



# Teacher's notes

## Reinforcement worksheet 1

- Students put the letters in the correct order to spell the clothes words. They write each word next to the correct number.

**Key:** 1 jacket, 2 skirt, 3 shoes, 4 pants, 5 T-shirt, 6 socks.

- **Optional follow-up activity:** Students work in pairs, A and B. They each copy the six words in a list on a piece of paper. They look at the words carefully for one minute. They fold the paper to cover the words and write the six words again from memory. Students exchange papers, correct each other's work and compare their results.

## Reinforcement worksheet 2

- Do a color dictation with students for each item of clothing. Students cut the worksheet so that they have four strips each containing one of the characters. They cut each character into three sections along the horizontal cutting lines. It is important that they stop at the thick black line, so that the character remains in one piece. They place the four characters on top of each other and staple them together along the thick black line to make a book.
- Students turn the flaps of the book to make up different mixtures of characters. They describe each creation that they make, e.g., *He has a blue T-shirt and pink shoes!*
- **Optional follow-up activity:** Students work in pairs, A and B. Student A creates a character with his/her book and describes it to Student B. Student B creates the same character with his/her book. Students A and B exchange roles.

## Extension worksheet 1

- Students read the information about the boy's clothes and color them. They color the girl's clothes and write the words to complete the description.
- If students choose to use *orange* for the T-shirt or skirt, you may want to explain that we use *an*, not *a*, before *orange*, but it is too early for children to focus on the reason why at this stage.
- **Optional follow-up activity:** Students work in pairs, A and B. They cover the text below the girl with their hand. Student A looks at Student B's worksheet and describes the girl. Students A and B exchange roles.
- Students describe their favorite clothes to each other.

## Extension worksheet 2

- Students cut out the pieces of the jigsaw puzzle, try to remember the story, and put the puzzle together so that the story is in order.
- Students listen to the story (Track 16) and check their work.

**Key:** See Student's Book, page 59.

- **Optional follow-up activity:** Students stick the jigsaw puzzle pictures in order onto colored thin cardboard, or into their notebooks.

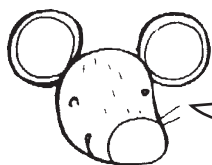
## Song worksheet

- Ask students to help you spell *ball, jacket, pencil*, and *sock*. Write the words on the board. Students listen to the song (Track 17) and complete the lyrics.
- Students color the items according to the description in the song, i.e. the jacket is blue, the ball is purple, the sock is yellow, and the pencil is pink. They cut out the rectangles and mount them onto thin cardboard. Students listen again and join in with the song. The boys hold up the jacket and the ball during verses 1 and 2. The girls hold up the sock and the pencil during verses 3 and 4.

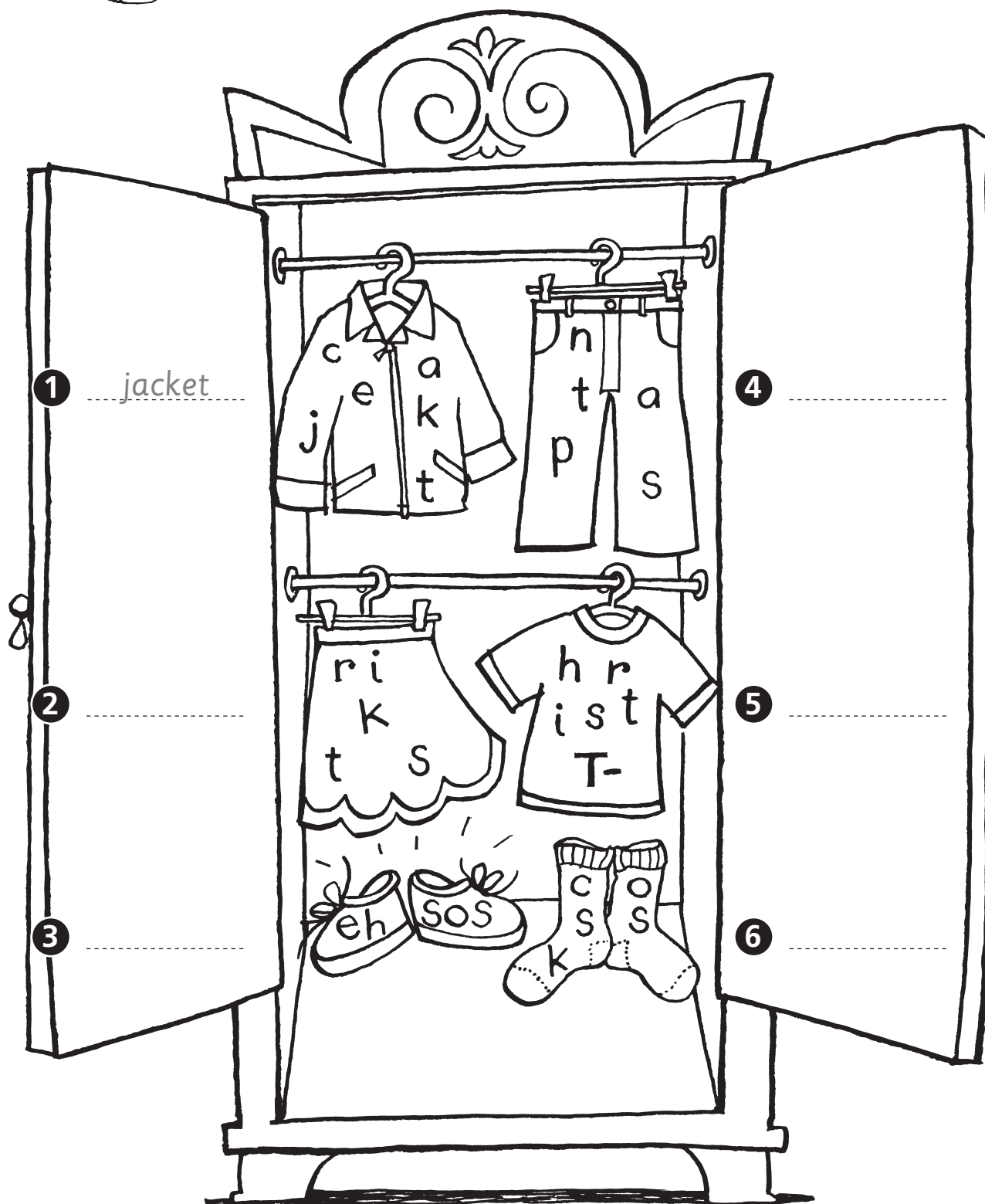
**Key:** jacket, ball, sock, pencil.

