



## TEACHER'S GUIDE GRADE 5- UNIT 3 VOCABULARY AND WARM-UP

Pre-activity

Schema Building:

- The teacher activates the students' background knowledge about family members. The teacher asks questions about students' family members. Example: *What's your mother's name? What's your father's name? Who are your grandparents? What's your grandmother's name? etc.*
- The teacher writes family relationships on the board. The teacher makes emphasis in possessive forms: *MARIA IS LAURA'S SISTER. / SUSANA IS GERARDO'S GRANDMOTHER, etc.*

Activity

Grouping:

-Individual work

Setup: The teacher brings a family tree to class. Students write family relations. Students review the statements on family relations. Students repeat the statements after the teacher.

### VOCABULARY

- Make students acquainted with the goals of the unit.
- Have students practice the vocabulary section: FAMILY RELATIONS
- Students click on the vocabulary section of CYBERLAB KIDS PLATFORM and listen to the family relations. Students click on the arrow keys to continue.

#### Vocabulary Practice:

##### Section 1

Students click the family tree provided. Students repeat the family relations. Example: *Laura and Juan are Maria Fernanda's grandparents. / Thomas and Gloria are Maria Fernanda's grandparents. / Claudio and Lucy are brother and sister. / Maria Fernanda, Esther, Veronica and Alfredo are brother and sisters.*

##### Section 2

- Students click on the pictures and understand family relations.

*Laura and Juan are Elida's **parents**.*

*Laura is Elida's **mother**.*

*Juan is Elida's **father**.*

#### WARM -UP

- Students read the incomplete statements. Students look at the family tree.
- Students listen to the family relations. Example: Students drag the name JUAN to the box that says "father" on the family tree.

**Complete the following family tree. Read the family relations. Drag the names of the members of the family correctly.**

1. My father's name is **Juan**.
2. My mother's name is **Carmen**.
3. **Pedro** is my father's brother.
4. **Sara** is my sister,
5. **Giseia and Oscar** are my mother's parents.
6. **Francisco and Saray** are Juan and Pedro's parents.
7. **Adrian** is my brother.

Post-activity

VIDEO. Students click on the play button and sing The HOUSE SONG.

Extra Activity

Students have to complete part of their family tree by writing the names of the members of their family (look at the diagram provided). Then they have to answer the questions. Sample questions:

1. What is your father's name? \_\_\_\_\_
2. What is your mother's name? \_\_\_\_\_
3. What is your uncle's name? \_\_\_\_\_

## TEACHER'S GUIDE GRADE 5 - UNIT 3 LISTEN



Pre-listen

Schema Building: CYBERLAB KIDS PLATFORM

Students listen to the information about the things Veronica and Esther like and dislike doing.

- After they have read the information, they have to mark in the chart provided the activities Veronica and Esther like doing. They have to put an ( x ) on Esther's activities and an ( o ) on Veronica's activities. See sample chart:

VERONICA ESTHER





While-listen

Grouping  
- Individual work

Setup: CYBERLAB KIDS PLATFORM  
Each student should have a headphone.

**While-listen. Students LISTEN TO THE CONVERSATION ABOUT LUISA'S FAMILY ALBUM.**

- 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.
- 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. **Example:**

What do Luisa's grandparents like to do?

- A. They like to watch TV.
- B. They like to read the newspaper.
- C. They like to wash the car.

**Post-listen**

**Post-Listening**

Work in pairs. Talk to a classmate and do what is requested:

Number 1: Ask a friend the likes of his/her family. Use the expression "What does your father like doing...?"

1. \_\_\_\_\_
2. \_\_\_\_\_

Ask a friend the dislikes of his/her family. Use the expression "What does your father dislike doing...?"

1. \_\_\_\_\_
2. \_\_\_\_\_



**TEACHER'S GUIDE  
GRADE 5 - UNIT 3  
LANGUAGE STUDY**

**Pre-activity**

**Schema Building:**

- The teacher asks students to respond to questions about the likes and dislikes of their members of the family. Example: What does your mother like to do? What does your mother dislike doing?
- The teacher asks both types of questions to trigger the use of "like to do" and "like doing". (the same procedure for DISLIKE).
- Students play a memory game. One student says: MY MOTHER LIKES TO COOK. The other student says: Raul's mother likes to cook. My mother likes to read the newspaper. The next student says: Raul's mother likes to cook. Esteban's mother likes to read the newspaper. My father likes to watch TV.

Activity

Grouping  
Pair work

Setup:

Students look at the language study chart. Students study the charts about family relations, likes and dislikes of the family, and questions about likes and dislikes. Example: *Laura is my sister. What does Laura like to do? She likes to watch TV.* Students can go forward or

backwards by clicking the NEXT

Next ▶

or BACK

◀ Back

buttons.

*STUDENTS LISTEN AND READ VALUES AND ATTITUDES.*

Family relations:

- Lucy is Robert's wife.
- Verónica is Alfredo's sister.
- Esther and Verónica are Elida and Claudio's daughters.
- He is my brother.
- She is my sister.

Students click on the  ABC buttons to practice the language study.

**ACTIVITY 1.** Students read the questions about the family relations and about likes and dislikes. Students must choose the answer that corresponds with the question. Example: Choose the right answer.

