



UNIT GRAPHIC ORGANIZER

SUBJECT: Communicative English

UNIT: 4

COURSE: Third

TEACHER: Jenny Rodriguez/Alexis Rivera / Ludy Hernández

DATE: September 9th, 2019

At the zoo \ Let's party

THROUGHLINES:

1. Which is the most interesting animal at the zoo?
2. What kind of food did you eat when you were a baby?
3. What kind of animals can you see at the zoo?
4. What do you prefer eating in a party?

GENERATIVE TOPIC

Master party chef.

UNDERSTANDING GOALS:

<p>The student will understand how to distinguish main characteristics of different zoo animals by reading short articles in order to recognize superlative adjectives.</p>	<p>The student will understand how to classify and match pictures by listening to information to identify nutrients and advantages of the five food groups.</p>	<p>The student will understand how to write descriptions about zoo animals by creating a poster in order to use superlative adjectives and linking words.</p>	<p>The student will comprehend how to talk about party food by presenting a menu for a specific celebration in order to apply vocabulary and target language learnt in class.</p>
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	UNDERSTANDING PERFORMANCES	TIME	ASSESSMENT	
	ACTIONS		WAYS	CRITERIA
Exploration Stage	<ul style="list-style-type: none"> To play "guess who" zoo animals To listen and act out the song "at the zoo" To make a Pictionary in notebooks To listen to audio scripts about animals descriptions / sounds To listen to information about parties. <p>Synthesis project: <u>Week 1.</u> To play bingo game about food <u>Week 2.</u> To read about different menus and recipes</p>	2 weeks	<p>Asking and answering questions about zoo animals.</p> <p>Identifying main information</p> <p>Checking vocabulary.</p> <p>Recognizing specific details.</p>	<p>Demonstrate functional language</p> <p>Shows oral interaction</p> <p>Shows reading comprehension</p> <p>Uses gestures, restates what someone says, rephrases, stall for time, and uses other words to describe something.</p>

<p>Guided Stage</p>	<ul style="list-style-type: none"> To read information about zoo animals. To write about favourite food To sing songs from course books To develop activities from units 7 and 8 in the platform To talk about superlatives <p>Synthesis project: <u>Week 3:</u> To draw ingredients for a favourite dish /containers <u>Week 4:</u> To make a mind map about a specific celebration / party <u>Week 5:</u> To write a menu for a party / linking words <u>Week 6:</u> To create a dish with clay in order to explain like a chef</p>	<p>4 weeks</p>	<p>Completing charts.</p> <p>Filling gaps</p> <p>Presenting basic vocabulary.</p> <p>Giving descriptions.</p> <p>Completing activities.</p>	<p>Uses the proper tenses, sentences structure, pronunciation and intonation required in task.</p> <p>Shows reading comprehension, consults banks of expressions, checklists models, word webs, word banks, from brain storming sessions, etc. and uses them for support during the interaction.</p>
<p>Learning Evidence</p>	<p>Synthesis project: <u>“Master party chef”</u></p> <p>The student will represent a chef by explaining a party dish with ingredients and the way to show a menu with clay, in order to apply vocabulary and target language learnt un class.</p>	<p>2 Weeks</p>	<p>Following the sequence of the project.</p> <p>Developing the stages of the project.</p> <p>Creating recipes with the vocabulary and parameters given in class.</p> <p>Following the criteria given in the rubric for oral presentations.</p>	<p>Takes turn Takes turn speaking, prompts others, responds appropriately, asks and answers questions, interests and tasks about situation relate to classroom life.</p> <p>Student uses functional language, social inventions, telephone talk, fillers, apologies, warning, etc...</p>