Stage 3

Folk Tales (9 weeks- 2 hours/week)

**Unit description**

This unit provides opportunities for students to explore some Arabic Folk Tales and to learn about the role of “Hakawati” Storyteller for entertainment

**Key Concept**

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| **Learning intentions**  What will student learn?  Students will learn about:   * Some Arabic Folk Tales * The role of Storyteller (Hakawati). * Vocabulary and expressions of storytelling and story writing. * Folktales structure (Oral/Written) | **Success criteria**  How will students achieve their learning goals?  Students are able to:   * Understand the importance of the storyteller role in Arabic folktales * Identify the structure of folktales * Write the studied folktale in their own words * Retell the story to the rest of the class (Hakawati style). |

**Outcomes**

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| **Stand: Communicating** | |
| ***Objective: Interaction- exchange information, idea and opinions and socialising, planning and negotiating***  Outcome   * **uses Arabic to interact with others to exchange information and opinions, and to participate in classroom activities LAR3-1C** | ***Content***  ***Students:***   * **initiate interactions and exchange information with teacher and peers, (ACLARC033) Critical and creative thinking iconLiteracy iconPersonal and social capability icon** * participate in a group activity or shared event, (ACLARC033, ACLARC034) Critical and creative thinking icon Personal and social capability icon   ***Students with prior learning and/or experience will:***   * initiate interactions with adults and peers to exchange information, ideas and opinions,  (ACLARC145) Critical and creative thinking icon Personal and social capability icon * collaborate with peers in group activities and shared experiences to make choices and arrangements, organise events and complete transactions, (ACLARC146) Critical and creative thinking icon Personal and social capability icon * recounting an experience with their own family and friends (ACLARC137) |
| ***Objective: Accessing and Responding- obtaining processing and responding to information through a range of spoken, written, digital and/or multimodal texts***  ***Outcomes***   * **obtains and processes information in texts, using contextual and other clues LAR3-2C** * **responds to texts using different formats LAR3-3C** | ***Students:***   * obtain and organise information from a range of spoken, written and digital texts, (ACLARC035, ACLARC036) Critical and creative thinking icon Literacy icon * respond in English or target language to texts, using a range of formats, (ACLARC037) Critical and creative thinking icon Literacy icon   ***Students with prior learning and/or experience will:***   * locate and classify information from a range of spoken, written, digital and visual texts, (ACLARC147) Critical and creative thinking icon Information and communication technology capability icon Literacy icon * respond in English or target language to ideas and information, using a range of formats for different audiences, (ACLARC142) Critical and creative thinking icon Information and communication technology capability icon Literacy icon |
| ***Objective: Composing- creating spoken, written, bilingual, digital and/or multimodal texts***  ***Outcome***   * composes texts Arabic using a series of sentences LAR3-4C | ***Students:***   * **c**[**ompose**](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Create) **informative and imaginative texts, using scaffolded models, for different purposes and audiences, (ACLARC038) Critical and creative thinking icon Literacy icon** * c[reate](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Create) bilingual texts, such as signs, notices, games, displays, websites or word banks, for the school community, (ACLARC040) Critical and creative thinking icon Literacy icon * **composing an original story using images, key sentences, and word bank as source material or creating an al to a well-known story**   ***Students with prior learning and/or experience will:***   * compose informative and imaginative texts for a variety of purposes and audiences,  (ACLARC141, ACARC143) Critical and creative thinking icon Literacy icon * create bilingual texts and resources for their own language learning and the school community, (ACLARC145) Critical and creative thinking icon Literacy icon |
| **Strand: Understanding** | |
| ***Objective: System of Language- understanding the language system, including sound, writing, grammar and text structure; and how language changes over time and place***  ***Outcomes***   * applies key features of Arabic pronunciation and intonation LAR3-5U * applies basic Arabic writing conventions LAR3-6U * demonstrates understanding of Arabic grammatical structures LAR3-7U * recognises how texts and language use vary according to context and purpose LAR3-8U | ***Students:***   * reproduce pronunciation and [intonation](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Intonation), recognising stress and phrasing,  (ACLARU042) Literacy icon * identify and reproduce Arabic letter combinations and understand that letters change appearance depending on the position * recognise the systematic nature of Arabic grammar rules,  (ACLARU044) Literacy icon * identify how the features of [text](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Text) organisation vary according to [audience](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Audience) and purpose (ACLARU045) Literacy icon   ***S Students with prior learning and/or experienc*es**   * apply the Arabic sound system, including variations in tone, stress and phrasing, for example: (ACLARU148) * extend knowledge of the Arabic alphabet and use an increasing range of combinations, for example: (ACLARU148) * understand and use basic structures and features of Arabic grammar to elaborate on meaning (ACLARU156) Literacy icon |
| ***Objective: The Role of Language and Culture- understanding and reflecting on the role of language and culture in the exchange og meaning, and considering how interaction shapes communication and identity***  Outcome   * makes connections between cultural practices and [language](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Language) use LAR3-9U | ***Students:***   * understand that Arabic changes according to the context of use and reflects different relationships, (ACLARU151)Asia and Australia’s engagement with Asia icon Intercultural understanding icon Personal and social capability icon * understand that language use is shaped by the values and beliefs of a community, for example: (ACLARU153) Intercultural understanding icon Personal and social capability icon Civics and citizenship icon * describe aspects of own [identity](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Identity) and reflect on differences between Target country  and own [language](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Language) and [culture](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Culture), considering how this affects intercultural communication   ***Students with prior learning and/or experience will:***   * reflect on their experiences in Arabic and English-speaking contexts, discussing adjustments made when moving from English to Arabic and vice versa, (ACLARC146) Asia and Australia’s engagement with Asia icon Critical and creative thinking icon Intercultural understanding icon Personal and social capability icon |

