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| **30 Day Unit Plan grade1 Jan 2019** |
| **Theme/Topic:** weather and land forms |
| **Goals** *(What should students know & be able to do by the end of the unit?)***:**SWBAT say what landforms they see in their local community Describe weather changes around them Perform simple writing tasks about weather changes |
| **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) |
| **Listen and read separate words****Identify words in context** | **Speak about clothes, landforms** | **Write description of a picture** |
| **Week 1** |
| **Weekly Can-Dos for Students:**(at least 1 & no more than 3)*Reference pg. 24-36* | Students can differentiate types of clothes for each seasonStudents can use present tense to speak about what weather changes happening now |
| **Formative Assessment Tasks:** | Cut and glue activityListen and circle the words Complete sentences according to pictures |
| **Standards:**CommunicationConnectionsCultureComparisonsCommunities | Ss compare between weather during the past two mothsSs connect what they learn to what is happening now in weather changesSs make connections between weather and clothing |
| **Vocabulary:** | رجل ثلجى معطف برد ثلج  |
| **Grammar/Sentence patterns:***(write these in the target language)* | Present tenseأنا ارتدى معطفهو يرتدىهي ترتدى |
| **Materials Needed:** | Flash cardsActivities printed by teacherPictures to cut and glue |
| **Week 2** |
| **Weekly Can-Dos for Students:**  *(at least 1 & no more than 3)**Reference pg. 24-36* | Identify terminology of weather forecastanswer questions about what the weather is like today |
| **Formative Assessment Tasks:** | Matching activityTracing activity |
| **Standards:**CommunicationConnectionsCultureComparisonsCommunities | Ss connect the vocab they learn to a video they watchSs communicate their feelings towards different seasonsSs compare between the weather in seasons |
| **Vocabulary:** | شمس غيوم معطف ضباب رعد مطرر ثلج |
| **Grammar/Sentence patterns:** | Sentence buildingلا يوجد مطر اليومتوجد غيوملا توجد شمس |
| **Materials Needed:** | Flash cards that will be used later in the field tripDrawing paperVideo about animals |
| **Week 3** |
| **Weekly Can-Dos for Students:** *(at least 1 & no more than 3)**Reference pg. 24-36* | Ss can identify some landformsSs can develop vocab thru graphic organizer |
| **Formative Assessment Tasks:** | cut and pasre activityTracing activity |
| **Standards:**CommunicationConnectionsCultureComparisonsCommunities | Ss connect what thy learn to real lifeSs compare between some landforms in their communitySs speak about other landforms of interest |
| **Vocabulary:** | جبل وادى بحيرة نهر  |
| **Grammar/Sentence patterns:** | الجبال عالىالوادى منخفضالنهر طويلالمحيط واسع |
| **Materials Needed:** | GraphsFlash cardsYoutube video |
| **Week 4** |
| **Weekly Can-Dos for Students:***(at least 1 & no more than 3)**Reference pg. 24-36* | Students can sort more landformsStudents can develop vocab thru a project |
| **Formative Assessment Tasks:** | Cut and paste activityFill in the gaps |
| **Standards:**CommunicationConnectionsCultureComparisonsCommunities | Ss connect what they learn to social studies lessonsSs compare between mountain and valley and other landformsSs speak about a map |
| **Vocabulary:** | عالى منخفض متسع طويل  |
| **Grammar/Sentence patterns:** | Oppositesعالى – منخفضطويل – قصير  |
| **Materials Needed:** | Printed material to cut and pasteYoutube video about landformsFlash cards |