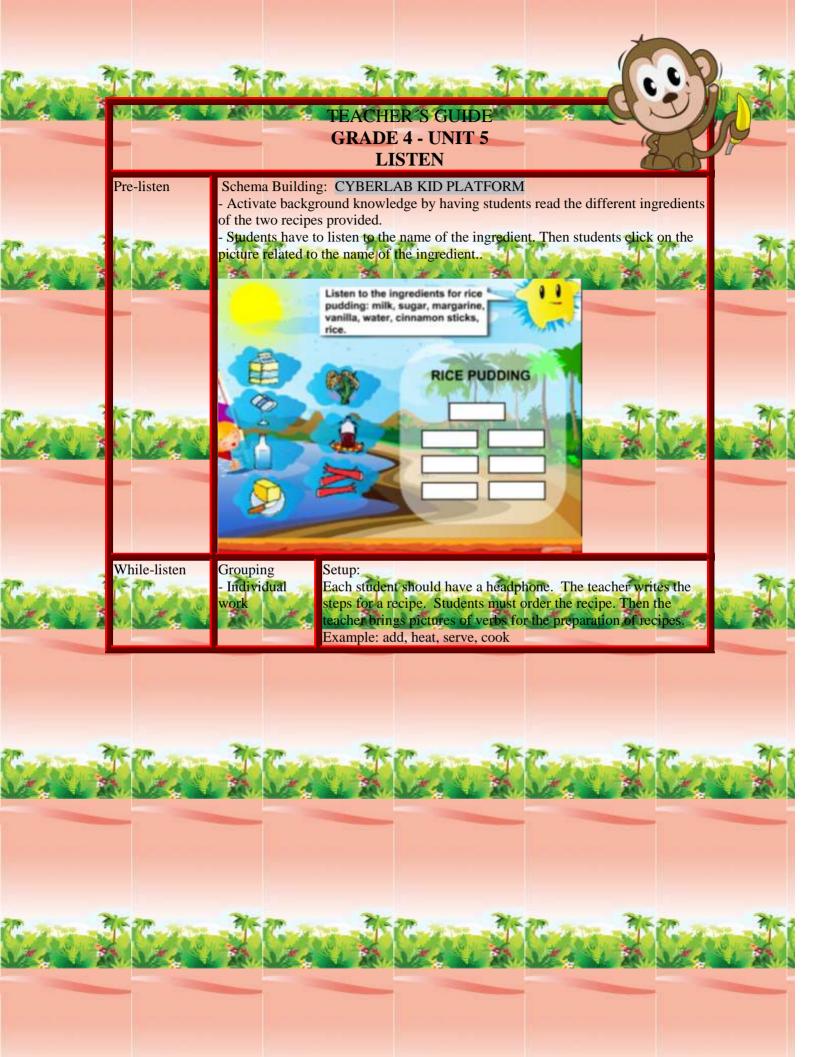
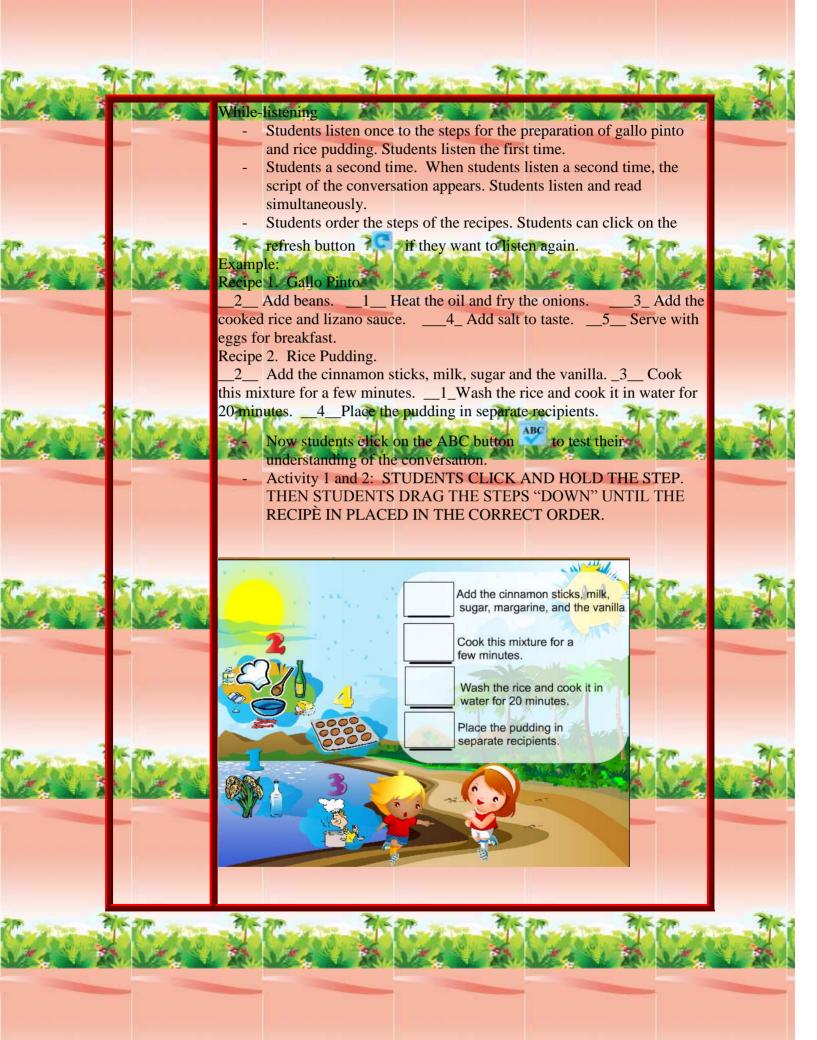
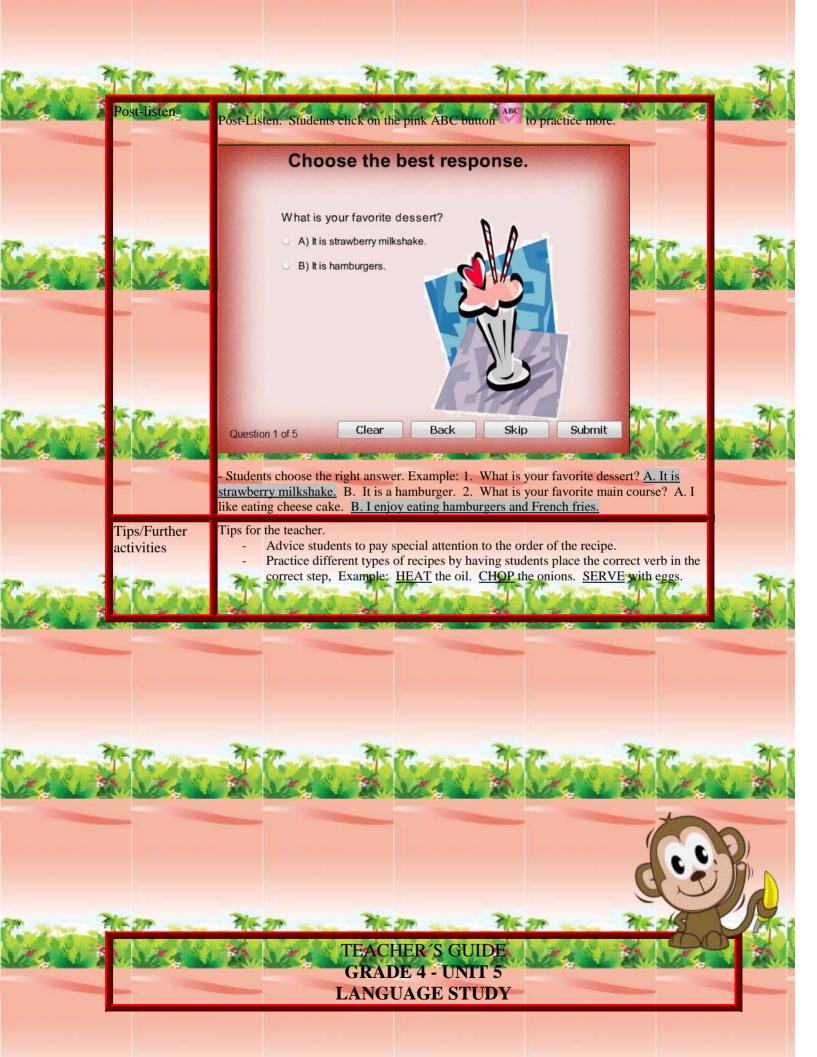
### TEACHER'S GUIDE GRADE 4- UNIT **VOCABULARY AND WARM UP** Pre-activity Schema Building: The teacher activates the students background knowledge about the different celebrations around Costa Rica. The teacher asks questions about the different celebrations and the dates they are celebrated. For example: When is Palmares Fair celebrated? / What do you do at Palmares Fair? 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 to continue or listen again. to start again or Students click on the 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.

