



## TEACHER'S GUIDE GRADE 6- UNIT 2 VOCABULARY AND WARM UP

Pre-activity

Schema Building:

- The teacher activates the students' background knowledge by having students fill in a survey related to PUBERTY.

Choose the right answer.

1. Puberty for girls begin between ages \_\_\_\_\_.  
a. 8 – 10   b. 9 – 14   c. 15 – 18
2. Puberty for boys begin between ages \_\_\_\_\_.  
a. 10 – 17   b. 9 – 14   c. 15 – 18
3. Similar physical changes among both and girls are \_\_\_\_\_.  
a. - Growth of breasts   b. Growth of underarm hair   c. Change of voice
4. A different physical change among boys and girls refers to \_\_\_\_\_.  
a. Growth of pubic hair   b. Growth of underarm hair   c. Change of voice

Activity

Grouping:

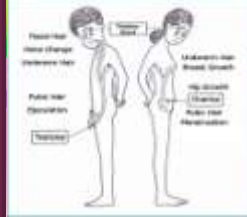
-Individual work

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.

-- Students will listen to the body changes during PUBERTY.

- Students will listen and look at the following diagram:



Students click on the arrow keys to move forward or backwards as they listen.

**WARM UP.** Students listen to the instructions.

- Students read the statements about changes in PUBERTY.
- Students drag the words BOY, GIRL, BOYS & GIRLS accordingly.

Drag the different changes in the body accordingly.

BOYS	GIRLS	
GIRL	GIRL	1. Growth of pubic hair <input type="text"/>
BOY	GIRL	2. Growth of underarm hair <input type="text"/>
GIRL	BOY & GIRL	3. hip growth <input type="text"/>
BOY	BOY	4. Begin between ages 9 -14 <input type="text"/>
GIRL	BOY	5. Begins between ages 10-17 <input type="text"/>
BOY	BOY	6. ejaculate <input type="text"/>
GIRL	BOY & GIRL	7. menstruate <input type="text"/>
BOY	BOY	8. breasts growth <input type="text"/>
GIRL	BOY & GIRL	9. voice change <input type="text"/>
BOY	BOY & GIRL	10. growth of facial hair <input type="text"/>

Post-activity

**VIDEO.**

Students click on the PLAY button to listen to the song. Students listen to the song called “Can You Do It?”

- Students read along, as they sing.

Tips/Further activities



Students read the descriptions about changes in puberty and relate them with the following picture:

1. Facial hair grows.
2. Underarm hair grows.
3. Voice changes.
4. Shoulders become broader.

**TEACHER'S GUIDE**  
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**LISTEN**



Pre-listen

Schema Building: CYBERLAB KIDS PLATFORM

- The teacher activates students' background knowledge by having students respond to a TRUE and FALSE activity in CYBERLAB KIDS PLATFORM.
- To do this, students listen to the statements. Then they drag TRUE or FALSE accordingly.

Activity

Grouping

- Individual work

Setup:

Each student should have a headphone.

**While-listening**

**Conversation:** Students listen to the conversation between the teacher and the students about PUBERTY.

- Students listen once.
- Students listen and second time and follow the script.
- Students click on the ABC button to check their understanding of the conversation. Example:

1. During puberty, the body of \_\_\_\_\_ change.

a. boys   b. girls   c. boys and girls

2. The breasts of girls become \_\_\_\_\_.

a. smaller   b. bigger

3. The boys' genitals become \_\_\_\_\_.

a. bigger   b. smaller

4. Girls become \_\_\_\_\_ than boys.

a. taller   b. smaller   c. broader

5. Hips of the girls become \_\_\_\_\_.

a. taller   b. broader   c. smaller

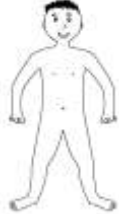
6. The voice of boys becomes \_\_\_\_\_.

a. quieter   b. deeper   c. louder

**Post-activity**

**Post-Listening**

- Students work individually. Students write on CYBERLAB KIDS PLATFORM two changes for girls and two changes for boys.



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



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

**Tips/Further activities**

**Tips for the teacher.**

- Monitor students when they are doing the post-listen activity. Check spelling and statements.

# TEACHER'S GUIDE GRADE 6 - UNIT 2 LANGUAGE STUDY



**Pre-activity**

**Schema Building:**

- The teacher writes on the board the following adjectives: SMALLER, BIGGER, TALLER, BROADER, ROUNDER, DEEPER, MORE ODOROUS, MORE SONOROUS
- Students should make sentences with these adjectives about changes that occur during puberty. Example: Boys' voice become deeper. Girls' hips become rounder.

