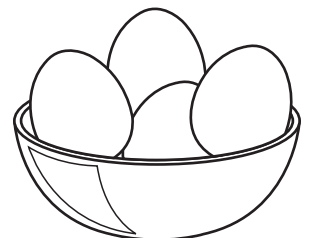
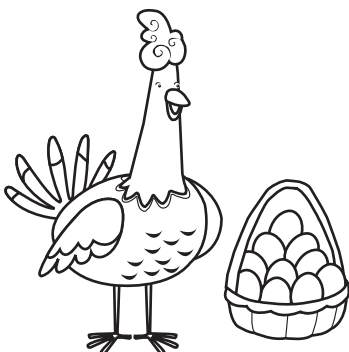
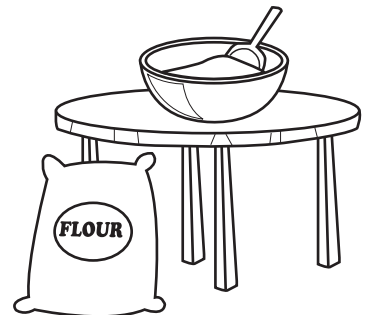
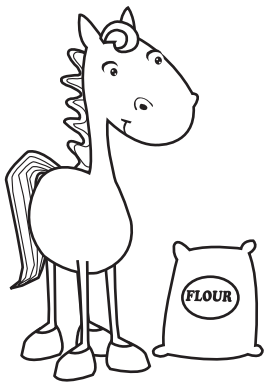
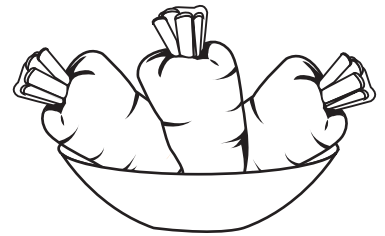
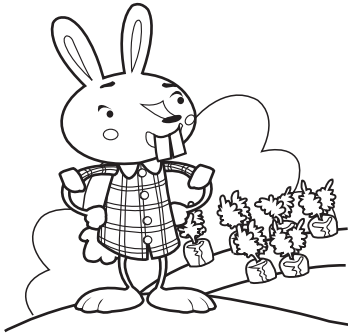
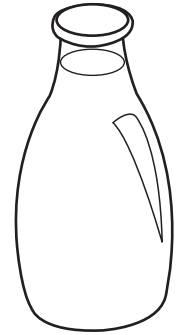
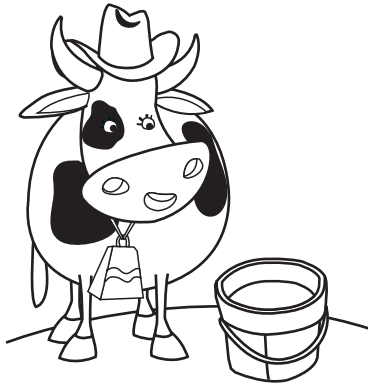
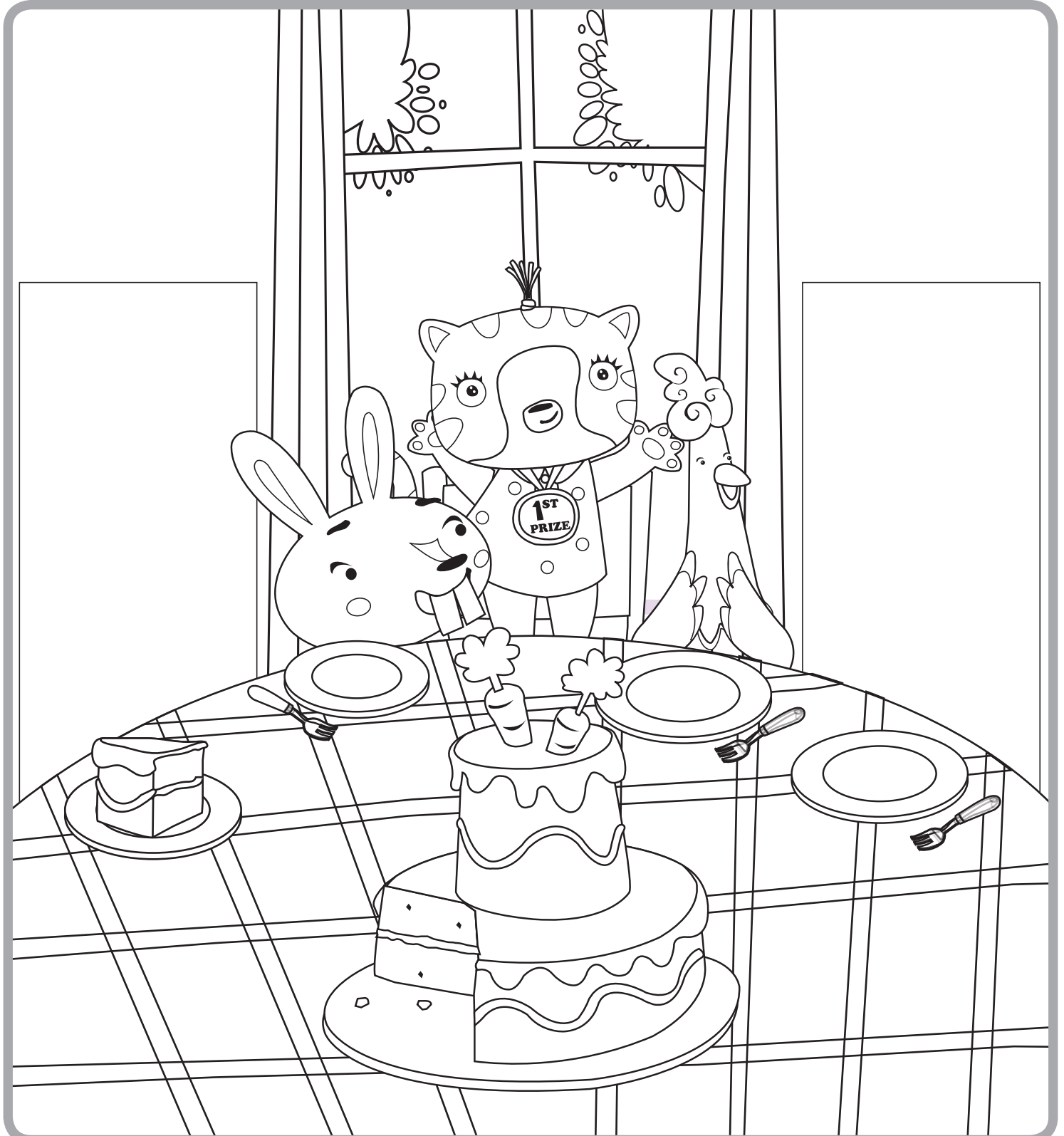


