



## UNIT GRAPHIC ORGANIZER

**SUBJECT:** COMMUNICATIVE ENGLISH

**UNIT:** 2

**COURSE:** FIRST

**TEACHER:** Diana Parra / Alejandra Espitia/ Ruth Albarracín.

**DATE:** April 9<sup>th</sup>/ 2025

**TITLE:**

**FARM ANIMALS/ FOOD/ BIRTHDAY PARTY**

**THROUGHLINES:**

1. What does the animals give us? Explain it.
2. What do farmers do to take care of their plants?
3. What's the best and worst birthday you have ever had?
4. What's your favorite toy?

**GENERATIVE TOPIC**



**UNDERSTANDING GOALS:**

<p>The students will recognize the vocabulary and expressions related to farm animals, food, birthday party and toys such as has or doesn't have, <i>I like, I don't like, wants</i> or <i>doesn't wants</i> by reading exercises in order to use them daily routines activities.</p>	<p>The students will comprehend songs, stories and descriptions about farm animals, food, birthday party and toys in order to improve the listening skills to understand the vocabulary and expressions worked.</p>	<p>The students will comprehend how to talk and describe farm animals, food, birthday party and toys using present simple, adjectives and <i>possessives</i>, in order to complete sentences and short texts in writing exercises.</p>	<p>The students will use vocabulary related farm animals, food, birthday party and toys by using vocabulary and expressions seen during the term through conversations, asking and answering questions in order to participate in speaking activities.</p>
---	---	--	--

	UNDERSTANDING PERFORMANCES	TIME	ASSESSMENT	
	<b>ACTIONS</b>		<b>WAYS</b>	<b>CRITERIA</b>
<b>Exploration Stage</b>	<ul style="list-style-type: none"> <li>To listen and identify the vocabulary about food, birthday parties and toys</li> <li>To play scramble and hangman for introduce vocabulary or keywords.</li> <li>To talk about favourite food, toy and activities for birthday parties.</li> <li>To prepare a food recipe in class.</li> <li>To describe different toys using adjectives.</li> </ul> <p><b><u>Synthesis project:</u></b></p> <ul style="list-style-type: none"> <li>To visit and identify changes in the plants.</li> <li>To write the changes of the plants.</li> <li>To practice the vocabulary related to the plants</li> </ul>	<b>2 weeks</b>	<ul style="list-style-type: none"> <li>Singing songs about the vocabulary of food, birthday parties and places.</li> <li>Describing objects to generate an idea about a specific word or vocabulary target.</li> <li>Repeating, pointing and practicing the vocabulary about of food, birthday parties and</li> <li>Reading a preparing a recipe.</li> <li>Naming and identifying the different adjectives</li> </ul>	<ul style="list-style-type: none"> <li>Takes a risk to ask questions and gives information.</li> </ul>

<p><b>Guided Stage</b></p>	<ul style="list-style-type: none"> <li>• To ask and answer the questions about likes and dislikes.</li> <li>• To follow the steps to prepare a recipe.</li> <li>• To recognize and use toy words.</li> <li>• To describe the favourite toy using the vocabulary seen.</li> <li>• To identify and use possessive pronouns.</li> <li>• To understand and use adjectives to describe objects.</li> <li>• To listen and complete the information using the vocabulary and expressions worked during the term.</li> </ul> <p><b><u>Synthesis project:</u></b></p> <ul style="list-style-type: none"> <li>• To research the artificial and natural products that these plants use in their compositions</li> <li>• To design labels for the products.</li> <li>• To practice the connector and vocabulary to talk about the process of plants.</li> </ul>	<p><b>4 weeks</b></p>	<ul style="list-style-type: none"> <li>• Practicing conversations using the expressions seen.</li> <li>• Playing grammar games to complete information.</li> <li>• Naming and spelling the vocabulary words worked in the units 4 to 6.</li> <li>• Playing matching and trivia games.</li> <li>• Making dictation of words.</li> <li>• Applying target vocabulary.</li> <li>• Practicing the vocabulary and developing the activities on the Students platform “level up 1” Book.</li> </ul>	<ul style="list-style-type: none"> <li>• Listens and follows instructions.</li> <li>• Uses the proper pronunciation and intonation required in task.</li> </ul>
<p><b>Learning Evidence</b></p>	<p><b>Synthesis project: “EXPO-GARDEN”</b></p> <p>The synthesis project called "Expo-Garden" will be implemented for the first academic semester. Science will be the main area and the other subjects will be included. In this project the students will learn about uses and benefits of medical plants. They will identify from the germination process until get a natural product to body care from them.</p> <p>In the second term, students will care for the plants in the orchard, writing the changes observed week by week. As a final product, each class will choose a product made with medicinal plants grown in the garden (calendula, chamomile, basil, fennel, lavender, coriander). They will create labels and share the product with their first-grade classmates and share it with their families.</p> <ul style="list-style-type: none"> <li>• To organize the products with their corresponding labels for the exposition.</li> <li>• To exposed the products with their first grade classmates.</li> <li>• To use the vocabulary and expressions seen during the term.</li> </ul>	<p><b>2 weeks</b></p>	<ul style="list-style-type: none"> <li>• Identifying, naming and trying to explain the steps to sow some seeds using the connectors (first, then, next, finally) “<i>Expo-Garden</i>” project.</li> <li>• Using the vocabulary and expressions in different contexts.</li> <li>• Recognizing sounds in words in their written and oral forms.</li> </ul>	<ul style="list-style-type: none"> <li>• Listens to others while in large and small groups.</li> <li>• Uses the vocabulary and grammar seen correctly to express their ideas.</li> </ul>