



# TEACHER'S GUIDE GRADE 5- UNIT 2 VOCABULARY AND WARM UP

Pre-activity

Schema Building:

The teacher activates the students background knowledge about INTERNAL BODY ORGANS AND GENERAL BODY SYMPTOMS

- The teacher brings a picture of the body organs.
- Students look at the pictures. The teacher says the names of the body organs and the students repeat after the teacher.

Activity

Grouping:

-Individual work

Setup: The teacher says the name of a body organ. Students stand up and point to the body organ.

## VOCABULARY

- Make students acquainted with the goals of the unit.

- Have students practice the vocabulary section: INTERNAL BODY ORGANS AND GENERAL BODY SYMPTOMS

### Vocabulary 1

Students click on the body organs. They listen to the name of the body organ. Then they click again and repeat the name of the body organ.

### Vocabulary 2

Students listen to the different symptoms. Example: I have a rash (a picture of a person with a rash appears). Students look at the pictures and they can click on the arrow keys to listen again.

Example: They listen and look at the picture that refers to the instruction. They look at picture # 1 when they click on the first instruction. "1. Take your temperature. 2. Take a pill. 3. Drink a lot of water. 4. Rest for a while. After this, they click again and repeat the instructions.

WARM UP. Students listen to the instructions.

- Students drag the names of the body organs appropriately.
- As students click and drag, the name of the body organ is practiced. Students listen and repeat the names of the body organs.
  - If the name returns, it means that the answer was incorrect.

### WARM UP

Click on the different internal organs. Match them with the drawing in the human body:

- Brain
- Stomach
- Lungs
- Small Intestine
- Large Intestine
- Liver
- Heart

Post-activity

**VIDEO.**

Students click on the **PLAY** button to listen to the song. Students listen to the song called **“Head, Shoulders, Knees and Toes”**.

*Head, shoulders, knees and toes, knees and toes  
Head, shoulders, knees and toes, knees and toes  
And eyes and ears and mouth and nose,  
Head, shoulders, knees and toes, knees and toes.....*

Tips/Further activities

**IN THE BOOK.**

Students look at the picture of the human body with uncolored organs. Students color the internal organs as directed. Example: **COLOR THE HEART RED**; or **COLOR THE LUNGS PINK**, etc.



**TEACHER'S GUIDE  
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LISTEN**

Pre-listen

**Schema Building: CYBERLAB KIDS PLATFORM**

- The teacher activates students' background knowledge by asking students what they do when they are sick.
- The teacher brainstorms information from the students and writes the information on the board.
- Students click on the **LISTEN** section of the platform. Students listen to the prelisten activity.
- Students listen to the steps. Example: **I THINK YOU HAVE A FEVER**. 1. Take your temperature. 2. Take a pill. 3. Drink a lot of water. 4. Rest for a while. (Students do the same for: **I THINK YOU HAVE THE FLU**.)



Listen

**Grouping**

- Individual work

**Setup:**

Each student should have a headphone.

	<p><u>While-listening</u></p> <p><u>Conversation 1</u>: Students listen to the first conversation once. Students listen and pay attention to symptoms and recommendations in the conversation. Students listen a second time when they click on the arrow keys. Students can listen to the conversation and read the script.</p> <p>- Students click on the ABC button to check their understanding of the two conversations.</p> <p><u>Conversation 2</u>. Students listen to the conversation once. Students listen and pay attention to symptoms and recommendations in the conversation. Students listen a second time when they click on the arrow keys. Students can listen to the conversation and read the script.</p> <p>- Students can click on the refresh button  if they want to listen again.</p> <p>Now students click on the ABC button  to test their understanding of the conversation.</p>
<p>Post-listen</p>	<p><u>Post-Listening</u></p> <p>- Students work individually first. Students read the instructions and what is requested. Example:</p> <p>Number 1: Tell a classmate what to do when you have a stomach ache. Use the expression “You should...”</p> <p>1. _____</p> <p>2. _____</p> <p>- Students work in pairs. One student asks the question: What should I do when I have a stomachache. Then the students responds by reading what was written in the platform.</p>
<p>Tips/Further activities</p>	<p><u>Tips for the teacher.</u></p> <p>- Monitor students when they are doing the post-listen activity. Check spelling and statements.</p>



