

Programa de Ingles en Primaria
Guía de contenido Nivel 4

TESOL Standards:
Goal I: To use English to communicate in social setting.
Goal II: To use English to achieve academically in all content areas.
Goal III: To use English in socially and culturally appropriate ways.

Topics	Objectives	Grammar	Vocabulary	Sample Activities	Resources
<ul style="list-style-type: none"> ▪ English Learners <li style="padding-left: 20px;">Around the World ▪ School subjects ▪ Nationalities 	<p>Students will be able to label different countries on a map.</p> <p>Students will be able to match countries to nationalities.</p> <p>Students will be able to read short stories about students learning English in other countries and answer comprehension questions.</p> <p>Students will be able to compare/contrast themselves to one of the students they read about by completing a Venn diagram.</p> <p>Students will be able to write letters to students they read about.</p>	<ul style="list-style-type: none"> ▪ Simple present: <i>to be, study, speak, play, go</i> ▪ Simple past: <i>yes/no</i> questions with <i>to be</i> ▪ Time markers: <i>yesterday, last week, last month, last year</i> ▪ Expressing obligation: <i>have, has</i> ▪ Ordinal numbers: <i>first, second, third</i> 	<p>science history math geography English Spanish gym Mexican Mexico</p> <p>*** list other countries/nationalities depending on readings</p>	<p>Read short stories and answer comprehension questions about students learning English in other countries. Next, have students choose someone to compare/contrast themselves to on a Venn diagram.</p> <p>Strengthen students map skills by having them locate and label the countries mentioned in the readings on a world map.</p> <p>Have students write pen pal letters to students in another country. Students should describe their school, family, and interests as well as ask questions to the reader. Before writing, have students use a web to outline their topics. Teachers may want to find a 4th grade classroom to exchange letters with and continue this project through out the school year. Teachers can contact other classroom teachers interested in exchanging email/letters by doing a google search for ‘<i>pen pals for fourth graders.</i>’</p> <p>Other:</p>	<p>Websites for readings:</p> <p>Website for Venn diagram: http://www.educationoasis.com/curriculum/GO_pdf/venn_diagram.pdf</p> <p>Website for an idea web: http://www.educationoasis.com/curriculum/GO_pdf/cluster_web6.pdf</p> <p>Songs: “He’s an Ethiopian”</p>
<ul style="list-style-type: none"> ▪ Endangered Animals 	<p>Students will be able to identify animals.</p> <p>Students will be able to classify animals by in three categories, e.g. extinct,</p>	<ul style="list-style-type: none"> ▪ Simple past: <i>live, eat, have</i> ▪ <i>There was/ there were</i> ▪ Superlatives: <i>–est</i> ▪ Time prepositions: <i>before, after</i> 	<p>extinct endangered disappear forest jungle desert</p>	<p>Have students read about the endangered animals and complete comprehension questions. Have students make a t-chart and classify animals that are extinct and endanger.</p> <p>In teams, have students create a campaign to save an endangered animal. Present students with a rubric so they</p>	<p>Workbooks with Reproducibles: <i>Oxford Content Dictionary for Kids</i> <i>Reproducible Worksheets</i></p>

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	<p>endangered, and safe animals.</p> <p>Students will be able to design posters and write letters to campaign to save an endangered animal.</p> <p>Students will be able to read and identify sentences as fact or opinion.</p>		<p>ocean Gulf porpoise Mexican prairie dog blue whale panda bear</p>	<p>understand the expectations of the group project. The project should include a poster and letter explaining why the animal is endangered, how it can be saved, and what the team would like people to do to help. Teams should present their information to the class.</p> <p>Write several sentences on the board such as; <i>The baby panda bear was very cute. The blue whale is the largest living animal in the world.</i> Explain the difference between fact and opinion and have students identify which sentences are fact and which are opinion. For independent practice, give students more sentences to read and mark fact or opinion.</p> <p>Other:</p>	<p>Information on endangered animals: http://www.planetozkids.com/oban/animals/endanger.htm</p>
<ul style="list-style-type: none"> ▪ Geography ▪ Natural Disasters 	<p>Students will be able to use verbs in the simple past tense to explain what happens during a natural disaster.</p> <p>Students will be able to identify various landforms.</p> <p>Students will be able to read a short story about the destruction of Pompeii and complete comprehension questions.</p> <p>Students will be able read directions to create the eruption of their model volcano.</p>	<ul style="list-style-type: none"> ▪ Simple past: <i>explode, kill, discover, shake, erupt, die</i> ▪ Linking words: <i>next, finally</i> 	<p>mountain hill plain plateau glacier river lake ocean volcano earthquake tsunami rock numbers used for dates</p>	<p>In teams, have students make models of landforms using shaving cream or clay. Students should be prepared to identify each landform created to earn points.</p> <p>Have students read about the earthquake that occurred in Mexico City in 1985. Students should answer comprehension questions after completing the reading.</p> <p>Have students read about Pompeii and the earthquake that destroyed the city. Students should be able to locate Mount Vesuvius on a map.</p> <p>After reading about the earthquake in Mexico and Pompeii, create a timeline with students. Include these two events, but then add more to give students a sense of time and the order of various events they are familiar with, such as their birthdays. Ask students to identify some important events in Mexican history to add to the timeline.</p> <p>In teams or individually, have students create a volcano. After their volcanoes are ready, have each team read and follow the</p>	<p>Workbooks with Reproducibles: <i>Oxford Kids Picture Dictionary, Worksheets</i></p> <p><i>Oxford Content Dictionary for Kids Reproducible Worksheets</i></p> <p>Directions to make volcano eruptions: http://www.volcanolive.com/model.html</p> <p>Melt your own glacier: <u>Geography Wizardry for Kids,</u></p>

