



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

Pre-activity

Schema Building:

- The teacher activates the students' background knowledge by telling students to brainstorm do's and don'ts in National Parks. Example: Don't litter with cans, bottles, and plastic bags. / Don't make noise. Maintain silence. / Collect garbage. / Walk slowly. etc.
- The teacher divides the board in half and writes the following titles: Do's in National Parks / Don'ts in National Parks.
- Students classify the examples they brainstormed into these categories.

Activity

Grouping:

- Individual work

Setup: Students repeat the different examples after the teacher.

VOCABULARY

- Make students acquainted with the goals of the unit.
- Have students practice the vocabulary section: Do's and Don'ts in National Parks



Students click on the to start again or to continue

Section 1 Students click on the arrow keys to listen to the different examples of the things tourists and visitors can do and cannot do in National Parks.

WARM-UP . Students listen to the statements. Then students drag the statement they heard to the correct column regarding do's and don'ts in National Parks.

Drag the Do's and Don'ts appropriately as you listen.

DO'S	DON'TS
<p>Don't litter.</p> <p>Take drinking water.</p> <p>Take pictures carefully.</p> <p>Do not feed animals.</p>	<p>Collect garbage.</p> <p>Don't make noise.</p> <p>It is forbidden to lit fire.</p> <p>Keep to the trails.</p>

Post-activity

Students click on the PLAY button. Students view a movie about Costa Rica's beauty in flora and fauna.

Tips/Further activities

-Students click on the following website:

<http://www.nparks.gov.sg/cms/popup/do-donts.html>

- Students select three (3) do's and (3) don'ts and make a drawing that refer to the things you can or cannot do in National Parks.



TEACHER'S GUIDE
GRADE 6 - UNIT 6
LISTEN

Pre-listen

Schema Building: CYBERLAB KID PLATFORM

-Students drag the information about do's and don'ts in National Parks to the corresponding sign or symbol.

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 a tour guide and visitors at the 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 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 TRUE or FALSE in regards to the recommendations of the tour guide.

1. Tourists can take pictures. A. TRUE B. FALSE
2. Tourists can get close to animals. A. TRUE B. FALSE
3. Tourists can feed the animals. A. TRUE B. FALSE
4. Cell phones are not allowed. A. TRUE B: FALSE

Post-listen

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

Number 1: Tell a classmate what NOT to do in national parks Use the expression "Don't...."

1. _____
2. _____

Number 2: Tell a classmate what to do in national parks. Use the expression "You should..."

1. _____
2. _____

Tips/Further activities

Tips for the teacher. Have students listen several times to practice pronunciation.

TEACHER'S GUIDE
GRADE 6 - UNIT 6
LANGUAGE STUDY



Pre-activity

Schema Building: CYBERLAB KIDS PLATFORM

Students brainstorm THINGS TO DO IN NATIONAL PARKS and THINGS NOT TO DO IN NATIONAL PARKS. Examples:

- Carry drinking water.
- Do not feed the animals.

Activity

Grouping
Pair work

Setup:

Students look at the language study chart. Students study the chart about the things tourists and visitors can do and cannot do in national parks. Students listen and repeat.

STUDENTS READ THE VALUES AND ATTITUDES OF THE UNIT. Students can go forward or backwards by clicking

the NEXT  or BACK  buttons.

STUDENTS CLICK ON THE ABC BUTTONS  TO PRACTICE MORE.

Activity 1. Students do a match. Students read at the statements and match them with the statements that have the same meaning. Example:

1. Do not feed wildlife. >>>>> It is forbidden to feed wildlife.
2. Maintain silence. >>>>>>> Do not make noise.
3. No dumping is allowed. >>> Do not throw garbage. Etc...

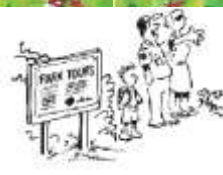
Activity 2. Students do a match. Students match the verb correctly. Example:

- | | |
|-------------------|--------------------------|
| <u>D</u> Take | A. _____ silence. |
| <u>A</u> Maintain | B. _____ slowly. |
| <u>B</u> Walk | C. _____ drinking water. |
| <u>C</u> Carry | D. _____ |

Why do we have National Parks?

1. In national parks we can _____.
2. Historic sites help us _____.
3. People take photos _____.
4. Many different plants and animals _____.
5. National Parks protect _____.

- of the different types of flora and fauna.
- learn a lot of the environment.
- enjoy the environment and watch how animals live.
- are in extinction.
- animals in extinction.



Post-activity

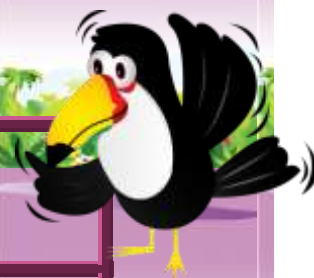
***Students write the reasons by matching the cues.

Tips/Further activities

EXTRA ACTIVITY.

