Unit of Work: Fables and Writing a Fable

Language: Arabic **Stage 2 Years 3/4**	**Duration: 8 weeks – 2 hours a week**
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 (LR-2C)
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

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.
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.
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 ***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, e.g. 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)

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
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) ***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

Suggested vocabulary	**Sentence structures**
New words- This will be based on the fable that are used Conjunction words: and, but, so, because	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 retelling of 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	

Suggested teaching, learning and assessment activities

	Students without prior knowledge	Students with prior knowledge	Extension — advanced level	Registration
Introduction	• Introduce what is a fable? • Explain animal characteristics • Background knowledge • Discuss the importance of the moral in the fable (critical thinking) (bus stop) • Introduce vocabulary using flashcards from Quizlet and Smart Notebook			
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 choose 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 village. The tortoise won the race because she was slow and steady.	
	Suggested activities: • Bus stop: Brainstorm the words associated with Fables (critical thinking) • Animals and their characteristics(ME_ YOU game base—animal-characteristic game: vocabulary • Board games, bingo games • Interactive activities using Smart Notebook, quizlet, and so on • Class survey: the most popular fable in the class • Students work in groups and each creates a PPT presentation on the top 5 favourite animal characteristics of the group • Trace and write words • Work as a whole class to construct sentences (collaboration skill, substantive communication) • Donut game: find out each other's favourite fable or character from the fable.			

Programming and organisation

Week	Teaching and learning activities	Registration
Week 1	Introduce what is a fable and the characteristics of the animals Read the fable “Juha, his son and the donkey”	
Week 2	Shared reading of the fable and comprehension questions Sequence the fable - Play the 4C games	
Week 3	Read the fable and describe the main character and settings Discuss the moral of the fable Play the 4C games	
Week 4	Guided reading In 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	Write a fable and prepare a puppet show 4C games	
Week 7	Make props, puppets, etc…Practising puppet show, poems and songs	
Week 8	Practise the play	
Week 9	**End Task:** Perform role play	
Week 10	Planning week	

Assessment tasks

Skills	Task
Speaking	1. Read the familiar fable 2. Perform in the puppet show 3. 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

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 about fables in Arabic	Attempt to say some vocab in Arabic with assistance.
Listening and 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 and 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.

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

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)