

# Change Can Be Good

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## Module Overview

<b>Target Language:</b> Arabic	<b>Grade Level:</b> K-1
<b>Proficiency Level:</b> Junior Novice Low	
<b>Summary:</b> Students will observe and tell how frogs, butterflies and human beings grow and change.	
<b>Enduring Understanding:</b> Living things change as they grow and develop.	
<b>Essential Questions:</b> How do living things change? How do I change as I grow?	

Standards Targeted	
5C – World Language Standards	5E – STEM Standards
<p><b>Communication</b></p> <ul style="list-style-type: none"><li>• Ask and answer simple questions related to life cycles of a frog, a butterfly and a human (1.1)</li><li>• Understand and interpret the target language in its spoken and written form on learned topics (1.2)</li><li>• With visual aids and the support of a teacher, tell a brief story about the life cycle of a frog, a butterfly and a human (1.3)</li></ul> <p><b>Connections</b></p> <ul style="list-style-type: none"><li>• Name the stages of the life cycle of a frog, a butterfly and a human (3.1; see STEM standards)</li></ul> <p><b>Comparisons</b></p> <ul style="list-style-type: none"><li>• Students demonstrate understanding of the nature of language through comparisons of English and target language (4.1)</li></ul> <p><b>Community</b></p> <p>Perform songs in the target language (5.1)</p>	<p><b>1.SF Structure and Function</b></p> <p>Students who demonstrate understanding can:</p> <ul style="list-style-type: none"><li>a. Observe and analyze the external structures of animals to explain how these structures help the animals meet their needs.</li><li>b. Make observations to explain that animals, including people, have body parts that they use to obtain and convey information, which the animal responds to with behaviors that help them grow and survive.</li><li>e. Gather and use data to explain that young animals and plants grow and change, and not all individuals of the same kind look exactly the same.</li></ul> <p><b>Math Common Core</b></p> <p>Sort objects into categories and compare quantities</p> <ul style="list-style-type: none"><li>PK. MD 4 Ability to sort objects into categories and then compare the categories.</li><li>PK. G.4 Ability to describe three-dimensional objects using vocabulary such as size, shape, color, corners, edges, and/or</li></ul>

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Knowledge: Students will know...	Skills: Students can...
<p>Vocabulary</p> <ul style="list-style-type: none"> <li>Recognize words related to the stages in the life of a butterfly, a frog, and a human.</li> </ul> <p>Expressions and patterns:</p> <ul style="list-style-type: none"> <li>Where and what patterns</li> <li>More or less</li> <li>Be able to make simple statements</li> <li>Be able to ask and answer simple questions</li> </ul>	<ol style="list-style-type: none"> <li>Tell that living creatures go through stages.</li> <li>Name the stages in the life cycle of a butterfly, a frog, and a human.</li> </ol>

**Module Duration and Lessons:** Five 30-minute lessons

Lesson 1 - The Life Cycle of a Butterfly دورة حياة الفراشة

Lesson 2 - The Life Cycle of a Frog دورة حياة الضفدعة

Lesson 3 - The Life Cycle of a Human دورة حياة الإنسان

Lesson 4 - Same but Different تشابه وإختلاف

Lesson 5 - Hear My Voice! – Assessment (Identify the life cycles of these species) إسمع لي!

<b>Performance Assessment:</b>	What culminating performance tasks will provide evidence that students have achieved the program learning objectives? Consider providing opportunities for students to be assessed for each mode of communication through interpretive, interpersonal and presentational performance tasks. However, for students at this age group, assessment may be integrated.
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### Materials/Resources:

- <http://www.teachingheart.net/veryhungrycaterpillar.html>
- <http://www.enchantedlearning.com/coloring/lifecycles.shtml>
- [http://www.ourclassweb.com/projects/webquest\\_frogs\\_science\\_journal.pdf](http://www.ourclassweb.com/projects/webquest_frogs_science_journal.pdf)  
(Image of frog cycle)
- <http://ethemes.missouri.edu/themes/407>  
(Dance of the butterfly and build your own caterpillar)
- <http://www.valdosta.edu/~vlstout/topic.html>  
(Life cycles of animals: do you want to watch me grow?)
- [http://wikieducator.org/Crawling\\_to\\_Flying:\\_The\\_Life\\_Cycle\\_of\\_a\\_Butterfly](http://wikieducator.org/Crawling_to_Flying:_The_Life_Cycle_of_a_Butterfly)  
(Using *The Very Hungry Caterpillar*)
- [http://teacher.scholastic.com/lessonrepro/lessonplans/profbooks/life\\_cycleactivities.pdf](http://teacher.scholastic.com/lessonrepro/lessonplans/profbooks/life_cycleactivities.pdf)  
(Mini-books for from caterpillar to butterfly, etc.)
- <http://teacher.scholastic.com/lessonrepro/lessonplans/profbooks/tadpole.pdf>  
(Tadpole transformation)
- [http://www.kellyskindergarten.com/science/science\\_center\\_activities.htm](http://www.kellyskindergarten.com/science/science_center_activities.htm)

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### Lesson One

- <http://www.enchantedlearning.com/coloring/lifecycles.shtml>
- Worksheets 1a, 1b, 1c
- Large paper

### Lesson Two

- [http://www.enchantedlearning.com/coloring/life\\_cycles.shtml](http://www.enchantedlearning.com/coloring/life_cycles.shtml)
- <http://www.frog-life-cycle.com/>
- <http://www.coloring.ws/frog1.htm>
- <http://www.dltk-teach.com/rhymes/frogs/color.htm>
- Worksheets 2a, 2b, 2c
- Toy, puppet, or model frog
- Individual baggies for each student with cut out pictures of the of the frog
- Crayons or markers, scissors

