



UNIT GRAPHIC ORGANIZER

SUBJECT: Story time

UNIT N°: 4

COURSE: Pre - Kinder

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

TEACHER: Ivonne Daza Gómez

TITLE:

Pets / Beach / Numbers

THROUGHLINES:

1. What is my favorite pet?
2. What kind of pets do you have?
3. What do you find in a beach?

GENERATIVE TOPIC

PETS ARE FRIENDS

UNDERSTANDING GOALS:

The student will identify and name pets through playing fun games and singing songs in order to describe his/her favorite pet in a show and tell activity.

The student will recognize vocabulary related with the beach in order to review objects characteristics and using the expression I can see and how many, through different tell activity.

	PERFORMANCES OF UNDERSTANDING	TIME	ONGOING ASSESSMENT	
	ACTIONS		WAYS	CRITERIA
EXPLORING STAGE	<ol style="list-style-type: none"> <li>1. To name and identify pets shown in a story frame.</li> <li>2. To recognize what pets like or dislike through a picture story.</li> </ol> <p><b>Progress of the synthesis project</b></p> <p><b>Week 1:</b> Explaining the contents of the project.</p> <p><b>Week 2:</b> The teacher will show stories about pets and their faithful friendship.</p> <p><b>Week 3:</b> The student will decorate a picture of himself or herself with his/her favorite pet.</p>	2 WEEKS	<ol style="list-style-type: none"> <li>1. Looking a story frame about pets telling what he or she see in each set and holding up the corresponding picture card.</li> <li>2. Watching a short film about the common pets and drawing what kind of pets he or she knows.</li> <li>3. Acting in a role game with stories about his/her pets.</li> </ol>	<ul style="list-style-type: none"> <li>• Follows simple verbal instructions.</li> <li>• Works and plays cooperatively in a variety of.</li> </ul>
GUIDED STAGE	<ol style="list-style-type: none"> <li>1. To present a story frame about the objects that he or she can see in a beach.</li> <li>2. To introduce a story telling about what kind of pet he or she should have according with his/her likes and favorites characteristics.</li> </ol> <p><b>Progress of the synthesis project</b></p> <p><b>Week 4:</b> The student will bring a picture showing his/her favorite pet and describe the reasons because he or she likes it.</p> <p><b>Weeks 5 and 6:</b> The student will draw and decorate some pets to review the vocabulary seen.</p>	4 WEEKS	<ol style="list-style-type: none"> <li>3. Listening and following a story frame about the objects that he or she can see in a beach.</li> <li>1. Sharing his/her likes and dislikes about what kind of pets he or she prefers.</li> </ol>	<ul style="list-style-type: none"> <li>• Evidences comprehension of themes.</li> <li>• Thinks of new uses for familiar materials</li> </ul>
LEARNING EVIDENCE	<p><b>Synthesis Project: pets are friends</b></p> <p>The student will create and decorate a mask showing his/her favorite pet. Then, he or she will describe the basic characteristics of them, showing up the vocabulary that he/she has been learning during the year.</p> <p>(Note: This project will work with communicative English).</p>	2 WEEKS	<p><b>Progress of the synthesis project</b></p> <ul style="list-style-type: none"> <li>• Drawing some pets with different materials.</li> <li>• Making a mask of his/ her favorite pet.</li> <li>• Showing the basic characteristics of the pets that he or she choose.</li> </ul>	<ul style="list-style-type: none"> <li>• Participates in oral interaction.</li> </ul>