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				<p>directions to make their volcano erupt.</p> <p>Other:</p> <p>Cooked Play Dough Recipe: 1 cup of flour , 1/2 cup of salt, 1 cup of water, 1 tbsp cooking oil, 2 tsp cream of tartar , food coloring. Mix together and cook over medium heat until doughy. Stir constantly. Wrap in foil, knead and store.</p>	<p><u>by Kenda & Williams</u></p>
<ul style="list-style-type: none"> ▪ Sports and Exercise 	<p>Students will be able to identify major organs</p> <p>Students will be able to read and identify sentences as fact or opinion.</p> <p>Students will be able to talk about healthy eating habits using comparatives.</p> <p>Students will be able to write about what they like/don't like to do to stay healthy.</p> <p>Students will be able to write sentences using because to express cause/effect relationships.</p>	<ul style="list-style-type: none"> ▪ Expressing <i>like, want</i> in affirmative and negative ▪ Comparatives: <i>better, worse</i> ▪ Simple past tense: breathe, stretch, smoke ▪ Present progressive: smoke ▪ Conjunction: <i>because</i> 	<p>basketball soccer aerobics Pilate baseball strong weak heart lungs muscles bones skin cigarettes alcohol</p>	<p>Review the food pyramid and healthy habits from the third year.</p> <p>In groups, have students trace one student as they lie on packing paper. Cut out the person's life-size body. As students learn each system of the body, have team members create the organs and add them to the body.</p> <p>Have students read an article about healthy versus unhealthy lifestyles. Have students identify cause/effect relationships and write additional sentences using because to express cause/effect relationships.</p> <p>Write several sentences on the board, some that are facts and some that are opinions. For example, <i>Aerobic sports, like soccer, strengthen your lungs. I like to watch baseball.</i> Explain the difference between fact and opinion and have students identify which sentences are fact and which are opinion. For independent practice, give students more sentences to read and mark fact or opinion.</p> <p>Other:</p>	<p>Workbooks with Reproducibles: <i>Oxford Content Dictionary for Kids Reproducible Worksheets</i></p> <p><i>Oxford Kids Picture Dictionary, Worksheets</i></p> <p>Story of the World Cup: http://www.gradedreading.pwp.blueyonder.co.uk/worldcuphistory.html</p>
<ul style="list-style-type: none"> ▪ Life in the Desert 	<p>Students will be able to identify desert animals, insects and plants.</p> <p>Students will be able to classify desert animals,</p>	<ul style="list-style-type: none"> ▪ Superlatives: <i>most, least</i> ▪ Simple past tense: <i>attack, defend, hunt, survive, bite</i> 	<p>cactus scorpion spider lizard snake frog</p>	<p>Have students identify and then classify desert animals, insects and plants. Students may play the memory game to learn new vocabulary words.</p> <p>Have students practice using comparatives adjectives by completing sentences.</p>	<p>Workbooks with Reproducibles: <i>Oxford Content Dictionary for Kids Reproducible Worksheets</i></p>

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	<p>insects and plants.</p> <p>Students will be able to draw and label a food chain using desert animals and insects.</p> <p>Students will be able to write about life in the desert using verbs in simple past tense.</p> <p>Students will be to create a diorama of a desert scene.</p>		<p>coyote prairie dog hawk owl bat camel oasis danger dangerous poison poisonous dry hot cold heat drought</p>	<p>Have students practice writing sentences with cause/effect relationships by writing about the dangers of the desert.</p> <p>Have students categorize desert animals and insects by dangerous and not dangerous and discuss why these animals are dangerous. Have students create a poster instructing others of what to do if bitten by an animal or insect listed in the dangerous column.</p> <p>Have students create dioramas of a desert scene. This can be done using a shoe box or tissue box.</p> <p>Other:</p>	<p>Website for information on teaching about the Sonoran desert:</p>

Created by W. Senft, 06/2006