### Lesson Three

- Important: Tell students to bring in some of their personal pictures, i.e., baby pictures or family members' pictures; use them for the website to draw what they expect to look like as an adult.
- [http://www.kellyskindergarten.com/science/science\\_center\\_activities.htm](http://www.kellyskindergarten.com/science/science_center_activities.htm)
- Worksheets 3a, 3b, 3c

- Coloring materials
- Glue
- Caterpillar puppet or picture
- Optional: <http://bit.ly/Ab2mQt>

- Large calendar in target language
- Crayons or markers

### Lesson Four

- 3 work stations (one for each animal)
- Cut-out pictures of stages of life
- Large paper
- Coloring materials
- Glue

### Lesson Five

- Teacher-created VoiceThread: <http://www.voicethread.com> (Teacher needs to register prior to the class and become familiar with the function of the site.)
- Pictures of people, frogs, and butterflies in various stages of life
- Butterfly pictures from Lesson 1 (for reviewing colors)
- Stages of life poem
- Crayons or markers

### STEM Background Information for Teachers:

Animals and plants go through different stages during their lives. Animals are born, grow, develop into adults, and reproduce. The stages of growth and development are known as a life cycle. Different animals have different life cycles.

### Butterfly Life Cycle

Many insects change form at each stage of their life cycle. The changes in form are called metamorphosis. During metamorphosis, a butterfly goes through four stages.

First Stage – Egg: a female butterfly will lay hundreds of eggs. These eggs become larvae.

Second Stage – Caterpillar: The larvae look like small worm-like caterpillars which hatch from the eggs. The caterpillars eat leaves and grow larger.

Third Stage – Chrysalis: Then the caterpillar forms a hard case around its self. This is called the cocoon or Chrysalis stage. While in its case, the caterpillar changes shape and forms new body parts.

Fourth Stage – Butterfly: Eventually, a butterfly breaks out of the case.

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### Frog Life Cycle:

Frogs are amphibians. Like many insects, frogs go through metamorphosis during their life cycle. But, frogs don't change their form as quickly as butterflies do. They change very gradually as they develop and grow.

First Stage – Egg: The female frog lays hundreds of eggs which are protected by a jelly-like substance.

Second Stage – Tadpole: Tiny tadpoles hatch from each egg. The tadpole has a tail to help it swim. It also has gills so it can use the oxygen in the water to survive.

Third Stage – Froglet: The tadpoles slowly grow hind legs. Lungs begin to develop inside the body. Then, the tadpole grows front legs. The tail starts to disappear and gills are completely replaced by lungs. Because the tadpole no longer has gills, it must go to the surface of the water to breathe air.

Fourth Stage – Frog: Eventually, the young frog will have four legs and no tail. It will continue to grow until it is a full-sized adult.

### Human Life Cycle

Humans are constantly changing. The stages of the human life cycle are as follows:

First stage – Embryonic Stage: A human's life cycle begins with an embryo in the womb of a female. A full-term pregnancy is 38 weeks.

Second stage – Infant Stage: When a fetus is born, it is called an infant. Human infants are completely helpless at birth. They depend on other humans to provide shelter, protection and food.

Third stage – Childhood Stage: A period of rapid growth occurs from ages 1 to 10. Human children learn how to communicate in language, solve problems, and perform complex tasks.

Fourth stage – Adolescence: Most humans enter adolescence between the ages of 11 and 13. This is a time of rapid bodily changes as humans prepare for reproduction.

Fifth stage – Adulthood: This is the longest stage of the human life cycle.

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#### Lesson 1 - The Life Cycle of a Butterfly دورة حياة الفراشة

Lesson 1 of 5		Duration: 30 Minutes
<b>Objectives</b>	<b>I Can:</b> Oral Language: <ul style="list-style-type: none"><li>Identify the stages in the life of a butterfly.</li></ul> Literacy: <ul style="list-style-type: none"><li>Recognize words related to the stages in the life of a butterfly.</li></ul> STEM and other subject areas. <ul style="list-style-type: none"><li>Identify the stages in the life of a butterfly.</li></ul>	
<b>Performance Assessment</b>	Students will communicate their understanding of the stages of the life cycle of the butterfly orally and through demonstration with visual aids or performances.	
<b>Vocabulary and Expressions</b>	<b>Recycled</b> الأرقام من واحد إلى عشرة أيام الأسبوع أسماء الألوان كبير / أكبر صغير / أصغر أي..؟	<b>New</b> الدودة/ اليرقة فراشة بيضة الخادرة / الكريساليس مراحل تغيير ينضج يزحف يمشي يأكل يطير
<b>Materials / Resources</b>	<ul style="list-style-type: none"><li>Work Sheet 1a - Names of states of life cycle of butterfly</li><li>Work Sheet 1b - The life cycle of a butterfly and word bank</li><li>Work Sheet 1c - Butterfly (Coloring)</li><li>Large paper</li><li>Coloring materials</li><li>Glue</li><li>Classroom calendar</li><li>Caterpillar puppet or picture</li><li>Book: the Very Hungry Caterpillar, by Eric Carle اليرقة الجائعة جداً <a href="http://www.amazon.com/dp/1852691247?tag=njbargayourlo-20&amp;camp=14573&amp;creative=327641&amp;linkCode=as1&amp;creativeASIN=1852691247&amp;adid=0ZP9YHRFHAKCC4RFMXN6&amp;">http://www.amazon.com/dp/1852691247?tag=njbargayourlo-20&amp;camp=14573&amp;creative=327641&amp;linkCode=as1&amp;creativeASIN=1852691247&amp;adid=0ZP9YHRFHAKCC4RFMXN6&amp;</a></li><li>Optional : <a href="http://www.classroomjr.com/the-very-hungry-caterpillar-activities-and-">http://www.classroomjr.com/the-very-hungry-caterpillar-activities-and-</a></li></ul>	