# TEACHER'S GUIDE

## GRADE 5 - UNIT 2

### LANGUAGE STUDY



#### Pre-activity

#### Schema Building:

- The teacher writes on the board an example of a symptom: I HAVE A HEADACHE.
- Students must mime a person with a headache.
- The teacher writes other symptoms and the students mime the symptoms.
- Then the teacher writes instructions about diseases: GO TO THE DOCTOR. STAY IN BED.
- Students brainstorm other instructions. Example: Take a pill.

#### Activity

#### Grouping Pair work

#### Setup:

Students look at the language study chart. Students study the charts about different symptoms (I have a fever.) and about following instructions when a person is sick (Go to the doctor. Take a pill). Students can go forward or backwards by clicking the NEXT

Next ►

or BACK

◄ Back

buttons. Then they read the values and attitudes of the unit.

#### ACTIVITY 1.

- Students click on the ABC to practice the language study  
- Students read the symptoms and the diseases. Students have to match the symptom with the disease. Example:

1. I want to throw up.            \_\_\_ 1 \_\_\_ I have a stomach ache.
2. My body itches.                \_\_\_ 3 \_\_\_ I have the flu.
3. I have a runny nose.          \_\_\_ 4 \_\_\_ I have a fever.
4. I have chills.                  \_\_\_ 6 \_\_\_ I have a headache.
5. I am coughing.                \_\_\_ 2 \_\_\_ I have a rash.
6. My head hurts.                \_\_\_ 5 \_\_\_ I have a sore throat.

#### ACTIVITY 2.

- Students click on the ABC to practice the language study.  
- Students choose the right answer regarding symptoms and recommendations. Example:

1. I have a cold.    A. Stay home and rest.    B. Go to the park and play.
2. I have a stomachache.    A. Take your temperature.    B. Drink some water and rest.
3. I have chills.    A. Go out and play.    B. Take your temperature.

#### Post-activity

**ON THE BOOK:** Students read the following instructions given by the nurse and decide which of the instructions belong to the disease. Put a tick on the instructions that refer to the disease.

#### I HAVE A COLD.

- Play at the park all day.
- Stay home and rest.
- Go to the swimming pool.
- Play with water.
- Drink lots of water.
- Check your temperature.

#### I HAVE A FEVER.

- Check your temperature.
- Stay in bed.
- Don't go to the doctor.
- Don't take a pill.
- Drink lots of water.
- Take two acetaminophen pills.

#### Tips/Further activities

#### EXTRA ACTIVITY.

Students visit the following website: <http://www.learntobehealthy.org/kids/>  
Students join for free and do the activities in Susan Brynes School.

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READ

Pre-read

Schema Building: (For the students )

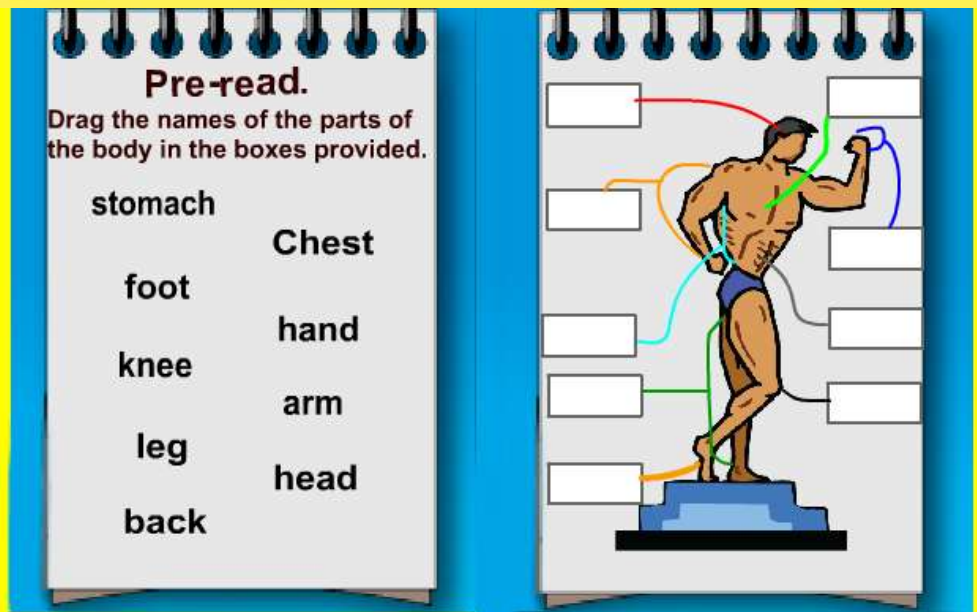
-The teacher reviews the parts of the body. The teacher places a picture of the human body on the board.

