



UNIT GRAPHIC ORGANIZER

SUBJECT: Communicative English

UNIT: 4

COURSE: Pre-Kinder

TEACHERS: Milena Rodriguez Nomely

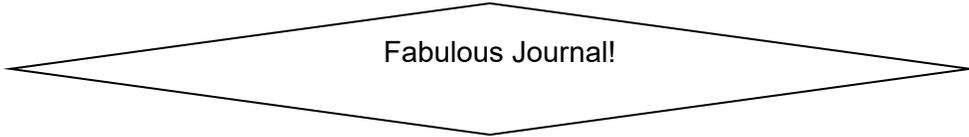
DATE: September 9th- 2019

WEATHER/IN THE COUNTRY/ ANIMAL HABITATS

THROUGHLINES:

1. What's the weather today?
2. The World's weather!
3. Exploring my school!
4. Where do the animals live?

GENERATIVE TOPIC



UNDERSTANDING GOALS:

The student will understand the vocabulary about the weather that the school has through videos and real experiences at the school to recognize new words.	The student will comprehend different kind of stations according to the country by exploring the globe or world map in order to increase the knowledge.	The student will recognize parts of the country by being scouts at the school seeding plants in the grass to get new vocabulary.	The student will recognize animal habitats related to the country by matching pairs games in order to associate topics.
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	UNDERSTANDING PERFORMANCES		TIME	ASSESSMENT
	ACTIONS		WAYS	CRITERIA
Exploration Stage	<ol style="list-style-type: none"> 1. To make an exploratory walk around the school. 2. To identify the weather with a collage. 3. To collect parts of plants. 4. To watch rabbits and birds' habitats. <p>SYNTHESIS PROJECT WEEKS (1-2) Week 1: Teacher will show a video about the project and explain to the children. Week 2: Students will make a weather monster.</p>	Weeks 2	Exploring the nature of the school. Classifying the weather in a collage. Picking parts of plants at the park. Watching animal habitats. Recognizing world map.	<ul style="list-style-type: none"> ➤ Follows simple verbal instructions. ➤ Works and play cooperatively in a variety of.
Guided Stage	<ul style="list-style-type: none"> ➤ To mimic and guess the weather. ➤ To design weather symbols. ➤ To explore city weather with parents. ➤ To watch videos about the country side. ➤ To sow different funny plants. ➤ To create animal habitats with crafts. ➤ To practice sentences is it hot/cold... and the bee is/ isn't big-small. <p>SYNTHESIS PROJECT WEEK (3): Students will record the weather of the day in the show and practice the sentence is it hot/cold/rainy/sunny or windy. WEEK (4): Students will explain parts of their plants.</p>	Weeks 4	Interpreting weather days. Decorating faces of the weather. Describing pictures about weather in the city.	<ul style="list-style-type: none"> ➤ Evidences comprehension of themes. ➤ Thinks of new uses for familiar materials

	<p>WEEK (5): Students will play and record the snowy day.</p> <p>WEEK (6): Students will play hot/summer day.</p>		<p>Enjoying animal habitats crafts. Sowing seed at the grass.</p>	
Learning Evidence	<p>SYNTHESIS PROJECT The students will create and record a journal/TV program, telling and performing the weather at the school during the term, practicing the sentences seen. Also, the kids will show and explain the process of the plating and the materials, showing rabbits habitat and birds habitats at the school. They will use sentences like Today is hot/sunny... according to the weather and describe the country topic, use the sentence like the leave is small... the tree isn't big. They will be the hosts of the program.</p> <p><u>Week 7:</u> Children will show in the video the process of their plants.</p> <p><u>Week 8:</u> Student will present the TV program in high school courses.</p>	Weeks 2	<p>SYNTHESIS PROJECT The teacher will assess the student in activities during the term, evaluating the progress and uses of the foreign language. The kids have to use the sentences that they learnt, say the vocabulary seen and use the right phrases and sentences.</p> <p>Using vocabulary and sentences seen. Recording final details of the program. Describing how to plant. Watching animal habitats at the school.</p>	<ul style="list-style-type: none"> ➤ Participates in oral interaction. ➤ Recognizes name and match words in context.