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	<a href="https://www.english.com/lesson-plan/hungry-caterpillar-questions/">lesson-plan/hungry-caterpillar-questions/</a>
Key Elements	Lesson 1 Procedures
<p><i>Engagement</i></p> <ul style="list-style-type: none"> <li>Object, event or question used to engage students.</li> <li>Connections facilitated between what students know and can do</li> </ul>	<p><b>Days of the Week</b></p> <p>Before class, the teacher “hides” a caterpillar puppet (preferably) or a picture of a caterpillar someplace in the classroom that will be fairly obvious for the students to see, so they can help the teacher find it when she/he begins looking for it.</p> <p>T: (Referring to calendar and pointing to the current week) كم يوماً في الأسبوع؟  S: سبعة أيام في الأسبوع  T: (Teacher, pointing to each day, guides students to repeat days of the week.) ما هي أيام الأسبوع؟  S: الإثنين، الثلاثاء...  T: ما هو اليوم؟  S: (Answer with name of day.)  T: الآن أريد أن أريكم شيئاً. معي كتاب عن دودة الكاتربيلار، وأريد أن أريكم شيئاً ما. (Looking in pockets, on the desk, in a bag—whatever is available.)  أين الدودة؟ أكيد كان في دودة معي. يا الله! أين دودتي؟  T: (Holding up hands in defeat, to students)  Showing with fingers), ساعدوني أجد الدودة من فضلكم. هي في هذا الحجم. (or whatever colors the puppet/picture is). وهي خضراء وصفراء  واصلوا البحث، هل تجدون الدودة؟</p> <p>T: (If no child immediately sees the caterpillar, ask for a volunteer to look for it. While the child is looking, lead the class in chanting.)  أين الدودة؟ أين الدودة؟ ممتاز! وجدنا / وجد / وجدت الدودة—صديقتنا. يلاً الآن نقرأ قصة الدودة.</p>
<p><i>Exploration</i></p> <ul style="list-style-type: none"> <li>Objects and phenomena are explored.</li> <li>Hands-on activities, with guidance.</li> </ul>	<p><b>The Very Hungry Caterpillar</b></p> <p>T: (Using the caterpillar book as a visual, introduce the story.)  عن ماذا هذا الكتاب؟ (Leaving room for students to respond. If they don't respond, ask the question.)  S: الدودة!  T: صحيح. القصة عن الدودة الجائعة جداً. وهي تبحث عن شيء طيب للأكل.  T: (Paging through the book)  هي هنا...بيضة صغيرة على الورقة. هي لا تشبه الدودة. صحيح؟  T: (Turning the page)  (Read the story through the 5 consecutive days, Monday through Friday, asking students to identify colors of the fruit, count the numbers of each fruit, and asking how many like to eat each type of fruit. After each page, invite students to repeat with you)  وهي ما زالت جوعانة  T: (Reading what he eats on Saturday, encourage students to answer simple yes/no questions followed by or and wh- questions.) هل الدودة مبسوطة؟</p>

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Key Elements	Lesson 1 Procedures
	<p>S: هي مبسطة</p> <p>T: (Gesturing) أفكر عندها ألم في المعدة</p> <p>T: (Reading what he eats on Sunday) كيف تشعر الودودة؟ هل الأوراق ستجعلها تشعر أحسن؟</p> <p>S: نعم!</p> <p>T:</p> <p>أفكر أن الديدان يحبون أكل الأوراق. هل تحبون أن تأكلوا أوراق؟ (No/Yes, teacher responds according students' answers.)</p> <p>T: (Finish reading the book, emphasizing the chrysalis and the butterfly.) الودودة تصنع بيتا صغيرا وتنم داخله لمدة أسبوعين. البيت اسمه</p> <p>T:</p> <p>(and so on) الأحد، الأثنين... (using calendar) يلاً نعد أسبوعين</p> <p>الآن شيء جديد يحصل... الودودة تزحف إلى الخارج. لكن إنتظروا! أنها فراشة!!! هذا تغيير كبير، صحيح؟؟</p>
<p><i>Explanation</i></p> <ul style="list-style-type: none"> <li>Students explain their understanding of concepts and processes.</li> <li>New concepts and skills are introduced as conceptual clarity and cohesion are sought.</li> </ul>	<p><b>From Caterpillar to Butterfly</b></p> <p>T: (Pause) هل هذه دودة؟ ما هذه؟ (Referring to the page with the egg on the leaf.) هذه بيضة.</p> <p>S: (Students repeat) هذه بيضة</p> <p>T: هنا هي بيضة. يلاً نرى ماذا سيحدث لها!</p> <p>T: (Using pictures from <b>Worksheet 1a</b>, teacher gesturing to demonstrate each motion.)</p> <p>هل ترون الودودة؟</p> <p>هل ترون البيضة؟</p> <p>ماذا ترون أيضا؟</p> <p>هذه الخادرة (الكريساليس) وهذه الفراشة.</p> <p>هل الودودة تزحف أم تطير؟</p> <p>هل تطير البيضة؟</p> <p>هل يطير الكريساليس؟</p> <p>هل تطير الفراشة؟</p> <p><b>Use a different motion for each stage:</b></p> <p>Egg: right fist on the back of the open left hand;</p> <p>Caterpillar: one hand "crawling" up the other arm;</p> <p>Chrysalis: hands beside cheek, as if sleeping;</p> <p>Butterfly: thumbs linked and hands waving.</p> <p>Optional: Show an actual specimen of a caterpillar and a butterfly in jars. While students observe them, ask questions such as, أين الفراشة وأين الودودة؟</p> <p>T: (Discussing the stages of the life of a butterfly referring to colors and sizes) ما هذه؟ بيضة أم خادرة؟</p> <p>S: هذه بيضة.</p> <p>T: (Continuing with other stages, ask students to repeat the name of each</p>

