

Young Scholars of Western Pennsylvania Charter School

Turkish K

- Unit Title

In School

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 School and describes and compares materials of school and classes, greeting, numbers, days of the week, body parts, the alphabet SWBAT describe classroom objects by using numbers, colors, shapes and patterns. SWBAT name 8 different colors.

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 will be able to say days of the week. Students be able to recognize Turkish alphabet.

SWBAT identify 8 different colors. SWBAT introduce themselves. SWBAT describe and name a variety of different classroom objects by color, shape, pattern and numbers. SWBAT use correct noun/adjective agreement when describe objects.

Language/Communication

Language

Functions

- Express likes/dislikes
- Describe different patterns
- Describe classes/classroom materials' schools
- Express location
- Compare classes

Grammatical

Structures

-Bu, Su

- - *Vocabulary*
 - 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
- Patterns
-

Culture(s)

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

Subject Content(Connections)

Math

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

Science

- Science classes
- Science subjects
- Name of science class materials

Music

- Song “Daha dun annemizin”

Art

- School pictures

- Classroom objects pictures
- Graphed
- Shape projects

Language arts

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

Learning Activities,Performances

- Singing song about greeting, days of the week, body parts
- Introduce themselves
- 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.
- Introduce shapes
- Identify shpes and describe by using numbers

Essential Question(s)

How are you?What is your name?Can you name all of the color/shapes/numbers and patterns you see in classroom(objects)?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 canstudents draw pictures to illustrate body parts, all the classroom items, and people? 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?

- Unit Title

Ye Kurkum Ye, Seasons, Clothes and Weather

Standard(s)

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2. *Culture*

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- *Understand cultural practices*

3. *Connections*

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

4. *Comparisons*

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5. *Community*

- *Participate in an activity*
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Enduring Understanding/Objectives

SWBAT identify clothing, describe what they are wearing, comprehend and Ye Kurkum Ye story, relate weather and clothing, colors SAWBAT understand the differences between seasons SAWBAT understand "soguk", "sicak" weather expressions

SWBAT describes and identifies different clothing from different cultures and compare seasons at different regions. SWBAT compare clothing and 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.*
 - *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

- *Describe weather in USA and Turkey*
- *Identifying weather*
- *Compare clothing in different communities*
- *Identify clothes and different ways people choose to get dressed*

Expressing needs and likes about clothing

Grammatical

Structures

- *Kaç soru sıfatı (The interrogative form of "how many")*
- *Adjectives*

Vocabulary

- *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)

- *Describe and compare seasons and clothing cultures*
- *Compare and contrast the season of Turkey and regions*

Subject Content(Connections)**Math**

- *Graph your favorite seasons*
- *Geography*

Describe how the world is made up of regions that are very different from each other in terms of climate, geography, animal life, and culture.

Animals and plants are adapted to the conditions of the habitats in which they live.

Science

-Identify the weather

Social Studies

-Compare and contrast weather in different countries with Pittsburgh?

-Use map when talking about countries weather

Learning Activities,Performances**During 6 weeks**

- *Clothing map of Turkey (Demonstrate which regions people have different clothes)*
- *Introduce seasons*
- *Compare and contrast seasons*
- *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 season influence clothing? How do seasons affect the cultures and the way people get dressed? What is the connection between seasons, culture and clothing? How can weather be described?

- *How does weather impact me and my community?*
- *Why are the different types of weather and what are their characteristics?*
- *How do we measure weather?*
- *How do you record weather data?*
- *How would you illustrate the four seasons?*
- *How would you build a simple weather instrument?*
- *What information can I get from using a simple weather instrument? (Thermometer, wind vane, or rain gauge)*
- *Is weather always the same? Why or why not?*
- *How does weather affect our daily activities?*

- Unit Title

Where do I live?

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Enduring Understanding/Objectives

SAWBAT describe parts of the house in Turkish. Students will practice questions and answers using the “want to”. Students will be able to describe their favorite food. SWBAT use vocabulary to talk about different types of foods (fruits and vegetables).

We can make and enjoy different kinds of food with our friends and family. People have basic needs (food) and wants. People live in different kind of place. All living things have basic needs at house and school. SAWBAT describe parts of the house in Turkish; Living room, bathroom, kitchen, and the names of the items within these rooms.

Language/Communication

Language

Functions

- *Asking informational questions*
- *Expressing needs and likes*
- *Describe fruits/vegetables*

Grammatical

Structures

- *Want to*
- *Like dislike*
- *I need*

Vocabulary

- *Fruits*
- *Vegetables*
- *House items*
- *School tools*

Culture(s)

- *Describe types of vegetable and fruit in Turkish*
- *Compare foods Turkish and USA*
- *Compare living styles, houses and neighborhoods in Turkey and USA*

Subject Content(Connections)

Math:

Use measuring units to prepare a dish (using a recipe)

Science:

Describe the usefulness of Earth's physical resources as raw materials for the human-made world.

Social Studies:

Describe how common geographic tools are used to organize and interpret information about people, places, and environment.

Describe and locate places and regions as defined by physical and human features.

Describe and explain the effects of the physical systems on people within regions.

Language Arts:

Conduct a survey to find out people's favorite foods are

Art: *Draw fruits and vegetables that's grown in different regions of Turkey*

Music: *Students listen music pertaining to local foods according to the different regions*

Learning Activities, Performances

Beginning:

Present vocabulary part of the house in Turkish

Present vocabulary on fruits and vegetables, types of food,

- *Review Vocabulary related to food*

Middle:

Organizing types of food according to taste (salt, sweet, bitter, sour)

SOR VE CEVAPLA:

Ask the following questions:

Which foods are popular?

Which fruit or vegetable is your favorite?

Which fruit is sweet or sour?

