



## UNIT GRAPHIC ORGANIZER

**SUBJECT:** STORY TELLING                      **UNIT:** 4                      **COURSE:** TRANSITION  
**TEACHER:** VICKY DEAZA                      **DATE:** SEPTEMBER 11<sup>th</sup> 2024

**TITLE:** PRACTICAL-SEQUENCE TEXT

**THOUGHLINES:**

1. How the texts become real?
2. The texts are not only to tell stories.
3. What is a practical and sequence text?
4. Exploring the world of practical and sequence texts.

**GENERATIVE TOPIC**



**UNDERSTANDING GOALS:**

<p>The students 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 students will recognize the concept of practical and sequence texts through 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 organize 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>Synthesis project progress:</b></p> <p>A dialogue about global warming will be held through guided questions to continue with the project by beginning to collect recycled material to make the prototype of the puppet chosen according to a character from the story created previously.</p>	<b>3 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>- Expresses simple sentences.</li> <li>- Uses key words.</li> </ul>

<p style="text-align: center;"><b>Guided Stage</b></p>	<ol style="list-style-type: none"> <li>1. To read and underline the main verbs to understand instructions from activities related with the global warming.</li> <li>2. To recognize characteristic in different types of practical texts.</li> <li>3. To organize the sequence using flash cards.</li> <li>4. To classify different types of texts (recipes, letters, directions worksheets, handcraft instructions) by content.</li> </ol> <p><b>Synthesis project progress:</b></p> <p>Students will be organized into work groups where they will be tasked with writing the steps to make the puppet, using vocabulary about global warming and practicing making a sequence text.</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>- Underlines and finds the given ideas.</li> <li>- Evidences comprehension of texts.</li> </ul>
<p style="text-align: center;"><b>Learning Evidence</b></p>	<p><b>Synthesis project:</b> Students will understand what global warming is, its causes and consequences, through the creation of a story and the creation of puppets to present a show that highlights the importance of caring for the environment and its natural resources, especially water; involving the topics worked on from the different areas that support the project.</p> <p>From story telling, children will create a guided instruction focused on describing the steps and instructions for making the puppets, seeking to enhance written production by remembering vocabulary about global warming and caring for water.</p>	<p style="text-align: center;"><b>2 weeks</b></p>	<ul style="list-style-type: none"> <li>- Presenting the steps to make a puppet</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 to others when they give a presentation or tell stories.</li> <li>- Provides ideas.</li> </ul>