

TEACHER'S GUIDE


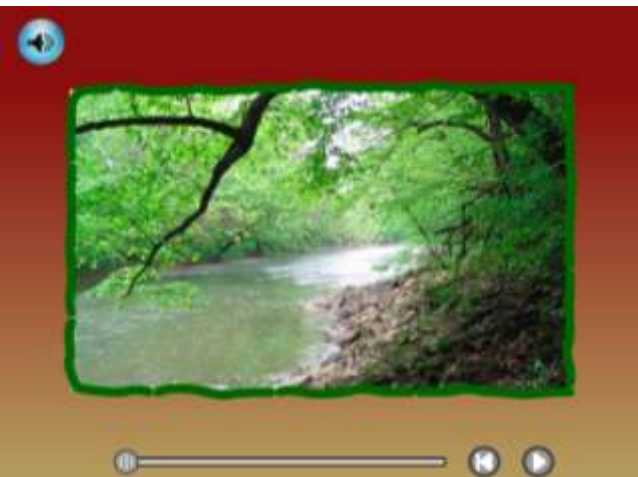
UNIT SEVEN: MY ENVIRONMENTAL EDUCATION

Contents: Expressing: ways to take care of plants and animals, ways to take care of natural resources.


Transversal theme: Environmental Ed.

Functions:

1. Identifying objects and different types of animals.
2. Understanding information from different sources.

 <p>Activity Warm-up</p>	<p>My Garden and I Function: Expressing the responsibility that everyone shares of taking care of nature. Content: Why is it important to take care of nature. Ideas to take care of nature. Seating arrangement: I Skills: L MI: VL, Intra, VS, N Time: 3' Materials: 1 Computer per student. Procedure:</p> <ol style="list-style-type: none">1. Have students click on the speaker icon to listen to the instructions.2. Tell students that they are going to listen to a conversation regarding the responsibility to take care of nature.3. Tell students to click on the play icon to listen to the conversation.  <p>Script: Ana: This is the creek near my house. I love to go there with my friends because it's a beautiful place. We all take care of it. My friends and all creekside neighbors share responsibility for keeping the creek and its corridor healthy, both for people's enjoyment and for the wildlife that depend upon this fragile waterway. Mario: This is a very special natural resource. It provides water supply to wildlife habit. It is a part of the lives of all the people and animals who live close to it. To keep it healthy, my friends and I like to tell people how to keep it healthy. For example, it's important to avoid polluting and cutting down trees. We can all contribute to the survival of fish and wildlife. Let's go green!</p>
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I: Individual, **G:** Groups, **R:** Rows, **P:** Pairs, **W:** Whole class, **C:** Circle **Hmwk:** Homework
L: Listening, **S:** Speaking, **R:** Reading
VL: Verbal Linguistic, **Inter:** Interpersonal, **Intra:** Intrapersonal, **LM:** Logical Mathematical,
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Vocabulary	<p>Let's go camping Function: Identifying camping gear. Content: Camping gear, tent, flashlight, sleeping bag, compass, boots, raincoat, camera, cooking utensils, binoculars, insect repellent, whistle, cap, water proof matches, water, granola bars, oat meal, peanuts, a map. Seating arrangement: I Skills: L MI: Intra, VL, VS Time: 5' Materials: CPU</p> <p><u>Procedure:</u></p> <ol style="list-style-type: none"> 1. Have the students click on the speaker icon to listen to the instructions. "Hi kids, welcome to Patrick's Camping Store. Click on each item to listen to the different items you need to take on a camping trip." 2. Tell the students that they are going to learn about camping gear. 3. Students click on the pictures of the camping gear as they listen to the pronunciation. 
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UNIT SEVEN

Pre-listening



Pre-listening

Memory game with volcanoes

Function: Identifying the name of the different volcanoes of Costa Rica.

Content: Vocabulary: Poas volcano, Irazu volcano, Turrialba volcano, Rincon de la vieja volcano, Arenal volcano.

Seating arrangement: I

Skills: L

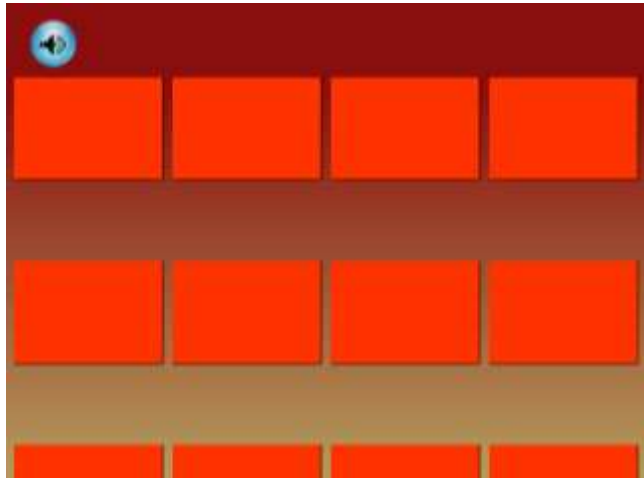
MI: Intra, VL, LM, VS, N

Time: 10'

Materials: CPU

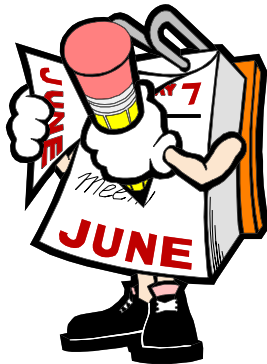
Procedure:

1. Have the students click on the speaker icon to listen to the instructions. They will hear: click on the cards to find the correct match.
2. Tell students that they are going to play a memory game about volcanoes of Costa Rica.
3. Have students play the memory game.



