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| **LANGUAGE:** Arabic **STAGE/YEAR:** Stage 3 | **DURATION:** 10 weeks |
| **Unit description** In this unit, students will acquire and reinforce the vocabulary related to clothing and accessories. They will also learn to link the changes in the daily weather to the way they dress. Students will discuss the different traditional clothes worn by Arabs and analyse some general misconceptions related to Middle Eastern Clothing. Moreover, students will learn to take actions for a more sustainable future by learning about ethical and sustainable fashion.**End task:**Their end task will be to present a poster ‘Dress yourself in the 4 seasons’ or a fashion show ‘Crazy Outfit’ with commentary in Arabic. Students with prior learning will be performing a role play. | **Key concept(s):** Traditional Arab garmentsDescribing clothes using coloursHow does the weather affect what we wear?What actions can we take for a more sustainable future? |
| **Learning intentions:**We are learning to:* Understand how the concept of traditional and modern clothes drastically changes from one country to another in the Middle East
* Describe our colourful clothes and accessories using correct gender agreement
* Discuss what to wear in different seasons
* Describe what someone else is wearing using a correct grammatical structure
* Be ethical and sustainable shoppers
 | **Success criteria (goals):**I can:* Discuss how age, location and social class usually determine what clothes are worn in different countries in the Middle East
* Describe what I am wearing using correct structure
* Write what someone else is wearing in different seasons
* List the many benefits of ethical and sustainable fashion
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| **Outcomes:****LAR3-1C:** Uses Arabic to interact with others to exchange information and opinions and to participate in classroom activities**LAR3-2C:** Obtains and processes information in texts, using contextual and other clues**LAR3-3C:** Responds to texts using different formats**LAR3-4C:** Composes texts in Arabic using a series of sentences**LAR3-6U:** Applies basic Arabic writing conventions**LAR3-9U:** Makes connections between cultural practices and language use  |
| **Suggested vocabulary:**Names of clothes and colours: ملابس - ثياب - بدلة – قميص – بنطلون – معطف – كنزة – سترة – قبعة – حذاء – ساعة – خاتم...أحمر – حمراء – بني – بنية...Demonstrative Pronouns:هذا – هذه  | **Sentence structures:**فستان زهريهذه تنورة بيضاءألبس / يلبس / تلبس حزام رمادي و صندل أسود  |
| **Resources:*** Arab Clothing: The Ultimate Guide / IstiZada

<http://istizada.com/arab-clothing-the-ultimate-guide>* You tube: Learn clothes in Arabic for kids – <https://youtu.be/xDCUW6Qum_Q> تعلم اسماء الملابس باللغة العربية للاطفال
* Clothing and accessories’ flashcards
* Language games
* Bingo, memory games, matching games, ball games…
* Shirt to bag DIY/ No sew/ Sarah A <https://youtu.be/swyj1dShoGY>
 | * You tube: KarazahChannel##قناة \_كرزة #أغاني \_أطفال

 Karazah- My Clothes Song <http://youtu.be/iSzSt8dyf04>* Ethical and Sustainable Fashion- Sustainable and Ethical Clothing- Fibre2Fashion [www.fibre2fasion.com](http://www.fibre2fasion.com) http://www.fibre2fashion.com/industry-article/7238/ethical-and-sustainable-fashion
* Smart Board Games
* Active Panel- Promethean Board games
* Arabic magnetic letters
* Fashion magazines
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| **Sequence of language teaching / learning activities, games, etc differentiation and preparation for task**  |
| **Week 1:** Building the field:1. Read as a class the following article from the net: Arab Clothing: The Ultimate Guide/ Istizada
2. Think/ pair/share: Talk about the different traditional clothes and garments worn by Arabs in the Middle East and how age, location and social class play a big role in determining what to wear. Also, analyse the most common stereotypes about Arabs and clothing.
3. Scribe on butcher paper any words related to clothing that students can name in Arabic.
4. Introduce the End Task: ‘Dress yourself in the 4 seasons’ or ‘Crazy Outfit’.
5. You tube: Learn clothes in Arabic for kids – <https://youtu.be/xDCUW6Qum_Q> تعلم اسماء الملابس باللغة العربية للاطفال
6. Introduce clothing and accessories’ flashcards.
7. Art: Hand out the different traditional Arab clothes stencils. Each student cuts and glues the clothes on a boy or a girl stick figure according to the country they pick.

Students with prior learning:1. Compose a quiz in English for your peers based on the article Arab clothing: The Ultimate Guide
2. Write as many items of clothing as you know with the correct demonstrative pronoun.

**Week 2**1. ABC Clothes game: Ask students to name articles of clothing for some letters of the alphabet (ق- قبعة – ف – فستان (
2. Introduce the demonstrative pronouns .هذا و هذه Practice using them with names of clothes.
3. Label the pictures of clothes.\*
4. Listening exercise: listen and number the items of clothes.\*
5. Give each group a set of alphabet cards. Call out the names of clothes. Students find the starting letter for each.
6. Write the beginning letter for each word.
7. Using magnetic letters, students break names of clothing items into letters.\*
8. Write the missing letter to complete words about clothes.\*

Students with prior learning:1. Write an item of clothing or accessory for most letters of the Arabic Alphabet.
2. Each student picks 5 peers and records for the next 4 lessons in a journal or a blog, what they are wearing.

