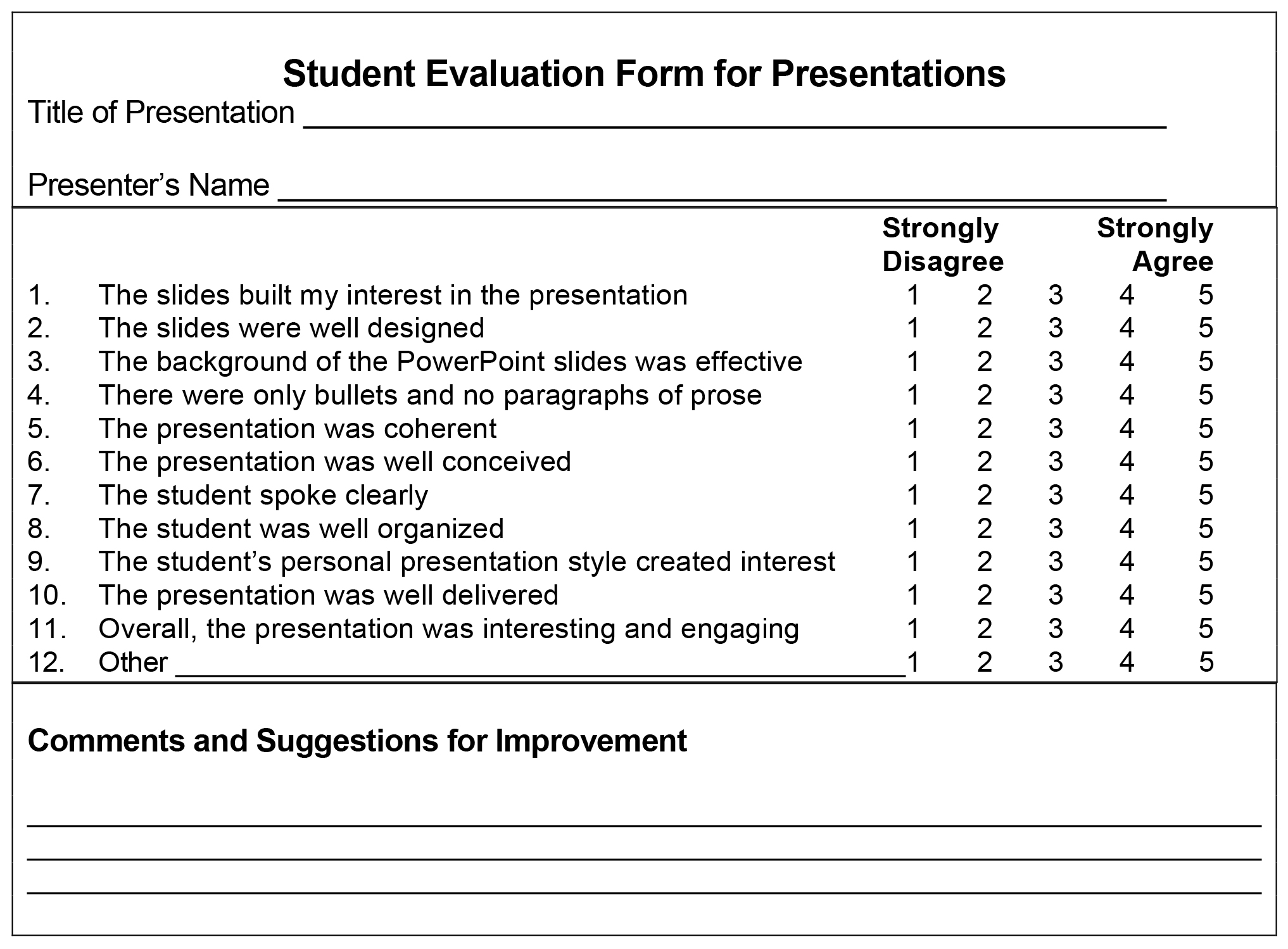
|  |  |
| --- | --- |
| LANGUAGE :Arabic Language  Stage 3/Year 6  Level: Intermediate level  Unit’s topic : Arabic traditional festivals (Al Eid) | DURATION : 9 Weeks / 2 hours per week |
| **Unit description** : This unit provides opportunities for students to search and learn about Arabic traditional festivals (like Eid) , traditional customs , decorations, greeting expressions and family values. also understanding the differentiations between Arabs traditional festivals and Australian festivals .    **Goal task** : Designing and presenting a power point presentation about Arabic traditional festival like (Eid).  As for a goal task,**s**tudents in groups of 4-5 students will design a power point presentation about Arabic traditional festival Al Eid  .Through different activities in this unit, the students will be familier with the new vocabularies , learn new information, research ,write short sentences ,improve their conversation skills , understanding culture diversity, research and analyse skills of information from many resources, able to design a power point presentation about Eid festival , | **Key concept(s):**  Arabic culture greeting expressions, family values ,belongings, festival, celebration .decorations , customs.    **Key processes**:   participating , researching , describing , giving opinions, writing, summarizes  , presenting. |
| **Learning intentions**   * Write a description of events . * Learning of Arabic traditional habits , costumes and food in their festivals . * Learn and use Arab common greeting sentences and expressions. * Read a story , retelling story . * Understanding culture differentiations. * Learning the importance of celebrating Al Eid for Arabs community | Success criteria  Students will be able to:   * Describe an Arabic traditional festival like (Eid). * Use Arabic greeting expressions . * Compare between Arabic and Australian traditional festivals ,costumes ,food and families participations . * Plan an Eid party. * Write sentences to describe Al Eid. * Implement and Present slides to describe Al Eid |
| **Objectives and outcomes (SYLLABUS)**  **Strand :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) * participate in a group activity or shared event, (ACLARC033, ACLARC034)     *Students with prior learning and/or experience will:*   * initiate interactions with adults and peers to exchange information, ideas and opinions,  (ACLARC145) * collaborate with peers in group activities and shared experiences to make choices and arrangements, organise events and complete transactions, (ACLARC146) * 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 