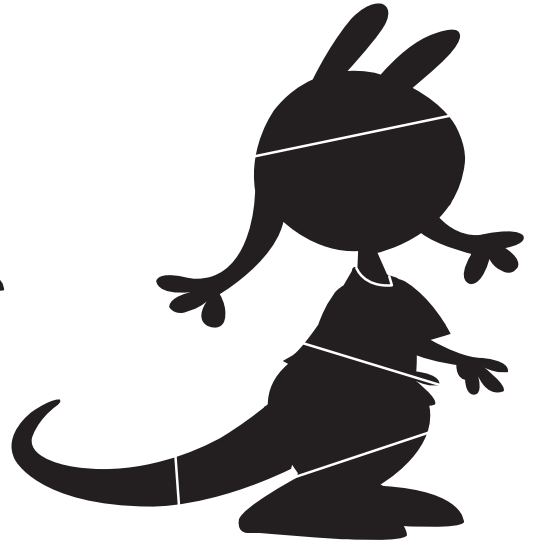
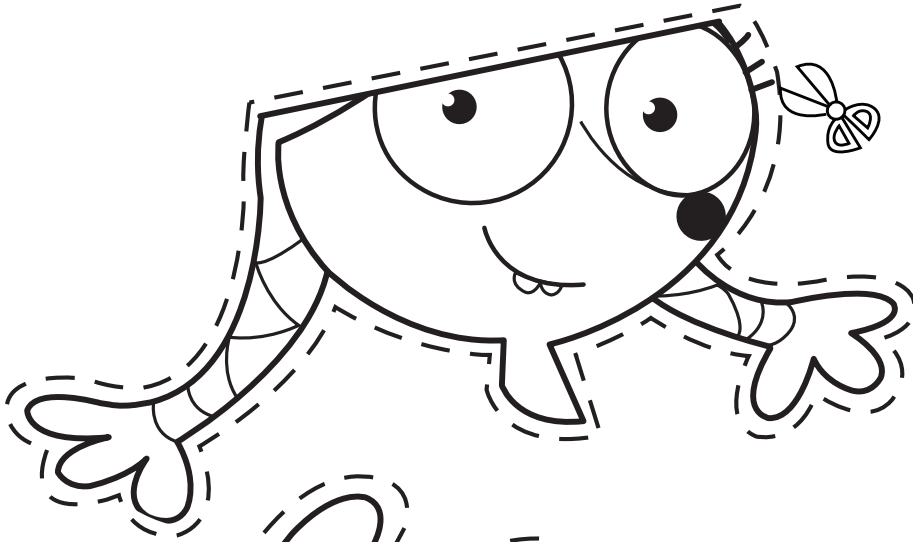
What Animal Can I Be?

Color and cut. Play.   



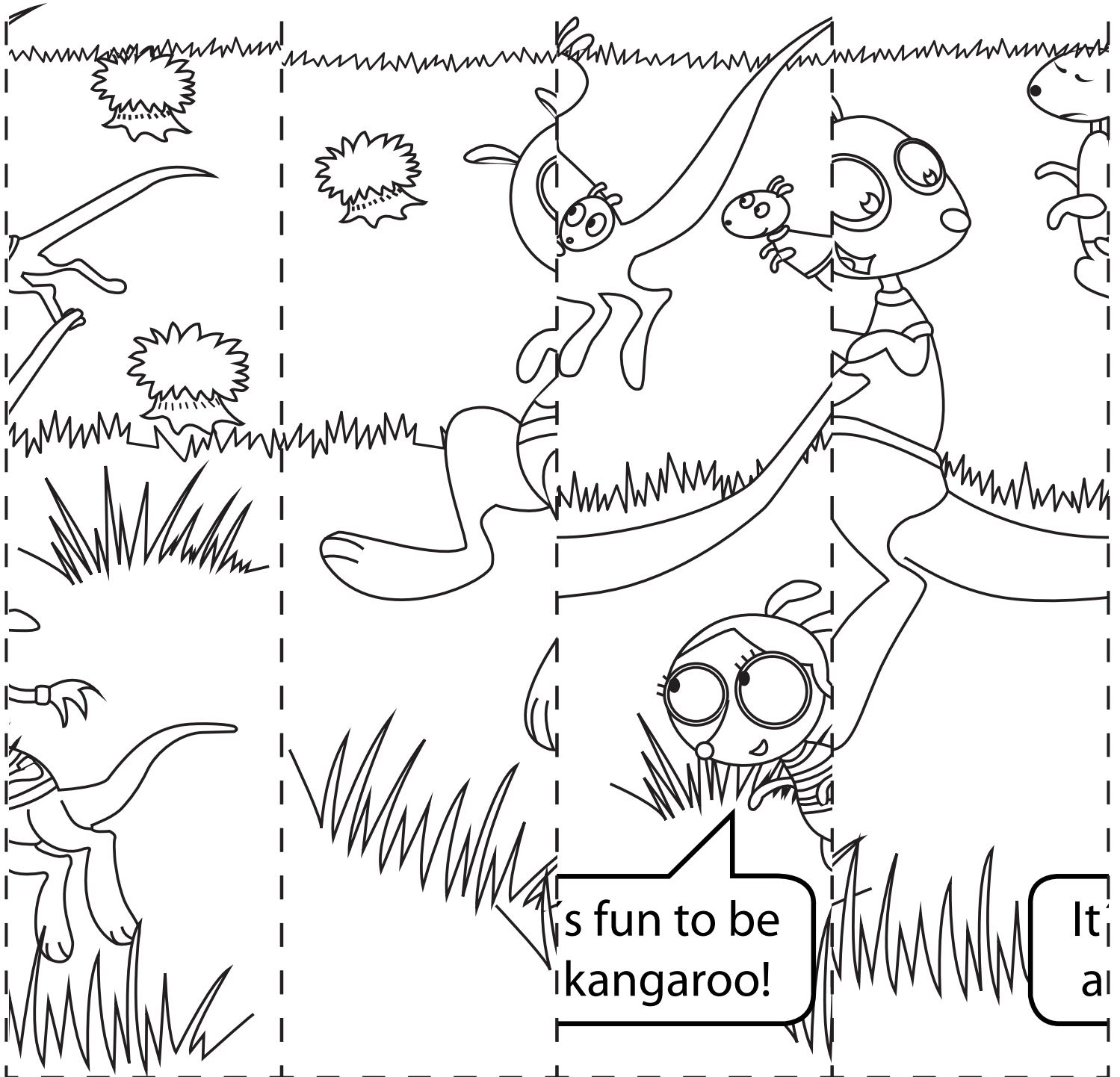
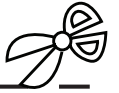
What Animal Can I Be?

