



TEACHER'S GUIDE

GRADE 4- UNIT 5

VOCABULARY AND WARM UP

Pre-activity

Schema Building:

- The teacher activates the students background knowledge about the different celebrations around Costa Rica.
- The teacher asks questions about the different celebrations and the dates they are celebrated. For example: *When is Palmares Fair celebrated? / What do you do at Palmares Fair?*

Activity



Grouping:
-Individual work

Setup: Students repeat the questions and the answers. Students brainstorm different activities that can be done in the different celebrations.

VOCABULARY

- Make students acquainted with the goals of the unit.
- Have students practice the vocabulary section: **ACTIVITIES IN YOUR COMMUNITY**



Students click on the  to start again or  to continue or listen again.

Vocabulary Practice:

Section 1

Students click on the images about the different celebrations. Then they listen and repeat. They click on each picture and listen to the word and sentence. Then they repeat the word and the sentence that refers to each activity. For example: *There's a parade in Palmares.*

Section 2

Students listen and repeat the sentences about the celebrations and the dates they are celebrated. Example: *We celebrate Palmares Town Fair in January.*

Section 3

Students listen and repeat statements about what people do in the different celebrations: Example: *What do you do at Fiestas Palmares? You go to rides, concerts, and bullfights "a lo tico".*

(Warm-up)

Students work individually. Students read the celebrations and match them with the activities you do there.

What do you do in the different festivals?

Virgen de los Angeles Pilgrimage Caribbean Music Festival Fiestas de Santa Cruz Fiestas Palmares Festival del Mar



You can eat Afro-Caribbean food.



You can go to the Basilica.



You can enjoy the "marimbas".



You can go to the "tope".



You can enjoy floats.

Post-activity

Students click on the PLAY button. Students sing the CALENDAR SONG.

Tips/Further activities

Students investigate if their classmates go to the different celebrations. Students read the survey and investigate four (4) classmates. SEE SAMPLE SURVEY. Example:

1. Do you participate in the celebrations and festivals of your region?

Yes _____ No _____

2. What celebrations and festivals do you usually participate in?

- Fiesta Palmares
- Festival de la Luz
- Virgen de los Angeles Pilgrimage
- Festival del Mar
- Puntarenas Carnaval
- Other: _____

...SEE SURVEY PROVIDED.

3. REPORT YOUR ANSWERS. SEE THE EXAMPLE PROVIDED.

Luis participates in different celebrations and festivals. He usually goes to Fiesta Palmares. He likes to eat typical food, go to the parades and watch the "tope". He enjoys going to the bullfights.





TEACHER'S GUIDE
GRADE 4 - UNIT 5
LISTEN

Pre-listen

Schema Building: **CYBERLAB KID PLATFORM**

- Activate background knowledge by having students read the different ingredients of the two recipes provided.
- Students have to listen to the name of the ingredient. Then students click on the picture related to the name of the ingredient..




While-listen

Grouping
- Individual work

Setup:

Each student should have a headphone. The teacher writes the steps for a recipe. Students must order the recipe. Then the teacher brings pictures of verbs for the preparation of recipes.
Example: add, heat, serve, cook

While-listening

- Students listen once to the steps for the preparation of gallo pinto and rice pudding. Students listen the first time.
- Students a second time. When students listen a second time, the script of the conversation appears. Students listen and read simultaneously.
- Students order the steps of the recipes. Students can click on the refresh button  if they want to listen again.

Example:

Recipe 1. Gallo Pinto

__2__ Add beans. __1__ Heat the oil and fry the onions. __3__ Add the cooked rice and lizano sauce. __4__ Add salt to taste. __5__ Serve with eggs for breakfast.

Recipe 2. Rice Pudding.

__2__ Add the cinnamon sticks, milk, sugar and the vanilla. __3__ Cook this mixture for a few minutes. __1__ Wash the rice and cook it in water for 20 minutes. __4__ Place the pudding in separate recipients.