**Week 3**1. Bingo games with pictures or words.
2. Discuss verb agreement with masculine and feminine in the present tense هو يلبسُ – هي تلبسُ – أنا ألبسٌ
3. Look at your partner carefully, then turn away. Describe what he or she is wearing. Were you right? What does your partner say?\*
4. How does the weather affect our choice of clothes? Discuss
5. Students cut out from magazines or clothing catalogues, different clothes and glue under the correct season.
6. Guided writing: Write your own sentence of what you would wear for each season.
7. Smart Technology: Matching activities and multiple choice.\*

Students with prior learning:1. Look at your partner carefully, then turn away. Write down what he or she is wearing.
2. List all the different garments you would wear in each season.

**Week 4**1. Running races outdoor: Scatter pictures of clothes on the ground. Describe a picture. In groups of 3, students have to run and grab the correct one. The first student to get the correct picture is the winner and takes a turn in describing another one.
2. Matching games: Match the pictures or English words with the correct Arabic words.\*
3. Revise the words scribed in the first lesson on the butcher paper. Students add any new words they have picked throughout the last 4 weeks.
4. Teach the colours in Arabic and explain the rule for gender agreement.
5. Read the words and colour them accordingly. Write the colours for masculine and feminine.
6. Modelled then independent writing: Draw and colour 6 items then label with their colour.\*
7. Students stand behind chairs. They need to describe what someone in the class is wearing. If they are correct they sit down. Otherwise they keep on standing till they get another turn.\*

Students with prior learning:1. Explore a range of concepts related to shopping which include unit price, returning goods etc…using the Active Panel- Promethean Board activities- unit: Shopping.
2. Read and then complete the 10 different activities.

**Week 5**1. Teach the Clothes song: You tube: KarazahChannel ##قناة \_كرزة #أغاني \_أطفال Karazah- My Clothes Song <http://youtu.be/iSzSt8dyf04>
2. Discuss the song.
3. Practice writing هذا و هذه next to the clothes.
4. Read the sentences and circle the correct gender colour and pronoun to go with the clothes items.\*
5. Listening exercise: students listen to 2 descriptions and then draw on the boy and girl outlines what they are wearing and colour the clothes accordingly.\*
6. Game: Guess What - In pairs, students get a different picture each. They have to guess what the other person’s model is wearing.
7. Looking game: Place pictures of items of clothing on the board. Get students to study them carefully for a minute. Close their eyes. Remove a picture. What item of clothing is missing?

Students with prior learning:1. Complete Active Panel activities.
2. Replicate one of the games onto paper.
3. Swap with a partner.

**Week 6**1. Find your partner. Divide the class into 2 groups. Hand out to the first group pictures of people and the second group a sentence describing what the people in the pictures are wearing. Find your partner.
2. Running races indoor: Divide the class in 2 groups. Let them sit in 2 rows next to each other according to ability. Whisper a clothing item – or a sentence depending on the students’ abilities - to the students sitting in the first row. They in turn, whisper it to the person behind them and so forth. The last person sitting at the back, has to run to the whiteboard and write the word or sentence. Whoever writes it first correctly gets a point for their team.\*
3. Read the sentences about what the people are wearing and dress them up.
4. Independent writing: Using these examples as a guide, students look at pictures of people and write a similar description.\*
5. Using a soft ball, a student throws it to another while describing what the person catching it is wearing.\*
6. Revise the song.
7. Ask students to bring an old T-shirt.

Students with prior learning:1. What do you wear when you go to particular places?
2. Reading text: discuss where students do their shopping when they have a special occasion and what they wear for them. Answer the questions in English or Arabic
3. Fill in the gaps with the correct information
4. Write the events in the correct order.

**Week 7**1. Read: Ethical and Sustainable Fashion- Sustainable and Ethical Clothing- Fibre2Fashion [www.fibre2fasion.com](http://www.fibre2fasion.com) <http://www.fibre2fashion.com/industry-article/7238/ethical-and-sustainable-fashion>
2. Think /pair/ share: The benefits of ethical and sustainable fashion
* It is good for the planet.
* It supports the workers
* It is the best way to support sustainability
1. Discuss the benefits of recycling clothes and using recycled fabric bags.
2. Watch You Tube: Shirt to bag DIY/ No sew/ Sarah A (skip to 1:13 sec to start the DIY) <https://youtu.be/swyj1dShoGY>.
3. Use the old shirt the students brought in to make a t-shirt tote bag.

Students with prior learning:1. End task: Create a short role play about an imaginary shopping trip. This activity can be completed in pairs or groups of 3.

**Week 8**1. Revise the words written on the butcher paper. Add any new words learnt recently. Write a colour next to every item of clothing or accessory written.
2. Students complete their tote bags and start working on their End task:
* A poster “Dress yourself in the 4 seasons”. They can either draw themselves and the clothes they will wear in the 4 seasons or they can use the stick figure stencil and the magazines to cut out pictures of clothes and accessories and stick them onto their model. Once completed they need to practice describing what they are wearing either orally or in writing as they need to present it to class. (More advanced students need to provide a writing description also).
* Bring a “Crazy Outfit” to school. Students need to plan a fashion show with Arabic commentary describing what they are wearing.

Students with prior learning:1. Continue working on the role play.

**Week 9**Students complete their projects and present them to other classes from the same stage.\* |
| **Assessments:** Activities marked with (\*) can be used for formative assessments. Summative assessments at the end of the unit. |
| **Evaluation** This could include:* Teacher reflection on Unit
* Was there sufficient time for all activities/learning intentions?
* Were students able to demonstrate achievement of the outcomes?
* Were the activities/tasks engaging and effective?
* Were the resources relevant and stimulating?
* Were students interested in the learning?
* What worked well? What didn’t work well?
* What would I change for next time?
* Student self-assessment (Use success criteria as a check list)
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