Language Objectives:
SWBAT name several common pets.
SWBAT talk about the pets they have.

<table>
<thead>
<tr>
<th>Essential Vocabulary</th>
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</thead>
<tbody>
<tr>
<td><strong>New Words and Phrases:</strong></td>
</tr>
<tr>
<td>dog</td>
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<tr>
<td>cat</td>
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<tr>
<td>fish</td>
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<tr>
<td>bird</td>
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<tr>
<td>house</td>
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<tr>
<td><strong>Review:</strong></td>
</tr>
<tr>
<td>I have</td>
</tr>
<tr>
<td>numbers 1-10</td>
</tr>
<tr>
<td><strong>Structures:</strong></td>
</tr>
<tr>
<td>&quot;يِ&quot; to show possession</td>
</tr>
</tbody>
</table>

**A. Warm-up Activity:** Whose Name Is It? (See Unit 2) You may also choose to continue to do the Weather Board each day, or once a week (see unit 5).

**B. Pets**
Introduce the four pets by showing the image cards one by one, or projecting a PowerPoint with images of the pets. Say each pet, and have students repeat several times. Then show or point to one pet, and give students a chance to respond with the correct word.

**C. Toss the Pet**
Introduce stuffed animals for each of the pets. Say the name of a pet as you toss it to a student. Student must say the name, and toss the pet back to you. Keep tossing the different pets to different students. If they seem to struggle with a particular pet, toss that same pet to several students in a row, so that the class will hear the name multiple times in succession. Be sure that each student has a chance to participate and say the name of at least two of the pets.

**D. I Have a Dog**
Draw a simple outline of a house on the board. Teach the students the word "بيت" (house).
Take the image card for dog (or another pet of your choice), and place it in the house. Tell the students,
"في بيتى عندي كلب" (At my house I have a dog). Repeat the sentence, pointing and gesturing to be sure they understand (if you have a pet, show the students a picture of you and the pet at your house).

<table>
<thead>
<tr>
<th>E. Who Has a Dog?</th>
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<tbody>
<tr>
<td>Ask the students, &quot;من عنده كلب؟&quot; (Who has a dog?). Encourage students to raise their hands if they have a dog. Have those students stand up. Have them repeat &quot;في بيتى عندي كلب&quot; Repeat this process with the other pets, asking who has that pet, and having them stand and repeat the appropriate sentence.</td>
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<thead>
<tr>
<th>F. How Many?</th>
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<tbody>
<tr>
<td>Ask for students who have a dog to raise their hands again. Call on one student, and ask, &quot;كلب واحد، أو اثنين، أو ...&quot; Student should say the Arabic number of dogs. Ask another student. Repeat this activity with the other pets, calling on students to tell you how many they have of that particular pet. Ask which students have no pets (you can draw a “0” the board to demonstrate “none.” Teach the students to say, &quot;صفر&quot; Make sure each student has a chance to answer at some point during the activity.</td>
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<table>
<thead>
<tr>
<th>G. Be a Dog!</th>
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<tbody>
<tr>
<td>Show the students an action for each pet. For dog, students can crawl on the floor and bark. For cat, students crawl and meow. For fish, students put hands out in front of them with palms together, and move them right and left in a fish motion. For bird, students flap their arms like wings as they run. Explain that students may move anywhere in the room, but they may not crawl on or under anything, and they may not touch each other. Say one of the words. Students should react by doing the action for that pet. Say each of the words, in random order, several times.</td>
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<tr>
<td>Now call on a student to say the animal words, while the other students react. If time allows, repeat the activity in pairs. One says the animal, and the other reacts.</td>
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<thead>
<tr>
<th>H. Dismissal</th>
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</thead>
<tbody>
<tr>
<td>Have students put away name tags and line up. Sing the Goodbye Song with students as they exit.</td>
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</tbody>
</table>

Materials Needed:
Image cards of the four pets
Stuffed animals: dog, cat, fish, bird (these can often be purchased at second-hand stores or yard sales for very low cost)
Picture of you with your pet, if applicable.

Presentational Assessment - Activity C
Students say the correct pet word while tossing the animal back to the teacher.

Interpretive Assessment - Activity E
Students stand when their pet is mentioned.

Interpersonal Assessment - Activity F
Students answer questions about how many of each pet they have.

Interpretive Assessment - Activity G
Students act out the appropriate animal when they hear the word.

ACTFL Standards:
Standard 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
Standard 1.2 Students understand and interpret . . . spoken language on a variety of topics.
Standard 1.3 Students present information, concepts, and ideas to an audience of listeners on a variety of topics.
Standard 4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.
First Grade Arabic  
Unit 6: Animals  
Lesson 2: Animals in the Arab World

Language Objectives:  
SWBAT name some animals common in the Arab world.  
SWBAT name some animals common in both the Arab world and the U.S.

<table>
<thead>
<tr>
<th>Essential Vocabulary</th>
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<tbody>
<tr>
<td><strong>New Words and Phrases:</strong></td>
</tr>
<tr>
<td>cow</td>
</tr>
<tr>
<td>donkey</td>
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<tr>
<td>goat</td>
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<tr>
<td>sheep</td>
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<tr>
<td>horse</td>
</tr>
<tr>
<td>chicken</td>
</tr>
<tr>
<td><strong>Review:</strong></td>
</tr>
<tr>
<td>dog</td>
</tr>
<tr>
<td>cat</td>
</tr>
<tr>
<td>fish</td>
</tr>
<tr>
<td>bird</td>
</tr>
<tr>
<td>house</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Structures:</th>
</tr>
</thead>
<tbody>
<tr>
<td>he/it has</td>
</tr>
<tr>
<td>she has</td>
</tr>
<tr>
<td>he/it lives in</td>
</tr>
<tr>
<td>she lives in</td>
</tr>
</tbody>
</table>

A. **Warm-up Activity:** Whose Name Is It? (See Unit 2) You may also choose to continue to do the Weather Board each day, or once a week (see unit 5).

B. **Pet Charades**
Act out an animal, and have students raise their hands to name the animal. The student who guesses correctly then can act out an animal for other students to guess. Continue, with each student that guesses correctly acting out the next animal.