**Suggested teaching, learning and assessment activities**

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|  | **Students without prior knowledge** | | **Students with prior knowledge** | **Extension—advanced level** | **Registration** |
| **Introduction** | * Revise the vocabulary learnt Literacy icon * Introduce vocabulary using flashcards from Smart Notebook Literacy icon | | | |  |
| **Folktales** | Students practise words **with the teacher’s assistance***.* Students consolidate speaking, listening, reading and writing skills in a range of activities  (Speaking, listening, reading and writing)  **Vocabulary list:**  Long time ago  Ali Baba  Cave  Open  Close  **Letters**  Initial, middle and end letter of each word  **Adjectives**:  Poor, good, bad  **Sentences：**  Once upon a time there was a man called Ali Baba.  Ali Baba was poor  Open Sesame  Close Sesame | Students practise words **independently***.* Students write a simple folktale to perform it in Class with teacher’s scaffolding.  Students consolidate speaking, listening, reading and writing skills in a range of activities  (speaking, listening, reading and writing)  **Vocabulary list:**  Folktale, Ali Baba desert , cave, treasure, open, close, sesame, forty  men, horses, Once upon a time, Happily ever after, long time ago, one day, Aladdin, Sadek, thieves, introduction, Characters, verbs, adjectives, plot, end  **Sentences**：   1. Once upon a time there lived a poor man called Ali Baba. 2. Long time ago there lived an honest man called Ali Baba. 3. Once upon a time there was a merchant called Sadek. 4. Sadek’s wife told him to become a fortune teller 5. Ali Baba saw forty men. 6. One man said close sesame. 7. Ali Baba said “Open sesame” 8. Ali Baba knew that the forty men are thieves 9. He told the police 10. The End | | Students work **independently***.* Students write a simple folktale to perform it in Class.  (speaking, listening, reading and writing)  **Vocabulary list:**  More words from the story.  Good, Evil, Wealthy, Poor, Honest, Mean, Lovely, old, far, small, brother, married, maid, happy ever after, merchant, business, gold, silver, jewellery, prince  **Conjunction words:**  **Words for folktales** And, then, until  **More complex sentences**:  11. Once upon a time there lived a poor man called Ali Baba. He worked in a food warehouse stocking wheat bags.  12. One day he dropped a corn bag. His mean boss fired him  13. He walked in the hot desert and saw forty men near a cave. One man said “Close sesame”.  14. Later Ali Baba approached the cave and said “Open Sesame”. He entered the cave and found treasure inside. He heard footsteps  15. He went to the police station and told the police about the forty thieves and the stolen treasure.  16. The policeman rewarded him with lots of gold.  17. Ali Baba lived happily ever after |  |