formatsLAR3-3C | ***Students:***   * obtain and organise information from a range of spoken, written and digital texts, (ACLARC035, ACLARC036) * respond in English or target language to texts, using a range of formats, (ACLARC037)     ***Students with prior learning and/or experience will:***   * locate and classify information from a range of spoken, written, digital and visual texts, (ACLARC147) * respond in English or target language to ideas and information, using a range of formats for different audiences, (ACLARC142) |
| ***Objective: Composing- creating spoken, written, bilingual, digital and/or multimodal texts***    ***Outcome***     * composes texts Arabic using a series of sentences LAR3-4C | ***Students:***   * **compose informative and imaginative texts, using scaffolded models, for different purposes and audiences, (ACLARC038)** * create bilingual texts, such as signs, notices, games, displays, websites or word banks, for the school community, (ACLARC040) * **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) * create bilingual texts and resources for their own language learning and the school community, (ACLARC145) |
| **Strand :Understanding**    *Objective: The Role of Language and Culture- understanding and reflecting on the role of language and culture in the exchange of meaning, and considering how interaction shapes communication and identity*   **Outcome:**   * makes connections between cultural practices and language use LAR3-9U | ***Students:***   * understand that Arabic changes according to the context of use and reflects different relationships, (ACLARU151) * understand that language use is shaped by the values and beliefs of a community, for example: (ACLARU153) * describe aspects of own identity and reflect on differences between Target country and own language and 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) |
| **Suggested vocabulary:**  Celebration  احتفال  Traditional  تقليدي.  Festival مهرجان.  Holiday إجازة.  Feast  Presents  هدايا.  Costume زي تقليدي.  Culture  ثقافة.  Family members  افراد العائلة.  Sweet  حلوى.  Happy Eid عيد سعيد.  Eid AL Feter  عيد الفطر.  Eid AL Adha عيد الأضحى.  Greeting sentences:…  عبارات الترحيب  Happy Eid  عيد سعد.  Decorations  الزينة. | **Sentence structures**  Using adjectives  Describe objects    Greeting expressions:  -Blessed Eid to you and your family (.   )  -May you celebrate this every year (.   )  -Happy Eid AL feter (.  )  -May all your good deeds be accepted by God (.  ) |
|  |  |
| Resources  YouTube , story book, Flash Cards, Bingo game  ,Families’ photos, websites, Power Point  Games( Eid Al Abha search puzzles, Guess What,Role play )  Worksheets |  |