C. **New Animals**
Introduce the new animals (do not introduce camel until Lesson 3) with pictures and/or
stuffed animals. Hold up the picture or stuffed animal, say the word, and have students repeat. Ensure that students repeat the name of each animal several times. Then show the students the picture or stuffed animal, and have them call out the name. Show each animal several times, and vary the order. If students have trouble with some of the animals, show those particular animals more often. If using stuffed animals, toss an animal to a student. Student must say the name of the animal as they toss it back to you.

D. Animals in the Arab World
Show a map of the world. Point out New York. Point out the Arab world. Show an Arab boy puppet (Ali), or picture of an Arab boy. Show an American-looking puppet (Sara), or picture of an American girl.
Hold Ali in front of the Arab world on the map. Tell the students "علي يسكن في مصر" (Ali lives in Egypt - or Arabic country of your choice).

Hold Sara in front of the general area of New York on the map. Tell the students "سارة، تعيش في نيو يورك" Tell the students an animal Sara has, for example, "سارة عندها كلب" Post the picture of the animal near New York on the map.

Tell the students about an animal Ali has, for example, "علي عندته حمار" Post the picture of that animal in the Arab world on the map. Continue with several more animals, assigning them to the person who would be most likely to have that animal (do not include camel).
Ask the students about some of the animals, saying the animal, and asking if it would live in New York City, for example, "ماعز، في نيو يورك؟" Children will probably laugh. Tell them, "ماعز في مصر؟" Ask, "يمكن" "يمكن".

E. Animal Sounds
Divide the class into four groups. Give each group a set of animal image cards. Play an animal sound from the sound files. Students in the group must decide which animal it is. One volunteer from each group holds the animal up high, and the group says the name of the animal. Groups must decide if that animal is likely to be in New York or Egypt (or the Arabic country you have chosen). The volunteer then brings the animal picture up, and places it near the part of the map where it belongs. Repeat with the other animal sounds. Do not use the camel sound in this lesson.

F. Swat the Animal
Divide the class differently now, into two teams. Play the fly swatter game with the animal pictures the students have posted on the map. There are several images of each animal, so teams might swat different images. The first student to swat a correct animal gets two points. If the other student swats a correct animal as well, they earn one point. Keep track of points on the board.

G. Dismissal
Invite the winning team to line up first. Sing the Goodbye Song, or another song of your choice with students as they exit.
Materials Needed:
- Image cards of all of the animals - four sets. Photocopies or computer printouts are fine. Make these on card stock if possible. REMOVE the camel from these sets for use during this lesson.
- Magnets or tape to post pictures on the board
- Stuffed animals representing the animals in the lesson (optional).
- Map of the world
- Animal sound recordings (mp3 files provided)
- Fly swatters

Presentational Assessment - Activity B
Students say the correct pet name based on the actions.

Presentational Assessment - Activity E
Students say the correct animal name when they hear the sound.
Students place the animal in a spot on the map according to what they have learned about animals in the Arab world.

ACTFL Standards:
Standard 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
Standard 1.2 Students understand and interpret. . .spoken language on a variety of topics.
Standard 1.3 Students present information, concepts, and ideas to an audience of listeners on a variety of topics.
First Grade Arabic
Unit 6: Animals
Lesson 3: Where Do Animals Live?

Language Objective:
SWBAT name some places where animals live.

Content Objective:
SWBAT tell which animals live in which places.

<table>
<thead>
<tr>
<th>Essential Vocabulary</th>
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</thead>
<tbody>
<tr>
<td>New Words and Phrases:</td>
</tr>
<tr>
<td>camel جمل</td>
</tr>
<tr>
<td>the sea البحر</td>
</tr>
<tr>
<td>the mountain الجبل</td>
</tr>
<tr>
<td>yard حديقة</td>
</tr>
<tr>
<td>the water الماء</td>
</tr>
<tr>
<td>tree شجرة</td>
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<tr>
<td>barn/stable استثيل</td>
</tr>
<tr>
<td>the desert الصحراء</td>
</tr>
<tr>
<td>Review:</td>
</tr>
<tr>
<td>house بيت</td>
</tr>
<tr>
<td>cow بقرة</td>
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<tr>
<td>donkey حمار</td>
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<tr>
<td>goat ماعز</td>
</tr>
<tr>
<td>sheep خروف</td>
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<tr>
<td>horse حصان</td>
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<tr>
<td>chicken دجاج</td>
</tr>
<tr>
<td>dog كلب</td>
</tr>
<tr>
<td>cat قط</td>
</tr>
<tr>
<td>fish سمك</td>
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<tr>
<td>bird عصفور</td>
</tr>
<tr>
<td>Structures:</td>
</tr>
<tr>
<td>يعيش في he/it lives in</td>
</tr>
</tbody>
</table>

A. Warm-up Activity: Whose Name Is It? (See Unit 2) You may also choose to continue
to do the Weather Board each day, or once a week (see unit 5).

**B. Animal Sounds**
Play the animal sounds from Lesson 2, one at a time. Have students raise their hands and tell the name of the animal. After you have played all of the other animal sounds, play the camel. Let students make a few guesses. Then show them the picture of the camel, and teach them the word, *جمل*.

**C. Where Do They Live?**
Show students the map of the world. Review the location of the US, and the Arab world. Show students where desert areas are. Show the picture of the desert. Teach the students صحراء. Tell them, "الجمل يعيش في الصحراء." Have students repeat the sentence. Play the camel sound again, just for fun, and ask the students what it is, and where he lives. Help them repeat the sentence again.

Introduce the other habitats, as follows:
Show the picture, and say the word. Have students repeat. Post the picture on the board. Ask students who might live there. If a student’s suggestion makes sense, form a sentence, for example "السمك يعيش في البحر." Have students repeat the sentence. Place the picture of the animal under the picture of the habitat on the board. Show the picture of a mountain, and ask who would live there. When students give an answer that makes sense, form a sentence, for example, "الماعز يعيش في الجبل." Continue introducing all of the habitats in this manner.

