

Programa de Ingles en Primaria
Guía de contenido Nivel 5

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"> ▪ Visiting Far Away Places 	<p>Students will be able to label the seven continents on a map of the world.</p> <p>Students will be able to work with others to plan and present information needed for a trip to another country.</p> <p>Students will be able to make suggestions by using <i>let's</i>.</p>	<ul style="list-style-type: none"> ▪ Wh- questions in future tense ▪ Future tense: <i>will, won't</i> ▪ Making suggestions: <i>Let's</i> ▪ Expressing desire: <i>I'd like to, I'd love to</i> ▪ Preposition: <i>by</i> ▪ Superlatives: <i>best, worst</i> 	<p>Asia Europe Africa Australia North America South America Antarctica names of countries train airplane bus cruise flight roundtrip one-way reservation hotel pilot</p>	<p>Read short articles about the seven wonders of the world and other interesting places in the world. Students should complete comprehension questions.</p> <p>In teams, have students research and then plan a trip to another country. They should prepare a brochure and poster with information about the country to gain the interest of other students. When finished, projects should be presented to the class or visitors from a local travel agency.</p> <p>Have students explore jobs that require travel or living in another country. Invite guest speakers to talk to students about their work.</p> <p>Other:</p>	<p>Workbooks with Reproducibles: <i>Basic Vocabulary Builder: Blackline Masters</i>, for map #32</p> <p>Web site for reproducible world maps: http://www.abcteach.com/free/w/worldmap.pdf</p> <p>Web site for readings on the seven wonders of the world:</p>
<ul style="list-style-type: none"> ▪ Biographies ▪ Character Traits 	<p>Students will be able to use adverbs to sequence sentences in a paragraph.</p> <p>Students will be able to read a biography, complete comprehension questions, and create a timeline.</p> <p>Students will be able to prepare questions and</p>	<ul style="list-style-type: none"> ▪ Simple past: <i>die, move, graduate, marry, finish</i> ▪ Irregular simple past: <i>have, begin</i> ▪ Adverbs: <i>first, then, next, finally</i> 	<p>birth death graduation marriage wedding</p>	<p>Have students sequence several sentences using <i>first, then, next, and finally</i>. Have students write a short paragraph about what they did on the weekend using adverbs for sequencing.</p> <p>Have students read short biographies in class and answer comprehension questions. Have students create a time-line of the person's life.</p> <p>Have students prepare questions and interview an older family member. Students should then write a biography about the person they interviewed.</p>	<p>Website for an idea web: http://www.educationoasis.com/curriculum/GO_pdf/cluster_web6.pdf</p>

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	conduct an interview with someone in English.			<p>The teacher will write the names of famous people on strips of paper. Have each student pick a strip of paper and prepare to present a biography about that person to the class. Before the presentations the teachers should create and explain the rubric that will be used for grading. Students could also present their biographies without giving the name of the person and the class would guess the person's identity.</p> <p>Other:</p>	
<ul style="list-style-type: none"> ▪ Inventions 	<p>Students will be able to read about a famous inventor and complete comprehension questions.</p> <p>Students will be able to create inventions to solve a problem they have identified.</p> <p>Students will be able to explain the purpose of their invention to others in writing using will/won't and used to.</p>	<ul style="list-style-type: none"> ▪ Past tense with <i>used to</i> ▪ Simple past: <i>sell, make, do, create, invent, solve</i> 	<p>scientist inventor</p>	<p>Have students read and answer comprehension questions on famous inventors.</p> <p>Have students work in groups of four or five to create an invention. Students should first come up with something they'd like to simplify in their lives and then brainstorm to find a solution to the identified problem. Have students create a poster and/or model of their invention and present their idea to the class.</p> <p>Other:</p>	<p>Workbooks with Reproducibles: <i>Oxford Content Dictionary for Kids Reproducible Worksheets</i></p>
<ul style="list-style-type: none"> ▪ Caring for Our Environment ▪ Recycle, Reuse and Reduce ▪ Precious Water 	<p>Students will be able to identify different types of pollution, e.g. air, land, water.</p> <p>Students will be able to create posters to teach others about the effects of pollution and how to prevent it.</p>	<ul style="list-style-type: none"> ▪ Use of should/shouldn't to give advice 	<p>recycle reuse reduce pollution environment environmentalist pesticides air smog ground</p>	<p>Have students read an article on pollution and its impact on humans and the environment and then complete comprehension questions. Mexico City is a good case study for this.</p> <p>Have students share what they've learned by creating posters to teach others to recycle, reuse, and reduce and hanging them throughout the school.</p> <p>In teams, have students write a public service announcement that would be aired on television or the radio. Students should focus on teaching others about the effect pollution has on the</p>	<p>Web site for information on recycling:</p>

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	<p>Students will be able to write and perform a public service announcement to teach others about the dangers of pollution.</p>			<p>community and how to reduce/prevent it. Perform the role-plays for the class. Students may want to have a contest to choose the team who wrote the most creative, attention grabbing announcement.</p> <p>Other:</p>	
<ul style="list-style-type: none"> ▪ Giving Advice ▪ Health & Safety 	<p>Students will be able to classify various activities by which are safe and which are dangerous.</p> <p>Students will be able to give advice to others using should/shouldn't and first conditional.</p> <p>Students will be able to role play what they should do in certain emergencies, such as fire.</p> <p>Students will be able to create posters to teach others what to do in an emergency.</p>	<ul style="list-style-type: none"> ▪ First conditional, if statement to express cause/effect, e.g. <i>If I see a car accident, I will call for help.</i> ▪ Past tense: <i>choke, prevent, smoke</i> ▪ Modals: <i>have, must</i> ▪ Imperatives: <i>Be careful, watch out</i> 	<p>stop/drop/roll diet exercise accident matches prevention</p>	<p>Present students with a list of various activities. Provide visuals to support their understanding of each. In teams, have students classify the activities by safe and dangerous.</p> <p>The teacher will present flashcards of dangerous situations such as: a house fire, a traffic accident, etc. Then students will write sentences using should and shouldn't to give safety advice in each situation.</p> <p>Read and discuss a <i>Dear Abbey</i> letters. Have each student write a <i>Dear Abbey</i> letter. The problem stated in the letter should be made up, but perhaps not unrealistic. In pairs, have students write a response to two <i>Dear Abbey</i> letters. The use of <i>Dear Abbey</i> to refer to letters giving advice comes from a famous columnist who answered letters for the <i>San Francisco Chronicle</i>.</p> <p>Have students create public safety posters to hang around the school. Topics should include: stop/drop/roll, diet, calling for the police, etc. Posters should include vocabulary like '<i>Be careful</i>' in both English and Spanish.</p> <p>Have students practice stop/drop/roll, the procedure they should use during a fire.</p> <p>Other:</p>	

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