

**TEACHER'S GUIDE**  
**GRADE 6- UNIT 3**  
**VOCABULARY AND WARM-UP**

Pre-activity

Schema Building:

- The teacher activates students' background knowledge about the types of families.
- To do this, the teacher brings images of people of all ages (children and adults)
- The teacher places a house on the board.
- The teacher pastes or pins images of the different people inside the house.  
Example: mother, father, and a child.
- The students must choose from the list ( nuclear family, extended family, single parent family, childless family, blended family, foster families, cohabiting families), the type of family the members of the family represent.

Activity

Grouping:

- Individual work

Setup:

*Students must use their headphones.*

**VOCABULARY**



- Make students acquainted with the goals of the unit.
- Have students practice the vocabulary section: *TYPES OF FAMILIES*

**Vocabulary Practice:**

**CYBERLAB KIDS PLATFORM**

- Students click on the vocabulary section to listen to the information about **TYPES OF FAMILIES**: nuclear family, extended family, single parent family, childless family, blended family, foster families, cohabiting families



Students click on the   arrow keys to move forward or backwards as they listen to the types of families

(Warm-up)

- Students work individually. Students listen to the instructions.
- Students drag the correct name of the type of family on the left over the correct picture on the right.

Post-activity

**VIDEO. Students click on the play button and sing a song of Celine Dion: "Because You Loved Me". (Lyrics on page 7)**

- Students receive a page with the song and sing along

**Tips/Further activities**

**EXTRA ACTIVITY.**

1. Look up in the dictionary the meaning of the following words: in-laws, twin brother, fiancé(e), relative, partner.
2. Fill out this form with your personal information.

	FAMILY NAME
ONE IN-LAW'S NAME	
TWINS IN THE FAMILY	
ONE OF YOUR RELATIVE'S FIANCE	



## TEACHER'S GUIDE GRADE 6 - UNIT 3 LISTEN

### Pre-listen

#### Schema Building: Pre-listening

- Activate background knowledge by having students brainstorm different types of marital status or relationships: divorced, married, single, etc.
  - **CYBERLAB KIDS PLATFORM:** Students listen to the instructions.
  - Students have to click over the words that represent “ a marital status”.
- DIVORCED, SEPARATED, WIDOWED, UNMARRIED, ENGAGED, SINGLE**
- Students listen to the questions related to marital relationships:  
*Are you married? / Are you divorced? / Are you separated? / Are you single? / Are you engaged?*

### While-listen



#### Grouping

- Individual work

#### Setup:

Each student should have a headphone. Students will listen to four (4) different conversations about marital relationships.

#### While-listening

- Students listen to the conversations. They listen once.
- Students answer the question by clicking over the right answer.
- Students listen a second time. When they do this, students listen and read the script of the conversation. Students answer again, by clicking over the right answer.
- Students can click on the refresh button  if they want to listen again.
- Now students click on the arrow keys  on the screen to continue.
- Students do the comprehension interactive activity to test their understanding right away.

### Post-listen

#### Post-Listening

Students walk around class to find the marital relationship of their partner's family members.

- First, they write the marital status of their family members. Example: My aunt Sandra is divorced.
- Then, students listen to the information provided by their partners.
- Students report their classmates' information. Example: Laura's aunt is divorced.

### Tips/Further activities

#### Tips for the teachers.

- Monitor students while they are working in the post-listen activity.
- Pay special attention to the statements with the possessive form: Laura's aunt is divorced.

TEACHER'S GUIDE  
 GRADE 6 - UNIT 3  
 LANGUAGE STUDY



Pre-activity

Schema Building: CYBERLAB KIDS PLATFORM

- The teacher writes statements about marital relationship among family members on the board. Example: The aunt of Susana is married.
- The teacher tells students to rewrite the statement by using the possessive case. Example: Susana's aunt is married.
- The teacher hands in a list of similar examples.
- Students do the activity in class. They review the responses orally.

Activity

Grouping  
 Pair work

Setup:

Students look at the language study chart. Students listen and read the expressions for the possessive form.

