



UNIT GRAPHIC ORGANIZER

SUBJECT: STORY TELLING

UNIT: 2

COURSE: TRANSITION

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DATE: APRIL 9TH 2025

TITLE: **NONFICTION STORIES- WILD ANIMALS**

THROUGHLINES:

1. Reality or fantasy. Give your opinions!
2. Where will the story take place?

GENERATIVE TOPIC



UNDERSTANDING GOALS:

<p>The students will learn about nonfiction stories and texts based on real events related to famous stories around the world identifying the main characteristics of this literary genre.</p>	<p>The students will identify the nonfiction genre, through the characters, settings, and events that convey in the stories; practicing the specific vocabulary used to describe people, looking images of real places, and reporting about actions that narrate situations and events.</p>
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	UNDERSTANDING PERFORMANCES	TIME	ASSESSMENT	
	ACTIONS		WAYS	CRITERIA
Exploration Stage	<ol style="list-style-type: none"> 1. To understand where wild animals' lives. 2. To identify the events of the story. 3. To draw and write specific words about famous stories. 4. To recognize characteristics of the literary genre. 5. To listen to stories. 6. To show students information about inheriting facts. <p>Synthesis project progress:</p> <p>Students will recognize the actions necessary for the proper use of school supplies and explore recyclable materials from their environment.</p>	2 weeks	<ul style="list-style-type: none"> - Acting out an exploration around the jungle and forest. - Organizing the sequence (pictures) according to the story. - Playing Pictionary game by practicing new vocabulary. - Doing the mimic about characters in flash cards. - Recognizing the main vocabulary - Asking and answering questions about real life. - Identifying the events of the story. 	<ul style="list-style-type: none"> - Participates in an oral interaction through the use of vocabulary of animals. - Uses expressions and simple sentences according to fiction stories.
Guided Stage	<ol style="list-style-type: none"> 1. To report information about the stories. 2. To read and underline the main vocabulary in the stories. 3. To act the verbs and adjectives in the stories (readings). 4. To develop activities from the course book <p>Synthesis project progress:</p> <p>We will introduce animals as motivational agents, identifying their colors and different habitats.</p>	3 weeks	<ul style="list-style-type: none"> - Describing principal ideas and events. - Identifying the new vocabulary. - Organizing the story taking into account verbs, places and adjectives in the texts. - Drawing, writing and completing the vocabulary. 	<ul style="list-style-type: none"> - Comprehends main and secondary ideas in the text. - Improves reading skills.

<p style="text-align: center;">Learning Evidence</p>	<p>Synthesis project: Wild Art Gallery. The students will create a “Wild Art Gallery”, using the school supplies, and materials from the school to make some exposition of wild animal’s crafts, where they will describe their features, from math, science, spanish, PDH, French, arts, technology, physical education and english subjects.</p>	<p style="text-align: center;">3 weeks</p>	<ul style="list-style-type: none"> - Identifying nonfiction vocabulary storytelling. - Collecting the amazing facts about the wild animals. 	<ul style="list-style-type: none"> - Listens to others while in large and small groups. - Answers questions and contribute ideas that are relevant to the conversation or group of discussion.
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