- Now students click on the ABC button  to test their understanding of the conversation.
- Activity 1 and 2: STUDENTS CLICK AND HOLD THE STEP. THEN STUDENTS DRAG THE STEPS "DOWN" UNTIL THE RECIPE IS PLACED IN THE CORRECT ORDER.



Add the cinnamon sticks, milk, sugar, margarine, and the vanilla

Cook this mixture for a few minutes.

Wash the rice and cook it in water for 20 minutes.

Place the pudding in separate recipients.

Post-listen

Post-Listen. Students click on the pink ABC button  to practice more.

Choose the best response.

What is your favorite dessert?

- A) It is strawberry milkshake.
- B) It is hamburgers.



Question 1 of 5

Clear

Back

Skip

Submit

- Students choose the right answer. Example: 1. What is your favorite dessert? A. It is strawberry milkshake. B. It is a hamburger. 2. What is your favorite main course? A. I like eating cheese cake. B. I enjoy eating hamburgers and French fries.

Tips/Further activities

Tips for the teacher.

- Advice students to pay special attention to the order of the recipe.
- Practice different types of recipes by having students place the correct verb in the correct step, Example: HEAT the oil. CHOP the onions. SERVE with eggs.



TEACHER'S GUIDE
GRADE 4 - UNIT 5
LANGUAGE STUDY

Pre-activity

Schema Building: CYBERLAB KIDS PLATFORM

- Students practice recipes. To do this, the teacher writes incomplete steps on the board. Example: _____ for 20 minutes. _____ cinnamon sticks. _____ the oil. Then, she writes a list of verbs, such as HEAT, ADD, COOK. Students place the verbs correctly. Then students repeat the steps after the teacher.
- The teacher writes dates on the board. Example: in January, in February, in March, in April, in May, etc. Students repeat the dates.
- The teacher asks students to brainstorm celebrations.

Students say statements and questions about celebrations orally. Example: When / Where is Palmares Fair celebrated? *Palmares Fair is celebrated in January. etc.*

CYBERLAB KIDS PLATFORM. *Language Students read the information regarding recipes, celebrations and their dates, and asking and answering questions about the celebrations they like and their favorite typical food.*

Activity

Grouping
Pair work

Setup:

Students look at the language study chart. Students study the charts about examples of steps to prepare recipes (use of action verbs), the different celebrations, and the dates they are celebrated (questions and answers) STUDENTS READ THE VALUES AND ATTITUDES OF THE UNIT .Students can go forward or backwards by clicking the NEXT



Practice Recipes:

- Add margarine.
- Wash the rice.
- Cook for 10 minutes.
- Add salt.
- Chop the onions.
- Heat the oil.

Next >>

STUDENTS CLICK ON THE ABC BUTTONS  TO PRACTICE MORE.

Activity 1. Students read the verbs used for preparing the recipe provided. Students drag the verbs to the correct statement. The teacher checks answers with the students. EXAMPLE: HEAT the oil. COOK for 20 minutes. CHOP the onions. WASH the rice. ADD salt. SERVE in the recipients. (SERVE CHOP ADD WASH HEAT COOK)

Activity 2. Students read the questions about the different festivals and celebrations. Students click on the correct answer. Example:

1. Where is Festival del Mar celebrated?

- a. It is celebrated in Cartago.
- b. It is celebrated in Limón.
- c. It is celebrated in San José.

Post-activity

- **Students practice the activities people can do in the different celebrations.**

MATCH THE ACTIVITY WITH THE FESTIVAL.

- | | | |
|-------------------------------------|-------|-----------------------------|
| 1. Caribbean Music Festival | __5__ | enjoy the beach and the sun |
| 2. Virgen de los Angeles Pilgrimage | __4__ | listen to marimbas |
| 3. Fiestas Palmares | __2__ | go to the Basilica |
| 4. Fiestas de Santa Cruz | __3__ | go to "El Tope" |
| 5. Festival del Mar | __1__ | eat curried fish |

Tips/Further activities

EXTRA ACTIVITY

- Students work on an information gap activity. **SEE ATTACHED INFORMATION GAP ACTIVITY: STUDENT A / STUDENT B.**
- Students ask and answer questions about celebrations in Costa Rica.
- Students complete the sheets.
- Students report answers to class orally.

