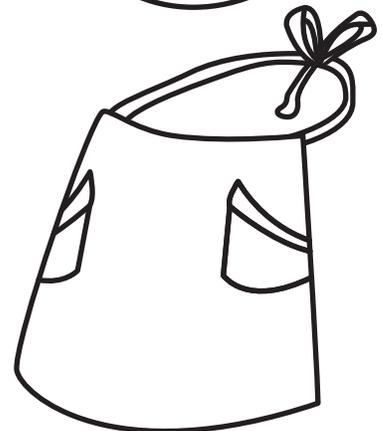
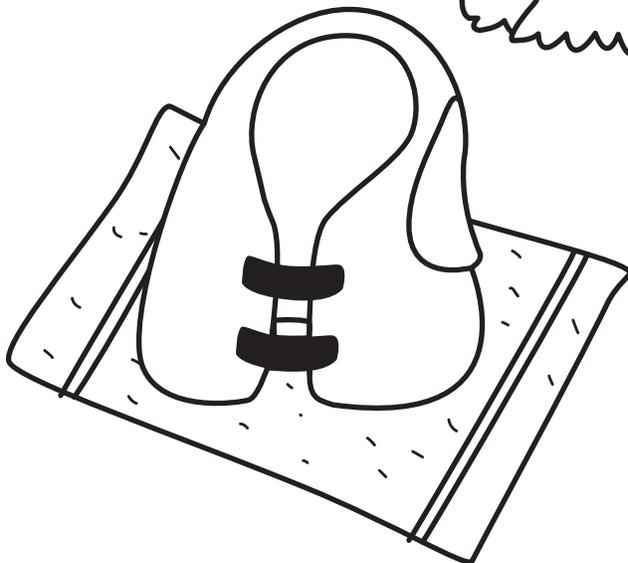
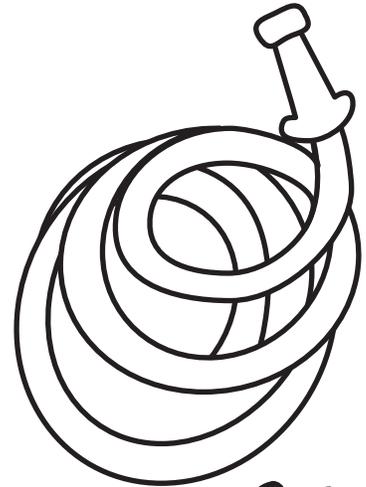
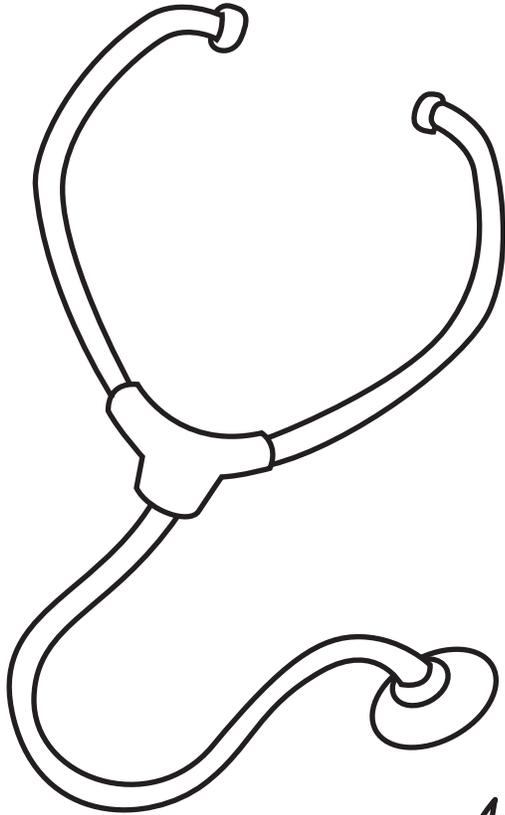
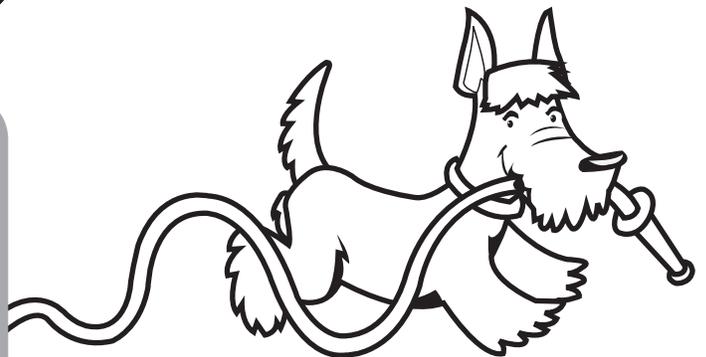


Match and color.

