



UNIT GRAPHIC ORGANIZER

SUBJECT: Science and social studies

UNIT: 2

COURSE: Kinder

TEACHER: Viviana Melissa Gómez M

DATE: April 9th 2025

TITLE: Wild and Domestic Animals-Terrestrial, aerial, and aquatic animals- Transport in the city and countryside, Type of houses

THROUGH LINES:

1. What kind of habitats there are?
2. What are the differences between the wild and domestic animals?
3. How many means of transport are there?
4. What material is your house built with?

GENERATIVE TOPIC



UNDERSTANDING GOALS:

The student will comprehend the differences between domestic and wild animals according to their habitats and feeding by using making crafts, playing games, and watching videos in order to know how to organize and select the differences between them, representing it on a Venn Diagram.

The student will recognize the terrestrial, aquatic, and aerial means of transport and which of them can help to take care of the planet, using flashcards, songs, and crafts, to identify the ways to move around the city, creating a mini book.

	UNDERSTANDING PERFORMANCES	TIME	ASSESSMENT	
	ACTIONS		WAYS	CRITERIA
Exploration Stage	<ul style="list-style-type: none"> *To identify domestic and wild animals. *To recognize the main characters of the animals. *To name and point means of transport in the city and the countryside. *To make comparisons between the city and countryside. *To create different animals using textures for represent the animals. <p>Synthesis project advance.</p> <p>Teacher will present to students the project “summer farm”. Children will choose their favorite aquatic animal.</p>	Weeks 2	<ul style="list-style-type: none"> *Making masks of wild and domestic animals using different materials and discovering the animals with memory games. *Classifying the animals according to their habitats by online games, through of the creation of a collage * Playing with flashcards of means of transport. *Exploring the activities people do in the city and the countryside by videos, stories, posters, and games. 	<p>Observes the world where you live.</p> <p>Compares different structures and processes deduce</p> <p>Space- environment.</p>

<p style="text-align: center;">Guided Stage</p>	<p>*To comprehend the animals, live in different habitats.</p> <p>*To name carnivore and herbivore animals.</p> <p>*To describe characteristics about means of transportation.</p> <p>*To identify types of houses according to material.</p> <p>*To implement <i>Catedra de la Paz</i>, "I take care of the planet, I use the bicycle"</p> <p>Synthesis project advance</p> <p>Students will bring some images about aquatic, terrestrial and aerial animals, they will describe them, and the group will choose only 2 to have them in our project.</p>	<p style="text-align: center;">Weeks 4</p>	<p>*Listening songs about aquatic animals and watching videos, through creating a comparative table.</p> <p>*Classifying images about aerial, terrestrial and aquatic animals.</p> <p>* Playing about their favorite aquatic animal and bring some information.</p> <p>*. Recognizing the different materials that people use to contaminate the sea, through the creation of puppets to explain the learned</p> <p>*Identifying the means of transport that produce pollution and who's not.</p>	<p>-Express the ideas creatively</p> <p>. -Socializes their ideas and observations using the appropriate language for the area.</p> <p>-historical-cultural</p>
<p style="text-align: center;">Learning Evidence</p>	<p>Synthesis project name and brief description.</p> <p style="text-align: center;">Summer Farm</p> <p>The synthesis project will consist of the students recognizing the importance and respect of farm animals in their environment by developing activities from different learning areas.</p> <p>From the science area the idea of the project is to practice the main vocabulary and these term children will create the habitat of the chosen animals into the classroom, where they will try to describe where they live and what do they eat according to their research.</p>	<p style="text-align: center;">Weeks2</p>	<p>*Listening songs about different types of transport and watching videos.</p> <p>*Classifying images about aerial, terrestrial and aquatic transport.</p> <p>*Identifying your favorite animal and create a puppet to show her characteristics according the habit.</p> <p>Students will bring some images about aquatic, terrestrial and aerial animals, they will describe them, and the group will choose only 2 to have them in our project presentation.</p>	<p>- Communicates in various ways the process of inquiry and the result obtained.</p> <p>-Applies new concepts in the developments of projects</p> <p>-Space- environment</p>