

# About Me! / ! ئنن

LANGUAGE: Assyrian	STAGE 1/YEAR 1	Topic About me! DURATION (5 lessons)
<p><b>Aim of this Unit and outcomes:</b> At the end of this Unit students will be able to:</p> <ul style="list-style-type: none"> <li>• <b>Communicate</b> basic personal information in “Assyrian”.</li> <li>• Identify some cultural aspects of the Assyrian community by engaging in a simple <b>conversation</b> related to personal information.</li> <li>• Understand how food and celebration are part of our heritage and cultural identity.</li> <li>• Know and understand the cultural aspects of the family role, the importance of social gathering, and the value of celebration.</li> <li>• Develop an awareness of the connections between language and culture.</li> <li>• Practise their communication skills and boost their confidence in the language.</li> </ul>		<p><b>Key concept(s)</b> The key concepts covered in this unit will promote an appreciation and encourage students to value their own heritage, culture and identity. They will learn about:</p> <ul style="list-style-type: none"> <li>• Identity – Name and introducing themselves.</li> <li>• Family – The importance of family and sharing who their family members are.</li> <li>• Food - An important part of cultural heritage. It can connect us to people and places, bringing friends and families together, and food habits. And this helps you understand other parts of a culture.</li> <li>• Celebration - Students will develop an understanding of religious and cultural festivals through the context of family experiences.</li> </ul>
<p><b>End task</b> Students will</p> <ol style="list-style-type: none"> <li>1. create an ‘All about me’ book containing: <ul style="list-style-type: none"> <li>• The student’s name and picture</li> <li>• Family members</li> <li>• Favourite food</li> <li>• Favourite celebration/time of the Assyrian Calendar.</li> </ul> </li> <li>2. Present the book in front of the class.</li> </ol>		<p><b>Success criteria</b> Students will be able to:</p> <ul style="list-style-type: none"> <li>• Have a conversation by sharing basic information about themselves.</li> <li>• Say basic sentences and vocabulary to identify family members such as Father, Mother, brother and sister.</li> <li>• Identify key words and specific information in simple spoken and visual texts, and share information, using illustrations and gestures to support meaning.</li> <li>• Compose simple spoken and written texts, using illustrations and a clear voice.</li> </ul>

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<p><b>Targeted Syllabus Outcomes</b>  <b>Focus Area:</b>          Interacting for Stage One ML1-INT-01          Exchanges meanings by selecting culturally appropriate modelled language.          Student interacts simple exchanges in Assyrian</p>	
<p><b>Prior learning (revision)</b>          This unit builds on: the student's basic knowledge of the alphabet and some understanding of the Assyrian culture aspect.</p>	<p><b>Suggested vocabulary.</b></p> <p style="text-align: right;">Name ئنن          write حات          celebration ئنن          food ئنن</p> <p style="text-align: right;">(my Father) ئنن          (my Mother) ئنن          (Brother). ئنن          (Sister) ئنن</p>
<p><b>Key sentence structures</b></p> <p style="text-align: right;">ئنن ئنن          ئنن ئنن          ئنن ئنن          ئنن ئنن</p>	<p><b>Resources</b>          Smart boards, links to songs on You tube, story book, stationary including scissors and glue for the cut and paste activity, and a ball for the game.</p>

