



## TEACHER'S GUIDE GRADE 5- UNIT 7 VOCABULARY AND WARM-UP

Pre-activity

Schema Building:

- The teacher activates the students background knowledge by asking students to brainstorm ways to protect the environment.
- The students cut pictures from magazines about causes of pollution based on the following statements: 1. Pollution affects the environment. 2. Deforestation affects the environment. 3. Smog causes air pollution. 4. Factories and industries cause air pollution.
- Students show their pictures in class and read the statements.

Activity



Grouping:

-Individual work

Setup: Students exchange papers and give solutions to the causes of pollution in the environment. Example: Let's plant trees. Don't cut trees, Let's recycle etc...

### VOCABULARY. CYBERLAB KIDS PLATFORM

- Make students acquainted with the goals of the unit.
- Have students practice the vocabulary section: CAUSES OF ENVIRONMENTAL PROBLEMS AND WAYS TO PROTECT THE ENVIRONMENT

Students click on the  to start again or  to continue

**Section 1:** Students click on the CAUSES OF ENVIRONMENTAL PROBLEMS. They listen and repeat the information

**Section 2:** Students click and listen to ways to protect the environment. Students look at the pictures. They listen and repeat.

Warm-up. **Cyberlab Kids Platform.** Students listen to the recommendations about recycling and drag the recommendations to the correct recycle bin.

Listen to the recommendations about recycling.  
Then drag the article to the correct recycle bin.



Post-activity

Students click on the PLAY button. Students sing the TO THE GARDEN song. Students sing the song. Lyrics are attached at the end of the teacher's guide.

Tips/Further activities

Practice.  
Students write recommendations to protect the environment with LET'S. What do you say if you want to tell somebody to:

1. plant a tree? \_\_\_\_\_
2. clean the rivers? \_\_\_\_\_
3. recycle? \_\_\_\_\_
4. save energy? \_\_\_\_\_
5. collect garbage? \_\_\_\_\_
6. clean the beach? \_\_\_\_\_



## TEACHER'S GUIDE GRADE 5 - UNIT 7 LISTEN

Pre-listen

Schema Building: CYBERLAB KIDS PLATFORM. Students click on the LISTEN section. Students listen to the pre-listen activity.

- Activate background knowledge by writing statements about the items that can be placed in the different recycle bins. Students say YES or NO.
- Students click on the platform and listen and read to the things that are placed in the recycle bin. They drag the X or the Check to the items that go into the recycle bins.

Put an on the items that should not go in the recycling bin. Put a next to the items that should go in the recycling bin.

**SCRIPT:**



1. You can place newspaper and magazines in the recycling bin.
2. You cannot place plastic bags in the recycling bin.
3. You can place aerosols in the recycling bin.
4. You can place glass bottles in the recycling bin.
5. You cannot place pizza boxes in the recycling bin.
6. You can place plastic bottles in the recycling bin.
7. You can place cardboard (corn flakes containers) in the recycling bin.

Listen

Grouping  
- Individual work



Setup: Each student should have a headphone. Students listen to the conversation about recycling. Students look at the pictures in the conversations and relate the information to the images.



	<p><b>While-listen</b></p> <ul style="list-style-type: none"> <li>- Students listen to the conversation. They listen once. As they listen, they relate the conversation with the pictures.</li> <li>- 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.</li> <li>- Students can click on the refresh button  if they want to listen again.</li> <li>- Now students click on the ABC button  to test their understanding of the conversation. <b>Example:</b> Students choose the right answer according to the conversation. Example: What is Gustavo doing? a. He is playing at the beach. <b>B. He is collecting garbage.</b> C. He is eating.</li> </ul>
<p>Post-activity</p>	<p>CYBERLAB KIDS PLATFORM. Students write more examples of items that can go in the recycling bin and those that cannot go in the recycling bin.</p> <p><u>Place items in the recycling bin.</u>                      <u>Do not place items in the recycling bin.</u></p> <p>_____</p> <p>_____</p>
<p>Tips/Further activities</p>	<p><b>Extra activity.</b></p> <ul style="list-style-type: none"> <li>- Students click on the following website (<b>Kids Recycle Page</b>): <a href="http://www.ecy.wa.gov/programs/swfa/kidsPage/">http://www.ecy.wa.gov/programs/swfa/kidsPage/</a></li> <li>- Students learn more about recycling by doing the activities and reading the information.</li> </ul>