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| **Assessments:** | **Speaking & listening:** work in pairs/groups, practise vocabulary and sentences then retell the story to the whole class  **Reading:** Translate key words into English and respond to a passage prepared by the teacher  **Writing:** Write a folktale/summary of Ali Baba folktale independently |  |

Learning intention- Introduce the concept of the Story teller (Hakawati)

Success criteria- Students orally share information about the Story Teller

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| **Lesson plan** | | **Resources** | **Registry** |
| **Lesson 1**  **Lesson 2** | Brainstorm;  what is a folktale,  storyteller in the olden days  Talk about the importance of Story Teller in the olden days  List types of entertainments in the present times. For example; T.V, Cinema, YouTube, Social media…..etc…  Search online some information about storyteller (Hakawati)  In pairs students write the similarities and the differences between the olden days’ entertainments and the ones of present time. Who is the Story Teller nowadays?  Students give their opinions of how the kids/people might have felt when they were listening to the Story Tellers’ stories.  Students write their opinion in English and the key words in Arabic. For example;  Students share their opinion through a Bus Stop game (4c’s activity) | \_ IWB  \_ IPad/computer  \_ Google  \_ Arabic copy  books  Image result for Hakawati  Image result for Hakawati | Su  Students were engaged  S |
| **Week 2** | Lesson plan | Resources | Registry |
| Lesson 1  Lesson 2 | Read story Aladdin and the Magic Lamp  Watch a video of Aladdin and the Magic lamp (Hakawati)  In groups practise the introductory sentence/sentences for Folk Tales  Donut circle; Inner circle and outer circle students facing each other and taking turn to practise the introduction then one of the circle move clockwise to the next partner  Read the story of the “Greatest Fortune Teller”  Joint construction the summary of the story  Students practise reading the summary in groups then retell it to the rest of the class  Students write some simple sentences using the summary model as an example | <https://www.youtube.com/watch?v=r_fC0RBpy4w>  <https://www.britannica.com/topic/The-Thousand-and-One-Nights>  IWB  Wikipedia  Story books –  One Thousands and One night E-Book)  Aladdin,  The greatest fortune-teller  C:\Users\elham\AppData\Local\Microsoft\Windows\INetCache\Content.Word\20191203_221646.jpg  كبير المنجمين-  تأليف يوسف فاخوري  دار المعرفة  بيروت  Copy books | Simple sentences are used for the summary  Familiar spoken language is used in the text  Some students find it hard to pronounce some Arabic words |
| Week 3 | Lesson Plan | Resources | Registry |
| Lesson 1  Lesson 2 | Folktale vocabulary and sentences  Students highlight the verbs, subjects and adjectives of a paragraph related to the text then make a list of them  Verbal Tennis with verbs/words from the story  Structure of folktales; setting, Characters, plot, resolution  Students rearrange a jumbled familiar text/pictures and sentences  Students practise new words on small white boards | IWB  Small whiteboards and markers  Stencils  Different colours highlighters  Scissors  Glue  Papers  Small whiteboard  Whiteboard markers  duster  pencils |  |
| Week 4 |  | Resources | RRegistry |
| Lesson 1  Lesson 2 | Authentic experience of a story teller (Hakawati)  Invite a parent or a member of the Arabic community to tell the story of Ali Baba and the Forty Thieves  Hot seat game. Students can choose to be Ali Baba, Morgiana or one of the forty thieves  Students ask question to clarify an event in the story and the person in the hot seat try to answer in Arabic. | Ali Baba and the forty thieves Book  Traditional cloths and props  C:\Users\esabra\AppData\Local\Microsoft\Windows\INetCache\Content.Word\20191204_084702.jpg  Author Margaret Early  Illustrated by Margaret Early  Publisher [Hachette Australia](https://www.bookdepository.com/publishers/Hachette-Australia) |  |
| **Week 5**  **Lesson 1**  **Lesson 2** | Read Ali Baba’s cave (a different ending of the story).  Texta Talk; Students in groups take turns to write/draw/comment on a butcher paper words they have learned from the story  Gallery walk; Students walk around the butcher papers and notice the work of other groups  Joint construction/interactive writing of Ali Baba’s Cave  Bus stop; Five students share with the rest of the class some sentences. Students can’t repeat information but can add on.  Students will be assessed on their proper sentence structure and fluency | C:\Users\elham\AppData\Local\Microsoft\Windows\INetCache\Content.Word\20191203_221959.jpg**مغارة علي بابا**  سلسلة القصص التربوية  مؤسسة المناهج العالمية  تأليف د. إيمان سند  CDمغارة علي بابا  **IWB, Butcher’s papers**  **Story, Textas, Pencils**  **Copy books** |  |
| **Week 6** | Independent writing about Ali Baba/ family traditional folktale  Students should include beginning, once upon a time, characters, names, adjectives, appropriate verbs and end of the story. | Copy papers  Pencils |  |
| **Week 7**  **Lesson 1**  Lesson 2 | Revision and assessments  Students take turns to tell their stories to the rest of the class, a Story Teller style while other students are gathering around and making Zaatar pizza | Traditional Arabic clothes for boys and girls  Fresh dough  Flour  Zaatar mix  Oven  Plastic plates  Paper towels |  |
| **Week 8**  **Lesson 1**  Lesson 2 | More students tell their stories  4C’s activity Tableau; Five students | C:\Users\elham\AppData\Local\Microsoft\Windows\INetCache\Content.Word\20191203_221904.jpg  علي بابا والأربعين حرامي  **دار المقاصد للتأليف والطباعة والنشر** |  |
| **Week 9** | The importance of Dreamtime stories and how the indigenous people passed this tradition from one generation to another  End of year party |  |  |

