



TEACHER'S GUIDE GRADE 5- UNIT 6 VOCABULARY AND WARM UP

Pre-activity

Schema Building:

- The teacher activates the students' background knowledge by telling students to brainstorm the names the different places around Costa Rica: Arenal Volcano, Pacuare River, Manuel Antonio National Park, Tortuguero, etc.
- The teacher write different activities you can do on these places: , horse back riding, river rafting, mountain climbing, windsurfing, swimming, fishing, sunbathing, etc.
- Students match the activities with the places. Example: *You can go horse back riding in Arenal Volcano.*

Activity



Grouping:

- Individual work

Setup: Students repeat the questions and the answers. Students report the answers about their classmates who like visiting different places around Costa Rica: Jise likes to visit Arenal Volcano; Raul likes to go to Mount Chirripó, etc.

VOCABULARY

- Make students acquainted with the goals of the unit.
- Have students practice the vocabulary section: COSTA RICAN BEAUTIES

Students click on the  to start again or  to continue

Section 1 Students click on the different places around Costa Rica. They listen and repeat. For example: There are many beaches in Costa Rica. A popular beach is Manuel Antonio Beach.

Section 2

Students listen to statements about the different activities you can do around Costa Rica. For example You can go horse back riding at Volcan Arenal.



WARM-UP

Students listen to the instructions. Students listen to the information, Then students drag the picture of the correct answer to the correct question. Example of questions: What can you do at Manuel Antonio? You can go wind surfing (students drag the picture to the box where the question is written).

Post-activity

Students click on the PLAY button. Students view

Tips/Further activities

Students visit the following website: http://costa-rica-guide.com/top_ten.htm

- Students write one characteristic of the top ten places in Costa Rica according to the information provided.

TEACHER'S GUIDE

GRADE 5 - UNIT 6

LISTEN



Pre-listen

Schema Building: **CYBERLAB KID PLATFORM**

- Students read the instructions and they complete the chart by asking questions to a classmate. Example: *Have you visited Manuel Antonio Beach? / What can you do at Manuel Antonio Beach?*

QUESTIONS	ANSWERS	QUESTIONS	Answers
Have you visited ...?	Yes I have. / No I haven't.	What can you do at ... ?	You can _____.
Manuel Antonio Beach			
Pacuare River			
Mount Chirripo			
Volcan Arenal			
La Fortuna Waterfalls			

Listen



Grouping
- Individual work

Setup:
Each student should have a headphone. Students listen to the conversation about Manuel Antonio Park.

While-listening

- Students listen to the conversation between Michelle and Marianne about Manuel Antonio National Park. 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. Now students click on the ABC button  to test their understanding of the conversation.

- Students choose the right answer for conversation 1. Example:

1. Michelle has visited _____.

A. Manuel Antonio Park B. Mount Chirripò C. Arenal Volcano

2. In Manuel Antonio Park, you can _____.

A. go to the beach b. visit a Volcano c. enjoy rides

Post-listen

Students work in pairs. Students talk to a classmate and do what is requested:

Number 1: Ask your classmate if he / she has visited different places in Costa Rica, like for example: La Fortuna Waterfall, Manuel Antonio National Park. Use the expression "Have you visited.....?"

1. _____

2. _____

Number 2: Ask your classmate what he /she can do in different places around Costa Rica, like for example: Arenal, Irazu Volcano. Use the expression "What can you do at.....?"

1. _____

2. _____

Tips/Further activities

Tips for the teacher.

1. Have students listen and repeat the information about the different places around Costa Rica
2. Walk around class and check students conversation related to the post-listen activity.



TEACHER'S GUIDE
GRADE 5 - UNIT 6
LANGUAGE STUDY*****

Pre-activity

Schema Building: CYBERLAB KIDS PLATFORM

- The teacher writes on the board the following questions and statements:
Are there malls in San Jose? Is there an airport in Costa Rica? Yes, there are. Yes, there is. / Or statements like: People like to visit parks in San Jose. / Liberia is hot. Cartago is cool.
- Students listen and repeat.

Activity

Grouping
Pair work

Setup:

Students look at the language study chart. Students study the charts about the use of there is and there are (Is there a park in Alajuela? Yes, there is), about statements with "like to" (People like to go to the beach), and about descriptions of places (Cartago is cool).
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 BUTTONS  TO PRACTICE MORE.

Activity 1. Students read the questions and answer with YES, THERE IS or YES THERE ARE. Example: Is there a church in San Jose? Yes, there is.

1. Are there hotels in Costa Rica? _____.
2. Are there malls in Costa Rica? _____.
3. Is there a museum in Costa Rica? _____.
4. Are there parks in Costa Rica? _____.

