



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

Pre-activity

Schema Building:

- The teacher activates the students' background knowledge by asking questions about the different traditions and customs of Costa Rica.
- The teacher asks students to brainstorm the names of these traditions and customs:
TRADITIONAL DANCE, NATIONAL FLOWER, NATIONAL BIRD, NATIONAL INSTRUMENT, NATIONAL SYMBOLS, TRADITIONAL CUSTOMS

Activity



Grouping:

-Individual work

Setup: Students work with pictures about the **TRADITIONS AND CUSTOMS FROM COSTA RICA**. The teacher hands out pictures of the Coat of Arms and a couple dancing the "Punto Guanacasteco Dance". Students color the pictures correctly. Students compare pictures and check if they are colored according to the tradition.

VOCABULARY CYBERLAB KIDS PLATFORM

- Make students acquainted with the goals of the unit.
- Have students practice the vocabulary section: Traditions in Costa Rica

Vocabulary Practice: Students click on the  to start again or  to continue.

Section 1

- Students click on the arrow keys to see pictures about traditions in Costa Rica
- Students listen and repeat the information about traditions. EXAMPLE:





Punto Guanacasteco Dance



National flower: the Purple Guaria

Students practice expressions such as: *The most traditional dance in Costa Rica is "El Punto Guanacasteco". The national bird of Costa Rica is the yiguirro.*

- Students click on the  to start again or  to continue.

WARM-UP. CYBERLAB KIDS PLATFORM

- Students read the instructions and answer the questions. Example: *What is the traditional dance in Costa Rica? It is the "Punto Guanacasteco".*
- Students write the answers on the spaces provided in the warm-up section.
- Students check answers orally with the teacher.

Post-activity

Students click on the PLAY-button. Students enjoy the "PUNTO GUANACASTECO DANCE".

Tips/Further activities

- Students go to the following website: <http://www.123independenceday.com/costa-rica/national-symbols.html>
- Students read about the National Symbols of Costa Rica.
- Students read the information and write one (1) characteristic of the national symbols that appear in the website.



TEACHER'S GUIDE
GRADE 6 - UNIT 5
LISTEN

Pre-listen

Schema Building: CYBERLAB KIDS PLATFORM



- Students listen and read the instructions. Students check their knowledge about different celebrations in Costa Rica. To do this, students complete the information in the boxes provided.
- Students use the information in the word bank colored light blue. Then they write their answers in the spaces provided in the platform.

While-listen

Grouping
- Individual work

Setup:
Each student should have a headphone.

While-listen. STUDENTS LISTEN TO THE CONVERSATIONS ABOUT CELEBRATIONS IN DECEMBER.

- Students listen to the conversation 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.
- Students can click on the refresh button  if they want to listen again.
- Then students click on the ABC button  to test their understanding of the conversation. **Example:**

Conversation

1. Festival de la Luz is celebrated in _____.
- a. December
 - b. November
 - c. October

Post-listen

POST-LISTEN. Students work individually. Students match the information by dragging the answer on the right on the space provided.

- | | |
|--|--|
| 1. What do you do in Festival de la Luz? | A. watch a parade of horses (4) |
| 2. What do you do in Zapote? | B. enjoy decorated floats and parade (3) |
| 3. What do you do in the carnival? | C. watch firework displays (1) |
| 4. What do you do in the "tope"? | d. go to rides (2) |

POST-LISTEN

MATCH THE INFORMATION ABOUT THE CHRISTMAS FESTIVALS IN COSTA RICA.



1. What do you do in Festival de la Luz?

2. What do you do in Zapote?

3. What do you do in the carnival?

4. What do you do in the "toto"?

A. watch a parade of horses

B. enjoy decorated floats and parade

C. watch firework displays

D. go to rides.

Tips/Further activities

Extra activity. GAME: UNSCRAMBLE THE QUESTION OR STATEMENT.
- The class is divided in two (2) teams. Each team receives sets of cards with words to form questions and answers about celebrations. Each team works at the same moment. Students have to form a question with the correct answer in 30 seconds. The team that finishes first receives the point. Example: DO WHAT YOU DO IN THE CARNIVAL YOU IN? **CORRECT ANSWER:** WHAT DO YOU DO IN THE CARNIVAL?



TEACHER'S GUIDE GRADE 6 - UNIT 5 LANGUAGE STUDY

Pre-activity

Schema Building: CYBERLAB KIDS PLATFORM

- Students click on the language study to practice questions about Costa Rica's Traditions, to ask questions about Costa Rica's Traditions and Customs, and to talk about Costa Rica's Traditions and Customs.

EXAMPLE: *What is the traditional instrument of Costa Rican music? / What is the name of the most traditional dance in Costa Rica? / How are men dressed in the Punto Guanacasteco Dance?*

Activity

Grouping
Pair work

Setup: CYBERLAB KIDS PLATFORM

- Students click on the Language Study section.
Students read the language study chart. Students study the charts about Costa Rica's Traditions, to ask questions about Costa Rica's Traditions and Customs, and to talk about Costa Rica's Traditions and Customs.
- 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. Students match the questions and answers about traditions. To do this, students drag the information in the left and match it with the information in the right correctly. Example:

- C_ Santa Cruz Fiestas is a _____.
- B_ How are men dressed in Punto Guanacasteco?
- D_ What do people do in the festivals?
- A_ People like to _____ in the Corn Festival.
- E_ What is the National Flower of Costa Rica?
- A. exhibit their corn crop.
- B. They wear a red cummerbund belt.
- C. religious celebration.
- D. They visit the agricultural exhibit.
- E. It is the purple guaria.

