

KIDS' WEB GANG



COMIC BOOK
+
EXTRA ACTIVITIES



TEACHER'S NOTES

KIDS' WEB GANG

A FUN DAY!

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EXTRA ACTIVITIES

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Richmond

Teacher's notes

With the intention of awakening pleasure for reading in the early stage of literacy, this first level introduces Kids' Web Gang Comic Book 1.

Students are motivated to follow the adventures of the characters presented in the class book through comics, which are also accompanied by listenings. Every chapter intends to revise the units on the student's book.

The illustrations in the comics give children the possibility of exploring their creativity, interpreting and relating them with their own life experiences.

At the end of every chapter, there are comprehension-related activities, also engaged with contents from the student's book, as revision in a ludic and fun way.

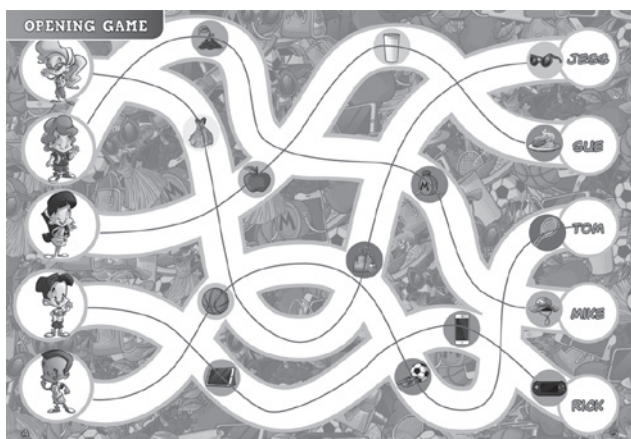
Opening Game

Pages 4 and 5

Warm up!

- ◆ Ask children to open their comic books at page 4.
- ◆ Ask them if they know the words in English for any of the items they can see. Revise orally with all the class.
- ◆ Introduce the Kids' Web Gang to the students and their characteristics: Jess likes *fashion*, Mike cares about *the environment*, Sue is interested in *good health*, Rick loves *technology*, and Tom really likes *sports*.
- ◆ Explain to children that they have to find the objects associated to every character by following the trails.

Answer key



Chapter 1

Pages 6 and 7

- ◆ Ask children to say what colours they remember in English.
- ◆ Tell children that they will listen to a story about colours and paint mixtures.
- ◆ Ask children to look at the pictures, to listen carefully and then play track 1.

Audioscript 1

(Jess and Sue are in the playroom...)

Jess: Blue, please, Sue.

Sue: Huh! Yellow and blue make green, Jess.

Jess: No, blue, please, Sue. Thank you! Now, purple, please, Sue.

Sue: Look, Jess.

Jess: Cool! I love purple, Sue!

Sue: Yeah! I love purple too.

Jess: Sue, let's make orange.

Sue: Huh! Red and yellow make orange.

Sue: It's orange. Yeah!

Jess and Sue: Oh no! Ah!

Pages 8 and 9

LOOK AND COLOUR.

- ◆ Elicit from children that by mixing colours you can form new ones.

- ◆ Tell students to observe the paint spots and colour the right way as to form the correct colour.

Answer key

1 blue 2 violet 3 red

2 GUESS AND COLOUR.

- ◆ Make students look at each colour, explain that '+' represents a sum, while '=' represents result. Ask 'What is the result when you mix red and yellow?' (Orange).
- ◆ Ask them to colour the can orange.

Answer key

Students colour the can orange.

3 LOOK AND COLOUR.

- ◆ Students look at the characters and what they are wearing and all together revise vocabulary: *skirt*, *dress*, *t-shirt* and *cap*. Orientate children to observe the colour spots and colour the clothes in the same way.

Answer key

Students colour Jess's skirt and hair band purple, Sue's dress blue, Mike's t-shirt green and Tom's cap red.

Chapter 2

Pages 10 and 11

Warm up!

- ◆ Tell children that they will listen to a story about the Kids' Web Gang and the animals they like.
- ◆ Ask children if they know any animal's name in English and allow some minutes for the answer.
- ◆ Ask them to look at the pictures carefully and to listen to the audio. Play track 2.

Audioscript 2

(Jess and Sue go outside...)

Jess: Shh, Sue!

Sue: Yes, Jess.

Jess: Sue!

Sue: Jess!

Mike, Rick and Tom: Hi, girls!

