

Young Scholars of Western Pennsylvania Charter School

Turkish 3-4 YSWPCS

- Unit Title

Food & Class Banquet

Essential questions

- Where does food come from?
- Climate and geography contribute to a diversity of food customs and preparations.
- What role does food play in my life?
- How do I maintain a healthy diet and lifestyle?

Standards

SWBAT

- *Talk about foods and beverages
- *Talk about likes and dislikes
- *Tell his / her favorite food and beverage
- *Make a shopping list
- *Read and understand information about foods and beverages for breakfast and lunch
- *Make a list of items could buy from a Turkish store

Enduring understandings/Objectives

Culture and traditions influence food selection, customs, and preparation.

We are members of a global community; language is a key to building bridges across communities and cultures.

Attitudes about food and eating out inform us about other cultures.

Language / Communication

Language

Functions

-recognizing

Turkish food

names.

-reading

about the

food guide

pyramid

-identify

foods/

beverages/

food

groups

- making a

shopping list

in a Turkish

store.

Grammatical

Structures

-use

comparisons/

Superlatives

-Future tense.

Vocabulary

- Names of

foods and

beverages.

Culture(s)

- restaurant
etiquette
- regional
variations
of food
- cultural
perspectives on
food, meals, and
healthy eating
habits.

Subject Content Connections

PE

- Students shall
understand concepts
related to develop
skills for making
healthy food
choices.

Science

- Understand that a
human body needs
food to function
properly.

- Chart the foods
eaten during one day
and describe how
well they adhere to
the food pyramid.

Learning Activities , Performances

Duration: 4 weeks

Beginning - Teacher shows many pages of colored newspaper advertisements from a local supermarket chain. The names of various items have been typed in the TL (target language) and pasted onto the corresponding pictures.

Samples can be collected online.

Teacher also provides menus from restaurants and pastes the name of items (typed in the TL) under the corresponding illustrations. Samples can be found online.

Teacher reads the names of each food item as he/she points to the item and students pantomime whether the item is a drink or a food.

Teacher tells students what he/she usually eats for breakfast. Teacher provides a visual for each item. Teacher asks students to raise their hand

if they eat the same foods for breakfast. Teacher asks students to indicate whether they like or dislike these foods by showing a thumbs-up or thumbs-down.

Middle - Teacher and students will create a story together about a situation in which a mother prepares and sets out a series of foods for breakfast.

The teacher asks students whether they want these items in their story or not: sausages, steak, bacon, cheese, fresh yoghurt, eggs, apple juice, orange juice, lemonade, tea, coffee, bread, muffins, cereals, bananas, milk, water. As the class builds the story, the teacher writes new vocabulary and English translation on the board or on blank Overhead Transparencies. This assures that the students have instant recognition and comprehension of the new vocabulary in their story.

NOTE: As the class builds the story, the teacher constantly

asks WHO-WHAT-WHERE-WHEN-WHY questions about each element of the story. The teacher encourages all the students to participate in answering these questions. The class decides what the father in the story chooses to eat. He makes comments about some foods and the amount of food Mother has served as he sits down at the table. The teacher offers choices about what those comments are and the students choose what the father says.

The teacher introduces one of the children in the family. The class chooses the name and age of this child. This child tells the mother that there's too much food and that he/she is in a hurry to get to school. This child sits down at the table. The teacher introduces second child who also sits down at the table with the father. The child also compliments the mother for the excellent breakfast. The teacher

offers several choices of compliments and the students choose which compliment the child will give. The teacher introduces that the members of the family ask for various foods and drink placed on the table and one other member will offer the food. This introduces the vocabulary of asking for and offering. The class chooses which foods/drink each member of the family requests.

The mother asks each member of the family what their favorite food is. The class decides what the family members say. The mother then makes a joke that she'll serve their favorite food for the next breakfast.

End - Teacher has prepared a text (three sentences long) that describes a similar story about a family breakfast. The students, in pairs, work to decipher the story. Individually, the students illustrate the story in a comic-strip or film-strip format. The students write a short caption

for each slide of the strip. The students show and read their comic or film strip to several classmates.

Students are to write five true/false statements about the class story they created.

- Unit Title

Health

Essential questions

- How can I move my body in different ways?
- How can I express different parts of my body?
- How do I describe myself?
- How do I express how I am feeling?

Standards

SWBAT

*Understand various perspectives on diet and health

*Discuss what things and people are like

*Students will be able to discuss health.

*Students will be able to complain about their aches and pains.

