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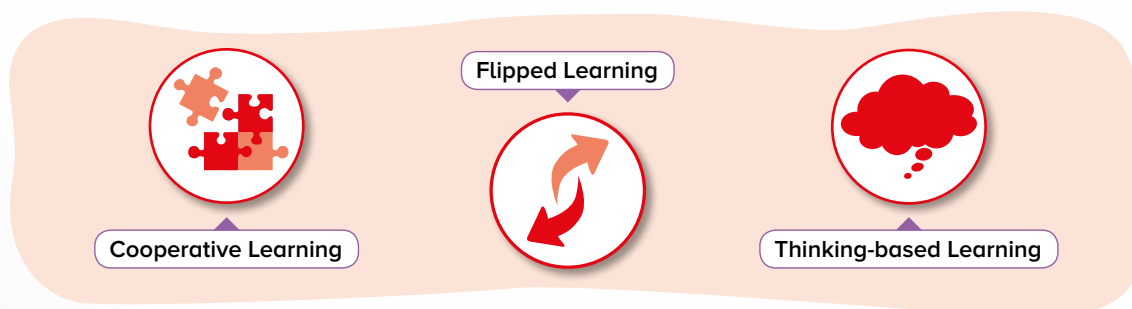


About this guide

From everyone here at Richmond we would like to help you, if you so wish, to **integrate the most innovative methodologies into your English classroom** in a simple yet structured, step-by-step way.

The **GO Innovate! Teacher's Guide** is an excellent tool for teachers to **apply the emerging learning trends to their teaching with GO!** It also serves as a model for teachers to become confident using the different methodologies, allowing them to work with any Richmond material in an alternative way.

This fantastic **optional resource** contains **four areas**:



Each area is divided into **two sections**:

● **Getting started:** First, you are presented with a **clear comprehensive outline** where you can learn **everything you need to know** to consider **each methodology**: Description and background information, principles and benefits, classroom organisation, specific objectives, teaching sequences, as well as tips and ideas for introducing each of the methodologies in the ELT classroom.

● **Step-by-step lesson notes:** Each area also includes **step-by-step guidance for a selection of lessons within each unit of GO!** These notes provide both **Language objectives** and **specific goals for each methodology**. This is to clearly highlight the children's English learning along with the development of a wide variety of **21st century skills and competences**.

All the proposals and strategies in this guide have been **carefully adapted to both the children's English level** as well as to their **cognitive age level**. The teaching suggestions evolve over the 6 levels of **GO!**, adapting to what the children are able to do at every stage.

In the **GO Innovate! Teacher's Guide**, the **different methodologies occasionally blend together** as they cannot be approached as isolated teaching systems. Keep in mind **the best way to build effective and meaningful learning is to combine different methodologies in the classroom**. Comprehensive education should include a balanced dose of each. It is also very important not to overuse them as the children will lose interest.



Different **time requirements** are set for each of the methodologies in **GO!** Depending on the type of work suggested, the children's age and their English level restrictions, the time and preparation needed may vary.

Each class is different and unique so make sure you adapt the proposed time frames and dynamics to each group.

- **Cooperative Learning: ONE structure** is proposed in each unit.



Extra time per unit is needed. Depending on the structure, it may vary **between 15 and 45 minutes.**

- **Flipped Learning: ONE dynamic** is proposed in each unit.



The dynamic **replaces the teaching suggestions in GO! 4 Teacher's Book** for the selected lesson.

- **Thinking-based Learning: ONE routine** is proposed in each unit.



Extra time per unit is needed. Depending on the routine, it may vary **between 30 and 45 minutes.**

**GO Innovate!
Teacher's Guide**
is 100% optional.
Choose activities
according to your
timetable and
methodology
preferences.



Take it easy

The type of work proposed in this guide is **a training process for the children's life skills.** It takes a while to train them, but the **long-term learning benefits** will make the effort worthwhile.

Handle Innovation with care!

