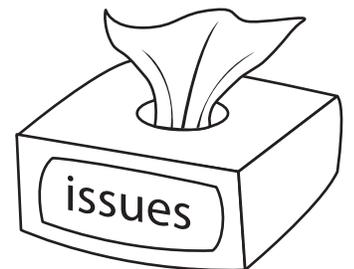
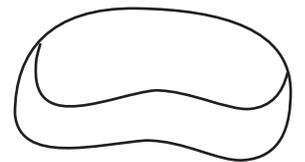
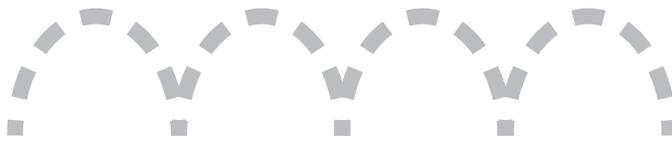
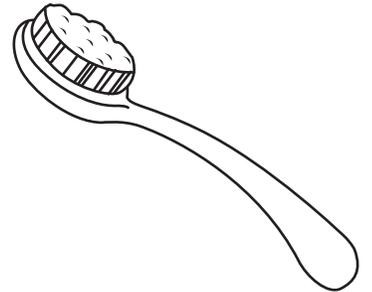
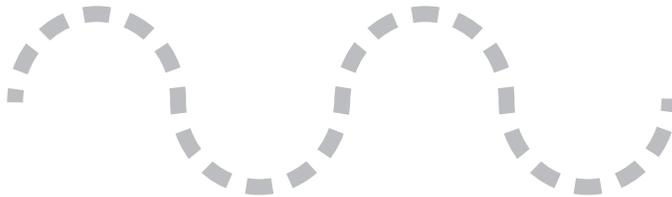
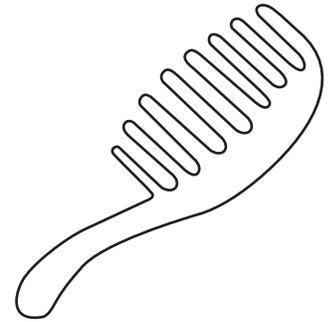
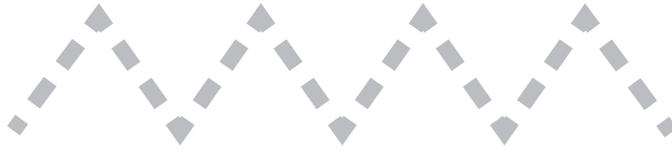


