



**UNIT GRAPHIC ORGANIZER**

**SUBJECT:** Story Time

**UNIT:** 4

**COURSE:** Transition

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**PRACTICAL-SEQUENCE TEXT**

**TITLE:**

**THROUGHLINES:**

- How texts become real?
- Texts not only to tell stories.
- What is practical and sequence text?
- Exploring the world of practical and sequence texts.

**GENERATIVE TOPIC**



**UNDERSTANDING GOALS:**

<p>The student will explore the main features of practical and sequence texts following commands and directions in readings related to instructions and steps, looking to comprehend relevant aspects from these types of contents.</p>	<p>The student will interiorise the concept of practical and sequence texts in writing exercises focusing on short descriptions, instructions and directions, understanding their uses in command processes looking to enhance written production.</p>
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	UNDERSTANDING PERFORMANCES	TIME	ASSESSMENT	
	ACTIONS		WAYS	CRITERIA
<b>Exploration Stage</b>	<ul style="list-style-type: none"> <li>• To present practical and sequence text.</li> <li>• To organise the flashcard's instructions preparing a recipe step by step.</li> <li>• To do a handcraft following the directions.</li> <li>• To create brochures or manuals with commands and instructions.</li> </ul> <p><b><u>Synthesis project:</u></b></p> <p><b><u>Week 1:</u></b> The teacher will present the project.</p> <p><b><u>Week 2:</u></b> To introduce the characteristics of practical and sequence text.</p>	<b>2 weeks</b>	<ul style="list-style-type: none"> <li>• Identifying some sequence words.</li> <li>• Describing some recipes and procedures.</li> <li>• Making origami shapes and fantastic handcrafts.</li> <li>• Writing instructions to make a Christmas card.</li> </ul>	<ul style="list-style-type: none"> <li>• Participates in an oral interaction.</li> <li>• Express simple sentences.</li> <li>• Uses key words.</li> </ul>

<p><b>Guided Stage</b></p>	<ul style="list-style-type: none"> <li>• To read and underline the main verbs to understand instructions.</li> <li>• To recognise characteristic in different types of practical texts.</li> <li>• To organise the sequence using flash cards.</li> <li>• To classify different types of texts (recipes, letters, directions worksheets, handcraft instructions) by content.</li> </ul> <p><b>Synthesis Project</b></p> <p><b>Week 3:</b> To identify different types of practical texts (handcrafts, origami shapes, recipes, etc.).</p> <p><b>Week 4:</b> To select the practical text. (Prepare a recipe)</p> <p><b>Week 5:</b> To write the recipe and draw the ingredients.</p>	<p style="text-align: center;"><b>3 weeks</b></p>	<ul style="list-style-type: none"> <li>• Identifying the new vocabulary.</li> <li>• Recognizing main sequence words and procedures</li> <li>• Underlining main sentences.</li> <li>• Listing up words and verbs.</li> <li>• Describing texts.</li> </ul>	<ul style="list-style-type: none"> <li>• Skims and Scans.</li> <li>• Evidences comprehension of texts.</li> </ul>
<p><b>Learning Evidence</b></p>	<p><b>Synthesis Project</b></p> <p style="text-align: center;"><b>“1,2,3 MAGIC!”</b></p> <p>To make a Recipe following the instructions, the kids will be little chefs with easy and fun cooking projects and simple meals. He/ she will love tasting his/her handiwork.</p> <p><b>Week 6:</b> To Prepare the recipe. (Funny toast)</p> <p><b>Week 7:</b> To design a recipe book.</p> <p><b>Week 8:</b> To Present the evidences and pictures.</p>	<p style="text-align: center;"><b>3 weeks</b></p>	<ul style="list-style-type: none"> <li>• Presenting the steps to make a project selected.</li> <li>• Sharing the steps to follow</li> <li>• Making a presentation to show the project</li> <li>• Answering and interacting the steps using the rubrics questions and statements.</li> </ul>	<ul style="list-style-type: none"> <li>• Takes turns to expose the project.</li> <li>• Exposes the project.</li> <li>• Listens.</li> <li>• Provides ideas.</li> </ul>