**Stage 3**

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|  | **Outstanding** | **High** | **Sound** | **Basic** | **Limited** |
| **Speaking** | Use many words, complex sentences and different tenses in TL to fluently talk about the topics. | Use known words and some complex sentences in TL to talk about the topics with good pronunciation. | Use known words and a variety of simple sentences to talk about the topics in TL. | Use some known words and phrases related to the topics. | Attempt to repeat basic words and phrases in TL relating to the topics. |
| **Listening & Responding** | Recognise, respond to and can independently follow a range of texts in spoken TL. | Recognise and respond to taught phrases and some complex sentences in spoken TL with a high level of accuracy. | Recognise and respond to taught phrases, simple sentences and compound sentences in spoken TL. | Respond to some taught phrases and simple sentences in spoken TL. | Attempt to respond to taught basic vocabulary and simple sentences in spoken TL. |
| **Reading & Responding** | Recognise, respond to and independently read a range of texts in written TL with a very high level of comprehension. | Recognise and respond to taught phrases and short passages on the topic with a high level of accuracy. | Recognise and respond to taught phrases and a variety of simple sentences in written TL | Recognise and respond to some taught phrases and simple sentences in written TL. | Attempt to recognise basic taught phrases and simple sentences in written TL. |
| **Writing** | Independently write about the topic in TL using a range of vocabulary and complex sentences with a high level of accuracy. | Write about the topics using appropriate vocabulary, some complex sentences with a high level of accuracy in TL. | Write about the topics using a variety of taught sentences and vocabulary. | Write about the topics using basic taught vocabulary and some basic sentences. | Attempt to write about the topics using basic taught vocabulary. |