Jess and Sue: Shh! Oh!

Jess: Sue, come here!

Sue: What is it, Jess?

Mike, Rick and Tom: Huh!

(Cat meows)

Jess: It's a cat.

Tom: Ah, it's a baby.

Sue: Yes, Tom. A kitten! Aaaah!

Jess: It's hungry.

Rick: Not milk, Sue. Look!

Sue: Ok, Tom.

Jess: Mum, look! A kitten! Please, can I keep it? I love cats.

Jess's mum: Yes, Jess, but, er... It's a big responsibility.

Jess: Thanks, Mum. Guys, this is Lily.

Sue, Mike, Rick and Tom: Hello, Lily.

Pages 12 and 13

LISTEN AND CIRCLE 'YES' OR 'NO'.

- ◆ Explain to children that they will listen to five different sentences and that, for each one, they will have to choose either 'Yes' or 'No'.
- ◆ Ask them to listen carefully and play track 3.

Audioscript 3

1 My pet is a yellow bird.

2 My pet is a dog.

3 My pet is a cat.

4 My pet is a turtle.

Answer key

1 No 2 Yes 3 Yes 4 No

2 FIND AND CIRCLE 'LILY'.

- ◆ Explain to children that they are supposed to look at the picture and find 'Lily', the cat.
- ◆ Students circle 'Lily' in the picture.

Answer key



3 DRAW AND COLOUR.

- ## Answer key

4 READ AND DRAW.

- ## Answer key

Chapter 3

Pages 14 and 15

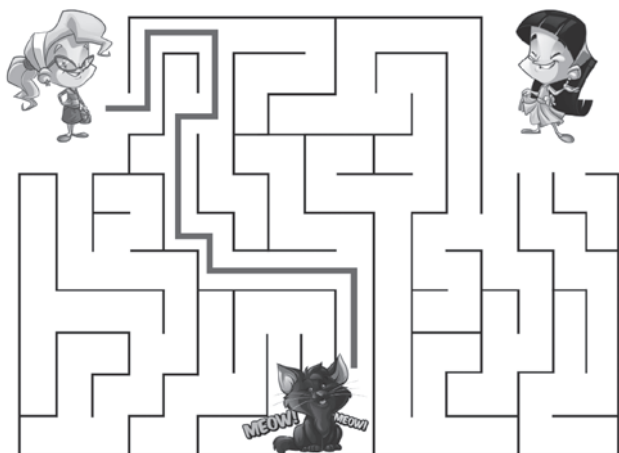
Warm up!

- ## Audioscript 4

Pages 16 and 17

1 FIND THE WAY.

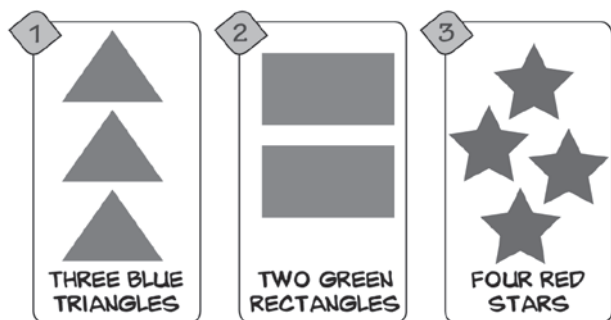
Answer key



2 LOOK AND DRAW.

- ◆ Tell children to read what each box says and to look at the pictures inside it. Elicit the fact that there are missing geometrical figures.
- ◆ Ask them to draw the missing figures in each of the three different boxes.

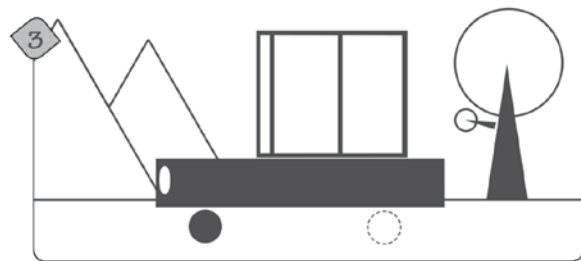
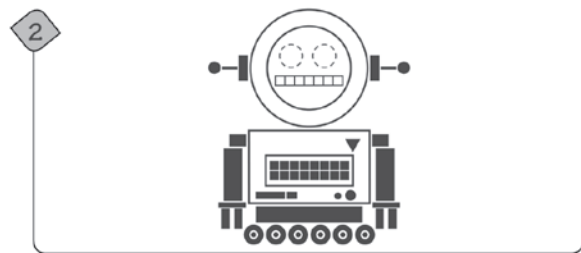
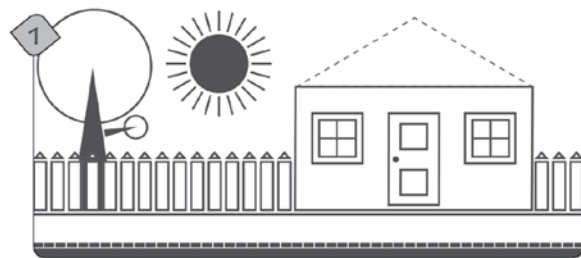
Answer key



