



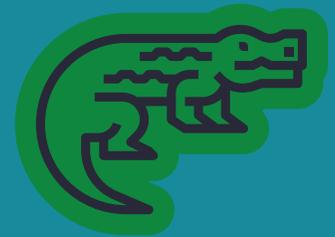
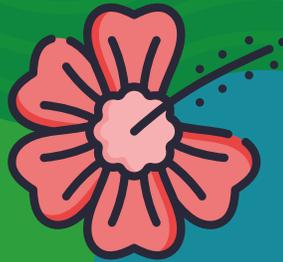
ALCALDÍA DE  
**BARRANQUILLA**

| Soy **BARRANQUILLA** |



Soy **Bilingüe**

# 21st Century **KIDS**



**A1 Secondary  
Teacher's Guide**

Let's get active! / Alcaldía de Barranquilla. – Barranquilla, Colombia : Alcaldía de Barranquilla ; Soy Barranquilla ; Soy Bilingüe, 2022.

24 páginas : ilustraciones, gráficas ; 24 cm. – (21 st century kids.

A1 Secondary)

ISBN 978-958-789-416-5 (PDF)

1. Inglés – Enseñanza elemental – Barranquilla (Colombia). 2. Bilingüismo en niños – Enseñanza.

(428.007 L645 ed. 23) (CO-BrUNB)

2022, primera edición



Vigilada Mineducación

[www.uninorte.edu.co](http://www.uninorte.edu.co)

KM 5 Vía Puerto Colombia, AA 1569

Área metropolitana de Barranquilla, Colombia

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Let's get active!, Teacher's Guide

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Este material fue financiado por la Secretaría Distrital de Educación de Barranquilla.

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 get **active!**



**Learning Objective:** By the end of this lesson, students will be able to discuss healthy lifestyles by using vocabulary related to adverbs of frequency.





## DBA 5º Ciencias Naturales

4. Comprende que en los seres humanos (y en muchos otros animales) la nutrición involucra el funcionamiento integrado de un conjunto de sistemas de órganos: digestivo, respiratorio y circulatorio.



## Pre-task

### Activity 1

**Synchronous:** Activate students' prior knowledge by asking them to list some healthy activities (5 minutes).

**Asynchronous:** Ask students to write down their responses individually. You could also create a word cloud using a platform like Mentimeter where all students can contribute and see all students' responses. A collaborative document like Google Documents could also be used.





## Activity 1

What healthy activities can you think of? Make a list below.

- Answers may include:
- Playing soccer with my friends.
- Eating fruits and vegetables.
- Waking up early.
- Eating less junk food.
- Taking more walks with my dog.

## Activity 2

**Synchronous:** Review the vocabulary words together as a class. Ask students to match the vocabulary words to the images provided. Then, ask them to categorize each activity based on whether they think it is a healthy or unhealthy habit (10 minutes).

**Asynchronous:** Ask students to match the vocabulary to the images and to categorize the activities as either healthy or unhealthy.





## Activity 2

Match the vocabulary with the correct image.

A. Play sports

B. Hydrate

C. Watch television

D. Ride a bicycle

E. Eat healthy

F. Eat fried food

G. Eat a big breakfast

H. Plant flowers

I. Run

J. Read books

K. Wake up early

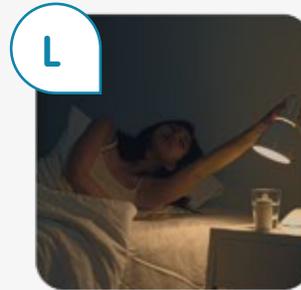
L. Go to bed late

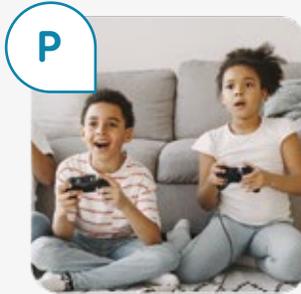
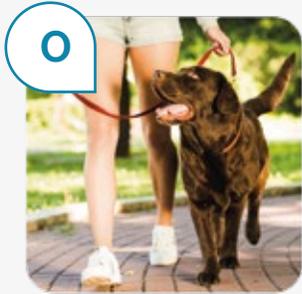
M. Spend time on social media

N. Roller-skate

O. Walk the dog

P. Play video games





Which of the habits above do you think are healthy? Which ones are unhealthy?



