



UNIT GRAPHIC ORGANIZER

SUBJECT: Communicative English

UNIT: 4

COURSE: Second

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DATE: September 9th, 2019

WORLD OF ANIMALS – WEATHER REPORT

THROUGHLINES:

1. What's your favorite wild animal?
2. Are whales bigger than elephants?
3. What's the weather like in the jungle?
4. Can wild animals live in the same place?

GENERATIVE TOPIC



UNDERSTANDING GOALS:

The student will understand how to recognize wild animals by reading short descriptive articles in order to recognize animal's features.	The student will understand how to compare wild animals by listening to scripts in order to complete and contrast animal's profiles.	The student will learn how to describe the weather and climate conditions by writing short sentences in order to apply target expressions.	The student will learn how to talk about wild animals and the weather in their habitats by presenting themselves in role plays in order to use expressions and vocabulary learnt.
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	UNDERSTANDING PERFORMANCES	TIME	ASSESSMENT	
	ACTIONS		WAYS	CRITERIA
Exploration Stage	<ol style="list-style-type: none"> 1. To watch videos 2. To play guessing games. 3. To listen to weather reports 4. To talk about the weather <p align="center">SYNTHESIS PROJECT</p> <p>Week 1: To solve puzzles about wild animals</p> <p>Week 2: To make cards about wild animals and their physical descriptions</p>	Weeks 2	<ol style="list-style-type: none"> 1. Recognizing wild animals and their habitats 2. Recognizing animal's features 3. Identifying climate conditions 4. Asking and answering questions 	<ul style="list-style-type: none"> * Uses gestures, uses other words to describe something.
Guided Stage	<ol style="list-style-type: none"> 1. To read about wild animals and their habitats 2. To listen to animal's features. 3. To write weather reports. 4. To talk about weather 5. To practice topics and vocabulary learnt in units 7 and 7 in the platform. <p align="center">SYNTHESIS PROJECT</p> <p>Week 3: To select the animal for the role play parade and complete a profile about the wild animal chosen</p> <p>Week 4: To write statements contrasting the wild animal selected and other wild animals</p> <p>Week 5: To make a poster about the wild animal and the weather of its habitat.</p> <p>Week 6: To design a wild animal paper crown</p>	Weeks 4	<ol style="list-style-type: none"> 1. Matching pictures and their descriptions 2. Contrasting wild animals 3. Completing statements 4. Applying target expressions 5. Following the rubric criteria for oral presentations 	<ul style="list-style-type: none"> * Expands on the ideas from the text and identifies how they apply to the community and society in general * Selects, organizes and adapts information from the task * Consults banks of expressions, checklist, models, during the interaction

<p>Learning Evidence</p>	<p style="text-align: center;">SYNTHESIS PROJECT <u>SAFARI PARADE</u></p> <p>The students will participate in a parade where they are going to represent a wild animal. Students will use comparisons and will describe the weather in the habitat of the chosen animal. Students will use a paper crown and should act like the animal selected</p>	<p style="text-align: center;">Weeks 2</p>	<ul style="list-style-type: none"> * Following the stages of the project * Making comparisons * Following rubric criteria for oral presentations. * Applying vocabulary learnt. 	<ul style="list-style-type: none"> * Uses functional language * Student's message corresponds to the requirements of the task * Uses material resources to carry out the task
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