**D. Place Race**
Divide the class into two teams. Take the animal image cards off the board. Add any extra animal image cards that you didn’t put on the board. Divide the cards into two equal stacks, and give each team a stack of cards. The stacks do not need to contain equal numbers of each animal. Have the teams line up, each team forming a line from the front of the room to the back. Each team places their stack of cards at the front of the line, on a chair or desk. The first student in each line takes the first card from their stack. The student must say the name of the animal out loud, and go place it on the board in an appropriate habitat. Then that student gives the next student in line a “high five” and the next student can take a card and repeat the activity. The student who has just had a turn goes to the back of the line. Be sure that each student says the name of the animal. If they don’t, have them stop, and say the name of the animal before they “high five” the next player. The first team to complete the activity with all of the cards in their stack wins.

**E. Find the Match**
Take all of the animal image cards AND the habitat image cards down from the board. Add the extra copies of the habitat image cards. Mix the cards well, and place them in a pile, face down, on a desk or table at the front of the room. Demonstrate what to do with the cards as follows:
Choose a card, and show it to the class. If it is an animal, you must find the card for its habitat to have a match. If it is a habitat, you must find the card for an animal that would live in that place to have a match. Have two or three students choose cards from the stack
to help you demonstrate. Tell one of the students the animal or habitat of your card. Have the student tell you what card they have. If they are a match, give the student a high five, and place your card in the magic hat. The student also places the matching card in the magic hat. If it is not a match, tell the next student what card you have, and have the student tell you the card he or she has, and go on to ask the next student (try to plan ahead so that one of the volunteer students will have a match to your card).

After you have demonstrated the game, have each of the students choose a card. Students may walk around the room, approaching other students to find the match. If students speak English, they have a 10-second time out. When they find a match, both students put their cards in the magic hat, and choose a new card from the stack.

Keep playing until all the cards are gone, or as time allows. If you have extra time, or a very large class, you can take the cards out of the magic hat and put them back in the stack to make the activity last longer.

F. Writing a Sentence
Give each student a sentence worksheet and a pencil. Write the sentence from the worksheet on the board. Read the sentence to the students while pointing to each word. Have the students repeat the sentence with you. Show students where to start when they write. Have students complete the worksheet by tracing the sentences. Students who finish early can write the sentence, or their names, on the back of the worksheet. Collect the worksheets.

G. Dismissal
Have students line up. Stand at the door with the Magic Hat. As students exit, they choose a card from the Magic Hat, tell you what it is, and then put it back in the hat.

Materials Needed:
- Animal sound recordings
- Map of the world
- Animal image cards (4 copies)
- Habitat image cards (4 copies)
- Magnets or tape to post cards on the board
- Magic Hat
- Sentence worksheets
- Pencils

Presentational Assessment - Activity B
Students say the name of the animal when they hear the sound.

Presentational Assessment - Activity D
Students say the name of the animal on the card, and place it in a correct habitat.
Interpersonal Assessment - Activity E
Students exchange information about the card they have, and find the student who has the habitat or animal that goes with the habitat or animal they have.

ACTFL Standards:
Standard 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
Standard 1.2 Students understand and interpret spoken language on a variety of topics.
Standard 1.3 Students present information, concepts, and ideas to an audience of listeners on a variety of topics.
Unit 6 – Animals
Lesson 3
Language Objectives:
SWBAT talk about where animals live.
SWBAT ask where a particular animal lives.

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<th>Essential Vocabulary</th>
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<tr>
<td><strong>Review:</strong></td>
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<td>fish</td>
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<td>bird</td>
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<tr>
<td>camel</td>
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<td>colors</td>
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<tr>
<th>Structures:</th>
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<tr>
<td>يعيش في</td>
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<td>اين يعيش؟</td>
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**A. Warm-up Activity:** Whose Name Is It? (See Unit 2) You may also choose to continue to do the Weather Board each day, or once a week (see unit 5).

**B. Picture Sentences**
Divide the class into groups of three students each. One group may have two or four students, as numbers require. Spread out the image cards, face up, on a table or desk at the
front of the room. Invite one group to the front. Say a sentence, including an animal, and its habitat, for example, "السمك يعيش في الماء". The students in the group must choose the correct pictures to represent the sentence, and post them on the board.
Give each group a chance to come to the front and have a turn to complete the same activity. Repeat as desired. This activity can be repeated in groups, with teacher walking around and monitoring as needed.

C. Where Does the Red Dog Live?
Draw six large house shapes on the board, using a different color for each (or if you don’t have four colors of white board markers, draw each house on a different color of paper, or with a different color of crayon). Tell the class the “name” of a house, and have them repeat, for example, "بيت أصفر". Point to the next house, and ask for a student to tell what color the house is. Have the class repeat. Do the same with the other houses. Now hold up a paper pet (see materials). Have the students tell the color and name of the pet, for example, "قطط بيض". Repeat with all six pets the students will use for the activity. Now let students help you decide where to put each pet. Put each pet in one of the houses. Discuss the pets, the houses, and whether students want a certain pet in a certain house, for example:
الكلب الأخضر - أي؟
في البيت الابيض؟
Students will need to hear the objects and colors with the definite article "ال" and recognize the words.
When you have placed one animal in each house, ask, "أين يعيش الكلب الأخضر؟" "الكلب الأخضر يعيش في البيت الابيض؟". Have students repeat the sentence.
Ask about the location of another animal. Have students raise their hands, and call on a student to answer. When a student answers correctly, have the class repeat the sentence. Continue with the other animals.

D. Partner Game
Demonstrate the game by calling two students to the front. Students should sit or stand at a table or desk. Give each student a “houses” game board. Give each student a set of colored paper pets. Stand a book on end, or use manila folders to create a barrier so the students can’t see each other’s boards. Instruct one student to put a pet in each house. Help the second student choose a pet, and ask the first student where that pet is, for example:
Student 2: "أين يعيش الكلب الأخضر؟" (Where does the green dog live?)
Student 1: "الكلب الأخضر يعيش في البيت الأزرق." (The green dog lives in the blue house.)
Student 2 then places his green dog in the blue house on his game board.
Continue with all six animals, assisting as needed. Show the class the animal Student 2 is asking about each time. Have them repeat the sentence when Student 1 answers. When they have finished with all of the animals, take down the barrier. The game boards should match - meaning each animal is in the same house on both boards. Praise the volunteers for their efforts.