Casey's Carrot Cake

Look and match.



Look and draw.

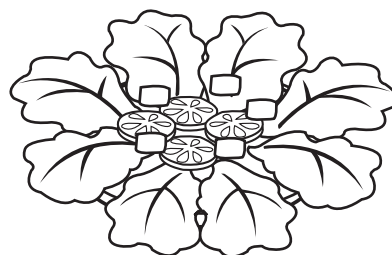
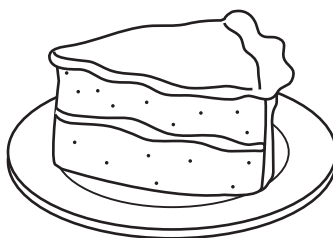
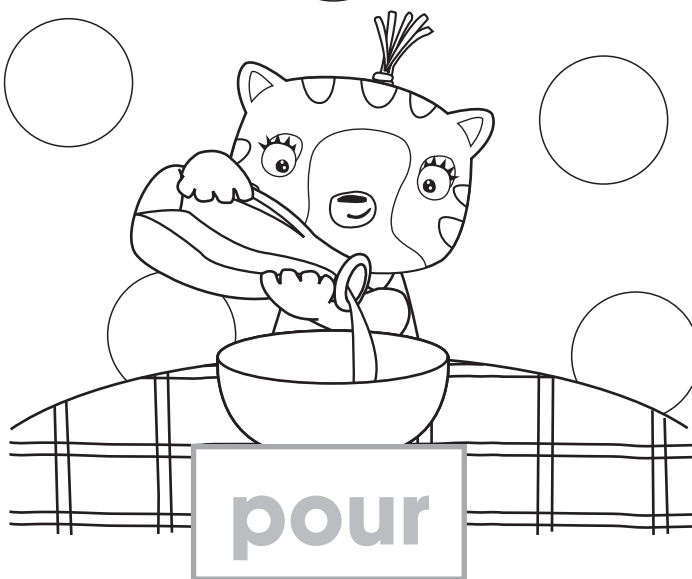
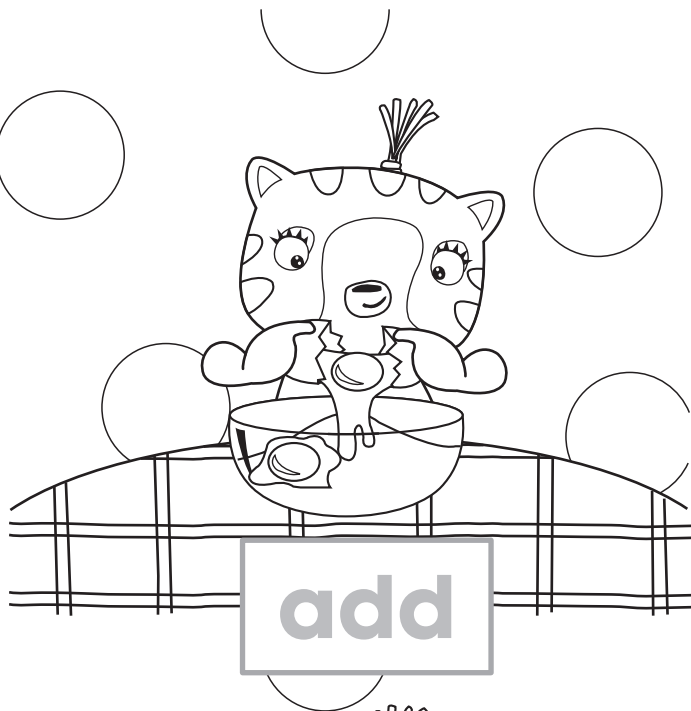
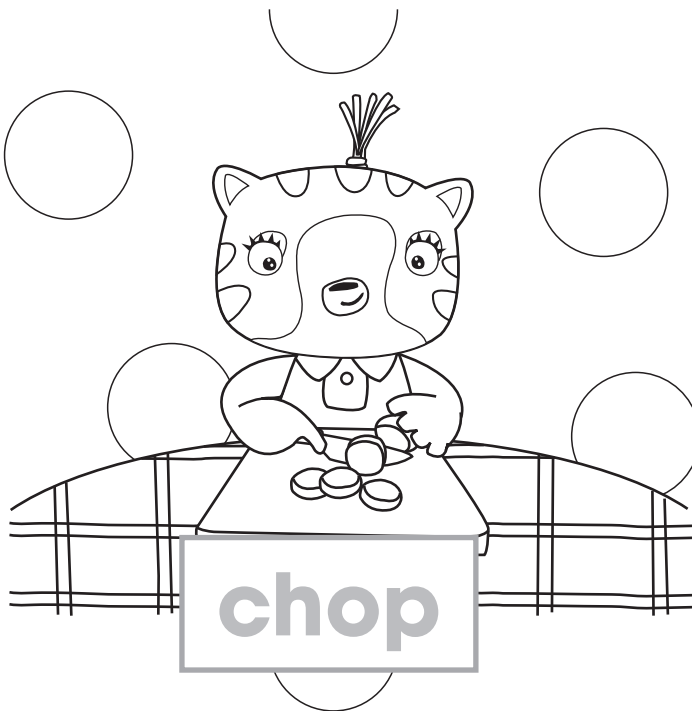


Unit 3

