



## UNIT GRAPHIC ORGANIZER

**SUBJECT:** Communicative English

**UNIT:** 2

**COURSE:** Kinder

**TEACHER:** Liliana Vargas Camargo

**DATE:** April 09<sup>th</sup>, 2025

**TITLE:**

MY BODY / CLOTHES/ HOME

**THROUGHLINES:**

1. Which are the parts of my body?
2. How can I move with my body?
3. How do I put on my clothes?
4. What are the parts of my house?

**GENERATIVE TOPIC**

¡SUMMER FARM!

**UNDERSTANDING GOALS:**

<p>The students will identify and name the parts of the body through some videos, songs, and dances to get new vocabulary and expressions that children will use in their daily lives, and they will present in a show and tell activity.</p>	<p>The students will identify and will say parts of the body and actions through some songs, videos, and games to learn new vocabulary and act out a story song.</p>	<p>The students will identify and name clothes to wear in different weathers and temperatures through stories, games, videos, and songs to acquire new vocabulary that children will use in their daily lives talking about what clothes they're wearing.</p>	<p>The students will identify and will name rooms and places in a home through songs, traditional games, and video games to tell the places at home that they will show through a video.</p>
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	UNDERSTANDING PERFORMANCES	TIME	ASSESSMENT	
	ACTIONS		WAYS	CRITERIA
<b>Exploration Stage</b>	<ul style="list-style-type: none"> <li>To identify and name the parts of the body</li> <li>To act out movements they can do with the body</li> <li>To describe clothes, they are wearing</li> <li>To name the different parts of the house and furniture.</li> <li>To develop some activities of the doll house lap-book.</li> <li>To practice with the classmates, the new vocabulary.</li> </ul> <p><b>Synthesis project progress:</b></p> <p><b>Week 1-2:</b> Students will continue working in the project "Summer Farm". Students and the teacher will choose the information to be included, in this case about houses.</p>	<b>Weeks 2</b>	<ul style="list-style-type: none"> <li>Repeating, pointing, and practicing the vocabulary about parts of the body with a banner.</li> <li>Naming and practicing movements and actions.</li> <li>Talking about parts of the house.</li> <li>Showing and describing their houses by video.</li> <li>Practicing the vocabulary and developing the activities on the Ferris wheel 2 activity book and student's book.</li> <li>Listening song about the topics and learn one song.</li> <li>Showing some flashcards about the topics.</li> </ul>	<ul style="list-style-type: none"> <li>Exhibits behaviour that demonstrates an understanding of school and classroom guidelines.</li> <li>Hears and repeats a simple sentence.</li> </ul>
<b>Guided Stage</b>	<p><b>Synthesis project progress:</b></p> <p><b>Week 3-4:</b> Students and teacher will talk about different houses that we can find around us, especially farmhouse.</p> <p><b>Week 5-6:</b> Students will create and decorate their farmhouse in a piece of paper and different materials.</p> <p><b>Week 7-8:</b> Students will put their farmhouses on our mural and explain about it.</p>	<b>Weeks 4</b>	<ul style="list-style-type: none"> <li>Practicing and introducing short descriptions.</li> <li>Naming and practicing the vocabulary about house, with talking flashcards and songs.</li> <li>Describe some houses through pictures.</li> </ul>	<ul style="list-style-type: none"> <li>Works independent to solve problems.</li> <li>Works and plays cooperatively in a variety of settings</li> <li>Chooses a variety of materials and activities from learning centre.</li> </ul>

<p style="text-align: center;"><b>Learning Evidence</b></p>	<p style="text-align: center;"><b>Synthesis project "Summer Farm"</b></p> <p>The synthesis project consists of students recognizing the importance and respect for farm animals in their environment, developing activities from different learning areas, through big mural to the farm.</p> <p>In English Classes, students will learn about different and types of houses, include farmhouse. They will learn some vocabulary describe theme and they will create their own farmhouse in a paper. Then, they will paste it on mural. Storytelling will work with English.</p>	<p style="text-align: center;"><b>Weeks 2</b></p>	<ul style="list-style-type: none"> <li>• Identifying and naming the vocabulary seen in storytelling and English class.</li> <li>• Making a presentation about some farmhouses through pictures.</li> <li>• Creating some farmhouses in a piece of paper.</li> </ul>	<ul style="list-style-type: none"> <li>• Expresses thoughts and ideas.</li> <li>• Develops and verbalize solution to simple problems.</li> </ul>
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