

TEACHER'S GUIDE  
 GRADE 4- UNIT 3  
 VOCABULARY AND WARM-UP



Pre-activity

Schema Building:

- The teacher asks students about the members of their families. EXAMPLE: *What is your mother's name? What is your father's name? What is your sister's name?*
- The teacher shows a picture with the parts of the house. The teacher asks the students to name the parts of the house. The students say the names of the parts of the house.

Activity

Grouping:

-Individual work

Setup:

*The teacher brings a picture of the house with the members of the family, and places it on the board. Students describe the picture by saying where the members of the family are and by saying their duties. Example: Mother is in the kitchen. She prepares lunch.*

VOCABULARY

- Make students acquainted with the goals of the unit.
- Have students practice the vocabulary section: *members of the family, parts of the house and duties of the family.*



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

**Vocabulary Practice:**

Section 1

Students listen to the members of the family. They listen and repeat. Students must click on the arrow keys to move on. Example: *my mother, this is my mother*

Section 2

Now students learn about the members of the family at home. To do this, they click on the arrow keys to continue listening. They listen and repeat. Example: *My mother is in the kitchen. My father is in the living room.*

Section 3

Now students learn images about the members of the family and their duties. To do this, they click on the arrow keys to continue listening. They listen and repeat. Example: *My mother washes the dishes.*

(Warm-up)

Students work individually. Students drag the members of the family to the different parts of the house: *My father is in the bathroom; My mother cleans the kitchen; My sister is in the living room; My brother is in the bedroom; Grandmother and grandfather are in the dining room.*

**The Family**

Drag the members of the family (grandmother, grandfather, mother, father, brother,) in the different parts of the house.

Read sentences about the pictures. Example: *My father is in the kitchen.*

1. \_\_\_\_\_ 2. \_\_\_\_\_  
 3. \_\_\_\_\_ 4. \_\_\_\_\_  
 5. \_\_\_\_\_

Post-activity

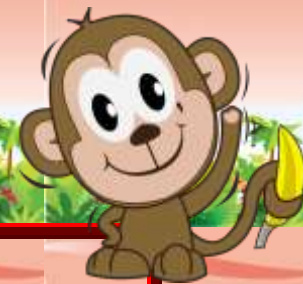
**VIDEO.** Students click on the play button and sing the Family Song: We are a Family  
Students receive a picture of an empty house.

1. Students must divide the house into the different parts: living room, dining room, bedroom, etc.
2. Students draw the members of their family around the house.
3. Students write sentences describing the pictures. Example: *My father is in the garage.*

Tips/Further activities

**EXTRA ACTIVITY.**

- **Guessing Game:** The teacher divides the group in two teams. The task is to guess the correct duty in the picture placed on the wall. The teacher reads out loud some actions (duties) the family performs in the house. Ex: *My mother washes the dishes*. Students listen and point to the duties in the picture. Students from each team receive points for the correct answers. The group with more points is the winner.



TEACHER'S GUIDE  
GRADE 4 - UNIT 3  
LISTEN

Pre-listen

Schema Building: Pre-listening

- Activate background knowledge by having students work on pictures related to duties at home  
- CYBERLAB KIDS PLATFORM: Students listen to the questions and answers about the things the family like to do at home.

- Students relate pictures with sentences.

- Students repeat the sentences as they click on the pictures.

Example: *Does your mother like to cook? Yes, she likes to cook. / Does your father like to clean the house? Yes, he likes to clean the house. / Does your grandmother like to wash the clothes? Yes, she likes to wash the clothes. / Does your brother like to wash the dishes? Yes, he likes to wash the dishes.*

While-listen

Grouping

- Individual work



Setup:

Each student should have a headphone. Students will listen to a conversation about the family and their duties: The Family Album

While-listening

- Students listen to the conversation. They listen once. As they listen, they relate the conversation with the pictures.

- Students listen a second time. When they do this, students listen and read the script of the conversation. They also relate the conversation with the pictures.

- Now students click on the arrow keys  on the screen to continue. 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 do the comprehension interactive activity to test their understanding. As they do the interactive activity, students will be listening to the conversation of the family album as well.

To do the interactive activity, students have to drag the information on the left to the picture box on the right. Example:

Drag the family member to the action as you listen.

BROTHER washes the dishes

FATHER cleans the house

MOTHER cooks

GRANDMOTHER washes the clothes



Post-listen

Post-Listening



- Students click on the pink ABC button to practice more.
- Students choose the right answer. Example:

Does your father like to clean the yard?

- A) Yes, he does.
- B) Yes, he is.



Question 1 of 4

Clear

Back

Skip

Submit

1. Does your father like to clean the yard? A) Yes, he does. B) Yes, he is.
2. Does your mother like to cook? A) Yes, she is. My mother is in the kitchen.  
B) Yes, she does. She makes delicious fish.
3. Do you like to help in the house? A) Yes, I do. B) Yes, I am in my room.

Tips/Further activities

Extra activity.