### Healthy Habits

- Play sports
- Hydrate
- Ride a bicycle
- Eat healthy
- Go to bed early
- Roller-skate
- Walk the dog
- Run
- Plant flowers
- Read books
- Eat a big breakfast



### Unhealthy Habits

- Watch television
- Eat fried food
- Spend time on social media
- Play video games
- Go to bed late

**Answer Key:** Answers may vary. You can mention that anything in excess is unhealthy, but some habits are better to avoid than others.





## Task

### Activity 1

**Synchronous:** Have students read the text. Students may take turns reading it aloud or read it individually. Ask students to pay attention to the highlighted adverbs of frequency that they see in the text. Then, ask students to respond to the questions below with complete sentences (15 minutes).

**Asynchronous:** Students will complete the activity individually. You can share the activity using a Google Form, so students can answer the questions and receive immediate feedback.

### Activity 1

Let's read about Carlos and his daily routine. Pay attention to the highlighted words as you read.

#### My Daily Routine

Hello everyone! I'm Carlos, and I'm a personal trainer. I love all different types of sports. It's very important for me to stay active every day, so I feel good! On a typical day, I **usually** wake up at 5am. Here in Barranquilla, it can be very hot, so I like to wake up early.

The first thing I **normally** do is eat a banana. Then, I select my favorite playlist on my cell phone. After that, I **frequently** run for about an hour around the city. I **sometimes** run at the Gran Malecon or even around the Ventana del Mundo. There are lots of fun places to run here in the city. I especially love to run where there are a lot of trees because the air feels cool and fresh. Once I finish, I return home, and I **always** take a shower. Then, at 7am I **generally** eat a big breakfast with eggs, avocado, and some oatmeal.





After breakfast, I **occasionally** ride my bicycle to work. I **usually** start work at 8am. I work at a gym in my neighborhood. The people there are very friendly, and I love my job because I help people stay active. As a personal trainer, I teach people effective and safe methods to exercise, so they can reach their fitness goals. I **usually** finish work at 4pm. I **sometimes** like to go to the park and play soccer with my friends. We have a lot of fun, and it is a great way to spend my free time. Once I arrive home at 6pm, I **usually** take a shower again and I prepare a healthy dinner. I **never** eat fried foods at night. After dinner, I **often** like to read for a while before I go to bed. I **always** go to bed at 9pm or 10pm to make sure I sleep for at least 7-8 hours.



### Comprehension Questions

Answer the following questions using complete sentences.

- 1. Do you think Carlos has a healthy lifestyle?  
Why or why not?  
\_\_\_\_\_
- Yes, he has a healthy lifestyle. He is a very active person.  
\_\_\_\_\_
- 2. When does Carlos usually start work and finish work?  
\_\_\_\_\_
- He usually starts work at 8am and finishes work at 4pm.  
\_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_





3. What does he frequently do in the morning to be active?

Carlos frequently runs in the morning to be active.

4. What does Carlos never do?

He never eats fried food at night.

5. What does Carlos always do?

Carlos always goes to bed early (at 9pm or 10pm) to sleep for at least 7-8 hours a night.

Based on the text, which words describe things Carlos does frequently? Which words describe things he does infrequently? Complete the table below.

Usually

Normally

Frequently

Sometimes

Never

Hardly ever

Rarely

Always

Generally

Seldom

Occasionally

Rarely

Often





### Frequently

Always  
Usually  
Frequently  
Often  
Generally  
Normally



### Somewhat Frequently

Sometimes  
Occasionally



### Infrequently

Hardly ever  
Rarely  
Seldom  
Never



**We call these words adverbs of frequency. They tell us how frequently something happens.**

## Activity 2

**Synchronous:** Using the text from Activity 1, tell students to create a comic strip using Carlos's schedule. Explain that they will need to change the statements to the third person singular "he" and utilize the adverbs of frequency mentioned above (10 minutes).

**Asynchronous:** Students should complete the activity below individually. You could ask students to send you a picture of their answers to check them and give any necessary feedback.

## Activity 2

Complete the comic strip by including what Carlos does in a day. Use the information from Activity 1. **Write sentences for each time using adverbs of frequency and the third person singular "he."**





5:00am



Example: He usually wakes up and runs for 1 hour in the city.

7:00am



He always takes a shower, and he generally eats a big breakfast.

8:00am



He usually starts work.