Now, assign each student a partner. Give each student a houses board and a set of colored
paper pets. Students each play the game with their partner. Those who finish quickly can play again. Walk around the room, giving assistance as needed. Students who speak English have a 10-second time out. Praise the pairs when their boards match at the end of the game. If the boards don’t match, ask students to figure out why, and practice the color or animal that doesn’t match.

Collect the board games and colored paper pets to use again.

E. Draw the Animal
Quickly review all of the animals and habitats by posting the image cards on the board, and having students call out the name of each one as you post it.

Give each student a blank piece of paper, and crayons, colored pencils, or markers. Explain that you will tell them an animal to draw in a certain place, and they should draw it on the front side of their paper. Say a sentence with an animal, a color, and a habitat, such as, "الماء الأزرق يعيش في الصحراء". Students should draw a blue camel in the desert. When most of the students have finished, ask them to turn over their paper to draw a second scene. Give them another sentence, such as, "العصفور الحمر يعيش في الشجرة الصفراء" Students should draw a red bird in a yellow tree. Remind students to write their name on their paper.

F. Homework
Post the “English OK” sign. Explain to students in English that they may bring a picture of any animal they like, and share it during the next class period. It can be a picture of their own pet, or a picture from a magazine, or a book about an animal. Tell the students that if it is an animal they have not learned, you will teach them the name of the animal. Take down the “English OK” sign.

G. Dismissal
Students turn in their papers for assessment, and line up. Sing the Goodbye Song with students as they exit.

Materials Needed:
- Animal image cards
- Habitat image cards
- Colored white board markers, or six houses drawn on different colors of paper or with different colored crayons.
- Houses game boards - one for each student. Print using a color printer.
- Colored paper pets - one set for each student. Print using a color printer. These can be cut out in squares with a paper cutter, or students can cut them out before starting the game.
- Manila folder barriers (optional) - some teachers may already have these, or some type of barrier that students use during spelling tests so they can’t see each other’s papers. They can be made by taping, stapling, or gluing manila folders together. Instructions are found here
http://www.classroomdiy.com/2012/05/diy-privacy-offices.html

- Paper
- Crayons, colored pencils, or markers
- “English OK” sign

**Interpretive Assessment - Activity B**
Students choose the correct pictures to represent the sentence.

**Interpersonal Assessment - Activity D**
Students exchange information to make their houses board match that of their partner.

**Interpretive Assessment - Activity E**
Students draw pictures representing certain animals, colors and habitats as instructed by the teacher.

ACTFL Standards:
Standard 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
Standard 1.2 Students understand and interpret. spoken language on a variety of topics.
First Grade Arabic
Unit 6: Animals
Lesson 5: What Animals Do You Like?

Language Objectives:
SWBAT talk about animals they like and dislike.
SWBAT understand when others talk about animals they like and dislike.

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<th>Essential Vocabulary</th>
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<tbody>
<tr>
<td><strong>New Words and Phrases:</strong></td>
</tr>
<tr>
<td>3-4 animals chosen by students</td>
</tr>
<tr>
<td><strong>Review:</strong></td>
</tr>
<tr>
<td>All animals</td>
</tr>
<tr>
<td>I like</td>
</tr>
<tr>
<td>he/it lives</td>
</tr>
<tr>
<td>numbers</td>
</tr>
<tr>
<td><strong>Structures:</strong></td>
</tr>
<tr>
<td>to like, first person singular</td>
</tr>
<tr>
<td>to live, third person singular</td>
</tr>
</tbody>
</table>

**A. Warm-up Activity:** Whose Name Is It? (See Unit 2) You may also choose to continue to do the Weather Board each day, or once a week (see unit 5).

**B. Animal Charades**
Act out an animal the students have learned. Have students raise their hands to guess the animal. Call on students to answer. The student who answers correctly then acts out an animal for the class, and calls on someone to answer. Continue in this manner to review the animals. Repeat the activity in pairs, if desired.

**C. New Animals**
Students who brought a picture of an animal may present it to the class. Students should say, “أنا أحب” and the name of the animal in Arabic, if it is an animal they have learned. If it is an animal the class has not learned, tell the student how to say the animal. Have the class repeat the name of the new animal several times. Post the picture on the board. Continue with each student who brought a picture. It is likely that many students will have forgotten to bring a picture. This is OK. Having just a few new animals is ideal. Prepare one or two pictures of new animals that you can teach in case none of the students remember to bring a picture. Make a note of the new animals learned, and review them during subsequent lessons. Post each picture on the board, low enough that students will be able to reach to write
**D. I Like Bears**
Post a picture of each of the previously learned animals that it not already on the board. For example, if a student brought a picture of a dog, you do not need to post the image card for “dog” because the student’s picture will be on the board. If no one brought a fish, post the image card for “fish.” Practice the new animals. Say "أنا أحب الدب", for example, and have students repeat. After you have practiced each of the new animals at least once, get out the ball. Point to one of the animals (it can be a new animal, or one previously learned). Toss the ball to a student. The student should say, "أنا أحب..." and say the name of the animal. Assist as needed. Have the class repeat.

**E. Group Activity**
Divide the class into groups of four or five students. Guide one group in a demonstration of the activity while other groups watch. Give a student a ball (or other object to pass around the circle). The student with the ball says, “وانت / انت؟ أنا أحب (animal of his choice)." and passes the ball to the next student, who says the same thing, using an animal of his choice.

Give each group a ball, and have them start the activity. Continue this activity until each student has had a chance to have several turns. Encourage students to say a different animal each time, or to say more than one animal. You can do this simply by saying, “و...؟" after a student says one animal.

Collect the balls, and have students return to their places.

**F. Take a Vote**
Demonstrate voting for one of the animals on the board. Do this by saying, “أنا أحب..." and the name of the animal, and putting a tally mark below the picture of that animal on the board.

