



## TEACHER'S GUIDE

### LESSON 28: HOW DO YOU GO TO SCHOOL?

**Video summary:** Anna talks about how to go to school.

**Functional purpose:** Describe ways to travel

**Grammar:** adverbs ending in *-ly*; prepositions of place (*in, on, to*)

**Question:** How do you go to school? **Answers:** *I [ride, walk, go on] to school. I go to school [in a car, on the metro].*

**Unique words and parts of speech:**

Adjective	Noun	Verb	Adverb
quick	adult	become	carefully
unsafe	bus	drive	loudly
awesome	jet	ride	quickly
	motorcycle		quietly
	parent		safely
	racecar		slowly
	space		
	subway		

## PREPARE TO WATCH

### Get students' attention

Here are some ideas to introduce the lesson points. This can be done in native language or English.

- Ask students "How do you go to school?" You can include different ways to travel in your question. For example, say, "Does anyone walk to school?" "Does anyone ride their bike to school?" (Include ways students actually travel as well as some of the new vocabulary words. For example, "Does anyone drive a racecar to school?")

### Connect to students' experiences

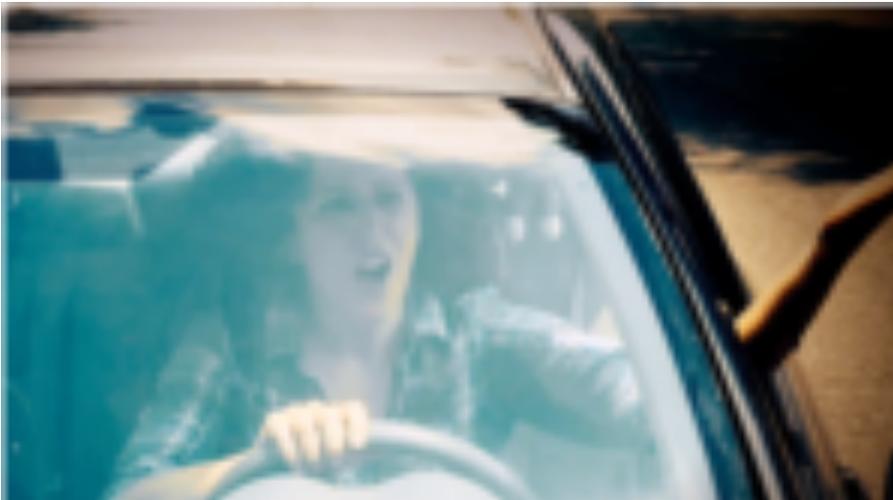
- Ask students what ways they have traveled:
  - "Have you ever ridden on a bus?"
  - "Have you ever ridden on a motorcycle?"

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- “Have you ever ridden on the subway?”
- “Have you ever flown on a jet?”
- Ask, “Where can you go on each one?”
- Ask, “Is there a way you do *not* like to travel? Why?”

### Guess: What will happen?

- Tell the students Anna is going to talk about ways to travel. Ask, “What ways to travel do you think she’ll mention?”
- Take some student ideas and write them on the board to refer to later.
- Show this image of Anna in her car.



- Ask, “How does Anna drive?”
- Take some student ideas and write them on the board to refer to later.

### WATCH AND REVIEW THE VIDEO

#### Check understanding with specific questions (add your own as necessary)

- Point to the guesses you wrote on the board earlier. Say, “Here are your guesses. What ways to travel did Anna mention?” Did anyone guess correctly?
- “How does Anna drive?” Did anyone guess correctly?
- Ask students to name one way to travel and one adverb from the video.
- Ask, “What does Anna like to do on the metro?”
- Ask students how the children in the video travel.

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- Ask, “How does Daisy like to drive?”

### Talk more about the video

- Ask students what they liked, what made them laugh, and what parts they want to see again.
- Ask, “What does Anna like to do in the car?”
- Write this sentence on the board; ask students to fill in the blank with as many words as possible:
  - “Anna drives \_\_\_\_\_.”
- Be sure students use *-ly*.
- Explain: “Adverbs tell how we do something. Some adverbs end in *-ly*.”

## ACTIVITIES

### 1. Singing

#### Set up/materials

- Review ways to travel.
- Review how to make adverbs using *-ly*.

#### How to

- Play the video "Transportation Song." <https://www.youtube.com/watch?v=OMyT91W9iV4>
- Everyone should listen to the song one time while seated.
- Then, play the video again. This time, when students hear a way of traveling, they should stand up. When they hear an adverb, they should shout it out.
- For example, students should stand up when they hear "boat," and shout out "gently".

#### Variation

- Have students act out the meaning of each adverb they hear.
- Have students say the adjective form of the adverb (*gentle* for *gently*).
- You could read any book or sing any song that uses different adverbs or ways to travel.

