**UNIT GRAPHIC ORGANIZER**

**SUBJECT**: Communicative English\_\_\_\_\_\_\_\_ **UNIT**: 2 **COURSE**: First Grade

**TEACHER**: Carol Sánchez and Ximena Rodríguez.\_ **DATE**: April 13rd 2021

**At home – Meet my family – Dinner time**

**TITLE**:

**THROUGHLINES**:

* Talking about my family.
* This is my house.
* Describing my house.
* What is my favorite food?

**GENERATIVE TOPIC**

**Quarantine in family**

**UNDERSTANDING GOALS:**

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| The students will understand words and sentences about at home, meet my family and dinner time, through reading texts to identify new vocabulary. | The students will comprehend the vocabulary related to at home, meet my family and dinner time, through listening activities to recognize the target language. | The students will understand the vocabulary related to at home, meet my family and dinner time, by writing activities in order to apply the keywords. | The students describe their families, houses and their favorite food, through oral presentations in order to improve their oral production. |

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|  | UNDERSTANDING PERFORMANCES | TIME | ASSESSMENT | |
|  | **ACTIONS** |  | **WAYS** | **CRITERIA** |
| **Exploration**  **Stage** | 1. To write and describe their houses and families.  2. To read and identify the most important vocabulary.  3. To listen and recognize the vocabulary about at home, meet my family and dinner time.  4. To interact in warming up activities like  Memory games, matching games, guessing games.  **Synthesis project progress:**  **Week 1-2**  -To talk about the project to share ideas to present it.  -To make a house in a cardboard drawing parts of a house including the most important vocabulary from unit 4 | **2 weeks** | - Expressing the main information about family in short writing texts.  - Recognizing the main vocabulary about at home, meet my family and dinner time, through short readings.  - Identifying the target vocabulary through conversations, comics and songs.  - Mentioning and describing things in a house, family members and food for dinner. | Takes a risk to asks questions and give information. |
| **Guided**  **Stage** | **-** To complete short sentences and conversations, taking into account the main vocabulary from student’s book and workbook units 4,5 and 6.  - To read conversations and comics to identify the vocabulary about at home, meet my family and dinner time, (student’s book and workbook units 4,5, and 6).  - To listen conversations and songs about at home, meet my family and dinner time (Student’s book and workbook units 4,5 and 6).  - To talk and describe things in a house, family members and food for dinner.  **Synthesis project progress:**  **Week 3-4-5**  - To draw some family members in a paper house to locate in the house.  - To design a delicious menu, and model with clay. | **4 weeks** | - Filling the gaps using the target vocabulary in short texts.  - Recognizing keywords about the topics in readings, conversations and songs.  - Sharing information related At At home, Meet my family and Dinner time.  - Talking about their houses, families and their favorite food. | Uses communication and learning strategies. |
| **Learning**  **Evidence** | **Synthesis project name and brief description.**  **Quarantine in family**  - To make a house mentioning the things inside it and describe the family members including where is each member.  - To design a Menu with clay and show it in front of the class. | **2 weeks** | - Presenting the house and family members, mentioning the favourite menu. | Participates in oral interaction. |