**Activity**

**Grouping**  
Pair work

**Setup:**

Students look at the language study chart. Students study the charts about comparative forms with one syllable adjectives (Girls' breast become bigger.) and about comparative forms with more than one syllable adjectives (Boys' voice become more sonorous). 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. Boys' voice is _____.       | _____6_____ taller.          |
| 2. Girls' hips are _____.      | _____3_____ menstruate.      |
| 3. Girls _____.                | _____4_____ ejaculate.       |
| 4. Boys _____.                 | _____5_____ more facial hair |
| 5. Boys have _____ than girls. | _____7_____ odorous          |
| 6. Girls are _____ than boys.  | _____1_____ deeper           |
| 7. Underarm is _____.          | _____2_____ broader          |

**Post-activity**

**ON THE BOOK:** Students fill in the blanks with the appropriate comparative form of the adjective in parentheses.

1. Girls are usually \_\_\_\_\_ (tall) than boys during puberty.
2. Girls' puberty begins \_\_\_\_\_ (early) than boys' puberty.
3. Boys' shoulders are \_\_\_\_\_ (broad) during adolescence.
4. Underarm smell is \_\_\_\_\_ (odorous) during puberty.
5. Boys' voice become \_\_\_\_\_ (deep) in this period of life.

**Tips/Further activities**

**EXTRA ACTIVITY.**

Students visit the following website and learn more about puberty:

<http://www.cyh.com/HealthTopics/HealthTopicDetailsKids.aspx?p=335&np=289&id=1774>



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 READ

Pre-read

Schema Building: (For the students )  
 -The teacher introduces a new topic to the students: symptoms related to AIDS.  
 CYBERLAB KIDS PLATFORM

- Students click on the pictures.
- Students read the names of the symptoms as they appear on the space provided.
- Students repeat the names of the symptoms.

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 SYMPTOMS OF HIV.
- Students read about *Symptoms Early After Infection, Symptoms of the Immune System, Symptoms of the GI Tract, Symptoms of the Skin and Mucous Membranes*

RECOMMENDATION FOR READING:

- Students read the reading selection once.
- Students read *a second time*.

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

1. The early symptoms of HIV include:
  - a. good appetite
  - b. sore throat
  - c. skin rash
2. Symptoms of the immune system include:
  - a. skin rash
  - b. diarrhea
  - c. fever and night sweats
3. Symptoms that affect the gastrointestinal system include:
  - a. poor appetite
  - b. sore throat
  - c. skin rash
4. Symptoms of the skin and mucous membranes include:
  - a. poor appetite
  - b. skin rash
  - c. sore throat

Post-read

-Students look at the pictures in the post-listen section of the CYBERLAB KIDS PLATFORM

- **Students drag the pictures to the correct category:**  
*Symptoms Early After Infection, Symptoms of the Immune System, Symptoms of the GI Tract, Symptoms of the Skin and Mucous Membranes*

Tips/Further activities

Tips for the teacher.

- Students can read out loud during the while-read section.
- Students can practice the pronunciation of the vocabulary while they listen to the reading selection about the symptoms of HIV.

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 WRITE



Pre-activity

Schema Building: CYBERLAB KIDS PLATFORM

- Students do a survey about the puberty stage of their parents.
- To do this, students should complete a chart about the ages of the first signs of puberty in the family. (mother, father, grandmother, grandfather, etc)
- Then students must place an exact to the physical changes their family members went through (growth of pubic hair, growth of facial hair, breast growth, etc)

Activity

Grouping  
 Individual work

Setup:

Students check the answers of the survey. The teacher monitors students as they do the survey.

-With the help of the information in the survey in the pre-write section, students write about the first signs of puberty of their family members.

**Example:** *My mother's first signs of puberty were at the age of 9. My father's first signs of puberty were at the age of 11. The first physical changes of my mother were \_\_\_\_\_ . The first physical changes of my father were \_\_\_\_\_ . Etc.....*

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

Post-activity

Students go around class and ask questions about the physical changes of their classmate. Sample questions are the following:

1. Are you taller than last year?
2. When did your voice start changing?
3. Do you have facial hair?
4. Do you have underarm hair?

\*\*\* Students write their answers on the post-write section of CYBERLAB KIDS PLATFORM.

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 6 - UNIT 2

### PROJECT AND SURF THE WEB



#### Pre-activity

**Schema Building:** Students read the objectives of the team project:

Objectives:

- To investigate about the emotional changes in puberty
- To display information about the emotional changes in puberty

#### 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 in groups. Assign the following topics to the groups:

- Unpredictable changes in mood
- Increased need for independence
- Increased attention to physical appearance
- Interest in romantic love; possibility of feeling a “crush” for someone
- Desire to be accepted

Step 2. Students investigate the emotional changes during puberty.

Step 3. Students display the emotional changes in a leaflet with images.

Step 4. Students talk about the emotional changes in class.

#### SURF THE WEB

**Students go to the following website:**

Go to [http://kidshealth.org/kid/grow/body\\_stuff/puberty.html](http://kidshealth.org/kid/grow/body_stuff/puberty.html)

Two other Websites that explain the concept of puberty.	http//
	http//
Definition of puberty	
<b>When does it start?</b>	
<b>What is growth spurt?</b>	
Important elements about puberty	