Suggested sequence of teaching learning and assessment activities – BACKWARDS MAPPING FROM THE TASK

|  |  |
| --- | --- |
| Introduce motivating goal task (purpose, audience, types, variety -> your choices)  Visual media examples of task in real world? What are its key features?  What will we need to get there?  Organisation of unit:  we will learn the language you will need to do the task, then we form teams, and each team will work on their task performance/product, to perform in week x  What we already know: Building the field  Revision of some useful building-block language elements already mastered   Cultural background to concept? | |
| Sequence of language teaching / learning activities, games, etc differentiation  and preparation for task | Resources |
|  |  |
| Week 1/Lesson 1  Brainstorm ;  Questions about Arab festival Eid AL Fater and Eid Al Adha  Introduce the Unit topic  Watching a YouTube clip about Al EID  Think- pair- share: discuss the clip and share their experience.  Talk about the importance of Al Eid festival for Arabs community.  Set up groups and allocate rules with explaining the goal task presentations and requirements.  Learn the main vocabularies in this unit  Explain the meaning with examples  Write headings and  vocabularies about the event of Al Eid .  Sharing opinions and experiences.      Lesson 2  Search about Al Eid , the traditional costume ,special food and sweet , families participate ..  Write the main ideas  Learning the list of vocabularies with explanation and examples.  Giving their opinion about AlEid festival events  Share with the group members  Allocate group members role  Design a timetable for the goal task | YouTube clip  <https://www.youtube.com/watch?v=UiQYFz63C4U&feature=youtu.be>      List of vocabularies  Whiteboards  Textures                            Websites    Worksheets (timetable for the Goal Task ) |
| Week 2 /Lesson 1    Reading a story about Al Eid  Discussion about the special food and sweet in Al Eid  Using Flash Cards about AlEid’s sweet and food  Retelling the story  Summaries the main ideas  Gamification (Guess what ) describe one of the traditional food or sweet and other students have to guess.  Search about  Arabs traditional food and sweet  Write list of special traditional food and sweet  Share it with the group members    Lesson 2  Presenting Arabs traditional costumes  Watching Youtube clip about Arabs traditional costumes  Searching about special costumes for men and women  Giving opinions  Sharing ideas with other students  Individual task : write sentences to describe one of Arabs traditional costume  Group work : make a list of Arab traditional costumes | Storybook about AlEid  <https://youtu.be/S8JEZpIwnSQ>  Flash Cards  Websites    Presenting traditional costumes  Worksheet (list of Arab traditional costumes) |
| Week 3 /Lesson 1  Asking the students about their experience in AlEid with the family  Describe what usually happen in Eid day  Giving opinion  Share the ideas with other students  AL Eid’s songs    Lesson 2  Collect family’s photos in Al Eid ,  Sharing with other students  Present different decorations and preparations for Al Eid  Draw a picture showing a decorations  , lights and  preparations..  Group Task : acting how they celebrate Al Eid | Eid’s songs  <https://www.youtube.com/watch?v=Bt-4VSmKLBU>            Family’s  photos in AlEid day  Decorations photos  Drawing sheet |
| Week 4 /Lesson 1  Listen to the story about Al Eid  Read the  written story  Discussion about the ideas  Retelling the story  Quiz :complete the worksheet , sequence the events in the story .    Lesson 2  Eid Al Abha search puzzles game  This game is designed related to the main events , food, sweet, costumes .. related to Al Eid  Group Task : research about AlEid day routine ,  Write a sequence what happen from morning to night , celebrating .. | Digital story  <https://www.youtube.com/watch?v=S8JEZpIwnSQ&feature=youtu.be>    Worksheet (complete sequence of events )        Eid Al Abha search puzzles game  Research (websites) |
| Week 5 /Lesson 1  Watching a Youtube clip , focusing on the common greeting sentences in Al Eid  Discussion with students , explain the meanings  Summarise the common greetings sentences in AlEid  Share student’s experiences   Group Task : Write some of the common greeting sentences    Lesson 2  Group Task :research and collect pictures to use them in the goal task presentation  Write the main headings and ideas for the slides  Support the students with resources like websites ,books . | Research (websites)  YouTube  [Eid Al-Adha | How to Offer Eid Greetings in Arabic](https://www.youtube.com/watch?v=Fb0sZ6CKGCk)   |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | | |  |  |  |  | | --- | --- | --- | --- | | |  |  |  | | --- | --- | --- | | |  |  | | --- | --- | |  |  | | | | |  |  | | --- | --- | |  | **Eid Al-Adha | How to Offer Eid Greetings in Arabic** | | |           Pictures  Power point  websites |