*Students will be able to express concern about others' health.

Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.

Enduring understandings/Objectives

Understanding the body moves in different ways.

People and animals move their body

We can describe ourselves in many different ways.

Language / Communication

Language

Functions

-practice

pronunciation

of the names

of animals

-recognize

body parts

-memorize the

rhyming book

-sing the

rhyming book

by moving the

appropriate

body part

-identify parts

of the body in

Turkish

-create an

animal book

-express pain

-describe

variety of

emotions

Grammatical

Structures

Olmak, kaç, ağrı,

sorun nedir?

Simple present

tense(negative)

Vocabulary

-physical

descriptions

-body parts

-numbers 1-

30

-feelings

Culture(s)

-describe

physical

Characteristics

of cultures of

different

people.

-recognize

physical

similarities/differen

ces

-food/ art/

music/

geography

Subject Content Connections

PE - Students will

comprehend

concepts related to

health promotion
and disease
prevention to
enhance health.

-Students will
analyze the
influence of family,
peers, culture,
media, technology,
and other factors on
health behaviors.

Learning Activities , Performances

Duration: 4 weeks

Beginning-

The teacher has prepared a
visual of a person that illustrates
a variety of ailments, such as a
bandaged head, hand, foot, an
aching back, a swollen face, a
black eye, a scraped elbow, etc.

Teachers who are not
artistically gifted can offer extra
credit points to a student who is
artistic to prepare such a
graphic as homework several
days beforehand.

The teacher asks the class to
give the person a name and to

tell his age. Then, the teacher leads the class in creating a story about how this person got sick or injured. The teacher includes all the expressions written on the board or OHT. The teacher asks the class to respond together to Yes/No, Either/Or, and Who/what/where/when questions to insure that all the students are actively participating in creating the story and in processing the information. This insures that the vocabulary is constantly being recycled.

Middle- Activity 1

The teacher reads the following questions aloud and the students respond in writing by choosing one of the expressions that are written on the board or the OHT: You are not feeling very well today and your friend asks you what is wrong. How do you answer if...

You went to bed at 1 o'clock in the morning.

You are allergic to cats.

You are very tired.

You need some aspirin.

You are sneezing and your nose
is runny.

You went to a soccer game
yesterday and cheered/yelled a
lot.

You have the flu.

Activity 2

The students, in pairs, decide
their responses to the following
prompts and write down these
responses.

How do you feel if...

You've eaten too much pizza?

You played a sport all day?

You did one hundred sit-ups?

You spent the last two hours
jogging?

You danced until late at night?

You studied all night long for a
test?

You went to the dentist?

You sat really close to the
speakers at a rock concert last
night?

Students, in pairs, create and
rehearse a minute-long phone

conversation. One of the students didn't meet the other student after school. The second student is to find out what happened. The first student is to say that he/she is hurt and tells what happened. The second student is to react with sympathy, or, if the second student thinks that his/her friend is not telling the truth or simply making an excuse, he/she is to react appropriately.

End- The student pairs present their little skit/conversation to one another in groups of four.

The teacher circulates and monitors the presentation.

Another option is for each pair of students to present their conversation in front of the class.

A third option is for each pair of students to present their conversation in an isolated area of the room while the teacher videotapes their performance.

(The other students are still "rehearsing" their conversation.

• Unit Title

My community & Home tour

Essential questions

- How do I use another language to communicate with others?
- What strategies can I use to communicate more effectively?
- What is the Turkish-speaking world like?
- What can I learn about my own language and culture from the study of others?
- How do I demonstrate an understanding of the similarities, differences, and interactions across cultures and languages?
- How do I use my knowledge of language and culture to enrich my community and broaden my opportunities?
- How would you plan a trip to Turkiye?

Standards

Communication:

- Standard 1.1: Students will engage in conversation, provide and obtain information, express feelings and exchange opinions.
- Standard 1.2: Students will understand and interpret spoken and written language on a variety of topics.
- Standard 1.3: Students will present information, concepts, and ideas to listeners or readers on a variety of topics.

Cultures:

- Standard 2.1: Students will demonstrate an understanding of the traditions, products, and perspective of the culture studied.

Connections:

- Standard 3.1: Students will reinforce and expand the knowledge of other areas of study through the world language.

□ Standard 3.2: Students will acquire and use information from a variety of sources only available in the world language, using technology, print, audiovisual, media, data and human resources.

