

Describing Objects



3°, 4° y 5°

**Semilla
Bilingüe
Kids**



Alcaldía de Medellín

Describing objects

Guía

Esta publicación es producto del contrato interadministrativo 4600087090 de 2020, 3.1.5.1 Programa Semilla Bilingüe para el Valle del Software, Línea estratégica 1 del Plan de Desarrollo, 2020-2023.

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Edición: 1

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Calle 44 # 52-165. Medellín,
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Describing objects

Ideas for teachers:

This task is accompanied by some worksheets and a game that will help you explore vocabulary about objects that belong to different categories and to work on students' ability to describe such objects. Students will also explore the notions of articles and singular and plural nouns in this task. The game included in this task will help you work on students listening skills and it can also be used as the input material or model for a writing activity.

Instructions

- ❖ Show students a collage about objects that can be found at home, at school, at the park or in different places around the city and/or their neighborhood. In the collage, you will find images and the words that are associated to associated with such items. Ask students to classify the objects into the correct category and then label the object. This activity can be done individually or as a whole group.
- ❖ Once students finish with this activity, you can go over other objects that can be placed into these three categories. Select objects that are familiar for students and you can also add more categories to analyze.
- ❖ After exploring a the vocabulary about objects, ask students to get involved in the activity "What do you see?". In this activity, students pretend they are investigators and invite them to use their hands to create binoculars to explore the objects they see around them. Use your context to do this activity; if you are teaching this class virtually, you can look for some photos that represent

Stage

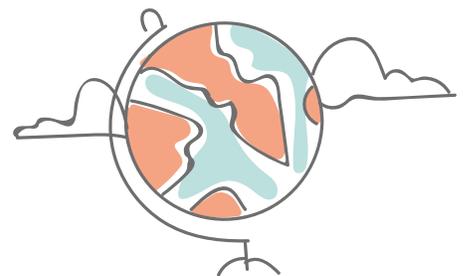
Pre-task

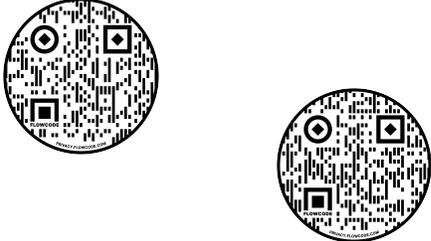
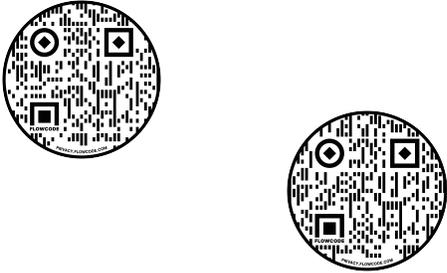
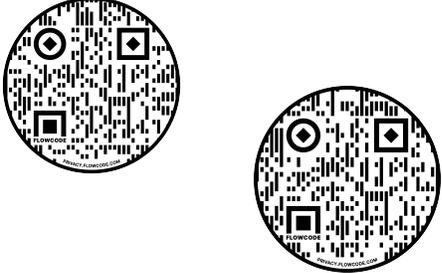
different settings like a park, a shopping mall, a farm or a classroom. Every time you show a picture, ask students the question: what do you see?. Encourage your students to use the following prompts and give them some examples first in order to show them what you are expecting them to do:

Prompts:

- It is ...
- It is not...
- It is used for...
- I use it for...

You can take a look at the following chart to get an idea about the kind of questions you can ask, the prompts students can use to answer each of them and some websites in which you can find a list of vocabulary associated with each of the categories.



CATEGORY	QUESTION	EXPRESSIONS	VOCABULARY
SIZE:	How _____ _____ (big/small)is it? What is the size	-It is ... -It is not...	
SHAPE:	Is _____ is _____ _____ (round/square...)	-It is ... -It is not...	
COLOR:	What color is it?	-It is ... -It is not...	
USE:	What is it used for? What do you use it for?	-It is used for verb +ING - I use it for verb +ING	Action words (verbs)

Time suggested

60 minutes

Necessary materials

COLLAGE_
Describing objects



While-task

STAGE

Instructions

- ❖ Now, tell students that you are going to play the game “Guess what!”. This is a guessing game in which you will give students descriptions of objects using some of the prompts you explored in the previous stage of this task.

While you provide students with the descriptions of the objects, ask students to fill out the chart attached to this game. They have to listen to you and take notes about the categories of shape, color, size, and use that are included in the description of each object.

- ❖ Now, explore again with your students those expressions that we use to describe objects. Make the connection between the use of the verb to be and the simple present tense, plus adjectives to describe items or objects.
- ❖ Now, you can continue playing! Ask students to provide descriptions about objects that are familiar to them. Their classmates have to listen to the description attentively and complete the chart with the information about this object. Remember that this activity simulates the game “Stop”, so you can add as many objects as you want. You can actually play this game in small groups and make it more competitive.
- ❖ To explore in depth how you can describe objects, tell students to take a look at the poster titled “My favorite neighborhood store” You can encourage students to read aloud. Read each paragraph, stop and explore the grammar and vocabulary notions explore in it.

After exploring the poster, you can ask students these exploration questions:

- Are there stores in your neighborhood?
- What can you buy in the store of your neighborhood?
- What do you usually buy?
- What unusual objects do stores in your neighborhood sell?

Time suggested

120 minutes



Necessary materials

Game: Guess what!



Post-task

STAGE

Instructions

- ❖ It is your turn to create! Encourage your students to:
 - Select a store they usually go to in their neighborhood
 - Think about objects they usually buy or objects that their family usually buys
 - Create a poster in which they introduce themselves, their neighborhood and their favorite store.
 - Follow the model you previously explored.
include minimum two descriptions of objects that they usually buy in their favorite neighborhood store.
 - Draw or paste images that represent the elements that they describe
- ❖ You can ask students to present their posters and share with the rest of the class their descriptions.

Time suggested

100 minutes



My favorite neighborhood store



Hello guys! I am Catalina and I live in Prado Centro, in Medellín. My neighborhood is very convenient and we always find all the objects that we need. In my neighborhood, there is a store where I buy all the materials that I need for school and my mom always buys food, cleaning products and any element that we need.

My favorite neighborhood store is “La tienda de don Pedro”. It is a big store, it actually looks like a super market. La tienda de don Pedro is red, blue and yellow; the walls are painted with the colors of the Colombian flag. It is located in a huge house very close to where I live.

In La Tienda de don Pedro, I usually buy highlighter. A highlighter is a pen, it is similar to a marker, it is used for adding emphasis to an idea or to make visible a sentence included in a text. I like to use a highlighter when I read a story for class. I highlight the ideas that call my attention.

I go to La tienda de don Pedro and buy highlighters of different colors. My favorite colors are blue and green. Also, I like to buy play dough. Play-Doh is plasticine; it is a soft modelling material. I use it to play and create different figures. Plasticine comes in different colors. My favorite is red!



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