3 DRAW AND COMPLETE.

- ◆ Point to figure number 1 and ask 'What is it?' (It's a house), 'What figure is missing to complete the house?' (A triangle).
- ◆ Ask them to draw the missing triangle and do the same with the other two figures.

Answer key



Chapter 4

Pages 18 and 19

Warm up!

- ◆ Ask students what their favourite food is. Allow them to answer in their mother language if needed and elicit the words in English for what they say.
- ◆ Tell them that they will listen to chapter 4 of the Kids' Web Gang comic book, which is about food.
- ◆ Ask them to listen to the story quietly and play track 5.

Audioscript 5

Sue: Thank you, Mum and Dad.

Tom: Thank you, Dad. This is my new dog, Bob.

Jess: Huh!

Rick: Hi, Bob!

Jess: Guys, it's time to go. Bye, Bob.

Sue: Hi, guys! This is my dog, Lucy.

Jess: Hi, Lucy!

Rick: Let's go!

Mike: Jess, I'm hungry!

Jess: No problem. In my schoolbag I have got...hmm, my pencil case, hmm, my English book, hmm, ahhh, yes, cookies! Here you are.

Mike: Yeah! I love cookies.

Jess: Me too, Mike.

Jess and Mike: Goal! Yum!

Tom's mum: Cake and cookies, boys and girls?

Jess, Tom, Mike, Rick and Sue: Yes, please!

Tom's mum: Apple juice, orange juice or milk, guys?

Tom, Sue and Jess: Orange juice, please.

Rick: Milk, please.

Mike: Apple juice, please.

Jess, Tom, Mike, Rick and Sue: Yum! Yum! Yum! Yum!

Jess: What a fun day!

Answer key

1 Yes 2 No 3 Yes 4 Yes

3 LOOK AND MATCH.

- ◆ As a revision before this activity, you can play the following game: say a school object and they have to pick it up. This will help as reinforcement in case of any vocabulary difficulties.
- ◆ Explain to children that they have to match the numbers in the picture with the words above.

Answer key

1 Notebook 2 Book 3 Eraser 4 Crayons 5 Pencil 6 Pen

Pages 20 and 21

1 FIND THE FRUIT.

- ◆ Revise vocabulary on fruits with children by naming them aloud.
- ◆ Now instruct children to find all the fruit inside the open refrigerator. Teach the words 'grapes' and 'cherry'.

Answer key



2 LISTEN AND CIRCLE 'YES' OR 'NO'.

- ◆ Tell children that they will listen to four sentences that represent the four different pictures. For each one, they will have to circle 'yes' or 'no' according to what they hear.

Audioscript 6

1 I love to play football.

2 My pet is a bird.

3 My pet is a dog.

4 Mike and I love ice cream.

4 FIND OUT THE SECRET MESSAGE.

- ◆ Tell children that they have to discover the secret message by replacing the numbers with its corresponding letter as it says in the box under the instruction.

Answer key

Children will form the phrase: 'I love cookies!'.

Extra Activities 1 and 2

Pages 24 and 25

Warm up!

- ◆ Revise these expressions with the class: 'Hello!' and 'Goodbye!' and the words 'boy', 'girl' and 'teacher'.
- ◆ Ask them if they remember the colours in English and let them answer.
- ◆ Ask: 'What's your favourite colour?', help them to provide a full answer.

1 LISTEN AND NUMBER.

- ◆ Ask children: 'What can you see in the first picture?', 'Is it a boy or a girl?', 'And in the second one?'. If children answer in their own language, teach them the answer in English and make them repeat after you.

- ◆ Explain to children that they will listen to five different sentences. Each of them represents a picture and they have to number them in the order they are mentioned.
- ◆ Ask children to listen carefully and play track 7.

