

Unit overview

Unit: The San Francisco Story

Date

Level / age 5th grade

Text type (narrative, factual description, procedure...): **San Francisco s**

Narrative (short story) = General aim of the unit

Text selected written/oral/visual:

Author: John Escott

Available at: copy provided (**worksheet no 1**)

Teaching points – specific aims (as relevant)

		Teaching point	Level expected
Textual	Text features (organization of ideas; narrator; use of direct speech; paragraphing; etc.)	Organising ideas (sequencing – beginning, middle and end of a story). Use of a narrator and characters (direct speech – conversations) Use of <i>italics</i> to distinguish between conversations and internal thoughts	Recognise the sequencing (order) of a story. Elementary level: To understand how to how to write a story/summarise a story Intermediate level: to be able to write a summary of a short story and recognise the different uses of direct and indirect speech.
	Text effect (creating tension; vividness of descriptions; objectivity; coherence; etc.)	Objectivity - using the story to allow readers to imagine life in San Francisco before and during the earthquake. Use of images to make the story more realistic	Be able to use past situations in order to make readers feel as if they are in another time or era.
Linguistic	Language functions / structures	Sequencing (logical order of the story), Grammar – present simple, narrative – direct speech (conversations)	Distinguish and identify the different language functions and the importance of sequencing when writing a story
	Vocabulary	Adjectives, Americanism	Recognise the difference between American English and British English. Use of adjectives in describing situations
	Pronunciation	Present simple – 3 rd person singular (s), intonation - the	

		difference between conversations, thought processes and narration.	
	Academic language features	Paragraphing – structuring ideas into paragraphs	Put the ideas in a logical order
Cultural		American history	Understanding the differences between different cultures
Strategic (learning and thinking strategies)		Developing understanding, analyzing, applying gained knowledge in a form of summarizing in a written format	Be able to understand the story and summarize it appropriately, according to their level of knowledge.
Cross-curricular links		Music, Geography, History and Science	Recognise that although the subjects are different, they are linked in many ways including languages
Emotional skills		The need for empathy	Understanding the feelings of others
Development of values		The need for honesty in our daily lives	Recognising the need for honesty in our daily lives and that nothing good comes from lying.

Unit Plan

RECEPTION

A. Reading

Phase I. Pre-reading / listening (create hook / open gateway to literacy / contextualize / aid understanding)

Task(s)	Teaching point(s) – refer to table on p. 1	Language skill(s) practiced	Grouping/classroom setup	Teaching materials	Timing / lesson no.
Listening and singing	Cross curriculum (Music); introducing the topic	Listening comprehension	Whole class	“San Francisco” by Scott McKenzie www.youtube.com/watch?v=WaPy1JBxcl	Lesson 1
Finding San Francisco on a map	Cross curriculum (Geography); introducing the topic Orientation skills		Whole class	World map/map of the USA	Lesson 1
Watching a video about the earthquake in San Francisco	Cross curriculum (Science); introducing the topic	Listening comprehension	Whole class	1906 San Francisco Earthquake, footage courtesy of Fireman’s Fund: https://www.youtube.com/watch?v=geb	Lesson 1

				K-F4D1k	
Open choice for the teacher: Focussing on either the song, the video or the geography aspect of the previous activities.	Cross curriculum (depending on the teachers choice of activity, either Music, Geography or Science)	Listening/speaking comprehension	Teachers choice	Song lyrics (worksheet no 2a) Fill in the gap song lyrics (worksheet no 2b) Video: https://www.youtube.com/watch?v=1uhDTdQ6AWA Slideshare: https://www.slideshare.net/tdowds/the-city-of-san-francisco	Lesson 1
Guess the text with which they will be working			Whole class	Copy of the text (worksheet no 1)	Lesson 1

Phase II. Understanding and connecting (literal understanding, inferring meaning, interpreting, relating to own experience, responding)

Task(s)	Teaching point(s) – refer to table on p. 1	Language skill(s) practiced	Grouping/classroom setup	Teaching materials	Timing / lesson no.
Introduce the story			Whole class		Lesson 2
Reading individually and checking the vocabulary	Developing understanding of the text and the use of direct speech	Reading comprehension	Individual	Copy of the story (worksheet no 1) Worksheet no 3a, SLO Worksheet no 3b, SP Worksheet no 3c, PL Elementary level: Listing the main characters; translating any new L2 vocabulary into L1	Lesson 2

				<p>Worksheet no 4a Reading comprehension exercises, elementary</p> <p>Worksheet no 4 Intermediate level: Naming and describing the main characters; writing definition sentences and synonyms for the new vocabulary in L2</p>	
Using volunteers from the class, act out the story	Pronunciation and intonation in the direct speech and the narrative, recognising the differences	Speaking (pronunciation and intonation)	1 group in front of the class	Copy of the text (worksheet no 1)	Lesson 2/3?

