



TEACHERS' GUIDE

UNIT FOUR: LIKES & DISLIKES

Contents: food and beverages, clothing, traditional games, actions


Transversal theme: Human Rights Ed.

Functions:

1. expressing likes & dislikes
2. identifying different kinds of food
3. identifying traditional games
4. describing different kinds of clothing

Jump the Rope	<p>Jump the Rope</p> <p>Function: identifying traditional games Content: traditional games (jumping the rope, playing jack sets, cromos, etc.) Seating arrangement: I Skills: L MI: Intra, VL, VS, Time: 5' Materials: 1 Computer per student. Procedure:</p> <ol style="list-style-type: none"> 1. Review with the students traditional games. 2. Tell them to click on the speaker icon to listen to song about traditional games. 3. The students watch some girls and boys jumping the rope and singing at the same time. 4. This is what they sing: <p>Jump the rope Here we go Now, freeze! Stop and go. Cromos, jackses or jack sets... What do you play the best? Football, no Bike let's go... Now it's your turn... 1, 2, 3 Yoyo yes Trompo is best But the very best of all It's when you just jump the rope...</p>
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<p>My Lifestyle</p>	<p>Function: describing different kinds of clothing</p> <p>Contents: tights, slippers, tiara, tutu, shorts, t-shirts, soccer shoes, socks, sweat pants, sweatshirt, helmet, knee pads, gloves, elbow pads, pants, biking shoes, earplugs, goggles, swimming cap, towel, swim suit, dresses, raincoats, jeans, jackets, pajamas, belts, boots, sandals, overalls, skirts, blouses, suits, leotards, rings, necklaces, sunglasses, hats, tiara</p> <p>Seating arrangement: I</p> <p>Skills: L</p> <p>MI: Intra, VL, VS, LM</p> <p>Time: 15'</p> <p>Materials: CPU</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Students are given a layout of a girl or a boy. Have them click on the boy or girl silhouette. 2. Then, they need to click on the speaker icon to listen to the instructions. 3. They must choose one of the scenarios given. Then, they must select clothing items according to the leisure activity (ballet dancing, playing soccer, biking, teaching, playing video games, & swimming) chosen. 4. This is what they listen to: <p><i>Choose an activity and dress me with the right outfit.</i></p> <p><i>biking</i> <i>Ballet dancing</i> <i>teaching</i> <i>swimming</i> <i>Playing video games</i> <i>Playing soccer</i></p>

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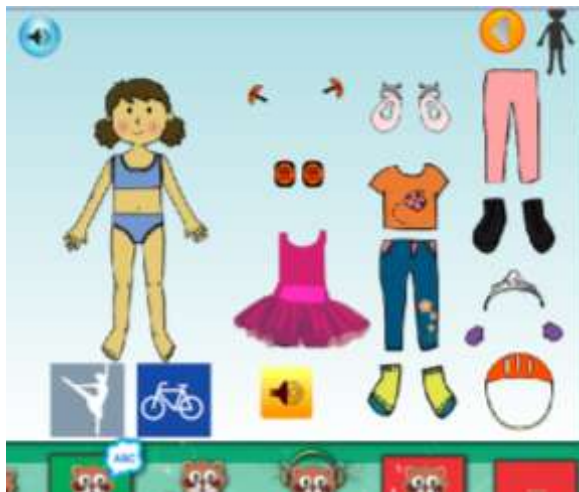
I love ballet dancing. I need to wear my tights, my slippers, my tiara, and my tutu.

My favorite hobby is soccer. Before playing it, I need to choose some shorts, t-shirt, soccer shoes, socks.

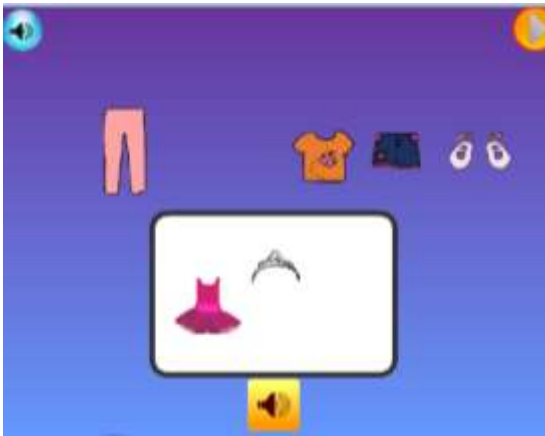
On Saturdays, I play video games with my friends. I need to be comfortable because we spend a lot of time sitting on a couch. I usually wear my sweat pants, sweat shirt.

On Sundays, I go to "La Sabana" with my family. We always take our bikes. My dad always insists on my wearing a helmet, knee pads, gloves, elbow pads, t-shirt, pants, socks, my biking shoes.