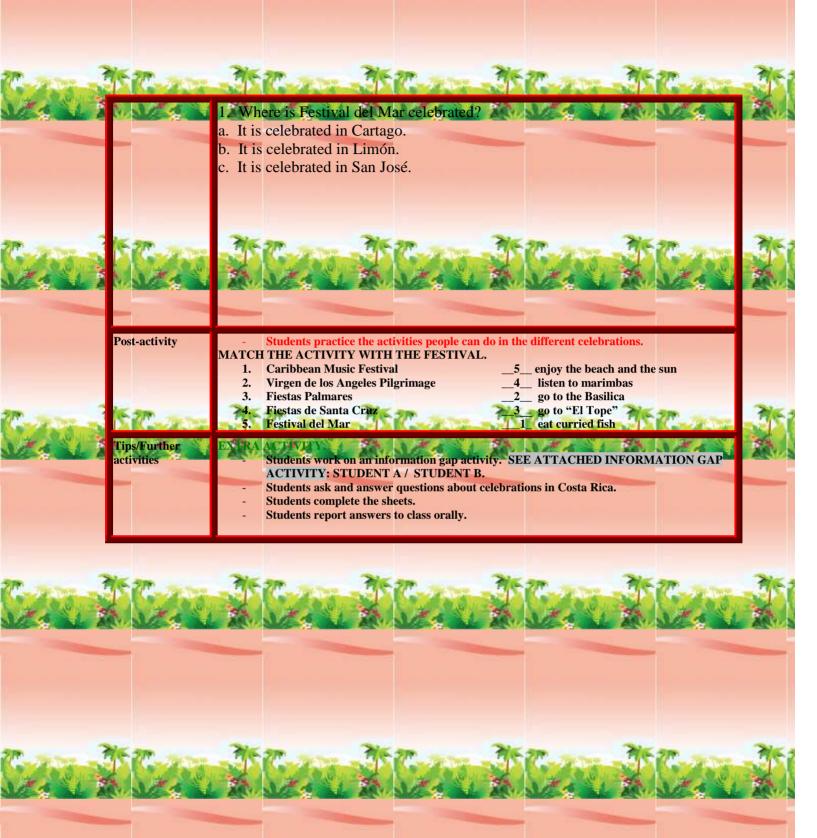






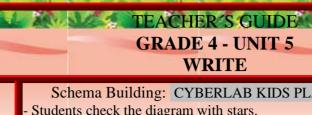






### GRADE 4 – UNIT 5 READ

	READ			
May be seen	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.		
A STATE OF THE STA		+ 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.		
Mary Services		4. Students check the answers with a classmate.  Example of questions and answers:  1. What do you celebrate from March 5 <sup>th</sup> to March 14 <sup>th</sup> ?  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.		
A STATE OF THE STA	Post-read	Students click on the pink ABC button  Match the activities with the months of the year.  1. Virgen de los Angeles Pilgrimage is celebrated  2. Palmares Fair is celebrated  3. Liberia's Civic Fair is celebrated  4. Caribbean Music Festival is celebrated  5. Fiesta de Santa Cruz is celebrated  E. in January  E. in January		
	Tips/Further activities	Tips for the teacher.  - Monitor students as they read. (Students can listen, read and repeat to practice pronunciation)		



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** 

#### WHAT TO DO:

Write Grouping Setup:

Individual Students read about celebrations around Costa Rica. work

-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 "tope", 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

#### GROUP READIN G. Students 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
  - Students write the information in the platform

Tips/Further Tips for the teacher activities

- 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.



