



## UNIT GRAPHIC ORGANIZER

**SUBJECT:** Story Time

**UNIT:** 4

**COURSE:** Kinder

**TEACHER:** Eliana Torres

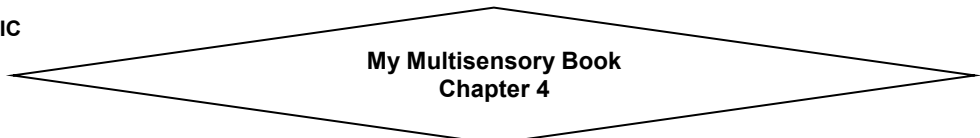
**DATE:** September 9<sup>th</sup> 2019

### Means of Transport-Clothes

**THROUGHLINES:**

1. Let's drive my favorite mean of transport!
2. What's inside the closet?

**GENERATIVE TOPIC**



**UNDERSTANDING GOALS:**

The student will understand the vocabulary related to clothes and means of transport by water, air and land through telling short stories in Super Safari's software and Big books.	The students will name clothes according to the weather and comprehend terrestrial, aquatic and aerial means of transport in order to get and apply new vocabulary in real situations.
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	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 know about means of transport in the city.</li> <li>2. To identify means of transport according to the habitat.</li> <li>3. To talk about type of clothes that people usually wear every day.</li> <li>4. To recognize clothes for boys and girls.</li> </ol> <p><b>Synthesis Project.</b>  <u>Week 1: Teacher will show to students the Multisensory Book and explain how to create Chapter 4 about means of transport and clothes.</u>  <u>Week 2: children will try to cut some shapes about different means of transport.</u></p>	<b>2 weeks</b>	<ol style="list-style-type: none"> <li>1. Watching and singing Video-songs</li> <li>2. Playing in a race game using toys about means of transport</li> <li>3. Creating a personal closet with didactic material.</li> <li>4. Classifying clothes according to the gender.</li> </ol>	Follows simple and verbal instructions.
<b>Guided Stage</b>	<ol style="list-style-type: none"> <li>1. To identify different means of transport</li> <li>2. To understand characteristics about means of transport (air, land and water)</li> <li>3. To talk about ecological means of transport.</li> <li>4. To learn vocabulary about clothes that children wear at the school.</li> <li>5. To describe the properly clothes according to the weather.</li> </ol> <p><b>Synthesis Project.</b>  <u>Week 3: Students will try to cut some shapes about different elements of air, land and water.</u>  <u>Week 4: Children and teacher will try to paste little ropes with different colours in order to connect the means of transport with the water, air and land elements.</u>  <u>Weeks 5-6: The students will try to create a shape about a closet.</u></p>	<b>4 weeks</b>	<ol style="list-style-type: none"> <li>1. Following short stories in the Big Books and Super Safari's software.</li> <li>2. Comparing old and modern means of transport.</li> <li>3. Creating a mean of transport for the future.</li> <li>4. Locating clothes' stickers in different places.</li> <li>5. Watching videos and flash cards.</li> </ol>	Recognizes name and matches words in context  Works indolently
<b>Learning Evidence</b>	<p><b>Synthesis Project.</b>  <b>My Multisensory Book Chapter 4</b>            Children will create the chapter number 4 of the multisensory book where they have to solve a labyrinth to associate the means of transport with their properly habitat. In another page children organize the clothes in a funny closet.</p> <p><u>Week 7: The students will try to create shapes about different type of clothes to put in the closet</u>  <u>Week 8: The students will try to paste the labyrinth about means of transport on the multisensory book's page and the closet with different type of clothes in order to develop cognitive and motor skills</u></p>	<b>2 weeks</b>	Teacher will assess if students use the vocabulary related to type of clothes, terrestrial, aquatic and aerial means of transport while they follow instructions and enjoy experiencing different textures in the "Multisensory Book"	Express thoughts and ideas about work and pay