Of all the activities the one that I like the most is swimming. I love to jump in the pool. So I always get ready wearing earplugs, goggles, a swimming cap, a towel, and a swim suit.



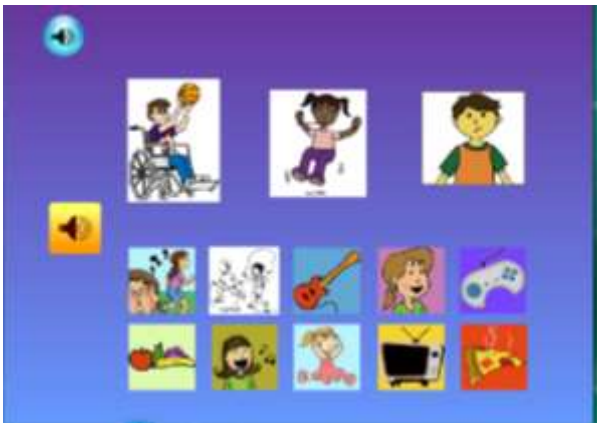
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<p>Cloth-o-matic</p>	<p>Function: identifying different kinds of clothing</p> <p>Contents: tights, slippers, tiara, tutu, shorts, t-shirts, soccer shoes, socks, sweat pants, sweatshirt, helmet, knee pads, gloves, elbow pads, pants, biking shoes, earplugs, goggles, swimming cap, towel, swim suit, dresses, raincoats, jeans, jackets, pajamas, belts, boots, sandals, overalls, skirts, blouses, suits, leotards, rings, necklaces, sunglasses, hats, tiara</p> <p>Seating arrangement: I</p> <p>Skills: L</p> <p>MI: Intra, VL, VS</p> <p>Time: 15'</p> <p>Materials: CPU</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Tell the students they must choose the right items according to what they hear. For example, they will see a picture of a ballet dancer. Then, they hear "choose the right items for a ballet dancer." Students must choose the right pictures to score points. 2. They can choose items for ballet dancers, soccer players, bikers, teachers, video gamers, and swimmers. 3. This is what they listen to: <ol style="list-style-type: none"> 1. Choose the right items for a ballet dancer: tights, tiara, tutu, shorts, t-shirts, slippers 2. Choose the right items for a soccer player: shorts, t-shirts, soccer shoes, socks, leotards, sweatshirt 3. Choose the right items for a biker: towel, overalls, elbow pads, helmet, gloves, biking shoes 4. Teachers: jackets, swim suit, earplugs, dresses, blouses, pants 5. Video gamers: biking shoes, goggles, jeans, skirts, jackets, overalls 6. Swimmers: earplugs, necklaces, swimming cap, raincoat, swim suit, goggles 
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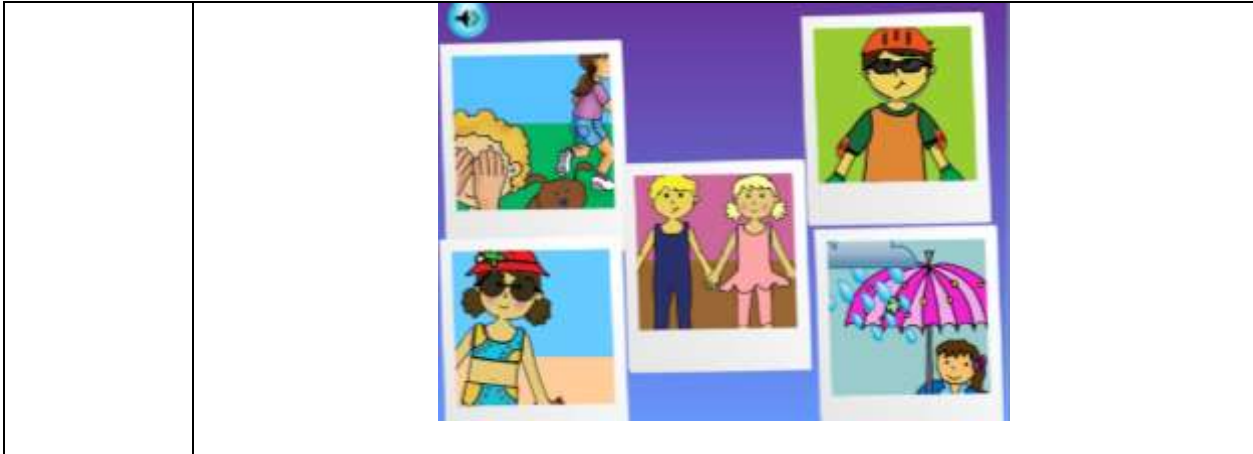
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Activity box	<p>Function: identifying different kinds of food, traditional games, and different kinds of clothing</p> <p>Content: cloth and food items, traditional games</p> <p>Seating arrangement: I</p> <p>Skills: L</p> <p>MI: Intra, VL, VS</p> <p>Time: 15'</p> <p>Materials: CPU</p> <p>Procedure</p> <ol style="list-style-type: none">1. Students are presented with a layout of three different children. So the students click on each of the pictures to listen to them.2. As they click on the pictures, they listen to the kid describing his or her favorite activity, food and traditional game.3. Then, they are given a set of pictures to choose from according to the description each of the kids gave.4. Students should classify the pictures according to what they heard by dragging them to the corresponding pictures. If they do it right, they hear a complimenting comment such as Great Job!!!. If the answer is incorrect, they hear Try Again!5. They listen to the following information: <p><i>Pedro</i> <i>Hi, my name is Pedro. I am a very happy kid. I love to play hide-and-see with my friends at school. I also love to eat lots of fruit, especially grapes. Umm! they are delicious.</i></p> <p><i>Miranda</i> <i>Hi, my name is Miranda. I am 10 years old, and I love to play with my friends. We jump the rope every day and sing songs. I also like practicing ballet. My mother says that I have to eat well to be healthy and have energy, but I love pizza.</i></p> <p><i>Ricardo</i> <i>Hello! I am Ricardo. I am not like most of my friends. I don't like to exercise, play football, bike or any other active game. I prefer to watch T.V. or play video games. My favorite game is "Guitar Hero" because I love music. I am taking guitar classes, and I have to dress up very well to go to classes because my teacher likes clean students. I better get ready to class.</i></p>
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<p>A Scrapbook</p>	<p>Function: contextualizing vocabulary about food and cloth items. Content: food and cloth items, days of the week, actions Seating arrangement: I Skills: L MI: Intra, VL, VS Time: 10' Materials: CPU</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Instruct them to click on the speaker icon on the left to listen to the instructions. 2. The students are given a read along story with the vocabulary of the unit. They need to take a picture of the objects or activities that match the highlighted words in order to make a scrapbook. 3. Below you find what students listen to. <ol style="list-style-type: none"> 1. I love to play hide and seek with my friends. But my dog always finds us. 2. Richard loves to go biking. He needs to get ready for it. He wears a helmet, a knee pad, some gloves, and elbow pads. 4. On Sunday, Miranda goes to the beach. She takes her swim suit, goggles, towel, sunscreen lotion, and her beautiful red hat. 5. My Russian friends, Vladimir and Irina love to dance ballet. They always take with them their tights and slippers. Irina also wears her tutu and tiara. 6. Today is a rainy day. My mom asked me to wear my blue raincoat and my rubber boots and to bring my umbrella.

