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| **30 Day Unit Plan grade1 OCT - NOV** | | | |
| **Theme/Topic:** Seasons and celebrations | | | |
| **Goals** *(What should students know & be able to do by the end of the unit?)***:**  SWBAT say what they season they are in now  Describe atmosphere in every season  Perform simple writing tasks about celebrations | | | |
| **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 fall and Halloween** | **Write simple sentences** |
| **Week 1** | | | |
| **Weekly Can-Dos for Students:**  (at least 1 & no more than 3)  *Reference pg. 24-36* | Students can express weather changes in verbs  Students can write present tense verbs | | |
| **Formative Assessment Tasks:** | Cut and glue activity  Listen and circle the words  Tracing actiity | | |
| **Standards:**  Communication  Connections  Culture  Comparisons  Communities | Ss compare between seasons  Ss connect what they learn to what is happening now in weather changes  Ss make connections between weather and celebrations | | |
| **Vocabulary:** | ذرة – يقطين – بلوط تفاح – خريف – فزاعة – أوراق - اشجار | | |
| **Grammar/Sentence patterns:**  *(write these in the target language)* | Present tense  تتساقط اورق الاشجار  تتحول الى اللون البنى | | |
| **Materials Needed:** | Flash cards  Activities printed by teacher  Video about fall | | |
| **Week 2** | | | |
| **Weekly Can-Dos for Students:**  *(at least 1 & no more than 3)*  *Reference pg. 24-36* | Identify farm animals  answer questions about animals they watch in a video | | |
| **Formative Assessment Tasks:** | Matching activity  Tracing activity  Quiz using YouTube | | |
| **Standards:**  Communication  Connections  Culture  Comparisons  Communities | Ss connect the vocab they learn to the field trip  Ss communicate their feelings towards animals  Ss compare between the animals the learn and they watch in real life | | |
| **Vocabulary:** | حصان – دجاجة – ديك – كتكوت – ارنب – بقرة – خنزير - خروف | | |
| **Grammar/Sentence patterns:** | Sentence building  الخروف يأكل العشب  الولد يركب الحصان | | |
| **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 track butterfly cycle  Ss can develop vocab thru graphic organizer | | |
| **Formative Assessment Tasks:** | Fill in the diagram  Tracing activity | | |
| **Standards:**  Communication  Connections  Culture  Comparisons  Communities | Ss connect what thy learn to real life  Ss compare butterfly to other animals or insects  Ss speak about other animals in their community | | |
| **Vocabulary:** | فراشة – دورة -حياة – يرقة – حشرة شرنقة | | |
| **Grammar/Sentence patterns:** | Present simple  تضع الفراشة البيض  يتحول البيض الي يرقة | | |
| **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 trace the life cycle of a plant  Students can develop vocab thru graphic organizer | | |
| **Formative Assessment Tasks:** | Cut and paste activity  Fill in the gaps | | |
| **Standards:**  Communication  Connections  Culture  Comparisons  Communities | Ss connect what they learn to science lessons  Ss compare between animals and plants life cycles  Ss speak about plants in their communities | | |
| **Vocabulary:** | جذور - بذور – شمس - تغييرات – دورة – حيوان - نبات | | |
| **Grammar/Sentence patterns:** | Long vowels  نبات حيوان  بذور جذور  تغييرات يقطين | | |
| **Materials Needed:** | Printed material to cut and paste  Youtube video about life cycle  Flash cards | | |