



## TEACHER'S GUIDE GRADE 4- UNIT 1 VOCABULARY AND WARMUP

### Pre-activity

#### Schema Building:

- The teacher asks students their names and ages. Sample questions: "What's your name? / How old are you?"
- Students ask their names and ages to one another.
- The teacher spells her name, and asks students to spell their names using the expression: "How do you spell your name/last name?"
- The teacher introduces students to one another. Example: Pedro, this is Lorena. Lorena, this is Pedro. Students respond with "Nice to meet you".

### Activity

#### Grouping:

-Individual work

#### Setup:

The teacher brings a chart and places it on the wall with the following expressions: *What's your name? / How old are you? / How are you? / What do you do? / Where do you live? / What's your telephone number?* Students read the expressions and sample responses.

**VOCABULARY.** Make students acquainted with the goals of the unit.

Students click on the  arrow keys to move forward or backwards as they listen.

#### **Vocabulary Practice:**

##### Vocabulary 1

Students work in Cyberlab Kids. Students read and repeat the numbers from 1 to 100. Students click on the numbers and listen to the pronunciation. Then, students click on the yellow arrow, and continue with vocabulary 2.

##### Vocabulary 2

Students work in Cyberlab Kids. In vocabulary 2, students to listen and repeat the telephone numbers from the platform. Students listen several times by clicking the arrow keys in the screen.

##### Warm-up

Students work in Cyberlab Kids. Students listen and repeat short conversations for greetings, introductions and personal information. Example: Nice to meet you. / Glad to meet you too.; He's my friend Roberto. / Hi Roberto.; What's your phone number? / It's 323-9978, and so forth.

### Supplementary-activity

Students work with supplementary activities in the student's book.

Students should match the expression or question or statement on the left with the answers on the right. Then, students check the answer with a classmate as follows: one student reads the expression, statement or question, and the other student provides the responses. After that, they check answers with the teacher.

- Students work individually and write down their personal information regarding the questions provided. Then., they ask questions in pairs, and report answers to the teacher by first saying their personal information, and then their classmate's information. Example: My name is \_\_\_\_\_. I study in \_\_\_\_\_. I am \_\_\_\_\_ years old. / His name is \_\_\_\_\_. He studies in \_\_\_\_\_. He is \_\_\_\_\_ years old.

### Tips/Further activities

**EXTRA ACTIVITY. STUDENTS CLICK ON THE MOVIE BUTTON AND SING ALONG. STUDENTS LISTEN TO THE SONG "THIS OLD MAN". THE SCRIPT IS PROVIDED TO THE TEACHER. THE TEACHER CAN MAKE COPIES TO STUDENTS OR STUDENTS CAN DOWNLOAD THE LYRICS FROM THE FOLLOWING WEBSITE: <http://www.kididdles.com/lyrics/t032.html> See lyrics provided.**



## TEACHER 'S GUIDE GRADE 4 - UNIT ONE LISTEN

### Pre-Listen

#### Schema Building:

- Activate background knowledge by asking three questions: *What's your first name? What's your last name? What's your telephone number?*
- Students respond to the questions.
- Students work in Cyberlab Kids: Students listen to the conversation in Pre-listen. Students listen and repeat the conversation as many times as needed.
- Hand out a small chart (see student book). Students fill in the chart by interviewing five students on their first name, last name, and telephone number.

### Activity

#### Grouping

- Individual work

#### Setup:

Students will listen to three conversations, and answer questions for listening comprehension by clicking the ABC buttons to test their understanding of the conversation..

#### While-listening: Cyberlab Kids Platform

- Students listen to the first conversation. They listen once. Students can click on the refresh button  if they want to listen again.
- Now students click on the ABC button  to test their understanding of the conversation.
- Students listen to the second conversation. Students can click on the refresh button  if they want to listen again.
- Now students click on the ABC button  to test their understanding of the conversation.
- Students listen to the third conversation. They listen once. Students can click on the refresh button  if they want to listen again.
- Now students click on the ABC button  to test their understanding of the conversation.

### Post-activity

#### Post-Listening: Cyberlab Kids Platform

- A pink ABC button activates after the listening practices.
- Students click on the ABC button to practice more.
- Students sit with a partner and check answers.