Enduring understandings/Objectives

Communicating in at least one other language allows people to obtain information, express feelings, exchange opinions with a wider

audience, and gain knowledge of other cultures.

setting. Comparing English with other languages is important to understanding the nature of language.

Identifying cognates using context clues are strategies one can use to communicate effectively.

Learning another language encourages further participation in multilingual communities both within and beyond the school

Gaining knowledge about and empathizing with other peoples and cultures leads to a more tolerant society.

SWBAT

*Talk about things to do in their community

*Recognize places in their community

*Talk about geographical features

*Talk about ecological and environmental issues

*Talk about past times

*Understand a map that approximates their community and will be able to create a facsimile of such a map.

Language / Communication

Language

Functions

- create a map

-present the

large, butcher

paper maps to

their

classmates.

-respond orally to a series of questions about a fictitious town or city.

verbs

-create a story

that focuses

on

introducing

vocabulary

for

responsible

behavior

towards the

environment.

-create a

Venn diagram

that compares

and contrasts

positive and

negative

behaviors

towards the

environment.

-Talk about

things they

did and where
they did them.
-Give
directions for
getting to
places,
including
using a Metro
Map.
-Read, listen
to, and
understand
information
about places
in a city or
town, driving
and
transportation.
-Demonstrate
an
understandin
g of cultural
perspectives
on
neighborhoods.
Grammatical
Structures
Prepositions,
Means of

Transportation,
Places in Town
Direct Object
Pronouns
Irregular verbs
Vocabulary
Names of
Transportatio
n, Places in
Town
Names of
local districts
and regions
Culture(s)
Travel
planning
Cities in Turkey
- Istanbul
- Ankara

Subject Content Connections

Social studies
- How Do We Use
Maps?
- What Is
Geography?

Learning Activities , Performances

Duration: 4 weeks
Beginning - Teacher

reintroduces the exchange student featured in some activities of the "MY HOME" unit, and asks students to volunteer aloud what they remember about that student and that unit.

Middle - Teacher presents a slide show about a community.

(The text of the Powerpoint provided with the unit is in English, but Teacher may change text to the target language as appropriate.)

Teacher encourages student involvement and participation by asking students to create a story about the exchange student's home town or city.

Each new fact and event of the story is reinforced with yes/no, either/or, who/what/where questions. Teacher encourages students to respond as a class, as well as individual students.

Teacher divides the class into two teams. The teams stand in a line on opposite sides of the classroom. The first student in

line is in the back of the room and not near the front. This student holds a dry erase pen or a piece of chalk. Teacher informs that the students with the writing tool must run to the front board and write down their answer to Teacher's question as fast as possible. The first student to write a correct response (both of information and of language context) will win a point for his/her team.

Those students then run back to their line and pass the writing tool to the next student. This process continues until Teacher calls "time."

The team with the most points at the end of this game will win extra-credit points for participation for today.

Teacher asks the following types of questions:

Which day is the first day of the week?

What can we see in a garden?

What does your family recycle?

Where is Armenia?

Why are trees good for the earth?

What do you like to buy in a supermarket?

Do you like freeways or expressways? Why or why not?

Which is better for the earth, riding on the bus or in the car?

Which is better, a gas-powered car or an electric car?

Where do you want to go to college?

What do you do when you go to a park?

Do you like to go skateboarding?

When was the last time you and your family went to the beach?

What do you like to do at the beach?

What do you and your family do to keep our earth beautiful?

End - Students, in pairs, tell each other which slide in the Powerpoint presentation they liked the best and why.

- Unit Title

Daily Routine, Clothing and Fashion Show

Essential questions

What is your plan for today/weekend, what is your daily routine/what is your best dress?

Standards

1. Communication

- o Interpersonal: discuss, express, exchange work in groups
- o Interpretive: comprehend information, listen to presentations
- o Presentational: participate, prepare, present

2. Culture

- o Gain insight
- o Understand cultural practices

3. Connections

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

4. Comparisons

- o Discuss the point of view of the culture being studied and their own

5. Community

- o Participate in an activity
- o Interact with classmates and perform

Enduring understandings/Objectives

Understanding local dresses helps students engage in the language learning and extends learning beyond the classroom to real-life situations.

- Outcomes/Objectives/Progress Indicators: Students will engage in conversations.
- Students will interpret spoken language during presentations.
- Students present information about clothing, daily routines and special occasions to an audience of listeners
- Students will describe the daily routine of a fictional character or a famous personality.

□ Students will be able to recognize daily routine vocabulary in the context of a Pictionary game.