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<b>Sequence of language teaching / learning activities, games, etc differentiation and preparation for task</b>	<b>Resources</b>
<p>All the activities are designed to help students construct understanding for deeper learning. A variety of tasks will be included, both in theory and practice to ensure students get a mix of activities that cater to their need, including:                      dotted lined tracing, image /visual text using images instead of forming a sentence to meet the low level learners needs                      WorksheetA1 for basic level learners</p>	<p>Dotted sentences                      Worksheet A1</p>
<p>Worksheet A2 for higher level learners</p>	<p>Worksheet A2</p>
<p><b>Game</b> Throwing a ball and saying:                      My name is... (in Assyrian)</p>	<p>Ball</p>
<p>WorksheeB1 for basic level learners</p>	<p><a href="#">BET KANU Album Vol. 1 (Video Collection)   Eastern Syriac (Surit) - YouTube</a></p>
<p>WorksheetB2 for Higher level learners</p>	<p><a href="https://openlanguage.org.au/assyrian-topics/assyrian-myself-and-my-family/#6129">https://openlanguage.org.au/assyrian-topics/assyrian-myself-and-my-family/#6129</a>                      Story book about my Family</p>
<p>Watching a video of the Assyrian food festival in Chicago\USA</p>	<p><a href="https://www.youtube.com/watch?v=PIYVuBggTYE">https://www.youtube.com/watch?v=PIYVuBggTYE</a></p>
<p>WorksheetC1 for basic level learners</p>	
<p>WorksheetC2 for Higher level learners</p>	
<p>Listening at the Assyrian church hymns for Christmas and Easter.</p>	<p><a href="https://www.youtube.com/watch?v=MFfngTKD_U8">https://www.youtube.com/watch?v=MFfngTKD_U8</a></p>
<p>Watching video of celebrating Assyrian new year</p>	<p><a href="https://www.youtube.com/results?search_query=assyrian+new+year+6773">https://www.youtube.com/results?search_query=assyrian+new+year+6773</a></p>
<p>WorksheetD1 for basic level learners</p>	
<p>WorksheetD2 for Higher level learners</p>	
<p>Presentation, performance of goal task                      In week 5, the students will present their book in front of the class</p>	

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### **Evaluation/teacher feedback on the unite**

- Week 1 went really well, the kids were engaged and completed the work sheet, nothing to be changed just to add the age .
- Week 2 need to have more time as we discussed the subject of plural in Assyrian , the kids were engaged and most of them completed the work sheet.
- Week 3 the student were happy to explore the food subject, couldn't complete the activity (the printer wasn't working ) so we did verbal practice.

Student to complete **Evaluation sheet**

Teacher to complete **Assessment sheet**

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	<b>Title!</b>	<b>Learning Intention:</b>	<b>Success criteria:</b>	<b>Activities/ worksheet</b>
<b>Week 1</b>	<b>My Self</b>	<ul style="list-style-type: none"> <li>To introduce myself in the Assyrian language and to use basic phrases and vocabulary to communicate personal information.</li> <li>Use vocabulary related to personal information such as name, age and nationality.</li> <li>Compose texts with simple sentence structure using tracing over dotted lines, for lower-level language for example. “My Name is “, for the Assyrian language” <b>is</b>” is different for male than female.</li> </ul>	<ul style="list-style-type: none"> <li>I can Introduce myself using basic vocabulary/sentence in Assyrian.</li> <li>Know how to write the words “name” , I , my and “my personal name”.</li> <li>I can ask and answer simple questions such as What is your name, age and nationality</li> <li>I can complete the activity sheet - first page of the scrapbook.</li> </ul>	<ul style="list-style-type: none"> <li>Worksheet A1 and A2</li> <li>role play and practise introducing themselves to classmates.</li> <li>Or throwing the ball and saying my name in Assyrian</li> </ul>
<b>Week2</b>	<b>My Family</b>	<ul style="list-style-type: none"> <li>To describe and talk about my Family members and their roles and responsibilities.</li> <li>Use vocabulary related to Family Members such as Father, Mother sister and brothers.</li> <li>Compose texts with simple sentence structure using tracing over dotted lines, for lower-level language for example. “I have “, for the Assyrian language” <b>Have</b> ” is different for male than female.</li> </ul>	<ul style="list-style-type: none"> <li>I will know and recognise basic vocabulary regarding Family Members</li> <li>Talk about my family members role and responsibility in Assyrian.</li> <li>I can write words such as Father, Mother sister and brothers.</li> <li>Say simple sentences in Assyrian regarding my family</li> <li>Complete the activity sheet that will be the second page of the scrapbook.</li> </ul>	<ul style="list-style-type: none"> <li>Worksheet B1 and B2</li> <li>Listen to a song (my Family in Assyrian.)</li> </ul>

