



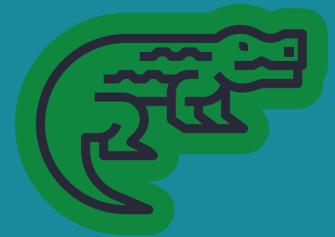
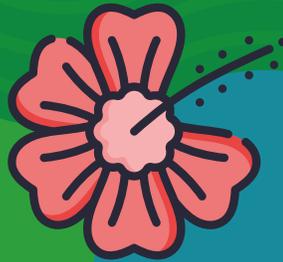
ALCALDÍA DE
BARRANQUILLA

| Soy **BARRANQUILLA** |



Soy **Bilingüe**

21st Century **KIDS**



**A1 Secondary
Teacher's Guide**

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Let's meet diverse families!, Teacher's Guide
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Hecho en Colombia
Made in Colombia





I'm Isa the Iguana, here to welcome you to **21st Century Kids!** These materials will help you teach English in a way that will allow your students to explore, understand, and participate in their local and global communities.

Are you ready to start? Let's go!



¡Soy Isa la Iguana y te doy la bienvenida a **21st Century Kids!** Estos materiales te ayudarán a enseñar inglés de una manera que les permitirá a tus estudiantes explorar, entender y participar en sus comunidades locales y globales.

¿Estás listo? ¡Vamos!





Let's meet **diverse families!**



Learning Objective: By the end of this lesson, students will be able to talk about their families using the verb to be and the possessive 's.

DBA 6° Sociales

- 8.** Comprende que en una sociedad democrática no es aceptable ninguna forma de discriminación por origen étnico, creencias religiosas, género, discapacidad y/o apariencia física. Constitución Nacional de Colombia de 1991.
- Explica que pertenece a una sociedad multicultural y como ésta ha contribuido a la construcción de su identidad (familia, colegio, barrio, región, país).





Pre-task

Activity 1

Synchronous: Ask students to think about words related to “diverse families,” and write them in the space provided (5 minutes).

Ask students to share their ideas with the rest of the class (5 minutes).

If they think a classmate made a smart contribution, suggest they add it to their arrows (5 minutes).

Asynchronous: Students will add their words individually beside the arrows. You could ask students to share with the rest of the class by sending a picture or interacting on an online platform.

You can also create a macro-version that summarizes all the words from all students by using a type of word cloud or something similar that can be posted on an online platform for everyone to see.

Activity 1

Think about adjectives that come to mind when you hear the words “diverse family.” Write the adjectives next to the arrows below. Use the pictures and word box to help you if you need to.

big
small
inclusive

different
unique
loving

single parent
two parent
adopted





Colorful

Diverse families



Share your answers with the class. What adjectives did your classmates share? Write them here or add them to your arrows.

Two horizontal lines for writing answers, each preceded by a small teal dot.

Activity 2

Synchronous: If necessary, before starting the activity, review the use of possessive pronouns and the use of the possessive 's.

You can use the box below to guide the review, or you can consider doing the following. Share images with students where people are holding objects (for example, a girl holding a dog or a boy holding a book). Ask the students questions like, "Whose dog is it?" or "Whose book is it?" Students should respond with "It is the girl's dog," and "It is the boy's book." As students





answer, write the responses where everyone can see, and ask them, “How do we show it is the girl’s dog and the boy’s book?” Help students notice and remember that it is by adding the “’s” that we do this.

To review possessive pronouns, you can use those same examples and ask, “Is there another way to express that it is the girl’s dog or the boy’s book without using “’s?” Try to get students to answer with “her dog” and “his book.” You could provide them with clues if they are struggling. Then, have students complete Activity 2 (5 minutes).

Note: This grammar element will be key to the rest of the activities.

Asynchronous: Have students complete the activity individually. You could create an interactive worksheet with Liveworksheets or Google Forms, for example, so students can check their answers immediately and receive feedback. You could also send students a recording where you explain the use of possessive pronouns and the possessive ‘s.