**Stage 3**

**Outstanding**:

(name) is a dedicated student who shows curiosity and application in all class activities. (he/she) has made outstanding progress in all areas this semester. (name) is able to write key words and construct complex sentences following correct grammatical rules. (he/she) is able to understand (TL) texts and comprehend what (he/she) has read and heard. (name) can fluently discuss and verbally present a traditional (TL) story or fable with confidence. (name) demonstrates a knowledge of specific aspects relevant to (TL) lifestyle.

**High**:

(name) participates actively and enthusiastically in the language class and has achieved high results in (TL). (name) is able to accurately recognise and respond to taught phrases and short passages. (name) can recall language (he/she) has read on class topics in written and spoken (TL). (name) can discuss and verbally present a traditional (TL) story or fable. (he/she) uses appropriate vocabulary and some complex sentences. (he/she) demonstrates knowledge of specific aspects relevant to (TL) lifestyle.

**Sound**:

(name) is an active participant in all activities and has achieved sound results in (TL). (he/she) can recognise and respond to taught phrases and a range of sentences in written (TL). (name) has demonstrated the ability to discuss and verbally present a traditional (TL) story or fable. (he/she) uses simple sentences and taught vocabulary with some knowledge of specific aspects relevant to (TL) lifestyle.

**Basic**:

(name) participates in (TL) class and shows the ability to respond to a limited number of simple sentences and taught phrases in both reading and writing activities. (name) can use basic taught vocabulary and simple sentences. He/She discusses and verbally presents known (TL) stories or fables. (he/she) demonstrates some knowledge of specific customs and aspects relevant to (TL) lifestyle.

**Limited** :

With encouragement, (name) participates in some tasks during (TL) lessons. (he/she) attempts to respond to simple sentences and taught phrases in spoken (TL). (he/she) is developing their ability to comprehend taught phrases and basic vocabulary in written (TL) with teacher assistance. (name) has attempted to discuss a known (TL) story or fable with teacher support by repeating taught phrases and simple sentences. (he/she) demonstrates limited knowledge of specific customs and aspects relevant to (TL) lifestyle. aspects relevant to (TL)lifestyle.

**مغارة علي بابا**

من زمان كان في رجل إسمه علي بابا.

علي بابا فتى فقير يعمل مع تاجرعجوز بخيل إسمه غريب. يحمل علي بابا البضائع إلى المخزن. يبيع الحبوب في السوق. والعجوز يعطيه القليل. علي بابا يحمل الحبوب الى المخزن. يسقط منه أحد الأكياس. حبوب الـذ رة تخرج من الكيس. تقع على الأرض. يطرده التاجر غريب. يخرج من المدينة. يسير في الصحراء. يرى مغارة في الجبل. يرى أربعين رجلاً. يقول أحدهم إقفل يا سمسم. يُغْلَقُ باب المغارة. يـذهب علي بابا الى المغارة. يقول إفتح يا سمسم. يفتح الباب. يدخل علي بابا. يرى كنوزاً. يفرح علي بابا بالكنوز. يحمل الصندوق ويتجه إلى الباب. نسي كلمة السر. سمع أحد الرجال يقول إفتح يا سمسم. خاف علي بابا. إختبأ وراء صخرة. يجلس الرجال. يضعون الطعام. ياكلون. يتحدثون. قال أحدهم "سرقنا التاجر غريب اليوم". قال رجل آخر "هو تاجر بخيل" . يعيد علي بابا الصندوق. يرحل دون أن يأخـذ شيئاً. يقول علي بابا إفتح يا سمسم. يخرج من المغارة. يـذهب الى مركز الشرطة. يقول للشرطي عرفت مكان عصابة الأربعين حرامي والكنز المسروق.