- **Optional follow-up activity:** Students work in pairs. They create an extra verse for the song.
- The class sings the song again and each pair sings their verse one at a time.

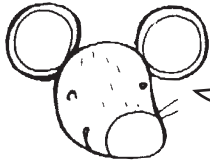
## Reinforcement worksheet 1



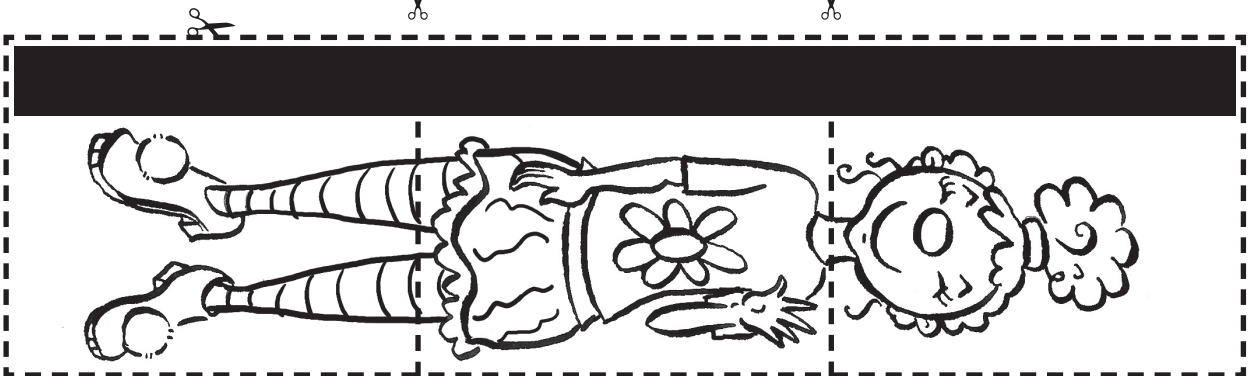
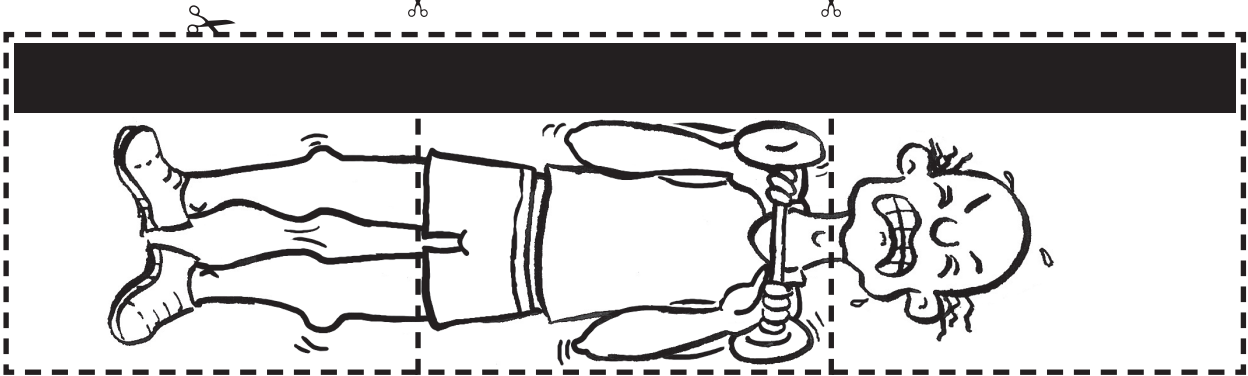
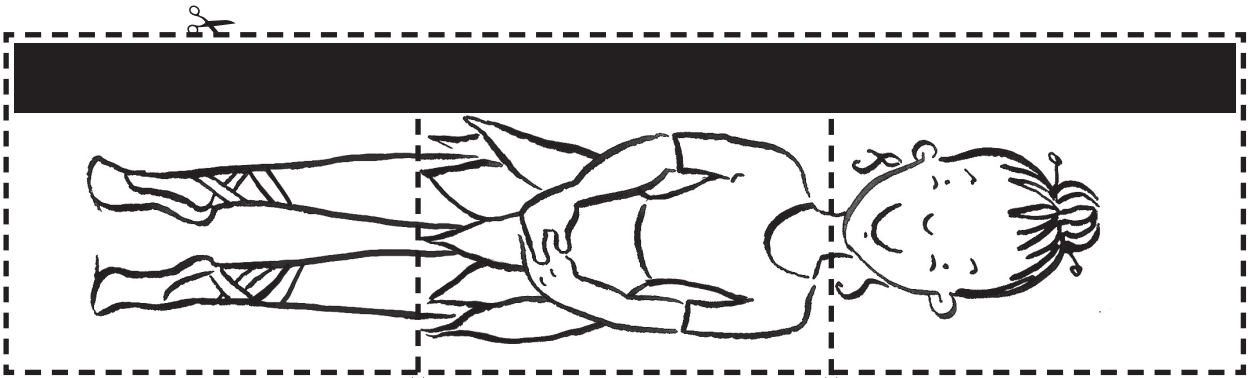
Think and write.



