Unit of Work Farm animalsوحدة تعليمية عن حيوانات المزرعة

Kindergarten

وحدة تعليمية، أَوراق عمل وأنشطة مُختلفة تُعلّم التّلميذ عن الحيوانات الأليفة التي تَعيشُ في المزرعة.

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| **Language: Arabic Year: Kindergarten (ES1)** | **Duration: 10 weeks** |
| **Unit description**  *Pets and Farm Animals*  Students will learn to talk about animals in Arabic. They will learn the names of animals and simple descriptions.  End task  Draw a farm, label the animals and present this to the class. | **Key concept(s)**  Animals, where they live, and their value to our lives. |
| **Learning intentions**  Learning the Arabic words for various animals  Sing a song about animals  Retell the story الذئب وبيت الطّوب | **Success criteria**  Students will be able to:   * recognise words related to farm animals * label animals correctly * sing a song using correct pronunciation and intonation * Retell the story الذئب وبيت الطّوب |
| **Outcomes (Syllabus)**  **LARe-2C** Engages with Arabic texts  **LARe-3C** Responds to spoken and visual texts  **LARe-4C** Composes texts in Arabic using visual supports and other scaffolds  **LARe-5U** Recognises spoken Arabic  **LARe-6U** Recognises written Arabic | **Content (Syllabus)**  Participate in shared listening and viewing activities.  Respond to simple or familiar stories, songs, and rhymes through actions, drawing or singing.  Describe objects in Arabic using visual support.  Label objects and images in Arabic  Recognise the sounds of Arabic  Recognise that Arabic and English are written differently |
| **Suggested vocabulary**  Names of animals, e.g. cow, horse, pig, sheep, chicken, dog and cat, donkey, rabbit.  Colours  Adjectives: big/small | **Sentence structures**  This is … هذا هذه  The horse is black الحصان الأسود  Is this a ….? Yes or No نعم أو كلاّ  Negation |
| **Resources**  Book الذئب وبيت الطّوب  https://www.arabickingdom.com/demokitab/2972  Old MacDonald had a farm  Farm Animals – book  Worksheet  [من أنا؟](https://2.bp.blogspot.com/-fTFyzb9-nbg/VUM_iUSSbLI/AAAAAAAAHQ0/hY0GiZe1pjM/s1600/%D8%A7%D9%84%D8%AD%D9%8A%D9%88%D8%A7%D9%86%D8%A7%D8%AA%2B%D9%84%D8%A3%D8%B7%D9%81%D8%A7%D9%84-page-001.jpg)  Arabic worksheets: http://www.arabicworksheets.org | **Arabic resources**  Songs and YouTube videos of songs  Book الذئب وبيت الطّوب |

**Suggested sequence of teaching learning and assessment activities**

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| **Week 1**  The teacher introduces the unit, revises the different colours | Resources  <https://www.youtube.com/watch?v=TVcBFWa8DLk> |
| **Week 2**  The teacher starts by introducing pets and animals that live in the farm: dogs, cats, rabbits, and exposes students to songs relating to these animals. Reads the story titled الذئب وبيت الطّوب  The teacher introduces the book and asks the students to look at the cover. Students discuss what they think the book might be about.  The teacher reads the book again and asks students to join in and point out some words. | حديقة الحيوان والحروف  <https://www.youtube.com/watch?v=-gRMnX66sWs>  لذئب وبيت الطّوب  https://www.arabickingdom.com/demokitab/2972  قصة صغيرة عن حيوانات المزرعة  <https://www.youtube.com/watch?v=ihLHBZ46PWY>  مزرعة عمي  <https://www.youtube.com/watch?v=pBO_6L5wMLU>  <https://www.youtube.com/watch?v=08x8ARwoSBk> |
| **Week 3**  The teacher introduces farm animals. Activity: connecting each animal’s beginning letter with letter from Arabic alphabet.  Shared book reading: while reading, the teacher asks students questions, focusing on comprehension and meaning from combination of text and pictures.  Students sequence pictures and retell the story.  Teacher reads the book again and plays some games using the new words e.g. the teacher writes some words on the board, students close their eyes, and the teacher rubs one word off the board. Students open their eyes and guess the word. | الحيوانات  <https://www.youtube.com/watch?v=wAXTCcrv0JE>  حروف الهجاء  <https://www.youtube.com/watch?v=5j_UCxIEgj4>  اكتب الحرف الاول من اسم الصورة أو أكتب الحرف الناقص  <https://www.pinterest.com.au/pin/369998925631221980/> |
| **Week 4**  Consolidating farm animals and alphabet knowledge using songs, and actions.  Students share their experience on the importance of animals in their lives. | <https://www.youtube.com/watch?v=3szXczJkM5g>  <https://www.youtube.com/watch?v=zjGF6Y7S_gc>  تعليم الحروف العربية – ورقة عمل |
| **Week 5**  Introducing students to other farm animals. Activity: students say the name of the animals, and circle the letter that makes the ending sound. | قاموس المزرعة  <https://www.twinkl.com.au/resource/t-t-20323-farm-dictionary-colouring-sheet-arabic> |
| **Week 6**  More activities to consolidate farm animals and alphabet knowledge. | أنشودة حيوانات المزرعة  <https://www.youtube.com/watch?v=VBpyWz8cMMI> |
| **Weeks 7/8**  Teacher gives students a drawing of a farm with animals. Students have to label the animals and colour them.  Matching games: Matching words to pictures  Activity: True or False /Thumbs up or Thumbs down | البطاقات التعليمية: لعبة مسلية لمطابقة الحروف. ببساطة قص بطاقات الصور وبطاقات الحروف ثم اخلطها مع بعض واطلب من التلاميذ مطابقة الصورة مع الحرف.هذا المورد مفيد لتعزيز التعرف على الحروف من خلال بطاقات ملونة وجذابة.  تمرين عن الحيوانات والالوان أنظر الى الصورة: هذه بطة صفراء. خطأ أو صواب |
| **Week 8/10**  The students present their art in front of the class and discuss what animals they have drawn.  The teacher gives students feedback on their presentation.  Students complete in the self-assessment worksheet. |  |
| **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) | |