Audioscript 7

1 I'm a teacher 2 I'm a boy 3 I'm a girl 4 Hello, Tom!
5 Goodbye, Mum!

Answer key



2 CHECK THE COLOURS YOU CAN SEE.

- ◆ Select an object from the classroom at random and ask children: 'What colour is it?'. As they answer, do the same with other objects in different colours.
- ◆ Ask students to name the colours there are in the picture.
- ◆ Now tell them to tick them in the list on the right.

Answer key

Children tick green, yellow, blue, purple and red.

3 LISTEN AND COLOUR.

- ◆ Make sure students know the words for each of the pictures (*bird, ball, car and flower*), say them aloud, pointing to the pictures and asking them to repeat after you.
- ◆ Tell them to listen and colour the objects, according to what they hear in the audio and play track 8.
- ◆ At the end of the activity, ask children: 'What colour is the bird?' (Blue), 'Is the car red or green?' (It's red).

Audioscript 8

1 a blue bird 2 an orange ball 3 a red car 4 a yellow flower

Answer key

Children colour the bird blue, the ball orange, the car red and the flower yellow.

4 COLOUR AND SAY.

- ◆ Look at the picture and ask: 'What's Webby's favourite colour?' (Blue).
- ◆ Choose an object in the colour you want and say: 'I love ____'. Ask them to do the same.
- ◆ Guide students into colouring the spot in their favourite colour.

Answer key

Children colour the spot in their favourite colour.

Page 26

5 DRAW YOURSELF, WRITE AND CHECK.

- ◆ In order to introduce them to the activity, you can read aloud what Webby says and ask them: 'Are you a boy or a girl?'.
- ◆ Students have to complete the blank space with their names and tick the correct box, regarding whether they are a boy or a girl. They also have to draw themselves.

Answer key

Students tick the 'boy' or the 'girl' box and draw a picture of themselves.

6 READ AND MATCH.

- ◆ Read sentence one aloud and ask: 'Can you see purple?', 'Where is it?'. Once they have found it, tell them to draw a line that matches it to the sentence and to do the same with the rest.

Answer key

Children match sentence 1 to the purple spot, sentence 2 to the green spot, sentence 3 to the blue spot and sentence 4 to the yellow spot.

Extra Activities 3 and 4

Pages 27 and 28

Warm up!

- ◆ Draw the shape of a cat on the board and ask children to guess what animal it is. Ask: *'Is it a hamster?'*, students answer *'No!'*. Ask: *'What is it?'* (*It's a cat!*)
- ◆ Ask them to draw the shape of an animal in their copybooks and make their partners guess what animal it is.
- ◆ Walk around the room monitoring children's correct development of the activity and use of English.

LISTEN, DRAW AND COLOUR.

- ◆ Do a quick oral revision of the geometrical figures (*circle, square, rectangle, star and triangle*) and of colours (*blue, green, orange, yellow and red*).
- ◆ Tell children that they have to listen, draw the correct geometrical figure and colour it according to what the audio says.
- ◆ Play track 9, pausing after every figure for them to draw. Play the audio again, pausing after every figure for them to colour.

Audioscript 9

1 a yellow triangle 2 an orange circle 3 a blue star

Answer key

Children draw a yellow triangle in number 1, an orange circle in number 2 and a blue star in number 3.

2 LISTEN AND CHECK.

- ◆ Before playing the audio, point to the first picture and ask: *'Is it a dog or a cat?'*. Let children answer and name the rest of the animals as a quick revision (*dog, cat, turtle, fish, hamster, bird*).

- ◆ Ask: *'What's your favourite animal?'*, encourage children to answer in English: *'It's a ...'*.
- ◆ Now tell them to listen and tick the animals mentioned in the audio.

Audioscript 10

A dog; a fish; a turtle; a bird.

Answer key

Children tick the dog, the fish, the turtle and the bird.

3 CHECK THE PETS.

- ◆ Ask children: *'Can you see a bird?'*, and make them point to the bird in the picture. Instruct them to tick the box next to the word *'bird'*. Now ask: *'What pets can you see?'*
- ◆ Tell them to look at the scene and tick the animals they can find.
- ◆ As a way of correcting, ask questions like: *'Where's the dog?'*. To make it more challenging you can also ask: *'Is the turtle in the picture?'*, *'And the bird?'*, *'Where's the bird?'*.

