

TEACHER'S GUIDE



UNIT SEVEN: MY ENVIRONMENTAL EDUCATION

Contents: Expressing personal opinions about, ways to take care of plants and animals, natural resources, ways to protect the environment and nature.

Transversal theme: environmental Ed.

Functions:

1. Describing different ways to take care of animals, plants, natural resources and environment.
2. Understanding information from different sources.

 <p>Activity Warm-up</p>	<p>Rainforest Song Function: Learning about the rain forest Content: animal vocabulary Seating arrangement: I Skills: L MI: VL, Intra, VS, M, N Time: 5' 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. They will hear " Listen to the song about the rainforest."2. Click on the play button to listen to the song3. Have the students listen to the song as the pictures of the animas pop up.  <p>Script: Listen to the song about the rainforest.</p> <p>Rainforest Deep in the rainforest I can see So many animals watching me</p> <p>Down on the ground And up in the trees They live in the rainforest Come and see</p> <p>There are animals that run Like dantas, like wildcats Animals that fly Like butterflies and birds Animals that swing From tree to tree are monkeys</p>
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I: Individual, **G:** Groups, **R:** Rows, **P:** Pairs, **W:** Whole class, **C:** Circle **Hmwk:** Homework
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	<p>Now repeat with me: Animals that run: dantas, wildcats Animals that fly: butterflies and birds Animals that swing from tree to tree are monkeys So many animals to see!</p> <p>Animals that run: dantas, wildcats Animals that fly: butterflies and birds Animals that swing from tree to tree are monkeys So many animals to see!</p>
<p>Vocabulary</p>	<p>Rainforest animals Function: Learning about the rainforest animals. Content: Coati, gorilla, anaconda, white Bengal tiger, blue-yellow parrot, white-faced capuchin monkey, howler monkey, raccoon, sloth, red-eyed leaf frog, ring-tailed lemur, iguana, toucan, blue poison-dart frog, manatee. Skills: L MI: Intra, VL, VS, N Time: 10' Materials: CPU</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Have the students click on the speaker icon to listen to the instructions. "Click on each of the animals to listen to their description." 2. Have the students click on each picture to listen to the description of each rainforest animal. 3. Click on the forward arrow to continue to the next set of pictures. <div data-bbox="548 1188 1273 1730" data-label="Image"> </div>

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TEACHER'S GUIDE
UNIT FOUR

Pre-listening



Pre-listening
Rainforest video

Function: Describing the rainforest and the animals that live in it.

Content: Animal vocabulary.

Seating arrangement: I

Skills: L

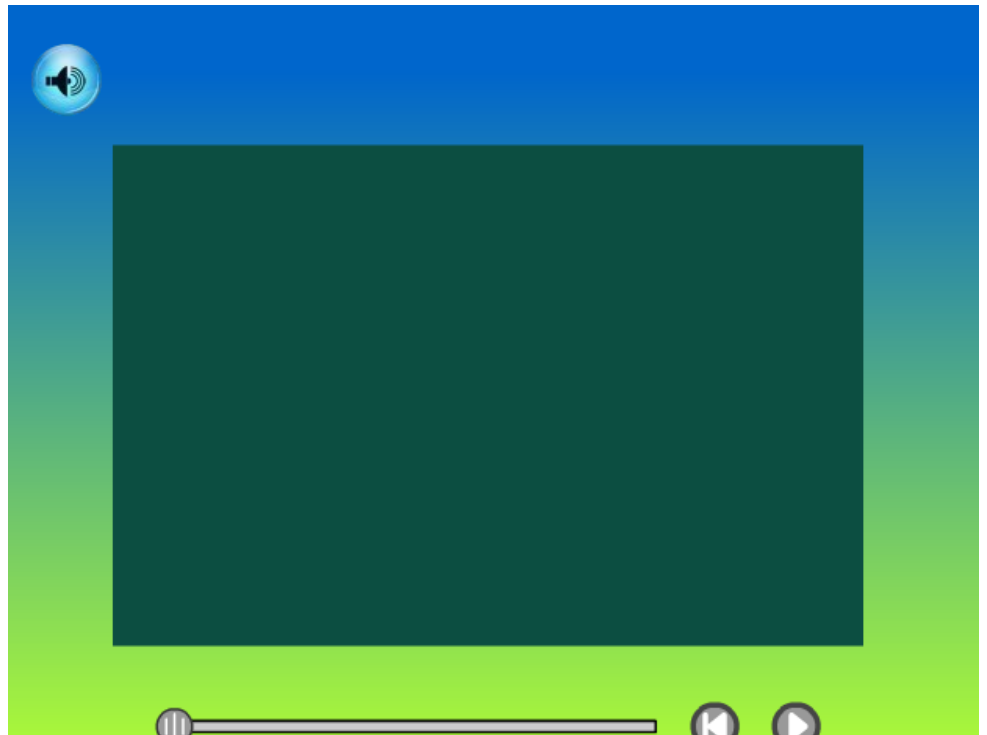
MI: Intra, VL, VS, N

Time: 10'

Materials: CPU

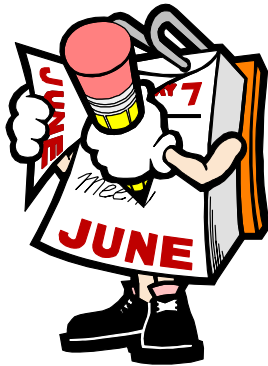
Procedure:

1. Have the students click on the speaker icon to listen to the instructions. "Look at the video to learn about some animals of the rainforest."
2. Tell students to look at the video of the animals of the rainforest



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While-listening



While-Listening

Who am I?

Function: Learning about different animals of the rainforest.

