



UNIT GRAPHIC ORGANIZER

SUBJECT: Communicative English

UNIT: 4

COURSE: Transition

TEACHER: Ximena Rodríguez / María Alejandra Cristancho

DATE: September 12th /2022

MUSIC / BUGS

THROUGHLINES:

1. What is your favourite bug?
2. What do you like to listen to?
3. How does a bug look like?
4. What is this instrument?

GENERATIVE TOPIC



UNDERSTANDING GOALS:

<p>The student will comprehend how to identify different types of bugs and their characteristics underlining adjectives, colors, and shapes; He/she will practice reading descriptions, and short sentences; with this He/she will develop skills to recognize diverse types of bugs to identify the specific kinds that He/she see in his/her surroundings (school, park, house, playground, etc.)</p>	<p>The student will understand the main vocabulary associated to bugs and musical instruments through the practice of listening activities (short conversations, videos, and songs) reviewing their characteristics and to describe types of insects and musical instruments, this will foster the practice of the present simple (verb to be), and verbs used for describing both topics.</p>	<p>The student will understand the target vocabulary about bugs' characteristics and musical instruments by labelling the corresponding words under the pictures, filling gaps, and completing sentences on his/her course book to improve spelling and writing skills associated to the English class and other school subjects.</p>	<p>The student will describe bugs and musical instruments using present simple structures (nouns, verb to be, adjectives, colors, and shapes) He/she will also talk about their favourite music and instruments, comparing with their classmates' preferences looking to find similarities and differences.</p>
---	--	---	---

	UNDERSTANDING PERFORMANCES	TIME	ASSESSMENT	
	ACTIONS		WAYS	CRITERIA
<p>Exploration Stage</p>	<ul style="list-style-type: none"> • To recognize and relating vocabulary. • To name and spell. • To Identifying the target vocabulary thought chants, songs and videos. • To guess and recognizing. • To describe likes and dislikes. • To interact in warming up activities like Memory games, matching games, guessing games. <p>Synthesis project: Week 1: The teacher will present the project. Week 2: To introduce the characteristics of practical and sequence text.</p>	<p>2 weeks</p>	<ul style="list-style-type: none"> • Practicing short conversations, stories and songs. • Playing Pictionary and hangman to introduce bugs types and musical instruments. • Listening and recognizing the vocabulary about bugs and music instruments. • Playing "charades game" about adjectives. • Drawing the favourite instrument. • Mentioning and describing bugs and places where they live. 	<ul style="list-style-type: none"> • Follows simple verbal instructions. • 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 play matching games. •To practice spell playing hangman. •To sing songs. •To do short descriptions about bugs. •To watch videos. •To play trivia games. •To work on Ferris Wheel platform. •To Listen, speaking reading, and writing the main vocabulary. <p>Synthesis Project Week 3: To identify different types of practical texts (handcrafts, origami shapes, recipes, etc.). Week 4: To select the practical text. (Prepare a recipe) Week 5: To write the recipe and draw the ingredients.</p>	<p style="text-align: center;">4 weeks</p>	<ul style="list-style-type: none"> •Identifying and naming vocabulary. •Recognizing consonants and vowels depending on sounds. •Matching images with the corresponding words. •Naming vocabulary related to adjectives, colors and shapes. •Reinforcing reading and listening skills. •Answering vocabulary related questions. •Practicing and review vocabulary seen. •Working on the course books. •Playing on Ferris Wheel platform. 	<ul style="list-style-type: none"> • Chooses a variety of materials and activities from learning centers. • Writes a short story about an event or experience. • Stays involved in a self-selected activity for an appropriate length of time.
<p>Learning Evidence</p>	<p>Synthesis Project "1,2,3 MAGIC!"</p> <p>To make a Recipe following the instructions, the kids will be little chefs with easy and fun cooking projects and simple meals. He/she will love tasting his/her handiwork.</p> <p>Week 6: To Prepare the recipe. (Funny toast) Week 7: To design a recipe book. Week 8: Present the evidences and pictures.</p>	<p style="text-align: center;">2 weeks</p>	<ul style="list-style-type: none"> • Presenting the steps to make a project selected. • Sharing the steps to follow • Making a presentation to show the project • Answering and interacting the steps using the rubrics questions and statements. 	<ul style="list-style-type: none"> • Takes turns to expose the project. • Exposes the project. • Listens. • Provides ideas.