Assemble and color. Say



What Animal Can I Be?

Cut and paste. Say.



Unit 6

What Animal Can I Be?

Instructions Extra Activity 1

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). Call students' attention to the picture. Ask *What can you see in the picture?* Encourage students to say things like trees, plants or flowers. Tell them there are also some hidden animals. Have students find the hidden animals in the picture and color them. Next, encourage them to name the animals. Finally, tell students they are going to listen to a story with zoo animals. Ask them which animals from the picture they think they can find in the zoo. Encourage them to answer. Play Track 75 and have students listen to and read the story in their Student's Book to check their predictions. Keep students' work in their portfolios.

While Reading

Materials: Class CD, Story Cards Unit 6

Preparation: Display the Story Cards on the board.

Instructions:

Play Track xx. Have the 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 encourage students to go to the Story Cards and point to the body parts mentioned in the story. For example, they should point to the crocodile's mouth and legs when the character says *I have a big mouth and short legs.*

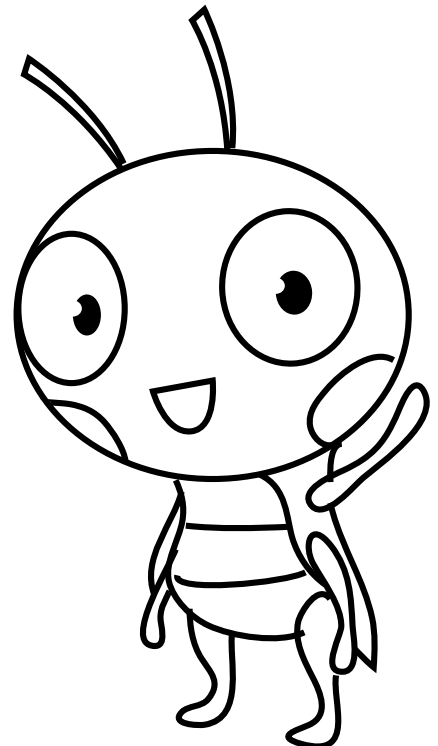
Post-reading

Materials: markers, scissors, glue sticks

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

Instructions:

Distribute the corresponding copies (see Preparation). Ask students to say the title of the story the pictures on the template come from (*What Animal Can I Be?*). Help them identify each character and have them color the pictures as they appear in the story. Next, ask students to cut out the pictures. Help them glue the tabs to make finger puppets. Encourage them to work in pairs and think of another version of the story with two different characters that have something in common (a tail, fur, big/small mouth, etc.). If necessary, allow students to refer to pages 93 and 94 of their Student's Book. Keep their work in their portfolios.



Pre-reading

Materials: colored pencils, Class CD, scissors, glue

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

Instructions:

Distribute copies (see Preparation). Draw students' attention to the shadow of the animal. Elicit from students what animal they think it is. Then have them cut out the puzzle pieces and put them in the correct spaces. Next, ask them to color the picture. Once students have finished, have them describe the animal, like this *This is a kangaroo. It has fur. It has a pouch. It has a tail.* Finally, ask students *Do you think this kangaroo is pretty? Is she happy?* Encourage them to answer. Then play Track 75 and have students listen to the story and check how the kangaroo feels. Keep students' work in their portfolios.

While Reading

Materials: Class CD

Instructions:

Play Track 75. Ask students to open their Student's Book and point to the character that speaks. Then read out loud the characters' lines, at random, and encourage students to remember who said those lines, the kangaroo, the bear, the giraffe or the crocodile. For example, say *It's fun to be a kangaroo!* Have students say *kangaroo*. Continue reading the characters' lines randomly to help students remember the story.

Post-reading

Materials: markers, scissors, glue, cardboard paper, Story Cards Unit 6

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

Instructions:

Distribute copies (see Preparation). Show the Story Cards again and encourage students to retell the story. Then draw their attention to the template. Tell them the pieces of this scene are scrambled and they have to put them in order. Have students cut out the pieces and paste them on the cardboard paper in the correct order. Show them the first piece they have to paste to complete the picture. Once they have finished, ask them to color the picture. Finally, encourage them to read the sentence and have them say which part of the story this scene belongs to (the ending). Keep students' work in their portfolios.

