



UNIT GRAPHIC ORGANIZER

SUBJECT: Communicative English

UNIT: 2

COURSE: Transition

TEACHER: Maria Alejandra Cristancho Peña

DATE: Abril 9th -2025

TITLE:

WILD ANIMALS / DAILY ROUTINES

THROUGHLINES:

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| <ol style="list-style-type: none"> 1. What is a wild animal? 2. Where do wild animals live? 3. Which are my daily routines? 4. What are the meal routines? |
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GENERATIVE TOPIC

WILD ART GALLERY

UNDERSTANDING GOALS:

<p>The students will identify the wild animals and daily routines, reading words, short sentences, and riddles to associate them with the corresponding written form (vowels and consonants) and pictures, recognizing the written vocabulary in sentences, pictograms and short fragments to strengthen the reading skills.</p>	<p>The students will understand the main vocabulary associated to wild animals and daily routines, listening short conversations, videos, and songs, to recognize wild animals' features, and short descriptions about the daily routines, filling sentences with expression in present simple with the pronouns (<i>It</i> and <i>I</i>), and verbs used for describing general routines.</p>	<p>The students will recognize the target vocabulary related with wild animals and daily routines, spelling the words and verbs to identify the written form (vowels and consonants) of each word, labelling the corresponding words under the pictures, filling gaps, organizing unscrambled words and completing sentences with <i>the</i> pronouns <i>I</i> and <i>It</i>.</p>	<p>The students will describe wild animals and the daily routines, using present simple structures with the pronouns <i>I</i> and <i>It</i>, and adjectives to share with their classmates in a show and tell, short descriptions about animals' features and their daily routines.</p>
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	UNDERSTANDING PERFORMANCES	TIME	ASSESSMENT	
	ACTIONS		WAYS	CRITERIA
Exploration Stage	<ul style="list-style-type: none"> • To identify the vocabulary related to wild animals (lion, tiger, elephant, parrot, crocodile, giraffe, monkey, hippo, snake, zebra, meerkat) • To associate pictures and names from wild animals and daily routines in some interactive game from Navio's platform. • To recognize how to describe wild animals by their features like colors, body parts and places where they live • To identify the vocabulary about the daily routines (get up, get dressed, have breakfast, have lunch, have dinner, take a shower, brush my hair, brush my teeth, wash my hands, and wash my face) • To describe the daily routines from some characters stories. <p><u>Synthesis project:</u></p> <p><i>Students will differentiate the wild animals from the farm animals, then they will identify the habitats from the elephant, lion, parrot and monkey, recognizing the features to create short descriptions about them using the present simple structures.</i></p>	2 weeks	<ul style="list-style-type: none"> • Matching pictures and associating the names from wild animal and daily routines. • Playing some interactive games from the Navio's platform. • Identifying the written forms from the target vocabulary. • Singing songs and watching videos about wild animals and daily routines. • Guessing the animals by characteristics and features. • Playing "charades game" about the wild animals and daily routines. • Drawing the jungle and identifying their characteristics. 	<ol style="list-style-type: none"> 1. Follows simple verbal instructions. 2. Works and plays cooperatively in a variety of settings. (large groups, small groups, learning centers).

<p>Guided Stage</p>	<ul style="list-style-type: none"> • To practice spelling words from the vocabulary about wild animals and daily routines. • To identify the vowels and consonants sounds and written forms from the wild animals and daily routines target vocabulary. • To associate the pictures with the correct written form from the wild animals and daily routines. • To use present simple sentences to name the wild animals and daily routines, such as (<i>It is a..., I ...</i>) • To use the most common expressions to describe the daily routines. • To describe the daily routine from them and form the others. • To reinforce reading and listening skills with Navio's platform. <p><u>Synthesis project:</u></p> <p><i>Students and teacher will explore the jungle, and they will identify the habitat of some wild animals like giraffe, meerkat, zebra, crocodile, leopard, bear, kangaroo, hippo, tiger, snake, rhino, and capibara, using their features to create short descriptions about them with present simple structures.</i></p>	<p>4 weeks</p>	<ul style="list-style-type: none"> • Practicing spelling playing hangman. • Singing the vowels and alphabet songs. • Doing short description about the wild animals. • Describing the wild animals with short simple present sentences. • Watching videos about the daily routine's common expressions. • Solving trivia games. • Telling the daily routines in short sentences. • Spelling words from the target vocabulary. • Naming the phonetic sound for each letter from the ABC. • Working on Ferris Wheel platform. 	<ol style="list-style-type: none"> 1. Chooses a variety of materials and activities from learning center. 2. Writes short sentences about an event or experience. 3. Stays involved in a self-selected activity for an appropriate length of time.
<p>Learning Evidence</p>	<p>Synthesis project: Wild Art Gallery.</p> <p>The students will create a "Wild Art Gallery", using the school supplies, and materials from the school to make some exposition of wild animal's crafts, where they will describe their features, from math, science, spanish, PDH, French, arts, technology, physical education and english subjects.</p> <p>From the Communicative English area, the students will identify the school supplies and materials from the school key vocabulary. Also, they will recognize the actions verbs such as: (cut, color, paint, draw, paint etc.) to describe the process and materials that they do to make the animals crafts, which they will show in the Wild Art Gallery.</p>	<p>2 weeks</p>	<ul style="list-style-type: none"> • Identifying and naming the vocabulary seen in English class about the wild animals and their features. • Supporting the art gallery exposition telling the visitors short descriptions about the animals and materials used for make them, using short simple present sentences. 	<ol style="list-style-type: none"> 1. Listens to others while in large and small groups. 2. Answers questions and contributes ideas that are relevant to the conversation or group of discussion.