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Key Elements	Lesson 1 Procedures
	<p>stage, and to put them in order as a class. Have the class suggest the correct order. Then lead them in a chant, clapping or marching—in place or around the room—with each repetition. If they have learned motions, have them use the motions with each stage.)</p> <p>الفراشة لها أربع مراحل بيضة، دودة، خادرة، وفراشة.</p> <p>Distribute <b>Worksheet 1c</b> to take home to color. Optional: worksheet based on: <a href="http://www.classroomjr.com/the-very-hungry-caterpillar-activities-and-lesson-plan/hungry-caterpillar-questions/">http://www.classroomjr.com/the-very-hungry-caterpillar-activities-and-lesson-plan/hungry-caterpillar-questions/</a></p>
<p><i>Elaboration</i></p> <ul style="list-style-type: none"> <li>Activities allow students to apply concepts in contexts, and build on or extend understanding and skill.</li> </ul>	<p><b>What did he eat on Saturday?</b> T: (Pointing to life cycle cards) هل كانت صديقتنا فراشة أم دودة عندما أكلت الـ.. (Include number and items from book)? S: كانت دودة. T: (Using cards to demonstrate) صحيح ما كانت بيضة. ما كانت كريساليس. ما كانت فراشة. هي كانت دودة (pause and indicate the whole class should shout out) T: ماذا كانت عندما أكلت...؟ S: دودة. هي كانت دودة. T: صحيح. هي كانت دودة</p>
<p><i>Evaluation</i></p> <ul style="list-style-type: none"> <li>Students assess their knowledge, skills and abilities. Activities permit evaluation of student development and lesson effectiveness.</li> </ul>	<p><b>What stage is it?</b> T: (Distributing <b>Worksheet 1b</b>,) لنرى إذا تستطيعون تسمية كل مراحل الفراشة</p> <ul style="list-style-type: none"> <li>Directed by the teacher, the students will match words from the word bank with pictures of the correct stage.</li> <li>Teacher leads the class in the chant one more time.</li> </ul>



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Teacher Reflection on Lesson 1 - <i>The Life Cycle of a Butterfly</i>	
What worked well?	
What did not work well?	
What would I do differently?	
Other comments or notes	

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### Lesson 2 - The Life Cycle of a Frog

Lesson 2 of 5		Duration: 30 Minutes
<i>Objectives</i>	<b>I Can:</b> Oral Language: <ul style="list-style-type: none"><li>Identify the stages in the life cycle of a frog.</li></ul> Literacy: <ul style="list-style-type: none"><li>Recognize words related to the stages in the life cycle of a frog.</li></ul> STEM and other subject areas. <ul style="list-style-type: none"><li>Identify the stages in the life cycle of a frog.</li></ul>	
<i>Performance Assessment</i>	Students will communicate orally or through physical manipulation the stages of the life cycle of the frog.	
<i>Vocabulary and Expressions</i>	أولاً أخيراً شُرغوف/ أبو ذنبيبة ضفدعة صغيرة (ضفيدة) ضفدعة ذنب طويل قصير يسبح يقفز يمشي رجل / أرجل بُقَع	
<i>Materials/Resources</i>	<a href="http://www.enchantedlearning.com/coloring/life_cycles.shtml">http://www.enchantedlearning.com/coloring/life_cycles.shtml</a> <a href="http://www.frog-life-cycle.com/">http://www.frog-life-cycle.com/</a> <a href="http://www.coloring.ws/frog1.htm">http://www.coloring.ws/frog1.htm</a> <a href="http://www.dltk-teach.com/rhymes/frogs/color.htm">http://www.dltk-teach.com/rhymes/frogs/color.htm</a> Worksheet 1a – Life Cycle of a Butterfly Worksheet 2a – 5 Green and Speckled Frogs (Poem) Worksheet 2b – Frog and Log Worksheet 2c – The Life Cycle of a Frog Toy, puppet, or model frog Individual baggies for each student with cut-out pictures of the of the frog Crayons or markers, scissors	