Give each student a turn to come to the front and vote for their favorite animal, by saying the sentence, and placing a tally mark below the animal they like.

**G. Counting**
As a class count the tally marks for each animal out loud. When you are done counting each animal, write the number by the animal. When you have finished counting all of the votes, announce the winning animal, by telling the class how many students liked that animal, for example, "خمسة طلاب يحبون الدب," (five students like the bear). Continue with the other animals, telling the students how many liked each animal. This will give the students familiarity with the plural form of the verb “to like.” They are not expected to memorize this form, but they will understand it from context.

**H. Dismissal**
Have the students who liked a certain animal line up first. Repeat with each animal until all of the students are lined up. Sing the Goodbye Song, or another song of your choice, with students as they exit.
Materials Needed:
Pictures of several new animals, in case none of the students remember to bring them. 
Balls or other objects for the students to pass around in activity E - one for each group of four or five students.
Animal image cards

Presentational Assessment - Activity B
Students say the correct name of the animal when they see the action.
Presentational Assessment - Activity C
Students use “I like” correctly, and the name of the animal if it is an animal previously learned.

Interpersonal Assessment - Activity E
Students ask and answer each other, and tell each other an animal they like.

Presentational Assessment - Activity F
Students say a complete sentence about the animal they like.

ACTFL Standards:
Standard 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
Standard 1.2 Students understand and interpret . . . spoken language on a variety of topics.
Standard 1.3 Students present information, concepts, and ideas to an audience of listeners on a variety of topics.
First Grade Arabic
Unit 6: Animals
Lesson 6: Animal Characteristics

Language Objective:
SWBAT name body parts of animals.

Content Objective:
SWBAT identify similarities and differences in animals.

<table>
<thead>
<tr>
<th>Essential Vocabulary</th>
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<tbody>
<tr>
<td><strong>New Words and Phrases:</strong></td>
</tr>
<tr>
<td>feathers</td>
</tr>
<tr>
<td>wing</td>
</tr>
<tr>
<td>tail</td>
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<tr>
<td><strong>Review:</strong></td>
</tr>
<tr>
<td>hair</td>
</tr>
<tr>
<td>foot</td>
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<tr>
<td>eye</td>
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<tr>
<td>ear</td>
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<tr>
<td>mouth</td>
</tr>
<tr>
<td>nose</td>
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<tr>
<td><strong>Structures:</strong></td>
</tr>
<tr>
<td>عَنْدِه he/it has</td>
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</tbody>
</table>

**A. Warm-up Activity:** Whose Name Is It? (See Unit 2) You may also choose to continue to do the Weather Board each day, or once a week (see unit 5).

**B. Review Song**
Sing “Head, Shoulders, Knees and Toes” with the class (see Unit 3). Students should do the actions, touching each of the body parts as they sing.

**C. Animal Body Parts**
Show the class the image of a horse. Ask the class what the animal is. Call on a student to answer. Ask, "هل الحصان عَنْدِه رأس؟" (Does the horse have a head?). Class should answer, "!" Ask about another body part, for instance, "هل عَنْدِه عَين؟" "هل عَنْدِه شعر؟" "When you get to feet, ask, "هل عَنْدِه قدم" And then ask, "كم؟" (How many?). Count the legs as a class.

Next, show the fish. Ask questions about what body parts the fish has, and have students
answer, for example, students should answer "لا، هل عنده قدم؟" because a fish doesn’t have feet.

Show the bird. Ask questions in a similar manner. Ask, "هل عنده شعر؟" Students should answer, "لا". Show the image of feathers, and teach the students "ريش". Then show the image of a wing, and teach the students "جناح". Have students make a “chicken wing” action with their arm as they practice the word. Use the new words to ask questions about other animals, for example, "هل عنده الكلب جناح؟" Students should answer, "لا".

Choose an animal with a tail to teach the word, "نيل". Show the image card, as well as a few animals who have tails. Have students repeat the word several times. Use the word to ask questions, as with wing and feather.

<table>
<thead>
<tr>
<th>D. Fly Swatter Game</th>
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<tbody>
<tr>
<td>Divide the class into two teams. Post the Animal image cards (no habitats or body parts) on the board. Give a fly swatter to the first student on each team. Say &quot;عند&quot; any animal body part. Students must swat an animal which has that part. Each student who swats a correct animal earns a team point. There can be several correct answers, for example, &quot;عند&quot; عيد &quot;نيل&quot; would apply to all of the animals. &quot;عند&quot; جناح &quot;فم&quot; would not apply to the fish, and &quot;عند&quot; جناح &quot;أراس&quot; would only apply to the bird.</td>
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<table>
<thead>
<tr>
<th>E. Who Has a Tail?</th>
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<tr>
<td>Move the image cards of the animals to one side of the board. On the other side, post the image of &quot;ثدي&quot;. Ask, &quot;أي حيوان عنده ثدي؟&quot; Have students raise their hands to answer. Call on a student to answer. If the student answers with an appropriate animal, have the student come up and take that animal’s image card, and place it under the &quot;ثدي&quot; image. Continue calling on students, and having them answer, and move the image cards, until the class has identified all of the animals that have a tail. Choose two students to move all of the image cards back to the other side of the board. Choose another body part, and put it in place of the card for &quot;ثدي.&quot; Repeat the activity, with students identifying all of the animals that have that body part. Complete this activity with each of the new words, as well as some of the familiar body parts, such as ears and feet.</td>
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<tr>
<th>F. Circle Game</th>
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<tbody>
<tr>
<td>Choose three students to demonstrate the game. Tell the students an animal body part. Each student in the circle must name an animal with that body part. If they can’t think of one, or say an animal that is incorrect, they scoot back a couple of inches, and the remaining students continue to name animals. When no one can think of any more animals that have that body part, the last student who said a correct animal is the winner of that round. All three students join back in the game. The winning student gets to choose the body part for the next round. After you have helped the students demonstrate the game, divide the class into groups of three or four students. Each group should sit in a circle. Give the class a body part to start with. The winner in each group will choose a body part for their group for subsequent rounds. Listen to the groups, and assist as needed. Continue the game as time allows.</td>
</tr>
</tbody>
</table>
G. Dismissal
Have students line up. Stand at the door with the Magic Hat. As students exit, they choose a card from the Magic Hat, tell you what it is, and then put it back in the hat.