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 Setup:
Pair work The teac

The teacher forms the groups.

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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.

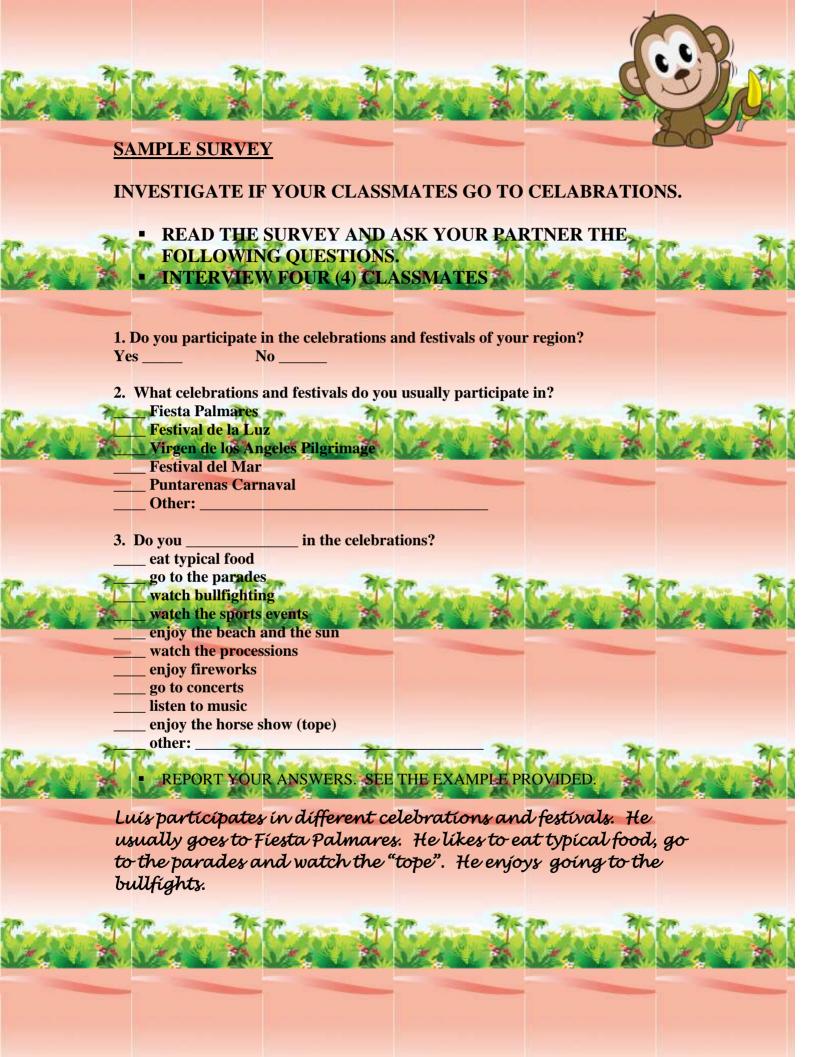
SURF THE WEB

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.





### 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?

I	ACTIVITY	MONTH	PLACE	THINGS TO
				DO
F	PALMARES FAIR	JANUARY	PALMARES, ALAJUELA	Bullfights, the "tope", rides, fireworks
5	Santa Rosa Fair			
1	E27	WE ZIT	NE ZIE	WE ZIT THE
N.	Quebrada Grande	April -May	Quebrada	Bull fights, dances, beauty contest,
	al CALL A		Grande, Guanacaste	fireworks, etc.
	Diaspora Festival		A STATE OF THE PARTY OF THE PAR	
-	Diaspora Festival		A STATE OF THE PARTY OF THE PAR	

# 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 PALMARES FAIR	MONTH	PLACE	THINGS TO DO
Santa Rosa Fair	August	Santa Rosa, Guanacaste	Bull riding, dance and typical foods.
Quebrada Grande Fair			
Diaspora Festival	August	Limón	Concerts, cultural,
The second	A TOP AND A STATE OF		food food