



**UNIT GRAPHIC ORGANIZER**

**UNIT: 4**

**SUBJECT:** English Literature \_\_\_\_\_

**TEACHER:** Diana Parra \_\_\_\_\_

**COURSE:** First

**DATE:** September 12<sup>th</sup> /2022

**TITLE:**

**PRACTICAL - SEQUENCE TEXT**

**THROUGHLINES:**

- What is practical and sequence text?
- How can I identify this kind of text??

**GENERATIVE TOPIC**



**UNDERSTANDING GOALS:**

<p>The student will recognize what a practical and sequence texts are by follow some steps and sequences words through activities on recipes, handcrafts, completing texts or images according to the instructions in order to identify and follow basic elements about sequence texts.</p>	<p>The student will comprehend how to write and express short descriptions with steps and sequences by using new vocabulary and sequence words in some sentences to improve written production.</p>
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	UNDERSTANDING PERFORMANCES	TIME	ASSESSMENT	
	<b>ACTIONS</b>		<b>WAYS</b>	<b>CRITERIA</b>
<b>Exploration Stage</b>	<ul style="list-style-type: none"> <li>•To present a practical and sequence texts.</li> <li>•To write short sentences and steps according to the topic: handcrafts, recipes, follow directions.</li> <li>•To listen to stories.</li> <li>•To follow instructions.</li> </ul> <p><b>Synthesis Project:</b>  <u>Week 1:</u> teacher will present the project: Students will make a "Heart Penguin" according to the instructions.  <u>Week 2:</u> teacher will introduce the characteristics of practical and sequence text.</p>	<b>2 weeks</b>	<ul style="list-style-type: none"> <li>• Identifying the main characteristics about practical and sequence texts.</li> <li>• Describing some recipes and procedures.</li> <li>• Creating short steps and descriptions.</li> <li>• Organizing the steps to make a handcraft, recipes step by step.</li> </ul>	<ul style="list-style-type: none"> <li>• Participates in an oral interaction.</li> <li>• Uses expressions and simple sentences.</li> </ul>

<p><b>Guided Stage</b></p>	<ul style="list-style-type: none"> <li>• To read and underline the main vocabulary sequence.</li> <li>• To recognize the principal ideas in each paragraph.</li> <li>• To organise the story according to the events.</li> <li>• To understand the text through key words and verbs.</li> <li>• To classify different types of texts (tales, poems and recipes) regarding storytelling style.</li> </ul> <p><b>Synthesis Project</b>  <u>Week 3:</u> Students will cut out the penguin and paste in a handcraft.  <u>Week 4:</u> Students will cut out the parts of the face and paste in the corresponding place.  <u>Week 5:</u> Students will color and decorate the penguin.  <u>Week 6:</u> Students will finish the craft and identify the characteristics of practical text.</p>	<p style="text-align: center;"><b>4 weeks</b></p>	<ul style="list-style-type: none"> <li>• Identifying the new vocabulary.</li> <li>• Understanding the texts or instructions.</li> <li>• Recognizing main sequence words and procedures.</li> <li>• Knowing the different genres worked during the year: poetic, fiction, nonfiction and practical texts.</li> </ul>	<ul style="list-style-type: none"> <li>• Skims and scans.</li> <li>• Improves reading skills.</li> <li>• Comprehensions of texts.</li> </ul>
<p><b>Learning Evidence</b></p>	<p><b>Synthesis Project</b></p> <p><b>“My Heart Penguin”</b>  Students will make a handcraft about the Penguin, where they will follow the instructions and then they will finish decorating it using different materials.</p> <p><b>Synthesis Project</b>  <u>Week 7:</u> Students will write the steps they followed to make a penguin.  <u>Week 8:</u> Students will expose their projects “Penguin”</p>	<p style="text-align: center;"><b>2 weeks</b></p>	<ul style="list-style-type: none"> <li>• Presenting the steps to make a handcraft.</li> <li>• Making a presentation to show a handcraft.</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>• Participates in oral interactions.</li> </ul>