Stage 2FABLES

**Unit description**

This unit provides opportunities for students to learn, read, analyse and enjoy fables.

**Goal or End task**

Write a new fable, make puppets and perform puppet show for the audience.

**Key concept**Participates in classroom interactions and play-based learning activities in Arabic (LAR-2C)

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| **Learning intentions**Students will learn about:* Fables
* range of language that are used when communicating about the fables
 | **Success criteria** How will students achieve their learning goals?Students are able to:-read and comprehend the fables-ask text related questions-read a fable- produce and participate in a puppet show |

**Outcomes**

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| **Strand: Communicating**  |
| *Objective: Interaction** Interacts with others to share information and participate in classroom activities in Arabic LAR2-1C
 | ***Students:*** * Interact with teacher and peers in guided exchanges
* Participate in activities with teacher support that involve following instructions and collaborating with peers

***Students with prior learning and/or experience will:**** interact with teacher and peers to share information
* participate in classroom activities and collaborative tasks that involve planning and simple transactions.
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| *Objective: Accessing and Responding** locates and classifies information in texts LAR2-2C
* responds to texts in a variety of ways LAR2-3C
 | ***Students:*** * obtain specific information from texts
* respond to texts using graphic, visual and digital supports, or in English or Macedonian
* ***Students with prior learning and/or experience will:***
* locate and organise information from spoken, written, digital and visual texts.
* respond in English or Arabic to texts, using spoken, written and digital modes, and models.
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| *Objective: Composing** composes texts in Arabic using modelled language LAR24C
 | ***Students:*** * compose a simple fable using familiar words, formulaic expressions and modelled language.
* create a fable, design a puppet for the main character and perform on the front of the audience Critical and creative thinking icon Literacy icon

***Students with prior learning and/or experience will:**** compose a fable using formulaic expressions, modelled language and visual supports.
* Constructing a spoken fable using familiar visual prompts
* Using a scaffold to communicate through show and tell, eg digital photographs , sequencing
* Retelling a familiar fable with an alternative ending using pictures and actions as supports
* Contributing to word wall that displays Arabic vocabulary( Main character, setting, complication, resolution, moral)
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| **Strand: Understanding** |
| *Objective: System of Language** recognises pronunciation and intonation patterns of Arabic LAR2-5U
* demonstrates understanding of Arabic writing conventions
* LAR2-6U
* demonstrates understanding of elements of Arabic grammar in familiar language patterns. LAR2-7U
* demonstrates an awareness of how familiar texts are structured LMA2-8U
 | ***Students:*** * understand the alphabet and sound system in Arabic
* understand and identify elements of basic grammar and sentence structure
* identify the use of Arabic by communities in many countries,
* identify particular language features and textual conventions in familiar texts,

***Students with prior learning and/or experience will:**** Recognise syllables in spoken Arabic
* identify the form, composition and spacing within or between words.
* develop knowledge of grammatical elements to describe actions, people and objects, Literacy icon
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| *Objective: The Role of Language and Culture** recognises how terms and expressions reflect aspects of culture LAR2-9U
 | ***Students:**** *Understand that language use changes according to the context of use and reflects different relations.*
* make connections between cultural practices and language use, such as culture-specific terms or expressions in Arabic
* understand that ways of communicating and behaving reflect aspects of personal identity,) Asia and Australia’s engagement with Asia icon Intercultural understanding icon Difference and diversity icon

***Students with prior learning and/or experience will:**** reflect on their experiences when interacting in Arabic and English-speaking contexts, identifying differences in language use and behaviours
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| **Suggested vocabulary**New words- This will be based on the fable that are usedConjunction words: and, but, so, because | **Sentence structures**What tense is this fable written? What is the main idea of this fable?Which animals are the main characters?What are the characteristics of the characters?*Extension*: • If I would change the ending of this story, I would…Short, verbal retell the story |
| **Teaching resources*** Text of a fable
* 4C games
* Smart Notebook activities
* Fables- digital and hard copy
* Flashcards
* 4C activities ­­
* art/craft for making puppets
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**Suggested teaching, learning and assessment activities**

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|  | **Students without prior knowledge** | **Students with prior knowledge** | **Extension—advanced level** | **Registration** |
| **Introduction** | * Introduce what is a fable? Literacy icon
* Explain animal characteristics
* Background knowledgeLiteracy icon
* Discuss the importance of the moral in the fable Critical and creative thinking icon (critical thinking) (bus stop)
* Introduce vocabulary using flashcards from [Quizlet](https://quizlet.com/en-gb) and Smart Notebook Literacy icon
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| **Fables** | 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:**Teacher’s choice from the fable**Sentences：**Which animal is in the fable?What are the animals doing?What is the moral? | Students practise writing fable **independently or in pairs and produce a puppet show for the audience***.* Students consolidate speaking, listening, reading and writing skills in a range of activities(speaking, listening, reading and writing) **Vocabulary list:**Turtle, hare, character, characteristics, slow, quick, clever, silly, donkey (teachers choice from the fables)Adjectives: Conjunction words: **Sentences**： What is the moral? | Students work **independently or lead the group***Writes the fable* independently to consolidate learnt vocabulary. (speaking, listening, reading and writing)**Vocabulary list:**Teacher's choice for extra words from the fable**Compound sentences**： Juha wanted to teach his son a lesson so he invited him to go to the next door village.The tortoise won the race because she was slow and steady. |  |
| **Suggested activities：** * Bus stop: Brain storm the words associated with Fables (critical thinking) Literacy icon
* Animals and their characteristics(ME\_ YOU game base—animal-characteristic game : vocabulary
* Board games, bingo games Literacy icon
* Interactive activities using Smart Notebook, quizlet, and so on Literacy icon Information and communication technology capability icon
* Class survey: the most popular fable in the classLiteracy icon
* Students work in groups and each creates a PPT presentation on the top 5 favourite animal characteristics of the group Literacy iconInformation and communication technology capability icon
* Trace and write words Literacy icon
* Work as a whole class to construct sentences (collaboration skill, substantive communication) Literacy icon Critical and creative thinking icon
* Donut game: find out each other’s favourite fable or character from the fable. Literacy icon
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**Programming and organisation**

