TEACHER´S GUIDE
GRADE 5- UNIT 1
VOCABULARY AND WARMUP

Pre-activity	Schema Building:
	- The teacher writes the following expressions on the board:
	• Paola, this is Susana. Susana , this is Paola. / I'd like you to meet my friend, Carlos.
	• Nice to meet you. Nice to meet you too.
	• May I borrow your eraser?
	• Could you lend me your dictionary?
	• Let's go to recess. / Let's practice the English vocabulary.
	• Would you like to read with me? / How about drinking a soda?
	• Sure. / Great./ No, thanks.
	- The teacher says the expressions and mimes the situations. Students listen and repeat.

Activity	Grouping: -Individual work	Setup: -The teacher brings expressions written in cardboad paper. Example: Nice to meet you. Could you lend me a pen? - The teacher puposes ... ses o ... sk. - Students volunteer and choose the correct response for the expression on the board. - The other students say if the response chosen matches the expression on the borad. - The students repeat the expressions with the teacher.

VOCABULARY
- Make students acquainted of the goals of the unit.
- Have students practice the vocabulary section.
Vocabulary Practice:
Vocabulary 1
Students work in Cyberlab Kids Students click on the arrow keys. Students listen and then repeat the statements. Example: *May I borrow this book, please? / Let's study English. / Have a nice day. / Would you like to go to the movies?/ How about going to the playground?*

WARM UP	Students work in Cyberlab (Warm-up) - Students drag the expressions to complete the short conversation.

DRAG THE EXPRESSIONS TO THE BOX THAT COMPLETES THE CONVERSATION.

Would you like to play soccer?

May I borrow your dictionary?

Hi. This is my friend Alberto.

How are you doing?

See you later.

• Bye, see you tomorrow.

• Hi, nice to meet you.

• Sure. That sounds great!

• Sure, here you are.

• Fine, and you?

Tips/Further activities	**EXTRA ACTIVITY.** Students click on the movie button and sing along. students listen to "how are you?" song. the script is provided to the teacher. the teacher can make copies to students. WEBSITE: http://wearebusybeavers.com See lyrics provided on page 7 of teacher´s guide.

TEACHER´S GUIDE
GRADE 5- UNIT ONE
LISTEN

Pre-listen	Schema Building:
	- The teacher introduces the expression: "Would you like to_____?"; ¨How about_____?¨ ; ¨May I borrow_____?¨
	- The teacher asks students questions like the exmple: *Would you like to practice the vocabulary for five minutes? / Would you like to go to the lab? / How about playing a game?/ How about going to the lab? May I borrow your English book? May I borrow a pen?*
	- The teacher writes responses on the board: ***Sure. / That sounds great!! / Of course. / Great! / No thanks. / Not right now. / No, sorry. / Sure, here you are.***
	- <u>Students work in Cyberlab Kids</u> Students click on the LISTEN section. Students listen to the PRE-LISTEN conversation. Students can click on the "back" arrow keys to listen again.

Listen	Grouping	Setup:
	- Individual work	Each student should have a headphone. Students will listen to a conversation where the expressions "Would you like to_____?"; ¨How about_____?¨ ; ¨May I borrow_____?¨ are used. Students listen and click on the right picture.

While-listening
- Cyberlab Kids Platform. Students click on the arrow keys after the prelisten activity.
- Students listen to the conversation once.
- Students listen to the conversation the second time. When they listen, the ABC button activates. 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 sit in pairs and compare their answers. Example:
Madelaine asks Alejandro to _____a_____.
a. have lunch   b. study   c. play

Post-listen	Post-Listening. Cyberlab Kids Platform. Students listen and read the instructions.
	-Students invite a friend to go <u>to the park</u>, <u>to the movies</u>. To do this, they have to use the expression *"Would you like to…….?"*
	-Students borrow <u>a pencil</u> and <u>an English dictionary</u>. To do this, they have to use the expression *"May I borrow your……..?"*
	-Students write the expressions in the platform. Students read their answers or share the answers with a classmate.
	-The teacher monitors the computers to check spelling.

Tips/Further activities	Supplementary activity
	- The teacher tells students to stand up. She hands out a FIND SOMEONE WHO... activity. Students must ask questions with the expression "Would you like to_____?" or ¨How about _____?¨ according to the information in the activity.