Content: animal vocabulary and description.

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 to listen to the instructions. They will hear: "click on the number to listen to an animal description. Then, click on its corresponding animal picture.
2. Tell the students to click on the number to listen to an animal description, and answer the question by clicking on the right picture of an animal.
3. Have students complete all 4 questions.



Script:

1. I am Black, brown and white.
I eat fruits, nuts, seeds, insects, spiders, and bird eggs .

My face, neck and chest are white. We live together in groups of 10 to 35 members.

Who am I?

2. I am green.

I eat insects and other invertebrates.

I am small with big red eyes.

Who am I?

3. I have black feathers and a colorful beak.

I eat fruit, nuts and berries.

I am smart, noisy and friendly. I have a colorful and big beak.

Who am I?

4. I am black and white.

I eat insects, worms, fruits, nuts, birds, small mammals, and fish.

My main characteristic is the area of black fur around my eyes.

Who am I?

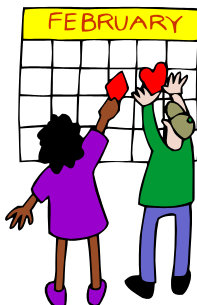
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Post-listening



Listening

A day in the rainforest

Function: Learning good actions to help protect the rainforest. Learn what is bad to the environment.

Content: Cutting down trees, recycling, littering the rivers, turning off the lights, planting trees, throwing trash, reducing waste, reusing waste, keeping rivers clean, wasting water, reusing waste.

Seating arrangement: I

Skills: L

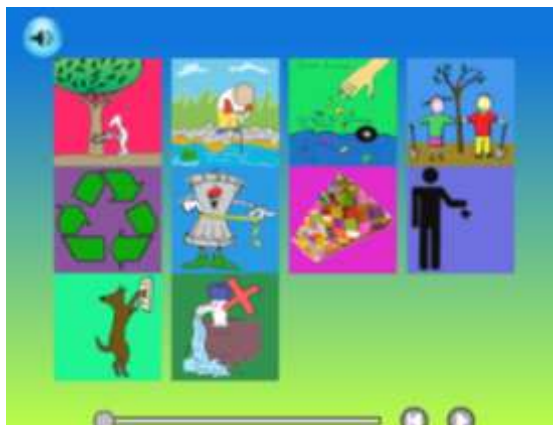
MI: Intra, VL, VS, N

Time: 10'

Materials: CPU

Procedure:

1. Have the students click on the speaker icon to listen to the instructions.
2. Have students click on the play button to listen to the story.
3. Have students click on the pictures that show good actions that help protect the environment.



Script:

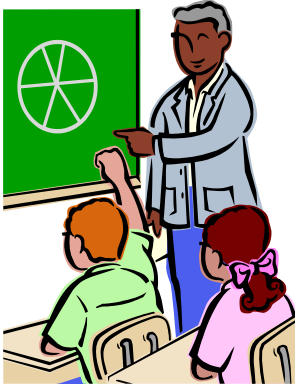
Listen to the following story about a day in the rainforest. Then, click on the pictures of actions that help protect the environment.

It was a sunny summer day in July. My brother Adam and I had been waiting impatiently for these vacations. My mom and dad had promised to take us to Braulio Carrillo Rainforest in Costa Rica. Finally, the day came. We drove

through tall, lushy mountains. My dad decided to pull over to take one of the trails. We had walked for a while when my mother said, "Look." We looked in the direction she pointed, but we saw but some leaves. We couldn't see anything. She shoed us and whispered, "there is a red-eyed leaf frog lying on top of those leaves." But, it was so well camouflaged that we were unable to see the frog. It was not until the frog moved that we could see it. Wow! How can this animal hide so well. We continued walking until we heard a loud noise coming from the tops of the trees—white-faced capuchin monkeys. We stared at them, but they started throwing sticks at us, until we ran out of their sight because we did not want to be hit. Suddenly, my dad abruptly stopped. We did not know what was going on. He was looking up. "Awesome, a sloth and her baby," Adam yelled. "Cool," I said. This was the beginning of a great day.

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Practice



Practice

Guess the animal

Specific objective: Identifying the animals through their description.

Content: animal vocabulary.

Seating arrangement: I

Skills: L

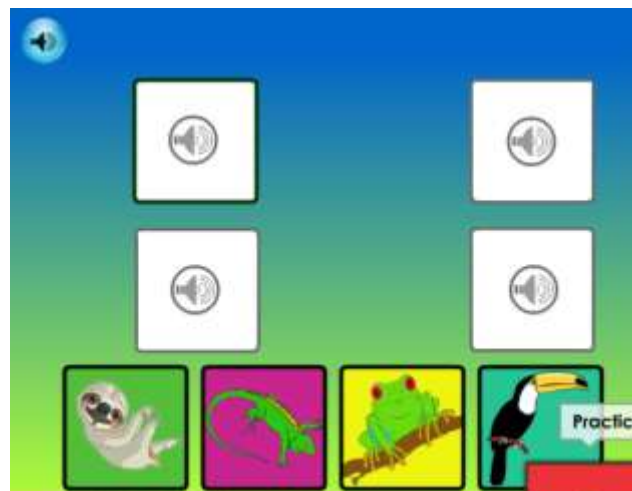
MI: Intra, VL, VS, LM, N

Time: 10'

Materials: CPU

Procedure:

1. Have the students click on the speaker icon to listen to the instructions. They will hear: "Drag the picture towards its corresponding description."
2. Tell the students that they are going to review the vocabulary by listening to the description of each animal and matching it to the corresponding picture.
3. Have the students click on the speakers inside the boxes to listen to the description of the animal.
4. Have students match the description to the correct picture by dragging it.



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