



UNIT GRAPHIC ORGANIZER

Subject: Communicative English
Date: July 8th 2024

Unit N°: 3
Teacher: Liliana Vargas Camargo

Course: Pre-Kinder

Title: Toys / Food / Healthy and Unhealthy Food / Numbers 1 to 5

THROUGHLINES:

1. What is your favorite toy?
2. Why is important the food?
3. What food is healthy?
4. What food is unhealthy?

GENERATIVE TOPIC



UNDERSTANDING GOALS:

The students will recognize and name some toys they can typically find in their house or that partners have by using the verb phrases there is/are through real toys, flashcards, videos, and lottery games.	The students will understand why food is important and what activities they can do to stay healthy through active pauses, flashcards, videos, and some exercises with their body.	The students will identify healthy and unhealthy food in different presentations by asking questions and solving activities related to the food and creating their favorite food through magazine cutouts.	The students will identify the numbers from 1 to 5 and count real objects through listening activities and relating numbers to quantity in different experiential activities.
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	PERFORMANCES OF UNDERSTANDING	TIME	ONGOING ASSESSMENT	
	ACTIONS		WAYS	CRITERIA
EXPLORING STAGE	<ol style="list-style-type: none"> 1. To identify, point, and name different toys. 2. To recognize the value of working and playing together. 3. To recognize the importance of keeping healthy. 4. To comprehend to importance to eat healthy food. 5. To identify some unhealthy food. 6. To recognize and match the numbers 1 to 5 with the quantity. <p>Progress of the synthesis project Week 1: Explaining the contents of the project. Week 2: The students will know about their favorite food through some questions.</p>	2 WEEKS	<ol style="list-style-type: none"> 1. Playing with their favorite toys, observing, and learning the names of their friends' toys. 2. Talking about toys. 3. Singing the values song "Let's play together". 4. Talking about the importance to the food. 5. Saying about healthy and unhealthy food. 6. Singing the language song "I like bananas". 7. Using videos, games, flashcards, and real objects to identify and count the numbers 1 to 5. 8. Carrying out some exercises in class so that the children know the importance of this. 	<ul style="list-style-type: none"> • Follows simple verbal instructions. • Works and plays cooperatively in a variety of.
GUIDED STAGE	<ol style="list-style-type: none"> 1. To introduce and present different food by using a flashcard and practicing the expressions: What is your favourite food? 2. To know about what your parent's is favourite food. 3. To identify and classify some food in healthy and unhealthy. <p>Progress of the synthesis project Week 3: The students will choose a favourite fruit and vegetable. Week 4: The students will watch a video about healthy an unhealthy food. Week 5: The students will classify the food. Week 6: The students will play a lottery game about food.</p>	4 WEEKS	<ol style="list-style-type: none"> 1. Designing a big food dish with different flashcards. 2. Holding up some flashcard about different toys and food answering what is it? What is your favourite food? Do you like...? 3. Playing concentration, turning over pairs of matching cards. If the cards show a food unhealthy or healthy the player says a sentence, "I like or I don't like" 4. Cutting of the magazines their favourite food. 5. Naming and counting real objects and match according to the quantity. 	<ul style="list-style-type: none"> • Evidence comprehension of themes. • Think of new uses for familiar materials

<p>LEARNING EVIDENCE</p>	<p style="text-align: center;">BIG BOOK. Progress of the synthesis project</p> <p>Week 6: The students will decorate their favourite fruit and vegetable.</p> <p>Week 7: The students will make their favourite food dish with their favourite fruit and vegetable, and we will paste in the big book.</p> <p>(Note: This project will work with storytelling).</p> <p style="text-align: center;">Synthesis Project: Big Book.</p> <p>The project consists of creating a big book that the students will feed little by little, showing what they are learning in the different subjects: so that during the third and fourth period the learning achieved can be tangibly evidenced. The project will be carried with all subjects. In the English classes students will learn vocabulary about different food like; fruits and vegetables, they will practice and playing, and they will create their healthy food.</p> <p>Note: This project will work with storytelling.</p>	<p>2 WEEKS</p>	<ol style="list-style-type: none"> 6. Trying to use the expression “I like to eat...” they will point to and name each food in their food dish. 7. Pointing some healthy food and Unhealthy food. 8. Working in the platform NAVIO. 9. Classifying healthy and unhealthy food. 	<ul style="list-style-type: none"> • Participates in oral interaction. • Recognizes name and match words in context.
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