**\*\*\*\* THE TEACHER CAN PRACTICE AGAIN WITH STUDENTS IN THE CLASSROOM WITH THE STUDENT'S BOOK. ALL OF THE ACTIVITIES THAT APPEAR IN THE PLATFORM, APPEAR IN THE STUDENT'S BOOK.**

### Tips/Further activities

#### Tips for the teacher.

- In the pre-activity, write the three questions on the board. Make sure students spell their first names and last names before they start the interview.
- Play each listening three times to develop confidence in the students.



## TEACHER'S GUIDE GRADE 4 - UNIT ONE LANGUAGE STUDY

### Pre-activity

#### Schema Building:

- The teacher activates prior knowledge by engaging students in a HANG-MAN GAME.
- The teacher plays hang-man with the students. Students have to guess what the expression is on ASKING FOR PERSONAL INFORMATION.
- The teacher divides the group in two teams. TEAM A & TEAM B.

TEAM A starts by writing the spaces for one of the expressions they have practiced previously. Example \_\_\_\_\_? (HOW ARE YOU?)

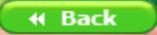
TEAM B must start guessing the expression by telling a letter. Every time the students miss the correct letter, the hang-man diagram starts getting the form of a man being hanged. If the teams guess the expression, they receive a point. Then they switch places.

### Cyberlab Kids

#### Grouping Pair work

#### Setup:

Students click on LANGUAGE STUDY in Cyberlab Kids. Students listen to the information about expressions regarding greetings and introductions. Students can go forward or backwards by clicking the

NEXT  or BACK  buttons.

STUDENTS READ THE VALUES AND ATTITUDES OF THE UNIT. Then students click on the ABC button to practice more..

Students click on the ABC button to practice questions and answers regarding greetings and introductions:

Example: What's your name?; Where do you live?; Nice to meet you., and so forth.

### Post-activity

#### Activity 1

- Students read the incomplete conversations, and fill in the correct words that are missing.
- Students check answers with the teacher.
- Students practice them, by role-playing the short conversation

#### Activity 2.

- The students receive an incomplete student card.
- Students fill in the student card with the information requested: First name, Family name, Age, Address.
- Students put the student card on their left shoulder.

#### Activity 3

- Students practice the questions and responses in the grammar section with a short information-gap activity. To do this:
  - a. The teacher groups students in pairs. They should be seated one in front of the other
  - b. One student receives a slip of paper. (Student A or Student B)
  - c. Student A is missing some information. So is Student B. To complete the information, each student has to ask a personal information question. Example: What's his / her name? How old is he? or How old is she? / Where does he live? or Where does she live? / What's his / her telephone number?

When students have finished, then they can share their papers and check their answers.

### Tips/Further activities

#### EXTRA ACTIVITY.

See practice "Extra activity" in the student book. Students walk around class and interview three students. They ask for the following: first name, family name, age and telephone number. Then, they fill in the chart.



TEACHER'S GUIDE  
GRADE 4 - UNIT ONE  
READ

Pre-read

Schema Building:

- Practice asking for personal information again, but this time with information about their parents:

1. mother's first name/last name
2. father's first name/last name
3. mother's age
4. father's age

- The teacher asks students about their parents' names, etc. *What's your mother's first name? What's your mother's last name? How old is your mother? How old is your father?*

Students click the reading section in Cyberlab Kids. Students listen to examples of these questions and answers in the platform.

Read

Grouping

Pair work

Setup: Cyberlab Kids

Students see the image of the park and they see the book that is glowing on the table. Students click on the book to start reading.

Read: Cyberlab Kids

1. Students click on the book to start reading.
2. Students read about Oscar Arias, President of Costa Rica.
3. Students click on the arrow keys to do a minigame regarding the first part of the reading.
4. Students continue clicking and read the second part of the information about Oscar Arias. Then they do the second minigame.

Post-read

- Students click on the arrow keys and continue to the Post Read section in Cyberlab Kids.
- Students must investigate information of three famous people in Costa Rica.
- Students go to the Internet, type the name of the person, and write down the information required:

- Full name, age, place of birth, occupation and hometown.
- Students write the information in the spaces provided.

Tips/Further activities

Supplementary activity:

Students should write a short paragraph of each of the people they investigated about. The teacher will tell students to read the information out loud.



**TEACHER'S GUIDE**  
**GRADE 4 – UNIT 1**  
**WRITE**

Pre-write

Schema Building: (For the students )

- Practice saying e-mail addresses (see vocabulary section).
- Practice saying the names of different countries and nationalities: Mexico – Mexican, Brazil – Brazilian, Costa Rica – Costa Rican, Panama– Panamanian, China – Chinese, Japan – Japanese, United States – American, France – French

Students click on WRITE in Cyberlab Kids. Students listen and read the personal information of elementary school students around the world. Students click on the arrow keys to listen to the information of four students around the world. Students complete the chart provided.