**TEACHER'S GUIDE  
GRADE 5 - UNIT 7  
LANGUAGE STUDY**

<p>Pre-activity</p>	<p><b>Schema Building:</b></p> <ul style="list-style-type: none"> <li>-Students practice the following expressions: <i>Let's recycle. / Let's plant trees. / Let's drive less.</i></li> <li>- Students practice the following questions and answers: <i>Can we control pollution? Yes, we can. Let's recycle.</i> <i>Can we control deforestation? Yes, we can. Let's plant trees.</i></li> </ul>	
<p>Activity</p>	<p>Grouping Pair work</p>	<p><b>Setup:</b> Students look at the language study chart. Students study the charts about the suggestions to protect the environment and questions and answers of what people can do. Students can go forward or backwards by clicking the NEXT  or BACK  buttons.</p>



STUDENTS CLICK ON THE ABC BUTTONS TO PRACTICE MORE.

**Activity 1.** Students choose the right answer about the ways to protect the environment.

Example:

- 1. \_\_\_\_\_ burn trees.      A. Let's      B. Don't
- 2. \_\_\_\_\_ collect garbage.      A. Let's      B. Don't
- 3. \_\_\_\_\_ clean the ocean.      A. Let's      B. Don't

**Activity 2.** Students match the questions and answers accordingly.

- 1. Can we control deforestation?      \_\_\_ Yes, we can. Let's watch less TV.
- 2. Can we prevent air pollution?      \_\_\_ Yes, we can. Let's clean the rivers.
- 3. Can we prevent land pollution?      \_\_\_ Yes, we can. Let's plant a tree.
- 4. Can we control water pollution?      \_\_\_ Yes, we can. Let's drive less.
- 5. Can we save energy?      \_\_\_ Yes, we can. Let's collect garbage.

Post-activity

**-Students go to the following website:**

<http://www.recyclezone.org.uk/>

**Students do the activities and experiments suggested.**

Tips/Further activities

**EXTRA ACTIVITY.** Students go to the following website:

<http://www.recycleworks.org/kids/howtohelp.html>

- Students click over the following words: Reduce + Re-use ; Recycle; Buy recycled; Is it trash?
- Students do the activities as they read the different parts.

# TEACHER'S GUIDE

## GRADE 5 – UNIT 7

### READ



Pre-read

Schema Building: CYBERLAB KIDS PLATFORM

- Students read the statements regarding ideas about recycling. Students write if they AGREE or DISAGREE.

Read the following ideas about recycling.  
State if you AGREE or DISAGREE.

IDEAS	AGREE	DISAGREE
Buy more products every day.		
Re-use containers.		
Throw away old clothes.		
Throw away toys and furniture.		
Use shopping bags.		

Read

Grouping  
Individual  
work

Setup:

- The teacher explain the answers about recycling to prepare students for the reading selection.

Students read information about RECYCLING TOP TIPS.

#### RECOMMENDATION FOR READING:

- Students read the reading selection once.
- Students read *a second time*.
- Students read the incomplete statements related to the reading.
- Students complete the spaces with information from the reading.

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

EXAMPLE:


Tip: Reduce Garbage. HOW?

- Collect garbage at home.
- Buy products you need.
- Throw garbage in rivers.