| Week 6 /Lesson 1  Watching a youtube clip about Australian celebrations  Discuss about the differentiation  between Arabs festivals (Al Eid ) and Australian festivals  Giving student’s  opinion  Share ideas  Group task : complete the worksheet , fill the table of differentiations related to  kinds of food ,sweets ,costumes, decorations , families participating ..  Assessing  the work      Lesson 2  Group work : Interactive games such as memory games, matching games (Eid’s list of vocabularies)   prepare for the Goal Task  Complete the lists of food ,decorations , costumes ,sequence of events ..  Checking the work  Support students with other resources  Discussing about designing the presentation | YouTube  Worksheet(differentiations  )  Pencils  Whiteboards                  Interactive games such as memory games, matching games,  Power point |
| Week 7/Lesson 1  Activity ( Planing an Eid party)  Individual task : write a plan of Al Eid day  Share it with other students  Assessing students works    Lesson 2  Imagine and write a short story  Use the student’s plan of AL Eid to write a short story ,using greeting expressions ,the new vocabularies they have learnt and adjectives.  Retell the story in front of the students  Giving opinion | Plan an Eid party          Students’ plan of Al Eid day |
| Week 8/Lesson 1  Group work :  Prepare the power point slides  Complete the checklist of the goal task  Complete the draft of the presentation  Support students    Lesson 2  Revision of the main ideas and concepts of the unit topic  Asking and answering questions, Check the groups’ works  Group work :  Editing the slides  Finalize the works  Prepare the students for the presentation | Power point  Checklist  Whiteboards  Pencils            Power point |
| Week9 /Lesson 1  Practice as  groups for presentation  Check the student’s works  Support the students    Lesson 2  Presentation day  Invite other students and teachers to the presentation  Present the Power Point group presentation  Support and praise the students  Assist and evaluate the works | Goal Task  Presentation day  Assessment |
|  |  |
| Presentation, performance of goal task | |
| Evaluation and assessment:  Individual assessment for : worksheets of creating Eid day plan .  Writing list of greeting expressions.  Worksheet of ordering sequence story’s events.  Writing sentences using key words ,adjectives/ structure.  Ability of storytelling .  Group assessment. : participating as a group , creating and oral presentation .  Sharing ideas ,gamification.  Self assessment: Student evaluation form for presentation.        **Marking Criteria**   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  | **Outstanding** | **High** | **Sound** | **Basic** | **Limited** | | -Organisation and responses are organised and clearly.  -Exceeds the goal task requirements.  -Evidence of extensive research. | Completely clear  , organised and orderly presentation.   -Exceeds the goal task requirements.  -Evidence of extensive research | -Most clear and orderly presentation in all parts  -Meets the  goal  task  requirements.  -Evidence of wide research | -Clear presentation in some parts but not all.  -Meets most of the goal task  requirements.  -Evidence of some research | -Clear presentation in few parts.    - Meets few of goal task.  -Evidence of little research | -Unclear in most parts of the presentation  -Meets very few of goal task requirements  -Evidence of very little research | | Structure  Introduction  Body  Comparison  conclusion | -The introduction ,explanation ,conclusion and the presentation were exceptionally ,very well organised and very easy to understand | -The presentation gave a clear introduction of the unit topic.well organised presentation | -Clear introduction ,examples and conclusion ,but some parts not clear or not in the correct order to follow. | -Clear introduction of the unit topic , but most of parts not clear presentation. | -Not clear introduction , few examples, the follow of the presentation not clear | | Using of arguments  Using facts and examples  Giving reasons for supporting viewpoint | -Puts highly informative presentation  -Many relevant supporting facts and examples | -Many examples and facts are most relevant  -Many of effective arguments presented | -Some of relative example are given  -Some of effective arguments presented | -Few supporting   Relevant   and examples  -Few of effective arguments made | Few or NO supporting examples  -No effective arguments given | | Languag usage ,grammar and syntax | - The presenter used the best correct sentence structure ,syntax and  grammars.  -Never used the slang word in the presentation. | - The presenter used correct sentence structure ,syntax and   grammars.  - No slang word used | - The presenter mostly used correct sentence structure ,syntax and   grammars.  -Very few slang word used | -The presenter used correct sentence structure ,syntax and   grammars.  -Few slang word used | - The presenter used  a few correct sentence structure ,syntax and grammars.  -Very often using the slang word . | | Presentation style  The tone of voice  Eye contact  Speak clearly and directly  Level of enthusiasm are convincing to the audiences | -All presentation style features were used effectively | - Most of presentation style feature were presented and used | - Some feature were presented and used | - few feature were presented and used | -Very few feature were presented and used | | |



