

Young Scholars of Western Pennsylvania Charter School

Turkish 1-2 YSWPCS

- Unit Title

Standard(s)

Targeted Standards:

1. *Communication*
 - *Interpersonal: discuss, express, exchange work in groups*
 - *Interpretive: comprehend information, listen to presentations*
 - *Presentational: participate, prepare, present*
2. *Culture*
 - *Gain insight*
 - *Understand cultural practices*
3. *Connections*
 - *Reinforce content of language being studied with current social practices*
4. *Comparisons*
 - *Discuss the point of view of the culture being studied and their own*
5. *Community*
 - *Participate in an activity*
 - *Interact with classmates and perform*
 - *Consult resources to obtain information*

Enduring Understanding/Objectives

SWBAT identifies school and describes and compares materials of school and classes, greetings, numbers, times of day, body parts, the alphabet and days

SWBAT describe classroom objects by using numbers, colors, shapes and patterns.

It is important to understand how people communicate throughout the day.

Communicating in another language allows people to obtain information about people, places and objects.

Outcomes/Objectives/Progress Indicators:

SWBAT greet people, introduce themselves, respond to teacher's, directions, use numbers, ask questions, classroom objects, say the names of letters in the alphabet and learn the colors. SWBAT identify 8 different shapes. SWBAT describe and name a variety of different classroom objects by color, shape, pattern and number.

SWBAT identify and describe their schools, classroom materials, classes names, count until 50, express likes and dislikes of classes. Students will be able to greet others at different times of the day. Students, in groups of 4, will be able to discuss and write a master list of items that involve numbers. Students will be able to say days of the week. Students be able to recognize Turkish alphabet.

Language/Communication

Language

Functions (do)

- *Say appropriate greetings according to different time of the day*
- *Identify colors*
- *Count up 100*
- *Recognize and pronounce the letters of the alphabet*
 - *Express likes/dislikes*
 - *Describe classes/classroom materials' schools*
 - *Express location*
 - *Compare classes*
 - *Shapes*
 - *Colors*
 - *Patterns*

Grammatical

Structures

-

- Bu, su, o
- Adjectives

Vocabulary

- *greetings*
- *colors*
- *numbers*
 - Classroom materials
 - Time expressions
 - School objects
 - Class subject names
 - Days of the week
 - Numbers
 - Count
 - Number
 - Tens
 - Ones
 - Next
 - One more
 - Numeral
 - number words (one to twenty)
 - Alphabet
 - Body parts
 - Shapes

Culture(s)

- *Compare greetings between the two cultures*
- *Compare alphabet*

- Compare Turkey/U.S schools
- Watch video about Turkey school and education

Subject Content(Connections)

Math

- Counting numbers
 - Number of students
 - Number of classrooms
 - Compare and group weekly lesson plans ordinal number
 - Pattern
 - Shapes

Music

- Number song
- Alphabet song
- Color song

Art

- Using comic strip (write dialogues)
- Draw pictures and use greetings in the bubbles
- Coloring worksheets (identify colors)
 - School pictures
 - Classroom objects pictures
 - Graphed
 - Presentation classroom objects

- Read story about school
- Guess classroom objects names
- Create poster about school subjects
- Listening

Learning Activities, Performances

During 6 weeks

- Singing song about greeting, days of the week, body parts
- Playing game activities
- Making animation about body parts
- Coloring
- Memory game about activities
- CD about topics
- Worksheet
- Power Point Presentation
- Flashcard, games, song, pictures, listening cd.

Beginning

- *Setting the Stage - Role playing*
- *How do students greet each other in their family*
- *model how to greet different people of various ages/social status*
- *Read a dialogue that depicts greeting scenes*
- *students reacting to teacher commands*
- *Introduce*
- *colors*

Middle

- *Introduce shapes*

- *Identify shapes and describe by using number, colors*
- *Independent activity*
- *Students greet each other*
- *Make a list of favorite people (role play and greet each other)*

End

-Power Point

-Describing objects using colors, numbers and shapes.

