



UNIT GRAPHIC ORGANIZER

UNIT: 4

SUBJECT: Communicative English

COURSE: Transition

TEACHER: Diana Parra / Karen Arias

DATE: September 6th /2021

TITLE:

Our house / Party time

THROUGHLINES:

1. Which are the parts of my house?
2. What activities can I do in my house?
3. What's for eating?
4. What do I like and don't like?

GENERATIVE TOPIC:



UNDERSTANDING GOALS:

<p>The student will understand the target vocabulary about parts of the house, daily activities, food and meals' preferences, by working on vocabulary exercises, using their course books to learn how to write and use them in their daily lives.</p>	<p>The student will comprehend how to read letters and words related to parts of the house, daily activities, food's vocabulary and meals' preferences, by identifying the letters of the words, completing or writing sentences, filling gaps and matching pictures on their course books.</p>	<p>The student will understand letters and their phonics, songs short dialogues and stories related to parts of the house, routines in the house, food and meals' preferences by listening to the audio and videos.</p>	<p>The students will comprehend how to talk about routines and actions in the house that they do every day and meals' preferences routines by expressing their ideas through oral presentations, answering or asking questions</p>
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	UNDERSTANDING PERFORMANCES	TIME	ASSESSMENT	
	ACTIONS		WAYS	CRITERIA
Exploration Stage	<ol style="list-style-type: none"> 1. To name different parts of the house attaching flash cards in each room. 2. To present the daily routine. 3. To make a recipe. 4. To celebrate the end of the transition course. <p><u>Synthesis project:</u> <u>Week 1:</u> Students will know the project. <u>Week 2:</u> Students will watch videos about different celebrations.</p>	2 weeks	<ol style="list-style-type: none"> 1. Recognizing, locating and comparing. 2. Describing and writing their daily routines. 3. Writing, reading, inferring and eating. 4. Identifying, eating, interpreting and using the different vocabulary seen during the year. 	<ol style="list-style-type: none"> 1. Listens to and follows instructions. 2. Listens to others while in large and small groups.

<p>Guided Stage</p>	<ol style="list-style-type: none"> 1. To play games such as memory game, hangman, etc. 2. To express ideas. 3. To practice the different vocabulary seen. 4. To identify parts of the house. 5. To identify fruits and vegetables. 6. To watch videos. 7. To draw and colour images of the target vocabulary. 8. To work on the course' books. <p><u>Synthesis project:</u> <i>Week 3: teacher will be identify and important things for different celebrations.</i> <i>Week 4: Students will choose the food for the celebration.</i> <i>Week 5: Students will create a souvenir.</i> <i>Week 6: Students will make a recipe for the celebration.</i></p>	<p style="text-align: center;">4 weeks</p>	<ol style="list-style-type: none"> 1. Identifying vocabulary. 2. Talking about food preferences and routings in the house. 3. Listening, reading and writing the vocabulary learnt. 4. Associating words with pictures. 5. Presenting fruits and vegetables. 6. Naming and paraphrasing. 7. Locating, identifying and naming words. 8. Applying the main vocabulary. 	<ol style="list-style-type: none"> 1. Stays involved in a self-selected activity for an appropriate length of time. 2. Answers questions and contributes ideas that are relevant to the conversation or group of discussion.
<p>Learning Evidence</p>	<p style="text-align: center;">Synthesis project: "A special day"</p> <p>Students will learn about main important things in the different celebrations. Finally they will present their project with a party everyone will celebrate the end of transition grade where they will use the different vocabulary and expressions seen during the year.</p> <p><i>Week 7: Students will present their character.</i> <i>Week 8: Students will celebrate ending of transition year.</i></p>	<p style="text-align: center;">2 weeks</p>	<p>- Recognizing the main vocabulary by associating, interpreting, naming, describing, exemplifying and talking about meals preferences as well as routines and actions in the house that they do or experienced in their own context through oral presentations with fluency and confidence.</p>	<ol style="list-style-type: none"> 1. Exhibits behavior that demonstrates an understanding of school and classroom guidelines. 2. Uses the proper pronunciation and intonation required in task.