Which fruit is soft or hard?

End – Project

Have students make a menu with vegetable and fruit

design a house using constructions materials and cartoons or Lego Blocks

Essential Question(s)

- *What is your favorite vegetables and fruits? How do can I say fruit and vegetable name in Turkish? How the different types of food grown in Pittsburgh? What would you want vegetable and fruit in Turkish?*
- *How do I describe the people, places and things in my school in Turkish? How would I describe my environment in Turkish? How would I describe my house in Turkish? How can I describe my environment? How can I describe my school and classroom in Turkish? How and when do you use school subject pronouns in English and Turkish?*
- *How does food affect the way people live and work?*

• Unit Title

Who am I?

Standard(s)

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Enduring Understanding/Objectives

- *SWBAT how to describe themselves in Turkish.*

SWBAT identify clothing, describe what they are wearing, comprehend and Ye Kurkum Ye story, relate weather and clothing. renkler, Likes and dislikes, favorite activities, comparing our preferences. What I Like/Dislike To Do? My Hobbies

Knowing how to get along with others should help me to make and keep friends.

Awareness of my feelings and how I express them impacts others.

Becoming aware of my strengths and needs in social situations. Share like or dislike with others

- *Understand the similarity between different cultures and people*
- *Languages use different ways to communicate*

Outcomes/Objectives/Progress Indicators:

- *Ask their classmates how they are and be able to respond to their classmates' similar questions*
- *Express and discuss their likes, dislikes and preferences about things, school and extra-curricular activities*
- *Students will be able to fill out a questionnaire about things that they like and dislike. Students will participate in an oral and written class survey of activities they like and don't like to do. Students will understand short texts when reading about other young people's likes and dislikes*

Language/Communication

Vocabulary, Language Functions, Culture

- *Greeding*
- *Introducing*
- *Describing themselves*
- *identifying birthday*

-
- *Counting*
- *Play video games*
- *Sing*
- *Play sports*
- *Outdoor activities*
- *Listen to music*
- *Play a musical instrument*
- *Draw or paint*
- *Look at television*
- *Run*
- *Ride a bicycle*
- *Use the computer*
- *TravelRead*
- *Dance*
- *Go to the beach, the mountains, etc.,*
- *Sleep*
- *Go for walks*
- *Go hiking*
- *Go to movies, concerts, plays, etc.*
- *Roller-blade*
- *Skateboard*
- *Study*
- *Do homework*
- *Take tests*
- *Greeting*
- *Introducing*

Describing themselves, Counting,

Subject Content(Connections)

Math*-counting**-graphing***Science***-body parts***ELA***-reading stories*

Learning Activities,Performances

*During 6 weeks**Beginning:Setting the Stage*

The teacher has a photo of a famous person taped to the board and has drawn a speaking bubble above the photo. In the bubble, the teacher has written a series of sentences in the target language (TL) that indicate what that famous person likes, doesn't like and prefers. The teacher may use a drawing of a heart to illustrate "like" and a frown to illustrate "don't like." The teacher also uses a variety of recognizable cognates, such as "pizza," or "chocolate." The teacher may also write the English words like and don't like next to the corresponding TL expression.

Input (10 minutes)

The teacher shows pictures of various things, such as pizza, French fries, chocolate, tests, school, the cinema, football, ice cream, vacations and stores as he/she tells the class in the TL, "I like..." or "I don't like..." These expressions are all written on the board. The teacher may point to the English translation as the expression is spoken.

The teacher then shows a picture of a famous person or character and tells the class, in the TL, "He/She likes....doesn't like...." related to all the things previously mentioned. The term, "He/she likes/doesn't like" is also written on the board as the teacher says them. The teacher may point to the English translation written on the board as the expression is spoken.

The teacher then focuses on a student in the class and asks him or her, "Do you like/don't you like" with some of the things. The teacher writes on the board, "You like/don't like." The teacher moves around the room and asks several students what they like or don't like.

Middle: Guided Practice (10-15 minutes)

1. The teacher has prepared a list of different movies that are currently showing or a list of different television shows. The students, in pairs, discuss whether they like or do not like each of the movies or television shows.

2. The teacher has prepared six illustrations, numbered 1 through 6, that match six different scenarios. These illustrations can either be posted on the board in the front of the room, or reproduced on an overhead transparency. The teacher reads a text, prepared ahead of time, of six teenagers calling a radio talk show and telling the host what their name is, how old they are and what they like or don't like. Example: "Hi, My name is Monique. I'm 15 years old. I like ice cream." The students are to match the name of the "caller" to the number of the illustration that matches the phone call description.

Independent Practice (15-20 minutes)

Students respond in writing to a questionnaire that asks them to list what they like and don't like. They simply take a sheet of paper, fold in half lengthwise. At the top of the left column, they write the expression in the target language, "I like" and at the top of the right column, the expression, "I don't like."

When finished, the students get into groups using Numbered or Colored Heads (explanation below) and compare their results. They are to write a group report that tells

- o One thing everyone in the group likes
- o One thing that every individual student likes that no one else in the group likes
- o One thing that everyone in the group dislikes
- o One thing that every individual student dislikes that no one else in the group dislikes.

Closure (5 minutes)

The teacher collects all the Numbered Heads results. The students return to their original seats. The teacher asks for one or two volunteers to read their Numbered Heads group results to the class.

Essential Question(s)

Who I am? What is your name? How are you? How do you get along with others? How do I deal with a problem? How do my actions affect others? What am I good at and what do I need to work on? How do I decide what is the right thing to do? What do I like to do? What is hard for me? Are like and dislike personal matters or have cultural nuances?

- What Americans and Turkish like/dislike?
- What common hobbies do Americans and Turkish have?
- Is there any correlation between geographical region and people's hobbies?