Look and trace. Say



Unit

2

Mr. Frick is Very Sick

Post-reading
Extra Activity 1

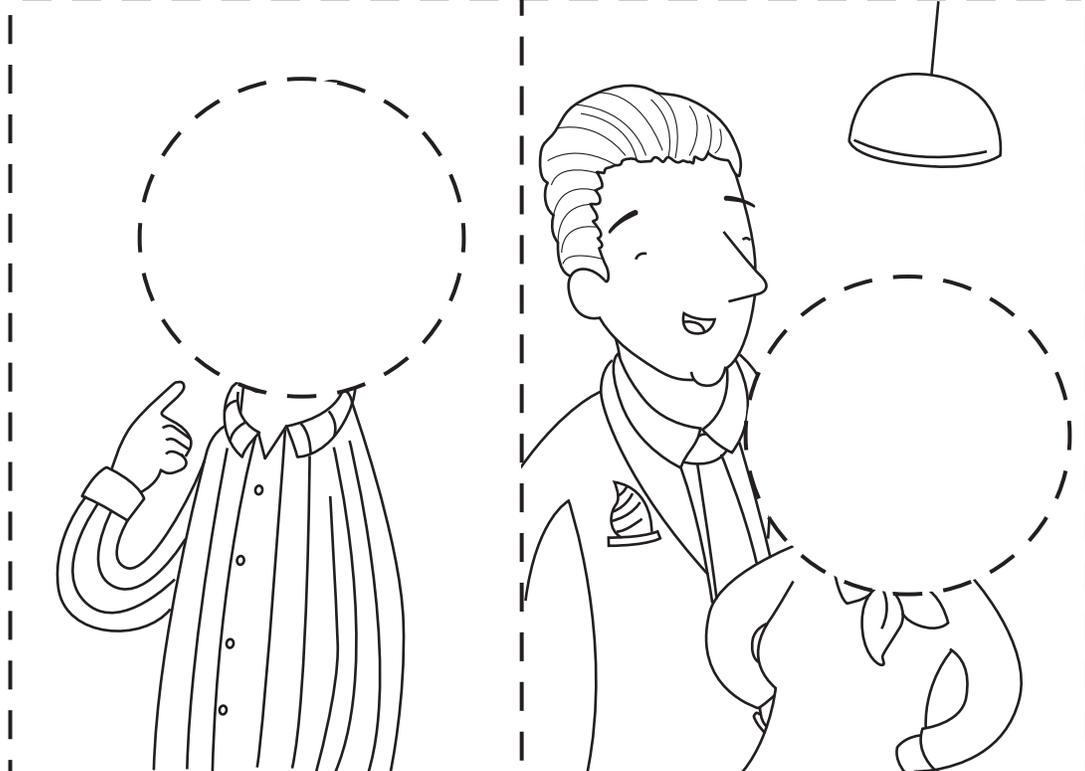
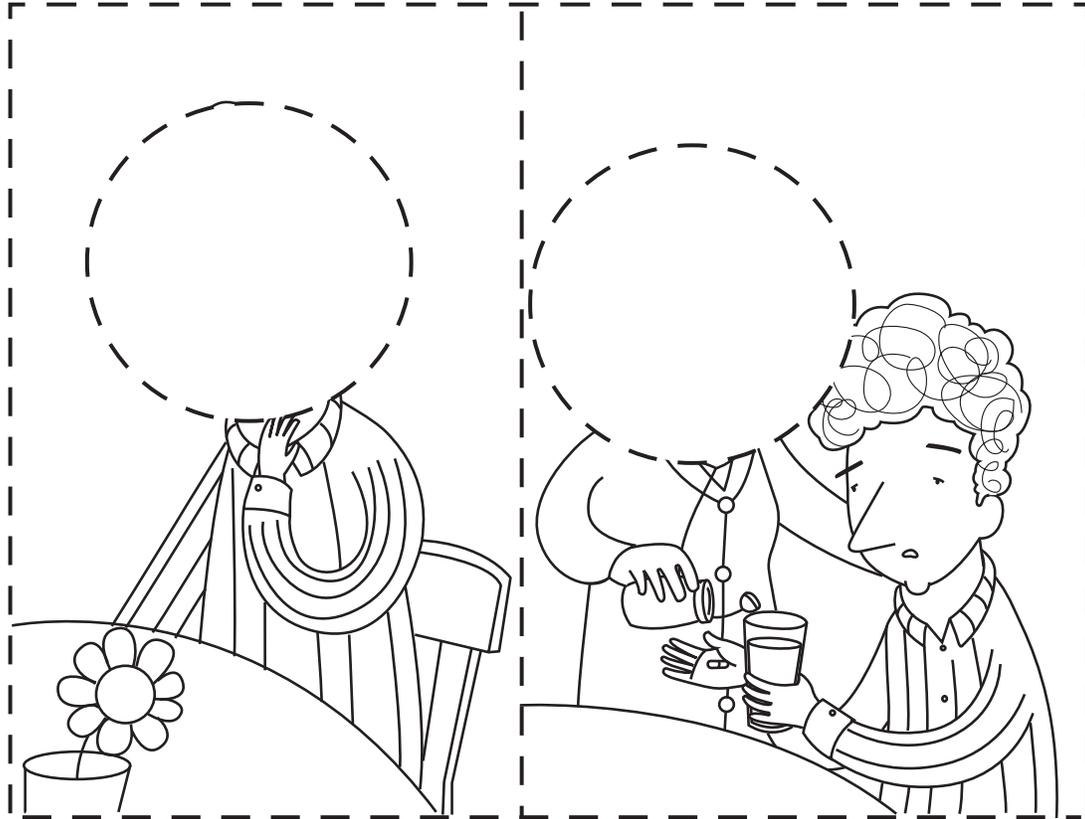
Draw.



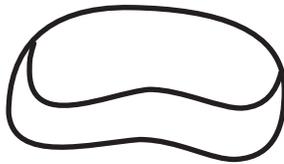
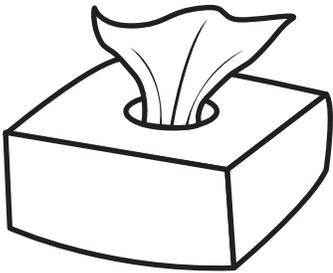
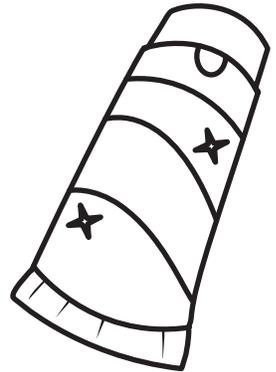
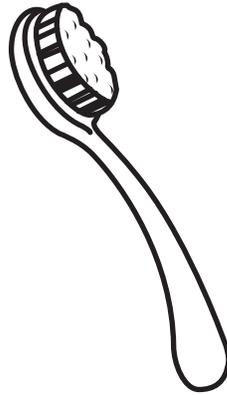
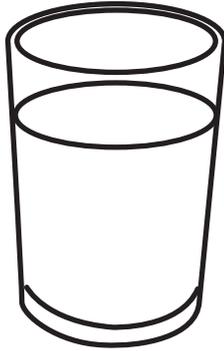
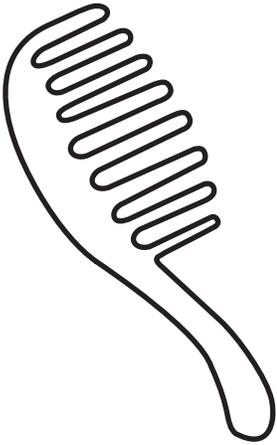
Be clean in every way.

