



UNIT GRAPHIC ORGANIZER

SUBJECT: Communicative English

UNIT: 4

COURSE: Transition

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DATE: September 11th -2024

TITLE:

MUSIC / BUGS

THROUGHLINES:

1. What is your favourite bug?
2. Which are the characteristics of each bug?
3. What are the musical instruments?
4. What is the rhythm?

GENERATIVE TOPIC

S.O.S We Melt!

UNDERSTANDING GOALS:

<p>The students will identify different types of bugs and musical instruments; reading short descriptions, underlining adjectives, colours, sounds and shapes, to recognize their characteristics and features of diverse bugs and instruments in their real context.</p>	<p>The students 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 sentences and verbs used for describing both topics.</p>	<p>The students will understand the target vocabulary related with bugs' characteristics and musical instruments, by labelling the corresponding words under the pictures, filling gaps, organizing words scrambled and completing sentences and organizing them on their course book to improve spelling and writing present simple sentences with the expressions like: <i>It's, I play, I like playing...</i></p>	<p>The students will describe bugs and musical instruments, using present simple structures seen in class (nouns, verb to be, adjectives, colours, and shapes), they will also talk about their favourite music and instruments, comparing with their classmates' preferences looking to find similarities and differences.</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 with bugs (ladybug, ant, bee, snail, worm, butterfly, legs, spots, stripes, wings.) To identify the vocabulary about the musical instruments (drum, guitar, tambourine, piano, recorder, maracas) with some interactive flashcards. To recognize the main characteristics from the bugs (legs, spots, wings, stripes) To identify verbs and rhythms words related with music (dance, clap, sing, listen; slow, fast, loud and quiet) To match pictures and names from bugs and music vocabulary on the interactive games from the Navio's platform. <p>Synthesis project: <i>The students will identify the consequences of the global warming and why the water is been affected by this phenomenon causing the effects on the food productions and conservations of the insects and animals.</i></p>	2 weeks	<ul style="list-style-type: none"> Playing "charades game" about bugs and musical instruments. Listening audios and stories from the Navio's platform and recognizing the vocabulary about bugs and music. Practicing on some interactive games from the Navio's platform. Observing pictures about bugs and music and associating them with the corresponding name. Guessing the bugs and musical instruments by their characteristics. Identifying the written forms from the target vocabulary about bugs and music. Watching videos about the importance of the insects and bugs in our world. 	<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 recognize the writing forms from the bugs and musical instruments. To identify the words related with bugs and music by the initial consonant or vowel sound. To practice spelling words from the vocabulary about the bugs and music. To use simple present sentences to describe the bugs and their characteristics, such as (<i>It's a.., It has, It doesn't have</i>) To use the common expressions to express likes about music such as: (<i>I like playing, I play...</i>). To describe bugs and sound using the words seen. <p><u>Synthesis project:</u> <i>The students will create a checklist with some possible strategies to contribute to the conservation of food, insects and animals, having in account the use of the organic and recyclable waste, taking care the water as the most important resource from our planet. Also, they will collect some recyclable waste to make some puppets to show a performance about the situation.</i></p>	<p>4 weeks</p>	<ul style="list-style-type: none"> Practicing spelling with the roulette game. Organizing words scrambled and filling gaps. Singing songs about the vowels and alphabet. Doing short description about insects and their features. Describing the musical instruments and the sounds their produce. Organizing unjumbles simple present sentences with the expressions seen. Using the vocabulary seen constantly in class. Collecting recyclable materials. Promoting solutions and alternatives to take care the environment (animals, food production and bugs) Describing the global warming effects and lists some solutions to mitigate them. 	<ol style="list-style-type: none"> Chooses a variety of materials and activities from learning center. Writes short sentences 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: S.O.S We Melt! The students will comprehend what is the global warming, its causes and consequences, by means of the creation of a story. They will make some puppets to show the importance of take care the environment, the natural sources and water, involving the topics worked in English, Math, Spanish, Science, Arts, Technology, "Oralidad", French, and PDH. From the English area, the students will create some characters made of recyclable waste to show in a performance the story create last, telling each other the importance of taking care the environments and exposing the solutions and alternatives to mitigate the impact in the earth planet.</p>	<p>2 weeks</p>	<ul style="list-style-type: none"> Identifying and naming the vocabulary seen in English class about the bugs and music. Using the vocabulary related with the global warming causes and consequences. Making some puppets for the show with recyclable material. Proposing solutions to mitigate the global warming from the different places around the town. Telling a story with ideas and solutions about the global warming. <p>Sharing the ideas about the global warming with some simple present sentences.</p>	<ol style="list-style-type: none"> Listens to others while in large and small groups. Answers questions and contributes ideas that are relevant to the conversation or group of discussion.