STUDENTS CLICK ON THE ABC BUTTONS  TO PRACTICE MORE.

Activity 1. Students choose the right answer to complete the statement about family relationships. Example:

- My mother's mother is my \_\_\_\_\_.
- a. grandmother    b. great grandmother
- My sister's son is my nephew.
- a. True    b. False
- My father's father is my \_\_\_\_\_.
- a. grandson    b. grandfather

Activity 2. Students read and match the questions and answers. Example:

- |                                     |               |
|-------------------------------------|---------------|
| __C_ Who is your sister's son       | A) my niece   |
| __A_ Who is your sister's daughter? | B) my aunt    |
| __D_ Who are your uncle's sons?     | C) my nephew  |
| __B_ Who is your father's sister?   | D) my cousins |

Activity 3

Students match the TYPE of FAMILY with the definition: Column 1 and Column 2

- |                     |   |
|---------------------|---|
| b__ Foster Family   | a. mother, father, children                     |
| c__ Extended Family | b. take care of abandoned children              |
| a__ Blended Family  | c. grandparents, nieces, nephews, parents, etc. |

Post-activity

Students look at the family tree and complete the spaces provided.



1. Students look at the family tree.
2. Students replace the members of the family with names of their family tree.
3. Students write family relations.

Tips/Further activities


The teacher should monitor students while they are working in the activities for the Language study.  
 The teacher should review the answers with the entire class.



## TEACHER'S GUIDE GRADE 6 – UNIT 3 READ

### Pre-read

Schema Building: (For the students )  
CYEBRLAB KIDS PLATFORM:


- Students click on the read section. Students listen to the instructions.
- Students have to write the name of their family members according to what is asked. Example:  
Your father's mother \_\_\_\_\_ / your mother's father \_\_\_\_\_  
Your mother's brothers \_\_\_\_\_ / your father's sisters \_\_\_\_\_
- Then students click on the arrow key  to continue.

### While-read


Grouping  
Individual  
work

Setup:

- Students click on the book to start reading.

- Students read information about TYPES OF FAMILIES. As they read, they look at the pictures.
- Students click on the arrow key  to continue reading.
- Students click on the ABC  button to test their understanding of the reading.
- Students do the MATCH activity to check their understanding.

RECOMMENDATION FOR READING:

- Students read the reading selection once.
- Students read *a second time*.
- Students check the answers with a classmate.
- **Students can click the**  refresh button to re- start the reading section.

### Post-read

- Students read the instructions.
  - Students make a list of their classmates' family names and their relationship
- Example:  
Alejandro's mother: Saray: She is Alejandro's mother

### Tips/Further activities

Tips for the teacher.

- The teacher can make students read out loud to practice pronunciation.
- Students can also listen and repeat to practice the reading script.



TEACHER 'S GUIDE  
 GRADE 6 - UNIT 3  
 WRITE

Pre-write

Schema Building:

- Students complete the family tree on CYBERLAB KIDS PLATFORM.
- Students write the names of the family members.
- Students explain the family tree to their classmates. Example of family tree:



While-write

Grouping  
 Individual work

Setup:

Students write family relations about their families. Students use the family tree they completed previously.

-With the help of the family tree from the pre-activity, students complete the spaces in the worksheet provided.

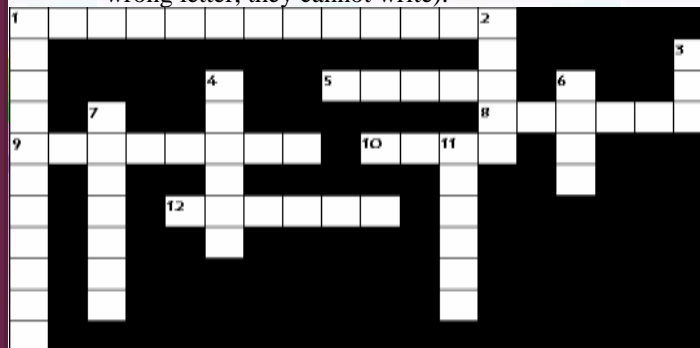
Example. My father's name is Raul. He is married. My father's wife is not my mother. My mother and my father are divorced. My father has a brother. His name is Francisco. Francisco is married. His wife's name is Doris. She is my aunt-in-law. They have two children. They are my cousins.