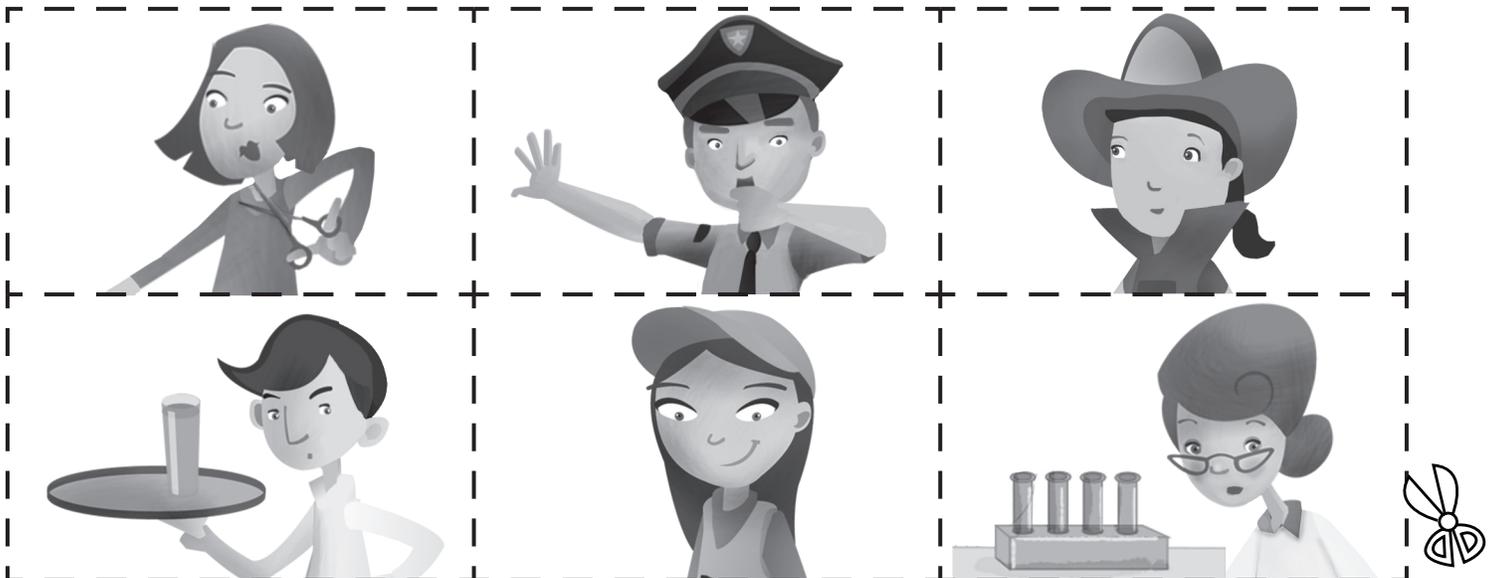


Look and draw. Say.

