**UNIT GRAPHIC ORGANIZER**

**SUBJECT**: English Literature **UNIT**: 2 **COURSE** Fifth

**TEACHER**: Ludy Hernández, Carolina Bautista **DATE:** April 13th, 2021

**ANI - MIX AND MASH**

**TITLE**:

**THROUGHLINES**:

1. Do you think combining food and art is a good idea? Why?
2. Think of three animals that you could put together to make something different. What are they?

What can they make?

**GENERATIVE TOPIC**

**Let´s create your food art**

**UNDERSTANDING GOALS:**

|  |  |
| --- | --- |
| The student will understand the importance of knowing and identifying different types of food which are part of their daily life by writing exercise in order to get new vocabulary of fruits and vegetables. | The student will understand different types of animals and describe them by reading some texts in order to get new vocabulary and applying reading strategies. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **UNDERSTANDING PERFORMANCES** | **TIME** | **ASSESSMENT** | |
|  | **ACTIONS** |  | **WAYS** | **CRITERIA** |
| **Exploration**  **Stage** | * To read different texts and identify key elements. * To play games to enhance the learning process. * To watch videos in order to identify some animals’ examples and also, food to compare and describe animals * To learn vocabulary about food and animals as well.   **SP: (Week 1&2):**  Explain project and provide information and set schedule. | 1. **weeks** | 1. Identifying main ideas from readings.  2. Inferring and relating key vocabulary  3. Scanning and predicting the information. | 1.Participates in oral interaction.  2. Shows understanding of key elements. |
| **Guided**  **Stage** | * To solve exercises from readings “a feast for the eyes “   Using food to create art   * To share thoughts and ideas regarding the topics.   **SP: (Week 3&4):** By groups students will give and organize ideas in order to create a piece of food art, use different kind of food to do it. For example, fruits, vegetables. You have to give a name, and why you created like that, the food you used as well as use the vocabulary and grammar learnt in class  **(Week 5):** Students will make the sketch for the animal- mix with food and will create an interesting name and description. | 1. **weeks** | 4. Giving and supporting information from their understanding.  5. Solving exercises.  6. Sharing ideas and opinions about readings. | 3. Uses functional language.  4. Infers the meaning of some words.  5.Evidences comprehension of some texts. |
| **Learning**  **Evidence** | **(Week 6 & 7):** Students will complete the last advance design about their animal- mix with food  **(Week 8):** Each group will give a presentation by showing their final animal -mix food to the class describing them and their food they chosen. | 1. **weeks** | 7. Giving a presentation in the target language.  8. Identifying features that affect communities.  **RUBRIC:**   1. Use of effective oral presentation skills. 2. Provide useful information about the topic. 3. Use good timing. 4. Use of clear pronunciation. | 6. Articulates the message appropriately. |