**Title of Unit**: Exploring the world of animals

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| LANGUAGE: **Arabic**  YEAR 2 | DURATION 9 weeks |
| **Unit description, goal task**  This unit is about how animals have similarities and differences  Students will identify animals that have fur, feathers or scales. Animals that are big, small, tall, long.  Students will look at the different habitats animals live in: water, farm, desert, forest or jungle.  Students will talk about their favourite animal.  **End task**  Students will sing “Old Macdonald had a farm” in Arabic and use puppets to perform it in front of other Arabic classes | Key **concept(s)**  What are different animals called in Arabic?  What do animals look like?  Where do they live?  What is your favourite animal and why? |
| **Learning intentions**  Investigate differences and similarities between animals | **Success criteria**   * Name different animals * Describe what they look like * Identify different habitats * Say what your favourite animal is and explain why * Create a farm animal prop and sing Old Macdonald in Arabic |
| **Objectives and outcomes (SYLLABUS)**  **LAR1-1C** participates in classroom interactions and play-based learning activities in Arabic  **LAR1-2C** identifies key words and information in simple texts  **LAR1-3C** responds to texts using a range of supports  **LAR1-5U** recognises and reproduces the sounds of Arabic  **LAR1-6U** recognises basic Arabic writing conventions  **LAR1-9U** recognises similarities and differences in communication across cultures |  |
| **Suggested vocabulary**  Names of animals using هذا/هذه  Different habitats animals live in: المزرعة، الغابة، الماء،البحر،الصحراء  Special features: Fur, scales, feathers ريش، قشور،فرو | **Sentence structures**  Adjectives agreeing with the gender of the noun:  التمساح طويل، الزرافة طويلة. الحوت كبير، البقرة كبيرة.  Special features:    العصفور عنده ريش، الأرنب عنده فرو، السمكة عندها قشور  Where do animals live?  يعيش/ تعيش........ في المزرعة، الماء، البرّ، الغابة.  Showing preference:  أُحب الأسد لأنه قوي. |
| **Resources**  <https://youtu.be/PegQsiaua6I> جدي عنده مزرعة  Appykids Arabia –Youtube  Lali Kids- youtube  <https://youtu.be/XdEdDZ1fN54> فوفو الفيل  <https://youtu.be/wrf0DNrP-ls> Animal sounds song  <https://youtu.be/iBZ9KNl7YPI> خمس بطّات  Flashcards of animals  Bingo game  IWB image select- names of animals  IWB match pictures and names of animals  IWB –multiple choice- letters that makeup the names of animals  IWB categorise animals in their habitat  Laminated names of animals with letters missing-use whiteboard markers to complete  IWB categorise animals that have fur, feathers and scales |  |

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| **Sequence of language teaching / learning activities, games, etc differentiation and preparation for task** | **Resources** |
| **Week 1: Introduction**   * **Building the field**: Ask students to share their experience of a visit to the zoo or a farm.   Talk about the animals they saw at the zoo or farm and where they think these animals normally live.  Ask them if they have a pet and whether certain animals can be kept as pets, and if not, why?   * Tell students that we will be working as a class on a project that involves animals. In order to complete this exciting project, students will need to learn the names of animals, describe what they look like and where they live. They will choose a farm animal and make it using different craft material and they will include this animal in the song Old Macdonald which they will perform in front of the other Arabic classes * Watch Youtube <https://youtu.be/0xYTcZvVCuI> for names of animals   Ask students to name some of the animals they saw   * Use flashcards to learn names of animals. Ask: ما هذا/ هذه؟ - What is this?   so that students know the gender of the word. Explain that the letter ة is an indication that the word is feminine   * Play bingo using pictures * Racing game: divide students into 2 teams. Number students in each team. Place pictures of animals on the floor. Call out a number and the name of an animal, one student from each team needs to race to the picture and tap it first in order to win a point for their team * **IWB-** image select- students select a picture of an animal and click the letter the animal’s name starts with |  |