Materials Needed:
- Unit 6 Image cards for animals and animal body parts
- Body Parts Image Cards from Unit 3
- Fly Swatters
- Magic Hat

Interpretive Assessment - Activity D
Students swat an animal that has the body part they hear.

Interpersonal Assessment - Activity E
Students answer the question correctly by saying the name, and identifying an animal with that body part.

Presentational Assessment - Activity F
Students name an animal with the body part indicated for that round.

ACTFL Standards:
Standard 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
Standard 1.2 Students understand and interpret spoken language on a variety of topics.
Standard 1.3 Students present information, concepts, and ideas to an audience of listeners on a variety of topics.

New York Science Standards
LE 3.1a Identify, describe, and compare the physical structures of animals; compare and contrast the physical characteristics in animals.
First Grade Arabic
Unit 6: Animals
Lesson 7: Who Am I?

Language Objectives:
SWBAT describe an animal using physical description and habitat
SWBAT guess the identity of an animal when given clues such as physical description and habitat

<table>
<thead>
<tr>
<th>Essential Vocabulary</th>
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<tbody>
<tr>
<td>Review:</td>
</tr>
<tr>
<td>Animals</td>
</tr>
<tr>
<td>Body parts</td>
</tr>
<tr>
<td>Colors</td>
</tr>
<tr>
<td>Habitats</td>
</tr>
</tbody>
</table>

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<tr>
<th>Structures:</th>
</tr>
</thead>
<tbody>
<tr>
<td>يعيش في</td>
</tr>
<tr>
<td>он живет в</td>
</tr>
<tr>
<td>he/it lives in</td>
</tr>
<tr>
<td>عند</td>
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<tr>
<td>он имеет</td>
</tr>
<tr>
<td>he/it has</td>
</tr>
<tr>
<td>هل</td>
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<tr>
<td>вопросовое слово</td>
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</table>

**A. Warm-up Activity:** Whose Name Is It? (See Unit 2) You may also choose to continue to do the Weather Board each day, or once a week (see unit 5).

**B. Habitat Review**
Toss a ball to a student, and say, for example, "الكلب يعيش في..." Student should complete the sentence with "الحديقة" or "البيت" and toss the ball back to you. Continue in this manner, reviewing all of the animal habitats. Now give the ball to a student, and have him start a sentence, and toss the ball to another student. The student completes the sentence, then starts another sentence of his own, and tosses the ball to a student to complete it. Continue until most, if not all students have had a turn.

**C. Who Am I?**
Describe an animal, and have students raise their hands to guess the animal. Give one piece of information at a time, and allow students to guess before you say another thing about the animal. For example:

- عندد شعر
- عندد ذيل
- لونه بني
- يعيش في استدي

The student who answers correctly can now describe an animal for the class in the same manner. Show the student the animal image cards to help him or her choose an animal to
describe (do not show the card to the class). The student can call on those who are raising their hands to answer. The one who answers correctly gets the next turn. Repeat this process for at least five animals.

D. Six Questions
(Like the game of twenty questions, but shorter)
Demonstrate the game by choosing a student, and having the student choose an animal image card. The student should look at the card, but not show the class. Ask the student a question that can be answered with "نعم" or "لا", for example, "هل عندما ريش؟". Have students repeat the question, practicing "نعم" or "لا". The student with the card answers "نعم" or "لا". Hold up one finger, to show that you have asked one question. Ask another "yes or no" question. Continue asking the student questions about the animal. Put up another finger each time you ask a question. When you have enough information, you can guess the animal. If you ask six questions, and still can’t guess the animal, show the students the six fingers, and tell them, "خلاص" or "حقاني". Have the student volunteer tell you the animal.

Place all of the animal image cards face down at the front of the room. Include extra copies. Assign each student a partner (or have them choose their own partner). One student will choose an animal card, and the other student will ask six (or fewer) “yes or no” questions and try to guess the animal. Then each pair will return the image card to the stack, and the other partner will take an image card. Pairs continue taking turns as time allows. If there is an uneven number of students, three students can work in a group. One student chooses the card, and the other two student stake turns asking questions.

E. I Like Camels!
Post the image cards for 4-6 animals in different places around the room. Show the students where they are. Place a piece of paper and something to draw with in each area.
Post the “English OK” sign. Explain the activity to the students, for example:
I will give you to a count of ten in Arabic to choose which of one of these animals you like best. Go stand by the animal you like. All of the students who like that animal will work together to make a poster, and decide what you can say about your animal. Make a picture of the animal. Each student must be ready to tell one thing about the animal - where it lives, what color it is, what body parts it has. Decide who will say which thing, and be ready to present to the class as a group.

Count from عشرة down to صفر . Students should go to the animal they like best, and begin working on the group project. Monitor the groups, to keep them on task, and to ensure that everyone participates. If a group is ready early, encourage them to practice saying what they plan to say in their presentation. When most groups are ready, have each group take a turn to present to the class. Students should show their posters, and each student should say something about the animal.

F. Dismissal
Have students bring you the image cards and drawing materials. They make keep the pictures they drew. Invite the group whose area is clean the fastest to line up first.
Continue inviting groups to line up when their areas are clean. Sing the Goodbye Song with students as they exit.

Materials Needed:
Ball
Animal Image Cards
Paper
Crayons, markers, or colored pencils

Presentational Assessment - Activity B
Students complete the sentence by saying an appropriate habitat.

Interpersonal Assessment - Activity D
Students ask and answer questions to guess which animal their partner has.

ACTFL Standards:
Standard 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
Standard 1.2 Students understand and interpret . . .spoken language on a variety of topics.
Standard 1.3 Students present information, concepts, and ideas to an audience of listeners on a variety of topics.