- Write a dialogue and role play in front of the class

Essential Question(s)

Where is my school? How is it? How would you greet someone and introduce yourself in Turkish? How do you talk about yourself in Turkish? How can students draw pictures to illustrate body parts, all the classroom items, and people? Can you name all of the color /shapes/ numbers and patterns you see in classroom (objects?) What are numbers? What is counting and how can it be used? How do I describe my body? How do I describe my surroundings using numbers? How do I describe the people, places and things in my school in Turkish? How can I communicate in Turkish language throughout different time of the day using greetings?

What strategies can I use to communicate more effectively?

• Unit Title

Health

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3. Connections

- *Reinforce content of language being studied with current social practices*

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5. Community

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Enduring Understanding/Objectives

SWBAT understand and talk about Illnesses, Exercise, Parts of the body, foods,drinks,healthy, unhealthy and feelings.. SWBAT say Illnesses, exercise, diet, symptoms and part of the body in Turkish.Diet, exercise, symptoms, remedies; reading schedules; giving advice or encouragement, expressing concern.SWBAT recognize simple foods and beverages.SWBAT discuss which kinds of foods are healthy, which should be part of a daily diet and which should be eaten only on occasion or even avoided.

Outcomes/Objectives/Progress Indicators:

Students will be able to talk about dinner foods and beverages with their classmates.

SWBAT

Talk about foods and beverages for dinner

Discuss food, health and exercise

Understand various perspectives on diet and health

Discuss what things and people are like

Give and reject advice

Give and reject encouragement

Express concern for someone

Language/Communication

Language

Functions

Expressing his / her physical state.

Describe common illnesses, Parts of our body.

Grammatical

Structures

Simple Past Tense

(Negative)

Ex: Didn't you eat?

I didn't run.

(Positive)

I did eat.

I did run.

Imperatives:

You should eat.

You should run.

Turkish vowel harmony.

Must (Positive / Negative)

Vocabulary

Baş (Head)

Boyun (Neck)

El (Hand)

Ayak(Feet)

Göz (Eye)

Kulak(Ear)

Ağız (Mouth)

Gulmek

Aglamak..

Hasta

Bas agrisi

Mide bulantisi...

Etc....

Culture(s)

Describe Turkish Body Language

Compare and contrast common illnesses.

Subject Content(Connections)

Science: 3.4.4.B. Know basic energy types, sources and conversions.

A. Analyze how personal health practices/habits affect our health

B. Practice ways to prevent illness through adequate rest, physical activity and healthy foods

C. Monitor personal health practices/habits

D. Choose people that help to keep us healthy and safe

PE: • *Identify and describe the stages of growth and development*

• *Identify and know the location and function of the major body organs and systems*

• *Explain the role of the food guide pyramid in helping people eat a healthy diet*

Learning Activities, Performances

During 6 weeks

Beginning: Teacher has prepared a table in the front of the classroom, set for a dinner. On the table are large drawings of foods and drinks commonly consumed for dinner by the culture being studied. The students, in pairs, are to tell each other which foods they like or dislike.

The teacher has prepared a large visual of the Food Guide Pyramid. (Example.) The teacher introduces the foods and drinks in the display and asks for a show of hands of students who like or dislike the various items. The teacher asks yes/no, either/or, and what/where questions about the various items in the visual and encourages the students to respond as a class. The teacher asks volunteer students to stand near the display and point to the various foods and drinks as the class discusses them.

Middle: Activity 1

The students create a list of foods and drinks they eat or drink regularly and a list of foods and drinks they think they should be eating and drinking. Using these lists, the students then discuss what they know about good food habits and activities that promote good health.

Activity 2

The teacher reads the following list, translated into the Target Language (TL), and the students are to indicate "thumbs-up" if the activity being described is healthy or "thumbs-down" if the activity is unhealthy.

I love to run!

I never get exercise.

I participate in sports.

I eat pastries every day.

My friends and I lift weights.

I drink water every day.

I never eat vegetables. They are awful!

I love spaghetti and tomato sauce.

I eat fresh fruit once a week.

I eat fresh fruit every day.

Activity 3

Students write their answers the following questions (translated into the TL):

Should we all have sodas, ice cream and pastries to maintain our health?