| **Week 2: Students practise and** **consolidate new vocabulary, pronunciation**, **grammar and sentence structures**   * Using flashcards, focus on teaching the names of these 6 animals: Bird, camel, fish, snake, elephant and rabbit * Place pictures and 6 letters on the floor. Students match pictures of these 6 animals with their beginning letters * Match pictures of animals with their name cards * Memory game- match the animals and their names * **IWB image select-** click on a picture, choose the name of the animal out of 3 words * **IWB** Drag the word and put it under the picture of the animal * In groups, put the letters in order to make up the names of the 6 animals **(assessment**)   **Week 3: Students apply knowledge of new vocabulary and grammatical structures to share information about animals**   * W/sheet practise writing the names of the animals in separate letters and connected form * Using whiteboard markers, write the missing letters to complete the name of an animal (laminated names of animals stencils) * Look at pictures of the 6 animals and brainstorm a list of adjectives – Students use adjectives that agree with the gender. * Give students a love heart and ask them to walk up to an animal poster and place the heart under the picture of the animal they like best * Students learn to say أحب + إسم الحيوان * Ask students to explain why they like this animal * Students use these adjectives to describe an animal they like **(assessment)**   أحب الكلب لأنه وفي. أحب القطة لأنها جميلة. أحب الفيل لأنه قوي.  **Week 4: Students expand their knowledge about animals and their special features**   * Ask students what these animals look like (fish, camel, bird, rabbit, snake and elephant)?   Students repeat: العصفور عنده ريش، الجمل عنده وبر،  السمكة عندها قشور، الأرنب عنده فرو.   * In groups, students categorise pictures of animals into: قشور، فرو، وبر،ريش،صوف. * Students colour the animals that have fur * Students colour the animals that have feathers * Craft: use different materials to complete animal templates (foil, feathers, cottonwool, felt) * Students describe their animals **(assessment**)   **Week 5: Students draw on their knowledge, understanding and skills to participate in the song “Old** **Macdonald”**   * Listen and watch Old Macdonald in Arabic <https://youtu.be/PegQsiaua6I> * Ask students what animals they saw * Sing the song * Tell students that we are looking at animals that live on a farm (في المزرعة) * Put students into groups- give each group 5 animals. They need to pick the farm animals and put them under the farm poster titled في المزرعة * Students repeat   يعيش الخروف في المزرعة .  تعيش البقرة في المزرعة.  تعيش الدجاجة في المزرعة.  يعيش الأرنب في المزرعة.   * Get students to tell you about all the animals on the poster that live on a farm |  |
| **Week 6: Students explore different animal habitats**   * What animals live in the sea? من يعيش في البحر؟   How do these animals move?  Students pick the animals that live in the sea and place them on a poster titled "في البحر"  Students say تعيش السمكة في البحر.  يعيش الحوت في البحر.   * Get students to tell you about the animals on the poster that live in the sea * **IWB** categorise animals by dragging the pictures of animals, putting it under the correct habitat (The farm/ the sea) and saying where the animal lives in Arabic * Ask students about other habitats for animals * Categorise animals into jungle and desert animals on a poster with 2 sections titled "في الأدغال"   "في الصحراء"   * Students say   يعيش النمر في الأدغال.  يعيش الجمل في الصحراء. |  |
| **Week 7: Students apply their knowledge about animals**   * **IWB-** Categorise animalsby dragging the picture to the right habitat and saying where the animal lives (**assessmen**t) * **IWB-**Categorise animals according to their skin/feathers/scales/fur (**assessmen**t) * Students Colour the animals that live on a farm * Students colour the animals that live in the water * Students colour the animals that live in the jungle   **Week 8: Students will rehearse the song**   * Students listen to the song “Old Macdonald” * Identify repeated words, rhymes, onomatopoeic sounds and key words * Students compare the Arabic version and the English one * Students respond to questions to demonstrate comprehension of the song * Students learn the lyrics and practice pronunciation. They sing the whole song using actions to support meaning * Students choose a farm animal and they create a hand puppet using craft material * Students will rehearse singing Old Macdonald in Arabic using their chosen animal   **Week 9: Performance**   * Students will perform their song using their chosen animal in front of an audience |  |
| **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) | |