5:00pm



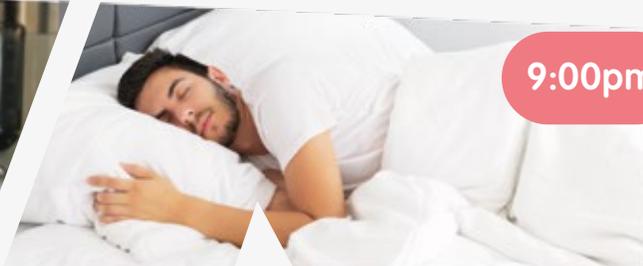
He usually finishes work, and he sometimes goes to the park to play soccer.

6:00pm



He usually takes a shower, and he prepares a healthy dinner.

9:00pm



He always goes to bed at 9 or 10pm.





### Activity 3

**Synchronous:** Ask students to read the text below and to replace some of Valentina's unhealthy habits with healthier ones. Tell students to think of realistic replacements for Valentina's unhealthy habits that can help her to live a healthier lifestyle. If possible, you could project the text and have students go to the board to circle the unhealthy habits they find in the text. Then, you could go over the healthy habit suggestions as a whole class or have students work in pairs first to, then, later share and confirm their answers with the class (10 minutes).

**Asynchronous:** Students will complete the activity individually. You can also create a LiveWorksheets or use another platform such as Jamboard or Padlet to allow students to respond virtually and receive feedback while also seeing other students' ideas.

### Activity 3

Now, read about Valentina's lifestyle.



Hi! My name is Valentina, and I'm 16 years old. I want to have a healthy lifestyle, but I don't know how to start. I usually wake up late, and I often arrive late to school. I only sleep for about 5 hours every night because I spend a lot of time on social media.

After school, I frequently go to the mall with my friends. I love to play basketball, but I rarely do it. Also, I normally eat snacks at night that are fried foods like french fries and empanadas, but I don't like how these foods make me feel. Finally, I often forget to drink water. What can I do to have a healthier lifestyle?





What are some things Valentina can change in her daily routine to have a **healthier lifestyle**? Change her habits in the table.

### Valentina's Unhealthy Habits

She often arrives late to school.

She only sleeps for about 5 hours every night.

She spends a lot of her free time on social media.

She rarely plays basketball.

She normally eats fried foods at night.

### To have healthier habits...

Example:  
She can wake up earlier.  
Answers will vary.

She can sleep at least 8 hours every night.

She can read more books.

She can join her school's basketball team.

She can eat fruits or vegetables if she's hungry at night.

### Activity 4

**Synchronous:** Write the first sentence on the board and work with students as a whole class to find the verb and its location in the sentence. Then, students should read the sentences below and write the verb from each sentence as well as whether the adverb of frequency goes before or after the verb. Ask students to complete the fill in the blank activity by using the correct conjugation of the present simple and the correct order for adverb of frequency. When all students have finished, you could project the table on the board and have students come up to write their answers in order to





check them as a whole class. You could also have them compare answers in pairs before confirming as a whole class (10-15 minutes).

Asynchronous: Ask students to do the activity individually. You could share the activity in a Google Document or a Google Form and have students complete it there, so you can give them feedback. There are also many supplementary resources for teaching the present simple and frequency adverbs. You can provide students with some of these extra materials if you feel it is necessary.

### Activity 4

Read the following sentences. Write the verb from each sentence. Notice where the **adverb of frequency** is located in the sentence. Does it come before or after the verb?

	VERB:	Does the pink frequency adverb go before or after the verb?
We <b>always</b> sleep for at least 7 hours a night.	Sleep	<b>Before</b>
I am <b>usually</b> tired after I go to the gym.	Am	<b>After</b>
He is <b>normally</b> happy after swim practice.	Is	<b>After</b>





	VERB:	Does the pink frequency adverb go before or after the verb?
She <b>often</b> eats fruit as a snack.	Eats	<b>Before</b>
There are <b>sometimes</b> free Zumba classes in front of the mall.	Are	<b>After</b>
We <b>occasionally</b> play basketball.	Play	<b>Before</b>
I <b>seldom</b> eat fried food.	Eat	<b>Before</b>
My sister is <b>rarely</b> excited to wake up early.	Is	<b>After</b>
We are <b>never</b> late for school.	Are	<b>After</b>

**What do you notice about the sentences? Compare them. Are they different or the same? Explain.**

Example response: The order of the sentences is different. In the sentences with the verb to be, the adverb of frequency goes after the verb. For all the other verbs, the adverb of frequency goes before the verb.