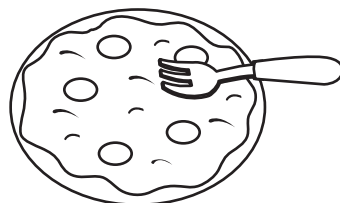
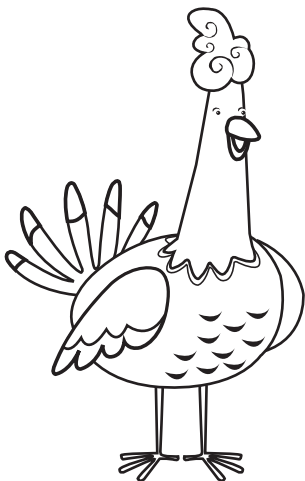
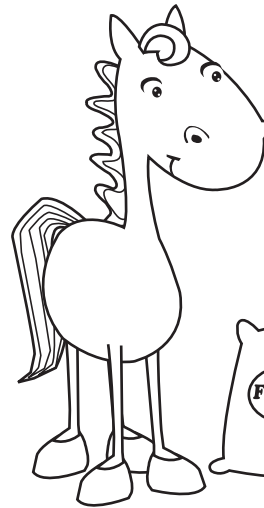
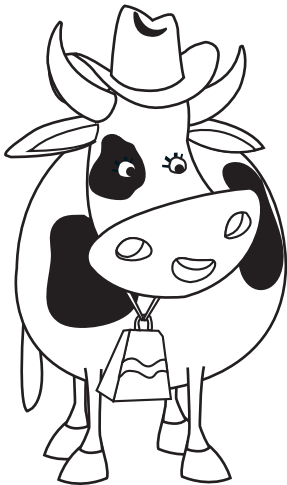
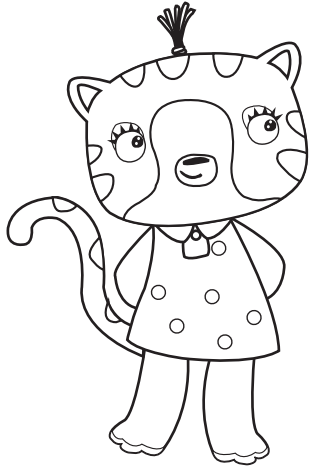
Casey's Carrot Cake

Pre-reading
Extra Activity 2

Look and write. Color.   