Language / Communication

Language

Functions (Do)

-Describing

clothes, fashion

styles

-expressing

everyday routines.

-recognize

clothing and daily

routine vocabulary

Grammatical

Structures

(Know)

-present

simple tense

- time

expressions

such as

everyday,

usually,

sometimes,

never

Vocabulary

(Know)

-vocabulary

related to

clothing

- Vocabulary

related to

everyday

routin

- vocabulary

related to

everyday

make up

Culture(s)

(Know)

-Students will

describe and

compare local

clothing

- Student will

discover

national

clothes and

uniforms worn

in different

events in

Turkey.

Subject Content Connections

- Math:

Students will

find out prices

for the same

brand cloth in
local market
and Turkey
and compare
the price
difference
Art : Create
your own
fashion fall-
Winter
creation using
chart papers
and recycled
materials or
just drawing on
sketch paper
Music/Drama:
organize a
Fashion show
in Classroom
with suitable
clothes and
dresses

Learning Activities , Performances

Duration: 4 weeks
-Teacher and
students
brainstorm the

name of a
famous
personality
(Actor, TV
personality,
musician,
cartoon
character, etc.)

Teacher and
students
brainstorm
where this
personality will
be going, e.g. to
the movies, to a
rock concert, to
a theatrical
production, to
the shopping
mall, an office,
etc.

Teacher and
students
brainstorm
whom this
famous
personality will
be meeting at
this location,

e.g. another
famous person,
a friend, a
former teacher,
a prospective
employer, etc.

Teacher guides
the students in
creating a
description of
this
personality's
preparation for
his or her date,
business
appointment or
meeting.

Teacher asks
students many
yes/no,
either/or or
personalized
questions about
each item
-Students (using
a Filmstrip
format) draw a
series of
cartoon-style

pictures of the
celebrity's
routine and
write short
phrases or
sentences that
describe each
frame of the
strip.

-Students show
and read their
cartoon filmstrip
to several
classmates

-Teacher
instructs
students to
"study" all the
items on the
table in the
front of the
room, for in 5
minutes, he or
she will cover
the table and
will ask students
to list and
describe all the
items to the

best of their
memory.
Students (using
a Filmstrip
format) draw a
series of
cartoon-style
pictures of the
celebrity's
routine and
write short
phrases or
sentences that
describe each
frame of the
strip.

- Unit Title

Living in My world

Essential questions

How do you travel? Do you use public transportation? Are we ecology friendly?

Standards

ACTFL national standards

1. Communication

o Interpersonal: discuss, express, exchange work in groups

o Interpretive: comprehend information, listen to presentations

o Presentational: participate, prepare, present

2. Culture

- o Gain insight
- o Understand cultural practices

3. Connections

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

4. Comparisons

- o Discuss the point of view of the culture being studied and their own

5. Community

- o Participate in an activity
- o Interact with classmates and perform
- o Consult resources to obtain information

Enduring understandings/Objectives

The use of Turkish language for personal enjoyment, encourages lifelong language learning.

Outcomes/Objectives/Progress Indicators: Relate past events when writing or speaking

- Give driving directions
- Discuss environmental concerns such as:
 1. - modes of transportation
 2. - weather and climate
 3. - personal choices that affect one's environmental footprint
 4. - perspectives on local as well as international neighborhoods
- Plan and participate in a community service project.

Language / Communication

Language

Functions (Do)

-Identify Traffic

signs and mode of
transportation

-Participate in
conversation to
discuss mode of
transportation
-Exchange
information about
climate
- -Work in groups
to discuss
community
service
-Present a
community
service project
Grammatical
Structures
(Know)
-Simple Past
Tense
(affirmative,N
egative,
Question)
- Past Perfect
Tense
- Past tense
articles
- Time
expressions
Vocabulary

(Know)

- Vocabulary

related to all

sort of

transportatio

n

- Vocabulary

related to

geographical

features and

climate

-seasons

-rain, storm,

snow, snow

storm, global

warming.

Culture(s)

(Know)

-Compare

social services

-Discuss what

kind of social

works are

organized in

US and Turkey

-Describe how

climate affects

people life

style.

Subject Content Connections

Mathematics:

Conduct a
research in
mode of
transportation.

Ask students to
find out what
kind of
transportation
their parents
use and
compare
results in
classroom

Geography:

Describe the
physical
processes that
shape patterns on
Earth's surface.

Prepare a chart to
show it

Environment
and Ecology:

Identify natural
and human-made
factors that affect

water quality.