New York Science Standards
LE 3.1a Identify, describe, and compare the physical structures of animals.
First Grade Arabic
Unit 6: Animals
Lesson 8: What Animals Can Do

Language Objective:
SWBAT talk about things animals can do.

Content Objective:
SWBAT compare and contrast abilities of animals.

<table>
<thead>
<tr>
<th>Essential Vocabulary</th>
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</thead>
<tbody>
<tr>
<td><strong>New Words and Phrases:</strong></td>
</tr>
<tr>
<td>it flies بعَشَرَةً</td>
</tr>
<tr>
<td>it swims يَسْبَح</td>
</tr>
<tr>
<td>it runs يَحْمَر</td>
</tr>
<tr>
<td>it walks يَمْشِي</td>
</tr>
<tr>
<td><strong>Review:</strong></td>
</tr>
<tr>
<td>Animals</td>
</tr>
<tr>
<td>Habitats</td>
</tr>
<tr>
<td><strong>Structures:</strong></td>
</tr>
<tr>
<td>Third person singular verb form</td>
</tr>
</tbody>
</table>

**A. Warm-up Activity:** Whose Name Is It? (See Unit 2) You may also choose to continue to do the Weather Board each day, or once a week (see unit 5).

**B. Fly Swatter Game**
Review all of the animals by playing the fly swatter game. Post all of the animals on the board, or fill the pocket chart with animals. Divide the class into two teams. Give the first student on each team a fly swatter. Say one of the animals. The first student to swat the correct animal earns a point for his or her team. After a few turns, switch out the pictures for different animals, or for habitats and animal body parts. Play until each student has had at least one turn.

**C. The Bird Flies**
Post pictures of a bird, a fish, a horse and a cat.
Tell the students about what these animals can do. Make actions to demonstrate each verb. For example:
العَصَفُور يَطِير (point to the bird, then wave your arms in a flying motion).
Have students repeat "يطير" and flap their arms.
هل السمك يطير؟ لا! السمك يسبح. Put the palms of your hands together, and make a side to side
“swimming” motion with your hands, as in Lesson 1 Activity G. Have students repeat
*** السمك يسبح*** and do the action.
هل الحصان يطير؟ لا! الحصان يجري.
Run or gallop in place.
In a similar way, introduce "النُّفَّط يمشي". You may want to point out that a horse can also
walk, and a cat can run. Continue to ask questions about these verbs, using different
animals that the students have learned.

<table>
<thead>
<tr>
<th>D. Run!</th>
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</table>
| Have the students stand up. Practice the new verbs by having the students act them out
when you say them. Using the command form is fine, in plural form, since you are
addressing the whole class - it sounds similar, and they should learn to recognize it as
well. At first, give the students the command, and do the action with them. After more
practice, say the word, but wait for the students to do the action, instead of doing it with
them.

As students get comfortable with the words, choose a student to give a command. Let the
student pick someone who responded to the command very fast to go next. Continue,
letting students have turns to give the commands.

<table>
<thead>
<tr>
<th>E. Step By Step</th>
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| The object of this game is for students to make it from one end of the room to the other.
Every time you say a sentence that is true, students can take a step. Every time you say
something that is not true, students must not move, If they move, they must go back to the
start.

Line up half of the students across one end of the room. The other half will watch first,
and then have a turn to play. Designate the place the students must touch on the other side
of the room to win the game, and show it to the students. This can be the wall, the white
board, or a desk or table.

Use sentences about what animals can do, as well as where they live and their body parts
from previous lessons. For example:

---

*** السمك يجري***
*** الكلب يمشي***
*** العصفر عنده جناح***
*** الجمل يسبح***
(Since most camels cannot swim, students should not take a step. If you would
like to have a short cultural lesson on swimming camels, that is up to you).

Each time, after students respond by stepping or not stepping, clarify the meaning of the
sentence with actions, and with pictures if necessary. Praise those who responded
correctly, and have those who responded incorrectly return to the beginning. When one
student touches the wall, that student is the winner. Repeat the game with the other half of
the class.

<table>
<thead>
<tr>
<th>F. Raise the Animal</th>
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</table>
| Give each student an animal image card. Some students may have the same animal, but it
is better if students do not have the same animal as someone sitting close to them. |
Say a characteristic that applies to some of the animals. Students whose animal fits in that category should raise their animal up high. Point to each student in turn, who has his animal raised, and have him say the name of the animal. If the animal does not really fit in that category, ask the class about it, for example:

students, raise cards, and say, حصن: قف: دجاج... If a student says, “دجاج,” you would say, “يا طلاب هل عنده الدجاج شعر؟” Students will answer "لا" (remember to treat wrong answers with humor, and never shame or belittle a child for making a mistake).

More examples:

يعيش في الماء
يطير
عند الريح
يعيش في الصحرا
يسامح

If a student’s animal choice is unclear, it’s fine to accept it, and say “ممكن” For instance, students may not know if a horse or donkey can swim. The main point is to practice the language, and ensure that the students understand what was said.

After you have used five or six different sentences, give the students five seconds to trade cards with another student. Then play the game again, giving different sentences. Continue as time allows.

### G. Dismissal

Collect the image cards from the students. Invite students to line up, beginning with the quietest row or table. Sing the Goodbye Song with students as they exit.

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**Materials Needed:**
- fly swatter
- Pocket chart (optional)
- Image cards

**Interpretive Assessment - Activity B**

Students swat the picture which corresponds to the word.

**Interpretive Assessment - Activity D**

Students perform the action that corresponds with the word.

**Presentational Assessment - Activity F**

Students say the name of an animal that fits the category mentioned.

**ACTFL Standards :**
Standard 1.2 Students understand and interpret . . . spoken language on a variety of topics.  
Standard 1.3 Students present information, concepts, and ideas to an audience of listeners on a variety of topics.  
Standard 4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

New York Science Standards  
LE 3.1a Identify, describe, and compare the physical structures of animals. Compare and contrast the physical characteristics in animals.
Language Objectives:
SWBAT tell about an animal, including habitat, description, and ability.
SWBAT understand when others tell about an animal.

Content Objective:
SWBAT describe the physical structure of an animal.