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| **Week** | **Teaching and learning activities**  | **Registration** |
| Week 1 | Introduce what is a fable and the characteristics of the animalsRead the fable and by teacher“Juha, his son and the donkey” |  |
| Week 2 | Shared reading of the fable and comprehension questionsSequencing the fable. - Play the 4C games |  |
| Week 3 | Reading the fable and describing the main character and settingsDiscussing the moral of the fable Play the 4C games |  |
| Week 4 | Guided readingIn groups students read a summary of the fable (Focus on letter shapes. Sounding out words and fluency) |  |
| Week 5 | Collaboratively breaking down the text into orientation, complication and resolution |  |
| Week 6 | Writing a fable and preparing puppet show 4C games |  |
| Week 7 | Making props, puppets, etc…Practising puppet show, poems and songs  |  |
| Week 8 | Practise the play |  |
| Week 9 | Performing role play |  |
| Week 10 | Planning week |  |

**Assessment tasks**

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| **Skills**  | **Task** |
| Speaking  | 1. Read the familiar fablePerform in the puppet show3. Talk about the fable in Arabic |
| Listening and responding | Listen to the fable and answer simple questions |
| Reading  | Reading aloud part of the fable, comprehension |
| Writing  | Construct simple sentences in Arabic  |

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| Stage 2 | **Outstanding** | **High** | **Sound** | **Basic** | **Limited** |
| **Speaking** | Able to talk about the fables fluently in Arabic and accurately, using a range of vocabulary and sentence structures. | Able to use additional words and sentences in Arabic to talk about the fables.  | Able to say most of the topic words and simple sentences in Arabic about the fables.  | Able to identify some words in Arabic about the fables | Attempt to say some vocab in Arabic with assistance. |
| **Listening & Responding** | Able to aurally recognise words and sentences in a variety of situations and respond in Arabic with correct answers.  | Able to aurally recognise words and sentences and to select the correct answer in Arabic all the time. | Able to aurally recognise words and sentences and select the correct answer in Arabic most of the time. | Able to aurally recognise some words and sentences and to select the correct answer in Arabic with some assistance. | Attempt to aurally recognise words or sentences and / or select the correct answer in Arabic. |
| **Reading & Responding** | Able to respond to a range of short texts on the topic in Arabic with a very high level of comprehension.  | Able to respond to most short texts on the topic in Arabic all the time.  | Able to respond to one or two short texts on the topic in Arabic most of the time.  | Able to respond to part of a short text on the topic in Arabic with assistance. | Attempt to recognise words or sentences or select correct answers when reading on the topic in Arabic. |

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| Unit evaluation* Students needed explicit explanation of the fable, words, sentences and texts.
* There was lots of interruptions in term 4
* The unit took longer time than expected
* I decided to teach one Fable explicitly so kids can perform the play.
* Majority of the students responded well to the unit of work
* Most students had fun during performances
* Students were engaged throughout the unit
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Stage 2 Semester 2, 2019

**Outstanding**

(student) is a diligent student who shows interest and enthusiasm in all class activities. (he/she) has made excellent progress in all areas this year. (student) is able to decode (TL) texts and comprehend and interpret what (he/she) has read. (he/she) is able to write texts with complex sentences following accurate grammatical rules most of the time. (student) can sustain a conversation in familiar situations. (Student) confidently work on a collaborative task to produce a puppets performance on the front of the audience. (he/she) has developed an excellent knowledge of (TL) customs and culture.

**High**

(student) has worked persistently and produced high results this semester. (he/she) continues to expand (his/her) vocabulary and is able to identify important words and clues in written and spoken texts to sustain (his/her) understanding. (student) is able to write texts correctly and follow grammatical rules. (he/she) participates confidently in class discussions with good (TL) pronunciation and work collaboratively to produce a puppets performance on the front of the audience. (he/she) has developed a high knowledge of (TL) customs and culture.

**Sound**

(student) is an active participant in TL who has made good progress this semester. (he/she) is able to read and understand a short text on class topics. (student listens actively and responds to a range of questions consistently. (He/she) is able to follow modelled structures to compose (his/her) own short texts. (Student) is able to work collaboratively to produce a puppets performance on the front of the audience. (he/she) has developed a sound knowledge of (TL) customs and culture.

**Basic**

(student) is developing (his/her) language skills by participating in language lessons. (he/she) listens and contributes to some discussions in class. (student) has made some progress in reading basic (TL) phrases. (he/she) is able to recognise some familiar words and can construct simple sentences with assistance. (Student) work collaboratively to produce a puppets performance for the audience. (he/she) has developed a basic knowledge of (TL) customs and culture.

**Limited**

(student) has an individual learning program to participate in the (TL) language lessons. (he/she) attempts to communicate informally with peers and teacher in (TL). (he/she) tries to recognise words and copy sentences. (Student) attempts to work collaboratively to produce a puppets performance on the front of the audience. (student) has developed some knowledge of (TL) customs and culture