TEACHER´S GUIDE
GRADE 5 - UNIT ONE
LANGUAGE STUDY
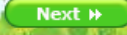

Pre-activity	Schema Building:
	The teacher activates prior knowledge by practicing the following expressions with the students:
	▪ INTRODUCING FRIENDS:
	    A: Pedro, I'd you to meet Susana. B: Hi, nice meeting you.
	▪ GREETING:
	    A: How are you doing? B: Fine, and you?
	▪ SAYING GOOD-BYE:
	    A: See you later. B: Bye. See you tomorrow.
	▪ INVITING:
	    A: Would you like to study? B: Sure.
	▪ BORROWING:
	    A: May I borrow you dictionary? B: Yes, here you are.
	▪ LENDING:
	    A: Can you lend me a pencil? B: I'm sorry. I only have a pen.

Activity	Grouping Pair work	Setup: Students click on LANGUAGE STUDY in Cyberlab Kids Platform. Students listen to the information about expressions regarding greetings and introductions. STUDENTS READ THE VALUES AND ATTITUDES OF THE UNIT. Students can go forward or backwards by clicking the NEXT [Next ▸▸] or BACK [◂◂ Back] buttons.

Students click on the **ABC button** to practice questions and answers regarding greetings and introductions:
Language study; Activity 1.
- Students read the expressions on the left and match them with the responses on the right.
- Students check answers with a classmates
- Students practice the expressions and responses, by role-playing them in front of the class.
Language study. Activity 2.
- The students read the questions.
- Students click and choose the right response.

Post-activity	Students complete the supplementary activities as requested.
	Example: Complete the following spaces with the correct answer. Fill in the blanks with <mark>HAVE, BORROW, HOW, LET'S, SEE, MAY, YOU</mark>
	    1. A:__May_____ I ____borrow____ your math book? B: Sure. Here you are.
	    2. A:____How_____ about going to the playground B: Sure. Let's go
	    3. A:__Let´s____ practice English. B: Ok.
	    4. A: __See___ ___you___ later. B: Bye

Tips/Further activities	EXTRA ACTIVITY: Find someone WHO: Students receive a slip of paper with four questions as follows.
	    a. Would you like to drink a soda with me during recess?
	    b. Would you like to practice the English alphabet?
	    c. Would you like to repeat the new expressions with me?
	    d. Would you like to clean the classroom with me?
	- Students have to move around class and ask their classmates these questions. Students report answers.

TEACHER´S GUIDE
GRADE 5- UNIT ONE
READ

Pre-read	Schema Building:
	- The teacher works with students in the lab and opens the following website: **http://members.tripod.com/coolmelody/index.html**
	- The teacher tells students that this is a website for fifth grade students and that they can sign in to the KOOL KIDS KLUB PAGE (spelling as in the website). Students read the questions.
	-CYBERLAB KIDS PLATFORM Students read the questions and write their responses.
	Students respond to the questions.
	1. What is your name? _____
	2. How old are you? _____
	3. Where do you live? _____
	4. What is your email address? _____
	5. Do you have a pen pal? _____
	6. What is your pen pal's name? _____

Read	Grouping Pair work	Setup: Cyberlab Kids Platform 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.

The teacher will make students aware of the new word: "epals". The teacher asks students if they know what "eplas" are. The teacher asks students if they have "epals".
- Students click on the book to start reading. Students read once.
- Students read *a second time* and write T for TRUE and F for FALSE in the chart provided. (Students use the refresh button to read again)

	TRUE	FALSE
Epals is free for students.		
Epals help students to communicate.		
Epals is a video game.		
Students do team projects with epals.		
Students can borrow pencils in epals.		
Students write about their likes with other students.		

STUDENTS CLICK ON THE ABC BUTTON TO PRACTICE THEIR UNDERTANDING OF THE READING.

Post-read	Students have to make three friends. To do this, they have to investigate friend's names, age, place where they live, and likes. Ask the following questions.
	Students write the answers in the space provided in CyberLab Kids.
	a. What's your name?
	b. What grade are you in?
	c. Where are you from?
	d. What do you like to do?
	Students report their answers to class. Example:
	Her / His name is _____. He / She is in _____ grade. He / She is from _____. He / She likes _____.

