



Unit overview

Unit “ Cool survival skills”

Date March

Level / age – 4th grade (A2)

Text type (narrative, factual description, procedure...): **Factual description, informational text, instruction**

General aim of the unit: practising close reading skills, organizing details using a graphic organizer, writing a blog entry, or journal pages

Text selected

written/oral/visual: written

Author: unknown

Available at: education.com

Teaching points – specific aims (as relevant)

		Teaching point	Level expected
Textual	Text features (organization of ideas; narrator; use of direct speech; paragraphing; etc.)	<ul style="list-style-type: none"> - Title (“ Cool Survival Skills”) - Short introduction under the title - Division into paragraphs - Sub-headings before each new paragraph - Visual elements -pictures, drawings, diagrams, colours 	The students will be able to: <ul style="list-style-type: none"> -recognize and implement different text structures -learn how to organise their writing work
	Text effect (creating tension; vividness of descriptions; objectivity; coherence; etc.)	<ul style="list-style-type: none"> - Dynamic, vivid (use of action verbs, descriptive adjectives, present tense, use of second person singular throughout the text) - Objective (use of scientific vocabulary, lots of explaining words, no opinions) - coherent (use of sequence of events, well organised structure of the text) 	The students will be able to: <ul style="list-style-type: none"> -understand the different text effects applied -implement the text effects in their own writing and speaking tasks
Linguistic	Language functions / structures	<ul style="list-style-type: none"> - informational (the use of scientific vocabulary, sequencing, inclusion of examples and practical information) - to give advice (the use of modal verbs, first conditional, the use of the second person singular) - to give instructions (imperatives) 	The students will be able to: <ul style="list-style-type: none"> -recognize and use different language functions and structures included in the text
	Vocabulary	<ul style="list-style-type: none"> - action verbs (find, mark, stand, face, deal with,etc.) 	The students will be able to:

		<ul style="list-style-type: none"> - modal verbs (can, would, should, etc.) - imperatives (call!, stand there!, find!, etc.) - directions (north, south, west, east, right, left, etc.) - science words - hemisphere, The Big Dipper, compass, Polaris, etc.) 	<ul style="list-style-type: none"> -recognise and learn the expected vocabulary -implement the expected vocabulary in their free production phase
	Pronunciation	-	
	Academic language features	<ul style="list-style-type: none"> - objectivity -numerous scientific words - precision -language of instruction - hedging -modal verbs - imperatives to give instructions 	
Cultural		-	
Strategic (learning and thinking strategies)		<ul style="list-style-type: none"> - Organizing main ideas and supporting details 	<p>The students will be able to:</p> <ul style="list-style-type: none"> -organise and write a text implementing new knowledge
Cross-curricular links		<ul style="list-style-type: none"> - Natural Science, Biology, Physics, Chemistry, Health, ICT, P. E. 	<p>The students will be able to connect and use previous knowledge from other subjects.</p>
Emotional skills		<ul style="list-style-type: none"> - Coping with difficulties, staying calm in difficult situations 	<p>Students will be able to use new knowledge in unexpected situations.</p>
Development of values		<ul style="list-style-type: none"> - Surviving skills, cooperation, helping each other 	<p>Students will be able to work together in teams.</p>

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	Timing / lesson no.
Warm-up: Going outside to a park or a forest nearby with a mystery backpack with some realia inside -objects hidden in the backpack (matches, torch, plastic knife, etc). The students touch and guess the objects.	Lead-in discussion	Speaking/listening	Whole class	10 min / lesson 1
Brainstorming -students try to guess what the objects might have in common, they discuss the ideas and try to make out the topic of the class.	Providing information	Speaking/ listening	Whole class	5 minutes / lesson 1
Discussion - students answer the question-how is it possible to find a way without using a compass? Teacher uses visual aids - pictures with clues how to find north. Then the students check with a compass. They practice finding north.	Discussion	speaking / listening	whole class / pairs	10 minutes / lesson 1
Treasure hunt -SS get a map to find the “treasure” in the school. They read the directions and follow the instructions. They are supposed to find a “zombie” character which will appear in the reading text later on.		reading / speaking	groups	10 minutes / lesson 2

