



UNIT GRAPHIC ORGANIZER

SUBJECT: Communicative English

UNIT: 3

COURSE: First Grade

TEACHERS: Diana Parra – Ruth Albarracín – Alejandra Espitia

DATE: July 7th/2025

TITLE:

VEHICLES/ PLACES / ZOO ANIMALS / HOBBIES AND SPORTS

THROUGHLINES:

1. Which vehicle goes the fastest?
2. Which wild animal would scare you if you saw it up close?
1. Which sports have you practiced?
2. What's your favorite hobby?

GENERATIVE TOPIC

ECOSUN BUILDERS

UNDERSTANDING GOALS:

The students will recognize and use the vocabulary and expressions related to sports, hobbies, rooms and furniture in the house to describe what are they doing and what can they do; by reading comprehension exercises in order to use them in daily routines activities.	The students will comprehend how to identify the vocabulary related to vehicles, places, zoo animals, sports, and hobbies through songs, stories, chants, videos and descriptions in order to improve the listening skills.	The students will comprehend how to write vocabulary about vehicles, places, wild animals, sports, and hobbies using there is /are, present progressive and can/can't in order to make phrases and complete short texts in english.	The students will use vocabulary related to vehicles, places, wild animals, sports, and hobbies by using grammar and expressions seen during the term through conversations, asking and answering questions in order to practice speaking skills to participate in speaking activities.
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	UNDERSTANDING PERFORMANCES	TIME	ASSESSMENT	
	ACTIONS		WAYS	CRITERIA
Exploration Stage	<ul style="list-style-type: none"> • To listen and identify the vocabulary about vehicles, places, wild animals, sports, and hobbies. • To play memory game and scrambles for introduce vocabulary or keywords. • To describe the different vehicles. • To play mimic using the vocabulary about wild animals. • To talk about favourite sport. <p><u>Synthesis project:</u></p> <ul style="list-style-type: none"> • Week 1: Project Presentation. Introduction to solar energy and its importance. • Week 2: Discuss sustainable living and identify its characteristics. 	2 weeks	<ul style="list-style-type: none"> • Singing songs about the vocabulary of vehicles, places, zoo animals, sports, and hobbies. • Practicing writing on a specific word. • Repeating, pointing and practicing the vocabulary about vehicles, places, zoo animals, sports, and hobbies • Naming and identifying the wild animals. 	<ul style="list-style-type: none"> • Takes a risk to ask questions and gives information. • Describe properly vocabulary related to: wild animals, vehicles, sports, places and hobbies. • Recognizes specific grammar structures.

<p>Guided Stage</p>	<ul style="list-style-type: none"> •To recognize and use there is / there are to describe pictures or complete sentences. •To ask and answer the questions about vehicles, wild animals, sports and hobbies. •To recognize and use vehicles, wild animals, sports and hobbies words. •To identify and use present progressive in short phrases. •To understand and use <u>can</u> for permission. <p><u>Synthesis project:</u></p> <ul style="list-style-type: none"> •Recognize solar energy as an energy source, practice the vocabulary related. •Gather recyclable materials, practice the vocabulary. •To reinforce reading and writing using the vocabulary learned. 	<p>4 weeks</p>	<ul style="list-style-type: none"> • Playing matching and trivia games. • Practicing and writing some sentences using the expressions seen. • Playing grammar games to complete information. • Naming and spelling the vocabulary words worked in the units 6 to 7. • Describing the vehicles, wild animals using the vocabulary and grammar seen. • Applying target vocabulary. • Practicing the vocabulary and developing the activities on the students platform “level up 1” Book. 	<ul style="list-style-type: none"> •Listens and follows instructions. •Uses the proper pronunciation and intonation required in task.
<p>Learning Evidence</p>	<p>Synthesis project: “EcoSun Builders” The need to protect our planet is increasingly recognized, so it is essential that children learn from a young age to value natural energy sources and make conscious use of these resources. The purpose of this project is to introduce students to the concept of solar energy through practical, creative, and completely handcrafted activities. Children will explore their surroundings, identify the sun as a constant and natural source of energy, learn about recycling, and reuse materials to build a working model of a solar panel, using recycling material.</p> <ul style="list-style-type: none"> • To present a simulation of the prototype, just the solar panel and explain the process using the vocabulary and grammar seen. •To explain how to take care of the planet. •To write correctly vocabulary learned about solar energy. • To recognize in the words, the beginning and ending sounds worked. 	<p>2 weeks</p>	<ul style="list-style-type: none"> •Identifying and naming the vocabulary and expressions seen during the term. •Talking and describing the solar energy using the vocabulary and grammar seen. •Recognizing sounds in words in their written and oral forms. 	<ul style="list-style-type: none"> • Listens to others while in large and small groups. • Uses correctly the vocabulary and grammar seen to express their ideas.