- Students ask questions to their classmates. Example: *Do you have brothers and sisters? What's your brother's name? What's your sister's name? Does your brother / sister like to wash the dishes? etc.*
  - Students interview three classmates.
- Students complete the chart and then report answers to class.

TEACHER'S GUIDE  
GRADE 4 - UNIT 3  
LANGUAGE STUDY

Pre-activity

Schema Building:

- The teacher brings different charts related to the family, parts of the house, duties at home, likes and dislikes.
- Students read at the charts. Students repeat the sentences. Example: *THIS IS MY MOTHER. MY MOTHER IS IN THE KITCHEN. MY MOTHER COOKS. MY MOTHER LIKES TO COOK.*
- The teacher asks questions and students respond. Example: *WHAT DOES YOUR MOTHER LIKE TO DO? SHE LIKES TO COOK.*

Activity

Grouping  
Pair work

Setup:

Students look at the language study chart. Students read the expressions (QUESTIONS, ANSWERS AND STATEMENTS) about likes of the family at home, duties at home, members of the family, likes and dislikes. Students

can go forward or backwards by clicking the NEXT or BACK buttons.

Next ►

◀ Back

Ask questions

1. What do you like to do?  
- I like to watch TV.
2. What does your mother like to do?  
- She likes to cook.
3. What does your brother like to do?  
- He likes to wash the car.

Next ►

ABC

STUDENTS CLICK ON THE ABC BUTTONS TO PRACTICE MORE.

Activity 1. Students choose the right answer according to the question. Example:

- What does your father do at home? A) He is my father. B) He washes the car.
- What does your mother do at home? A) My mother's name is Laura. B) She cleans the kitchen.

Activity 2. Students read and match the questions and answers. Example:

- C What does your sister like to do? A) Yes, she is.
- A Is your mother in the kitchen? B) My mother likes cooking.
- B What does your mother like doing? C) She likes cleaning the house.

Activity 3

- Students choose the right answer. To answer correctly, students must look at the pictures.  
EXAMPLE:

- My mother is in the living room. A) TRUE B) FALSE
- My grandparents are in the balcony. A) TRUE B) FALSE
- My father is in the living room. A) TRUE B) FALSE
- They are in the dining room. A) TRUE B) FALSE
- My sister is in the playground. A) TRUE B) FALSE



Post-activity

Students look at the family tree and complete the spaces provided.



Write the members of the family: father, mother, brother, sister.

1. Mrs. Perez is Itzel's \_\_\_\_\_.
2. Mr. Perez is Raulito's \_\_\_\_\_.
3. Itzel is Rosa's \_\_\_\_\_.
4. Raulito is Juan's \_\_\_\_\_.
5. Mrs. Perez is Itzel, Juan, Rosa and Raulito's \_\_\_\_\_.
6. Mr. Perez is Itzel, Juan, Rosa and Raulito's \_\_\_\_\_.

Tips/Further activities

Tips for the teacher:

- The teacher should monitor students while they are working in the activities for the Language study.
- The teacher should review the answers with the entire class.





TEACHER'S GUIDE  
GRADE 4 – UNIT 3  
READ

Pre-read	<p>Schema Building: (For the students )</p> <ul style="list-style-type: none"><li>- Students practice questions with DO and DOES. To do this, the teacher asks personal questions to the students. For example: <i>Do you like to watch TV?</i> / <i>Does your sister like to watch TV?</i> / <i>Does your father like to read the newspaper?</i> Students respond with <i>Yes, I do. No, I don't. Yes, she does. No, she doesn't. Yes, he does. No, he doesn't.</i></li></ul> <p>CYBERLAB KIDS PLATFORM:</p> <ul style="list-style-type: none"><li>- Students click on the read section. Students listen to the questions and relate them to the pictures: <i>Do you like to clean the house?</i> <i>Does he like to watch TV?</i> <i>Does she like to listen to music?</i> <i>Does your mother like to wash the dishes?</i> <i>Does your brother like to clean the yard?</i></li><li>- Then students click on the arrow key  to continue. They listen again to the questions and short answers. Example: <i>Do you like to clean the house? Yes, I do.</i> / <i>Does he like to watch TV? Yes, he does</i> / <i>Does she like to listen to music? Yes, she does.</i> / <i>Does your mother like to wash the dishes? No, she doesn't.</i> , etc...</li></ul>		
While-read	<table border="1"><tr><td data-bbox="430 756 625 882">Grouping Individual work</td><td data-bbox="641 756 1404 882">Setup: - Students click on the book to start reading.</td></tr></table> <ul style="list-style-type: none"><li>- Students read information about Juan and his family. As they read, they look at the pictures.</li><li>- Students click on the arrow key  to continue.</li><li>- Students do the interactive activity to test their understanding of the reading. To do this, students drag the pictures on the right side of the book to the boxes on the left. The pictures complete the sentences. Example: <i>Karina doesn't like to _____</i> (picture of Karina cleaning her room)</li></ul> <p>RECOMMENDATION FOR READING:</p> <ul style="list-style-type: none"><li>- Students read the reading selection once.</li><li>- Students read <i>a second time</i>.</li><li>- Students check the answers with a classmate.</li></ul> <p>- <b>Students can click the</b>  refresh button to start the reading section.</p>	Grouping Individual work	Setup: - Students click on the book to start reading.
Grouping Individual work	Setup: - Students click on the book to start reading.		
Post-read	<ul style="list-style-type: none"><li>- Students read the questions individually.</li><li>- Students answer the questions about themselves and their family individually by writing in CYBERLAB KIDS PLATFORM.</li><li>- Students sit with a partner and ask them the same questions.</li><li>- Students ask the questions to three partners.</li><li>- Students share the information by reading the answers to the class. Example: <i>What's your name? What is your sister's name? What does your mother like to do?, etc...</i></li></ul>		
Tips/Further activities	<p>Tips for the teacher.</p> <ul style="list-style-type: none"><li>- The teacher can make students read out loud to practice pronunciation.</li><li>- Students can also listen and repeat to practice the reading script-</li></ul>		



