



UNIT GRAPHIC ORGANIZER

SUBJECT: Communicative English

UNIT: 3

COURSE: Transition

TEACHER: María Alejandra Cristancho Peña

DATE: July 7<sup>th</sup> -2025

TITLE:

MEALS/TOWN

- THROUGHLINES:
1. What is your favourite food?

2. Why is important to eat fruits?

3. Which places are there in my town?

4. What can I do in the places around the town?

GENERATIVE TOPIC

¡Colombia Fruit fantasy!

The students will identify different types of meals and places around the town, recognizing characteristics, by means of reading descriptions and underlining adjectives in short present simple sentences; to differentiate diverse types of food from meal's routines (breakfast, lunch, dinner) and places to visit in the town.	The students will understand the main vocabulary associated to meals and places in the town through the practice of listening activities (short conversations, videos, and songs and guessing games) reviewing the main characteristics, to describe dishes and locations, this will foster the practice of the present simple (verb to be), and common expressions used for describing food, meals routines and places around the town.	The students will identify the target vocabulary about places around the town and meals, by labelling the corresponding words under the pictures, filling gaps, organizing words scrambled and completing simple present sentences, to improve spelling and writing expressions such as: I like/ I don't like, I want/I don't want; my favorite food is; I want to go/I don't want to go.	The students will describe dishes and places around the town, using simple present structures (nouns It /I, adjectives, colors, flavors, and sizes) they will also talk about their favorite food and places in the town to tell to the classmates their likes and dislikes.
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	UNDERSTANDING PERFORMANCES	TIME	ASSESSMENT	
	ACTIONS		WAYS	CRITERIA
Exploration Stage	<ul style="list-style-type: none"><li>• To identify the vocabulary related to meals and meal's routines (pizza, salad, chicken, fish, rice, pancakes, soup, spaghetti, toast, yogurt and breakfast, lunch and dinner)</li><li>• To identify the vocabulary about the places around the town (bookstore, mall, movie theater, park, restaurant, supermarket, swimming pool, zoo) with some flashcards.</li><li>• To identify some traditional fruits from Colombia such as: Tamarillo fruit (Tomate de Arbol), Physalis or ground cherries (uchuvas), Lulo, and Guava(guayaba)</li><li>• To match pictures and names of fruits from Colombia</li></ul> <p><b><u>Synthesis project:</u></b> <i>Teacher will introduce the project “Colombia Fruit Fantasy” through some videos, interactive games and flashcards. The students will participate with their previous knowledge about fruits from our country and specific fruits from places they have visited.</i></p>	2 weeks	<ul style="list-style-type: none"><li>• Playing “charades game” about the meals and town.</li><li>• Listening to audios from the Navio’s platform and recognizing the vocabulary about food and places in the town.</li><li>• Playing some interactive games from the Navio’s platform.</li><li>• Matching pictures and associating the names from meals and town.</li><li>• Identifying the written forms from the target vocabulary about meals and town.</li><li>• Watching videos about traditional Colombian fruits.</li><li>• Observing some pictures about Guavas, Tamarillo Fruit, ground cherries and Lulo fruits.</li><li>• Describing the features about traditional fruits and sharing ideas about them.</li></ul>	<ol style="list-style-type: none"><li>1. Follows simple verbal instructions.</li><li>2. Participates using ideas about the topics.</li><li>3. Works and plays cooperatively in a variety of settings. (large groups, small groups, learning canters).</li></ol>

Guided Stage	<ul style="list-style-type: none"><li>• To recognize the writing forms from the meals and places around the town.</li><li>• To identify the words related to meals and the town places by the initial consonant or vowel sound.</li><li>• To use simple present sentences to express the likes and dislikes about the meals, such as (<i>I like/ I don't like, my favorite food is...</i>) and common expressions to describe the places they want to visit in the town such as: (<i>I want to visit/ I don't want to visit</i>).</li><li>• To describe the ingredients of some recipes to cook some meals with traditional fruits from Colombia such as: Tamarillo fruit (Tomate de Arbol), Physalis or ground cherries (uchuvas), Lulo, and Guava(guayaba)</li></ul> <p><u>Synthesis project:</u> <i>Students and teacher will explore the audio-visual material about the traditional fruits from Colombia such as: Tamarillo fruit (Tomate de Arbol), Physalis or ground cherries (uchuvas), Lulo, and Guavas (guayabas). The students will recognize properties and features from each one, collecting data and some important facts in a lapbook.</i></p>	4 weeks	<ul style="list-style-type: none"><li>• Organizing words scrambled and filling gaps.</li><li>• Singing the vowels and alphabet song and naming the phonetic sound for each letter from the ABC.</li><li>• Doing short descriptions about meals routines and recipes.</li><li>• Describing the places from the town with short simple present sentences.</li><li>• Writing simple present sentences with the expressions seen.</li><li>• Watching videos and news about the fruits harvest.</li><li>• Collecting data and important facts about the traditional fruits (<i>Tamarillo fruit (Tomate de Arbol), Physalis or ground cherries (uchuvas), Lulo, and Guava(guayaba)</i>)</li></ul>	<ol style="list-style-type: none"><li>1. Chooses a variety of materials and activities from learning center.</li><li>2. Writes short sentences about an event or experience.</li><li>3. Stays involved in a self-selected activity for an appropriate length of time.</li></ol>
Learning Evidence	<p><b>Synthesis project: Colombia Fruit Fantasy</b></p> <p>The students will identify some traditional fruits from Colombia such as: Tamarillo fruit (Tomate de Arbol), Physalis or ground cherries (uchuvas), Lulo, and Guavas (guayabas); recognizing their features, properties and benefits by means of a “Lapbook” creation where they will record the most important information about them. Finally, they will do a gastronomic sample using the fruits to create delicious recipes, involving the topics worked from the English, Math, Spanish, Science, Arts, Technology, “Oralidad”, Story Telling and French subjects. From the English area, the students will recognize the vocabulary about meals, especially the fruits from Colombia country Also, they will identify the fruits features, properties and benefits for people. Additionally, the students will recognize the places from the town where they can find or try the fruits using present simple sentences and the key words seen during the sessions.</p>	2 weeks	<ul style="list-style-type: none"><li>• Identifying and naming the vocabulary seen in English class about the meals and the places around the town.</li><li>• Recognizing the vocabulary related with traditional fruits from Colombia.</li><li>• Collecting data and important facts about the Tamarillo fruit (Tomate de Arbol), Physalis or ground cherries (uchuvas), Lulo, and Guavas (guayabas)</li><li>• Creating a Lapbook with the data collected.</li><li>• Expressing ideas about fruits and their benefits for human health.</li></ul>	<ol style="list-style-type: none"><li>1. Listens to others while in large and small groups.</li><li>2. Answers questions and contributes ideas that are relevant to the conversation or group discussion.</li></ol>