### Essential Vocabulary

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<th>Vocabulary</th>
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<tbody>
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<td>All unit vocabulary</td>
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<tr>
<td>Structures</td>
<td>عدّه</td>
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<tr>
<td>Third person</td>
<td>singular verb form</td>
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</table>

A. **Warm-up Activity**: Whose Name Is It? (See Unit 2) You may also choose to continue to do the Weather Board each day, or once a week (see unit 5).

B. **All About My Animal**

Draw a simple picture of an animal on the board. Tell the students, “أنا أحب...” (name the animal you have drawn). Ask students to raise their hands and tell you things about that animal. Show students the habitat image cards. Ask where that animal lives. Call on a student to answer. When a student answers correctly, post the image card of the habitat under the picture you drew. Show the students some animal body parts/characteristics cards. Ask them which things the animal has. Call on students to answer. Post the cards for the correct answers under the animal picture. Show the students the action cards. Ask students what the animal can do. Call on students to answer. Post cards for each correct answer under the animal picture. If you have extra class time, this activity can be repeated in small groups, with the teacher walking around and monitoring.

C. **My Animal Poster**

Demonstrate the poster-making process as follows: Draw your animal on a piece of paper. Have the image card copies you need prepared at the front of the room (see materials). Show the students the container of habitats. Select the appropriate habitat picture, and demonstrate gluing it on your animal poster. Say the word for the habitat as you glue it on. Show the students the container of body parts/characteristics. Choose two appropriate items. Count them out loud with the students, and say what they are. Act as if you are going to glue them on, just to demonstrate. Show the students the container of ability
cards. Choose one or two cards appropriate to your animal. Tell the students what they are, and hold them up to your poster, showing that you would glue them on.

Give each student a piece of paper. Instruct them to draw an animal they like. As students finish with their pictures, they may come up and choose one habitat picture, two body parts/characteristics cards, and one or two ability cards. Students should glue these pictures at the bottom of their posters. Remind students to label their posters with their names.

D. Guess My Animal
As students finish with their pictures, have them find a partner. One student tells the other student the habitat, characteristics, and abilities of the animal, and the other student tries to guess what animal it is. Then the other student describes his or her animal in the same manner. When both students have had a turn, they may look for a new partner. Listen to students’ descriptions, and assist as needed. Collect the animal posters so that students can use them for presentations during the next class period.

E. Dismissal
When students have turned in their animal posters, they may line up. Sing the Goodbye Song with students as they exit.

Materials Needed:
Image cards
Paper photocopies of image cards - enough so that all of the students will be able to find what they need. These should be simple black and white photocopies on regular paper.
   - Habitats - make 8-12 copies and place them in a basket or other container labeled “choose 1.”
   - Body parts/characteristics - make 10-14 copies of the animal body parts form this unit, plus head and foot from unit 3, and put them in a container labeled “choose 2.”
   - Abilities - make 8-12 copies and place them in a container labeled “choose 1 or 2.”
Glue sticks
Paper for animal posters - extra large paper or poster board, if possible.
Crayons, colored pencils or markers.

Interpersonal Assessment - Activity B
Students accurately answer the teacher’s questions about the animal.

Presentational Assessment - Activity D
Students accurately describe their animal’s habitat, characteristics, and abilities.

ACTFL Standards:
Standard 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
Standard 1.2 Students understand and interpret . . . spoken language on a variety of topics.
Standard 1.3 Students present information, concepts, and ideas to an audience of listeners on a variety of topics.
New York Science Standards
LE 3.1a Identify, describe, and compare the physical structures of animals.
First Grade Arabic
Unit 6: Animals
Lesson 10: Animal Presentations

Language Objectives:
SWBAT present information about an animal they like, including habitat, characteristics, and abilities.

<table>
<thead>
<tr>
<th>Essential Vocabulary</th>
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<tbody>
<tr>
<td>Review:</td>
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<tr>
<td>All unit vocabulary</td>
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</tbody>
</table>

A. Warm-up Activity: Whose Name Is It? (See Unit 2) You may also choose to continue to do the Weather Board each day, or once a week (see unit 5).

B. Model Presentation
Explain to the students that they will present about their animal, without telling the class what the animal is. Students in the class will raise their hands to guess the animal. Model this process by telling about an animal. First, tell about the habitat. Next, give two characteristics/body parts, then give one or two abilities. For example:

- يعيش في استيلل
- عنده شعر وتحيل
- يمشي ويرج

Call on students to guess what animal it is. Allow three students to guess. If no one guesses the animal, tell them what it is.

C. Student Presentations
Give each student a chance to present to the class, without telling the name of their animal. Let the students call on volunteers to guess. If no one guesses correctly, have the student tell the class the animal after three guesses. Then have the student show the class the poster, and repeat the clues while pointing to the pictures on the poster.

When students have finished their presentations, collect the posters to use as classroom decorations. If time allows, let students hang up their own posters in the classroom, or in the hall outside the classroom, as appropriate for your school.

F. Dismissal
Invite students to line up quietly. Sing the Goodbye Song with students as they exit.

Materials Needed:
Animal posters created by students during the last lesson.
Tape (or whatever method is allowed at the school) to hang pictures in the classroom or hallway.
Presentational Assessment - Activity C
Unit 6 Assessment Rubric

<table>
<thead>
<tr>
<th>Student Name: __________________________</th>
<th>Nearly Perfect</th>
<th>Good</th>
<th>Some Errors</th>
<th>Missing or entirely wrong</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Student tells the animal’s habitat.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>2. Student describes the animal using at least two characteristics or body parts.</td>
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<tr>
<td>3. Student tells an ability of the animal, using the proper form of the verb.</td>
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<tr>
<td>4. Student has drawn a picture, and included the above information on the poster.</td>
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</tbody>
</table>

ACTFL Standards:
Standard 1.2 Students understand and interpret . . . spoken language on a variety of topics.
Standard 1.3 Students present information, concepts, and ideas to an audience of listeners on a variety of topics.

New York Science Standards
LE 3.1a Identify, describe, and compare the physical structures of animals.