

TEACHER'S GUIDE
GRADE 6- UNIT 7
VOCABULARY AND WARM-UP

Pre-activity

Schema Building:

- The teacher activates the students' background knowledge by asking students to brainstorm the aspects that affect the environment. Example: *Erosion causes deforestation.*
- The students also brainstorm different actions that should be taken to avoid pollution or effects in the environment. Example: *People should consume organic food.*

Activity

Grouping:

-Individual work



Setup: Students exchange different pictures about the aspects that affect the environment and about the actions that should be taken. Students should match an effect vs an action.



Fertilizers contaminate water. People should take care of the water we enjoy.

VOCABULARY. CYBERLAB KIDS PLATFORM

- Make students acquainted with the goals of the unit.
- Have students practice the vocabulary section: LET'S PROTECT THE ENVIRONMENT,

Students click on the  to start again or  to continue

Section 1: Students click on the aspects that affect the environment and about the actions that should be taken to have a better environment. Students listen, read, and repeat.

Warm-up. Cyberlab Kids Platform. Students read the effects of pollution and the actions that should be taken to avoid it. Then students drag the statements to the correct column.

Read the titles. Drag the effects and actions appropriately.

Pay attention to the effects of the pollution:	Take actions to avoid pollution:
Consume organic food. Cars pollute the air. Water is contaminated by fertilizers.	Erosion is caused by deforestation. Take care of the water we enjoy. Drive less. Ride bicycle.

Post-activity

Students click on the PLAY button. Students watch the video about a safe environment for all the world and the importance of protecting it.

Tips/Further activities

-Students click on the following website:
http://www.epa.gov/safewater/kids/flash/flash_watercycle.html
- Students learn about the water cycle by clicking on the keys on the left side of the diagram.



TEACHER'S GUIDE GRADE 6 - UNIT 7 LISTEN

Pre-listen

Schema Building: **CYBERLAB KIDS PLATFORM**. Students click on the LISTEN section. Students listen to the pre-listen activity.
- Students activate background knowledge by writing statements regarding the water cycle from the supplementary activity they worked with in the following website:
http://www.epa.gov/safewater/kids/flash/flash_watercycle.html
- Students click on the platform and listen and read to the stages of the water cycle.



Listen

Grouping
- Individual work

Setup: Each student should have a headphone. Students listen to the stages of the water cycle. Students look at the pictures to understand the stages.



- Students listen to the information. They listen once. As they listen, they relate the information with the pictures.
- Students listen a second time. Students drag the number of the stage to the corresponding picture.

Listen to the stages of the water cycle. Write the number of the stage next to the picture that is described in the diagram.



Evaporation:

Condensation: **2**


Precipitation: **3**

Runoff: **4**

Infiltration: **5**



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 information.

Example:

Students choose the right answer according to the conversation. Example:

What is Gustavo doing?

- a. He is playing at the beach.
- B. He is collecting garbage.
- C. He is eating.

Post-listen

CYBERLAB KIDS PLATFORM. Students read the information of the different stages of the water cycle and drag the name of the correct stage to the correct box.

POST-LISTEN.

The water is heated by the sun, turns into vapor and rises into the air.

The when water vapor cools, it turns into tiny drops of water that combine to

The water in the clouds falls to the earth as rain or snow.

The water falls to the ground as rain or snow and runs back into the lakes, rivers and oceans.

Water infiltrates into the ground and becomes groundwater.

Do you know the names of the stages of the water cycle? Clickname of the correct stage. Choose from the following.



Evaporation

Precipitation

Condensation

Infiltration


Runoff

Tips/Further activities

Extra activity.

- Students click on the following website (Morphie's Great Water Ride...:

http://www.on.ec.gc.ca/greatlakeskids/morphie-story-title_e.html#content

- Students click on  to go to the next page and  to move back a page or click on a number to go straight to that page.



TEACHER'S GUIDE GRADE 6 - UNIT 7 LANGUAGE STUDY

Pre-activity



Schema Building:

- Students practice the following expressions: actions that affect the environment.
Erosion causes deforestation.
Fertilizers contaminate water.
- Students practice the following the expressions that refer to the effects of the actions:
Deforestation is caused by erosion.
Water is contaminated by fertilizers.
- The teacher writes other examples and students comment on the actions or effects.

Activity

Grouping Pair work

Setup:

Students look at the language study chart. Students study the charts about the effects and actions that affect the environment. Students can go forward or backwards by clicking the NEXT  or BACK  buttons.

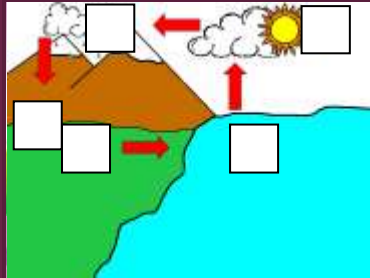
STUDENTS CLICK ON THE ABC BUTTONS  TO PRACTICE MORE.