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	Timing / lesson no.
<p>Creating imagery - Ss are asked to imagine they are a “zombie” lost in the forest.</p> <p>Without showing the text yet, the teacher reads out loud the introduction under the title of the text and asks the students, with their eyes closed, to imagine the scene, describe what they see and share their ideas with the class.</p>	Creating vivid descriptions	Listening speaking	Whole class	5 minutes / lesson 2
<p>KWL chart -the teacher writes down the question from the intro on the board: “What if you had to stay out in the wilderness for a while?”. Students in small groups complete the first two columns of KWL chart, where they share their ideas with reference to their prior knowledge and also think about the things they would like to get to know about the topic.</p>	Using a chart	Writing speaking	Small groups	10 minutes / lesson 2

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	Timing / lesson no.
<p>Guided reading/ scanning -teacher and students read the first paragraph together (“ How to find North”) and look for the</p>	Analysing the text structure	Reading Writing	Whole class	10 minutes/lesson 2

main idea and key words, the students underline the mentioned details with the help of the teacher.				
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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	Timing / lesson no.
Graphic organizer -the students complete the “ Bubble Story Organizer together with the teacher about the first paragraph they read in the previous step. In this part the teacher models the way, in which the organizer should be completed and makes sure the students know how to do it.	Completing graphic organizers	Reading Writing speaking	Whole class	15 minutes/ lesson 2

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	Timing / lesson no.
The SS are divided into small groups, each group gets an envelope with 5 key words and phrases taken from their text paragraphs and basing on them they try to deduce the topic/ main idea of their part of the text.	reading set of key words to find the main idea of the text			10 minutes/ lesson 3
Completing graphic organizers -students are divided into small groups (the same as before) and read one given paragraph from the text (the text is cut into paragraphs and includes a glossary of some more difficult words);they draw one for their group. After reading they complete “Bubble story organizers” for their text.	Using graphic organizers Organizing ideas	Reading Writing speaking	Small groups	10 minutes/ lesson 3
Sharing -the students mingle in the groups and share their findings with the members of the other groups. At this point they use their completed graphic organizers to help them create vivid descriptions.	Descriptions through action verbs the use of modal verbs to give instructions	speaking	Small groups	10 minutes/ lesson 3
Acting out -the SS in their original groups prepare short mini plays to act out a scene with a dialogue in order to present the content of their part of the text.				15 minute/ lesson 3

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	Timing / lesson no.
KWL charts – students again work in their original groups, they finish completing the last column of their KWL chart.	Using a graphic organizer	Writing/ speaking	Small groups	5 minutes/ lesson 4
Writing a blog entry or a journal “ My week in the wilderness” -the students are asked to write a blog or a journal based on what they have learned from the text and using their graphic organizers. At this point the teacher decides on criteria of success together with the students and writes them down on the board.	Organization of ideas	writing	Individual	5 minutes/ lesson 4
Planning -first the Ss are asked to plan their work, in any form they like -mind maps, notes, grid, etc. Next, they are asked to discuss their ideas with their partners and give and get feedback from each other.	Organization of ideas	Writing speaking	Individual/ pairs	15 minutes/ lesson 4
Drafting -students write their draft versions individually making sure that they follow the appropriate style, register, tenses, etc for their piece of writing. Then they switch their drafts with partners and check each other’s work.	Organization of writing	Writing speaking	Individual/pairs	20 minutes/ lesson 4
Editing and self -assessment – the students write their final work at home as homework and then in class they analyse their final work by checking its	Precision	writing	individual/ small groups	45 minutes/ lesson 5

compliance with the criteria of success and they evaluate their pieces of writing. In the end, the Ss present their work in smaller groups (preferably the ones set up at the beginning or mixed ones).				
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RESOURCES

1. The text: “ Cool Survival Skills” taken from education.com
2. KWL chart
3. Graphic organizer: “ Bubble Story Organizer” taken from education.com
4. Picture of a zombie
5. Realia (objects e.g. matches, torch, plastic knife)
6. Treasure Hunt Map
7. Envelopes with key words from the text
8. Pictures showing different ways of finding north

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