                                                                                    Reflection

       Reflection is one of the foremost imperative parts of any style of learning, and could be an incredible tool to be utilised to

permit for more noteworthy learning.

As for the students are those who use Arabic as their second language, their proficiency level ought to be clearly identified because all of the lesson’s

exercises and tasks depend on the language level of the students.

     The unit topic targeted on stage three students, most of the students are in intermediate level. The unit is  about Arabic traditional festivals (AL Eid ) , focused on reading and writing skills, researching using websites and different resources to achieve the Goal task which is design and present a power point presentation about the most common Arabs festival Al Eid, learning new vocabularies , learning and using many of greeting expressions specially

in events like Al Eid , understanding cultures diversity  and consolidated the utilise of data and communication technologies and had a setting of  exceptionally differing learners within the classroom.

In the unit plan, I have recorded a list of new  vocabularies related to the topic to be utilised within the lessons, so the students feel secure in learning, and to avoid them feel confused with many of unfamiliar vocabularies. In a viewpoint of teaching help, for the topic  of AL Eid and to improve students knowledge and skills to achieve the goal task , we implement a sequence of activities and expertises like : presenting  real Arabic traditional  costumes within the learning process, and I observed that  displaying of these costumes  makes a difference to create the lesson more notable, significant,  lively and interesting since students were interacting with genuine objects.

Another activity in my lessons were the games  at the starting of the lesson, utilised as inspiration and engagement, for example BINGO

 game which I created with words related to the unit topic from our list of new vocabularies , another game was Eid Al Abha search puzzles ,another example it was( Guess What game) one student  provide a description of a specific traditional food , sweet ,costume ,family member ,decoration ,greeting expression... and the students have to guess  the correct answer then write it on the board. All my teaching peers commonly concurred that this can be a fun and engaging begins to the lesson. It  makes intrigued inside the students who advances interest for the rest of the lesson.