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Key Elements	Lesson 2 Procedures
<p><b>Engagement</b></p> <ul style="list-style-type: none"> <li>Object, event or question used to engage students.</li> <li>Connections facilitated between what students know and can do</li> </ul>	<p><b>Introduce Frog</b></p> <p>T: (Showing students puppet, model, or toy frog)          / معي ضفدعة صغيرة وعليها بقع. أنظروا إلى البقع—هل ترونهم؟ يلاً نعدّ البقع على الضفدعة. (if possible).</p> <p>T:          ماذا في الغرقة عليه بقع؟ (Children are likely to find spots on clothing, pencils, pencil cases, etc. For each discovery, respond with:          صحيح. ال _____ عليه بقع. هو مبقّع.</p> <p>T: (Using the poem 5 Green and Speckled Frogs (<b>Worksheet 2a</b>), asks students to repeat each line after the teacher, using visuals to establish meaning.) <i>Five green and spotted/speckled frogs—let’s count them</i> (Counting with class) <i>sat on a spotted log</i> (Pointing to log and pointing out spots)...and so on.</p>
<p><b>Exploration</b></p> <ul style="list-style-type: none"> <li>Objects and phenomena are explored.</li> <li>Hands-on activities, with guidance.</li> </ul>	<p><b>Frogs have a life cycle too</b></p> <p>T: (Showing egg picture for butterfly life cycle - <b>Worksheet 1a</b>) ما هذا؟          S: هذه بيضة          T: إلى ماذا تغيرت أبيضة في قصتنا بالأمس؟          S: إلى دودة          T: (Showing egg picture from frog life cycle) صحيح. تغيرت إلى دودة.          هذه بيضة ثانية. هل في تشابه بين البيضتين أم هناك اختلاف؟ هذه البيضبة باضتها ضفدعة. إلى ماذا تتغير بيضة الضفدعة؟          S: ضفدعة!          T: (Showing picture <b>Worksheet 2d</b>) صحيح، إلى ضفدعة صغيرة.          أسم الضفدعة الصغيرة "أبو ذنبيبة" أبو ذنبيبة يسكن في الماء. أنظروا. هل ترون أرجل؟ لا، "أبو ذنبيبة" له ذنب. هل يستطيع "أبو ذنبيبة" أن يمشي؟ لا، في الماء "أبو ذنبيبة" لازم يسبح.          "إسبح، يا أبو ذنبيبة، إسبح" (Make a swimming motion with two palms together.)          إسبح يا أبو ذنبيبة إسبح          T: إذا إلى ماذا يتغير أبو ذنبيبة؟ إلى ضفدعة صغيرة (ضفدعة).          S: ضفدعة صغيرة!          T: نعم، يلاً نشوف صورة الضفدعة الصغيرة (الضفدعة). ماذا ترون؟ كيف الضفدعة؟ هل لها أرجل؟ نعم، الضفدعة الصغيرة لها أرجل. هل تستطيع الضفدعة أن تمشي؟ لا، الضفدعة لا تستطيع أن تمشي بالرغم أن لها أرجل. لكن، تستطيع أن تسبح وأن تقفز.          (Make a swimming motion with two palms together.)          "إسبحي يا ضفدعة إسبحي. إقفزي يا ضفدعة إقفزي!"          T: ما هو الاختلاف؟ (Showing the picture of a frog) الآن، أنظروا          S1: ليس لها ذنب          S2: لها أرجل          T: صحيح. أنظروا إلى الضفدعة. هل للضفدعة ذنب؟ هل لها أرجل؟ كم رجلاً؟ أنظروا إلى أقدامها. هذه الأقدام جيدة للسباحة. الضفدعة تستطيع أن تسبح. هل رأيتم ضفدعة تقفز. صحيح، الضفدع (Making swimming motion) تسبح وتقفز! أسبحي يا ضفدعة إسبحي!          S: إسبحي يا ضفدعة إسبحي!          T: (Making jumping motion) إقفزي يا ضفدعة إقفزي!          S: إقفزي يا ضفدعة إقفزي!</p>

## Change Can Be Good

### التغيير جيّد!

Key Elements	Lesson 2 Procedures
	<p><b>(Worksheet 2c)</b> هل تغير الضفدعة شكلها؟ يلاً نشوف ماذا يحدث للضفدعة.                      T: (Guiding students to the pictures of egg, tadpole, and frog.) الضفدعة تتغير من البيضة إلى أبو ذنبية وإلى ضفدعة.                      T: أين البيضة؟ أروني الضفدعة وأبو ذنبية؟ ما هو عدد المراحل؟ كيف يتحرك أبو ذنبية؟ كيف تتحرك الضفدعة؟                      S: (Answer accordingly)</p>
<p><i>Explanation</i></p> <ul style="list-style-type: none"> <li>Students explain their understanding of concepts and processes.</li> <li>New concepts and skills are introduced as conceptual clarity and cohesion are sought.</li> </ul>	<p><b>Naming the stages of the life of a frog</b>                      T: (Showing <b>Worksheet 2c</b>, teacher names stages of life cycle) أين البيضة؟ أبو ذنبية؟ والضفدعة؟                      S: (Students repeat and answer questions)                      T: (Using the cut-apart stages of the life cycle of a frog: 3 large pictures of the stages of the frog and smaller cut-apart pictures in envelopes or zippered plastic bags. <b>(Worksheet 2d)</b>                      T: ..... أروني (Asks students to repeat the name of each stage.)                      S: (Hold up appropriate picture and name stage.)</p>
<p><i>Elaboration</i></p> <ul style="list-style-type: none"> <li>Activities allow students to apply concepts in contexts, and build on or extend understanding and skill.</li> </ul>	<p><b>Which comes first?</b>                      T: يلاً نضعهم بالترتيب                      S: (With assistance, students put the stages in order.)                      T: (Referring to pictures, gesturing and asking comprehension questions) من أصغر؟ الضفدعة أم البيضة؟                      S: (Students respond to guided questions about first stage, last stage, color, size and movement.)</p>
<p><i>Evaluation</i></p> <ul style="list-style-type: none"> <li>Students assess their knowledge, skills and abilities. Activities permit evaluation of student development and lesson effectiveness.</li> </ul>	<p><b>Assessment: Let's Make a Frog Book</b>                      T: (Reviews order of life cycle.) ماذا تتذكرون عن الضفدعة؟                      Using cut-up stages of the life cycle of the frog copied onto 8.5 x 11" paper, students will make a booklet identifying the stages of the life cycle of the frog. They will color and place the corresponding pictures and words in order to form the book.</p>

## Change Can Be Good

التغيير جيّد!

Teacher Reflection on Lesson 2 - <i>The Life Cycle of a Frog</i>	
What worked well?	
What did not work well?	
What would I do differently?	
Other comments or notes	

## Change Can Be Good

التغيير جيد!

