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| UNIT PLAN  2011 -2012 | v. 03 |
| August 2010 |

**Subject (s): ESL Grade: 6th Term: 3rd**

**Name / Theme or Unit: I know how to communicate**

**Time Frame: 9 weeks**

**Submitted by: Nancy Paola Riascos**

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| **OVERVIEW:** During this unit students will be exposed to different kinds of texts both fiction and nonfiction and they will analyze their structure. They will write reports about articles taken from newspapers, magazines and internet, as well as, write summaries of folk tales, fables, fairy tales and short novels. | |
| **STAGE 1 – IDENTIFY DESIRED RESULTS** | |
| **Content Standards and Benchmarks :**   * **GOAL 1 – To use English to communicate in social settings**   **STANDARD 1** Students will use English to participate in social interactions  **STANDARD 2** Students will interact in, though, and with spoken and written English for personal expression and enjoyment.  **STANDARD 3** Students will use learning strategies to extend their communicative competence   * **GOAL 2 – To use English to achieve academically in all content areas:**   **STANDARD 1** Students will use English to interact in the classroom.  **STANDARD 2** Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.  **STANDARD 3** Students will use appropriate learning strategies to construct and apply academic language and knowledge. | |
| **Essential questions:**  What are the structural features of popular media?(newspapers, magazines and the internet)  How can you describe the characters and conflict in a story?  What is point of view?  How can you determine the character traits of a character?  What is a biography?  How can I write summaries and reports?  What strategies can I use to determine meaning of unknown words?  What are the elements needed to make a complete sentence? | **Expected language:**  Students will:   * Summarize newspapers and magazines articles. Identify their parts. * Read and summarize informational texts. Identify main idea and supporting details. * Take notes and outline texts. * Identify characters, antagonist, protagonist, setting, plot, internal and external conflict, point of view in a story. * Identifies the theme and subject of a story. * Read and understand figurative language. * Elaborate complete sentences. |
| **STAGE 2 – ASSESSMENT EVIDENCE**  List performance tasks or project, quizzes, graded assignments, prompts, etc. Include the rubrics you use to evaluate the performance tasks. | |
| Weekly report  Reading comprehension and follow up.  Thinking maps  Essay about how to protect the environment.  Essay about massive media.  Determine characters, character traits and conflict from short stories.  Compare and contrast chart  Use of dictionary and appropriate selection of words and definitions  Class discussions and presentations  Outlines from nonfiction texts. | |
| **STAGE 3 – LEARNING ACTIVITIES**  Considerthe type of knowledge (declarative or procedural) and the thinking skills students will use. | |
| 1. Watch short video: There will come soft rains. Vendran lluvias suaves  2. Read the article: WHAT WILL OUR TOWNS LOOK LIKE? PAGE 33  3. Research about pollution, global warming and war.  4. Write essay about pollution, war and future.  5. Read and write reports on current events.  6. Read THE PATH THROUGH THE CEMETERY. PAGE 43 and describe one of the characters of the story using speeches, thoughts, actions, etc.  7. Read the story TA-NA-E-KA PAGE 55 and compare and contrast characters, feelings and attitudes.  8. Read THE WIND PEOPLE PAGE 65 and outline the passage finding the main idea and supporting details.  9. Research and present information about indian tribes in Colombia.  10. Read and summarize the plot of: THE EMPERORS NEW CLOTHES PAGE 136, Read and understand figurative language.  11. Choose a story and present it to the class identifying, plot, characters, internal and external conflict, setting, figurative language and point of view.  12. Write their own short stories and news reports on current events at school.  13. other reading: THE BRACELET PAGE 70  CELEBRATING THE QUINCEANERA PAGE 108  THE ALL AMERICAN SLURP PAGE 119  UNIFORM STYLE PAGE 145 | |
| **INSTRUCTIONAL MATERIALS AND RESOURCES** | |
| H olt Language and Literature textbook:  <http://www.scholastic.com/browse/article.jsp>?...  <http://www.dogonews.com/>  <http://www.timeforkids.com/news-archive/all>  , Big Universe, video clips, Interactive Reader short stories and informational texts  Graphic organizers and thinking maps  <http://www.glencoe.com/sec/literature/litlibrary/pdf/bridge_to_terebithia.pdf>  <http://www.nt.net/~torino/bridge.html> | |

At the end of unit:

**CURRICULUM COVERAGE: Percentage of planned curriculum that was taught and assessed \_\_\_\_\_\_\_\_\_\_\_**

**REFLECTIONS: Teachers reflections on ways in which the unit might be improved, polished or enhanced. Student perspectives might be included.**