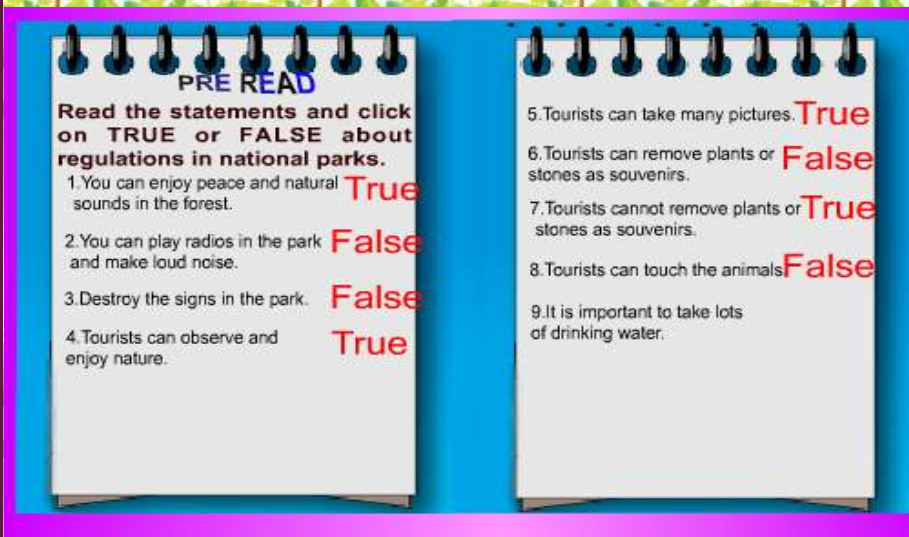
1. Students go to the following website:
<http://www.environment.nsw.gov.au/edresources/WhyDoWeHaveNationalParks.htm>
3. Read the information and write three (3) reasons why we have national parks

TEACHER'S GUIDE
 GRADE 6 – UNIT 6
 READ



Pre-read

Schema Building: (For the students)CYBERLAB KIDS PLATFORM
 -The teacher writes statements about regulations on the park. Students read the statements and say TRUE or FALSE to test background knowledge.
 - Students click over the statement in the platform and check their knowledge.




Read

Grouping
 Individual
 work

Setup:

- The teacher read the statements in the pre-read activity. Students listen and repeat. The teacher explains what students have not understood.

- Students read information about Do's and Don'ts in National Parks.

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 TRUE and FALSE about the reading selection.
- Students check the answers with a classmate.

Example of the multiple choice:

1. In the National Park, you can take pictures. TRUE FALSE
2. Tourists should keep on the trails. TRUE FALSE
3. Tourists can play radios and make noise. TRUE FALSE

Post-read

Students write a recommendation about national parks according to the symbols.



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 6 - UNIT 6 WRITE



Pre-write

Schema Building: **CYBERLAB KIDS PLATFORM**

-Students write recommendations about National Parks according to symbols.



Write

Grouping
Individual work

Setup:
Students read their answers and listen to their classmates' answers. The teacher reviews answers. Students repeat.

-With the help of the information in the pre-write activity. Students write a short sentences about Do's and Don'ts in National Parks. Students read the recommendations and write a sentence with a similar meaning. Example:

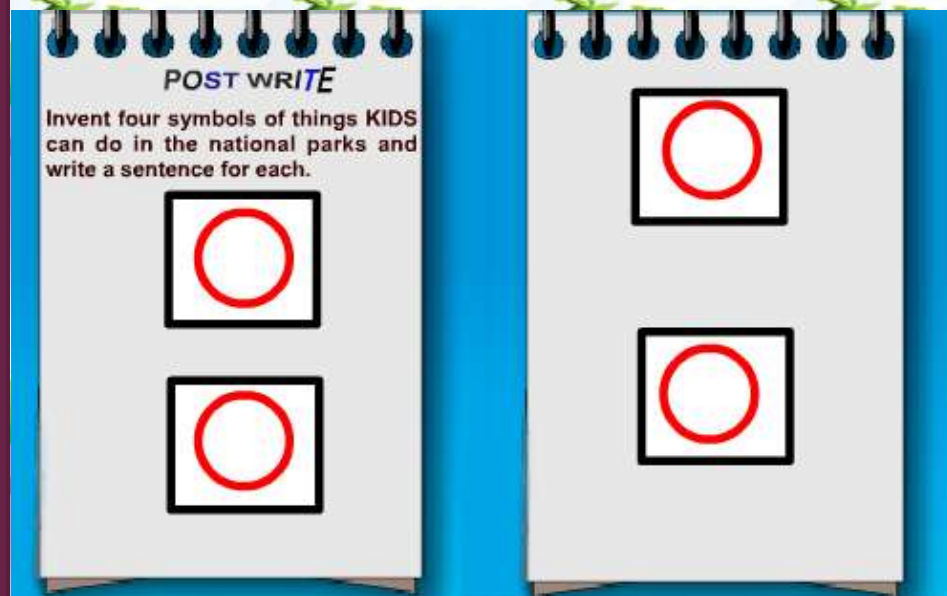
1. Take a lot of pictures. You can take a lot of pictures.
2. Don't make noise. It is forbidden to make noise.

Students read their partners sentences and compare. Students repeat and check the answers.

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

Post-write

Students draw a circle as shown in the platform and invent a symbol of things you can and cannot do in national parks.



Tips/Further activities

Supplementary activity: FOR THE TEACHER

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



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

Pre-activity

Schema Building: Students read the objectives of the team project

1. To investigate NATIONAL PARKS IN COSTA RICA (places to visit, what to do, etc).
2. To design a brochure of the regulations of the different parks.

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 parks and their regulations.

STEP 2. Form groups of four students. Choose the roles of your classmates.

STEP 3. Distribute the names of the different national parks around Costa Rica

- Corcovado National Park
- Manuel Antonio National Park
- Poa's Volcano National Park
- Santa Rosa National Park
- Arenal National Park
- Monteverde Rainforest
- Tamarindo Nacional Wildlife Refuge

STEP 4. Students investigate what tourists and visitors can and cannot do in the different parks.

STEP 5. Students do an informative brochure of what people can see and the do's and don'ts of the parks.

STEP 6. Students share the brochure in class and display it in a bulletin board.

SURF THE WEB

1. Students go to the following website:
<http://www.manuelantoniopark.com/mapk/english/tours.html>
2. Students click on "National Park".
3. Students read the information of the National Park and find out 5 attracting elements about the National Park.