Answers will vary.





### Fill in the Blank

Using the examples above, complete the following sentences with the correct form of the verb and order for the adverb of frequency.

**Example:** I am always (to be / always) happy after I play in the park.

1. She sometimes runs (to run / sometimes) at the Gran Malecón in the morning.
2. They usually roller-skate (to roller-skate / usually) at the roller rink on Wednesdays.
3. They are usually (to be / usually) very healthy people.
4. We normally eat (to eat / normally) healthy food every day.
5. He often goes (to go / often) to the park on the weekend.

### Activity 5

**Synchronous:** Show students the comic strip from Activity 2, Task about what Carlos does in a day. Explain to students that they will be creating their own comic strips of their daily routines, similar to the one about Carlos. Using the comic strip about Carlos, show them the three elements they will need to include: a drawing of themselves doing the activity, the time they complete the activity in their routine, and a description of the activity they complete that includes the frequency with which they do the activity. If you feel it is necessary, you could do one example for students on the board using your own routine (15-30 minutes).

**Asynchronous:** Ask students to complete the activity individually. Consider recording yourself explaining the instructions. If possible, record a video where you can show and explain using the model comic strip from Activity 2, Task to highlight all the elements they should include in their own comic strip. When they have finished, ask students to load a picture of their completed comic strip to an online platform like Padlet where all students can see it.

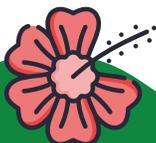




## Activity 5

Now, create a comic strip of your daily routine. Be sure to include the following information:

- The time you do each activity
- How often you do each activity
- A picture of each activity





### Activity 6

**Synchronous:** Ask students to reflect on their healthy and unhealthy habits in their routine from the previous activity. They should write their unhealthy habits and ways they can replace them in the table below. Ask some students to share with the class (5 minutes).

**Asynchronous:** Ask students to reflect on their habits by responding to the questions and completing the table below. You could have them share their answers in the table on a platform where all students have access, like Padlet, and have them read and comment on their classmates' reflections.

### Activity 6

Let's Reflect:

- 1. Do you have healthy habits in your daily routine?  
Which ones?

- \_\_\_\_\_

- **Example response:**

- **My daily routine is usually healthy. I am frequently active,**
- **and I generally eat healthy foods.**

- \_\_\_\_\_

- \_\_\_\_\_

- \_\_\_\_\_

- \_\_\_\_\_





2. Are there any habits you want to change? If so, what are they? Fill out the table below.

**My Unhealthy Habits**

Example responses:

I watch a lot of television. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**To have healthier habits:**

I can go outside and play sports with my friends. \_\_\_\_\_

I can \_\_\_\_\_

I can \_\_\_\_\_

**Post-task**

**Synchronous:** Students should go around the classroom asking classmates the questions below until they have completed the table. If students are working virtually, you may want to divide them into groups by creating break out rooms. If that's not possible, you could ask them to respond to a Google Form with the questions below using their own answers. When everyone has finished, you can share the data with all students. Once students have finished, ask them to make some conclusions about their classmates' answers by responding to the questions (10-15 minutes).

**Asynchronous:** Using Google Forms, ask students to respond to each of the questions below with how frequently they do each activity. Then, share the data collected with students for them to reflect on how frequently their





classmates' do each activity. If Google Forms is not a possibility, ask students to respond to the questions with their own answers or to ask a family member how often they do the activities below.

Ask your classmates how often they do the following activities. Then, write their answer as a complete sentence.

	To play sports	To hydrate	To watch television	To ride a bicycle
<b>Q</b>	How often do you play sports?			
<b>S</b>	Juan Camilo always plays sports after school.			
	To eat healthy	To eat fried food	To plant flowers	To eat a big breakfast
<b>Q</b>				
<b>S</b>				





	To run	To read books	To wake up early	To go to bed early
Q				
S				
	To spend time on social media	To roller-skate	To walk the dog	To play video games
Q				
S				





Let's reflect on your classmates' routines.

1. What activities do your classmates always do?

2. What activities do your classmates sometimes do?

3. What activities do your classmates never do?

4. How are their routines similar to yours?

5. How are their routines different from yours?