## Reinforcement worksheet 2



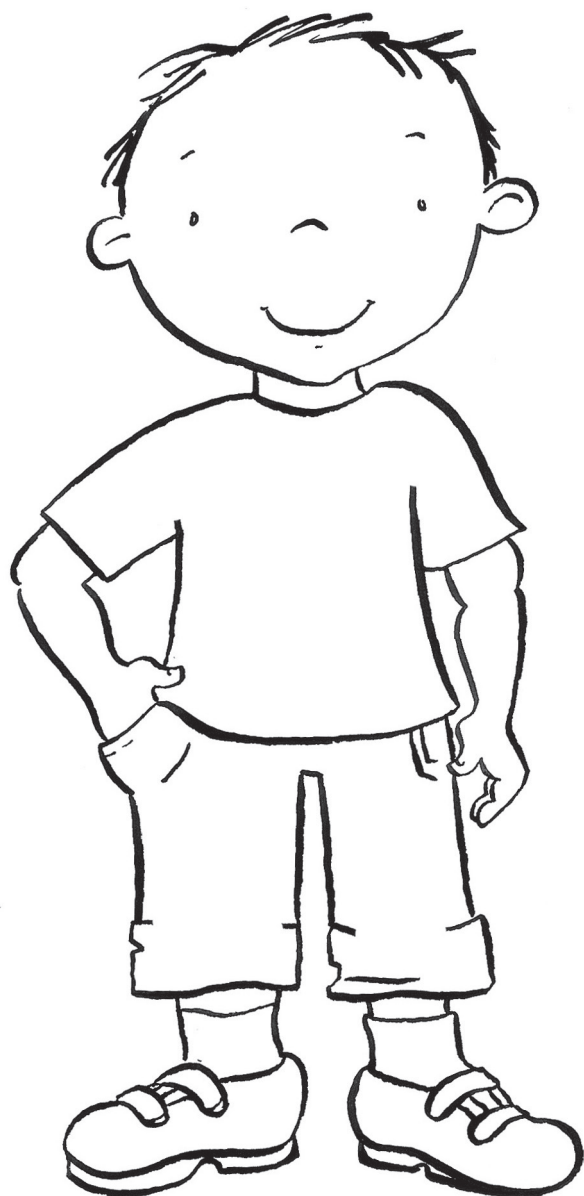
Color, make, and play.



## Extension worksheet 1



Read and color.  
Color and write.



He has a green T-shirt and blue pants. He has red socks and brown shoes.



She has a ..... T-shirt and a ..... skirt. She has ..... socks and ..... shoes.



## Extension worksheet 2

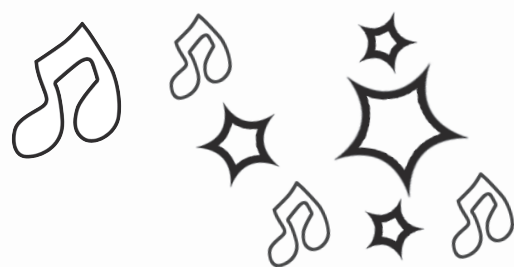


Cut and order. Listen.



# Unit 8

## Song worksheet



Listen and write.  
Color, cut, and sing.

He has a blue jacket in his hands,

A blue .....

He has a blue ..... in his hands,

A ..... in his hands.

He has a purple ..... in his hands,

A purple .....

He has a purple ..... in his hands,

A ..... in his hands.

She has a yellow ..... in her hands,

A yellow .....

She has a yellow ..... in her hands,

A ..... in her hands.

She has a pink ..... in her hands,

A pink .....

She has a pink ..... in her hands,

A ..... in her hands.