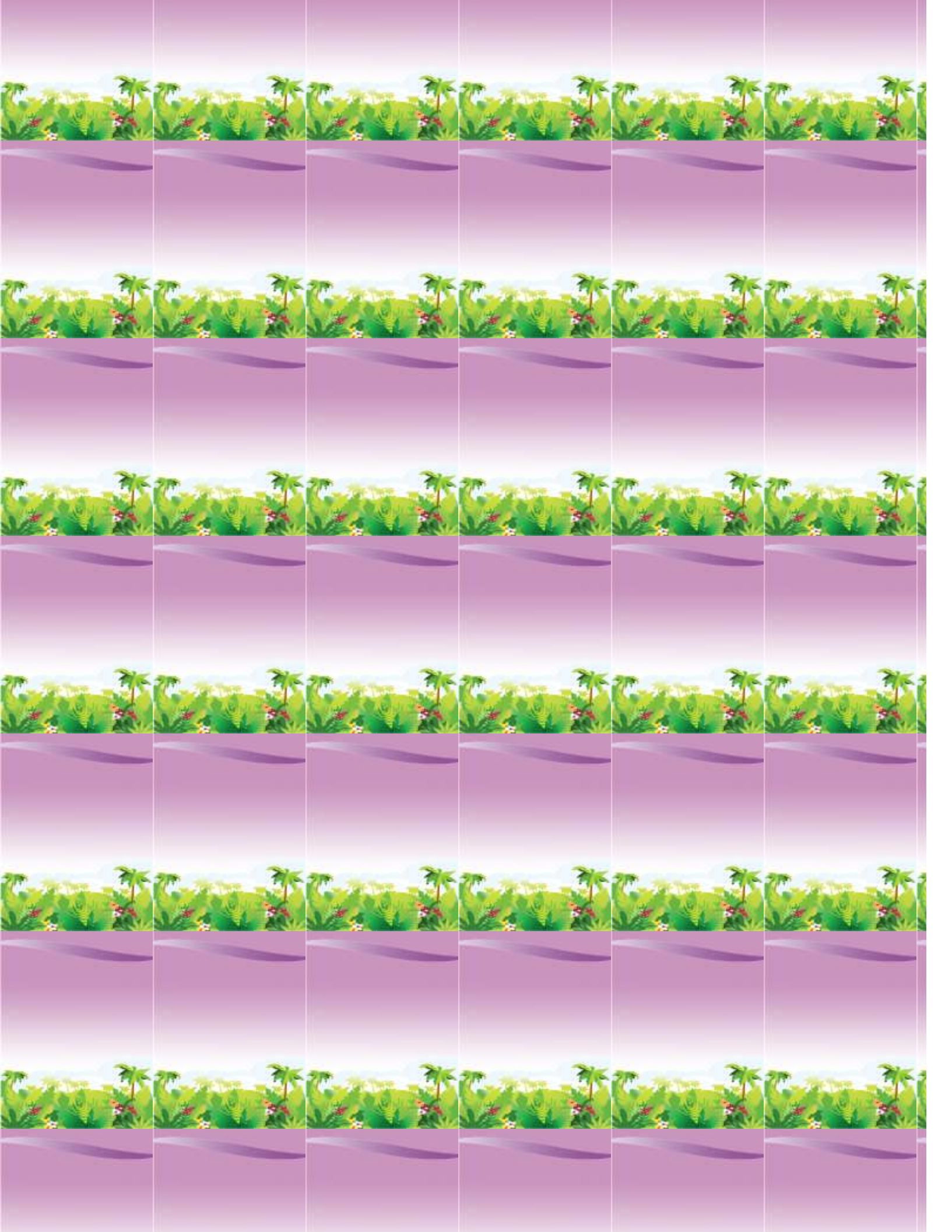
- Students share their papers and read the paragraph to their partner.