Answer key

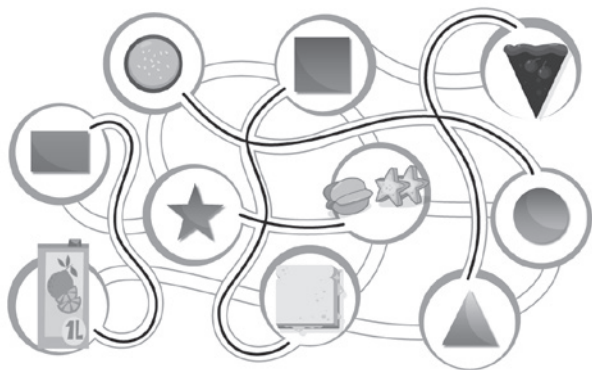
Students check the bird, the dog, the cat, the hamster and the turtle.

Page 29

4 FIND THE SHAPES.

- ◆ Revise the names of geometrical figures with the entire class.
- ◆ Ask them what food items in the picture they know and, if necessary, introduce new vocabulary: *hamburger, orange juice, sandwich, star fruit and chocolate cake*.
- ◆ Ask students to match the geometrical figures with the food by following the correct trail.
- ◆ Walk around the room checking that students have found the right trails.
- ◆ Point to the hamburger and ask: *'What is this?'*, stimulate children into answering *'It's a circle'* and do the same with the other geometrical figures.

Answer key



5 LOOK AND CHECK 'YES' OR 'NO'.

- ◆ Ask children to look at the pictures and name the objects there are (*clock, starfish, traffic sign and window*). Make sure they understand that they have to tick 'Yes' or 'No' by looking at the objects and reading the questions.
- ◆ Read the first question to students and motivate them to say and tick the correct option. Do the same with the other three questions.

Answer key

1 No 2 Yes 3 Yes 4 No

Extra Activities 5 and 6

Pages 30 and 31

11 LISTEN AND NUMBER.

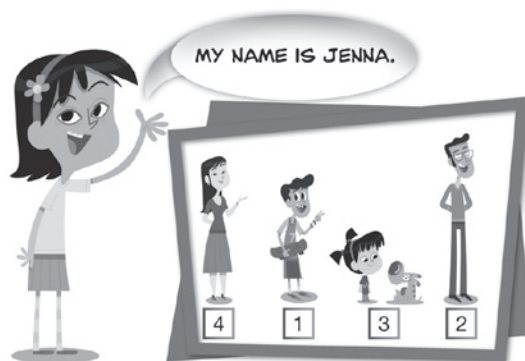
- ◆ Ask children: 'Is Jenna a boy or a girl?', they have to answer: 'A girl'.
- ◆ Ask them to tell you who they think the people in the frame are. They should mention family vocabulary they already know: *mum, dad, sister, brother, pet*.
- ◆ Explain that they have to listen to the audio and number the family members in the correct order.
- ◆ Ask them to listen attentively and play track 11.

Audioscript 11

My name is Jenna.

- 1 This is my brother.
- 2 This is my dad.
- 3 This is my sister.
- 4 This is my mum.

Answer key



2 LOOK AND COLOUR.

- ◆ Before doing the activity itself, tell children that you will say a family member and they have to point to it in the picture. Play for a couple of minutes, until you have mentioned all the family members in the picture.
- ◆ This time, students have to look at the picture and colour it according to what each number indicates.

Answer key

Children colour the picture according to what each number indicates.

3 COUNT AND WRITE.

- ◆ Ask children: 'What animals can you see in the boxes?'. Encourage them to produce the correct words in English. If any mistakes would arise, correct them. If needed, elicit the word 'butterfly', as children may not have been taught this word yet.
- ◆ Children have to count the animals in the boxes and write the number down in the small box.

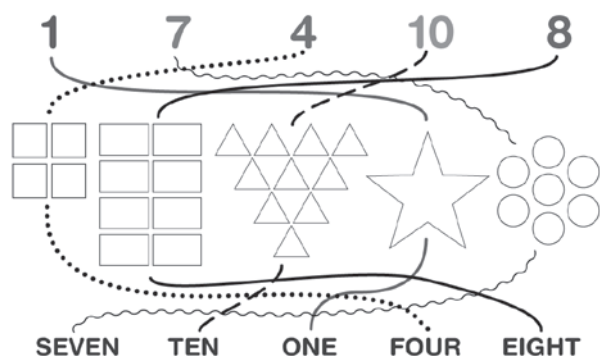
Answer key

five cats, three dogs, nine butterflies, two fish, six birds

4 MATCH.

- ◆ Before asking them to do the activity, point to number one and ask: 'What number is this?' (One), 'What other numbers can you see?'. Wait for them to answer, point to the squares and ask: 'What is this?' (A square), 'How many are there?' (Four), encourage them to count the rest of the figures and match them with the numbers.