Mr. Frick is Very Sick

Look and read. Cut and paste.



Color and write. Cut and play.



comb

water

toothbrush

toothpaste

tissues

soap

Unit 2

Mr. Frick is Very Sick

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 objects in the right column one by one, and name them. Have students repeat. Then explain to them that these objects help us stay healthy. Point to the picture of the man in the left column and say *He wants to brush his hair. He needs a...* Encourage students to complete the sentence saying *comb*. Tell them to trace the line from the man to the comb. Do the same with the rest of the pictures saying *He wants to brush his teeth, He wants to wash his hands and He wants to blow his nose*; mime the actions to make the concepts clear. Finally, encourage students to listen to and read the story (Track 23) in their Student's Book to find out what happens to Mr. Frick after he uses soap, tissues and a comb. Keep students' work in their portfolios.

While Reading

Materials: Class CD

Instructions:

Play Track 23. 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 write, as they listen. Next, play the track again and encourage students to read the doctor's or Mr. Frick's dialogues aloud.

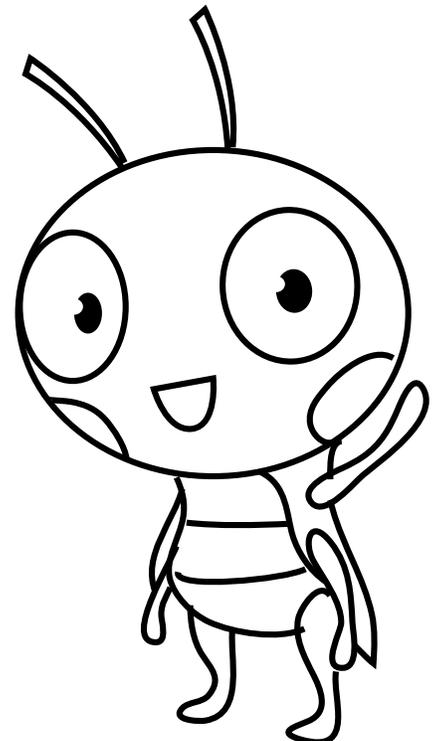
Post-reading

Materials: crayons, colored pencils

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

Instructions:

Distribute copies (see Preparation). Help students read the sentence. Tell them they have to draw themselves doing an action they do to be clean, like combing their hair, blowing their nose, washing their hands, etc. Finally, display their work on the classroom walls and encourage them to describe their drawing saying, for example, *I brush my teeth, I comb my hair*, etc. Keep students' work in their portfolios.



Unit 2

Mr. Frick is Very Sick

Instructions Extra Activity 2

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). Ask students to look at the pictures. Help them realize they need a face, which is in one of the circles. Tell them to cut out the circles and paste each on the corresponding space. Then say the name of the characters and encourage students to guess who they are and point to the corresponding picture. For example, say *Doctor. Point to the doctor.* Then play Track 23 and have students listen to the story and check their predictions. Keep their work in their portfolios.

While Reading

Materials: Class CD, Story Cards Unit 2

Preparation: Display the Story Cards on the board.

Instructions:

Play Track 23. Have students follow the story in their Student's Books. Play the track again and encourage several students to answer the questions they hear in the story by pointing to the corresponding pictures in the Story Cards or in their Student's Book.

Post-reading

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

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

Instructions:

Distribute copies (see Preparation). Remind students what Mr. Savvy does in the story: She writes down the names of Mr. Frick's things and labels them. Tell students they are going to do the same. Encourage them to identify the objects in the pictures. Then have them color the pictures and trace the words. Help them read each word aloud. Next, have students cut out the cards, paste them onto cardboard paper and then cut them out again. Finally, ask them to work in pairs and play memory game with their sets of cards. Tell them that they have to find two cards, one with a picture and another one with the corresponding word. Keep students' work in their portfolios.