#### Informal Assessment

- As students listen, make sure everyone shouts out the adverb. Listen for the *-ly* sound.
- If you have students act out the words, make sure they complete the right action to indicate comprehension.
- If you have students say the adjective form, make sure they take away the *-ly*.

## **2. Using Adverbs: Listen, Speak, and Write**

### **Set up/materials**

- Divide students into groups of 3 or 4.
- Each group needs several pieces of paper and a pen or pencil.
- Make a list of verbs or use these: *eat, walk, sing, talk, run, play, dance, laugh*

### **How to**

- Review different adjective (for example: *quiet, safe, loud, slow, crazy, bad, good, scary, perfect, bright, careful, healthy, noisy, gentle, fair, etc.*)
- Review how to make adverbs using *-ly*.
- Tell students to try to think of as many adverbs as possible.
- You will call out a verb from the list you made or the list above. Groups have one minute to talk about and write as many adverbs they can think of to describe the verb. You may give more or less time depending on if students are still talking and writing.
- For example, you call “drive.” One group may talk about and write *safely, slowly, quickly, badly, healthy*. They wrote 5 adverbs, but can only count 4 because *healthy* doesn't describe driving.
- The group that has the most correct adverbs for each verb gets one point.

### **Variation**

- Students can read the adverbs on their list out loud to the class.
- Students can write a sentence using each adverb on their list.

### **Informal Assessment**

- Does each adverb use *-ly*?
- Does each adverb correctly describe the verb?

## **3. Preposition Dash**

### **Set up/materials**

- Write or print *IN* on a large sheet of paper. Tape it to a wall. Students should be able to see the words on the wall. Repeat for *TO* and *ON*. Tape them to different walls.

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- Write sentences on individual strips of paper. Fold each sentence in two so students can't see the sentence on the paper. You may use the sentences below or write your own.
  - My son goes \_\_\_ school on the metro.
  - Anna drives him \_\_\_ her car.
  - I flew \_\_\_ a jet.
  - I want to ride \_\_\_ a motorcycle.
  - Do you like to ride \_\_\_ the bus?
  - Her parent drives her to school \_\_\_ a truck.
  - Astronauts go \_\_\_ space.
  - Astronauts travel to space \_\_\_ a rocket.
  - Do you want to ride \_\_\_ a race car?

### How to

- Tell students they will practice prepositions.
- Review the prepositions *at*, *on*, and *in* with students.
- Divide students into two teams.
- Line students from each team into two lines. The students at the front of each line from each team are the active players.
- Choose a strip of paper and read the sentence out loud.
- The first student to run to the location on the wall with the correct preposition gets a point.
- The next two students from each team are now the players.
- Repeat with all the sentences. Make sure each student gets at least one turn, even if you have to repeat sentences.

### Variations

- The winner from each turn can read the next sentence out loud.
- Have students write multiple sentences using the prepositions as they relate to travel and transportation, preferably writing about their own experiences.
- Put students into pairs and have each pair create or outline a short story about a child/student trying to get to school—in the story, the student faces many challenges (the car breaks down, the motorcycle does not start, the bus goes the wrong way, etc.) and so tries many different kinds of transportation.

Cut out the sentence strips. Add two more sentences of your own with blank spaces.

My son goes \_\_\_ school on the metro.

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Anna drives him \_\_\_ her car .

---

I flew \_\_\_ a jet.

---

I want to ride \_\_\_ a motorcycle.

---

Do you like to ride \_\_\_ the bus?

---

Her parent drives her to school \_\_\_ a truck.

---

Astronauts go \_\_\_ space.

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Astronauts travel to space \_\_\_ a rocket.

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Do you want to ride \_\_\_ a race car?

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## **4. Read and Write**

### **Set up/materials**

- Give students a copy of the *Read and Write* activity sheet and something to write with.

### **How to**

- Have students write the words.
- Have students read the completed sentences.

### **Variations**

- Students can copy completed sentences into their notebook.
- Students can ask questions using the sentences. For example,
  - Do you want to ride in a racecar?
  - How do you sing?
  - What ends in -ly?
  - How do you go to school?



# READ AND WRITE

Let's  
Learn  
English

with Anna!



I want to  
ride  in a  
racecar.

We sing  loudly.

safely

Adverbs end in -ly.



I ride my  bike  
to school.

## CHECK UNDERSTANDING

### Quiz

Give students the printed quiz at the end of this lesson guide, have them use the online quiz, or simply write the questions on the board. If you want to test only their listening skills, say the questions but don't write them.

#### Questions:

1. Anna drives slowly and \_\_\_\_\_.
2. In her car, Anna likes to sing \_\_\_\_\_.
3. Words in this lesson that end in -ly are \_\_\_\_\_.
4. A racecar is \_\_\_\_\_ than a motorcycle.

#### Answer key:

1. safely
2. loudly
3. adverbs
4. faster

QUIZ



Anna drives slowly and

Anna likes to sing .



Words in this lesson that end in -ly are .

safely



A racecar is  than a motorcycle.