Tips/Further activities	**Tips for the teacher**: Students can practice pronunciation as they listen and read the information on the while – read activity.

TEACHER´S GUIDE
GRADE 5 – UNIT ONE
WRITE

Pre-write	Schema Building: - Students work in Cyberlab Kid´s Platform. - Students click on the WRITE section. - Students have to complete the information requested: name, age, parents' names, grade, school, country, likes, e-mail address. - The teacher monitors students to make sure students are writing the information correctly.	
Write	Grouping Individual work	Setup: Practice the following questions with your students: *What's his name? / How old is he? / Where does he study? / What grade is he in? / Where is he from? / What's his e-mail address? / What's his telephone number? / What does he like?*
	- Students use the answers from the pre-activity to write personal information about themselves. Students use the sample paragraph to write the information about themselves. SEE SAMPLE PARAGRAPH. Example: *My name is _____. I am 10 years old. My father's name is _____. My mother's name is _____. I live in _____. I study at _____, and I'm in fifth grade. I like to _____. My e-mail address is _____.* - Students exchange seats in the lab and read their classmates information. Students peer correct. Students read their classmates information and report to class orally. Example: *His name is Juan. He is 10 years old. His mother's name is …*	
Post-write	- Students click on the arrow key to continue working in the post-write activity. - The teacher puts students to work in a question-and-answer activity in Cyberlab Kid´s platform. - Students read the information about Veronica (Student A) and about Esteban (Student B). - Students read the question on the chart on page 2 of the post-write activity. - Students write the answers in the chart provided. - Students read the questions and answers out loud. - Students write the information in paragraph form.	
Tips/Further activities	Tips for the teacher. -Monitor students while they are writing the paragraphs in the while-writing activity. - Monitor atudents while they are asking questions in the post-writing activity. Make sure they are asking the questions correctly.	

TEACHER'S GUIDE
GRADE 5– UNIT ONE
PROJECT AND SURF THE WEB

Pre-activity	Schema Building: Project Objectives: 1. **To investigate about fifth grade students from other countries** 2. **To share the information with your e-pals.** **STEP 1. Write your personal information: a. Personal information b. Likes and dislikes** **STEP 2. Form groups of four students. Choose the roles of your classmates.**

Activity	Grouping Groups of four students	Setup:

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	

STEP 3.   Students have to investigate the personal information of other students around the world.
   a. Personal information (name, parent's name, email address etc)
   b. Likes and dislikes
STEP 4.
Students can investigate in the web. They write the information and the teacher revises their information.
STEP 5.
Students share the information in class about their epals.

Post-activity	**SURF THE NET. Students do the following:** 1. Sign in to ePALS on the following website: http://www.epals.com/ 2. Search for classrooms for ePals in Costa Rica. Follow instructions in the following website: http://www.epals.com/search/maps/?id=homeegnmodule 3. Read the information of countries around the world in the following website: http://www.epals.com/tools/forum/forum.e?bo=167 **Students have to do the following:** - Write the names of the different schools in Costa Rica that belong to *EPALS GLOBAL COMMUNITY*
Tips/Further activities	Further Activity. -Students can visit the same website: http://www.epals.com/tools/forum/forum.e?bo=167 - Students can click on the different subjects below, and read the information from other students around the world.

HOW ARE YOU?

Today Is Monday. Today I´m sleepy. How are you? I´m sleepy too.
Today is Tuesday. Today I´m okay. How are you? I´m okay, too.
Today I feel, today I feel . Happy, Happy. Not angry. Not angry.

Today Is Wednesday. Today I´m bored. How are you? I´m bored too
Today is Thursday. Today I´m hungry. How are you? I´m hungry too.
Today I feel, today I feel . Happy, Happy. Not angry. Not angry.

Today is Friday. Today I´m thirsty. How are you? I´m thirsty too.
Today is Saturday. Today I´m hot. How are you? I´m hot too.

Today is Sunday, Today I´m happy. How are you? I´m happy too.
Today I feel, today I feel . Happy, Happy. Not angry. Not angry.