Post-activity

Students ask and answer oral questions among themselves to assess themselves.

1. What is the traditional instrument of Costa Rican music?
2. What is the name of the most traditional dance in Costa Rica?
3. Describe the typical dress that women wear.
4. What is the national flower of Costa Rica?
5. What is the national bird of Costa Rica?
6. What is the national tree of Costa Rica?

Tips/Further activities

Tips for the teacher.

- Take advantage of the information in the language study section. Make students listen and read the information. This will help them in pronunciation as well as in the questions and statements about traditions and customs.



TEACHER'S GUIDE
GRADE 6– UNIT 5
READ

Pre-read

Schema Building:

- Students test their knowledge about the traditional dress used for the Punto Guanacasteco Dance. To do this, students use the information on the left and write the parts of the dress that are used for men or women correctly.

PRE READ

Test your knowledge about traditional dresses. Write the parts of the traditional dress correctly. Choose the information from the box provided.

- Campesino hat
- Flowing skirt of bright colors
- White long sleeve shirt
- Red cummerbund as a belt
- Red bandanna or scarf on the hand
- white, off- the- shoulder blouse
- Red cummerbund around the waist

WOMEN

MEN

Activity

Grouping
Individual
work

Setup:

- The teacher checks answers with students.

Students read information about FOLK DANCES IN COSTA RICA

RECOMMENDATION FOR READING:



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

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

EXAMPLE: Students match the two columns accordingly by dragging the information on the left to the information on the right.

Post-read

Students read the information and draw traditional dresses on a piece of paper.

	<p align="center">POST READ</p> <p>Draw in a piece of paper the different traditional dresses for both men and women. Draw what is requested.</p> <p>Women white, off the shoulder blouse accented with lace a flowing, tiered skirt of bright colors. a red cummerbund around the waist</p> 	<p>Men white work pants, a long-sleeved white shirt a campesino hat a red cummerbund as a belt a red bandanna scarf on the hand</p> 
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Tips/Further activities

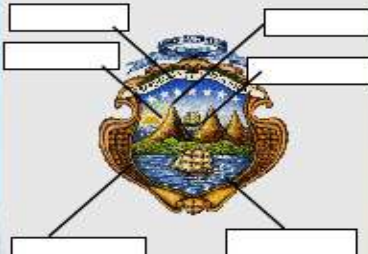
Tips for the teacher.
-Have students listen and read several times for pronunciation.



**TEACHER'S GUIDE
GRADE 6 - UNIT 5
WRITE**

Pre-write

Schema Building: CYBERLAB KIDS PLATFORM
Students see the image of the coat of arms and fill in the spaces with the word or phrase that describes it. Students choose the answer from the word bank provided.

<p align="center">PRE WRITE</p> <p>Write each part of the coat of arms in the space provided. Choose the information from the box.</p> <p>Two branches of myrtle= peace</p> <p>volcanoes = Three Costa Rica mountain range</p> <p>Seven stars = seven provinieses</p> <p>two oceans = valley between Pacific & Atlantic ocean</p> <p>Merchant ships = Costa Rica's cultural and comercial Exchange</p> <p>sun = prosperity</p>	 <p>myrtle stars ships</p> <p>volcanoes oceans sun</p>
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Activity

Grouping
Individual work

Setup:
Students read the information of the coat of arms provided in the Platform.

STUDENTS DESCRIBE WHAT THE DIFFERENT PARTS OF THE COAT OF ARMS OF COSTA RICA REPRESENT IN A PARAGRAPH.

Example: *There are seven stars in Costa Rica's Coat of Arms* _____.

Post-write

Students describe the Flag of Costa Rica. To do this, students draw the flag and describe what each part and color represent with the help of the information provided in the platform.

POST WRITE

This is Costa Rica's National Flag. What does it represent?

DRAW THE FLAG ON A PIECE OF PAPER. WRITE NEXT TO THE FLAG WHAT EACH PART REPRESENTS. CHOOSE THE ANSWERS FROM THE LIST PROVIDED.



- the two oceans
- three colors
- a valley
- the red color means warmth of Costa Rica people
- the blue color means the sky, opportunities of reach
- the five stripes represent the provinces
- the white color means happiness, wisdom, power

Tips/Further activities

Supplementary activity:

1. Students click on the following website:
<http://www.123independenceday.com/costa-rica/national-symbols.html>
2. Students click on the different national symbols to learn about them,



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

Pre-activity

Schema Building:

Objectives:

1. To investigate the national bird, national instrument, Coats of Arms, Flag, national flower or any other tradition. 2. To do a poster session about the traditions in English speaking countries. 3. To display and present the poster session to the different groups.

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. Distribute the different names of English speaking countries among the different groups: UNITED STATES, CANADA, ENGLAND, AUSTRALIA, NETHERLANDS, SWEDEN **STEP 2.** Students must work in groups and design a poster or leaflet about the different traditions of the different English-speaking countries. Example: Australian Coat of Arms



The present coat of arms was granted by King George V in 1912. It consists of a shield depicting the badges of the six Australian states, enclosed by an ermine border. The shield is a symbol for the federation of the states, which took place in 1901.

STEP 3 Students display the different posters on the school's bulletin board.

STEP 4 Students present the posters to the different students. To do this, students talk about the traditions they investigated.

SURF THE WEB

Students go to the following website: <http://www.costarica.com/culture/national-symbols/>

FIND OUT THE FOLLOWING INFORMATION:

1. Meaning of the National Flag
2. Meaning of the National Shield
3. Meaning of the National Tree
4. Meaning of the National Flower
5. Meaning of the National Bird