Activity 2

Grammar Review

To help us talk about our families, let’s do a quick grammar review!

Possessives

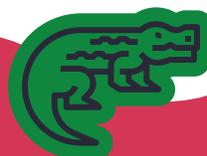
Adding **’s** at the end of a name indicates ownership.

Example: **Stefani’s** brother is an engineer.

Both possessive pronouns (my, her, his, their, our) and the **’s** can be used to indicate ownership. Example:

Jorge: “My book is on the table.”

Jorge**’s** book is on the table.





Let's make sure you understand. Match the sentences below that have the same meaning. Write the correct number inside the parentheses.

1. This is Angela's book.
2. Where is Miss Gutierrez's marker?
3. I found the twin's toys.
4. Where is Tomma's chair?

- a. I found their toys. (3)
- b. Where is his chair? (4)
- c. This is her book (1)
- d. Where is her marker? (2)

Activity 3

Synchronous: Ask students to complete the sentences in Activity 3 in pairs (10 minutes).

Ask students to compare with another classmate (5 minutes).

After, check answers with the whole class (5 minutes).

Asynchronous: You can record yourself reviewing the topic, and then, ask students to send you the answers to the printed material via an online platform. You can also ask students to share the answers through WhatsApp or other means of communication used by the school where all students are connected.

Activity 3

Now, read the sentences below that use possessives. Show your understanding by completing each one with the words describing family members in the box.





When you finish, listen to the audio to check your answers.
<https://youtu.be/G68rG4TTC84>

Vocabulary: Family members

Sister - Brother - Siblings - Cousins - Father - Grandfather - Dad
Mom - Uncle - Aunt - Husband - Wife - Twin - Grandmother
Godfather - Godmother - Cousin - Pet

- a. My dad's brother is my uncle.
- b. My grandma's husband is my grandfather.
- c. My dad is my mom's husband.
- d. My mom is my dad's wife.
- e. My uncle and my aunt are my dad's siblings.
- f. My uncle's son and daughter are my cousins.
- g. My mom's sister is my aunt.
- h. My family's dog is my pet.
- i. My grandma is my dad's mother.
- j. My uncle is my cousin's father.





Activity 4

Synchronous: Ask your students to read aloud to practice pronunciation. You can have students read aloud themselves or you can play the audio and have them follow along. Remember that you should not ask them to read aloud for comprehension (10 minutes).

After most students have practiced and corrections have been made, ask them to read again for comprehension to answer the questions (10 minutes).

After reading, ask students, "What is Sebastian's family like? Is it big? Is it small?" Students may answer, "It is small." Then ask, "What is Gustavo's family like?" Student should answer, "It is big." After this, ask students to answer the comprehension questions (10 minutes).

Asynchronous: Ask students to listen to the audio and follow along in the text. Tell them they should focus on listening to how the words are pronounced. Ask students to record themselves reading one of the blog posts and send it to you. They could load it to a shared Google Drive folder or upload a video to FlipGrid.

After they record themselves, let students know they should re-read the text for comprehension and answer the questions about the blog posts. You could create a Google Form or LiveWorksheets, so students can receive immediate feedback on their answers.

Peer work option for pronunciation:

- Ask students low level students to send the audios to those who you have identified as more advanced and vice versa.
- Ask students to listen to the audio and spot differences.
- Ask students to send you comments on their classmates' audios.
- Ask students to listen to their classmate's comments (or read their classmates' comment) and try making an improved version of their audio.





Activity 4

Pronunciation practice

Read the family descriptions in the blog posts below aloud with your teacher or listen to them in the audio.



<https://youtu.be/MzxFPRr791Q>

Reading Comprehension

Now, read the blog posts individually and answer the questions that follow.