Post-write

CYBERLAB KIDS PLATFORM

- Students complete a crossword puzzle with members of the family.
- Students read the information on the ACROSS and BOWN columns.
- Students write the corresponding letters on the spaces provided. (If they place the wrong letter, they cannot write).





# TEACHER'S GUIDE GRADE 6 - UNIT 3 PROJECT AND SURF THE WEB



## Pre-activity

### Schema Building:

- **Students read the objectives of the team project:**
- To investigate the likes and dislikes of our family.
- To report the likes and dislikes of our family.

## GROUP FORMATION

### Grouping Pair work

### Setup:

The teacher forms the groups.

Roles	Job Description	Student's Name
<b>Student 1</b> Leader	<b>Sees that everybody uses English</b> <b>Sees that everybody participates</b> <b>Presents the product</b>	
<b>Student 2</b> Secretary	<b>Writes information about project</b>	
<b>Student 3</b> Designer	<b>Designs layout and adds artwork</b>	
<b>Student 4</b> Assistant	<b>Helps secretary and designer with their work</b>	

## STEPS FOR THE TEAM PROJECT

**STEP 1.** Students investigate the likes and dislikes of five families in the neighborhood.

**STEP 2.** The teacher forms groups of four students. The students choose the roles of each classmate.

**STEP 3.** Students use the following survey to investigate about the likes and dislikes of the different families. EXAMPLE

### SURVEY ABOUT LIKES AND DISLIKES

	YES	NO
1. Does your father like to read the newspaper?	___	___
2. Does your father like to clean the house?	___	___
3. Does your father like to wash the dishes?	___	___
4. Does your father like to clean the yard?	___	___
5. Does your mother like to cook?	___	___

### STEP 4

Analyze the results with the help of the teacher and report to class the amount of family members who like and dislike the different duties at home.

### STEP 4

Display the results in the bulletin board.

## SURF THE WEB

Students go to the following website:

1. Go to the following website:  
[http://www.eslgold.com/speaking/expressing\\_likes\\_and\\_dislikes.html](http://www.eslgold.com/speaking/expressing_likes_and_dislikes.html)
2. Click on "AUDIO". Listen to the conversations about likes and dislikes.
3. Listen again and repeat.
4. Click on the following website and practice the family relations:  
<http://esl.about.com/library/beginner/blfamily.htm?once=true&>