### Lesson 3 - The Life Cycle of a Person

Lesson 3 of 5		Duration: 30 Minutes
<i>Objectives</i>	<b>I Can:</b> Oral Language: <ul style="list-style-type: none"><li>Identify the stages in the life cycle of a human.</li></ul> Literacy: <ul style="list-style-type: none"><li>Recognize words related to the stages in the life cycle of a human.</li></ul> STEM and other subject areas. <ul style="list-style-type: none"><li>Identify the stages in the life cycle of a human.</li></ul>	
<i>Performance Assessment</i>	Students will communicate orally or through physical manipulation the stages of the life cycle of a human.	
<i>Vocabulary and Expressions</i>	شخص طفل / رضيع ولد / بنت مراهق راشدة رجل أو امرأة الأول/ أولاً الثاني/ ثانياً الثالث/ ثالثاً الرابع/ رابعاً	
<i>Materials/Resources</i>	<a href="http://www.kellyskindergarten.com/science/science_center_activities.htm">http://www.kellyskindergarten.com/science/science_center_activities.htm</a> <a href="http://tuxpaint.org/">http://tuxpaint.org/</a> (Use for the website to draw what they expect to look like as an adult.) Large calendar in target language Crayons or markers Worksheets 3a, 3b	

## Change Can Be Good

### التغيير جيد!

Key Elements	Lesson 3 Procedures
<p><i>Engagement</i></p> <ul style="list-style-type: none"> <li>Object, event or question used to engage students.</li> <li>Connections facilitated between what students know and can do</li> </ul>	<p><b>Who are you?</b></p> <p>Put cut-up pictures of stages of butterfly and frog life cycles into zipper bags, one bag per group (<b>Worksheet 1a, Worksheet 2a</b>). Divide students into groups (preferably 4 students per group). Teacher gives one bag to each group. Students sort pictures by stages of the life of the butterfly or the frog. Each student holds one picture of the stage.</p> <p>Teacher leads students in TPR activities, using a different motion for each stage:</p> <p>Butterfly groups:</p> <ul style="list-style-type: none"> <li>Egg: right fist on the back of the open left hand</li> <li>Caterpillar: one hand “crawling” up the other arm</li> <li>Chrysalis: hands beside cheek, as if sleeping</li> <li>Butterfly: thumbs linked and hands waving</li> </ul> <p>Frog groups:</p> <ul style="list-style-type: none"> <li>Egg: right fist on the back of the open left hand</li> <li>Tadpole: closed elbows and use both hands making swimming motions</li> <li>Froglet: still closed elbows, kneeling down and making hopping motion</li> <li>Frog: stand up and hop.</li> </ul> <p>T: (Teacher prompting) كم مرحلة نستطيع أن نشاهد؟  S: أربع مراحل  T: كل مجموعة معها أربع مراحل. هل هناك مجموعة تريد أن تُرينا؟  (Teacher invites one group, either frog or butterfly group, to come to the front with their pictures.)  S: (With teacher prompting, students line up in order of the life cycle.)  T: قولوا لغيركم من أنتم (Modeling the sentence)</p> <p>أنا أول مرحلة للصفدعة / للفراشة، أنا بيضة  (Etc.)</p> <p>Each student who holds the target picture responds appropriately.</p>
<p><i>Exploration</i></p> <ul style="list-style-type: none"> <li>Objects and phenomena are explored.</li> <li>Hands-on activities, with guidance.</li> </ul>	<p><b>People have a life cycle, too!</b></p> <p>T: (Asking a student to stand next to him/her) هل يتغير؟ ماذا تعتقد سيحدث للشخص؟  ما هو الاختلاف بين _____ وبينني؟  S: أنت أكبر  T: جيد. أنا أكبر. هل كنت دائما أكبر؟ أنت ولد كبير / بنت كبيرة الآن. ولكن ماذا كنت أولاً؟ هل كنت طفلاً رضيعاً؟  S: طفلاً !</p>

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**التغيير جيد!**

Key Elements	Lesson 3 Procedures
	<p>T: سندرس دورة حياتنا نحن—انا وأنت. هل تعتقد أننا نتغيّ كالضفدعة أو كالفراشة؟ S: نعم / لا</p> <p>T: (Showing large pictures of the stages of a human <b>Worksheet 3a</b>) من يأتي أولاً؟ (second, third, etc) S: (Answers)</p> <p>T: هذا طفل رضيع. أنت طفل؟ (pointing to baby). هذا الأول. S: لا!</p> <p>T: صحيح. أنت أكبر. هل الوضيع يمشي أو يزحف؟ S: يمشي / يزحف</p> <p>T: الوضيع يكبر ويكبر، ويلعب ويلعب. وبعد ذلك الطفل يكبر مثلك. هل أنت ولد كبير / بنت كبيرة الآن؟ S: نعم، انا ولد كبير / بنت كبيرة. T: أنت ولد كبير / بنت كبيرة</p> <p><b>Suggested teacher prompts:</b></p> <p style="text-align: right;">هل انت أكبر أم أصغر من الطفل؟ هل تمشي أم تزحف؟ هل تستطيع أن تقف لوحدهك؟ هل يستطيع الوضيع أن يمشي مثلك؟</p> <p>T: الولد الكبير/البنت الكبيرة يكبر ويتعلم وثم يصير مراهق! هل أنت مراهق؟ في مراهق في عائلتك؟ من أكبر؟ S: المراهق! T: المراهق يكبر وصيح رجل. من أكبر الرجل أم المراهق؟ S: الرجل T: هل تعرف رجلاً / امرأة؟ S: (Name people in their lives, perhaps parents, teachers. If needed, Teacher can prompt with: هل _____ رجلاً؟ (name of principal) أيضاً؟ T: (Divide the class into groups. Give each group a set of cards to arrange in order and ask questions about size: bigger, smaller, old, young.)</p>
<p><i>Explanation</i></p> <ul style="list-style-type: none"> <li>• Students explain their understanding of concepts and processes.</li> <li>• New concepts and skills are introduced as conceptual clarity and cohesion are</li> </ul>	<p><b>Introduce the Stages of Life</b></p> <p>T: (Introduce the stages of life poem <b>Worksheet 3b</b>. Class will recite and act out the poem, repeating/acting out as necessary.</p>



