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|  **30 Day Unit Plan** |
| **Theme/Topic:** Introduction to Arabic for young learners  |
| **Goals** *(What should students know & be able to do by the end of the unit?)***:****- greet their peers with common Arabic greetings****- introduce themselves and their peers by providing simple information****- recognize, read and write the Arabic alphabet in both separated and joined forms** **- count, understand, read and write numbers from (1-10)****- alphabetize a few names or words** |
| **Summative Performance Assessment: create at least 1 performance task for interpretive, interpersonal, and presentational communication***Reference pg. 18-23* |
| **Interpretive** (reading, listening, and/or viewing) | **Interpersonal**(Speaking and/or writing) | **Presentational**(Speaking and/or writing) |
| **- reading Arabic letters****- reading numbers****- being able to listen well to recognize speaker’s message (letter, number, word, simple sentence …etc.)** **- Differentiate between visually-similar letters and numbers** | **- making conversations with teacher / peers****- commenting on peers’ work**  | **- reciting the alphabet****- reciting the numbers****- talk about oneself using information that is personal and from learner’s environment** |
| **Week 1** |
| **Weekly Can-Dos for Students:**(at least 1 & no more than 3)*Reference pg. 24-36* | - understand, use and respond to common Arabic greetings and positive reinforcement words- introduce oneself and understand other people’s self-introduction- list first five letters of alphabet and first two numbers |
| **Formative Assessment Tasks:** |  - teacher observes as students trace the letters and then write them independently in the worksheet.- - teacher observes as students practice with their peers. - read the letters and numbers out loud from the board - flyswatter game with new letters |
| **Standards:**CommunicationConnectionsCultureComparisonsCommunities |  - communication: students practice in pairs and in the inner-outer circles short memorized conversations. - Culture: students know about differences in weather, language, culture, school system between Port Said, Egypt and Bozeman, Montana. : |
| **Vocabulary:** |  Common greetings, praise, few nationalities, first five letters and three numbers. |
| **Grammar/Sentence patterns:***(write these in the target language)* | lمرحبآ – أنا ... – و أنتَ؟ – و أنتِ؟ – شكرآ – عفوآ – سلاما – ب – ت – ث – ج١ – ٢ – ٣ أنا أمريكي – أنا أمريكيةممتاز - ممتازة |
| **Materials Needed:** | - worksheets, board, projector |
| **Week 2** |
| **Weekly Can-Dos for Students:** *(at least 1 & no more than 3)**Reference pg. 24-36* |  - ask and answer questions related to a person’s health - list eight more letters and five more numbers - use personal pronouns to express oneself |
| **Formative Assessment Tasks:** |  - teacher observes as students trace the letters and then write them independently in the worksheet.- - teacher observes as students practice with their peers. - read the letters and numbers out loud from the board - flyswatter game with new letters - teacher observes as students do math problems (subtracting and addition) |
| **Standards:**CommunicationConnectionsCultureComparisonsCommunities | CCulture: - Arabs’ use of number “5” to avert envy. - superstition in the Arab world.Communication: - students practice in pairs, with teacher and in the inner-outer circles short memorized and highly predictable Modern Standard Arabic (MSA) dialogs.- teacher observes students do math problems and commenting on their peers’ work. |
| **Vocabulary:** |  - asking and answering questions related to someone’s health - saying “yes” and “no” - personal pronouns - new eight letters - new five numbers  |
| **Grammar/Sentence patterns:** | كيف حالُكَ؟ - كيف حالُكِ؟ - بخير – نعم – لا – أنا – أنتَ – أنتِ – هو – هي – نحن - أنتمح – خ – د – ذ – ر – ز – س - ش٤ – ٥ – ٦ – ٧ – ٨  |
| **Materials Needed:** | - worksheets, board, tools for lesson-related activities |
| **Week 3** |
| **Weekly Can-Dos for Students:** *(at least 1 & no more than 3)**Reference pg. 24-36* | - use singular demonstratives and identify female and male nouns- use basic family words alongside demonstratives for referring to family members - list eight more letters and two more numbers |
| **Formative Assessment Tasks:** |  - teacher observes as students trace the letters and then write them independently in the worksheet.- - teacher observes as students practice with their peers. - read the letters and numbers out loud from the board - flyswatter game with new letters- students put the alphabet cards in the right order.- students put the number in the right ascending order on the number line.  - teacher observes as students do math problems (subtracting and addition)- teacher watches students follow and act out class instructions |
| **Standards:**CommunicationConnectionsCultureComparisonsCommunities |  Culture: discuss families in Egypt (form, living style, roles, etc.) Communication: - teacher observes students follow orders- teacher observes students talking to each other about their family members |
| **Vocabulary:** |  - family members- - demonstratives (singular)- - class instructions (stand, sit, come, etc.)- people (boy, girl, man and boy) |
| **Grammar/Sentence patterns:** |  هذا أبي – هذا عمي – هذا جدي – هذا خالي – هذا أخيهذه أمي – هذه عمتي – هذه جدتي – هذه خالتي – هذه أختي قف – اجلس – تعال ص – ض – ط – ظ – ع – غ – ف – ق ٩ – ١٠  |
| **Materials Needed:** | worksheets, board, tools for lesson-related activities, projector, PPT presentation – flashcards |
| **Week 4** |
| **Weekly Can-Dos for Students:***(at least 1 & no more than 3)**Reference pg. 24-36* | - use singular demonstratives and identify female and male nouns- name school items, common pets and refer to different people - list eight more letters and two more numbers |
| **Formative Assessment Tasks:** | - teacher observes as students trace the letters and then write them independently in the worksheet.- teacher observes as students practice with their peers.- read the letters and numbers out loud from the board- flyswatter game with new letters- teacher observes as students do math problems (multiplication and division)- teacher observes students point to items in class and say them- teacher observes students act out class instruction with their peers and with teacher |
| **Standards:**CommunicationConnectionsCultureComparisonsCommunities |  Comparisons: pets in Egypt and the US. Culture: classrooms in Egypt  |
| **Vocabulary:** |  - school items (pen, book, bag, table and chair)- people and pets (boy – girl – man – woman – dog – cat) |
| **Grammar/Sentence patterns:** |  - هذا قلم – هذا كتاب – هذه طاولة – هذا كرسي - هذا ولد – هذه بنت – هذا رجل – هذه امرأة – هذه قطة – هذا كلب- أكتب – أقرأك – ل – م – ن – هـ – و - ي |
| **Materials Needed:** | worksheets, board, tools for lesson-related activities, projector, PPT presentation - flashcards |