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		<ul style="list-style-type: none"> <li>• Talk about family members to classmates through role playing</li> <li>• To extend the learning and to accommodate for higher level /medium level we can use adjectives such as “caring”, “ loving” and “funny “.</li> </ul>		
<b>Week 3</b>	<b>Favourite Assyrian Food/dish</b>	<ul style="list-style-type: none"> <li>• To talk about the most common Assyrian Dishes.</li> <li>• Use vocabulary related to food such as hot, cold, big pot, and names of the dishes.</li> <li>• Simple sentence structure using tracing over dotted lines, for lower-level language for example. “I like to eat “.</li> <li>• To extend the learning and to accommodate for higher level /medium level student can talk more in detail about the ingredients/describing the dish.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise and name some famous Assyrian dishes.</li> <li>• Talk about favourite dish in Assyrian.</li> <li>• Able to recognise different Assyrian dishes.</li> <li>• Say simple sentences in Assyrian regarding famous Assyrian dishes</li> <li>• Complete the activity sheet that will be the third page of the book that they will present at the end of the unit.</li> </ul>	<ul style="list-style-type: none"> <li>• role play and practise talking about favourite dish.</li> <li>• Watch a video on YouTube “food Festival”</li> <li>• Worksheet C1</li> </ul>
<b>Week 4</b>	<b>Favourite Assyrian Celebration!</b>	<ul style="list-style-type: none"> <li>• The history behind each celebration, why we celebrate and what's the cultural aspect</li> <li>• appreciate and value their own heritage, culture and identity</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise and use basic vocabulary regarding celebrations.</li> <li>• Talk about one of the celebration in Assyrian.</li> </ul>	<ul style="list-style-type: none"> <li>• role play and practise talking about favourite celebration.</li> </ul>

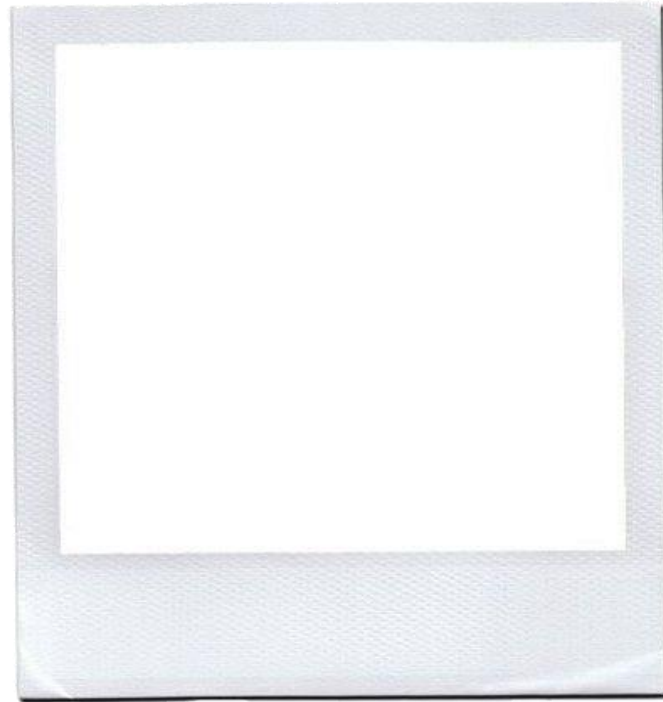
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		<ul style="list-style-type: none"> <li>• appreciate and respect the culture, beliefs and values of others through language learning.</li> <li>• Talk about important dates on the Assyrian calendar.</li> <li>• Use simple vocabulary related to celebration, Assyrian new year, Easter and Christmas.</li> <li>• Simple sentence structure using tracing over dotted lines, for lower-level language for example. “I like to celebrate “,</li> <li>• practise talking about one of the celebration</li> <li>• To extend the learning and to accommodate for higher level /medium level the student talk why and their favourite outfit for the occasion.</li> </ul>	<ul style="list-style-type: none"> <li>• Say simple sentences in Assyrian regarding why we celebrate.</li> <li>• Complete the activity sheet that will be the last page of the book that they will present at the end of the unit.</li> </ul>	<ul style="list-style-type: none"> <li>• Watch a video on YouTube</li> <li>• Worksheet D1 and</li> </ul>
<b>Week 5</b>	<b>Presentation/ Assessment.</b>	<p>Review some vocabulary and sentence structures covered in the unit!</p> <p>Assessment evaluates students’ understanding of the content.</p>	<p>Student will present and talk about the book that they created throughout the previous 4 weeks.</p> <p>Fill in the feedback/evaluation sheet on the topic.</p>	<ul style="list-style-type: none"> <li>• Evaluation sheet</li> <li>• Assessment sheet /Marketing criteria.</li> </ul>

# About Me! / أَنَا

## Worksheet A1

Draw a picture of you.