## Change Can Be Good

### التغيير جيّد!

Key Elements	Lesson 3 Procedures
sought.	
<p><i>Elaboration</i></p> <ul style="list-style-type: none"> <li>Activities allow students to apply concepts in contexts, and build on or extend understanding and skill.</li> </ul>	<p><b>Matching pictures to stages</b></p> <p>Show pictures of people in various stages of life and ask students to identify the stage. (<b>Worksheet 3c</b>)</p> <p>T: (Give each student a picture of a person in various stages of life. On the board will be the words baby, child, teen, adult. Each student will match his/her picture with the word on the board and say a simple sentence relating to the picture.)</p> <p>T: أروني أي صورة تأتي أولاً.</p> <p>Ss: (Holding up baby pictures).</p> <p>T: من الأول؟</p> <p>S: الرضيع</p> <p>T: صحيح</p> <p>Teacher leads students to chant:</p> <p style="text-align: right;">الرضيع أولاً—أنا أكل وألعب الطفل ثاني—أنا ألعب وأتعلم المراهق ثالثاً—أنا أتعلم وأكبر الرجل أخيراً—عندي شغل كثير الحياة جميلة في كل مرحلة</p>
<p><i>Evaluation</i></p> <ul style="list-style-type: none"> <li>Students assess their knowledge, skills and abilities. Activities permit evaluation of student development and lesson effectiveness.</li> </ul>	<p><b>I am a big person now</b></p> <p>Have students draw a picture of what they think they will look like as an adult. Download the program <a href="http://tuxpaint.org/">http://tuxpaint.org/</a>, use the Microsoft program “Paint” to create drawings on a computer, or give the students paper and markers.</p>

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التغيير جيّد!

Teacher Reflection on Lesson 3 - <i>The Life Cycle of a Person</i>	
What worked well?	
What did not work well?	
What would I do differently?	
Other comments or notes	

## Change Can Be Good

التغيير جيد!

### Lesson 4 – Same but Different

Lesson 4 of 5		Duration: 30 Minutes
<i>Objectives</i>	Students will be able to identify the differences in the life cycles of the butterfly, the frog and a person.	
<i>Performance Assessment</i>	Students will present their posters about the stages of life of the butterfly, frog, and person.	
<i>Vocabulary and Expressions</i>	هناك / في تشابه إختلاف	
<i>Materials/Resources</i>	3 work stations (1/each animal) Cut out pictures of stages of life cycles Large paper to be used for posters Coloring materials Glue Calendar Book: The Very Hungry Caterpillar, Eric Carle	

<b>Key Elements</b>	<b>Lesson 4 Procedures</b>
<p><i>Engagement</i></p> <ul style="list-style-type: none"> <li>Object, event or question used to engage students.</li> <li>Connections facilitated between what students know and can do</li> </ul>	<p><b>Review the ordinal numbers</b></p> <p>T: (Referring to calendar.) هل تعرفون أيام الأسبوع؟ S: الأثنين، الثلاثاء، الأربعاء..... T: ممتاز! ما هو اليوم الأول؟ (If students cannot answer question (first, etc.), then point to the day as a scaffold. Give them the chance to remember on their own first. Continue through days of week, but not asking for them in order.)</p>

## Change Can Be Good

### التغيير جيد!

Key Elements	Lesson 4 Procedures
<p><i>Exploration</i></p> <ul style="list-style-type: none"> <li>• Objects and phenomena are explored.</li> <li>• Hands-on activities, with guidance.</li> </ul>	<p><b>Review life cycles</b></p> <p>T: (Referring to the book <i>اليرقة الجائعة جداً</i>, reviews story and metamorphosis to butterfly.) ماذا أكلت الدودة أولاً؟ ماذا أكلت أخيراً؟ كم اسبوعاً بقيت بالشرنقة (الكاكون)؟ أين كانت البيضة؟</p> <p>S: (Answer appropriately)</p> <p>T: (Referring to pictures of the life cycle of the frog, <b>Worksheet 2e</b>, asks questions.) الضفدعة لها دورة حياة أيضاً! يلاً نشوف مراحل دورة حياة الضفدعة. هل هذا "أبو ذنبية" أو بيضة؟ ما هو عدد المراحل التي نراها؟ (Showing pictures)</p> <p>S: (Answer appropriately)</p> <p>T: (Referring to stages of life pictures for human asks questions.) ما هو عدد المراحل التي نراها؟ أي مرحلة أولاً؟ وثانياً ...</p> <p>S: (Answer appropriately)</p> <p>T: (To Student 1) Ask (Student 2) ماذا أولاً؟ (Etc.)</p>
<p><i>Explanation</i></p> <ul style="list-style-type: none"> <li>• Students explain their understanding of concepts and processes.</li> <li>• New concepts and skills are introduced as conceptual clarity and cohesion are sought.</li> </ul>	<p><b>Which came first?</b></p> <p>T: (Divides class into three groups, one at each work table. On each table are pictures of the life cycle of the designated animal taken from <b>Worksheets 1a, 2e, and 3a.</b>)</p> <p>T: الآن، رتبوا هذا الصور على الطاولة: أولاً، ثانياً، ثالثاً، ... تستطيعون ان تساعدوا بعضكم البعض.</p>
<p><i>Elaboration</i></p> <ul style="list-style-type: none"> <li>• Activities allow students to apply concepts in contexts, and build on or extend understanding and skill.</li> </ul>	<p><b>Making posters</b></p> <p>Students put pictures of stages of the life cycle of an animal in order and glue them to a piece of poster paper labeled with the designated animal. Students rotate to the next center and repeat the activity with the designated animal.</p> <p>S1 to S2: ماذا يأتي أولاً؟ (Etc.)</p>

## Change Can Be Good

### التغيير جيد!

Key Elements	Lesson 4 Procedures
<p><i>Evaluation</i></p> <ul style="list-style-type: none"><li>• Students assess their knowledge, skills and abilities. Activities permit evaluation of student development and lesson effectiveness.</li></ul>	<p><b>Presenting posters</b></p> <p>T: أريني صورة بوستار. ما هذا؟ (To Student 1) <i>Show us a poster. What is it?</i></p> <p>S: هذه فراشة</p> <p>T: ما هي مراحل دورة حياة الفراشة؟ ماذا يأتي أولاً؟</p> <p>S: ( Answers appropriately)</p> <p>Students present posters to class, telling what life cycle they are depicting and naming the stages.</p> <p>T: ما هو التشابه بين الفراشة، والضفدعة والشخص؟</p> <p>S: (With teacher guidance) كلهم عندهم دورة حياة</p> <p>T: ما هو الاختلاف؟</p> <p>S: (With teacher guidance) المراحل تختلف</p>

## Change Can Be Good

التغيير جيّد!

