



UNIT GRAPHIC ORGANIZER

SUBJECT: Story Telling

UNIT: 2

COURSE: Kinder

TEACHER: Liliana Vargas Camargo

DATE: April 9th, 2025

TITLE:

MY BODY/ CLOTES/ HOME

THROUGHLINES:

1. What parts of the body do I move when I dance?
2. What are my favorite clothes?
3. What is my favorite place at home?

GENERATIVE TOPIC



UNDERSTANDING GOALS:

<p>The students will understand the vocabulary related to body parts and clothes through videos, flashcards, games, and action songs, to get new vocabulary to create movement commands during daily routines and role games.</p>	<p>The students will comprehend and will locate parts of the house through flashcards, videos, and games to acquire vocabulary to describe the house and their favorite place at home during the show and tell video.</p>
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	UNDERSTANDING PERFORMANCES	TIME	ASSESSMENT	
	ACTIONS		WAYS	CRITERIA
Exploration Stage	<ol style="list-style-type: none"> 1. To recognize parts of the body with different resources like links, videos, memory games and bingos. 2. To learn about clothes through the videos, short stories, and some online games. 3. To recognize, name and draw parts of the house and furniture through videos and games. 4. To encourage students to listening books and read pictures to improve vocabulary. <p>Synthesis project progress: Students will know about the project <i>"Little Inventors"</i>. Students and the teacher will choose the information to be included, in this case about houses.</p>	WEEKS 3	<ul style="list-style-type: none"> • Following the sequence of short stories on the Big Books. • Looking at pictures in posters and flash cards. • Locating furniture on places at home. • Playing with different games, like a bingo, memory game, and links. • Answering the question about the story book. • Naming parts of the body through some songs and stories about it. • Asking and answering about what our body can do, say, and act out some movements. 	<ul style="list-style-type: none"> • Follows simple verbal instructions. • Works and plays cooperatively in a variety of ways.

<p style="text-align: center;">Guided Stage</p>	<p>Synthesis project progress:</p> <p>Students and teacher will bring some pictures about the topic, wonderful houses and they will describe theme. Also, students will listen a short story about houses.</p> <p>They will put the pictures and practice the expression “This is...” Students will colour some pictures and they will practice the expression “My favourite colour is...” and My house is...(big-small)</p> <p>Students will create and decorate their house because they are inventors.</p>	<p style="text-align: center;">WEEKS 2</p>	<ul style="list-style-type: none"> • Listening, pointing, acting, singing, and drawing about specific topic. • Naming parts of the body through some songs and stories about it. • Listening, pointing, acting, singing, and drawing about specific topic. 	<ul style="list-style-type: none"> • Evidences comprehension of themes. • Thinks of new uses for familiar materials
<p style="text-align: center;">Learning Evidence</p>	<p style="text-align: center;">Synthesis project “Little Inventions”</p> <p>The synthesis project will be carried out with all learning areas (basic and Edu-artistic). The television will be used as a technological invention and through it the children will show images of inventions through the learning achieved in the different subjects using the paint program. In English Classes, students will learn about different and types of houses and some inventions. They will learn some vocabulary describe theme and they will create their own house in a paper. When they have classes with technology, they will create it in a paint program.</p>	<p style="text-align: center;">Weeks 3</p>	<ul style="list-style-type: none"> • Naming the activities, we do inside home, for example, in the kitchen I can cook. In the bedroom I can sleep. • Matching objects in the properly place in a house. • Naming the activities, we do inside home, for example: “in the kitchen I can cook”. “In the bedroom I can sleep”. 	<ul style="list-style-type: none"> • Participates in oral interaction. • Beings to recognize name and match words in context.