Is fruit salad good with potatoes and bananas?

Do we eat butter with toasted bread or with meat?

Which is better for your health, to drink sodas or to drink water?

Which is not good for your health, steak and fries or fresh tomatoes with olive oil?

Independent Practice (15 minutes)

The class plays Team Pictionary with a variety of vocabulary related to dinner foods and drinks.

Closure: Closure (3 minutes)

Teacher tells the class what he/she is planning to prepare for dinner this evening.

Essential Question(s)

- *What can I do to be physically healthy?*
- *How does what I eat affect my physical health?*
- *How can diseases be prevented?*

- *What daily activities increase risks of various diseases?*

- Unit Title

Seasons

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Enduring Understanding/Objectives

SWBAT understand the differences between seasons. SWBAT understand different weather expressions, (soguk, sicak) It is important to understand the concept of time in other cultures and how it impacts their daily life. People spend their time doing different activities depending on the day of the week and seasons.

Outcomes/Objectives/Progress Indicators:

Students will be able to recognize a series of times, e.g., four o'clock in the afternoon, spoken aloud by the teacher, and will be able to write down what they heard. SWBAT recognize name of the seasons in Turkish. SWBAT compare and contrast the weather and seasons. SWBAT compare seasons in USA to Turkey. Identify the basic patterns of weather

- Use simple instruments to measure temperature, wind, and precipitation
- Observe sky conditions for each season
- Collect weather data for each season Weather is the condition of the outside air each day.
- The basic patterns of weather include: temperature, wind, precipitation, and sky conditions (sunny, cloudy, etc.)
- Temperature is the measurement of cold or hot.
- Using simple weather instruments can enrich one's understanding of weather.
- *A thermometer is used to measure temperature.*

Students, as members of the class, will create a master calendar on butcher paper that shows various birthdays of faculty and staff members at their school.

Students will be able to write down a variety of days and dates that are important in their family and will be able to share this information with classmates in small groups.

Students will be able to create a mini-book that illustrates activities they do during specific seasons of the year and/or days of the week and will write captions for each illustration in phrases or short sentences.

SWBAT identify and describe 4 seasons of Turkey and explain different clothing habits according to seasons and regions. Students will use vocabulary to talk about seasons and clothing people choose in different seasons and regions. Students will be able to identify and describe months and clothes. Describe clothing items and people wearing these items. Talk about clothing Students will create a story involving several friends going shopping for clothes

Language/Communication

Language**Functions (do)**

- *Recognize time phrases and say the expressions accurately*
- *Identify days of the week*
- *Identify months of the year*
- *Identify the seasons and weather types*
- - *Describe clothing in USA and Turkey*
 - *Compare clothing in different communities*
 - *Identify clothes and different ways people choose to get dressed*
 - *Expressing needs and likes about clothing*

Grammatical**Structures**

- *The usage of there is/isn't and there are/aren't (Var, Yok)*
- *Hangi Soru Sifati (The Interrogative Form of which?)*

Vocabulary

- *days of the week*
- *Name of the months*
- *Names of the seasons*
- - *Clothes*
 - *Colors*
 - *Numbers*
 - *Time expressions*
 - *Students will create a story involving several friends going shopping for clothes.*

- Students will create a story involving several friends going shopping for clothes

Culture(s)

- *Compare the past time activities people do on weekends*
- *Compare weather and seasons of each country*
- *Learn about the different holidays in the respective season/month*

Subject Content(Connections)

Math

- *compare and contrast the temperatures of the last two years*
- *Graph your favorite seasons*
- *Identify higher number when describing the temperature*

Music

- *Days of the week song*
- *Season song*
- *Month song*

Physical Education

- *Play cultural kids games outside depending on the weather and season*

Science

- *Identify the weather*
- *Why are the seasons different in different countries*

Social Studies

- *Compare and contrast weather in different countries with Pittsburgh.*
- *Use map when talking about countries weather*

Learning Activities,Performances

- *Clothing map of Turkey (Demonstrate which regions people have different clothes)*
- *Game about the clothes*

- Color the Traditional costumes
- Give information about the Season of Turkey
- Give information about the Seasons and traditions
- Presentation of video about the Turkey.
- Show cd presentation
- Flash card
- World Map or Globe

Essential Question(s)

What is the weather? What seasons are we in?

