



UNIT GRAPHIC ORGANIZER

SUBJECT: STORY TELLING UNIT: 3 COURSE: TRANSITION  
TEACHER: ANGIE MARÍN - LAURA BECERRA VICKY DEAZA DATE: July 7<sup>th</sup> -2025

TITLE: 

Poetic Genre

1. What is a poem?

2. Which are the rhyming words?

3. How does a story sound?

THROUGHLINES:

GENERATIVE TOPIC



The students will understand what a poem is and its importance in the literary genre, by reciting different types of verses to comprehend the poetic storytelling style, and identifying its main characteristics.

The students will recognize the poems' characteristics analyzing rhymes, structures, and different types of verses by writing their own examples based on feelings, emotions, and vocabulary topics previously seen in class (animals, objects, meals, places).

UNDERSTANDING GOALS:

	UNDERSTANDING PERFORMANCES	TIME	ASSESSMENT	
	ACTIONS		WAYS	CRITERIA
Exploration Stage	<div><div>1. To practice reading skills reciting poems.</div><div>2. To listen a poem and identify the rhyme words.</div><div>3. To write verses.</div></div> <div>Synthesis project progress:</div> <div>Students will listen to and explore short poems about traditional Colombian fruits. They will identify rhymes, rhythms, and playful words through songs and finger plays.</div>	3 weeks	<div><div>- Reading with intonation and grammatical marks.</div><div>- Describing some rhyme and elements in a poem.</div><div>- Creating short rhyme using acrostics.</div></div>	<div><div>- Practices oral production.</div><div>- Describes properly with given vocabulary.</div><div>- Explains according to tenses and grammar.</div></div>
Guided Stage	<div><div>1. To highlight the main rhyme words in the poem.</div><div>2. To bring examples of poems and practice rhyme.</div><div>3. To describe pictures.</div><div>4. To practice reading skills reciting poems.</div><div>5. To develop activities from the course book.</div></div> <div>Synthesis project progress:</div> <div>Students will create simple poetic verses using fruit names, colors, and tastes. With teacher guidance, they will combine ideas in pairs to build short fruit</div>	3 weeks	<div><div>- Identifying feelings and emotions words.</div><div>- Identifying the poem structure.</div><div>- Naming characteristics.</div><div>- Reading with intonation and grammatical marks.</div><div>- Drawing, writing, and completing the vocabulary.</div></div>	<div><div>- Skims and scans</div><div>- Follows instructions.</div><div>- Comprehends texts.</div><div>- Uses different activities to improve reading skills.</div></div>

	poems for the lapbook.			
Learning Evidence	<p><b>Synthesis project:</b></p> <p>Students will illustrate their own poems about fruits using drawings and stickers. Each poem will be included in the class lapbook, showing creativity and poetic expression.</p>	2 weeks	<ul style="list-style-type: none"> <li>- Sharing a poem identifying rhyme words.</li> <li>- Answering and interacting appropriately statements and rubrics questions.</li> </ul>	<ul style="list-style-type: none"> <li>- Takes turns to take expose the project.</li> <li>- Exposes the project.</li> <li>- Listens to their classmates’ poems.</li> <li>- Provides ideas about the use of poems</li> </ul>