Answer key



Page 32

5 READ, COMPLETE AND WRITE.

- ◆ Children have a picture of a family and labels with their connections, which are incomplete. They have to read and write the missing letters.

Answer key

(from left to right)

Sister, Grandpa, Mum, Dad, Brother, Grandma.

- ◆ After they complete the first part of the activity, they are expected to complete sentences with their own family members' names.

Answer key

Children complete the sentences with the names of their family members correspondingly.

Extra Activities 7 and 8

Pages 33 and 34

1 CIRCLE THE ODD ONE OUT.

- ◆ Ask students to look at the pictures and say the English words for the objects they can see: *star, robot, puzzle, train, ball, cat, computer games, fish, teddy bear*.
- ◆ Read the instruction to them, explaining the meaning of the word 'odd'.
- ◆ Explain there is an image in each group that doesn't belong to it. Tell them to circle it.
- ◆ As a way of correcting, point to group number one and ask children: 'Which picture doesn't go in this group?' (Star), 'Why?', wait for them to justify their answer and repeat the same procedure with the rest of the activity.

Answer key

star, cat, fish

2 LISTEN AND CHECK.

- ◆ Before playing audio, ask children to name the objects in the activity (*doll, teddy bear, kite, robot, ball and car*), stimulate them to say, for example: 'It's a doll'.
- ◆ Point out that they have to listen and tick the object they hear each time.

Audioscript 12

1 It's a doll 2 It's a kite 3 It's a robot 4 It's a car

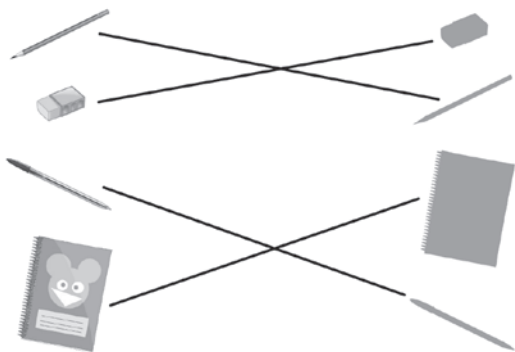
Answer key

1 doll 2 kite 3 robot 4 car

3 LOOK AND MATCH.

- ◆ Read the instruction to students, point to the pencil and ask: 'What is this?', encourage them to answer 'It's a pencil'. Now ask: 'Can you see the pencil on the right?', once they have found it, make them match both pencils. Do the same with the rest of the activity.

Answer key



4 COUNT AND WRITE

- ◆ Ask children to look at the picture and name the objects they can see there (*notebook, eraser, pen, pencil, crayon, book, desk, chair*).
- ◆ Ask them to count how many objects of each one there are, and write the numbers down in the small boxes.
- ◆ Ask: 'How many notebooks are there in the desk?' (*Two*), tell them to write the number in the box and to continue with the rest.

Answer key

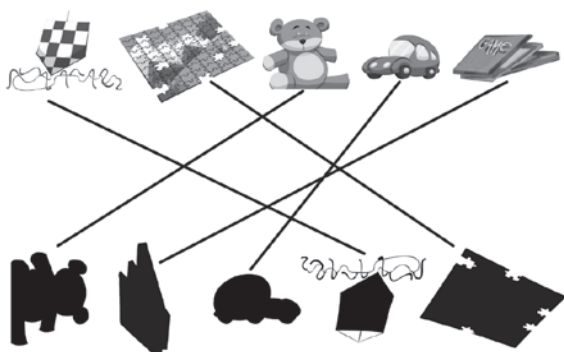
three books, six crayons, one eraser, two notebooks, seven pens, four pencils

Pages 35 and 36

5 MATCH.

- ◆ Ask children to identify and name the pictures they can see (*kite, puzzle, teddy bear, car, computer games*).
- ◆ Ask them to match the objects with their shadow.