B. Observing: recognizing text features (structure, narrator, vivid descriptions, factual information, objectivity of tone...)

Task(s)	Teaching point(s) – refer to table on p. 1	Language skill(s) practiced	Grouping/classroom setup	Teaching materials	Timing / lesson no.
Oral summaries from the students about the story	Applying new vocabulary in oral summarization	Speaking	Teachers choice, either whole class or in groups		Lesson3
Recognising the sequencing and then checking the understanding on the board	Sequencing (logical order of the story events) and structuring (text features) of the story	Reading comprehension	The activity should be done in pairs and checking as a whole class	San Francisco sentences (worksheet no 5a)- <i>teaching material prepared for teachers to cut and use for pair work</i>	Lesson 3

				worksheet no 5b)- key for teachers worksheet no 5c)- sentences in big format for sequencing on the board	
Focus on the key words (nouns) which carry the story – underline the key words in the text.	Vocabulary, identifying nouns	Reading comprehension	Whole class or in groups (teacher’s choice)	Copy of the text (worksheet no 1)	Lesson 3

C. Analysing: recognizing and practising language features (language functions, vocabulary, pronunciation)

Task(s)	Teaching point(s) – refer to table on p. 1	Language skill(s) practiced	Grouping/classroom setup	Teaching materials	Timing / lesson no.
Teacher: Introducing the structure of a story (introduction, main body and conclusion/ending); draw the structure in their notebooks	Recognising text features of a story, narrative	Reading and writing comprehension	Whole class	Copy of the text (worksheet no 1) Students notebooks	Lesson 4
Using the key words from the previous lesson, identifying where they belong the summary of the story. Place them in the text structure from the previous step	Identifying key words in sequencing (the logical order of the story)	Reading and writing comprehension	In groups and then checking as a whole class	Students notebooks and key words (from lesson 3)	Lesson 4
Using the teacher as a secretary, getting the student to orally summarise their daily routine (the teacher writes this on the board as a model/example summary)	Sequencing (logical order of a story)	Speaking	Whole class	White board	Lesson 4

PRODUCTION

A. Guided production (ordering parts of text, creating vivid descriptions, make information factual, creating word banks, changing the register, finding and correcting mistakes, etc.)

Task(s)	Teaching point(s) – refer to table on p. 1	Language skill(s) practiced	Grouping/classroom setup	Teaching materials	Timing / lesson no.
First draft of the summary using the model from lesson 3 and the key vocabulary. Elementary level: in the present tense to mirror their example and the story. Intermediate level: in past tense	Organising ideas (sequencing – beginning, middle and end of a story) Paragraphing - structuring the ideas into paragraphs Applying gained knowledge in a form of written summary	Writing	Individually – time limit of 30 minutes	Notebooks	Lesson 5
Self assessment at the end of the class to ensure that the structure and key information was included	Double checking the text structure. Identifying if any key information is missing and adding it.	Reading and writing comprehension	Individually - time limit of 15 minutes	Self assessment checklist (worksheet no 6) Artur should do this? – I DID IT	Lesson 5

B. Free production (planning, organizing, drafting, editing...)

Task(s)	Teaching point(s) – refer to table on p. 1	Language skill(s) practiced	Grouping/classroom setup	Teaching materials	Timing / lesson no.
Second draft writing of summary (Elementary level have a word minimum of 50 and the intermediate level have a word minimum of 100)		Writing	Individual	Classroom supplies	Lesson 6
Peer feedback		Reading and writing comprehension	Pairs	Lesson 5 peer assessment	Lesson 7

				checklist (worksheet no 7)	
Teacher feedback (Elementary level: using the checklist Intermediate level: circling mistakes using a code to show what the students should check, without the teacher actually rewriting the summary – SP=spelling, G=grammar, WO= word order) and using the checklist.	Checking if the students have understood the correct structure of writing a summary and correcting any mistakes.		Teacher and student	Self and teacher's assessment checklist for both levels – extra feedback for intermediate students. (worksheet no 8a) (worksheet no 8b) – MISSING!!!	Lesson 7
Final draft of the summary		Writing	Individual	Students notebooks	Homework

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