1. What is your mother's name?

- a. My mother's name is Sandra.      B. She likes cooking

**ACTIVITY 2.**

- Students practice family relations. To do this, students complete the statements with the correct family member. Example:

1. My mother's sister is my \_\_\_\_\_. A) cousin B) aunt

2. My father's son is my \_\_\_\_\_. A) brother B) uncle

3. My mother's mother is my \_\_\_\_\_. A) aunt B) grandmother

4. My mother's father is my \_\_\_\_\_. A) grandfather B) uncle

5. My brother's sister is my \_\_\_\_\_. A) cousin B) sister

Post-activity

- Students draw their own family tree.

- Students write their family relations.

Tips/Further activities

**EXTRA ACTIVITY.**

- Students go to the following website:

<http://www.quia.com/jg/856170.html>

- Students click on the MATCHING section.

- Students do the interactive activity.

# TEACHER'S GUIDE GRADE 5 – UNIT 3 READ



Pre-read

Schema Building: (For the students )

- Students brainstorm examples of everyday activities.
- Students say what activities they like and dislike as well as their family members' activities.

Students do the interactive activity on CYBERLAB KIDS PLATFORM. Students read the questions and write the answers on the space provided.

While-read

Grouping

Individual work


Setup:

- The teacher brings pictures of different parts of the house. Students review IN THE LIVING ROOM, IN THE DINING ROOM, IN THE KITCHEN, IN THE BEDROOM. IN THE BALCONY
- The teacher asks students for one activity students do in the different parts of the house.

- Students read to about the situation related to father and daughter similarities and differences: Robert and Susy

**Situation.**

**Robert and Susy are participating in a school contest called "FATHER AND DAUGHTER MATCH". Let's listen to the interview done to Susy's father during the contest. (STUDENTS LISTEN TO THE INTERVIEW)**

- After they have listened twice, students listen to a summary of Susy's father responses to the interview, and students click on the ABC button  to test their understanding of the reading.

Example:

1. Susy's father likes to play basketball. True  False
2. Susy likes to play basketball. True  False

**RECOMMENDATION FOR READING:**

- Students read the reading selection once.
- Students read *a second time*.
- Students look read the questions and answer these questions based on the information provided.

Post-read

- Students answer questions about the activities their families do.

What does your family do at home? Example: My mother watches TV in the living room.

Say what they do in the following parts of the house:

Living room, dining room, bedroom, kitchen

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

Tips/Further activities

Tips for the teacher.

- Students can listen to the reading script and practice pronunciation.
- Make students listen and read simultaneously.

TEACHER'S GUIDE  
GRADE 5 - UNIT 3  
WRITE



Pre-write

Schema Building: CYBERLAB KIDS PLATFORM

Students complete a VENN DIAGRAM about the likes and dislikes of their mother and father. SAMPLE VENN DIAGRAM.

- Students write the similarities and differences of activities of both mom and dad in the center.

While-write

Grouping  
Individual  
work

Setup:

Students check the answers in the bubbles or boxes.

-Students write a short paragraph about the similar and different activities their mother and father like or dislike doing

. **Example:** My mother likes to to eat pizza , but my father dislikes eating pizza. He likes to eat hamburgers and French fries. My father likes to read the newspaper, but my mother likes to read books.

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

**Post-write**

- Students listen to the information delivered by their classmates about the likes and dislikes of their mother and mother.

- Students report the information to class. To do this, students write a short paragraph about their classmates' information. EXAMPLE:  
Jose's mother likes to eat pizza, but his father dislikes eating pizza. He likes to eat hamburgers and French fries. His father likes to read the newspaper, but his mother likes to read books.

**Tips/Further activities**

- Monitor students when they are working in the three stages of writing (pre, while and post)
- Check spelling and the structure of the sentences.
- Have students read out loud their short paragraphs.



**TEACHER'S GUIDE**  
**GRADE 5 - UNIT 3**  
**PROJECT AND SURF THE WEB**

**Pre-activity**

**Schema Building:**

Students read the objectives of the team project:

**Objectives:**

- To investigate about the furniture in the living room, dining room, kitchen, bathroom, laundry and bedroom.
- To show the names of the furniture in the different parts of the house with a "maqueta".
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**GROUP FORMATION**

**Grouping**  
Pair work

**Setup:**  
The teacher forms the groups.

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

**STEPS FOR  
THE TEAM  
PROJECT**

**STEP 1.** Divide the class into different groups and assign them the part of the house they have to investigate about: living room, bathroom, bedroom, kitchen, dining room, laundry

**STEP 2.** Tell students that they have to investigate the names of the different furniture related to the part of the house they have been assigned to.

**STEP 3.** After students have found the names, they have to design a “maqueta”, simulating the part of the house (the living room, for example), and place the furniture in the different parts of the living. Then they have to put the names of the different furniture next to the design.

**STEP 4.** Students bring the “maqueta” to class and talk about the furniture in the different parts of the house.

**SURF THE  
WEB**

1. Go to the following website: <http://www.quia.com/jg/856170.html>
2. Do the interactive activities related to likes and dislikes:
  - a. Flashcards b. Concentration, c. Word search
3. **Enjoy practicing “likes and dislikes”.**