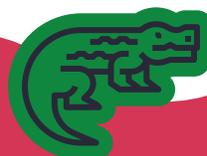
[DiverseFamilies.com](https://www.DiverseFamilies.com)

Students from schools around Colombia tell the world about their families. Do you want to get to know them, too?

● ● ● My Unique Brother

My family is very unique. I live with my dad, my mom, my brother, and my pet, Molly. Molly is old and sweet. My brother is 13 years old. He has down syndrome. He's creative, athletic, and funny. He loves music very much.

Melissa, Huila





● ● ● My Fun Cousin and I

My family is a lot of fun. I live with my aunt Maribel, my uncle Marcos and my cousin Brayan. Brayan is from Venezuela, but we live in Soledad. My cousin is 15. He and I are not very tall. He's funny and silly. We play a lot of games.

Mateo, Soledad



● ● ● My Colorful Family

My family is very sweet. I live with my dad in Bogota. I am adopted. My dad is a lot of fun. He is a music teacher. He plays the piano and the drums. He is kind, smart, and teaches me many things. I love him.

Juliana, Bogota



● ● ● My Wise Grandparents

My family is very big. I live with my grandfather, my grandmother, my siblings, my dad, and my mom. My grandfather is not very old. He and my grandmother are very intelligent and calm. I am 13 years old but I like listening to them. My grandmother is 60 years old and my grandfather is 58 years old. I love them very much.

Gustavo, Guajira





● ● ● My Uncle

My uncle has a small family. I visit him sometimes. He's my mom's younger brother. He loves animals a lot. He lives with his dog, his cat, his bird, and a turtle. He's kind to animals, and he is a vegetarian. I think he's great!

Sebastian, Barranquilla



Now, go back to the blog posts from DiverseFamilies.com, and find the answers to the questions below.

Example: **Whose family is big?**
Gustavo's family is very big.

a. Who lives with their grandparents?

Gustavo

b. Who lives with their uncle?

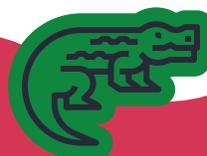
Mateo

c. Who is creative and likes music?

Melissa's brother

d. Who is funny and silly?

Mateo's cousin





e. Who is intelligent and calm?

Gustavo's grandparents

f. Who is a vegetarian?

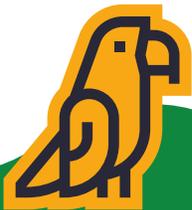
Sebastian's uncle

g. Who is athletic?

Melissa's brother

h. Who is smart and plays musical instruments?

Juliana's dad





Task

Activity 1

Synchronous: Review the concept of adjectives and the verb “to be” with students using the example given. You may want to ask students to give you a few example sentences of their own using some of the adjectives from the box or complete the first sentences together to ensure they understand what to do. Then, ask students to complete Activity 1. When they finish, confirm answers as a whole class (5-10 minutes).

After this, tell students they are going to use the verb “to be” and adjectives to describe their own families. Explain that they will be writing a blog post like the ones they looked at in Activity 4, Pre-task. Tell students to write their blog post first and then draw or paste a photo of their family in the space provided. If needed, you could have students write out sentences describing their family to get feedback on and then organize them into the blog post space provided in the materials (20 minutes).

Asynchronous: Send a recording of yourself reviewing the concept of adjectives and the verb “to be” with students using the example given in the material. Have students submit their answers to Activity 1 using LiveWorksheets or a Google Form, so students can receive immediate feedback.

After this, students should write their blog post describing their own family following the models given in Activity 4, Pre-task.

Activity 1

Grammar review

Remember, when we describe, we often use the verb “to be” with adjectives. Show you understand by completing the sentences below with the verb “to be” plus an adjective from the box. Use the pictures to help you.