Post-read

Students complete the spaces with information about *products you can reuse, product you can give away and products you can restore.*



<p style="text-align: center;"><b>POST-READ</b></p> <p><b>Complete the following spaces according to what is requested:</b></p> <p><b>1. Give examples of products you can reuse:</b></p> <p><input type="text"/></p> <p><input type="text"/></p> <p><input type="text"/></p>	<p><b>2. Give examples of products you can give away:</b></p> <p><input type="text"/></p> <p><input type="text"/></p> <p><input type="text"/></p> <p><b>3. Give examples of products you can restore:</b></p> <p><input type="text"/></p> <p><input type="text"/></p> <p><input type="text"/></p> 
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**TEACHER'S GUIDE**  
**GRADE 5 - UNIT 7**  
**WRITE**

Pre-write	<p><b>Schema Building:</b></p> <ul style="list-style-type: none"> <li>- Students read and sing the song about pollution with the tune to <i>Twinkle, Twinkle Little Star</i>. <b>SONG</b></li> </ul> <p><i>Don't pollute give a hoot</i>  <i>Don't litter because it's rude.</i>  <i>See cans and bottles pick them up</i>  <i>All day long you'll have good luck</i>  <i>Listen to me</i></p>	
Write	<p><b>Grouping</b></p> <p>Individual work</p>	<p><b>Setup:</b></p> <p>Students brainstorm words and phrases for a song they have to invent.</p>
Tips/Further activities	<p>- Students go to the following website:  <a href="http://www.ollierecycles.com/uk/html/reduce.html">http://www.ollierecycles.com/uk/html/reduce.html</a></p> <p>- Students click over <b>PACKAGING</b> and <b>WASTES</b>. Students click on the different parts and learn about these two topics.</p>	

-Students work in pairs.



Students look at the pictures on the recycle bins and write recommendations for an appropriate recycling of products.

Example: *Place the cans in the blue bin.*

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

Post-write

Students write where they should place each article in the recycle bin.

A worksheet titled "POST WRITE" is shown. It has a blue border and a spiral binding at the top. The text reads: "Write where you should place each article in the recycle bin." Below this, there are four categories: "plastic" with a red bin icon, "aluminum" with a yellow bin icon, "paper" with a blue bin icon, and "glass" with a green bin icon. To the right, there are four images of items to be recycled: a stack of papers, a glass bottle, a can, and a glass jar. Each image is placed above a set of horizontal lines for writing.

Tips/Further activities

Supplementary activity: Students in pairs. Students invent a song about recycling or about the environment. Example: E is for earth / A is for apples / R recycle / T is for trash / H is for hatching / that makes me happy, / thank you for recycling with me.



## TEACHER'S GUIDE GRADE 5 - UNIT 7 PROJECT AND SURF THE WEB

Pre-activity

**Schema Building: Students read the objectives of the team project : LET'S RECYCLE**

1. To promote the protection of our environment
2. To display information about RECYCLING

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.** Students investigate about the different ways to recycle and display on how to recycle.

**Step 2.** Students get into groups and investigate about the importance of recycling.

**Step 3.** Students design leaflets on how to recycle.

**Step 4.** Students put colored signs on the different bins to promote recycling at school.

SURF THE WEB

Students visit the following website: <http://www.recycling-guide.org.uk/>

1, Click on "Why Recycle". Answer the following questions.

- a. How can a recycled tin can save energy?
- b. How can a recycled plastic bottle can save energy?

2. Click on "How To"... Answer the questions.

- a. What are the three factors when thinking about how to recycle?
- b. What do you usually find in the garbage bins? (Go to "What is in the rubbish bin?")

\*\*\*\*\*Now students go to "Recycling Different Materials"

3. How can glass be recycled?
4. How can batteries be recycled?
5. How can cell phones be recycled?







**SONG: TO THE GARDEN**

**To the garden, to the garden, let's go to the garden  
Let's all go to the garden, ho, ho, ho  
There's a magic place where things sprout and grow  
There's so much to see there and so much to know  
To the garden, to the garden, let's go to the garden  
Let's all go to the garden, ho, ho, ho  
Vegetables and fruits in every color and size**

**And we'll leave them all grow healthy and wise  
To the garden, to the garden, let's go to the garden  
Let's all go to the garden, ho, ho, ho**

**(conversation)**

**To the garden....We are all to the garden cause we are really hungry  
To the garden to fill our tummies  
To the garden we go  
Where fruits and vegetables grow  
In the garden we will eat lots of yummy treats**