TEACHER'S GUIDE
GRADE 4 – UNIT 5
READ

Pre-read

Schema Building:

- The teacher reviews the following questions: **Where is the *Palmares* celebrated? / When is *it* celebrated?/ What do you do at the *Palmares fair*?**
- The teacher replaces the name of the fair or celebration and continues practicing the same questions: *Santa Cruz Fair, Festival del Mar, etc.*
- Students give their responses.

CYBERLAB KIDS PLATFORM

- Students listen to the conversation about Santa Rosa Fair. Students listen, read and repeat. Students pay attention to questions and answers.

Read

Grouping
Individual
work

Setup:

- The teacher writes a question with the answer and gives other examples about answering questions about different celebrations.

- Students read information about different celebrations in Costa Rica. Then, students click on the ABC  button to test their understanding of the reading.

RECOMMENDATION FOR READING:

1. Students read the reading selection once.
2. Students read *a second time*.
3. Students answer the questions following the example provided.
4. Students check the answers with a classmate.

Example of questions and answers:

1. **What do you celebrate from March 5th to March 14th?**

- a. **You celebrate Santa Rosa Fair.**
- b. **You celebrate Liberia's Civic Fair.**
- c. **You celebrate Limon Festival.**

2. **When is Dos Rios Popular Fair celebrated?**

- a. **It is celebrated in March.**
- b. **It is celebrated in October.**
- c. **It is celebrated in April.**

Post-read

Students click on the pink ABC button  to practice more.

Match the activities with the months of the year.

1. Virgen de los Angeles Pilgrimage is celebrated C . A. in March
2. Palmares Fair is celebrated D . B. in March and April
3. Liberia's Civic Fair is celebrated A . C. in August
4. Caribbean Music Festival is celebrated B . D. in January
5. Fiesta de Santa Cruz is celebrated E . E. in January

Tips/Further
activities

Tips for the teacher.

- Monitor students as they read. (Students can listen, read and repeat to practice pronunciation)

TEACHER'S GUIDE
GRADE 4 - UNIT 5
WRITE

Pre-write

Schema Building: **CYBERLAB KIDS PLATFORM**

- Students check the diagram with stars.
- Students complete the spaces in the stars with the information of the celebration they have gone to. The information they have to fill in is: **FESTIVAL, WHAT TO DO THERE, WHAT TO EAT THERE, WHEN TO GO THERE, WHAT TO BUY THERE**



Write

Grouping:
Individual
work

Setup:
Students read about celebrations around Costa Rica.

-With the help of the information in the STARS, students write about the celebration they like to go to and the rest of the information. **Example:** *I like to go to Palmares Town Fair. It is celebrated in January. You enjoy the “tote”, the rides, bullfighting, games, street fairs, sports, and many other activities in this fair. You also enjoy eating chicharrones, chorreadas, pozol, and other typical food. You can buy hats, t-shirts, and souvenirs.*

***Students write their own paragraph.

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

Post-write

GROUP READING. *Students read their partners paragraphs. They have to do the following:*

1. Sit with a partner
2. Exchange papers
3. Read the information
4. Complete the chart provided
5. Students complete the following: Name / Date / of the celebrations and What to do there / what to eat there
6. Students write the information in the platform

Tips/Further
activities

Tips for the teacher.

- Monitor students in the three phases: pre / while / post
- Check students spelling
- Check structure of sentences in the paragraphs.
- Students can report information orally in the post activity to practice speaking.



TEACHER'S GUIDE GRADE 4 - UNIT 5 PROJECT AND SURF THE WEB

Pre-activity

Schema Building:

Students read the objectives of the team project: 1. To design a collage about the activities people usually do in different celebrations 2. To present the collage to the students in class.

GROUP FORMATION

Grouping Pair work

Setup:

The teacher forms the groups.