Be careful not to overuse or misuse teaching innovation. The English learning objectives must always be guaranteed in any task you carry out in the classroom.


GO Innovate!


Teacher's Guide 4 Contents and Sequence

Choose activities according to your timetable and methodology preferences



COOPERATIVE LEARNING


UNIT	LESSON 	COOPERATIVE STRUCTURE
 READY, STEADY, GO! page 16	Lesson 4: Language consolidation	Throw a number
1 SUPER SPORTS page 17	Lesson 8: Language consolidation	Cooperative research
2 TV TIME! page 18	Lesson 6: Language consolidation	Pass the paper
3 WORKING DAY AND NIGHT page 19	Lesson 8: Language consolidation	Cooperative research
4 GOING SHOPPING page 20	Lesson 1: Vocabulary review	Learning words together
5 ACT OUT! page 21	Lesson 8: Language consolidation	Cooperative research
6 FUN DAYS page 22	Lesson 4: Language consolidation	Think-pair-share
END OF YEAR COOPERATIVE PROJECT page 23 End of year vocabulary review		

 Extra time (15' - 45') per unit needed



THINKING-BASED LEARNING


UNIT	LESSON 	THINKING TOOL
1 SUPER SPORTS page 42	Unit review: extension activity	Mind map
2 TV TIME! page 43	Lesson 1: extension activity	Compare and Contrast
3 WORKING DAY AND NIGHT page 44	Lesson 2: warmer activity	See-Think-Wonder
4 GOING SHOPPING page 45	Lesson 5: extension activity	Green Thinking Hat
5 ACT OUT! page 46	Lesson 6: extension activity	Red Thinking Hat
6 FUN DAYS page 47	Lesson 1: extension activity	Compare and Contrast

 Extra time (30' - 45') per unit needed



FLIPPED LEARNING

UNIT	LESSON
1 SUPER SPORTS page 28	Lesson 3
2 TV TIME! page 29	Lesson 3
3 WORKING DAY AND NIGHT page 30	Lesson 3
4 GOING SHOPPING page 31	Lesson 3
5 ACT OUT! page 32	Lesson 3
6 FUN DAYS page 33	Lesson 3

 To replace Teacher's Book Lesson 1 proposals





Use this structure for language consolidation.



COOPERATIVE LEARNING STRUCTURE • COOPERATIVE RESEARCH •

GENERAL DESCRIPTION

The children work together as a team to make a poster. Each member of the team must do their part in order to complete the task. Each member knows exactly what they have to do, but there must be a group consensus about the final result.

LANGUAGE OBJECTIVES

- To use structures related to and vocabulary about jobs.

COOPERATIVE GOALS



- Positive interdependence
- Equal participation
- Individual responsibility
- Simultaneous interaction

ACADEMIC PERFORMANCE

This structure **allows** each team member to work on a different task in order to **reach a common goal**. The final outcome for the team depends on the individual work of each member.

RESOURCES AND MATERIALS

- Student's Book, page 36
- Books or printed resources about different jobs in Canada
- Computers or tablets (1 per team)
- Large card paper (1 per team)
- Pencils (1 per child)
- Crayons (1 set per team)
- Felt-tip pens (1 set per team)

STEPS

- 1 Complete the Student's Book lesson with the children. Then the children sit in their teams as explained in the 'Getting started instructions' on pages 9-10.
- 2 The **Materials Manager** collects all the material for the team and hands it out.
- 3 Write the names of different jobs in Canada on the board (these are the jobs that have previously been researched): *Bus driver, fireman, gardener, ice hockey player, teacher*.
- 4 Each team is appointed a job. Give out the jobs or alternatively, the team names can be put in a bag and when they are chosen the **Recorder** selects a job.
- 5 Tell the teams that on their poster they should present the most important information about their job. The task for each student are:
Student A selects the information from the computer or tablet. This person searches for what might be useful such as definitions, illustrations and so on.
Student B researches the text. They decide what information should be included on the poster.
Student C writes the information. This person alone writes everything that has to be written.
Student D creates the illustrations. This person alone does all the necessary drawings for the poster.
Each team decides who will carry out which role depending on their skills.
- 6 When the time is up, the **Speaker** from each team shows their team's poster and talks about the jobs.
- 7 Display the posters in the class. The teams could also show their work to other classes.
- 8 The **Materials Manager** puts away all the material.
- 9 The team celebrates their success and hard work with a **Team High Five!**



