Unit of learning: **WEATHER**

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| LANGUAGE **URDU Community Language** STAGE/YEAR **STAGE 2**  | DURATION  **12 Weeks- 1 hr/week** |
| **Unit description:** In this unit the students will engage in learning about the 4 seasons and different weathers changes. They will be engaged in learning and will learn how people take care of themselves in different seasons in Urdu.**End Task:**Students will apply their learned knowledge in creating a PowerPoint presentation and explaining the selected weather to their fellow students in the class. | **Key concepts:**1. What is the weather in different seasons?
2. How weather effects living things (people, animal, plants)
3. What is weather in Australia and Pakistan at same time of years?
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| **Learning intentions:**  Students will learn about:- Recognising seasonal changes in weather-Using activities to reinforce and understand knowledge-Identify similarity and differences between weather in Australia and Pakistan-Use range of language that is used when communicating about weather-Characteristics of different weather conditions and four seasons | **Success criteria:**Students will be able to:-Speak and express themselves in Urdu-Communicating thoughts and ideas effectively-Write short and simple sentences in Urdu to describe weather-Describe orally what happens to plants and living things in different weathers-Deliver a PowerPoint presentation on any selected weather or season |
| **Objectives and outcomes** (SYLLABUS)***Interaction*****LXX2-1C** interacts with others to share information and participate in classroom activities in Urdu***Accessing and Responding*****LXX2-2C** locates and identifies text in class**LXX2-3C** responds to text in a variety of ways***Composing*****LXX2-4C** composes texts in Urdu using modelled texts***System of Language*****LXX2-5U** recognises pronunciation and intonation patterns of Urdu**LXX2-7U** demonstrates understanding of elements of Urdu grammar in familiar language patterns***The Role of Language and culture*****LXX2-9U** recognises how terms and expressions reflects aspects of culture | **Building the field**-Ask the students what they already know about weather-Ask them how they take care of themselves in different weathers |
| **Suggested vocabulary**(آج) (today),(tomorrow) (کل) (موسم سرما) (winter), (موسم گرما) (summer), (خزاں) (autumn), (بہار) (spring)(گرم) (hot), (سرد) (cold), (درجہ حرارت) (temperature)(موسم) (weather),(ہوا) (windy), (بارش) (rainy), (برفانی) (snowy), (بہت) (very), (دھوپ) (sunny), (ابر آلود) (cloudy), (قوس قزح) (rainbow), (گرج) (thunder)(آسٹریلیا) (Australia), (پاکستان) (Pakistan)   | **Sentence structures** (مجھے بہار پسند ہے، آپ کو کون سا موسم پسند ہے؟)(I like spring, what weather do you like?) (گرمیوں میں گرمی ہوتی ہے) (It is hot in summer) (سردیوں میں سردی ہوتی ہے) (It is cold in winter) (بہار رنگین ہے) (Spring is colourful) (موسم خزاں میں درختوں سے پتے گرتے ہیں) (In autumn leaves fall off the trees))(آج درجہ حرارت بہت زیادہ تھا بہت گرمی تھی) (Today temperature was very high it was too hot)  |
| **Resources** PowerPoint presentationStory on YouTube (Chaar Mausam)A video watch on YoutubeKahootsActivity work sheets made by teacherSpot the difference pictures |  |

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

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| **Sequence of language teaching / learning activities, games, etc differentiation and preparation for task**  | **Resources**  |
| **Week 1 Introduction: (talked more)**Start the lesson by talking about the day’s weather outside and what children feel.Engaged the students by asking to think how the weather and temperatures changes throughout the day.Introduced different times of the day (morning, night, noon, evening, afternoon) in Urdu language.Activity 1: Did a video watch a short story about the 4 seasons. The video watch gave students a know how of weathers around them and build on the knowledge they already have about weather. Conclusion was children replying in Urdu in short sentences to very simple questions about the story. | * YouTube story: char Mausam