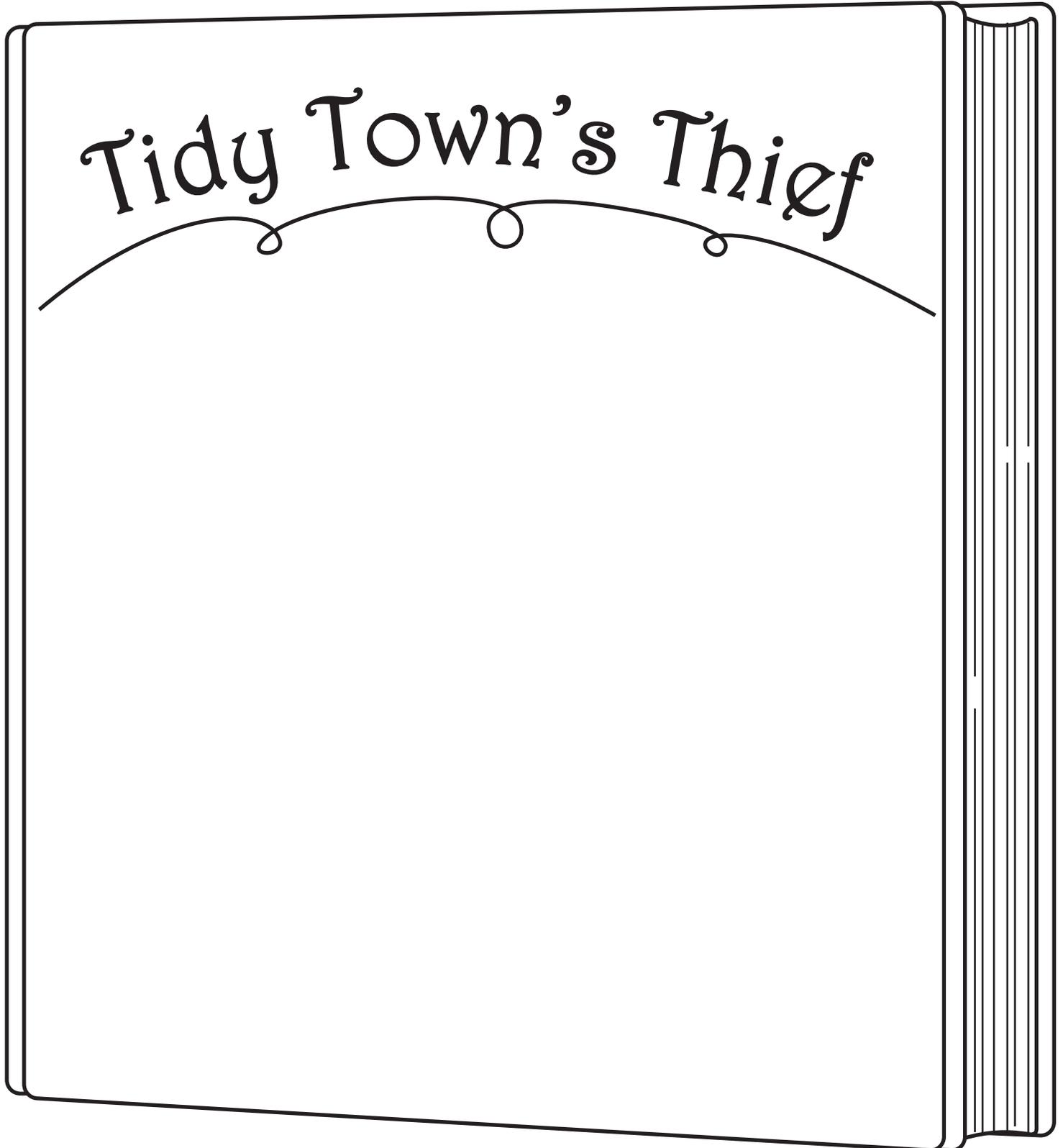


Cut and paste.  

People that work inside	People that work outside



Draw and color. Say.



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 pictures. Ask *What can you see in the picture?* Encourage students to say the vocabulary they already know and introduce the new words.

Tell them that the story is related to a dog that takes an object that the firefighter uses. Tell students to draw a line from the object the firefighter uses to the dog, and color it. Then encourage students to say who uses the rest of the objects in the picture. Let them know that the people who use the objects are going to appear in the story. Play Track 86 and have students listen to and read the story in their Student's Book to check their answer. Encourage them to point to the hose and the characters in their books when they are mentioned in the story. Keep students' work in their portfolios.

While Reading

Materials: Class CD

Instructions:

Play Track 86. 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 and ask students to read them aloud.

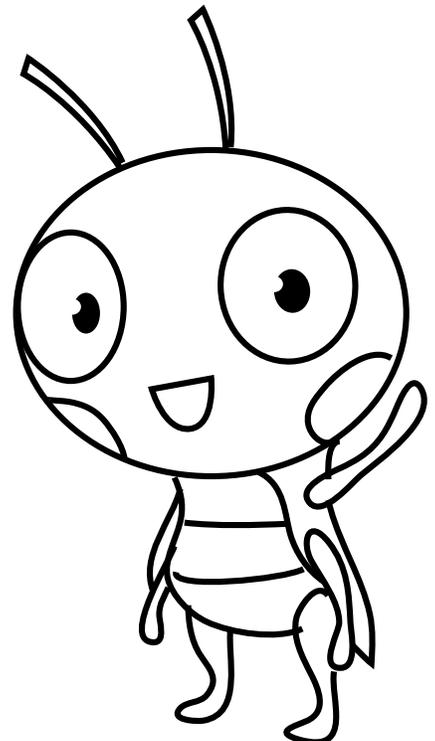
Post-reading

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). Ask students to say the title of the story the pictures in the template come from (*Tidy Town's Thief*). Help them identify each character and have them color the pictures. Next, ask students which character is missing. Encourage them to say *The lifeguard*. Tell them to draw and color the missing character in the space provided. If necessary, allow students to refer to pages 109 and 110 of their Student's Book. Keep their work in their portfolios.



Unit 7

Tidy Town's Thief

Instructions Extra Activity 2

Pre-reading

Materials: colored pencils, Class CD, scissors, glue, picture of a pool

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 professions. Help them with any unknown vocabulary. Next, elicit from students where these people work. Teach the unknown vocabulary, especially the word *pool*, in order to say *A lifeguard works at a pool*. Show students the picture (see Materials) to clarify meaning.

Next, ask them to color the pictures. Once students have finished, help them read the headings of each column; explain that some people work in closed places and some others work outdoors (i.e. in the street). Have students cut out the pictures and paste them in the corresponding column. Then, tell students the story they are going to read happens in the street. Encourage them to say which job they think the story characters have. 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

Instructions:

Play Track XX and ask students to open point to the character that speaks on pages 109 and 110 of the Student's Book. Then read the characters' lines aloud, at random, and encourage students to remember who said those lines. For example, say *Catch the thief!* Have students say *Firefighter*. Continue reading the characters' lines randomly to help students remember the story.

Post-reading

Materials: crayons, glue, colored paper, cardboard

Preparation: Make copies of the template (1 per student). Cut small squares of colored paper.

Instructions:

Distribute copies (see Preparation). Draw student's attention to the template. Say *This is a cover of a b...*, and encourage students to say *Book*. Help them read the title of the story and tell them to draw the character they liked the most. Next, help students paste the cover on cardboard and tell them to continue decorating it with pieces of colored paper. Finally, encourage them to show their work to their classmates. Keep students' work in their portfolios.