Casey's Carrot Cake

Color and cut. Play.   

Unit 3

Casey's Carrot Cake

Instructions Extra Activity 1

Pre-reading

Materials: crayons, Class CD

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

Instructions:

Distribute copies (see Preparation). Point to the food items, one by one, and name them. Have students repeat. Then tell them Casey the cat needs those ingredients to make a cake. Ask them where Casey can get the ingredients. Point to the picture of the milk bottle and say *Where can Casey get milk?* *From her friend Robbie the rabbit?* (point to the corresponding picture) *Or from her friend Clarissa the cow?* Encourage students to draw a line to match the picture of the milk bottle to the picture of the cow. Ask them to continue matching the food to the character that can give it to Casey. Finally, have them listen to and read the story in their Student's Book to check their predictions (Track 37). Keep students' work in their portfolios.

While Reading

Materials: Class CD

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

Instructions:

Play Track 37. 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 encourage some students to read the dialogues aloud.

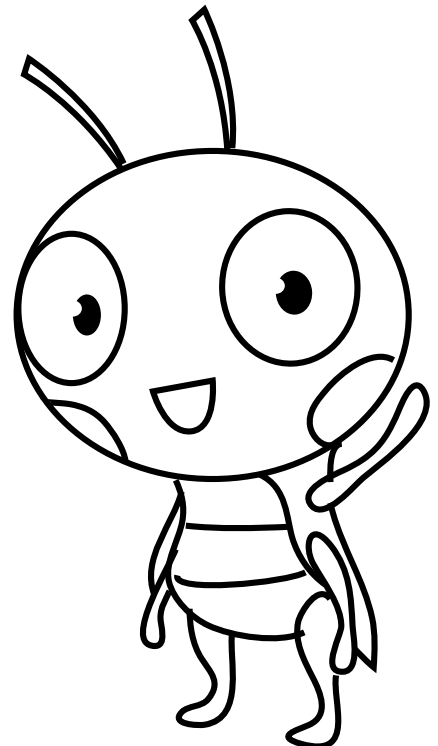
Post-reading

Materials: crayons, colored pencils, Story Cards Unit 3

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

Instructions:

Distribute the corresponding copies (see Preparation). Help students identify the scene: It is the last scene of the story. Have them point and name the characters. Help them notice there are some characters missing. Tell them to draw and color the missing characters. If necessary, show the Story Cards to help students remember. Keep their work in their portfolios.



Unit 3

Casey's Carrot Cake

Instructions Extra Activity 2

Pre-reading

Materials: crayons, Class CD

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

Instructions:

Distribute copies (see Preparation). Point to Casey and say *This is Casey. She is ready to cook. Let's help her.* Point to each scene and describe what Casey is doing: *She chops the carrots. She adds the eggs. She pours the milk. She adds the flour.* Mime the actions and have the students do the same as they repeat. Next, have students trace the words and read them aloud. Then ask *What is Casey making?* and point to the pictures at the bottom. Encourage students to color the picture of the dish they think Casey is making. Then play Track 37 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 3

Preparation: Display the Story Cards, in disorder, on the board.

Instructions:

Play Track 37. Have students follow the story in their Student's Book. Then show Story Card 2 and say *First Casey goes to Robbie's house and asks him for carrots. Who's next?* Encourage different students to go to the front and choose the Story Card that shows the next scene (Casey and Harry the horse). Do the same with the rest of the scenes. If necessary, play the track again to help students answer.

Post-reading

Materials: colored pencils, scissors, glue stick, cardboard paper

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

Instructions:

Distribute copies (see Preparation). Point to each card and have students identify the characters. Then point to the first prize medal and ask *What's this?* Help students answer *It's a medal. A first prize medal.* Have them color the medal and the cards. Then have them cut out all the pictures. Help them glue them onto cardboard paper and cut them out again. Invite the students to play. Ask them to play in pairs or in groups of five. Show them how to play: Place the five cards face down on a desk and shuffle them all. Form a line with the cards, hold the medal and say: *The first prize is for Robbie* and put the medal on the card where you think Robbie is. Assign a point if the student guessed correctly. Encourage them to do the same to guess which character is on the card. Keep students' work in their portfolios.

