



**UNIT GRAPHIC ORGANIZER**

**SUBJECT:** Communicative English

**UNIT:** 4

**COURSE:** Second

**TEACHER:** Alejandra Quiroga - Cristina Benítez

**DATE:** September 12<sup>th</sup>, 2022

**TITLE:** WORLD OF ANIMALS – WEATHER REPORT

**THROUGHLINES:**

1. If you were an animal, what would you like to be? Why?
2. Have you ever been in a zoo? What was your favorite animal?
3. What sea animals do you know?
4. What kind of weather do you prefer? Why?

**GENERATIVE TOPIC**

**Welcome to the jungle! This is my animal robot!**

**UNDERSTANDING GOALS:**

<p>The student will understand how to recognize wild animals by identifying important vocabulary to develop reading skills, through the use of reading exercises as reading comprehension to understand and communicate the perception about passages and to recognize animal's features.</p>	<p>The student will understand how to describe wild animals through dialogues, songs and videos in order to improve listening skills, with the use of listening activities as listen and color, complete or answer and to understand, communicate, complete and contrast animal's profiles.</p>	<p>The student will learn how to compare animals through the use of writing activities, using comparative adjectives as write sentences, complete or answer to understand and express the vocabulary.</p>	<p>The student will learn how to talk about wild animals, their environment and weather by presenting in role plays, oral presentation and answer questions in order to use expressions and vocabulary learnt to the real life.</p>
---	---	---	---

	UNDERSTANDING PERFORMANCES	TIME	ASSESSMENT	
	<b>ACTIONS</b>		<b>WAYS</b>	<b>CRITERIA</b>
<b>Exploration Stage</b>	<ol style="list-style-type: none"> <li>1. To watch videos</li> <li>2. To play guessing games.</li> <li>3. To listen to weather reports.</li> <li>4. To talk about the weather.</li> <li>5. To read riddles about wild animals.</li> </ol> <p style="text-align: center;"><b>SYNTHESIS PROJECT</b></p> <p><b>Week 1:</b> To solve puzzles about wild animals.</p> <p><b>Week 2:</b> To make cards about wild animals and their physical descriptions.</p>	<b>Weeks 2</b>	<ol style="list-style-type: none"> <li>1. Recognizing wild animals and their habitats.</li> <li>2. Recognizing animal's features.</li> <li>3. Identifying climate conditions.</li> <li>4. Asking and answering questions.</li> </ol>	<p>* Uses gestures, uses other words to describe something.</p>

<p><b>Guided Stage</b></p>	<ol style="list-style-type: none"> <li>1. To read about wild animals and their habitats.</li> <li>2. To listen to animal's features.</li> <li>3. To write weather reports.</li> <li>4. To talk about weather.</li> <li>5. To practice topics and vocabulary learnt in units 7 and 8.</li> </ol> <p style="text-align: center;"><b>SYNTHESIS PROJECT</b></p> <p><b>Week 3:</b> To select an animal and complete a profile about the wild or sea animal chosen.</p> <p><b>Week 4:</b> To write statements contrasting the wild animal selected and other wild animals.</p> <p><b>Week 5:</b> To make a poster comparing two animals.</p> <p><b>Week 6:</b> To design a wild animal paper puppet.</p>	<p style="text-align: center;"><b>Weeks 4</b></p>	<ol style="list-style-type: none"> <li>1. Matching pictures and their descriptions.</li> <li>2. Contrasting wild animals.</li> <li>3. Completing statements.</li> <li>4. Applying target expressions.</li> <li>5. Following the rubric criteria for oral presentations.</li> </ol>	<ul style="list-style-type: none"> <li>* Expands on the ideas from the text and identifies how they apply to the community and society in general.</li> <li>* Selects, organizes and adapts information from the task.</li> <li>* Consults banks of expressions, checklist, models, during the interaction.</li> </ul>
----------------------------	--	---	--	--

<p><b>Learning Evidence</b></p>	<p style="text-align: center;"><b>SYNTHESIS PROJECT</b></p> <p style="text-align: center;"><b>Welcome to the jungle! This is my animal robot!</b></p> <p>Working with Science and technology class, the students will explain and show, how they will create electric robot using a simple circuit and recycled materials. During the English class the students will describe and compare the characteristics of the animals , using the Animal Robot constructed in Science and technology classes.</p>	<p style="text-align: center;"><b>Weeks 2</b></p>	<ol style="list-style-type: none"> <li>1. Following the stages of the project.</li> <li>2. Making comparisons.</li> <li>3. Following rubric criteria for oral presentations.</li> <li>4. Applying vocabulary learnt.</li> </ol>	<ul style="list-style-type: none"> <li>* Uses functional language.</li> <li>* Student's message corresponds to the requirements of the task.</li> <li>* Uses material resources to carry out the task.</li> </ul>
---------------------------------	---	---	---	---