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While-listening



While-Listening

Field trip to Arenal volcano

Function: Learning about different types of animals

Content: Camping gear vocabulary, birds and mammals.

Seating arrangement: I

Skills: L

MI: Intra, VL, VS, LM, N

Time: 15'

Materials: CPU

Procedure:

1. Have the students click on the speaker icon. They will hear " Listen to Arenal volcano camping trip.
2. Tell the students that they are going to take a virtual camping trip to Arenal Volcano.
3. Tell students to click on the girl in the corner to start the trip.
4. Click on each item to listen to the camping gear.
5. Click on the second girl to continue the trip.
6. Click on the forward arrow to continue the trip.
7. Tell students to click on the girl in the corner.
8. Have the students answer the question by clicking on the correct picture.
9. Click on the second girl to continue the trip.
10. Click on the forward arrow to continue the trip.
11. Click on the girl in the corner to continue the trip.



Script:Hi kids. Welcome to Arenal Volcano Camping Trip.

First, prepare your backpack for our first walk.

What do you need to put in your backpack?

Are we ready now? But before going into trail one, listen to the trail rules:

- Stay with the group
- Obey your group leader
- Stay on the trail
- If you get lost, stay put

Now, let's take trail number one.

In this first trail, we are going birdwatching. We'll see different kinds of birds—toucans, parakeets, tanagers, and oropendolas. Toucans have long beaks. Parrots are really beautiful.

Ok, kids. Let's find the animals.

What animal has a long beak? Click on the animal.

Let's take the second trail. In this trail we are going to learn about mammals in Arenal Volcano National Park.

Amazing mammals like: Howler Monkeys, Spider Monkeys, Coati mundis, Three-toed Sloths, live here too. Look at the howler monkey and the coati for example.

Let's take the third trail. This one will take us to the skirts of Arenal Volcano.

Look at its majestic cone.

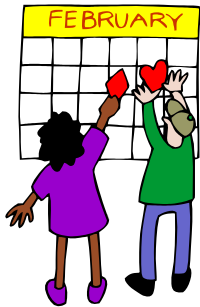
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Post-listening



Listening

Create your own garden!

Function: Identifying the elements of a garden.

Content: garden elements pictures.

Seating arrangement: I

Skills: L

MI: Intra, VL, VS, LM, N

Time: 5'

Materials: CPU

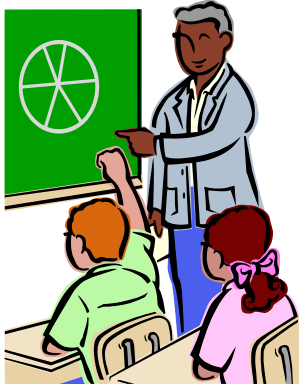
Procedure:

1. Have the students click on the speaker icon to listen to the instructions
2. Tell students that they are going to create their own garden.
3. Tell students to drag the items they want, to create their own garden.



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Practice



Practice

Specific objective: Identifying the names of the volcanoes of Costa Rica.

Content: Volcano vocabulary

Seating arrangement: I

Skills: L

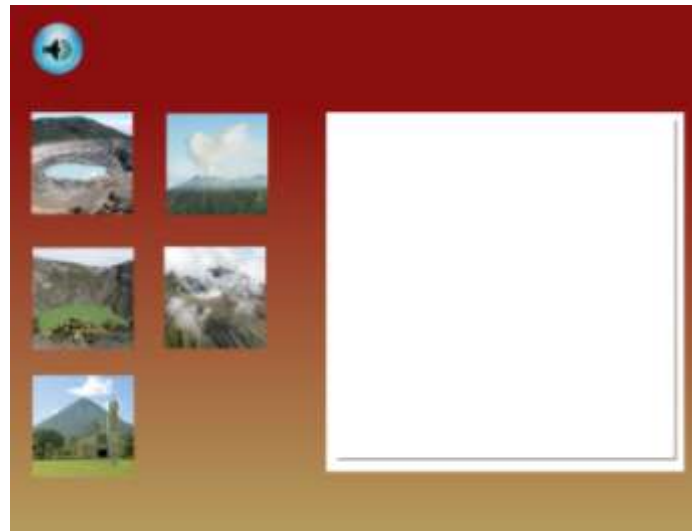
MI: Intra, VL, VS, LM, N

Time: 5'

Materials: CPU

Procedure:

1. Have the students click on the speaker icon to listen to the instructions.
2. Tell the students that they are going to create a postcard of each volcano to review the vocabulary.
3. Students click on the pictures on the left, and drag each to the postcard on the right as they listen to the name of the volcano.



Script: Drag the pictures on the left to the postcard on the right.

Poás Volcano
Rincón de la Vieja Volcano
Irazu Volcano
Arenal Volcano
Turrialba Volcano