How does the weather and season differ from my culture?

How do people spend their weekends in this culture?

How do people understand the concept of time?

- Unit Title

My Leisure Activities

Standard(s)

Targeted Standards:

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Enduring Understanding/Objectives

SWAT describes and identifies common daily verbs and leisure activities, cultural event, sports. Swats explain their daily routines, identify different occupations, describe where people work and compare different working places, cultural event, sport, habit. Students are able to name the favorite sports. Students are able to ask and answer their family members' favorite sports, Remember words about hobbies. Remember sentences for asking and answering hobbies. Know about popular hobbies among teenagers in , Students will be able to tell vocabularies of leisure activities. Students will be able to talk about their own leisure activities. Students will be able to interview each other with leisure activities. The students should be able to go over the vocabulary words about sports and leisure activities, school and class information, getting ready for the questions and answers with simple sentence structures. The students should be able to ask and answer questions about likes or dislikes of the subjects or courses they take at school.

Outcomes/Objectives/Progress Indicators:

Students will identify and describe name the favorite sports. Students are able to ask and answer their family members' favorite sports, Remember words about hobbies. Remember sentences for asking and answering hobbies. Know about popular hobbies among teenagers in , Students will be able to tell vocabularies of leisure activities. Students will be able to talk about their own leisure activities. Students will be able to interview each other with leisure activities. 1. The students should be able to go over the vocabulary words about sports and leisure activities, school and class information, getting ready for the questions and answers with simple sentence structures. The students should be able to ask and answer questions about likes or dislikes of the subjects or courses they take at school.

Language/Communication

Language

Functions

- *Identifying common verbs*
- *Learning to read independently*
- *Demonstrate fluency, the ability to read grade level text orally with accuracy, appropriate rate and expression*
- *Demonstrate a rich listening and speaking vocabulary, the ability to understand and use words to acquire and convey meaning*

- *Identifying occupations*
- *Describing different places*
- *Demonstrate listening and reading comprehension / understanding before reading, during reading, and after reading through strategies such as think aloud, retelling, summarizing, connecting to prior knowledge and non-linguistic representations*

Grammatical

Structures

- *Personal Pronouns*
- *`want to be`*
- *Demonstrative pronoun*

Vocabulary

- *Sport activities*
- *Social activities*
- *Subjects*
- *Cultural Activity*
- *Occupations*
- *Places*
- *Family members*
- *Goods and needs*
- *Tools*

Culture(s)

- *Compare and contrast daily life in both Turkey and USA*
- *Describe and discuss cultural differences Describe traditional clothes*
- *Turkish Folk Dance*

Visual Arts

- *Learn how to create an abstract composition*
- *Utilize warm and cool colors of paint to create good color balance and draw daily activities*

Maths

- *Numbers, Number Systems and Number Relationships*
- *Telling time*
- *Explorations: Exploring Numbers, Time, and Geoboards*

Social Studies

- *Identify some of the special days that families celebrate and explain their importance using present continuous tense*
- *Recognize that families celebrate special times in different ways*

Learning Activities, Performances

- *Singing activities*
- *Playing instruments activities*
- *Making animation about daily routines*
- *Creating musical game with common verbs*
- *Memory game about activities*
- *Occupation map of Turkey*
- *Game about the map*
- *Color the Turkey map*
- *Give information about the traditional jobs of Turkey*
- *Give information about the traditional jobs of USA*
- *Game about the Occupations*
- *Song `Postaci geliyor` Postman*
- *Story*
- *Presentation of video about the contemporary and traditional occupations.*
- *Show cd presentation*

Essential Question(s)

Ne yapıyorsunuz? What are you doing? O ne yapıyor? What is she/he doing? What does your father/mother do? Where does your father/mother work? What is your attitude towards hobbies and leisure activities? How might hobbies and leisure activities improve your life? What is your favorite activity? Do you have habits? Why should we study other cultures events and what does it teach us?