Learning Activities , Performances

Duration: 4 weeks

Teacher asks students to respond to the following questions. For younger students, ask the question about their parents and guardians instead. Teacher then records the results of the survey on the board or a blank overhead transparency.

1. How many of you use a car every day to travel?

2. How
many of
you only
use a
car on
the
weeken
ds?

3. How
many of
you use
a car
several
times a
week?

4. How
many of
you
never
use a
car?

5. How
many of
you do
not have
access
to a car?

Teacher has
written the

following useful
vocabulary in
the target
language, on
the board or an
overhead
transparency.
cliffs,
sand,
islands,
waterfalls
, hills,
sand
dunes,
plains,
bays,
glaciers,
forests,
beaches,
valleys,
rivers,
rocks
Students, in
pairs, discuss
what they can
see in the
following places
and what they
can do there.

In the mountains

In a desert

In the jungle

On the coast

On a tropical island

In the area where you live

For example:

In the

Grand

Canyon of

Arizona,

USA, we

see cliffs,

trees,

waterfalls

, valleys,

rivers and

river

beaches.

We can go

kayaking,

hiking,

climbing

and

water-

rafting.

- Unit Title

You are special

Essential questions

- How do I use another language to communicate with others?
- What strategies can I use to communicate more effectively?
- What is the Turkish-speaking world like?
- How do I demonstrate an understanding of the similarities, differences, and interactions across cultures and languages?

Standards

SWBAT

*Students will be able to write positive comments for family members in short sentences.

* Write sentences to compliment a classmate.

* Orally describe their own personalities and characteristics

* How do I use my knowledge of language and culture to enrich my community and broaden my opportunities?

Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

Enduring understandings/Objectives

*Students will understand different cultures have their own way of expressing family members and their relations.

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

*Identifying cognates, using context clues, and media (such as maps) are strategies one can use to communicate effectively.

*One can learn similarities and differences between cultures, as well as gain new perspectives.

*Gaining knowledge about and empathizing with other peoples and cultures leads to a more tolerant society.

Language / Communication

Language

Functions

- Make a

chart of

your

family

members

in a

family

tree.

- Create a

power

point

presentati

on

introduce

s

immediat

e family

and step-

family

members.

- Match the

pictures

of the

family
members
with their
names.

- Describe
the
pictures
of famous
people.

- Write the
personal
descriptio
ns- hair,
eyes,
height etc.

Grammatical

Structures

-Simple present
tense.

-Possessive
pronouns.

Vocabulary

-names of the
family
members.

-Personal
characteristic.

-daily
greeting

words.

Culture(s)

-Addressing people

in the community

with the words

used for family

titles.

- Different accent

of Turkish has their

own ways of

greetings in local

communities.

Subject Content Connections

Language arts

- The

learner will

create a

family

album

which will

include

pictures

and

sentences

about each

member of

his/her

family.
Social
Studies
-
information
about
famous
Turkish
historic
characters(i
e. Mustafa
Kemal
Ataturk)

Learning Activities , Performances

Duration: 4 weeks

Beginning - Teacher tells a simple story, in the target language, about a time when he/she needed some reassurance or support from family and friends. Teacher checks for comprehension often, asking for feedback from the class on Who? What? Where? When? Why? as well as asking Yes-No and Either-Or questions.

Middle - Teacher leads a whole-class brainstorm, using an

overhead projector and a blank transparency or a white board.

Teacher writes down what the students say.

What are some compliments you would give your best friend?

What are some compliments you would give your favorite actor?

What are some compliments you would give your favorite actor?

What are some compliments you would give your mother?

What are some compliments you would give your father?

What are some compliments you would give your brothers/sisters?

What are some compliments you would give your pet?

Teacher distributes a "You're Special" handout to each student. Each student writes his/her name on the top line of the handout. Each student then gets up and walks around the classroom, with pen in hand,

and writes an anonymous compliment on one line of the classmates' handouts. The teacher encourages the students to write on as many handouts as possible in the allotted time.

The teacher walks around and writes on the students' handouts as well.

(The teacher may wish to have his/her own handout available for students to write compliments.) Students return to their seats and read the compliments that their classmates have written for them

End - The teacher leads an analysis and summary of this activity. The teacher first tells the class what he/she observed during the independent practice.

Then, the teacher encourages students to comment on their reactions to what they did and what they read.

Possible questions:

What did you like about this activity?

What would you change?

What did you learn?