



## UNIT GRAPHIC ORGANIZER

**Subject:** Communicative English  
**Date:** September, 12<sup>th</sup>, 2022

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

**Title**

Pets / Beach/Colors/Numbers 6 to 10

**THROUGHLINES:**

1. What are there in a beach?
2. What can you do in a beach?
3. Where do cat live?
4. What colors does the rainbow have?

**GENERATIVE TOPIC**



**UNDERSTANDING GOALS:**

<p>The student will be able to identify vocabulary about pets through different listening activities, videos, games, presentations and answer the question what animal is it? By answering It's... (cat, dog, rabbit)</p>	<p>The student will recognize some objects that can find in the beach and some activities that can do by describing pictures, some flashcards, and listening the story "Five little crabs".</p>	<p>The student will identify different colors through writing activities, flashcards, puppets and feely bag to introduce or remind the colors.</p>	<p>The student will identify the numbers from 6 to 10 and count real objects through listening activities and relating numbers to quantity in different experiential activities.</p>
---	---	--	--

	PERFORMANCES OF UNDERSTANDING	TIME	ONGOING ASSESSMENT	
	ACTIONS		WAYS	CRITERIA
<b>EXPLORING STAGE</b>	<ol style="list-style-type: none"> <li>1. To identify the pet's name and talk about what is your favorite pet.</li> <li>2. To recognize some objects that can see and find in the beach.</li> <li>3. To identify different colors around them.</li> <li>4. To recognize and count numbers 6 to 10.</li> </ol> <p><b>Progress of the synthesis project</b>  <b>Week 1:</b> Explaining the contents of the project.  <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 pet looking flashcards and videos by answering what animal is it?</li> <li>2. Describing pictures about the beach.</li> <li>3. Saying what they can see in the picture (beach) using the target language and identifying colors.</li> <li>4. Choosing the adjectives from the box that they would use to describe the things in the beach and using colors and numbers 6 to 10.</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>do you have a cat or dog in the home?</i> By using the expression: Yes, I have...(cat-dog).</li> <li>2. To present some flashcards about pets.</li> <li>3. To learn how to describe the pet including the verb be and the adjectives (big and small, colors, and parts of the body).</li> </ol> <p><b>Progress of the synthesis project</b></p> <p><b>Week 3:</b> The students will bring a picture or teddy to present their favourite pet.</p> <p><b>Week 4:</b> The students will choose a pet's mask and their will star decorating.</p> <p><b>Week 5:</b> The students will continue decorating the pet's mask.</p> <p><b>Week 6:</b> The students will practice describing their pet one by one in the classroom.</p>	<p><b>4 WEEKS</b></p>	<ol style="list-style-type: none"> <li>1. Listening song, and pointing to the pets.</li> <li>2. Choosing their favourite pet.</li> <li>3. Playing with different accessories related to the pets and beach.</li> <li>4. Holding up some pictures and naming things they can see in the beach.</li> <li>5. Playing the audio, pause after each verse and children match the pets.</li> <li>6. Putting all six pet flashcards on the floor or board and play with them.</li> <li>7. Visiting our little farm.</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><b>Progress of the synthesis project</b></p> <p><b>Week 7:</b> The students will continue practicing some short sentences by using expressions like <i>My favourite, it's a, I have,</i> and say the colors.</p> <p><b>Week 8:</b> The students will use their mask and picture or teddy to describe their favourite pet.</p> <p style="text-align: center;"><b>Synthesis Project:</b> <b><i>My favourite Pet</i></b></p> <p>The students will make a mask where represent their favourite pet. They will talk about colors, body parts or if their pet is big or small.</p> <p>Students will have some minutes to present their favourite pet through mask, picture or puppet.</p>	<p><b>2 WEEKS</b></p>	<ol style="list-style-type: none"> <li>8. Trying to use the expression "I have a..." "My favourite... It's a... they will point and name each pet.</li> <li>9. Working in the platform NAVIO.</li> <li>10. Coloring the pet's body parts.</li> <li>11. Identifying pet's name though audios and songs.</li> <li>12. Drawing different pets.</li> <li>13. Finding and glue pictures of pets.</li> </ol>	<ul style="list-style-type: none"> <li>• Participates in oral interaction.</li> <li>• Beings to recognize, name and match words in context.</li> </ul>