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WRITE

Pre-write

Schema Building:

- Students complete the family tree on CYBERLAB KIDS PLATFORM.
- Students write the names of the family members.
- Students write the things the family members like to do and the things they do not like to do. Example:

She likes

Mother's name

- Students share the information with their classmates orally. Example:  
*My mother's name is Susana. She likes to cook.*

While-write

Grouping  
Individual work

Setup:

Students write family relations about their families. Students use the family tree they completed previously.

-With the help of the family tree from the pre-activity, students complete the spaces in the worksheet provided.

This is my family. My mother's name is \_\_\_\_\_, and my father's name is \_\_\_\_\_.  
My mother likes \_\_\_\_\_. My father likes \_\_\_\_\_.  
I have \_\_\_\_\_ brothers. I have \_\_\_\_\_ sisters. My brother, \_\_\_\_\_,  
likes to \_\_\_\_\_. He doesn't like to \_\_\_\_\_. My sister, \_\_\_\_\_,  
likes to \_\_\_\_\_. She doesn't like to \_\_\_\_\_.

- Students share their papers and read the paragraph to their partner.

Post-write

Students play a memory game. Students sit in a circle. Say your name. Say what you like. The other student repeats what you said, and then says something about himself/herself. Example:

Student 1: My name is Nelson. I like to watch TV.

Student 2: He is Nelson. He likes to watch TV.

My name is Sandra. I like to cook.

Student 3: He is Nelson. He likes to watch TV.

She is Sandra. She likes to cook.

My name is Monica. I like to wash the dishes.

Tips/Further activities

Supplementary activity. Students choose the right answer accordingly.

1. a. My mother likes to cook. b. My mother doesn't like to cook.
2. a. My father likes to clean the yard. b. My father doesn't like to clean the yard.
3. a. My bother likes to clean his room. b. My brother doesn't like to clean his room.
4. a. My sister likes to wash the dishes. b. My sister doesn't like to wash the dishes.



TEACHER'S GUIDE  
 GRADE 4 - UNIT 3  
 PROJECT AND SURF THE WEB



Pre-activity

Schema Building:

- **Students read the objectives of the team project:**
- To investigate the likes and dislikes of our family.
- To report the likes and dislikes of our family.

GROUP FORMATION

Grouping  
Pair work

Setup:

The teacher forms the groups.

Roles	Job Description	Student's Name
<b>Student 1</b> Leader	<b>Sees that everybody uses English</b> <b>Sees that everybody participates</b> <b>Presents the product</b>	
<b>Student 2</b> Secretary	<b>Writes information about project</b>	
<b>Student 3</b> Designer	<b>Designs layout and adds artwork</b>	
<b>Student 4</b> Assistant	<b>Helps secretary and designer with their work</b>	

STEPS FOR THE TEAM PROJECT

STEP 1. Students investigate the likes and dislikes of five families in the neighborhood.

STEP 2. The teacher forms groups of four students. The students choose the roles of each classmate.

STEP 3. Students use the following survey to investigate about the likes and dislikes of the different families. EXAMPLE

**SURVEY ABOUT LIKES AND DISLIKES**

	YES	NO
1. Does your father like to read the newspaper?	_____	_____
2. Does your father like to clean the house?	_____	_____
3. Does your father like to wash the dishes?	_____	_____
4. Does your father like to clean the yard?	_____	_____
5. Does your mother like to cook?	_____	_____

STEP 4

Analyze the results with the help of the teacher and report to class the amount of family members who like and dislike the different duties at home.

STEP 4

Display the results in the bulletin board.

SURF THE WEB

Students go to the following website:

1. Go to the following website:  
[http://www.eslgold.com/speaking/expressing\\_likes\\_and\\_dislikes.html](http://www.eslgold.com/speaking/expressing_likes_and_dislikes.html)
2. Click on "AUDIO". Listen to the conversations about likes and dislikes.
3. Listen again and repeat.
4. Click on the following website and practice the family relations:  
<http://esl.about.com/library/beginner/blfamily.htm?once=true&>