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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 verbsStudents can write present tense verbs |
| **Formative Assessment Tasks:** | Cut and glue activityListen and circle the words Tracing actiity |
| **Standards:**CommunicationConnectionsCultureComparisonsCommunities | Ss compare between seasonsSs connect what they learn to what is happening now in weather changesSs 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 tenseتتساقط اورق الاشجار تتحول الى اللون البنى |
| **Materials Needed:** | Flash cardsActivities printed by teacherVideo about fall |
| **Week 2** |
| **Weekly Can-Dos for Students:**  *(at least 1 & no more than 3)**Reference pg. 24-36* | Identify farm animalsanswer questions about animals they watch in a video  |
| **Formative Assessment Tasks:** | Matching activityTracing activityQuiz using YouTube |
| **Standards:**CommunicationConnectionsCultureComparisonsCommunities | Ss connect the vocab they learn to the field tripSs communicate their feelings towards animalsSs 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 buildingالخروف يأكل العشبالولد يركب الحصان |
| **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 track butterfly cycleSs can develop vocab thru graphic organizer |
| **Formative Assessment Tasks:** | Fill in the diagramTracing activity |
| **Standards:**CommunicationConnectionsCultureComparisonsCommunities | Ss connect what thy learn to real lifeSs compare butterfly to other animals or insectsSs speak about other animals in their community |
| **Vocabulary:** | فراشة – دورة -حياة – يرقة – حشرة شرنقة |
| **Grammar/Sentence patterns:** | Present simpleتضع الفراشة البيضيتحول البيض الي يرقة |
| **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 trace the life cycle of a plantStudents can develop vocab thru graphic organizer |
| **Formative Assessment Tasks:** | Cut and paste activityFill in the gaps |
| **Standards:**CommunicationConnectionsCultureComparisonsCommunities | Ss connect what they learn to science lessonsSs compare between animals and plants life cyclesSs speak about plants in their communities |
| **Vocabulary:** | جذور - بذور – شمس - تغييرات – دورة – حيوان - نبات |
| **Grammar/Sentence patterns:** | Long vowelsنبات حيوانبذور جذورتغييرات يقطين |
| **Materials Needed:** | Printed material to cut and pasteYoutube video about life cycleFlash cards |