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TEACHERS' GUIDE
UNIT FOUR: LIKES & DISLIKES

Let's Color

Function: reviewing colors and cloth items

Content: tights, slippers, tiara, tutu, shorts, t-shirts, shirt, soccer shoes, shoes, socks, sweat pants, sweatshirt, helmet, knee pads, gloves, elbow pads, pants, biking shoes, earplugs, goggles, swimming cap, towel, swim suit, dress, raincoats, jeans, jackets, pajama, belts, boots, sandals, overalls, skirt, blouse, suit, leotard, ring, necklace, sunglasses, hat, tiara, vest, belt

Seating arrangement: I

Skills: L

MI: Intra, VL, VS

Time: 10'

Materials: CPU

Procedure:

1. The students are given a palette with different colors.
2. They must click on the speaker icon to listen to instructions to color several items.
3. They must color each of the items.
4. This is what they hear:

Color the dress yellow.

Color the sunglasses black.

Color the shoes green.

Color the shirt grey.

Color the skirt orange.

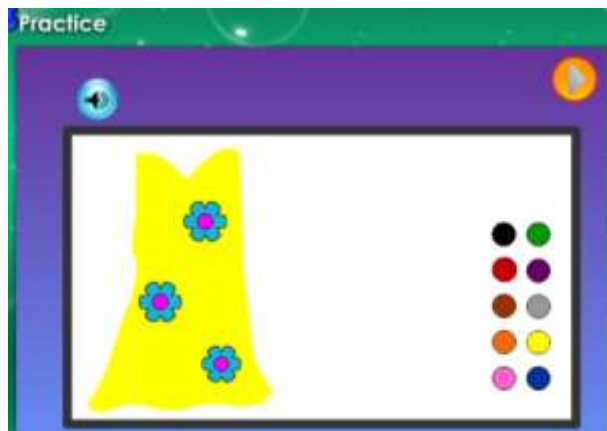
Color the blouse pink.

Color the jeans purple.

Color the sandals blue.

Color the vest red.

Color the belt brown.



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