أنا

My name is .....

أنا محمد

أنا محمد

.....

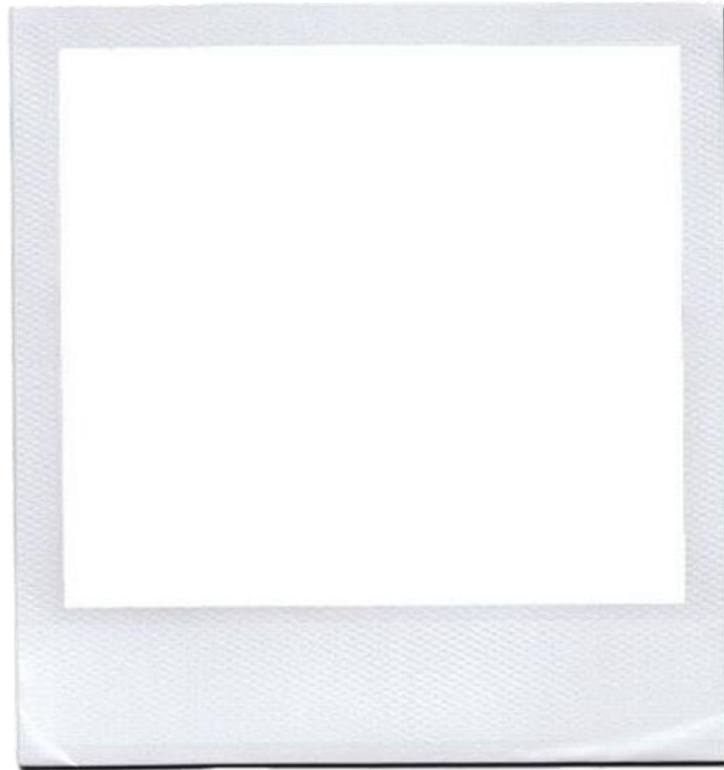
أنا محمد



# About Me! / ! ئنن

## Worksheet A2

Draw a picture of you.



