



UNIT GRAPHIC ORGANIZER

SUBJECT: Communicative English

UNIT: 3

COURSE: Third

TEACHER: Cristina Benitez Zambrano and Paola Marengo

DATE: July 7th, 2025

Behind the scenes / Classroom stars

THROUGHLINES:

1. What is your favorite subject? Why?
2. What is your pencil made of?
3. Should you speak in class? What can you talk about?
4. Are you good at Math? Which are your favorite subjects?

GENERATIVE TOPIC

Life is colorful

UNDERSTANDING GOALS:

The students will understand how to recognize the use of made of, should, shouldn't and subjects at school by reading advertisings, in order to complete sentences about it, using their own experiences.	The students will understand how to identify the use of made of, should, shouldn't and subjects at school, by listening songs and conversations in order to identify information.	The students will apply key (should, shouldn't and made of) by writing short sentences about their experiences, solving exercises in class to communicate personal information about it.	The students will use vocabulary learnt by performing role-plays, oral presentations and speaking activities about should, shouldn't and made of, in order to talk about their lives.
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	UNDERSTANDING PERFORMANCES	TIME	ASSESSMENT	
	ACTIONS		WAYS	CRITERIA
Exploration Stage	<ol style="list-style-type: none"> 1. To watch videos related to advertisings. 2. To sing songs using properly the uses of should and shouldn't. 3. To displaying pictures related with experiences. 4. To play games according to materials and role plays. 5. To talk about subjects and what things are made of. 6. To identify the use of should and shouldn't 	2 weeks	<ol style="list-style-type: none"> 1. Asking and answering questions. 2. Improving pronunciation. 3. Matching pictures with descriptions. 4. Identifying key vocabulary. 5. Drawing pictures relate to what things are made of. 6. Playing some games to memorize vocabulary. 	<ul style="list-style-type: none"> • Shows reading comprehension about subjects at school. • Demonstrates functional language related with seen vocabulary.
	SYNTHESIS PROJECT Week 1: To talk about the			

	<p>project.</p> <p>Week 2: To share experiences related to mental and physical health, in order to prepare the students to improve the problem solving skills.</p>			
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Guided Stage	<ol style="list-style-type: none"> 1. To read descriptions about adventures in the course books. 2. To listen some audios about subjects and the use of should and shouldn't. 3. To learn about amazing experiences at school. 4. To share information about what things are made of. 5. To develop activities from units 5 and 6 in the platform. <p>SYNTHESIS PROJECT</p> <p>Week 3: To make therapy activities, to relax and to manage emotion in a good way.</p> <p>Week 4: To make a Yoga section to understand the importance of the correct breathing.</p> <p>Week 5: To talk about how to prevent stress making crafts discovering new hobbies.</p> <p>Week 6: To recognize the importance of mindfulness, collecting staff that help the students to remind how to be relax and happy.</p>	4 weeks	<ol style="list-style-type: none"> 1. Identifying target expressions 2. Coloring and describing pictures. 3. Completing charts. 4. Acting role – plays. 5. Writing simple sentences using should and shouldn't. 6. Filling information about subjects at school. 	<ul style="list-style-type: none"> • Takes risks to ask questions • Gives required information. • Expresses ideas, thoughts, feelings, and points of view.
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<p>Learning Evidence</p>	<p>SYNTHESIS PROJECT “LIFE IS COLORFUL”</p> <p><u>Week 7 and 8:</u> The students will improve mental and physical health through art therapy activities integrated with STEAM (Science, Technology, Engineering, Art, and Mathematics) elements. Through creative workshops and experimental activities, emotional expression, self-awareness, fine motor skills, problem-solving, and collaboration will be encouraged.</p> <p>Bearing in mind the big question How can I use art to improve my physical and mental health in my social context? The groups will be organized in groups of 5 students with the roles proposed by the teachers.</p>	<p>2 weeks</p>	<ol style="list-style-type: none"> 1. Developing the stages of the project. 2. Following the criteria for oral presentation. 3. Apply expressions and vocabulary learnt. 	<ul style="list-style-type: none"> • Uses gestures, restates what someone says, rephrases, stalls for time, and uses other words to describe something.
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