Verb "to be"

Affirmative

I am
You are
She is
He is
It is
We are
You are
They are

Negative

I am not
You are not
She is not
He is not
It is not
We are not
You are not
They are not

Vocabulary: Adjectives

Smart - Old - Young - Silly - Cute - Tall - Pudgy - Sweet - Funny Creative
Hardworking - Intelligent - Clever - A good dancer - Good looking
Beautiful - Brave - Elegant - Fashionable - Grumpy - Easy going
Kind - Gentle - A good cook

Example: **My brother** (verb to be, not) **is not** (adjective) **tall**.
He is actually (adjective) **short**.



1. My godmother is (adjective) a good dancer and my
godfather is (adjective) fashionable . They are (adjective)
answers may vary: cute, gentle, good looking, etc.





2. Jose's cousin (verb to be) is
(adjective) creative. She loves to paint,
color, and create new things.



3. Sarah's brother loves to learn. He (verb to be)
is (adjective) intelligent/hardworking/clever.

Activity 2



[DiverseFamilies.com](https://www.DiverseFamilies.com)

We want to know about your diverse family!
Write a blog post about your family in the space
below. Be sure to include a picture, too!

My family!

Paste or draw a picture of your family here.





Write your blog post here. Use the examples in Pre-task Activity 4 to help you.

Hello, I'm _____

Name: _____, from _____ (your city or town)

Activity 3

Synchronous: Organize students into groups of 3. Ask students to share their blog post for [Diversefamilies.com](https://diversefamilies.com) with their classmates and tell them about their family. Have them listen to their classmates and take notes. Keep in mind they must answer the question: What are their families' like? (15 minutes).

If you are teaching class online and the class is very big, ask students to share their descriptions on a collaborative platform like Jamboard, Google Documents, Padlet, or the school's official blog. After all posts are loaded, ask students to check 2 classmates' posts. You can assign groups to avoid having students read the same posts.

If you have face-to-face class, have students work in groups of 3 to share their family's description. When they finish, ask some of them to share what they wrote in their notes with the rest of the class (15 minutes).

Asynchronous: Ask students to share their descriptions on a collaborative platform like Jamboard, Google Documents, Padlet, or the school's official blog where their classmates can read their answers and see their photos. After all posts are loaded, ask students to check 2 classmates' posts. You can assign groups to avoid having students read the same posts.

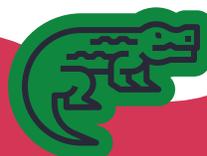




Activity 3

Show your blog entry for DiverseFamilies.com to your classmates and tell them about your family. Listen to your classmates, too, and take notes in the table below. What are their families like?

Example: Classmate 1 _____ Marla _____ 's family	Classmate 2 _____ 's family	Classmate 3 _____ 's family
Is their family diverse?	Is their family diverse?	Is their family diverse?
Yes (X) No ()	Yes () No ()	Yes () No ()
Why? She lives with her uncle and grandmother.	Why? _____ _____	Why? _____ _____
Is their family similar or different than yours? Similar () Different (X)	Is their family similar or different than yours? Similar () Different ()	Is their family similar or different than yours? Similar () Different ()
How? She has a small family. I have a big family. I live with my parents, my 5 siblings, my pet, and my aunts.	How? _____ _____ _____ _____	How? _____ _____ _____ _____





Post-task

Post task

Synchronous: Ask students to share what they learned about diverse families. Mainly monitor the use of the verb to be, possessive 's and adjectives. Wait until all students have finished to make general corrections (20 minutes).

Asynchronous: Ask students to share with the class what they have learned about diverse families. They can send an audio or a text answering the question, or you can have them post it to a collaborative space that all students have access to. After, provide general feedback to repeated grammar errors related to target language. This feedback could be via an audio message or a video you share with students.

Share with the rest of the class what you learned about diverse families.

I learned that _____.

Answers will vary. For example:

I learned that **families can be diverse.**

I learned that **I can describe my family using the possessive 's.**

I learned that **families are families even if they are different.**





Do you have something in common with any of your classmates' families?

's family is similar to mine.

's family is beautiful.

's family is unique and different from mine.