Answer key



6 LOOK AND WRITE.

- ◆ Ask children what toys they can see, wait for the answer and ask them if there are any other toys they remember from the student's book lesson.
- ◆ Explain to children that they have to write the name of the toys five times per line.
- ◆ To correct and help them start getting familiar with the alphabet you can ask: 'What is the first object? Can you spell it?', instruct the whole class on pronunciation doing it on the board. Do the same with the other objects.

Answer key

1 robot 2 doll 3 car 4 ball

7 DRAW YOUR FAVOURITE TOY AND COMPLETE.

- ◆ First, ask children: 'Do you have a favourite toy?', 'What is it?', encourage them to answer in English: 'It's a...'
- ◆ Tell children to draw and colour their favourite toy. At the end of the activity complete a sentence that says: 'My favourite toy is a _____, its name is _____.'

Answer key

Children draw and colour their favourite toy.

Extra Activities 9 and 10

Pages 37 and 38

13 LISTEN AND NUMBER.

- ◆ Ask a student to read the instruction aloud. Ask other two students to explain what they have to do in their own words. If necessary, explain it to them yourself: they have to look at the picture, listen to the audio and number the parts of the body in the order they are mentioned.
- ◆ Play track 13.
- ◆ As a way of correction, ask children: 'What's number 1?' (*head*), 'And number 2?' (*eye*). Do the same with the rest of the body parts.

Audioscript 13

1 head 2 eye 3 leg 4 arm 5 nose 6 mouth 7 ear

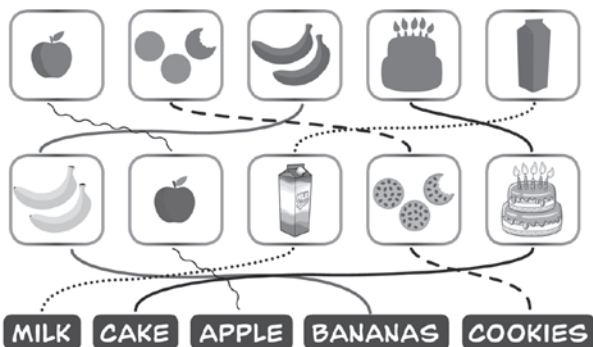
Answer key

1 head 2 eye 3 leg 4 arm 5 nose 6 mouth 7 ear

2 LOOK AND MATCH.

- ◆ Ask children to name the food they can see in the pictures
- ◆ Students look at the shape of the food, match it with its coloured version and match it again to the written word.
- ◆ Encourage them to tell their partners about likes and dislikes and say, for example: *'I like bananas. I love apples'*.

Answer key



3 LISTEN AND CIRCLE.

- ◆ Before doing this activity, say aloud all the food items. Make sure they understand that the happy face stands for *'I like'* and the heart for *'I love'*.
- ◆ Play audio and let them circle the correct option.

Audioscript 14

1 I like apples 2 I love cookies 3 I love orange juice
4 I like bananas

Answer key

1 apples 2 cookies 3 orange juice 4 bananas

Pages 39 and 40

4 LOOK AND DRAW. WHAT'S MISSING?

- ◆ Children have a main picture-sequence of four different types of food, the sequence is repeated four times, but each of the times there is one item missing. They will have to look at the original sequence and decide which food items are missing, draw them and complete their names.
- ◆ After they do the activity check with the whole class, ask them: *'What's missing in number 1?'*, *'And in number 2?'*. To make it more challenging, you can ask: *'How do you spell it?'*. Do the same with the other two sequences.

Answer key

1 orange juice 2 apple 3 bananas 4 cake

5 READ AND DRAW A MONSTER.

- ◆ Before they do the activity, check that students understand the instruction and the sentences they have got on the left. If needed, revise vocabulary. You could ask questions like: *'What part of the body is the nose? Touch your nose'*.
- ◆ After checking on their comprehension, instruct them to draw and colour the monster.

Answer key

Children draw and colour a monster with one nose, three arms, two mouths and three legs.

6 MATCH.

- ◆ To warm up before the activity, you can play 'Simon Says', tell children to stand up next to their desks. Explain that they only have to do what you tell them to if you say *'Simon says'*, otherwise they lose. Use instructions like: *'Touch your mouth!'*. Once children have got the hang of it, raise velocity when giving the instructions, to make it more challenging.
- ◆ After playing for no more than a couple of minutes, tell them to sit down, that it is time to do the activity.
- ◆ Explain that they have to match the parts of the body with the corresponding labels that are around the picture.

Answer key