Write

Grouping  
Individual  
work

Setup:

Students click to continue. Students start the writing practice in Cyberlab Kids. First student complete information about themselves.

First Name	Family Name	Nationality	Age	Grade	e-mail

- Students write about themselves with the information they completed on the chart

First Name	Family Name	Nationality	Age	Grade	e-mail

**STUDENTS FOLLOW THE SAMPLE PARAGRAPH.**

**My name is Adolfo Montero. I'm an English student. I study at Palmares elementary school. I'm 9 years old, and I am in fourth grade. My e-mail is [adol09@hotmail.com](mailto:adol09@hotmail.com).**

**\*\*\*\*\*THE TEACHER MONITORS STUDENTS BY WALKING AROUND CLASS AND CHECKING THE WRITTEN INFORMATION.**

Post-write

- Students interview three classmates. Students fill in the chart about their classmates in the postreading section of Cyberlab Kids. Students fill in the chart again with this information:

First Name	Family Name	Place of birth in Costa Rica	Age	Grade	e-mail

Tips/Further activities

Tips for the teacher.

Make sure students are asking the right questions. Monitor students in the interviews and make sure they are not using their native language.



TEACHER'S GUIDE  
GRADE 4 - UNIT ONE  
PROJECT AND SURF THE WEB

Pre-activity

Schema Building: IN THE BOOK

- Ask students if they know other ways to say HELLO.
- Bring a chart with the different ways to say HELLO in other countries.

Activity

Grouping  
Pair work

Setup:

The teacher prepares students for cultural differences by explaining them that “hello” can be said differently in other countries

- Students read the information on how to say hello in other countries (Spanish, English, Swahili, Portuguese, French, Japanese)
- The teacher asks them questions like: How is “hello” said in Japanese language?”
- Students practice saying “hello” in different languages around the class.

Post-activity

**Three –way activity (information gap activity)**

**INSTRUCTIONS:**

- Form groups of three.
- One member is STUDENT A; the other member is STUDENT B; the other member is STUDENT C.
- Explain students that each one needs the information of the other student to complete the task. To do that, they have to ask questions and fill in the information required.
- Explain the situation. Each student has part of the information. It is personal information of a person named Rafael Acosta. Student must complete the person's card (first name, last name, age, occupation, place he lives at, and grade he is in.
- Time the activity.

Tips/Further activities

Tips for the teacher.

- Monitor around the groups. Students might have problems with the questions and responses and you can facilitate their production by helping them out.
- Monitor around to make sure students are using the English language, not their native language.
- Monitor that students are really questioning and responding in English, and not copying the answers.



**Lyrics: This Old man**  
<http://www.kididdles.com/lyrics/t032.html>

### THIS OLD MAN

This old man, he played one,  
He played knick-knack on my thumb;  
Knick-knack paddywhack,  
Give a dog a bone,  
This old man came rolling home.

This old man, he played two,  
He played knick-knack on my shoe;  
Knick-knack paddywhack,  
Give a dog a bone,  
This old man came rolling home.

This old man, he played three,  
He played knick-knack on my knee;  
Knick-knack paddywhack,  
Give a dog a bone,  
This old man came rolling home.

This old man, he played four,  
He played knick-knack on my door;  
Knick-knack paddywhack,  
Give a dog a bone,  
This old man came rolling home.

This old man, he played five,  
He played knick-knack on my hive;  
Knick-knack paddywhack,  
Give a dog a bone,  
This old man came rolling home.

This old man, he played six,  
He played knick-knack on my sticks;  
Knick-knack paddywhack,  
Give a dog a bone,  
This old man came rolling home.

This old man, he played seven,  
He played knick-knack up in Heaven;  
Knick-knack paddywhack,  
Give a dog a bone,  
This old man came rolling home.

This old man, he played eight,  
He played knick-knack on my gate;  
Knick-knack paddywhack,  
Give a dog a bone,  
This old man came rolling home.

This old man, he played nine,  
He played knick-knack on my spine;  
Knick-knack paddywhack,  
Give a dog a bone,  
This old man came rolling home.

This old man, he played ten,  
He played knick-knack once again;  
Knick-knack paddywhack,  
Give a dog a bone,  
This old man came rolling home.