**BECAUSE YOU LOVED ME  
BY  
CELINE DION**



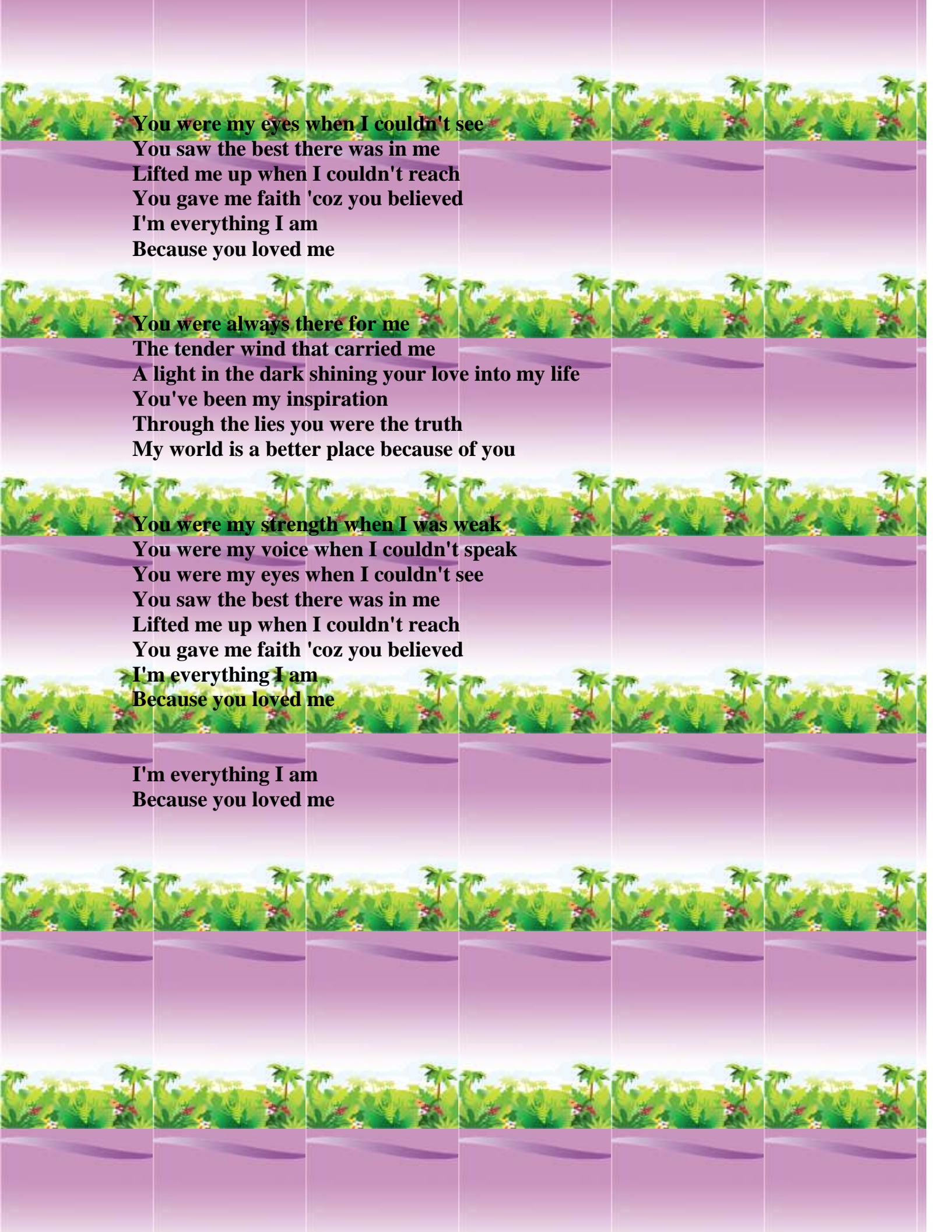
**For all those times you stood by me  
For all the truth that you made me see  
For all the joy you brought to my life  
For all the wrong that you made right  
For every dream you made come true  
For all the love I found in you  
I'll be forever thankful baby  
You're the one who held me up  
Never let me fall  
You're the one who saw me through through it all**

**You were my strength when I was weak  
You were my voice when I couldn't speak  
You were my eyes when I couldn't see  
You saw the best there was in me  
Lifted me up when I couldn't reach  
You gave me faith 'coz you believed  
I'm everything I am  
Because you loved me**

**You gave me wings and made me fly  
You touched my hand I could touch the sky  
I lost my faith, you gave it back to me  
You said no star was out of reach  
You stood by me and I stood tall  
I had your love I had it all  
I'm grateful for each day you gave me  
Maybe I don't know that much  
But I know this much is true  
I was blessed because I was loved by you**

**You were my strength when I was weak  
You were my voice when I couldn't speak**





**You were my eyes when I couldn't see  
You saw the best there was in me  
Lifted me up when I couldn't reach  
You gave me faith 'coz you believed  
I'm everything I am  
Because you loved me**

**You were always there for me  
The tender wind that carried me  
A light in the dark shining your love into my life  
You've been my inspiration  
Through the lies you were the truth  
My world is a better place because of you**

**You were my strength when I was weak  
You were my voice when I couldn't speak  
You were my eyes when I couldn't see  
You saw the best there was in me  
Lifted me up when I couldn't reach  
You gave me faith 'coz you believed  
I'm everything I am  
Because you loved me**

**I'm everything I am  
Because you loved me**