لخفك كخفك

My Name is ..... ئنن كخفك كخفك

..... ئنن كخفك كخفك

لخفك كخفك

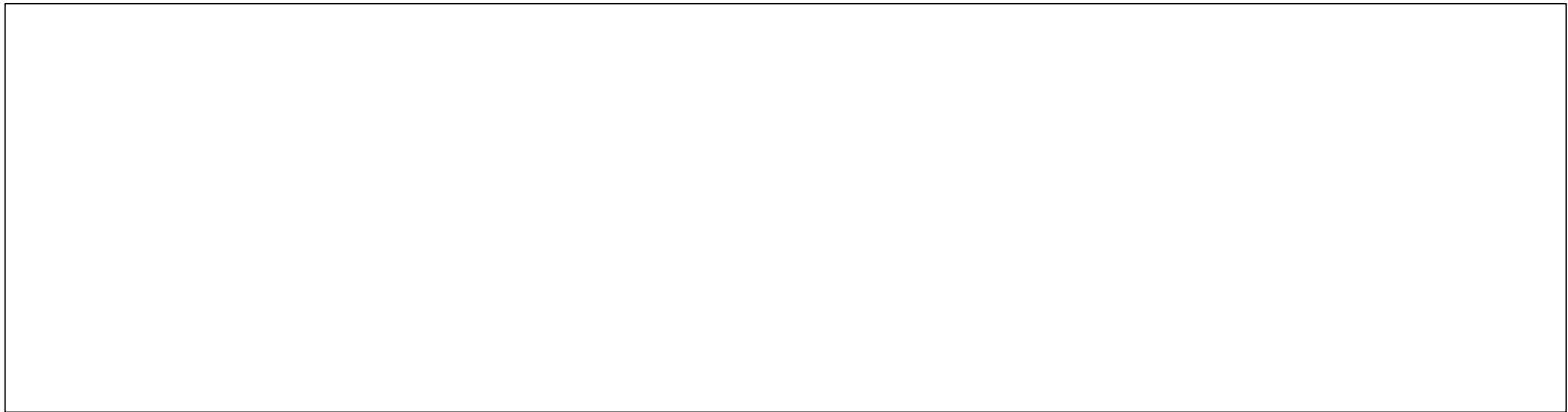
لخفك كخفك  
lam Assyrian

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## worksheet B1

لذو یتک د یلفهه هههه هههه له هههههه هههههه هههههه هههههه هههههه هههههه

Draw your family members and label them. Fill in the blank listing how many sisters and brothers you have.



(my Father) **أب**

(my Mother) **أم**

(Brother)..... **أخ**

(Sister)..... **أخت**

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## Worksheet B2

Write the meaning of these words in English

صهت كهتتف ديجلأف دتتف مبلهتتف

.....كُتِبَ

.....يُحِبُّ

.....تُحِبُّ

.....تُحِبُّ

صهت يفتتف د حد يلفسهف

.....يُحِبُّ بئس ..... كُتِبَ بئس ..... تُحِبُّ بئس

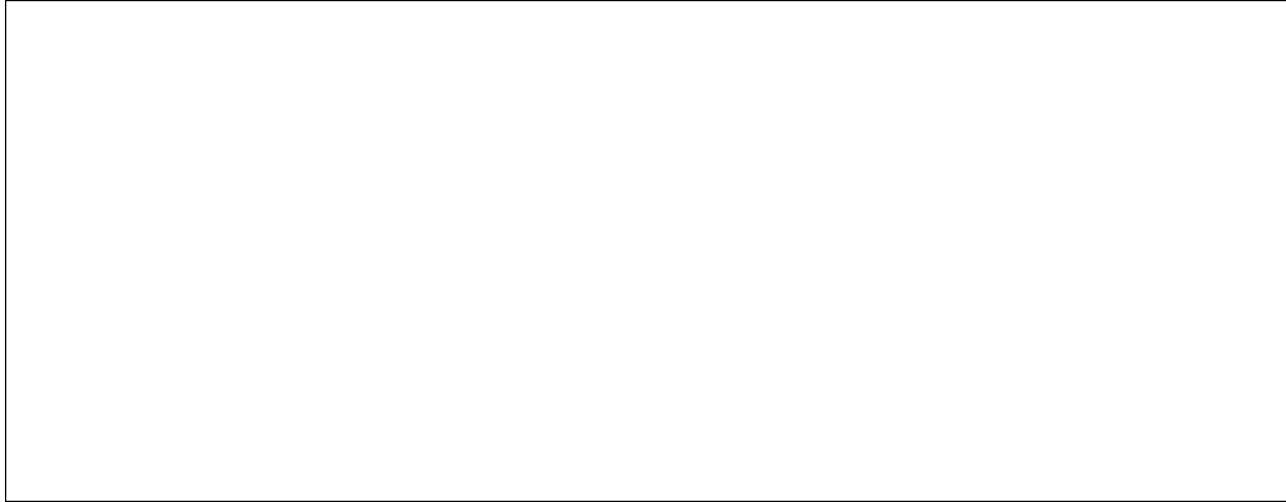
.....تُحِبُّ بئس

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Worksheet C1

مهمة لصحيفة دج تهمك كم

Write your Favourite dish name and paste the dish picture



أنا ج تهمك دج.....