- The teacher gives students a set of flashcards with the names of the parts of the body:

**HEAD**

**SHOULDERS**

- Students place the names of the human body correctly.
- CYBERLAB KIDS PLATFORM: Students work on the interactive activity. They drag the name of the part of the body in the corresponding box that describes the part of the body.



While-read

Grouping  
Individual work

Setup:

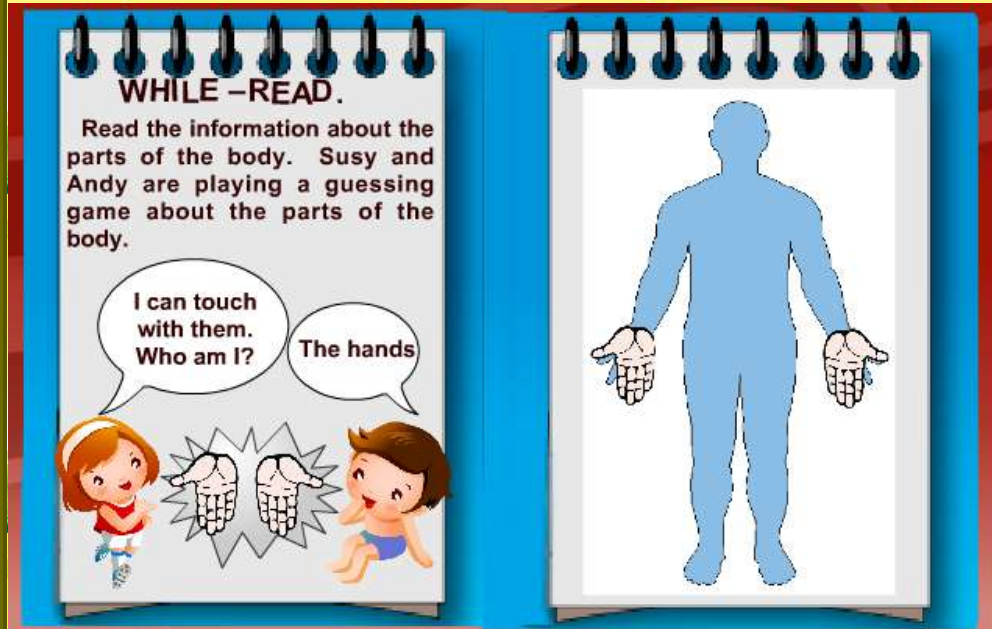
- The teacher tells students to name the parts of their body. The teacher plays SIMON SAYS: *Simon says to touch your hands; Simon says to touch your feet, etc.*

Students read information about the different parts of the body.

EXAMPLE:

Q: I can see with them. Who am I?

A: The eyes



#### RECOMMENDATION FOR READING:

- Students read the reading selection once.
- Students read *a second time*.
- As students listen and read, the parts of the body are highlighted in the human body.

Then students click on the ABC button to practice their understanding of the reading. Example: Students have to choose the correct response.

1. I can touch with them. A. the eyes B. the hands
2. I can see with them. A. the eyes B. the mouth....and so forth

Post-activity


Students play a HANGMAN game. They have to write the name of the correct part of the body by spelling the letters on the space provided. Wrong guesses will make students lose.





Post Read  
I can see with them.