Activity 1. Students choose the right answer-

Example:

1. Water is contaminated by _____.
A. cars B. fertilizers
2. _____ are used to collect garbage.
A. fertilizers B. landfills
3. _____ is caused by cars.
A. Noise pollution B. Land pollution
4. _____ is caused by deforestation.
A. Erosion B. Noise pollution

Post-activity



Students write the number on the box that describes the stages of the water cycle.

1. Precipitation 2. evaporation
3. Condensation 4. infiltration
5. Runoff

Tips/Further activities

EXTRA ACTIVITY. Students go to the following website:

<http://www.epa.gov/owow/nps/kids/whatwring.html>

- Students click look at the picture. People are doing incorrect actions to protect the environment. Click on the actions that do not protect the environment. Students read the explanations.

TEACHER'S GUIDE GRADE 6 – UNIT 7 READ



Pre-read

Schema Building: **CYBERLAB KIDS PLATFORM**

- Students look at the pictures. Students read the words that relate to the pictures. Students drag the words to the corresponding picture.

Pre-read.
Match the vocabulary with the pictures.

<p>aqueducts</p> <p>soaps and detergents</p> <p>pet waste</p> <p>reservoirs</p> <p> oil</p>	<p>grass clippings</p> <p>well</p> <p>litter</p> <p>chemicals</p>
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Read

Grouping
Individual work

Setup:

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

Students read information about RESEVOIRS or WATER TREATMENTS

RECOMMENDATION FOR READING:

- Students read the reading selection once.
- Students read *a second time*.
- Students read the statements below the reading. Students click over the statements to see the order of the reading.
- Students put a check on the correct tips for water conservation.

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

***To do the ABC activity, students click on the stage of the water treatment, hold, and drag the statement to the correct order in the sequence.

Post-read

Students read the statements about water conservation. Students write YES or NO on the box provided to state if they agree or not with the sentence.

POST READ

Choose the things you should do for water conservation.

Put YES or NO.



Collect garbage.

Throw litter in the rivers.

Collect leaves and grass clippings when cleaning the yard.

Recycle bottles, plastic and paper.

Follow water conservation tips.

Cut down trees.

Tips/Further activities

-Students go to the following website:

<http://www.epa.gov/watersense/kids/simpleways.html>

- Students click on the different ways to save water. Students read and learn



**TEACHER'S GUIDE
GRADE 6 - UNIT 7
WRITE**

Pre-write

Schema Building:

Students complete a survey by asking classmates questions about the things people should do to have a better world to live in. Students use the question: Should we.....? Example, *Should we know water saving tips?*

PRE WRITE

DO THE FOLLOWING SURVEY.
ASK YOUR CLASSMATES THE
WAYS WE CAN CHANGE THE
WORLD WE LIVE IN TO MAKE IT A
BETTER PLACE TO LIVE.

USE THE QUESTIONS AS
FOLLOWS:

- Should we save energy?
- Do you think it is important to recycle products?
- Should we tell the community to help in the protection of the environment?

Should we...	Opinions
know water savings tips?	
know about recycling?	
collect garbage?	
clean the ocean?	
buy organic products?	
ride bicycle than use cars?	
reuse products?	
talk about pollution in school?	
grow our own vegetables to avoid pesticides?	

Write

Grouping
Individual
work

Setup:

Students report answers orally to class.

- Students write a short paragraph about the opinions of their classmates.
- Answers are related to the previous survey.
- Students write the opinions about the ways to protect the environment.

Post-write

Students read the statements about INDOOR or OUTDOOR water saving tips. Students classify the statement into the correct category by writing the information in the correct category as shown.

POST WRITE

Classify the water saving tips in INDOORS or OUTDOORS. Write the statements in the correct column.

- Don't use the toilet as a wastebasket.
- Turn off the water while brushing your teeth.
- Take shorter showers.
- Water your lawn or garden.
- Wash full loads of clothes.
- Use a bucket instead of a hose.

INDOORS (INSIDE THE HOUSE)

OUTDOORS (OUTSIDE THE HOUSE)

Tips/Further activities

Tips for the teacher:

The teacher monitors students and checks the structure of the sentences as well as spelling.



TEACHER'S GUIDE GRADE 6 - UNIT 7 PROJECT AND SURF THE WEB

Pre-activity

Schema Building: Students read the objectives of the team project : LET'S PROTECT OUR WATER

1. To promote water conservation
2. To display information about water conservation.
3. to implement a campaign for water conservation

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 the effects of the contamination of water in Costa Rica.

Step 2. Students get into groups and investigate about the importance of water conservation.

Step 3. Students design leaflets on water conservation.

Step 4. Students write tips on water conservation.

Srep 5. Students display the information on the school's bulletin board.

SURF THE WEB

Students visit the following website:

<http://kids.nationalgeographic.com/Games/ZipperGames/Zipper-pipe-panic-2/>

1, Students play the game on how to connect the pipes for the water to run.





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**