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Worksheet C1

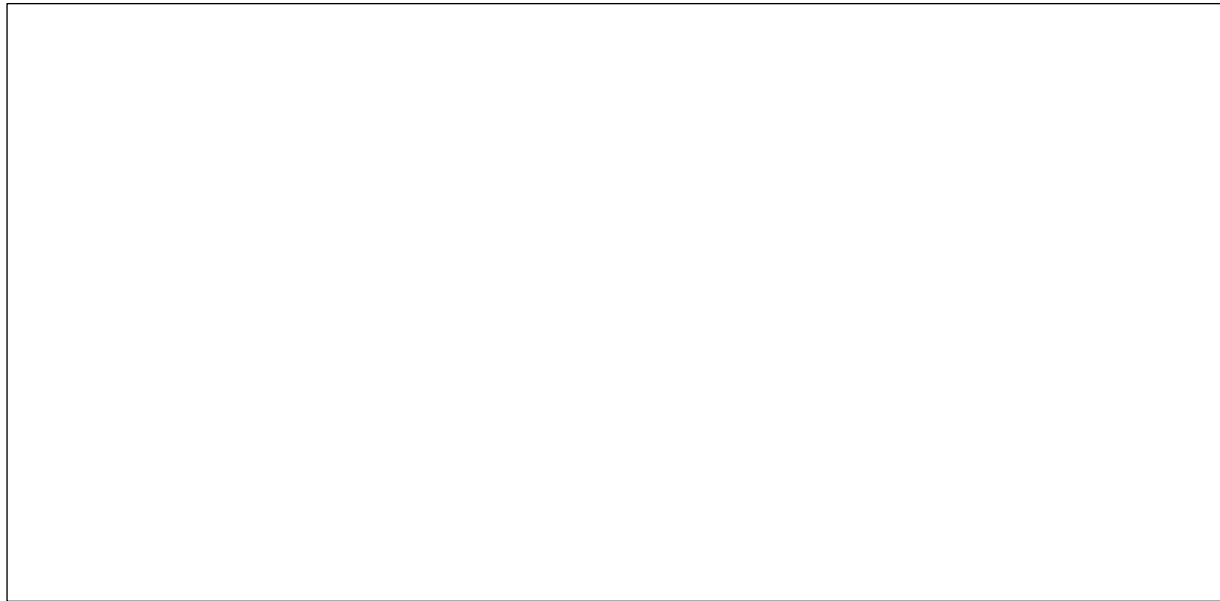


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Worksheet D1

Cut the picture of your Favourite celebration.

سِ هِ دُيْتِ كِيْدُؤِ دِجِهْتِ جِ تِهْمَلِهْ.



اُتُن جِ فِهْسِ .....

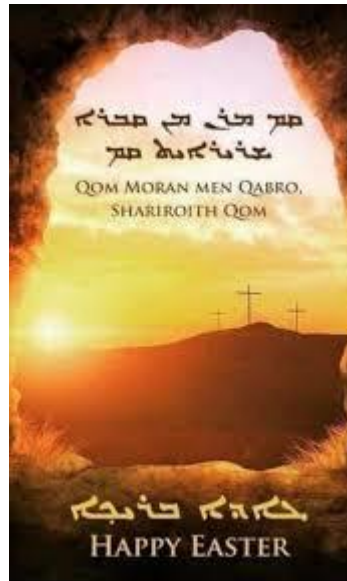
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Worksheet D1

جۈزۈڭۈز دېھەگۈز دېھەڭدۇ



جۈزۈڭۈز دېھەڭدۇ  
دېھەڭدۇ



خېج حېققى






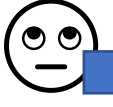




دېھەڭدۇ دېھەڭدۇ

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## Student Evaluations

Please tick the box

<p>I liked Page 1 "My Name"</p>	 <input type="checkbox"/>	 <input type="checkbox"/>
<p>I liked page 2 "My Family"</p>	 <input type="checkbox"/>	 <input type="checkbox"/>
<p>I liked page 3 "My favourite food"</p>	 <input type="checkbox"/>	 <input type="checkbox"/>
<p>I liked page 4 "Favourite celebration".</p>	 <input type="checkbox"/>	 <input type="checkbox"/>
<p>Would you like to add a page of something else that you like? please share.</p>		



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## Assesment sheet

### Student assesment/Marking criteria

	Basic	Developing	High
Student Name	Limited Use of Assyrian language AND has no understanding of the topic	Uses some Assyrian language vocabulary; is not sustained. Good understanding of topic	Deliberate language choices and vocabulary is correct. Student uses all words in context
1.			
2.			
3.			
4.			

**Reflection!**