Teacher Reflection on Lesson 4 – <i>Same but Different</i>	
What worked well?	
What did not work well?	
What would I do differently?	
Other comments or notes	

## Change Can Be Good

التغيير جيّد!

### Lesson 5 - Hear My Voice! - Assessment

Lesson 5 of 5		Duration: 30 Minutes
<i>Objectives</i>	Students will be able to engage in interactive communication with classmates, asking and answering questions about life cycles.	
<i>Performance Assessment</i>	Students will identify and describe the changes that occur in people as they develop in a VoiceThread	
<i>Vocabulary and Expressions</i>	No new vocabulary or expressions	
<i>Materials/Resources</i>	<p>Teacher-created VoiceThread, <a href="http://www.voicethread.com">http://www.voicethread.com</a> (Teacher needs to register prior to the class and become familiar with the function of the site.)</p> <p>Pictures of people, frogs, and butterflies in various stages of life</p> <p>Butterfly pictures from lesson 1 (for reviewing colors)</p> <p>Stages of life poem</p> <p>Crayons or markers</p>	

<b>Key Elements</b>	<b>Lesson 5 Procedures</b>
<p><i>Engagement</i></p> <ul style="list-style-type: none"> <li>Object, event or question used to engage students.</li> <li>Connections facilitated between what students know and can do</li> </ul>	<p><b>Review ordinal numbers</b></p> <p>T: (Asking students to line up, four at a time. Review who is first, second, etc. in line.) من الأول...الثاني...؟</p> <p>S: (Answer with students' names.)</p> <p>T: هل تستطيع أن تحدثني عن (Student's) يلاً نشوف صور البوستار. هذه فراشة. صورتك؟ من الأول؟ من الثاني؟ الثالث...؟</p> <p>S: (Answers)</p> <p>T: (Continue asking questions about other sample posters) من الأول؟ (etc.) الثاني..الثالث..</p> <p>T: (Ask students to describe using vocabulary for colors, sizes and stages.)</p>

## Change Can Be Good

### التغيير جيّد!

Key Elements	Lesson 5 Procedures
<p><i>Exploration</i></p> <ul style="list-style-type: none"> <li>• Objects and phenomena are explored.</li> <li>• Hands-on activities, with guidance.</li> </ul>	<p><b>Reinforcement of the content</b></p> <p>T: (Gives each student his/her poster) هل تستطيع أن تقول لجارك ما هي مراحل دورة الحياة لصورتك المفضلة؟</p> <p>S: (Talk together and name stages.)</p> <p>T: (Helping students to explain their posters to each other)</p> <p style="text-align: right;">أسمي _____ صورتني عن _____ الأربع مراحل هي _____ بالنسبة لي المرحلة الأفضل هي _____.</p>
<p><i>Explanation</i></p> <ul style="list-style-type: none"> <li>• Students explain their understanding of concepts and processes.</li> <li>• New concepts and skills are introduced as conceptual clarity and cohesion are sought.</li> </ul>	<p><b>Let's record our voices.</b></p> <p>T: (Demonstrates how to record and shares a sample VoiceThread for a butterfly or a frog).</p> <p>T: (Helping students to explain their posters to each other)</p> <p style="text-align: right;">أسمي _____ صورتني عن _____ الأربع مراحل هي _____ بالنسبة لي المرحلة الأفضل هي _____.</p>
<p><i>Elaboration</i></p> <ul style="list-style-type: none"> <li>• Activities allow students to apply concepts in contexts, and build on or extend understanding and skill.</li> </ul>	<p><b>Recording</b></p> <p>T: (Assists with student recording)</p>
<p><i>Evaluation</i></p> <ul style="list-style-type: none"> <li>• Students assess their knowledge, skills and abilities. Activities permit evaluation of student development and lesson effectiveness.</li> </ul>	<p>Each student will look at the VoiceThread that the teacher has created for the life cycle of a person (one picture for each stage of the life cycle), a frog, or a butterfly and listen to the recorded directions of the teacher. Each student will add his or her oral assessment to the VoiceThread, describing the life cycle using appropriate vocabulary, including the name of the stage, sizes, and descriptive words.</p>



## Change Can Be Good

### التغيير جيد!

Key Elements	Lesson 5 Procedures
<p><i>Engagement</i></p> <ul style="list-style-type: none"> <li>● Object, event or question used to engage students.</li> <li>● Connections facilitated between what students know and can do</li> </ul>	<p>T: ممتاز! تعلمتم كثيراً. تعلمنا بعض الأغنيات أيضاً. أي واحدة بالأول؟ (Invite students to choose, or suggest from the following)</p> <p><i>Five little spotted frogs, What were you before? Egg, tadpole, froglet, then frog I swim and jump some more.</i></p> <p><i>Pretty little butterfly, What were you before? Egg, caterpillar, chrysalis, butterfly free I fly and fly some more.</i></p> <p><i>Look at all the big adults What were you before? Baby, child, teen, then adult, I grow and grow some more.</i></p>

## Change Can Be Good

التغيير جيّد!

Teacher Reflection on Lesson 5 - <i>Hear My Voice!</i> - Assessment	
What worked well?	
What did not work well?	
What would I do differently?	
Other comments or notes	