<https://www.youtube.com/watch?v=amgls5ipDps> |
| **Week 2 Introduction:**After reviewing day, date added weather discussion of the day in our class routine.Reviewed the last class’s lesson.Discussed the rich task at the end of the unit. So, the students know what is required from them at the end.Activity 1: PowerPoint presentation on weather flashcards (Learning vocabulary about different weathers through the PowerPoint presentation of flashcard.)Activity 2: Speaking 2 simple sentences in Urdu on the weather you like and what you enjoy about it.Activity 3: Kahoot on the lesson discussed in class.After watching the video in previous class and learning words from the presentation students got some vocabulary in the community language which helped them in answering simple verbal questions.   | * Flashcards by PowerPoint presentation
* Kahoot on the presentation viewed in the lesson
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| **Week 3 Winter (detailed introduction):**Did weather talk of the dayReviewing last session’s workExplained students that every alternate week they will be learning about a different season and it’s related vocabular. Did the brainstorming on winter season and related vocabulary learned from last week’s flashcard Students learned to express the vocabulary related with winter and cold weather.Activity 1: Brainstorming about winter seasonActivity 2: Spot the differenceAsking at the end of class the new vocabulary learned by studentsBrainstorming helped in knowing about student’s prior knowledge and then extending the knowledge in community language.Spot the difference helped student to speak about colours and use prepositions in the community language. | * Brainstorming Cloud worksheets 2
* Spot the difference
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| **Week 4 Winter: (Assessment)**Did the weather talk for the last week and that dayReviewing last session’s workDiscussed with students what we eat, drink, wear in winter? What fruit, vegetables, plants we have.Activity 1: Cloze passage in notebooksActivity 2: KahootFilling in the cloze passage in notebooks so some written work is integrated with the class learningKahoot is done for the learning about winter and cold weather | * Cloze passage worksheet
* Kahoot
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| **Week 5 Spring (detailed introduction):**Talk of the weather and day, dateReviewed last session’s workAsked students what they know about spring Did Brainstorming and talked about what is the effect of spring on plants, flowers, environment and human life.Activity 1: BrainstormingActivity 2: Planting videos sharingActivity 3: Spot the difference Brainstorming was checking student’s previous knowledge.As spring is a season of plantation a related video was shared which was about parts of a plantSpotting the difference checked students’ ability to quickly judge and answer in community language using correct grammar. It was done as a fun activity, so children are kept engaged in the class. | * Brainstorming attached
* Spot the difference attached
* YouTube link https://www.youtube.com/watch?v=yyz2v-YZoBg
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| **Week 6 Spring (assessment):**Asked the day, date and weather in the community languageReviewed last session’ workStarted with the activity of jumbled sentencesActivity 1: Rewrite the jumbled sentences short 3 sentencesActivity 2: Fill the planting worksheet Activity 3: KahootJumbled sentences were read once in class and students did on their own. It was taken as a formative assessment.Planting worksheet was for checking memory from last lesson.Kahoot acted as a fun learning, and it summed up whole spring lesson. | * Jumbled sentence worksheet attached
* Planting worksheet
* Kahoot
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| **Week 7 Summer (detailed introduction):**Review day, date and weather of the dayReviewing previous workActivity 1: Brainstorming about summer season and hot weather by Summer senses worksheetActivity 2: Spot the difference Activity 3: Making a cold drink at home and share with family (Homework)Brainstorming about the season with integrating the senses was a fun-filled way to think more about summer.To be more interactive with students I use spot the difference worksheets, it is colourful and I could see student’s enthusiasm back in the class when they try to answer before each other. I constantly remind them to answer in Urdu and corrected them when necessary.As these are summer days asked students to make a smoothie or cold drink at home and offer to parents or siblings. | * Summer senses worksheet
* Spot the difference worksheet
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| **Week 8 Summer (assessment):**Reviewed day, date, and weather of the dayReviewed Last sessionActivity 1: Discussing events in summer in Australia and Pakistan in Summer holidaysActivity 2: Sun safety discussion Activity 3: Planning for a short picnic at the beachSummer discussion of events in Australia like Christmas, New Year.In Pakistan we have long school holidays for whole 2 months and most of the people travel to the northern areas of the country and Enjoy.Connecting this discussion to sun safety as many people travel to beaches and enjoy outing in sun. Talk what is safe and how to protect yourself in summers.Did a short activity first time in groups by asking students to think how to plan for a short picnic trip to the beach in their own groups and they shared in chat in community language.It was really fun and especially for me it was different, and I liked going in and checking on different groups. | * Sun safety
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| **Week 9 Autumn (detailed introduction): Longer class** Reviewing day date and weather of the dayRecalling how many seasons done and what is leftActivity 1: BrainstormingActivity 2: What is autumn? (video clip)https://www.youtube.com/watch?v=OulWX7BpyiMActivity 3: Learning autumn colours in UrduBrainstormed what do students know about autumn.What is the effect of autumn on plants and flowers, how leaves fall off the trees?Learn the colours of the leaves as they change colour in the community language. Review colours from a worksheet first and then colouring in the worksheet. Students were asked to copy the colours in English and Urdu in their notebooks if they don’t have the printouts.Took an extra longer class and students were told earlier about it in this class students got some time to work in their groups online. | * Brainstorming worksheet
* Short video on what is autumn?

<https://www.youtube.com/watch?v=OulWX7BpyiM>* Autumn Colours in Urdu
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| **Week 10 Autumn (assessment):**Reviewed last class’s work Reviewed the day, date and weather of the day.Activity 1: Colour and number worksheetActivity 2: Spot the differenceActivity 2: KahootThe worksheet integrated numbers to autumn topic, it was for students’ knowledge and how much they remember the numbers learned previously before this unit of work.The first part asked to colour the number of pictures which was written in front of them only.The second part of worksheet asked for doing the breakup of numbers so as to review their basics of joining shapes and letters. Kahoot was necessary as it was not covered in summer session and students were impatiently waiting for it. | * Colour and number worksheet
* Spot the difference
* Kahoot
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| **Week 11 All seasons at a glance Revision:**Reviewing last work doneReviewing day, date and weather of the daySummarising all weather and seasons done and anything students want to add or say. Reviewing by looking at the extra revision pages collected from the internet and spending few minutes to talk on them. Revision sheets to be done all orally.It will be a fun day of learning.Activity 1: Riddles, Guessing game (what am I), Acting out the weather and other students have to guess.Making up my riddles and ask students to volunteer and have present riddles around weather and others would guess. It could be anything related to weather or seasons. It will be a game and I will divide class into two groups. Working online so would be having some rules first like how many guesses allowed and hints needed or not and then playing game it will be just for fun. | * Revision sheet 1
* Revision sheet 2
* Revision sheet 3
* Revision sheet 4
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| **Week 12 Assessment and Task Presentation:**All the groups are supposed to give a presentation for 8-10mins on the weather or season of their choice to their classmates first and then in the assembly. Final assessment task will all be in the community language and will focus on the student’s group effort as well. It will be based on how student gathers the information, shares with the other group members, and combine it to make a final structured presentation. On the final task day, they will also be assessed on their speaking skills, fluency, and pronunciation of the language (Reading, Speaking, writing skills) when they will be delivering their presentation. They need to have correctly structures sentences. |  |
| **Evaluation** Please see the details in reflection section |