TIPS

- Help the teams to research the information and make sure the children fully understand their individual task and what their choices entail for others. Remind them that the final result is a team effort, approved by all, it is not individual work.
- If teams are struggling to appoint roles, the teacher should help them decide.
- Remind the teams that the members who have already finished their task may continue researching information about their job.



This dynamic replaces lesson 3 in the Teacher's Book.



HOW TO FLIP THIS LESSON

LANGUAGE OBJECTIVES

- To reinforce the use of the *Present Simple* in the 3rd person.
- To practise *Present Simple questions* and *short answers*.
- To revise job related vocabulary.
- To practise job descriptions.
- To practise pronunciation and intonation in questions, statements and short answers.

WHY FLIP THIS LESSON

- To develop the children's **Learning to learn competence**.
- To **train** the children's **attention abilities**.
- To **increase the practice** of the new structures in class.
- To invest more time on feedback and assessment tasks to **identify individual problems**.
- To have the chance to **personalise the children's learning process**.

Complete description of Flipped Learning benefits → page 26

RESOURCES AND MATERIALS

AT HOME

- A copy of **Unit 3 Flipped worksheet**, page 54 (1 per child)
- **Unit 3 Comic video**
- **Grammar videos: *Present Simple questions* and *Present Simple with job descriptions***

The videos are available for the children on the **GO! Website**.

AT SCHOOL

- **Teacher's i-solutions**
- Student's Book, page 30
- Student's Book Audio CD 1, track 1.40
- Activity Book, page 24
- Unit 3 poster – **optional**
- GO Further! Booklet, page 7 – **optional**

EXTRAS

If time allows

- Complete **GO Further! Booklet**: This can be set as homework.
- **Memory game**: Display the **poster** and tell the children they have 2 minutes to memorise as much information as possible. Cover the poster and write descriptions on the board: *He works with animals. She works with animals. He wears a hat. She wears a hat. He wears a red uniform.* etc. Adapt the difficulty to your class level. The children copy the descriptions and write the jobs. This can be done individually, in pairs or small groups. Then, they swap papers for other groups or pairs to correct their work.


STEPS

- 1 Give a copy of the **Flipped worksheet** to each child so they can complete it at home. Make sure it is clear what they have to do. Insist that they must watch 3 videos this time.

AT HOME

- 2 The children watch the **comic video** once so they can have the context for the task.
- 3 Then, they watch the **grammar videos** as many times as they need (at least 3). Ask them to pay special attention to contractions and to how the words change position to form questions. Encourage them to repeat the sentences as they watch.
- 4 The children complete the **worksheet** to check their understanding of both the grammar rules and the content in the videos.
- 5 The children watch the **comic video** again to consolidate the grammar rules in context in an amusing way.

AT SCHOOL

- 6 **GO Check! activity**: Ask the children if they watched the videos and completed the worksheet at home. They put the worksheets on their tables. Discuss the context: *Where is Greg? Is he a pilot? What's Greg's job?* Revise job descriptions vocabulary and watch the **comic video** on the **Teacher's i-solutions** to explain answers.
- 7 Correct the **worksheet**: Ask the children to explain the steps to change a statement into a question using Activity 1. They should notice *Does* replaces the verb ending *-s*. Then, they find the mistake in Activity 2 (verb ending *-s*) to show they have understood the rule correctly.
- 8 Then, complete Activity 3 of the worksheet to practise questions and short answers orally, and 4 and 5 to check their understanding of the second video. Solve any problems or doubts the children may have before moving on to the next step.
- 9 Complete the **Student's Book, Activity 2**  1.40 Ask the children to look at the photos and say the jobs, for example, *She's a (singer)*. Play the first item and then pause the track. Ask the class, *What's the job?* Remind them of the clues if necessary: *She works during the day. She works outdoors. She wears a hat.* Then, play the other job descriptions and elicit them.
- 10 **Continuous assessment**: The children complete the **Activity Book**. As they work, resolve individual doubts and help the children who still have problems with the grammar structures. If time is short, they finish at home.



