



## UNIT GRAPHIC ORGANIZER

**Subject:** Communicative English  
**Date:** September, 06<sup>th</sup>, 2021

**Unit N°:** 4      **Course:** Pre-Kinder  
**Teacher:** Liliana Vargas Camargo

**Title**

The weather / In the Countryside

**THROUGHLINES:**

1. What are there in a countryside?
2. What can I do in a countryside?
3. Where do bees live?
4. What can you wear in sunny day or rainy day?
5. What can you see in the countryside?

**GENERATIVE TOPIC**



**UNDERSTANDING GOALS:**

<p>The students will be able to answer to What is the weather like? By answering It's (Weather).</p>	<p>The students will be able to observe the weather and describe what kinds of clothes are appropriate for different kinds of weather.</p>	<p>The students will identify and name features of the countryside by using the verb phrases: there is and there are.</p>	<p>The students will describe things in the countryside by using the verb be and the adjectives big and small.</p>
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	UNDERSTANDING PERFORMANCES	TIME	ASSESSMENTS	
	ACTIONS		WAYS	CRITERIA
<b>EXPLORING STAGE</b>	<ol style="list-style-type: none"> <li>1. To identify the weather of the day when they arrive to the classroom through observation and record it on our weather board.</li> <li>2. To recognize what people wear in different kinds of weather.</li> <li>3. To acknowledge the things that are in the countryside.</li> <li>4. To analyze the difference between the big and small things in a countryside.</li> </ol> <p><b>Progress of the synthesis project</b>  <b>Week 1:</b> Explaining the contents of the project.</p> <p><b>Week 2:</b> The students will know the materials for our project.</p>	<b>2 WEEKS</b>	<ol style="list-style-type: none"> <li>1. Talking about the weather looking out of the window and by answering how's the weather today? And put the pictures in our weather board according to the observation.</li> <li>2. Looking at the weather reports saying what wear in different kinds of weather.</li> <li>3. Saying what they can see in the picture (Countryside) using the target language.</li> <li>4. Choosing the adjectives from the box that they would use to describe the things in the countryside.</li> </ol>	<ul style="list-style-type: none"> <li>• Follows simple verbal instructions.</li> <li>• Works and plays cooperatively in a variety of.</li> </ul>

<p><b>GUIDED STAGE</b></p>	<ol style="list-style-type: none"> <li>1. To introduce how to answer <i>how's the weather today?</i> By using the key expression: <i>It's (weather)</i>.</li> <li>2. To present how to prepare for different kinds of weather.</li> <li>3. To introduce the new features of the countryside by sticking the flashcards on the board.</li> <li>4. To learn how to describe the countryside including the verb be and the adjectives (big and small).</li> </ol> <p><b>Progress of the synthesis project</b></p> <p><b>Week 3:</b> The teacher will discuss about the purpose of recording the weather and then, they will create a "<i>Weekly Weather Report chart</i>".</p> <p><b>Week 4:</b> The students will use their "<i>Weekly Weather Report chart</i>" in the classroom, draw the weather on it, and they can answer to the question: <i>What's the weather today?</i></p> <p><b>Week 5:</b> The students will use their <i>Weekly Weather Report Chart</i> to describe the weather of the day.</p> <p><b>Week 6:</b> The students will draw the symbol(s) that represent the current weather and record information.</p>	<p style="text-align: center;"><b>4 WEEKS</b></p>	<ol style="list-style-type: none"> <li>1. Listening a song two times, saying what weather words heard and show the flashcard.</li> <li>2. Choosing their favourite weather and deciding what to wear.</li> <li>3. Playing with different accessories related to the weather and they will wear according to the picture.</li> <li>4. Holding up some pictures and naming things they can see in the countryside.</li> <li>5. Putting pieces together in order to form a picture (Countryside) and by using the adjectives to describe the things in the countryside.</li> </ol>	<ul style="list-style-type: none"> <li>• Evidences comprehension of themes.</li> <li>• Thinks of new uses for familiar materials.</li> </ul>
<p><b>LEARNING EVIDENCE</b></p>	<p style="text-align: center;"><b><i>Weekly Weather Report</i></b></p> <p><b>Progress of the synthesis project</b></p> <p><b>Week 6:</b> The students will continue checking the weather at the window and choose the appropriate symbol to put up in the weather chart.</p> <p><b>Week 7:</b> The students will use their own weekly weather report, then report the weather in a presentation. <b>Synthesis Project:</b></p> <p style="text-align: center;"><b><i>Weekly Weather Report</i></b></p> <p>The students will have a few minutes each day to journal the weather outside the window in their <i>Weekly Weather Report chart</i>. The <i>Weather Report</i> is a way to show young children the weather forecast for the current day so that they can dress themselves appropriately. At the end of the week, we will spend a few minutes comparing and discussing the different kinds of weather we had that week.</p>	<p style="text-align: center;"><b>2 WEEKS</b></p>		<ul style="list-style-type: none"> <li>• Participates in oral interaction.</li> <li>• Recognizes, names and matches words in context.</li> </ul>