E E



A Y C H  
E F B G  
D J S O

I can jump with them.

L G



A E C H  
L F B G  
D J S O

Tips/Further activities

Tips for the teacher.

- The teacher checks students spelling.
- The teacher makes students pronounce the different words they come out with during the hangman game.

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WRITE

Pre-write

Schema Building:  
Students complete the bubbles with instructions related to the disease provided: FLU.

**Pre-Writing**

Complete the bubbles according to the pictures. Write in the bubbles what you do when you have the flu.

take your temperature

**You have the flu**

Write

Grouping  
Individual work

Setup:  
Students check the answers in the bubbles or boxes. Students can work on different diseases: a cold, a stomach ache, fever, diarrhea, rash, etc.

-With the help of the information in the STAR and the BOXES, students write about the instructions on what to do when you have a disease.

**WRITING**

Write a short paragraph about what you do when you have a disease: the flu, a stomach ache, fever, diarrhea, or a rash.

Example paragraph:

When I have a cold, I stay home and rest. I drink a lot of water, and I take my temperature. I take a pill if I have a fever. I do not play with my friends. I do my homework or watch television. If I don't get well, I go to the doctor with my mother.

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





Post-write

Students do a survey to one another about getting sick. Ask the following questions. Sam survey in Cyberlab Kids Platform.

**Post-writing**

Do a survey to one of your classmates about getting sick. Ask the following questions.

- How often do you have the flu?
  - once a month
  - twice a month
  - once a year
- Do you have a runny nose when you have the flu?
  - never
  - always
  - sometimes
- Do you have a fever when you have the flu?
  - never
  - always
  - sometimes
- Do you cough when you have the flu?
  - never
  - always
  - sometimes
- How often do you have a stomachache?
  - every week
  - once a month
  - once a year

Students complete the chart in the post-write section of Cyberlab Kids Platform.

**Post-writing**

REPORT YOUR ANSWERS TO THE REST OF THE CLASS ORALLY. EXAMPLE:

Pedro has a cold once a year. He usually has a runny nose. He never coughs. He sometimes has a fever. He has a stomachache once a year, and he vomits when he has a stomachache. He sometimes has a diarrhea. He has a rash once a year. He always goes to the doctor when he is sick.

Do you...	NEVER	ALWAYS	SOMETIMES
FLU?			
RUNNY NOSE?			
FEVER?			
COUGH?			
STOMACHACHE			

\*\*\* Students report their answers: *Raul has a cold once a year, etc.*

Tips/Further activities

The teacher should monitor students in the while-write and post-write sections. It is important to check their spelling and structure of the sentences. The teacher should make students write the responses of the survey in sentence form. This helps students to report their answers.

# TEACHER'S GUIDE

## GRADE 5 - UNIT 2

### PROJECT AND SURF THE WEB



#### Pre-activity

#### Schema Building:

Students read the objectives of the team project:

#### Objectives:

- To investigate about the symptoms and treatment of the different diseases.
- To display the information about symptoms and treatment of common diseases on a bulletin board in school.

#### 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 Sees that everybody participates 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.** Investigate the symptoms and treatment of the following diseases: flu, dengue, measles, mumps, diarrhea, cold, chicken pox. Each group investigates one disease.

**STEP 2** First, investigate 3 symptoms. To display the symptoms, use pictures.

**STEP 3.** Now investigate 3 treatments. Write the treatment below the symptoms. Use as many pictures as possible.

**STEP 4.** Prepare an oral presentation about the disease you investigated about. Make sure you practice reading the information with your teacher.

**STEP 5.** Display the information in the bulletin board of your classroom and explain the information to your classmates.

#### SURF THE WEB

**Students go to the following website:**

**[http://www.mdtravelhealth.com/destinations/mamerica\\_carib/costa\\_rica.html#7](http://www.mdtravelhealth.com/destinations/mamerica_carib/costa_rica.html#7)**

1. What are the vaccines recommended for travelers?
2. What is "traveler's diarrhea"?
3. How many cases of dengue fever have been reported by July 2007?
4. What are water precautions?
5. What are some food precautions?