

AP Theme/ Topic: Beauty and Aesthetics/ Shapes and Sizes

Essential Question: What shapes and sizes make our world?

Unit Goals

Learners will be able to:

- Name five shapes and three sizes of objects in the classroom and in Arabic artifacts.
- Identify the shapes and sizes of Arabic artifacts and monuments based on given visuals.
- Understand and write the word sharp, formed by **خط الرفعة**, small and big and the original shapes of the letters.
- Recognize some Arabic artifacts and describe the size of it such as: Cairo tower, pyramids, Haleb castle, Petra, etc.
- Identify reasons why Arabs and tourists visit these artifacts and monuments.
- Learn about great historical facts related to the Arab world and architecture and how Arabs contributed to the world civilization.
- Connect unit content to Social Studies: Arab contributions to world civilization and architecture (the engineer Aljaazri); identify and share what is used in our daily life that is historically related.
- Connect unit content to Math: Al-idreesi and the round shapes of earth; contribution to creating numeric system.
- Identify and share the roots and origins of familiar English words derived from Arabic (zero = sefer).
- Give examples of American and Arabic artifacts that represent shapes targeted in this unit.
- Skype with native speakers in the Arab world to share learner-created posters depicting Arabic artifacts and participate in simple conversations related to the shapes of the artifacts.
- Monitor progress towards meeting personal and class goals for the unit.
- Create shapes book and share it with family and peers, asking and answering questions about all the images in the book.

Summative Performance Tasks

Interpretive

Learners identify (point to or touch) shapes of certain sizes and colors from visuals (e.g., artwork, pictures) based on descriptions given by the teacher. Example of a description to be said in Arabic: a picture of has 4 angles and the colors are

Presentational

Learners are divided into groups of two or three to sing " المربع والدائرة " songs. Learners hold the shape or any objects that they like such as a toy or a picture of a place while they are singing, and hold it up when the shape is named in the song.

Interpersonal

Partners will be given visuals and will ask each other about the shapes and sizes in those visuals. Questions include: "What is it؟ ما هذا؟" The teacher will then ask each learner questions about the visuals: "Is it (the shape) small/medium/big؟ ام كبير؟ ام متوسط ام صغير؟" and "How many corners/angles does this shape have؟ كم ضلع بهذا الشكل؟". Learners respond appropriately to the questions posed.

Can Do Statements

Interpretive

- I can recognize the names of the shapes in my math class.
- I can understand when someone asks about the shape of certain objects.
- I can recognize and read some words on street signs or in a short text.
- I can read Arabic phrases and sentences related to shapes, sizes, colors and number of angles with comprehension.

Presentational

- I can name some Arabic artifacts and landmarks.
- I can sing the (square and circle song) presenting the shape I'm singing about and the size of the shape.
- I can label shapes of Arabic artifacts and compare it to similar American artifacts in terms of size.

Interpersonal

- I can ask and respond to simple questions about the shapes and sizes of objects and toys and classroom objects.
- I can differentiate between the multiple sizes of objects.
- I can talk about objects I have in school and at home.
- I can exchange simple information with learners in the Arabic world about size and shape of American artifacts and Arabic artifacts and monuments popular in their house, school and country.

Supporting Functions	Supporting Structures/Patterns	Priority Vocabulary
<ul style="list-style-type: none"> Describing all target shapes along with their colors, sizes. This is + size + name of the shape + Color هذا / هذه + حجم + اسم الشكل و لونة Asking and answering questions about the number of angles and corners in all target shapes How many angles and corners in a square? Identifying the shapes of objects they have in their backpack and in the classroom Listing shapes Differentiating among shapes 	<p>This is + name of the shape. هذا /هذه+ اسم</p> <p>This is + size + name of the shape. هذا / هذه + حجم + اسم الشكل</p> <p>This is a big triangle. هذا مثلث كبير</p> <p>This is a medium triangle. هذا مثلث متوسط</p> <p>This is a small triangle. هذا مثلث صغير</p> <p>The triangle has 3 angles. المثلث له ثلاث اضلاع</p> <p>The square has 4 corners. المربع له اربع زوايا</p> <p>The rectangle has 4 corners. المستطيل له اربع زوايا</p> <p>The star has 5 sharp angles. النجمة لها خمسة اضلاع حادة</p>	<p>round مدور</p> <p>square مربع</p> <p>rectangle مستطيل</p> <p>triangle مثلث</p> <p>star نجمة</p> <p>circle دائرة</p> <p>sharp حاد</p> <p>angles اضلاع</p> <p>pictures صورة</p> <p>big كبير</p> <p>small صغير</p> <p>middle متوسط</p> <p>corners زوايا</p> <p>Numbers review</p>

Pre-Assessment

The pre-assessment is intended to evaluate learners' recall of colors and counting (1-10) while also evaluating their ability to pronounce the vocabulary

- The pre-assessment shouldn't be scored. Use the learners' performance to inform instructional decisions.

Scoring Guidelines for Summative Assessments

Presentational Assessment Scoring Guidelines:	Interpretive Assessment Scoring Guidelines:	Interpersonal Assessment Scoring Guidelines:
Use the following rubric to assess student performance:	Use the following rubric to assess student performance:	Use the following rubric to assess student performance:
<p>3- Student is able to independently perform the song.</p> <p>2- Student is able to perform the song with some help.</p> <p>1- Student is unable to perform the song.</p>	<p>4- Student is able to accurately identify all shapes and colors in visuals as they are described by the teacher.</p> <p>3- Student is able to accurately identify most shapes and colors in visuals as they are described by the teacher.</p> <p>2- Student is able to accurately identify some shapes and colors in visuals as described by the teacher.</p> <p>1- Student is able to accurately identify only one or two shapes and colors in visuals as described by the teacher.</p>	<p>4- Student is able to accurately ask and answer questions about shapes, number of corners, and sizes all of the time with good pronunciation of vocabulary and expressions.</p> <p>3- Student is able to accurately ask and answer questions about shapes, number of corners, and sizes most of the time with good pronunciation; may have minor tone problem.</p> <p>2- Student is able to accurately ask and answer about shapes, number of corners, and sizes some of the time with some errors in pronunciation and tone.</p> <p>1- Student is unable to accurately ask and answer about shapes, number of corners, and sizes.</p>

Key Activities/Formative Assessments

Interpretive	Presentational	Interpersonal
<ul style="list-style-type: none">• Play "Shape Personification" game: act out the shapes using body gestures based on teacher commands.• PowerPoint reading based on the TPRS story telling. Practice reading and pronunciation of language structures including target vocabulary.• Match Arabic word to its meaning in English.• Listen to teacher saying shapes and circle the picture associated with the shape.• Draw shapes and their size and color on the shapes book based on instructions given by the teacher.	<ul style="list-style-type: none">• Recite the numbers song and colors song as a pre-assessment.• Sing the "Square and Circle" song with body gestures.• Write the shape based on the Arabic artifacts displayed on board. (given list of vocabulary). This activity will support writing of shapes and recognition of Arabic artifacts.	<ul style="list-style-type: none">• Inside-outside circles: ask and answer about what shape you have and how many angles this shape has.• Go Fish game• After reading the PowerPoint paragraph that is elicited from TPRS storytelling, learners will ask simple questions and others will answer based on comprehension of provided paragraph.