Activity 2. Students read the questions and answer with NO, THERE ISN'T or NO, THERE AREN'T. Example: Is there an airport in San Jose? No, there isn't.

1. Is there a movie theatre in Tibas? _____.
2. Are there airports in Cartago? _____.
3. Is there a park in Monteverde? _____.
4. Are there malls in Tibas? _____.

Post-activity

-Students complete the spaces with words from the word bank.

_____ are many places to visit in Costa Rica. There _____ hotels and restaurants around Costa Rica. People _____ to visit the parks and the beaches. People like to _____ Mall San Pedro and TerraMall. People like to go to Cartago, too. There _____ a church in Cartago. Cartago is a _____ place.

visit
are

cool
there

is
like

Tips/Further activities

EXTRA ACTIVITY.

Students go to the following website:

http://www.costaricaphotos.com/v/Buildings_Landmarks/

Students look at the pictures. Students ask questions related to the landmarks in the students' communities or neighborhoods. Example: Are there clubs in your community? Is there a cemetery in your community?



TEACHER'S GUIDE
GRADE 5 – UNIT 6
READ

Pre-read

Schema Building: (For the students)

-The teacher divides the class in two groups. The teacher gives two sets of slips of paper to each group. One set contains descriptions of activities people like to do.

Example:

People like to go to malls.

The other set contains names of places. Example:

CARTAGO, PALMARES, ETC.

Each team reads the paper of the activity people like to do, and the other team chooses the place, and vice versa. The team that gets more right answers is the winner.

CYBERLAB KIDS PLATFORM

Students do the pre-activity. Students drag the description of the place to the appropriate box.


Read

Grouping
Individual
work

Setup:

- The teacher writes a question with the answer and gives other examples about answering questions about the activities people do in different places.

- Students read information about places to visit around Costa Rica.

Then, students click on the ABC  button to test their understanding of the reading.

RECOMMENDATION FOR READING:

- Students read the reading selection once.
- Students read *a second time*.
- Students do a multiple choice about the reading selection.
- Students check the answers with a classmate.

Example of the multiple choice:

1. In Cartago, people like to visit _____.
 - a. the park
 - b. the church
 - c. the hotels

Post-read

Students answer two questions about a place they like to visit and the activity they like to do in that place:

1. What places do you like to visit in your province?

2. What do you like to do there?

The teacher checks the answers with the students.

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 5 - UNIT 6 WRITE

Pre-write

Schema Building: **CYBERLAB KIDS PLATFORM**

- Students do a survey among their classmates.

Is there....? Are there....?	What do people do at the?	What is the name of the
Park in San José		
Hotels in San José		
Church in San José		

- Students ask oral questions: *Is there a park in San Jose? What do people like ti do at the park?*

Write

Grouping
Individual
work

Setup:

Students read their answers and listen to their classmates' answers regarding the 'survey on places to visit.

-With the help of the information in the survey, students write about the different places to visit and what people like to do there. **Example:**

There's a park in San José. People like to read at the park. The most popular park is Parque Central.....

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

1. Sit with a partner
2. Exchange papers
3. Read the information
4. Check spelling and punctuation

Post-write

Students click on the different places of the community and practice the names. As they click on the pictures, the names appear on the lines on the right side.

POST WRITE.
Click on the different places of the community and practice the names.

2. Bookstore.

3. Hospital.

1. Hotel.

Tips/Further activities

Supplementary activity:

- Monitor students in the three phases: pre / while / post
- Check students spelling
- Check structure of sentences in the paragraphs.



TEACHER'S GUIDE GRADE 5 - UNIT 6 PROJECT AND SURF THE WEB

Pre-activity

Schema Building: Students read the objectives of the team project

1. To investigate the different landmarks in my community.
2. To describe the different landmarks in my community with a “maqueta”.

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. Investigate the different landmarks in the community: park, church, stores, mall, cyber café, pharmacy, supermarket, movie theatre (cinema), museum, bank, school, university, etc.

STEP 2. Distribute the different communities:

- Tibas, Palmares, Cartago, Moravia, San Pedro, Curridabat, Tres Rios
- Other (students can choose a specific community)

STEP 3. Students locate a specific area in the community and create a “maqueta”.

- Students collect recycled materials and make house / small buildings that represent the different places.
- Students place the buildings in a piece of cardboard.

STEP 4. Students describe the different places. To do this, students write sentences like the following: *“There is a park in Tibas. People like to sit and read the newspaper in the park. There’s a supermarket in Tibas. There are two cyber cafes in Tibas, etc.*

- As students describe the places, they show the landmarks in the “maqueta”.

SURF THE WEB

Students go to the following website:

1. Go to the following website:

<http://www.1costaricalink.com/sanjose.htm>

2. Students follow instructions to discover the website