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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 season  Students can use present tense to speak about what weather changes happening now | | |
| **Formative Assessment Tasks:** | Cut and glue activity  Listen and circle the words  Complete sentences according to pictures | | |
| **Standards:**  Communication  Connections  Culture  Comparisons  Communities | Ss compare between weather during the past two moths  Ss connect what they learn to what is happening now in weather changes  Ss make connections between weather and clothing | | |
| **Vocabulary:** | رجل ثلجى معطف برد ثلج | | |
| **Grammar/Sentence patterns:**  *(write these in the target language)* | Present tense  أنا ارتدى معطف  هو يرتدى  هي ترتدى | | |
| **Materials Needed:** | Flash cards  Activities printed by teacher  Pictures 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 forecast  answer questions about what the weather is like today | | |
| **Formative Assessment Tasks:** | Matching activity  Tracing activity | | |
| **Standards:**  Communication  Connections  Culture  Comparisons  Communities | Ss connect the vocab they learn to a video they watch  Ss communicate their feelings towards different seasons  Ss compare between the weather in seasons | | |
| **Vocabulary:** | شمس غيوم معطف ضباب رعد مطرر ثلج | | |
| **Grammar/Sentence patterns:** | Sentence building  لا يوجد مطر اليوم  توجد غيوم  لا توجد شمس | | |
| **Materials Needed:** | Flash cards that will be used later in the field trip  Drawing paper  Video about animals | | |
| **Week 3** | | | |
| **Weekly Can-Dos for Students:**  *(at least 1 & no more than 3)*  *Reference pg. 24-36* | Ss can identify some landforms  Ss can develop vocab thru graphic organizer | | |
| **Formative Assessment Tasks:** | cut and pasre activity  Tracing activity | | |
| **Standards:**  Communication  Connections  Culture  Comparisons  Communities | Ss connect what thy learn to real life  Ss compare between some landforms in their community  Ss speak about other landforms of interest | | |
| **Vocabulary:** | جبل وادى بحيرة نهر | | |
| **Grammar/Sentence patterns:** | الجبال عالى  الوادى منخفض  النهر طويل  المحيط واسع | | |
| **Materials Needed:** | Graphs  Flash cards  Youtube video | | |
| **Week 4** | | | |
| **Weekly Can-Dos for Students:**  *(at least 1 & no more than 3)*  *Reference pg. 24-36* | Students can sort more landforms  Students can develop vocab thru a project | | |
| **Formative Assessment Tasks:** | Cut and paste activity  Fill in the gaps | | |
| **Standards:**  Communication  Connections  Culture  Comparisons  Communities | Ss connect what they learn to social studies lessons  Ss compare between mountain and valley and other landforms  Ss speak about a map | | |
| **Vocabulary:** | عالى منخفض متسع طويل | | |
| **Grammar/Sentence patterns:** | Opposites  عالى – منخفض  طويل – قصير | | |
| **Materials Needed:** | Printed material to cut and paste  Youtube video about landforms  Flash cards | | |