THINKING TOOL • SEE-THINK-WONDER •

Type of work: Group

Type of thinking: Analytical thinking, Critical thinking

Use this routine as a warmer activity for the lesson.



LANGUAGE OBJECTIVES

- To revise language from previous units and levels.
- To practise the *Present Continuous*.
- To describe a picture.
- To practise speaking skills.

THINKING GOALS

- To explore ideas through **visual thinking**.
- To make **careful observations** and **thoughtful interpretations**.
- To learn to **support interpretations** with **reasons**.
- To stimulate **curiosity**.
- To provide the children with **strategies for inquiry**.
- To **engage** the children **with a new topic** and activate schemata.

RESOURCES AND MATERIALS

- Student's Book, page 29
- **See-Think-Wonder Class organiser** – available on the **Teacher's i-solutions**
- A copy of the **See-Think-Wonder organiser**, page 61 (1 per child)

MODEL LANGUAGE

Teacher:

What can you see?

What are they wearing? Where are they?

What do you think?

What questions have you got?

Children:

I can see Rosie and Alice.

They are (talking) / (happy).

I think they are going (to school).

I wonder...

HOW TO INTERPRET THE THINKING PROCESS

+ **Cognitive flexibility:** Considering different alternatives and different idea combinations develops the children's capacity to rationalise in a flexible manner and helps them to move away from fixed or rigid thought processes.

+ **Expand points of view:** Considering other points of view or reasoning benefits the children's thinking process as this takes new directions. This comes as a consequence of observing hypotheses different from one's own.

STEPS

- 1 Display the **See-Think-Wonder Class organiser** on the **Teacher's i-solutions** and explain to the children that they are going to analyse a picture and follow the steps to complete the organiser. If no IWB is available, print out several copies of the picture and draw the Thinking organiser on the board.
- 2 Hand out the copies of the **Thinking organisers** and display the picture on the **Teacher's i-solutions** (scene in Activity 1, Student's Book, page 29, without text).
- 3 Draw the children's attention to the picture and encourage them to **analyse** it in as much detail as possible individually. Give them enough time to do the analysis and remind them silence helps **concentration**. Ask them to write keywords on their organisers to help them describe the picture later.
- 4 Clap your hands when the time is up. The children take turns to complete a **detailed description** of the picture. Provide the sentence starter *I can see...*. As they call out the answers, write the keywords in the space labelled **SEE** on the Class organiser.
- 5 Then, pose the questions: *What do you think about the picture?* This time, **interpretations** can be offered individually, in small groups, or with the whole class: *I think Rosie and Alice (are going to school); they (are happy)*. Write the keywords in the space labelled **THINK**.
- 6 Point to the blank space labelled **WONDER** and involve the children in a process of **hypothesis formulation** by asking *What questions have you got about the picture?* Make sure you model all answers and provide sentence starters. Also keep in mind the children's questions and answers will need to be recast for them: *Is it raining outside? Where is the driver?*
- 7 Once the Thinking organiser is completed, ask volunteers to use the keywords to form sentences as a recap of the class thinking process.
- 8 Complete the **Student's Book, Activity 1** to find out what Rosie and Alice are actually talking about. Was anyone in the class right?

+ **Learn to contend and to convince:** Helping the children to reflect on their point of view, having generated ideas earlier in order to evaluate, justify and stand by them, contributes to their being able to construct a more credible and efficient communication.

- Complete description and tips for this routine → page 40