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

STEPS FOR THE TEAM PROJECT

STEP 1. Distribute the different celebrations and festivals among the different groups:

- ◆ Fiestas Palmares
- ◆ Festival del Mar
- ◆ Festival de Sol y Arena
- ◆ Virgen de los Angeles Pilgrimage
- ◆ Caribbean Music Festival
- ◆ Liberia's Civic Fair

STEP 2. Form groups of four and assign them their roles.

Step 3. Design a collage. To do this, students must do the following:

- a. Collect old magazines and newspapers
- b. Cut pictures or images related to activities that are done in the different celebrations and festivals (fairs, rides, etc.)
- c. Use a large chart and paste the different pictures around the chart. Students must use their creativity.
- d. Write the names of the activities below the pictures in the collage.

STEP 4. Design a title for the collage.

Step 5. Students present the collage in class by talking about the different activities in the celebrations.

SURF THE WEB

Students go to the following website:

1. Go to the following website:

<http://www.costaricamap.com/ing/infofiestas.html>

2. Students read the information. Students make a chart of two columns: CELEBRATIONS and ACTIVITIES In column 1, students write the name of the celebration and in column 2, students write one activity that is celebrated.



SAMPLE SURVEY

INVESTIGATE IF YOUR CLASSMATES GO TO CELEBRATIONS.

- READ THE SURVEY AND ASK YOUR PARTNER THE FOLLOWING QUESTIONS.
- INTERVIEW FOUR (4) CLASSMATES

1. Do you participate in the celebrations and festivals of your region?

Yes _____ No _____

2. What celebrations and festivals do you usually participate in?

- Fiesta Palmares
- Festival de la Luz
- Virgen de los Angeles Pilgrimage
- Festival del Mar
- Puntarenas Carnaval
- Other: _____

3. Do you _____ in the celebrations?

- eat typical food
- go to the parades
- watch bullfighting
- watch the sports events
- enjoy the beach and the sun
- watch the processions
- enjoy fireworks
- go to concerts
- listen to music
- enjoy the horse show (tope)
- other: _____

- REPORT YOUR ANSWERS. SEE THE EXAMPLE PROVIDED.

Luis participates in different celebrations and festivals. He usually goes to Fiesta Palmares. He likes to eat typical food, go to the parades and watch the "tope". He enjoys going to the bullfights.



INFORMATION GAP ACTIVITY.

TWO FRIENDS ARE TALKING ABOUT DIFFERENT FAIRS IN COSTA RICA. COMPLETE THE INFORMATION THAT EACH STUDENT PROVIDES DURING THE CONVERSATION.

Student A. Ask your classmate the following questions.

Example of Questions: Where is the *Santa Rosa fair* celebrated? / When is *it* celebrated? / What do you do at the *Santa Rosa fair*?

ACTIVITY	MONTH	PLACE	THINGS TO DO
PALMARES FAIR	JANUARY	PALMARES, ALAJUELA	Bullfights, the "tope", rides, fireworks
<i>Santa Rosa Fair</i>			
<i>Quebrada Grande Fair</i>	April -May	Quebrada Grande, Guanacaste	Bull fights, dances, beauty contest, fireworks, etc.
<i>Diaspora Festival</i>			

TWO FRIENDS ARE TALKING ABOUT DIFFERENT FAIRS IN COSTA RICA. COMPLETE THE INFORMATION THAT EACH STUDENT PROVIDES DURING THE CONVERSATION.

Student B. Ask your classmate the following questions.

Example of Questions: Where is the *Palmares fair* celebrated? / When is it celebrated? / What do you do at the *Palmares fair*?

ACTIVITY	MONTH	PLACE	THINGS TO DO
PALMARES FAIR			
<i>Santa Rosa Fair</i>	August	Santa Rosa, Guanacaste	Bull riding, dance and typical foods.
<i>Quebrada Grande Fair</i>			
<i>Diaspora Festival</i>	August	Limón	Concerts, cultural, afro-Costa Rican food