Another strength that was the utilising of ICT. This was the learning approach utilised for this lesson and was utilised to  search and create understanding of the Arabic traditional events, culture diversity specially in traditional festivals ,improve students’ reading and writing

skills ,also data analyse , which leads to complete the power point presentation effectively   .

Questions and answers activity may be an extraordinary way for students to brainstorm their thoughts in connection to the Arabic traditional festival, or replying a question. This also contributed to the formative evaluation amid the lesson which  was a positive way to informally observe and assess my students. Another activities are writing a plan for Eid day ,to improve students writing skills , planing , sequencing the events , student’s time management.

One of the weaknesses that stood out within some  lessons of the unit was time management and the number of activities and tasks  completed during the lesson .It was apparent as I was displaying the lesson that there were a lot of exercises and  perspectives to the lesson. Also, we spent long time on reading from the textbook, writing the new vocabularies on the board.

I started to think that there was not sufficient time for all of these learning experiences to happen within the designated time of one hour . I will consider time management, amount of works and activities. I will spend less time on starters and permitting the  students more time to complete the main tasks.

**Student’s Worksheet**

Week:

Student name:………………………………………….. اسم الطالب:

**Activity : Plan an Eid day celebration**

**تخطيط لاحتفال يوم العيد**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Time**  **الوقت** | | | | | **Activities**  **الانشطة** | | | | | | | | **Pictures/ Drawing**  **الصور/الرسم.** |
| At 6:00 am  ٦:٠٠ صباحاً | | | | | أذهب الى صلاة العيد في ............................................ | | | | | | | |  |
| At 8:00 am  ٨:٠٠ صباحاً | | | | | أرتدي................. ......................  .......................................... | | | | | | | |  |
| ................... | | | | | أقبل ......................و....................  وأقول لهم .....................................  ...................................... | | | | | | | |  |
| ...................... | | | | | هدايا ............................................ | | | | | | | |  |
| ..................... | | | | | .................................................  ................................................. | | | | | | | |  |
| ...................... | | | | | ...............................................  ................................................... | | | | | | | |  |
| ...................... | | | | | ..................................................  ................................................... | | | | | | | |  |
| ........................ | | | | | .................................................  .................................................. | | | | | | | |  |
| ........................ | | | | | ...............................................  ................................................. | | | | | | | |  |
| ع | ا | ث | ص | ح | | ا | ن | ر | و | ر | س |
| ي | ل | ي | ل | ل | | ل | م | ك | ر | ا | ب |
| د | ا | ا | ا | و | | ا | ي | ن | ا | غ | ا |
| م | ق | ب | ة | ى | | ض | غ | س | ك | ع | ك |
| ب | ا | ا | ا | ت | | ح | ن | ف | و | ر | خ |
| ا | ر | ي | ل | س | | ى | ى | د | ي | ا | ع |
| ر | ب | ا | ع | و | | ر | ط | ف | د | ي | ع |
| ك | ن | د | ي | ق | | د | ج | س | م | ل | ا |
| م | ا | ه | د | د | | ي | ع | س | د | ي | ع |
| ا | ح | ت | ف | ا | | ل | ا | ل | ع | ي | د |
| ل | ر | ة | د | ي | | د | ج | ب | ا | ي | ث |
| س | ف | د | ي | ع | | ل | ا | ة | ن | ي | ز |
| د | ي | ع | ل | ا | | ت | ا | ي | و | ل | ح |

**Eid Al Adha Search Puzzles**

**عيد سعيد**

**حلويات العيد**

**عيد مبارك**

**صلاة العيد**

**احتفال العيد**

**ثياب جديدة**

**هدايا**

**الأقارب**

**زينة العيد**

**كعك**

**أغاني**

**حلوى**

**تسوق**

**المسجد**

**فرحان**

**سلام**

**عيد فطر**

**ثياب**

**عايد**

**غنى**

**خروف**

**كنس**

**بارك**