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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:**  Communication  Connections  Culture  Comparisons  Communities | - 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)* | l  مرحبآ – أنا ... – و أنتَ؟ – و أنتِ؟ – شكرآ – عفوآ – سلام  ا – ب – ت – ث – ج  ١ – ٢ – ٣  أنا أمريكي – أنا أمريكية  ممتاز - 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:**  Communication  Connections  Culture  Comparisons  Communities | C  Culture:  - 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 - أنتم  ح – خ – د – ذ – ر – ز – س - ش  ٤ – 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:**  Communication  Connections  Culture  Comparisons  Communities | 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 أخي  هذه 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:**  Communication  Connections  Culture  Comparisons  Communities | 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 – أقرأ  ك – ل – م – ن – هـ – و - ي | | |
| **Materials Needed:** | worksheets, board, tools for lesson-related activities, projector, PPT presentation - flashcards | | |